Texas Technology Applications

Grade 5

Implementation. The provisions of this section shall be implemented by school districts beginning with the 2024-2025 school year. 5.A

1 **No later than August 1, 2024, the commissioner of education shall determine whether instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills identified in this section.** 5.A.1

2 **If the commissioner makes the determination that instructional materials funding has been made available this section shall be implemented beginning with the 2024-2025 school year and apply to the 2024-2025 and subsequent school years.** 5.A.2

3 **If the commissioner does not make the determination that instructional materials funding has been made available under this subsection, the commissioner shall determine no later than August 1 of each subsequent school year whether instructional materials funding has been made available. If the commissioner determines that instructional materials funding has been made available, the commissioner shall notify the State Board of Education and school districts that this section shall be implemented for the following school year.** 5.A.3

Introduction. 5.B

1 **Technology includes data communication, data processing, and the devices used for these tasks locally and across networks. Learning to apply these technologies motivates students to develop critical-thinking skills, higher-order thinking, and innovative problem solving. Technology applications incorporates the study of digital tools, devices, communication, and programming to empower students to apply current and emerging technologies in their careers, their education, and beyond.** 5.B.1

2 **The technology applications Texas Essential Knowledge and Skills (TEKS) consist of five strands that prepare students to be literate in technology applications by Grade 8: computational thinking; creativity and innovation; data literacy, management, and representation; digital citizenship; and practical technology concepts. Communication and collaboration skills are embedded across the strands.** 5.B.2

A Computational thinking. Students break down the problem-solving process into four steps: decomposition, pattern recognition, abstraction, and algorithms. 5.B.2.A

B Creativity and innovation. Students use innovative design processes to develop solutions to problems. Students plan a solution, create the solution, test the solution, iterate, and debug the solution as needed, and implement a completely new and innovative product. 5.B.2.B

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C Data literacy, management, and representation. Students collect, organize, manage, analyze, and publish various types of data for an audience. 5.B.2.C

D Digital citizenship. Students practice the ethical and effective application of technology and develop an understanding of cybersecurity and the impact of a digital footprint to become safe, productive, and respectful digital citizens. 5.B.2.D

E Practical technology concepts. Students build their knowledge of software applications and hardware focusing on keyboarding and use of applications and tools. Students also build their knowledge and use of technology systems, including integrating the use of multiple applications. 5.B.2.E

3 **The technology applications TEKS can be integrated into all content areas and can support stand-alone courses. Districts have the flexibility of offering technology applications in a variety of settings, including through a stand-alone course or by integrating the technology applications standards in the essential knowledge and skills for one or more courses or subject areas.** 5.B.3

4 **Statements containing the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.** 5.B.4

Knowledge and skills. 5.C

1 **Computational thinking--foundations. The student explores the core concepts of computational thinking, a set of problem-solving processes that involve decomposition, pattern recognition, abstraction, and algorithms. The student is expected to:** 5.C.1

A decompose a real-world problem into smaller, manageable subproblems using graphic organizers such as learning maps, concept maps, or other representations of data; 5.C.1.A

B identify patterns in real-world problems and make predictions based on the pattern; 5.C.1.B

C design and create an outline collaboratively that documents a problem, possible solutions, and an expected timeline for the development of a coded solution; and 5.C.1.C

D compare multiple algorithms for the same task and determine which algorithm is the most appropriate for that task. 5.C.1.D

2 **Computational thinking--applications. The student applies the fundamentals of computer science. The student is expected to:** 5.C.2

A use variables within a program to store and modify data; 5.C.2.A

B use a design process to create block-based programs that include sequences, loops, conditionals, and events to solve an everyday problem; and 5.C.2.B

C analyze a code and how the code may be reused to develop new or improved programs. 5.C.2.C

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:reativity and innovation--innovative design process. The student takes an active ole in learning by using a design process to solve authentic problems for a local or

global audience, using a variety of technologies. The student is expected to: 5.C.3

- A explain the importance of and demonstrate personal skills and behaviors, including persistence, effective communication, following directions, mental agility, metacognition, problem solving and questioning, that are needed to implement a design process successfully; and 5.C.3.A
- B apply an appropriate design process that includes components to generate multiple solutions for an authentic problem and develop original products. 5.C.3.B

4 **Creativity and innovation--emerging technologies. The student demonstrates an understanding that technology is dynamic and impacts different communities. The student is expected to predict how emerging technologies may impact different communities.** 5.C.4

5 **Data literacy, management, and representation--collect data. The student uses digital strategies to collect and identify data. The student is expected to:** 5.C.5

- A identify and collect quantitative and qualitative data with digital tools; and 5.C.5.A
- B identify keyword(s), Boolean operators, and limiters within provided search strategies. 5.C.5.B

6 **Data literacy, management, and representation--organize, manage, and analyze data. The student uses data to answer questions. The student is expected to use digital tools to analyze and transform data and make inferences to answer questions.** 5.C.6

7 **Data literacy, management, and representation--communicate and publish results. The student communicates data through the use of digital tools to inform an audience. The student is expected to use digital tools to communicate and display data using appropriate visualization to inform an intended audience.** 5.C.7

8 **Digital citizenship--social interactions. The student understands different styles of digital communication and that a student's actions online can have a long-term impact. The student is expected to:** 5.C.8

- A identify the components of a digital footprint such as online activity, game use, or social media platforms; 5.C.8.A
- B describe appropriate digital etiquette for addressing different audiences such as peers, teachers, and other adults; and 5.C.8.B
- C apply appropriate digital etiquette for collaborating with different audiences such as peers, teachers, and other adults. 5.C.8.C

9 **Digital citizenship--ethics and laws. The student recognizes and practices responsible, legal, and ethical behavior while using digital tools and resources. The student is expected to:** 5.C.9

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- demonstrate adherence to local acceptable use policy (AUP) and explain the importance of responsible and ethical technology use; 5.C.9.A

B describe the purpose of copyright law and the possible consequences for inappropriate use of digital content; and 5.C.9.B

C create citations for digital forms of media with assistance. 5.C.9.C

10 Digital citizenship--privacy, safety, and security. The student practices safe, legal, and ethical digital behaviors to become a socially responsible digital citizen. The student is expected to: 5.C.10

A discuss cybersecurity strategies such as using a secured internet connection to protect digital information; 5.C.10.A

B discuss how data collection technology is used to track online navigation and identify strategies to maintain digital privacy and security; and 5.C.10.B

C discuss and identify how interactions can escalate online and explain ways to stand up to cyberbullying, including advocating for self and others. 5.C.10.C

11 Practical technology concepts--processes. The student engages with technology systems, concepts, and operations. The student is expected to: 5.C.11

A identify file types for text, graphics, and multimedia files; and 5.C.11.A

B perform software application functions, including inserting or deleting text and images and formatting tools or options. 5.C.11.B

12 Practical technology concepts--skills and tools. The student selects appropriate methods or techniques for an assigned task and identifies and solves simple hardware and software problems using common troubleshooting strategies. The student is expected to: 5.C.12

A describe and evaluate operating systems, learning management systems, virtual systems, and network systems such as internet, intranet, wireless network, and short-range wireless technology; 5.C.12.A

B organize files using appropriate naming conventions and folder structures; 5.C.12.B

C demonstrate proper touch keyboarding techniques with increasing speed and accuracy and ergonomic strategies such as correct hand and body positions; 5.C.12.C

D demonstrate keyboard or other input device shortcuts with fluency; and 5.C.12.D

E use help sources to research application features and solve software issues. 5.C.12.E