

Subject		§126. Technology Applications		
Course Title		§126.35. Computer Science III (One Credit), Beginning with School Year 2012-2013		
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(a) General Requirements.				
Students shall be awarded one credit for successful completion of this course. The required prerequisite for this course is Computer Science II, Advanced Placement (AP) Computer Science A, or International Baccalaureate (IB) Computer Science. This course is recommended for students in Grades 11 and 12.				
(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) Computer Science III will foster students' creativity and innovation by presenting opportunities to design, implement, and present meaningful programs through a variety of media. Students will collaborate with one another, their instructor, and various electronic communities to solve the problems presented throughout the course. Through data analysis, students will identify task requirements, plan search strategies, and use computer science concepts to access, analyze, and evaluate information needed to solve problems. By using computer science knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will gain an understanding of advanced computer science data structures through the study of technology operations, systems, and concepts.				
(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 develops products and generates new understandings by extending existing knowledge. The student is expected to:	(A) apply data abstraction and encapsulation to manage complexity	(i) apply data abstraction to manage complexity		
(1) Creativity and innovation. The student develops products and generates new understandings by extending existing knowledge. The student is expected to:	(A) apply data abstraction and encapsulation to manage complexity	(ii) apply data encapsulation to manage complexity		

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(1) Creativity and innovation. The student develops products and generates new understandings by extending existing knowledge. The student is expected to:	(B) implement a student-created class hierarchy			
(1) Creativity and innovation. The student develops products and generates new understandings by extending existing knowledge. The student is expected to:	(C) read and write class specifications using visual organizers, including Unified Modeling Language	(i) read class specifications using visual organizers, including Unified Modeling Language		
(1) Creativity and innovation. The student develops products and generates new understandings by extending existing knowledge. The student is expected to:	(C) read and write class specifications using visual organizers, including Unified Modeling Language	(ii) write class specifications using visual organizers, including Unified Modeling Language		
(1) Creativity and innovation. The student develops products and generates new understandings by extending existing knowledge. The student is expected to:	(D) use black box programming methodology			
(1) Creativity and innovation. The student develops products and generates new understandings by extending existing knowledge. The student is expected to:	(E) design, create, and use interfaces to apply protocols	(i) design interfaces to apply protocols		
(1) Creativity and innovation. The student develops products and generates new understandings by extending existing knowledge. The student is expected to:	(E) design, create, and use interfaces to apply protocols	(ii) create interfaces to apply protocols		

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(1) Creativity and innovation. The student develops products and generates new understandings by extending existing knowledge. The student is expected to:	(F) identify, describe, design, create, evaluate, and compare standard sorting algorithms that perform sorting operations on data structures, including quick sort and heap sort	(i) identify standard sorting algorithms that perform sorting operations on data structures, including quick sort		
(1) Creativity and innovation. The student develops products and generates new understandings by extending existing knowledge. The student is expected to:	(F) identify, describe, design, create, evaluate, and compare standard sorting algorithms that perform sorting operations on data structures, including quick sort and heap sort	(ii) describe standard sorting algorithms that perform sorting operations on data structures, including quick sort		
(1) Creativity and innovation. The student develops products and generates new understandings by extending existing knowledge. The student is expected to:	(F) identify, describe, design, create, evaluate, and compare standard sorting algorithms that perform sorting operations on data structures, including quick sort and heap sort	(iii) design standard sorting algorithms that perform sorting operations on data structures, including quick sort		
(1) Creativity and innovation. The student develops products and generates new understandings by extending existing knowledge. The student is expected to:	(F) identify, describe, design, create, evaluate, and compare standard sorting algorithms that perform sorting operations on data structures, including quick sort and heap sort	(iv) create standard sorting algorithms that perform sorting operations on data structures, including quick sort		

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(1) Creativity and innovation. The student develops products and generates new understandings by extending existing knowledge. The student is expected to:	(F) identify, describe, design, create, evaluate, and compare standard sorting algorithms that perform sorting operations on data structures, including quick sort and heap sort	(vi) compare standard sorting algorithms that perform sorting operations on data structures, including quick sort and heap sort		
(1) Creativity and innovation. The student develops products and generates new understandings by extending existing knowledge. The student is expected to:	(F) identify, describe, design, create, evaluate, and compare standard sorting algorithms that perform sorting operations on data structures, including quick sort and heap sort	(vii) identify standard sorting algorithms that perform sorting operations on data structures, including heap sort		
(1) Creativity and innovation. The student develops products and generates new understandings by extending existing knowledge. The student is expected to:	(F) identify, describe, design, create, evaluate, and compare standard sorting algorithms that perform sorting operations on data structures, including quick sort and heap sort	(viii) describe standard sorting algorithms that perform sorting operations on data structures, including heap sort		
(1) Creativity and innovation. The student develops products and generates new understandings by extending existing knowledge. The student is expected to:	(F) identify, describe, design, create, evaluate, and compare standard sorting algorithms that perform sorting operations on data structures, including quick sort and heap sort	(ix) design standard sorting algorithms that perform sorting operations on data structures, including heap sort		

