Subject	§126. Technology Applications				
Course Title	**§126.15. Technology Applications, Grade 7, Beginning with School Year 2012-2013**				
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement	Teacher/Student
(a) General requirements. Districts have the flexibility of offering technology applications in a variety of settings. Districts are encouraged to offer technology applications in all content areas. This content may also be offered in a specific class while being integrated in all content areas.					
(b) Introduction.					
(1) The technology applications curriculum has six strands based on the National Educational Technology Standards for Students (NETS•S) and performance indicators developed by the International Society for Technology in Education (ISTE): creativity and innovation; communication and collaboration; research and information fluency; critical thinking, problem solving, and decision making; digital citizenship; and technology operations and concepts. (2) Through the study of technology applications, students make informed decisions by understanding current and emerging technologies, including technology systems, appropriate digital tools, and personal learning networks. As competent researchers and responsible digital citizens, students use creative and computational thinking to solve problems while developing career and college readiness skills. (3) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.					
(c) Knowledge and Skills.					
(1) Creativity and innovation. The student uses creative thinking and innovative processes to construct knowledge, generate new ideas, and create products. The student is expected to:	(A) identify, create, and use files in various formats such as text, raster and vector graphics, video, and audio files	(i) identify files in various formats			
(1) Creativity and innovation. The student uses creative thinking and innovative processes to construct knowledge, generate new ideas, and create products. The student is expected to:	(A) identify, create, and use files in various formats such as text, raster and vector graphics, video, and audio files	(ii) create files in various formats			
(1) Creativity and innovation. The student uses creative thinking and innovative processes to construct knowledge, generate new ideas, and create products. The student is expected to:	(A) identify, create, and use files in various formats such as text, raster and vector graphics, video, and audio files	(iii) use files in various formats			
(1) Creativity and innovation. The student uses creative thinking and innovative processes to construct knowledge, generate new ideas, and create products. The student is expected to:	(B) create and present original works as a means of personal or group expression	(i) create original works as a means of personal or group expression			
(1) Creativity and innovation. The student uses creative thinking and innovative processes to construct knowledge, generate new ideas, and create products. The student is expected to:	(B) create and present original works as a means of personal or group expression	(ii) present original works as a means of personal or group expression			

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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement	Teacher/Student
(1) Creativity and innovation. The student uses creative thinking and innovative processes to construct knowledge, generate new ideas, and create products. The student is expected to:	(C) explore complex systems or issues using models, simulations, and new technologies to make predictions, modify input, and review results	(ix) explore complex systems or issues using new technologies to review results			
(1) Creativity and innovation. The student uses creative thinking and innovative processes to construct knowledge, generate new ideas, and create products. The student is expected to:	(D) discuss trends and make predictions	(i) discuss trends			
(1) Creativity and innovation. The student uses creative thinking and innovative processes to construct knowledge, generate new ideas, and create products. The student is expected to:	(D) discuss trends and make predictions	(ii) make predictions			
(2) Communication and collaboration. expected to: cersonal(lcho, Beondels,)networkrocesse idea9M,. ideas, and r issuesdigital(tiths suchystems)Tmb(tes,dwikiew iudio/vte oas, and)T Comlab,dTjTtd(to make)Tj0 -1.2(SrgsuesTjT(technoed to:)TjEMC /TD 2 expected to:					

Subject	**§126. Technology Applications**				
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(2) Communication and collaboration. The student collaborates and communicates both locally and globally to reinforce and promote learning. The student is expected to:	(C) create products using technical writing strategies				
(3) Research and information fluency. The student acquires, analyzes, and manages content from digital resources. The student is expected to:	(A) create a research plan to guide inquiry				
(3) Research and information fluency. The student acquires, analyzes, and manages content from digital resources. The student is expected to:	(B) use and evaluate various search strategies including keyword(s) and Boolean operators	(i) use various search strategies including keyword(s)			
(3) Research and information fluency. The student acquires, analyzes, and manages content from digital resources. The student is expected to:	(B) use and evaluate various search strategies including keyword(s) and Boolean operators	(ii) use various search strategies including Boolean operators			
(3) Research and information fluency. The student acquires, analyzes, and manages content from digital resources. The student is expected to:	(i) use various search strategies including keyword(s) and Boolean operators				

