

## Texas Proclamation 2024 Correlations to the Texas Essential Knowledge and Skills (TEKS)

|                      |  |             |               |
|----------------------|--|-------------|---------------|
| <b>Subject</b>       | Career Development and Career and Technical Education              |             |               |
| <b>Program Title</b> | Medical Terminology: A Learning Strategies Approach, Texas Edition |             |               |
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**NOTE:** To review the correlation for each breakout within the text, click the “Page #” link.

| Breakout ID | Breakout # | KSS  | Expectation  | Breakout                        |
|-------------|------------|--|--|---------------------------------|
| 1160681     | 1.A.i      | The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to: | express ideas in a clear, concise, and effective manner; | express ideas in a clear manner |

| Audience        | Type      | Page #              | Description of Location   |
|-----------------|-----------|---------------------|---|
| Student/Teacher | Narrative | <a href="#">63</a>  | Ch. 3: Anatomical Position and Body Planes section: 1st paragraph. Page 85 of the PDF Reader.   |
| Student/Teacher | Activity  | <a href="#">101</a> | Ch. 4: Express Yourself. Students must provide clear and effective information on their poster and during their presentation, and use the correct medical terminology, to receive credit. Page 123 of the PDF Reader. |
| Student/Teacher | Narrative | <a href="#">451</a> | Ch. 13: Bottom of 3rd paragraph. Page 473 of the PDF Reader.  |
| Student/Teacher | Activity  | <a href="#">289</a> | Ch. 8: Short Answer questions. Students must answer the questions clearly and effectively to receive credit. Page 311 of the PDF Reader.  |
| Student/Teacher | Narrative | <a href="#">90</a>  | Ch. 4: Learning Style Tip. Page 112 of the PDF Reader.  |
| Student/Teacher | Activity  | <a href="#">472</a> | Ch. 13: Activities Question 3. Page 494 of the PDF Reader.  |
| Student/Teacher | Narrative | <a href="#">7</a>   | Ch. 1: Middle of 3rd paragraph beginning at This provides ample opportunity for discussion... Page 29 of the PDF Reader.  |
| Student/Teacher | Activity  | <a href="#">21</a>  | Ch. 1: Activities Question 3. Students must answer the questions clearly to receive credit. Page 43 of the PDF Reader.  |

| Breakout ID | Breakout # | KSS  | Expectation  | Breakout                          |
|-------------|------------|--|--|-----------------------------------|
| 1160686     | 1.A.ii     | The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to: | express ideas in a clear, concise, and effective manner; | express ideas in a concise manner |

| Audience        | Type      | Page #              | Description of Location  |
|-----------------|-----------|---------------------|--|
| Student/Teacher | Narrative | <a href="#">63</a>  | Ch. 3: Anatomical Position and Body Planes section: 1st paragraph. Page 85 of the PDF Reader.                    |
| Student/Teacher | Activity  | <a href="#">289</a> | Ch. 8: Short Answer questions. Students' answers to these questions must be concise. Page 311 of the PDF Reader. |

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|                 |           |                     |  |
|-----------------|-----------|---------------------|--|
| Student/Teacher | Narrative | <a href="#">91</a>  | Ch. 4: 2nd paragraph, 2nd sentence. Page 113 of the PDF Reader.  |
| Student/Teacher | Activity  | <a href="#">167</a> | Ch. 5: Activities Question 2. Students are asked to provide a brief, or concise, answer. Page 189 of the PDF Reader.     |
| Student/Teacher | Activity  | <a href="#">227</a> | Ch. 7: Express Yourself activity. Students are asked to provide a brief, or concise, answer. Page 249 of the PDF Reader. |

| Breakout ID | Breakout # | KSS  | Expectation  | Breakout                               |
|-------------|------------|--|--|--|
| 1160691     | 1.A.iii    | The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to: | express ideas in a clear, concise, and effective manner; | express ideas in a[n] effective manner |