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(1) Creativity and innovation. The student develops products and generates new understandings by extending existing knowledge. The student is expected to:	(F) identify, describe, design, create, evaluate, and compare standard sorting algorithms that perform sorting operations on data structures, including quick sort and heap sort	(xi) evaluate standard sorting algorithms that perform sorting operations on data structures, including heap sort		
(1) Creativity and innovation. The student develops products and generates new understandings by extending existing knowledge. The student is expected to:	(G) select, identify, and use the appropriate abstract data type, advanced data structure, and supporting algorithms to properly represent the data in a program problem solution	(i) select the appropriate abstract data type to properly represent the data in a program problem solution		
(1) Creativity and innovation. The student develops products and generates new understandings by extending existing knowledge. The student is expected to:	(G) select, identify, and use the appropriate abstract data type, advanced data structure, and supporting algorithms to properly represent the data in a program problem solution	(ii) identify the appropriate abstract data type to properly represent the data in a program problem solution		
(1) Creativity and innovation. The student develops products and generates new understandings by extending existing knowledge. The student is expected to:	(G) select, identify, and use the appropriate abstract data type, advanced data structure, and supporting algorithms to properly represent the data in a program problem solution	(iii) use the appropriate abstract data type to properly represent the data in a program problem solution		

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(1) Creativity and innovation. The student develops products and generates new understandings by extending existing knowledge. The student is expected to:	(G) select, identify, and use the appropriate abstract data type, advanced data structure, and supporting algorithms to properly represent the data in a program problem solution	(v) identify the appropriate advanced data structure to properly represent the data in a program problem solution		
(1) Creativity and innovation. The student develops products and generates new understandings by extending existing knowledge. The student is expected to:	(G) select, identify, and use the appropriate abstract data type, advanced data structure, and supporting algorithms to properly represent the data in a program problem solution	(vi) use the appropriate advanced data structure to properly represent the data in a program problem solution		
(1) Creativity and innovation. The student develops products and generates new understandings by extending existing knowledge. The student is expected to:	(G) select, identify, and use the appropriate abstract data type, advanced data structure, and supporting algorithms to properly represent the data in a program problem solution	(vii) select the appropriate supporting algorithms to properly represent the data in a program problem solution		
(1) Creativity and innovation. The student develops products and generates new understandings by extending existing knowledge. The student is expected to:	(G) select, identify, and use the appropriate abstract data type, advanced data structure, and supporting algorithms to properly represent the data in a program problem solution	(viii) identify the appropriate supporting algorithms to properly represent the data in a program problem solution		

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(1) Creativity and innovation. The student develops products and generates new understandings by extending existing knowledge. The student is expected to:	(H) manage complexity by using a systems approach			
(2) Communication and collaboration. The student communicates and collaborates with peers to contribute to his or her own learning and the learning of others. The student is expected to:	(A) use local area networks (LANs) and wide area networks (WANs), including the Internet and intranets, in research, file management, and collaboration	(i) use local area networks (LANs), including the Internet, in research		
(2) Communication and collaboration. The student communicates and collaborates with peers to contribute to his or her own learning and the learning of others. The student is expected to:	(A) use local area networks (LANs) and wide area networks (WANs), including the Internet and intranets, in research, file management, and collaboration	(ii) use local area networks (LANs), including the Internet, file management		

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(2) Communication and collaboration. The student communicates and collaborates with peers to contribute to his or her own learning and the learning of others. The student is expected to:	(A) use local area networks (LANs) and wide area networks (WANs), including the Internet and intranets, in research, file management, and collaboration	(iv) use local area networks (LANs), including intranets, in research		
(2) Communication and collaboration. The student communicates and collaborates with peers to contribute to his or her own learning and the learning of others. The student is expected to:	(A) use local area networks (LANs) and wide area networks (WANs), including the Internet and intranets, in research, file management, and collaboration	(v) use local area networks (LANs), including intranets, in file management		
(2) Communication and collaboration. The student communicates and collaborates with peers to contribute to his or her own learning and the learning of others. The student is expected to:	(A) use local area networks (LANs) and wide area networks (WANs), including the Internet and intranets, in research, file management, and collaboration	(vi) use local area networks (LANs), including intranets, in collaboration		

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(2) Communication and collaboration. The student communicates and collaborates with peers to contribute to his or her own learning and the learning of others. The student is expected to:	(A) use local area networks (LANs) and wide area networks (WANs), including the Internet and intranets, in research, file management, and collaboration	(viii) use wide area networks (WANs), including the Internet, in file management		
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(2) Communication and collaboration. The student communicates and collaborates with peers to contribute to his or her own learning and the learning of others. The student is expected to:	(A) use local area networks (LANs) and wide area networks (WANs), including the Internet and intranets, in research, file management, and collaboration	(xii) use wide area networks (WANs), including intranets, in collaboration		
(2) Communication and collaboration. The student communicates and collaborates with peers to contribute to his or her own learning and the learning of others. The student is expected to:	(B) create interactive human interfaces to acquire data from a user and display program results using an advanced Graphical User Interface (GUI)	(i) create interactive human interfaces to acquire data from a user		
(2) Communication and collaboration. The student communicates and collaborates with peers to contribute to his or her own learning and the learning of others. The student is expected to:	(B) create interactive human interfaces to acquire data from a user and display program results using an advanced Graphical User Interface (GUI)	(ii) create interactive human interfaces to display program results using an advanced Graphical User Interface (GUI)		