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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement	Teacher/Student
(3) Research and information fluency. The student acquires, analyzes, and manages content from digital resources. The student is expected to:	(C) select and evaluate various types of digital resources for accuracy and validity	(iv) evaluate various types of digital resources for validity			
(3) Research and information fluency. The student acquires, analyzes, and manages content from digital resources. The student is expected to:	(D) process data and communicate results	(i) process data			
(3) Research and information fluency. The student acquires, analyzes, and manages content from digital resources. The student is expected to:	(D) process data and communicate results	(ii) communicate results			
(4) Critical thinking, problem solving, and decision making. The student makes informed decisions by applying critical-thinking and problem-solving skills. The student is expected to:	(A) identify and define relevant problems and significant questions for investigation	(i) identify relevant problems for investigation			
(4) Critical thinking, problem solving, and decision making. The student makes informed decisions by applying critical-thinking and problem-solving skills. The student is expected to:	(A) identify and define relevant problems and significant questions for investigation	(ii) identify significant questions for investigation			
(4) Critical thinking, problem solving, and decision making. The student makes informed decisions by applying critical-thinking and problem-solving skills. The student is expected to:	(A) identify and define relevant problems and significant questions for investigation	(iii) define relevant problems for investigation			
(4) Critical thinking, problem solving, and decision making. The student makes informed decisions by applying critical-thinking and problem-solving skills. The student is expected to:	(A) identify and define relevant problems and significant questions for investigation	(iv) define significant questions for investigation			
(4) Critical thinking, problem solving, and decision making. The student makes informed decisions by applying critical-thinking and problem-solving skills. The student is expected to:	(B) plan and manage activities to develop a solution, design a computer program, or complete a project	(i) plan activities to develop a solution, design a computer program, or complete a project			

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(4) Critical thinking, problem solving, and decision making. The student makes informed decisions by applying critical-thinking and problem-solving skills. The student is expected to:	(B) plan and manage activities to develop a solution, design a computer program, or complete a project	(ii) manage activities to develop a solution, design a computer program, or complete a project			
(4) Critical thinking, problem solving, and decision making. The student makes informed decisions by applying critical-thinking and problem-solving skills. The student is expected to:	(C) collect and analyze data to identify solutions and make informed decisions	(i) collect data to identify solutions			
(4) Critical thinking, problem solving, and decision making. The student makes informed decisions by applying critical-thinking and problem-solving skills. The student is expected to:	(C) collect and analyze data to identify solutions and make informed decisions	(ii) collect data to make informed decisions			
(4) Critical thinking, problem solving, and decision making. The student makes informed decisions by applying critical-thinking and problem-solving skills. The student is expected to:	(C) collect and analyze data to identify solutions and make informed decisions	(iii) analyze data to identify solutions			
(4) Critical thinking, problem solving, and decision making. The student makes informed decisions by applying critical-thinking and problem-solving skills. The student is expected to:	(C) collect and analyze data to identify solutions and make informed decisions	(iv) analyze data to make informed decisions			
(4) Critical thinking, problem solving, and decision making. The student makes informed decisions by applying critical-thinking and problem-solving skills. The student is expected to:	(D) use multiple processes and diverse perspectives to explore alternative solutions	(i) use multiple processes to explore alternative solutions			
(4) Critical thinking, problem solving, and decision making. The student makes informed decisions by applying critical-thinking and problem-solving skills. The student is expected to:	(D) use multiple processes and diverse perspectives to explore alternative solutions	(ii) use diverse perspectives to explore alternative solutions			
(4) Critical thinking, problem solving, and decision making. The student makes informed decisions by applying critical-thinking and problem-solving skills. The student is expected to:	(E) make informed decisions and support reasoning	(i) make informed decisions			

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(4) Critical thinking, problem solving, and decision making. The student makes informed decisions by applying critical-thinking and problem-solving skills. The student is expected to:	(E) make informed decisions and support reasoning	(ii) support reasoning			
(4) Critical thinking, problem solving, and decision making. The student makes informed decisions by applying critical-thinking and problem-solving skills. The student is expected to:	(F) transfer current knowledge to the learning of newly encountered technologies				
(5) Digital citizenship. The student practices safe, responsible, legal, and ethical behavior while using technology tools and resources. The student is expected to:	(A) understand and practice copyright principles including current fair use guidelines, creative commons, open source, and public domain	(i) understand copyright principles including current fair use guidelines			
(5) Digital citizenship. The student practices safe, responsible, legal, and ethical behavior while using technology tools and resources. The student is expected to:	(A) understand and practice copyright principles including current fair use guidelines, creative commons, open source, and public domain	(ii) understand copyright principles including creative commons			
(5) Digital citizenship. The student practices safe, responsible, legal, and ethical behavior while using technology tools and resources. The student is expected to:	(A) understand and practice copyright principles including current fair use guidelines, creative commons, open source, and public domain	(iii) understand copyright principles including open source			
(5) Digital citizenship. The student practices safe, responsible, legal, and ethical behavior while using technology tools and resources. The student is expected to:	(A) understand and practice copyright principles including current fair use guidelines, creative commons, open source, and public domain	(iv) understand copyright principles including public domain			
(5) Digital citizenship. The student practices safe, responsible, legal, and ethical behavior while using technology tools and resources. The student is expected to:	(A) understand and practice copyright principles including current fair use guidelines, creative commons, open source, and public domain	(v) practice copyright principles including current fair use guidelines			
(5) Digital citizenship. The student practices safe, responsible, legal, and ethical behavior while using technology tools and resources. The student is expected to:	(A) understand and practice copyright principles including current fair use guidelines, creative commons, open source, and public domain	(vi) practice copyright principles including creative commons			