| Audience        | Type      | Page #              | Description of Location   |
|-----------------|-----------|---------------------|---|
| Student/Teacher | Narrative | <a href="#">63</a>  | Ch. 3: Anatomical Position and Body Planes section: 1st paragraph. Page 85 of the PDF Reader.   |
| Student/Teacher | Activity  | <a href="#">472</a> | Ch. 13: Activities Question 3. Page 494 of the PDF Reader.  |
| Student/Teacher | Narrative | <a href="#">90</a>  | Ch. 4: Learning Style Tip. Page 112 of the PDF Reader.  |
| Student/Teacher | Activity  | <a href="#">101</a> | Ch. 4: Express Yourself. Students must provide clear and effective information during their presentation, and use the correct medical terminology, to receive credit. Page 123 of the PDF Reader. |
| Student/Teacher | Narrative | <a href="#">451</a> | Ch. 13: Bottom of 3rd paragraph. Page 473 of the PDF Reader.  |
| Student/Teacher | Activity  | <a href="#">296</a> | Ch. 8 Short Answer questions. Page 318 of the PDF Reader.   |
| Student/Teacher | Narrative | <a href="#">91</a>  | Ch. 4: 2nd paragraph, 2nd sentence. Page 113 of the PDF Reader.   |
| Student/Teacher | Activity  | <a href="#">21</a>  | Ch. 1: Activities Question 3. Students must answer the questions effectively to receive credit. Page 43 of the PDF Reader.  |

| Breakout ID | Breakout # | KSS  | Expectation  | Breakout   |
|-------------|------------|--|--|--|
| 1160701     | 1.B.i      | The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to: | exhibit the ability to cooperate, contribute, and collaborate as a member of a team; and | exhibit the ability to cooperate as a member of a team |

| Audience        | Type      | Page #             | Description of Location   |
|-----------------|-----------|--------------------|---|
| Student/Teacher | Narrative | <a href="#">17</a> | Ch. 1: Skills for Your Career section. Page 39 of the PDF Reader. |
| Student/Teacher | Activity  | <a href="#">9</a>  | Ch. 1: Express Yourself activity. Page 31 of the PDF Reader.      |

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|                 |           |                     |  |
|-----------------|-----------|---------------------|--|
| Student/Teacher | Narrative | <a href="#">13</a>  | Ch. 1: Last paragraph before new section. Page 35 of the PDF Reader.                       |
| Student/Teacher | Activity  | <a href="#">21</a>  | Ch. 1: Activity 2. Page 43 of the PDF Reader.  |
| Student/Teacher | Narrative | <a href="#">282</a> | Ch. 8: 1st paragraph. Page 304 of the PDF Reader.  |
| Student/Teacher | Activity  | <a href="#">276</a> | Ch. 8: Express Yourself activity. Page 298 of the PDF Reader.                              |
| Student/Teacher | Narrative | <a href="#">355</a> | Ch. 10: Common Diagnostic Tests and Procedures, 1st paragraph. Page 377 of the PDF Reader. |
| Student/Teacher | Activity  | <a href="#">101</a> | Ch. 4: Express Yourself activity. Page 123 of the PDF Reader.                              |

| Breakout ID | Breakout # | KSS  | Expectation  | Breakout  |
|-------------|------------|--|--|---|
| 1160706     | 1.B.ii     | The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to: | exhibit the ability to cooperate, contribute, and collaborate as a member of a team; and | exhibit the ability to contribute as a member of a team |

| Audience        | Type      | Page #              | Description of Location  |
|-----------------|-----------|---------------------|--|
| Student/Teacher | Narrative | <a href="#">17</a>  | Ch. 1: Skills for Your Career section. Page 39 of the PDF Reader.                          |
| Student/Teacher | Activity  | <a href="#">21</a>  | Ch. 1: Activity 2. Page 43 of the PDF Reader.  |
| Student/Teacher | Narrative | <a href="#">13</a>  | Ch. 1: last paragraph before new section. Page 35 of the PDF Reader.                       |
| Student/Teacher | Activity  | <a href="#">276</a> | Ch. 8: Express Yourself activity. Page 298 of the PDF Reader.                              |
| Student/Teacher | Narrative | <a href="#">282</a> | Ch. 8: 1st paragraph. Page 304 of the PDF Reader.  |
| Student/Teacher | Activity  | <a href="#">324</a> | Ch. 9: Express Yourself activity. Page 346 of the PDF Reader.                              |
| Student/Teacher | Narrative | <a href="#">355</a> | Ch. 10: Common Diagnostic Tests and Procedures, 1st paragraph. Page 377 of the PDF Reader. |
| Student/Teacher | Activity  | <a href="#">101</a> | Ch. 4: Express Yourself activity. Page 123 of the PDF Reader.                              |