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(2) Communication and collaboration. The student communicates and collaborates with peers to contribute to his or her own learning and the learning of others. The student is expected to:	(C) write programs and communicate with proper programming style to enhance the readability and functionality of the code by using meaningful descriptive identifiers, internal comments, white space, indentation, and a standardized program style	(i) write programs to enhance the readability of the code by using meaningful descriptive identifiers		
(2) Communication and collaboration. The student communicates and collaborates with peers to contribute to his or her own learning and the learning of others. The student is expected to:	(C) write programs and communicate with proper programming style to enhance the readability and functionality of the code by using meaningful descriptive identifiers, internal comments, white space, indentation, and a standardized program style	(ii) write programs to enhance the readability of the code by using internal comments		
(2) Communication and collaboration. The student communicates and collaborates with peers to contribute to his or her own learning and the learning of others. The student is expected to:	(C) write programs and communicate with proper programming style to enhance the readability and functionality of the code by using meaningful descriptive identifiers, internal comments, white space, indentation, and a standardized program style	(iii) write programs to enhance the readability of the code by using white space		

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(2) Communication and collaboration. The student communicates and collaborates with peers to contribute to his or her own learning and the learning of others. The student is expected to:	(C) write programs and communicate with proper programming style to enhance the readability and functionality of the code by using meaningful descriptive identifiers, internal comments, white space, indentation, and a standardized program style	(v) write programs to enhance the readability of the code by using a standardized program style		
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(2) Communication and collaboration. The student communicates and collaborates with peers to contribute to his or her own learning and the learning of others. The student is expected to:	(C) write programs and communicate with proper programming style to enhance the readability and functionality of the code by using meaningful descriptive identifiers, internal comments, white space, indentation, and a standardized program style	(viii) write programs to enhance the functionality of the code by using white space		
(2) Communication and collaboration. The student communicates and collaborates with peers to contribute to his or her own learning and the learning of others. The student is expected to:	(C) write programs and communicate with proper programming style to enhance the readability and functionality of the code by using meaningful descriptive identifiers, internal comments, white space, indentation, and a standardized program style	(ix) write programs to enhance the functionality of the code by using indentation		

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(2) Communication and collaboration. The student communicates and collaborates with peers to contribute to his or her own learning and the learning of others. The student is expected to:	(C) write programs and communicate with proper programming style to enhance the readability and functionality of the code by using meaningful descriptive identifiers, internal comments, white space, indentation, and a standardized program style	(xi) communicate with proper programming style to enhance the readability of the code by using meaningful descriptive identifiers		
(2) Communication and collaboration. The student communicates and collaborates with peers to contribute to his or her own learning and the learning of others. The student is expected to:	(C) write programs and communicate with proper programming style to enhance the readability and functionality of the code by using meaningful descriptive identifiers, internal comments, white space, indentation, and a standardized program style	(xii) communicate with proper programming style to enhance the readability of the code by using internal comments		

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(2) Communication and collaboration. The student communicates and collaborates with peers to contribute to his or her own learning and the learning of others. The student is expected to:	(C) write programs and communicate with proper programming style to enhance the readability and functionality of the code by using meaningful descriptive identifiers, internal comments, white space, indentation, and a standardized program style	(xiv) communicate with proper programming style to enhance the readability of the code by using indentation		
(2) Communication and collaboration. The student communicates and collaborates with peers to contribute to his or her own learning and the learning of others. The student is expected to:	(C) write programs and communicate with proper programming style to enhance the readability and functionality of the code by using meaningful descriptive identifiers, internal comments, white space, indentation, and a standardized program style	(xv) communicate with proper programming style to enhance the readability of the code by using a standardized program style		

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(2) Communication and collaboration. The student communicates and collaborates with peers to contribute to his or her own learning and the learning of others. The student is expected to:	(C) write programs and communicate with proper programming style to enhance the readability and functionality of the code by using meaningful descriptive identifiers, internal comments, white space, indentation, and a standardized program style	(xvii) communicate with proper programming style to enhance the functionality of the code by using internal comments		
(2) Communication and collaboration. The student communicates and collaborates with peers to contribute to his or her own learning and the learning of others. The student is expected to:	(C) write programs and communicate with proper programming style to enhance the readability and functionality of the code by using meaningful descriptive identifiers, internal comments, white space, indentation, and a standardized program style	(xviii) communicate with proper programming style to enhance the functionality of the code by using white space		

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(2) Communication and collaboration. The student communicates and collaborates with peers to contribute to his or her own learning and the learning of others. The student is expected to:	(C) write programs and communicate with proper programming style to enhance the readability and functionality of the code by using meaningful descriptive identifiers, internal comments, white space, indentation, and a standardized program style	(xx) communicate with proper programming style to enhance the functionality of the code by using a standardized program style		
(2) Communication and collaboration. The student communicates and collaborates with peers to contribute to his or her own learning and the learning of others. The student is expected to:	(D) work in software design teams			
(3) Research and information fluency. The student locates, analyzes, processes, and organizes data. The student is expected to:	(A) identify and use the structured data type of arrays of objects to traverse, search, modify, insert, and delete data	(i) identify the structured data type of arrays of objects to traverse data		