Subject	**§126. Technology Applications**				
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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement	Teacher/Student
(5) Digital citizenship. The student practices safe, responsible, legal, and ethical behavior while using technology tools and resources. The student is expected to:	(C) practice and explain safe and appropriate online behavior, personal security guidelines, digital identity, digital etiquette, and acceptable use of technology	(v) practice digital etiquette			
(5) Digital citizenship. The student practices safe, responsible, legal, and ethical behavior while using technology tools and resources. The student is expected to:	(C) practice and explain safe and appropriate online behavior, personal security guidelines, digital identity, digital etiquette, and acceptable use of technology	(vi) practice acceptable use of technology			
(5) Digital citizenship. The student practices safe, responsible, legal, and ethical behavior while using technology tools and resources. The student is expected to:	(C) practice and explain safe and appropriate online behavior, personal security guidelines, digital identity, digital etiquette, and acceptable use of technology	(vii) explain safe online behavior			
(5) Digital citizenship. The student practices safe, responsible, legal, and ethical behavior while using technology tools and resources. The student is expected to:	(C) practice and explain safe and appropriate online behavior, personal security guidelines, digital identity, digital etiquette, and acceptable use of technology	(viii) explain appropriate online behavior			
(5) Digital citizenship. The student practices safe, responsible, legal, and ethical behavior while using technology tools and resources. The student is expected to:	(C) practice and explain safe and appropriate online behavior, personal security guidelines, digital identity, digital etiquette, and acceptable use of technology	(ix) explain personal security guidelines			
(5) Digital citizenship. The student practices safe, responsible, legal, and ethical behavior while using technology tools and resources. The student is expected to:	(C) practice and explain safe and appropriate online behavior, personal security guidelines, digital identity, digital etiquette, and acceptable use of technology	(x) explain digital identity			
(5) Digital citizenship. The student practices safe, responsible, legal, and ethical behavior while using technology tools and resources. The student is expected to:	(C) practice and explain safe and appropriate online behavior, personal security guidelines, digital identity, digital etiquette, and acceptable use of technology	(xi) explain digital etiquette			
(5) Digital citizenship. The student practices safe, responsible, legal, and ethical behavior while using technology tools and resources. The student is expected to:	(C) practice and explain safe and appropriate online behavior, personal security guidelines, digital identity, digital etiquette, and acceptable use of technology	(xii) explain acceptable use of technology			

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(5) Digital citizenship. The student practices safe, responsible, legal, and ethical behavior while using technology tools and resources. The student is expected to:	(D) understand the negative impact of inappropriate technology use, including online bullying and harassment, hacking, intentional virus setting, invasion of privacy, and piracy such as software, music, video, and other media	(i) understand the negative impact of inappropriate technology use, including online bullying			
(5) Digital citizenship. The student practices safe, responsible, legal, and ethical behavior while using technology tools and resources. The student is expected to:	(D) understand the negative impact of inappropriate technology use, including online bullying and harassment, hacking, intentional virus setting, invasion of privacy, and piracy such as software, music, video, and other media	(ii) understand the negative impact of inappropriate technology use, including online harassment			
(5) Digital citizenship. The student practices safe, responsible, legal, and ethical behavior while using technology tools and resources. The student is expected to:	(D) understand the negative impact of inappropriate technology use, including online bullying and harassment, hacking, intentional virus setting, invasion of privacy, and piracy such as software, music, video, and other media	(iii) understand the negative impact of inappropriate technology use, including hacking			
(5) Digital citizenship. The student practices safe, responsible, legal, and ethical behavior while using technology tools and resources. The student is expected to:	(D) understand the negative impact of inappropriate technology use, including online bullying and harassment, hacking, intentional virus setting, invasion of privacy, and piracy such as software, music, video, and other media	(iv) understand the negative impact of inappropriate technology use, including intentional virus setting			
(5) Digital citizenship. The student practices safe, responsible, legal, and ethical behavior while using technology tools and resources. The student is expected to:	(D) understand the negative impact of inappropriate technology use, including online bullying and harassment, hacking, intentional virus setting, invasion of privacy, and piracy such as software, music, video, and other media	(v) understand the negative impact of inappropriate technology use, including invasion of privacy			