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| Breakout ID | Breakout # | KSS  | Expectation  | Breakout   |
|-------------|------------|--|--|--|
| 1160711     | 1.B.iii    | The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to: | exhibit the ability to cooperate, contribute, and collaborate as a member of a team; and | exhibit the ability to collaborate as a member of a team |

| Audience        | Type      | Page #              | Description of Location  |
|-----------------|-----------|---------------------|--|
| Student/Teacher | Narrative | <a href="#">17</a>  | Ch. 1: Skills for Your Career section, 5th paragraph. Page 39 of the PDF Reader.           |
| Student/Teacher | Activity  | <a href="#">9</a>   | Ch. 1: Express Yourself activity. Page 31 of the PDF Reader.                               |
| Student/Teacher | Narrative | <a href="#">13</a>  | Ch. 1: Last paragraph before new section. Page 35 of the PDF Reader.                       |
| Student/Teacher | Activity  | <a href="#">21</a>  | Ch. 1: Activity 2. Page 43 of the PDF Reader.  |
| Student/Teacher | Narrative | <a href="#">49</a>  | Ch. 2: 1st full paragraph. Page 71 of the PDF Reader.                                      |
| Student/Teacher | Activity  | <a href="#">276</a> | Ch. 8: Express Yourself activity. Page 298 of the PDF Reader.                              |
| Student/Teacher | Narrative | <a href="#">355</a> | Ch. 10: Common Diagnostic Tests and Procedures, 1st paragraph. Page 377 of the PDF Reader. |
| Student/Teacher | Activity  | <a href="#">101</a> | Ch. 4: Express Yourself activity. Page 123 of the PDF Reader.                              |

| Breakout ID | Breakout # | KSS  | Expectation   | Breakout                              |
|-------------|------------|--|---|---------------------------------------|
| 1160721     | 1.C.i      | The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to: | exemplify professional work standards such as appearance, attire, time management, organizational skills, and responsibilities. | exemplify professional work standards |

| Audience        | Type      | Page #                   | Description of Location   |
|-----------------|-----------|--------------------------|---|
| Student/Teacher | Narrative | <a href="#">17</a>       | Ch. 1: Skills for Your Career section. Page 39 of the PDF Reader.   |
| Student/Teacher | Activity  | <a href="#">21</a>       | Ch. 1: Activity 3. Page 43 of the PDF Reader.   |
| Student/Teacher | Narrative | <a href="#">12 to 13</a> | Ch. 1: Last paragraph of page 12 and top of page 13 teaches time management. Page 34 to 35 of the PDF Reader. |
| Student/Teacher | Activity  | <a href="#">21</a>       | Ch. 1: MC question 19. Page 43 of the PDF Reader.   |

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| Breakout ID | Breakout # | KSS  | Expectation   | Breakout  |
|-------------|------------|--|---|---|
| 1160736     | 2.A.i      | The student recognizes the terminology related to the health science industry. The student is expected to: | identify abbreviations, acronyms, and symbols related to the health science industry; | identify abbreviations related to the health science industry |