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(3) Research and information fluency. The student locates, analyzes, processes, and organizes data. The student is expected to:	(A) identify and use the structured data type of arrays of objects to traverse, search, modify, insert, and delete data	(ii) identify the structured data type of arrays of objects to search data		
(3) Research and information fluency. The student locates, analyzes, processes, and organizes data. The student is expected to:	(A) identify and use the structured data type of arrays of objects to traverse, search, modify, insert, and delete data	(iii) identify the structured data type of arrays of objects to modify data		
(3) Research and information fluency. The student locates, analyzes, processes, and organizes data. The student is expected to:	(A) identify and use the structured data type of arrays of objects to traverse, search, modify, insert, and delete data	(iv) identify the structured data type of arrays of objects to insert data		
(3) Research and information fluency. The student locates, analyzes, processes, and organizes data. The student is expected to:	(A) identify and use the structured data type of arrays of objects to traverse, search, modify, insert, and delete data	(v) identify the structured data type of arrays of objects to delete data		
(3) Research and information fluency. The student locates, analyzes, processes, and organizes data. The student is expected to:	(A) identify and use the structured data type of arrays of objects to traverse, search, modify, insert, and delete data	(vi) use the structured data type of arrays of objects to traverse data		
(3) Research and information fluency. The student locates, analyzes, processes, and organizes data. The student is expected to:	(A) identify and use the structured data type of arrays of objects to traverse, search, modify, insert, and delete data	(vii) use the structured data type of arrays of objects to search data		
(3) Research and information fluency. The student locates, analyzes, processes, and organizes data. The student is expected to:	(A) identify and use the structured data type of arrays of objects to traverse, search, modify, insert, and delete data	(viii) use the structured data type of arrays of objects to modify data		

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(3) Research and information fluency. The student locates, analyzes, processes, and organizes data. The student is expected to:	(A) identify and use the structured data type of arrays of objects to traverse, search, modify, insert, and delete data	(x) use the structured data type of arrays of objects to delete data		
(3) Research and information fluency. The student locates, analyzes, processes, and organizes data. The student is expected to:	(B) identify and use two-dimensional ragged arrays to traverse, search, modify, insert, and delete data	(i) identify two-dimensional ragged arrays to traverse data		
(3) Research and information fluency. The student locates, analyzes, processes, and organizes data. The student is expected to:	(B) identify and use two-dimensional ragged arrays to traverse, search, modify, insert, and delete data	(ii) identify two-dimensional ragged arrays to search data		
(3) Research and information fluency. The student locates, analyzes, processes, and organizes data. The student is expected to:	(B) identify and use two-dimensional ragged arrays to traverse, search, modify, insert, and delete data	(iii) identify two-dimensional ragged arrays to modify data		
(3) Research and information fluency. The student locates, analyzes, processes, and organizes data. The student is expected to:	(B) identify and use two-dimensional ragged arrays to traverse, search, modify, insert, and delete data	(iv) identify two-dimensional ragged arrays to insert data		
(3) Research and information fluency. The student locates, analyzes, processes, and organizes data. The student is expected to:	(B) identify and use two-dimensional ragged arrays to traverse, search, modify, insert, and delete data	(v) identify two-dimensional ragged arrays to delete data		

Subject	§126. Technology Applications			
Course Title	§126.35. Computer Science III (One Credit), Beginning with School Year 2012-2013			
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(3) Research and information fluency. The student locates, analyzes, processes, and organizes data. The student is expected to:	(B) identify and use two-dimensional ragged arrays to traverse, search, modify, insert, and delete data	(vi) use two-dimensional ragged arrays to traverse data		
(3) Research and information fluency. The student locates, analyzes, processes, and organizes data. The student is expected to:	(B) identify and use two-dimensional ragged arrays to traverse, search, modify, insert, and delete data	(vii) use two-dimensional ragged arrays to search data		
(3) Research and information fluency. The student locates, analyzes, processes, and organizes data. The student is expected to:	(B) identify and use two-dimensional ragged arrays to traverse, search, modify, insert, and delete data	(viii) use two-dimensional ragged arrays to modify data		
(3) Research and information fluency. The student locates, analyzes, processes, and organizes data. The student is expected to:	(B) identify and use two-dimensional ragged arrays to traverse, search, modify, insert, and delete data	(ix) use two-dimensional ragged arrays to insert data		
(3) Research and information fluency. The student locates, analyzes, processes, and organizes data. The student is expected to:	(B) identify and use two-dimensional ragged arrays to traverse, search, modify, insert, and delete data	(x) use two-dimensional ragged arrays to delete data		
(3) Research and information fluency. The student locates, analyzes, processes, and organizes data. The student is expected to:	(C) identify and use a list object data structure, including vector, to traverse, search, insert, and delete object data	(i) identify a list object data structure, including vector, to traverse object data		
(3) Research and information fluency. The student locates, analyzes, processes, and organizes data. The student is expected to:	(C) identify and use a list object data structure, including vector, to traverse, search, insert, and delete object data	(ii) identify a list object data structure, including vector, to search object data		