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Course Title	**§126.15. Technology Applications, Grade 7, Beginning with School Year 2012-2013**				
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(6) Technology operations and concepts. The student demonstrates a thorough understanding of technology concepts, systems, and operations. The student is expected to:	(B) select and apply technology tools based on licensing, application, and support	(v) apply technology tools based on application			
(6) Technology operations and concepts. The student demonstrates a thorough understanding of technology concepts, systems, and operations. The student is expected to:	(B) select and apply technology tools based on licensing, application, and support	(vi) apply technology tools based on support			
(6) Technology operations and concepts. The student demonstrates a thorough understanding of technology concepts, systems, and operations. The student is expected to:	(C) identify, understand, and use operating systems	(i) identify operating systems			
(6) Technology operations and concepts. The student demonstrates a thorough understanding of technology concepts, systems, and operations. The student is expected to:	(C) identify, understand, and use operating systems	(ii) understand operating systems			
(6) Technology operations and concepts. The student demonstrates a thorough understanding of technology concepts, systems, and operations. The student is expected to:	(C) identify, understand, and use operating systems	(iii) use operating systems			
(6) Technology operations and concepts. The student demonstrates a thorough understanding of technology concepts, systems, and operations. The student is expected to:	(D) understand and use software applications, including selecting and using software for a defined task	(i) understand software applications, including selecting software for a defined task			
(6) Technology operations and concepts. The student demonstrates a thorough understanding of technology concepts, systems, and operations. The student is expected to:	(D) understand and use software applications, including selecting and using software for a defined task	(ii) understand software applications, including using software for a defined task			
(6) Technology operations and concepts. The student demonstrates a thorough understanding of technology concepts, systems, and operations. The student is expected to:	(D) understand and use software applications, including selecting and using software for a defined task	(iii) use software applications including selecting software for a defined task			

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(6) Technology operations and concepts. The student demonstrates a thorough understanding of technology concepts, systems, and operations. The student is expected to:	(D) understand and use software applications, including selecting and using software for a defined task	(iv) use software applications including using software for a defined task			
(6) Technology operations and concepts. The student demonstrates a thorough understanding of technology concepts, systems, and operations. The student is expected to:	(E) identify, understand, and use hardware systems	(i) identify hardware systems			
(6) Technology operations and concepts. The student demonstrates a thorough understanding of technology concepts, systems, and operations. The student is expected to:	(E) identify, understand, and use hardware systems	(ii) understand hardware systems			
(6) Technology operations and concepts. The student demonstrates a thorough understanding of technology concepts, systems, and operations. The student is expected to:	(E) identify, understand, and use hardware systems	(iii) use hardware systems			
(6) Technology operations and concepts. The student demonstrates a thorough understanding of technology concepts, systems, and operations. The student is expected to:	(F) understand troubleshooting techniques such as restarting systems, checking power issues, resolving software compatibility, verifying network connectivity, connecting to a remote resources, and modifying display properties	(i) understand troubleshooting techniques			
(6) Technology operations and concepts. The student demonstrates a thorough understanding of technology concepts, systems, and operations. The student is expected to:	(G) implement effective file management strategies such as file naming conventions, location, backup, hierarchy, folder structure, file conversion, tags, labels, and emerging digital organizational strategies	(i) implement effective file management strategies			
(6) Technology operations and concepts. The student demonstrates a thorough understanding of technology concepts, systems, and operations. The student is expected to:	(H) explain how changes in technology throughout history have impacted various areas of study				