| Audience        | Type      | Page #                   | Description of Location   |
|-----------------|-----------|--------------------------|---|
| Student/Teacher | Narrative | <a href="#">43 to 45</a> | Ch. 2: Abbreviations and Symbols section. Page 65 to 67 of the PDF Reader.  |
| Student/Teacher | Activity  | <a href="#">74</a>       | Ch. 3: Identify the Abbreviations exercises. Page 96 of the PDF Reader.   |
| Student/Teacher | Narrative | <a href="#">74</a>       | Ch. 3: Abbreviations for Body Organization... section. Page 96 of the PDF Reader.   |
| Student/Teacher | Activity  | <a href="#">106</a>      | Ch. 4 Abbreviations Practice questions. Each body systems chapter (Chapters 4-14) has Abbreviations Practice questions. Page 128 of the PDF Reader. |
| Student/Teacher | Narrative | <a href="#">105</a>      | Ch. 4: Abbreviations section. Each body systems chapter (Chapters 4-14) has an Abbreviations section. Page 127 of the PDF Reader.                   |
| Student/Teacher | Activity  | <a href="#">50</a>       | Ch. 2: Medical Documentation questions 1 and 4. Page 72 of the PDF Reader.  |
| Student/Teacher | Narrative | <a href="#">292</a>      | Ch. 8: Examination and Evaluation Notes. Page 314 of the PDF Reader.  |
| Student/Teacher | Activity  | <a href="#">43</a>       | Ch. 2: Express Yourself activity. Page 65 of the PDF Reader.  |

| Breakout ID | Breakout # | KSS  | Expectation   | Breakout   |
|-------------|------------|--|---|--|
| 1160741     | 2.A.ii     | The student recognizes the terminology related to the health science industry. The student is expected to: | identify abbreviations, acronyms, and symbols related to the health science industry; | identify acronyms related to the health science industry |

| Audience        | Type      | Page #                   | Description of Location  |
|-----------------|-----------|--------------------------|--|
| Student/Teacher | Narrative | <a href="#">6</a>        | Ch. 1: 1st and 2nd paragraphs. Page 28 of the PDF Reader.  |
| Student/Teacher | Activity  | <a href="#">160</a>      | Ch. 5 Abbreviations Practice Questions. Each body systems chapter has Abbreviations Practice questions section, that includes acronym questions. Page 182 of the PDF Reader. |
| Student/Teacher | Narrative | <a href="#">43 to 45</a> | Ch. 2: Abbreviations and Symbols section. Page 65 to 67 of the PDF Reader.   |
| Student/Teacher | Activity  | <a href="#">50</a>       | Ch. 2: Medical Documentation questions 1 and 4. Page 72 of the PDF Reader.   |

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|-----------------|-----------|---------------------|--|
| Student/Teacher | Narrative | <a href="#">275</a> | Ch. 16: COVID-19 section, 2nd paragraph. Page 297 of the PDF Reader. |
| Student/Teacher | Activity  | <a href="#">19</a>  | Ch. 1: Multiple Choice, Question 6. Page 41 of the PDF Reader.       |

| Breakout ID | Breakout # | KSS  | Expectation   | Breakout  |
|-------------|------------|--|---|---|
| 1160746     | 2.A.iii    | The student recognizes the terminology related to the health science industry. The student is expected to: | identify abbreviations, acronyms, and symbols related to the health science industry; | identify symbols related to the health science industry |

| Audience        | Type      | Page #              | Description of Location  |
|-----------------|-----------|---------------------|--|
| Student/Teacher | Narrative | <a href="#">43</a>  | Ch. 2: Abbreviations and Symbols section. Page 65 of the PDF Reader.                                     |
| Student/Teacher | Activity  | <a href="#">51</a>  | Ch. 2: Identify the Abbreviations questions 6, 8, 10, 12, 14, 16, 17, 18, 20. Page 73 of the PDF Reader. |
| Student/Teacher | Narrative | <a href="#">45</a>  | Ch. 2: Abbreviations and Symbols Table 2-14. Page 67 of the PDF Reader.                                  |
| Student/Teacher | Activity  | <a href="#">107</a> | Ch. 4 Medical Documentation Questions Question 6. Page 129 of the PDF Reader.                            |
| Student/Teacher | Narrative | <a href="#">504</a> | Ch. 14 Abbreviations section. Page 526 of the PDF Reader.  |
| Student/Teacher | Activity  | <a href="#">505</a> | Ch. 14 Abbreviations Practice Question 9. Page 527 of the PDF Reader.                                    |
| Student/Teacher | Activity  | <a href="#">510</a> | Ch. 14 Multiple Choice question 7. Page 532 of the PDF Reader.   |