Subject	§126. Technology Applications			
Course Title	§126.35. Computer Science III (One Credit), Beginning with School Year 2012-2013			
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(3) Research and information fluency. The student locates, analyzes, processes, and organizes data. The student is expected to:	(C) identify and use a list object data structure, including vector, to traverse, search, insert, and delete object data	(iii) identify a list object data structure, including vector, to insert object data		
(3) Research and information fluency. The student locates, analyzes, processes, and organizes data. The student is expected to:	(C) identify and use a list object data structure, including vector, to traverse, search, insert, and delete object data	(iv) identify a list object data structure, including vector, to delete object data		
(3) Research and information fluency. The student locates, analyzes, processes, and organizes data. The student is expected to:	(C) identify and use a list object data structure, including vector, to traverse, search, insert, and delete object data	(v) use a list object data structure, including vector, to traverse object data		
(3) Research and information fluency. The student locates, analyzes, processes, and organizes data. The student is expected to:	(C) identify and use a list object data structure, including vector, to traverse, search, insert, and delete object data	(vi) use a list object data structure, including vector, to search object data		
(3) Research and information fluency. The student locates, analyzes, processes, and organizes data. The student is expected to:	(C) identify and use a list object data structure, including vector, to traverse, search, insert, and delete object data	(vii) use a list object data structure, including vector, to insert object data		
(3) Research and information fluency. The student locates, analyzes, processes, and organizes data. The student is expected to:	(C) identify and use a list object data structure, including vector, to traverse, search, insert, and delete object data	(viii) use a list object data structure, including vector, to delete object data		
(3) Research and information fluency. The student locates, analyzes, processes, and organizes data. The student is expected to:	(D) understand and trace a linked-list data structure	(i) understand a linked-list data structure		

Subject	§126. Technology Applications			
Course Title	§126.35. Computer Science III (One Credit), Beginning with School Year 2012-2013			
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(3) Research and information fluency. The student locates, analyzes, processes, and organizes data. The student is expected to:	(D) understand and trace a linked-list data structure	(ii) trace a linked-list data structure		
(3) Research and information fluency. The student locates, analyzes, processes, and organizes data. The student is expected to:	(E) create program solutions using a linked-list data structure, including unordered single, ordered single, double, and circular linked	(i) create program solutions using a linked-list data structure, including unordered single linked		
(3) Research and information fluency. The student locates, analyzes, processes, and organizes data. The student is expected to:	(E) create program solutions using a linked-list data structure, including unordered single, ordered single, double, and circular linked	(ii) create program solutions using a linked-list data structure, including ordered single linked		
(3) Research and information fluency. The student locates, analyzes, processes, and organizes data. The student is expected to:	(E) create program solutions using a linked-list data structure, including unordered single, ordered single, double, and circular linked	(iii) create program solutions using a linked-list data structure, including double linked		
(3) Research and information fluency. The student locates, analyzes, processes, and organizes data. The student is expected to:	(E) create program solutions using a linked-list data structure, including unordered single, ordered single, double, and circular linked	(iv) create program solutions using a linked-list data structure, including circular linked		
(3) Research and information fluency. The student locates, analyzes, processes, and organizes data. The student is expected to:	(F) understand composite data structures, including a linked list of linked lists			

Subject	§126. Technology Applications			
Course Title	§126.35. Computer Science III (One Credit), Beginning with School Year 2012-2013			
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(3) Research and information fluency. The student locates, analyzes, processes, and organizes data. The student is expected to:	(G) understand and create program solutions using stacks, queues, trees, heaps, priority queues, graph theory, and enumerated data types	(i) understand program solutions using stacks		
(3) Research and information fluency. The student locates, analyzes, processes, and organizes data. The student is expected to:	(G) understand and create program solutions using stacks, queues, trees, heaps, priority queues, graph theory, and enumerated data types	(ii) create program solutions using stacks		
(3) Research and information fluency. The student locates, analyzes, processes, and organizes data. The student is expected to:	(G) understand and create program solutions using stacks, queues, trees, heaps, priority queues, graph theory, and enumerated data types	(iii) understand program solutions using queues		
(3) Research and information fluency. The student locates, analyzes, processes, and organizes data. The student is expected to:	(G) understand and create program solutions using stacks, queues, trees, heaps, priority queues, graph theory, and enumerated data types	(iv) create program solutions using queues		
(3) Research and information fluency. The student locates, analyzes, processes, and organizes data. The student is expected to:	(G) understand and create program solutions using stacks, queues, trees, heaps, priority queues, graph theory, and enumerated data types	(v) understand program solutions using trees		
(3) Research and information fluency. The student locates, analyzes, processes, and organizes data. The student is expected to:	(G) understand and create program solutions using stacks, queues, trees, heaps, priority queues, graph theory, and enumerated data types	(vi) create program solutions using trees		