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(6) Technology operations and concepts. The student demonstrates a thorough understanding of technology concepts, systems, and operations. The student is expected to:	(I) explain the relevance of technology as it applies to college and career readiness, life-long learning, and daily living	(i) explain the relevance of technology as it applies to college readiness			
(6) Technology operations and concepts. The student demonstrates a thorough understanding of technology concepts, systems, and operations. The student is expected to:	(I) explain the relevance of technology as it applies to college and career readiness, life-long learning, and daily living	(ii) explain the relevance of technology as it applies to career readiness			
(6) Technology operations and concepts. The student demonstrates a thorough understanding of technology concepts, systems, and operations. The student is expected to:	(I) explain the relevance of technology as it applies to college and career readiness, life-long learning, and daily living	(iii) explain the relevance of technology as it applies to life-long learning			
(6) Technology operations and concepts. The student demonstrates a thorough understanding of technology concepts, systems, and operations. The student is expected to:	(I) explain the relevance of technology as it applies to college and career readiness, life-long learning, and daily living	(iv) explain the relevance of technology as it applies to daily living			
(6) Technology operations and concepts. The student demonstrates a thorough understanding of technology concepts, systems, and operations. The student is expected to:	(J) use a variety of local and remote input sources	(i) use a variety of local input sources			
(6) Technology operations and concepts. The student demonstrates a thorough understanding of technology concepts, systems, and operations. The student is expected to:	(J) use a variety of local and remote input sources	(ii) use a variety of remote input sources			
(6) Technology operations and concepts. The student demonstrates a thorough understanding of technology concepts, systems, and operations. The student is expected to:	(K) use keyboarding techniques and ergonomic strategies while building speed and accuracy	(i) use keyboarding techniques while building speed			
(6) Technology operations and concepts. The student demonstrates a thorough understanding of technology concepts, systems, and operations. The student is expected to:	(K) use keyboarding techniques and ergonomic strategies while building speed and accuracy	(ii) use keyboarding techniques while building accuracy			

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(6) Technology operations and concepts. The student demonstrates a thorough understanding of technology concepts, systems, and operations. The student is expected to:	(K) use keyboarding techniques and ergonomic strategies while building speed and accuracy	(iii) use ergonomic strategies while building speed			
(6) Technology operations and concepts. The student demonstrates a thorough understanding of technology concepts, systems, and operations. The student is expected to:	(K) use keyboarding techniques and ergonomic strategies while building speed and accuracy	(iv) use ergonomic strategies while building accuracy			
(6) Technology operations and concepts. The student demonstrates a thorough understanding of technology concepts, systems, and operations. The student is expected to:	(L) create and edit files with productivity tools including: (i) a word processing document using digital typography standards such as page layout, font formatting, paragraph formatting, and list attributes; (ii) a spreadsheet workbook using advanced computational and graphic components such as complex formulas, basic functions, data types, and chart generation; (iii) a database by manipulating components such as defining fields, entering data, and designing layouts appropriate for reporting; and (iv) a digital publication using relevant publication standards	(i) create files with productivity tools including a word processing document using digital typography standards			

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(6) Technology operations and concepts. The student demonstrates a thorough understanding of technology concepts, systems, and operations. The student is expected to:	(L) create and edit files with productivity tools including: (i) a word processing document using digital typography standards such as page layout, font formatting, paragraph formatting, and list attributes; (ii) a spreadsheet workbook using advanced computational and graphic components such as complex formulas, basic functions, data types, and chart generation; (iii) a database by manipulating components such as defining fields, entering data, and designing layouts appropriate for reporting; and (iv) a digital publication using relevant publication standards	(ii) create files with productivity tools including a spreadsheet workbook using advanced computational components			
(6) Technology operations and concepts. The student demonstrates a thorough understanding of technology concepts, systems, and operations. The student is expected to:	(L) create and edit files with productivity tools including: (i) a word processing document using digital typography standards such as page layout, font formatting, paragraph formatting, and list attributes; (ii) a spreadsheet workbook using advanced computational and graphic components such as complex formulas, basic functions, data types, and chart generation; (iii) a database by manipulating components such as defining fields, entering data, and designing layouts appropriate for reporting; and (iv) a digital publication using relevant publication standards	(iii) create files with productivity tools including a spreadsheet workbook using advanced graphic components			

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(6) Technology operations and concepts. The student demonstrates a thorough understanding of technology concepts, systems, and operations. The student is expected to:	(L) create and edit files with productivity tools including: (i) a word processing document using digital typography standards such as page layout, font formatting, paragraph formatting, and list attributes; (ii) a spreadsheet workbook using advanced computational and graphic components such as complex formulas, basic functions, data types, and chart generation; (iii) a database by manipulating components such as defining fields, entering data, and designing layouts appropriate for reporting; and (iv) a digital publication using relevant publication standards	(iv) create files with productivity tools including a database by manipulating components			
(6) Technology operations and concepts. The student demonstrates a thorough understanding of technology concepts, systems, and operations. The student is expected to:	(L) create and edit files with productivity tools including: (i) a word processing document using digital typography standards such as page layout, font formatting, paragraph formatting, and list attributes; (ii) a spreadsheet workbook using advanced computational and graphic components such as complex formulas, basic functions, data types, and chart generation; (iii) a database by manipulating components such as defining fields, entering data, and designing layouts appropriate for reporting; and (iv) a digital publication using relevant publication standards	(iv) create files with productivity tools including a digital publication using relevant publication standards			

Subject	**§126. Technology Applications**				