Subject	§126. Technology Applications			
Course Title	§126.35. Computer Science III (One Credit), Beginning with School Year 2012-2013			
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(3) Research and information fluency. The student locates, analyzes, processes, and organizes data. The student is expected to:	(G) understand and create program solutions using stacks, queues, trees, heaps, priority queues, graph theory, and enumerated data types	(vii) understand program solutions using heaps		
(3) Research and information fluency. The student locates, analyzes, processes, and organizes data. The student is expected to:	(G) understand and create program solutions using stacks, queues, trees, heaps, priority queues, graph theory, and enumerated data types	(viii) create program solutions using heaps		
(3) Research and information fluency. The student locates, analyzes, processes, and organizes data. The student is expected to:	(G) understand and create program solutions using stacks, queues, trees, heaps, priority queues, graph theory, and enumerated data types	(ix) understand program solutions using priority queues		
(3) Research and information fluency. The student locates, analyzes, processes, and organizes data. The student is expected to:	(G) understand and create program solutions using stacks, queues, trees, heaps, priority queues, graph theory, and enumerated data types	(x) create program solutions using priority queues		
(3) Research and information fluency. The student locates, analyzes, processes, and organizes data. The student is expected to:	(G) understand and create program solutions using stacks, queues, trees, heaps, priority queues, graph theory, and enumerated data types	(xi) understand program solutions using graph theory		
(3) Research and information fluency. The student locates, analyzes, processes, and organizes data. The student is expected to:	(G) understand and create program solutions using stacks, queues, trees, heaps, priority queues, graph theory, and enumerated data types	(xii) create program solutions using graph theory		

Subject	§126. Technology Applications			
Course Title	§126.35. Computer Science III (One Credit), Beginning with School Year 2012-2013			
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(3) Research and information fluency. The student locates, analyzes, processes, and organizes data. The student is expected to:	(G) understand and create program solutions using stacks, queues, trees, heaps, priority queues, graph theory, and enumerated data types	(xiii) understand program solutions using enumerated data types		
(3) Research and information fluency. The student locates, analyzes, processes, and organizes data. The student is expected to:	(G) understand and create program solutions using stacks, queues, trees, heaps, priority queues, graph theory, and enumerated data types	(xiv) create program solutions using enumerated data types		
(3) Research and information fluency. The student locates, analyzes, processes, and organizes data. The student is expected to:	(H) understand and create program solutions using sets, including HashSet and TreeSet	(i) understand program solutions using sets, including HashSet		
(3) Research and information fluency. The student locates, analyzes, processes, and organizes data. The student is expected to:	(H) understand and create program solutions using sets, including HashSet and TreeSet	(ii) create program solutions using sets, including HashSet		
(3) Research and information fluency. The student locates, analyzes, processes, and organizes data. The student is expected to:	(H) understand and create program solutions using sets, including HashSet and TreeSet	(iii) understand program solutions using sets, including TreeSet		
(3) Research and information fluency. The student locates, analyzes, processes, and organizes data. The student is expected to:	(H) understand and create program solutions using sets, including HashSet and TreeSet	(iv) create program solutions using sets, including TreeSet		

Subject	§126. Technology Applications			
Course Title	§126.35. Computer Science III (One Credit), Beginning with School Year 2012-2013			
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(3) Research and information fluency. The student locates, analyzes, processes, and organizes data. The student is expected to:	(I) understand and create program solutions using maps, including HashMap and TreeMap	(i) understand program solutions using maps, including HashMap		
(3) Research and information fluency. The student locates, analyzes, processes, and organizes data. The student is expected to:	(I) understand and create program solutions using maps, including HashMap and TreeMap	(ii) create program solutions using maps, including HashMap		
(3) Research and information fluency. The student locates, analyzes, processes, and organizes data. The student is expected to:	(I) understand and create program solutions using maps, including HashMap and TreeMap	(iii) understand program solutions using maps, including TreeMap		
(3) Research and information fluency. The student locates, analyzes, processes, and organizes data. The student is expected to:	(I) understand and create program solutions using maps, including HashMap and TreeMap	(iv) create program solutions using maps, including TreeMap		
(3) Research and information fluency. The student locates, analyzes, processes, and organizes data. The student is expected to:	(J) write and modify text file data	(i) write text file data		
(3) Research and information fluency. The student locates, analyzes, processes, and organizes data. The student is expected to:	(J) write and modify text file data	(ii) modify text file data		

Subject	§126. Technology Applications			
Course Title	§126.35. Computer Science III (One Credit), Beginning with School Year 2012-2013			
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(4) Critical thinking, problem solving, and decision making. The student uses appropriate strategies to analyze problems and design algorithms. The student is expected to:	(A) develop choice algorithms using selection control statements, including break, label, and continue	(i) develop choice algorithms using selection control statements, including break		
(4) Critical thinking, problem solving, and decision making. The student uses appropriate strategies to analyze problems and design algorithms. The student is expected to:	(A) develop choice algorithms using selection control statements, including break, label, and continue	(ii) develop choice algorithms using selection control statements, including label		
(4) Critical thinking, problem solving, and decision making. The student uses appropriate strategies to analyze problems and design algorithms. The student is expected to:	(A) develop choice algorithms using selection control statements, including break, label, and continue	(iii) develop choice algorithms using selection control statements, including continue		
(4) Critical thinking, problem solving, and decision making. The student uses appropriate strategies to analyze problems and design algorithms. The student is expected to:	(B) demonstrate proficiency in the use of the bitwise operators			
(4) Critical thinking, problem solving, and decision making. The student uses appropriate strategies to analyze problems and design algorithms. The student is expected to:	(C) develop iterative algorithms using do-while loops			

Subject	§126. Technology Applications			
Course Title	§126.35. Computer Science III (One Credit), Beginning with School Year 2012-2013			
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(4) Critical thinking, problem solving, and decision making. The student uses appropriate strategies to analyze problems and design algorithms. The student is expected to:	(D) demonstrate proficiency in the use of the ternary operator			
(4) Critical thinking, problem solving, and decision making. The student uses appropriate strategies to analyze problems and design algorithms. The student is expected to:	(E) create program solutions that use iterators			
(4) Critical thinking, problem solving, and decision making. The student uses appropriate strategies to analyze problems and design algorithms. The student is expected to:	(F) identify, trace, and appropriately use recursion	(i) identify recursion		
(4) Critical thinking, problem solving, and decision making. The student uses appropriate strategies to analyze problems and design algorithms. The student is expected to:	(F) identify, trace, and appropriately use recursion	(ii) trace recursion		
(4) Critical thinking, problem solving, and decision making. The student uses appropriate strategies to analyze problems and design algorithms. The student is expected to:	(F) identify, trace, and appropriately use recursion	(iii) appropriately use recursion		

Subject	§126. Technology Applications			
Course Title	§126.35. Computer Science III (One Credit), Beginning with School Year 2012-2013			
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(4) Critical thinking, problem solving, and decision making. The student uses appropriate strategies to analyze problems and design algorithms. The student is expected to:	(G) understand and create program solutions using hashing	(i) understand program solutions using hashing		
(4) Critical thinking, problem solving, and decision making. The student uses appropriate strategies to analyze problems and design algorithms. The student is expected to:	(G) understand and create program solutions using hashing	(ii) create program solutions using hashing		
(4) Critical thinking, problem solving, and decision making. The student uses appropriate strategies to analyze problems and design algorithms. The student is expected to:	(H) perform pattern recognition using regular expressions			
(4) Critical thinking, problem solving, and decision making. The student uses appropriate strategies to analyze problems and design algorithms. The student is expected to:	(I) explore common algorithms, including matrix addition and multiplication, fractals, Towers of Hanoi, and magic square	(i) explore common algorithms, including matrix addition		
(4) Critical thinking, problem solving, and decision making. The student uses appropriate strategies to analyze problems and design algorithms. The student is expected to:	(I) explore common algorithms, including matrix addition and multiplication, fractals, Towers of Hanoi, and magic square	(ii) explore common algorithms, including matrix multiplication		

Subject	§126. Technology Applications			
Course Title	§126.35. Computer Science III (One Credit), Beginning with School Year 2012-2013			
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(4) Critical thinking, problem solving, and decision making. The student uses appropriate strategies to analyze problems and design algorithms. The student is expected to:	(I) explore common algorithms, including matrix addition and multiplication, fractals, Towers of Hanoi, and magic square	(iii) explore common algorithms, including fractals		
(4) Critical thinking, problem solving, and decision making. The student uses appropriate strategies to analyze problems and design algorithms. The student is expected to:	(I) explore common algorithms, including matrix addition and multiplication, fractals, Towers of Hanoi, and magic square	(iv) explore common algorithms, including Towers of Hanoi		
(4) Critical thinking, problem solving, and decision making. The student uses appropriate strategies to analyze problems and design algorithms. The student is expected to:	(I) explore common algorithms, including matrix addition and multiplication, fractals, Towers of Hanoi, and magic square	(v) explore common algorithms, including magic square		
(4) Critical thinking, problem solving, and decision making. The student uses appropriate strategies to analyze problems and design algorithms. The student is expected to:	(J) create program solutions that exhibit robust behavior by understanding and avoiding runtime errors and handling anticipated errors	(i) create program solutions that exhibit robust behavior by understanding runtime errors		
(4) Critical thinking, problem solving, and decision making. The student uses appropriate strategies to analyze problems and design algorithms. The student is expected to:	(J) create program solutions that exhibit robust behavior by understanding and avoiding runtime errors and handling anticipated errors	(ii) create program solutions that exhibit robust behavior by avoiding runtime errors		

Subject	§126. Technology Applications			
Course Title	§126.35. Computer Science III (One Credit), Beginning with School Year 2012-2013			
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(4) Critical thinking, problem solving, and decision making. The student uses appropriate strategies to analyze problems and design algorithms. The student is expected to:	(J) create program solutions that exhibit robust behavior by understanding and avoiding runtime errors and handling anticipated errors	(iii) create program solutions that exhibit robust behavior by handling anticipated errors		
(4) Critical thinking, problem solving, and decision making. The student uses appropriate strategies to analyze problems and design algorithms. The student is expected to:	(K) understand object-oriented design concepts of inner classes, outer classes, and anonymous classes	(i) understand object-oriented design concepts of inner classes		
(4) Critical thinking, problem solving, and decision making. The student uses appropriate strategies to analyze problems and design algorithms. The student is expected to:	(K) understand object-oriented design concepts of inner classes, outer classes, and anonymous classes	(ii) understand object-oriented design concepts of outer classes		
(4) Critical thinking, problem solving, and decision making. The student uses appropriate strategies to analyze problems and design algorithms. The student is expected to:	(K) understand object-oriented design concepts of inner classes, outer classes, and anonymous classes	(iii) understand object-oriented design concepts of anonymous classes		
(4) Critical thinking, problem solving, and decision making. The student uses appropriate strategies to analyze problems and design algorithms. The student is expected to:	(L) use object reference scope identifiers, including null, this, and super	(i) use object reference scope identifiers, including null		

Subject	§126. Technology Applications			
Course Title	§126.35. Computer Science III (One Credit), Beginning with School Year 2012-2013			
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(4) Critical thinking, problem solving, and decision making. The student uses appropriate strategies to analyze problems and design algorithms. The student is expected to:	(L) use object reference scope identifiers, including null, this, and super	(ii) use object reference scope identifiers, including this		
(4) Critical thinking, problem solving, and decision making. The student uses appropriate strategies to analyze problems and design algorithms. The student is expected to:	(L) use object reference scope identifiers, including null, this, and super	(iii) use object reference scope identifiers, including super		
(4) Critical thinking, problem solving, and decision making. The student uses appropriate strategies to analyze problems and design algorithms. The student is expected to:	(M) provide object functionality to primitive data types			
(4) Critical thinking, problem solving, and decision making. The student uses appropriate strategies to analyze problems and design algorithms. The student is expected to:	(N) write program assumptions in the form of assertions			
(4) Critical thinking, problem solving, and decision making. The student uses appropriate strategies to analyze problems and design algorithms. The student is expected to:	(O) write a Boolean expression to test a program assertion			

Subject	§126. Technology Applications			
Course Title	§126.35. Computer Science III (One Credit), Beginning with School Year 2012-2013			
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(4) Critical thinking, problem solving, and decision making. The student uses appropriate strategies to analyze problems and design algorithms. The student is expected to:	(P) construct assertions to make explicit program invariants			
(5) Digital citizenship. The student explores and understands safety, legal, cultural, and societal issues relating to the use of technology and information. The student is expected to:	(A) model ethical acquisition and use of digital information	(i) model ethical acquisition of digital information		
(5) Digital citizenship. The student explores and understands safety, legal, cultural, and societal issues relating to the use of technology and information. The student is expected to:	(A) model ethical acquisition and use of digital information	(ii) model ethical use of digital information		
(5) Digital citizenship. The student explores and understands safety, legal, cultural, and societal issues relating to the use of technology and information. The student is expected to:	(B) demonstrate proper digital etiquette, responsible use of software, and knowledge of acceptable use policies	(i) demonstrate proper digital etiquette		
(5) Digital citizenship. The student explores and understands safety, legal, cultural, and societal issues relating to the use of technology and information. The student is expected to:	(B) demonstrate proper digital etiquette, responsible use of software, and knowledge of acceptable use policies	(ii) demonstrate responsible use of software		

Subject	§126. Technology Applications			
Course Title	§126.35. Computer Science III (One Credit), Beginning with School Year 2012-2013			
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(5) Digital citizenship. The student explores and understands safety, legal, cultural, and societal issues relating to the use of technology and information. The student is expected to:	(B) demonstrate proper digital etiquette, responsible use of software, and knowledge of acceptable use policies	(iii) demonstrate knowledge of acceptable use policies		
(6) Technology operations and concepts. The student understands technology concepts, systems, and operations as they apply to computer science. The student is expected to:	(A) compare and contrast high-level programming languages	(i) compare high-level programming languages		
(6) Technology operations and concepts. The student understands technology concepts, systems, and operations as they apply to computer science. The student is expected to:	(A) compare and contrast high-level programming languages	(ii) contrast high-level programming languages		
(6) Technology operations and concepts. The student understands technology concepts, systems, and operations as they apply to computer science. The student is expected to:	(B) create a small workgroup network			
(6) Technology operations and concepts. The student understands technology concepts, systems, and operations as they apply to computer science. The student is expected to:	(C) create and apply a basic network addressing scheme	(i) create a basic network addressing scheme		

Subject	§126. Technology Applications			
Course Title	§126.35. Computer Science III (One Credit), Beginning with School Year 2012-2013			
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(6) Technology operations and concepts. The student understands technology concepts, systems, and operations as they apply to computer science. The student is expected to:	(C) create and apply a basic network addressing scheme	(ii) apply a basic network addressing scheme		
(6) Technology operations and concepts. The student understands technology concepts, systems, and operations as they apply to computer science. The student is expected to:	(D) create discovery programs in a low-level language, high-level language, and scripting language	(i) create discovery programs in a low-level language		
(6) Technology operations and concepts. The student understands technology concepts, systems, and operations as they apply to computer science. The student is expected to:	(D) create discovery programs in a low-level language, high-level language, and scripting language	(ii) create discovery programs in a high-level language		
(6) Technology operations and concepts. The student understands technology concepts, systems, and operations as they apply to computer science. The student is expected to:	(D) create discovery programs in a low-level language, high-level language, and scripting language	(iii) create discovery programs in a scripting language		