| Breakout ID | Breakout # | KSS  | Expectation   | Breakout  |
|-------------|------------|--|---|---|
| 1160756     | 2.B.i      | The student recognizes the terminology related to the health science industry. The student is expected to: | recognize the incorrect use of abbreviations, acronyms, and symbols through review of The Joint Commission's "Do Not Use List"; | recognize the incorrect use of abbreviations through review of The Joint Commission's "Do Not Use List" |

| Audience        | Type      | Page #                   | Description of Location   |
|-----------------|-----------|--------------------------|---|
| Student/Teacher | Narrative | <a href="#">46</a>       | Ch. 2: 1st paragraph on p. 46. Page 68 of the PDF Reader.                         |
| Student/Teacher | Activity  | <a href="#">50</a>       | Ch. 2: Spot the Wrong Term exercise. Page 72 of the PDF Reader.                   |
| Student/Teacher | Narrative | <a href="#">46 to 47</a> | Ch. 2: Table 2-15 on p. 46 continued on page 47. Page 68 to 69 of the PDF Reader. |

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| Breakout ID | Breakout # | KSS  | Expectation   | Breakout   |
|-------------|------------|--|---|--|
| 1160761     | 2.B.ii     | The student recognizes the terminology related to the health science industry. The student is expected to: | recognize the incorrect use of abbreviations, acronyms, and symbols through review of The Joint Commission's "Do Not Use List"; | recognize the incorrect use of acronyms through review of The Joint Commission's "Do Not Use List" |

| Audience        | Type      | Page #                   | Description of Location   |
|-----------------|-----------|--------------------------|---|
| Student/Teacher | Narrative | <a href="#">46</a>       | Ch. 2: 1st paragraph on p. 46. Page 68 of the PDF Reader.                         |
| Student/Teacher | Activity  | <a href="#">50</a>       | Ch. 2: Spot the Wrong Term exercise. Page 72 of the PDF Reader.                   |
| Student/Teacher | Narrative | <a href="#">46 to 47</a> | Ch. 2: Table 2-15 on p. 46 continued on page 47. Page 68 to 69 of the PDF Reader. |

| Breakout ID | Breakout # | KSS  | Expectation   | Breakout  |
|-------------|------------|--|---|---|
| 1160766     | 2.B.iii    | The student recognizes the terminology related to the health science industry. The student is expected to: | recognize the incorrect use of abbreviations, acronyms, and symbols through review of The Joint Commission's "Do Not Use List"; | recognize the incorrect use of symbols through review of The Joint Commission's "Do Not Use List" |

| Audience        | Type      | Page #                   | Description of Location   |
|-----------------|-----------|--------------------------|---|
| Student/Teacher | Narrative | <a href="#">46</a>       | Ch. 2: 1st paragraph on p. 46. Page 68 of the PDF Reader.                         |
| Student/Teacher | Activity  | <a href="#">50</a>       | Ch. 2: Spot the Wrong Term exercise. Page 72 of the PDF Reader.                   |
| Student/Teacher | Narrative | <a href="#">46 to 47</a> | Ch. 2: Table 2-15 on p. 46 continued on page 47. Page 68 to 69 of the PDF Reader. |

## Texas Proclamation 2024 Correlations to the Texas Essential Knowledge and Skills (TEKS)

| Breakout ID | Breakout # | KSS  | Expectation   | Breakout  |
|-------------|------------|--|---|---|
| 1160776     | 2.C.i      | The student recognizes the terminology related to the health science industry. The student is expected to: | identify and define the component parts of medical words, including root, prefix, suffix, and combining vowels; | identify the component parts of medical words, including root |

| Audience        | Type      | Page #                   | Description of Location  |
|-----------------|-----------|--------------------------|--|
| Student/Teacher | Narrative | <a href="#">23</a>       | Ch. 2: 2nd, 3rd, and 4th paragraphs. Page 45 of the PDF Reader.  |
| Student/Teacher | Activity  | <a href="#">102</a>      | Ch. 4: Decipher The Terms exercise. Page 124 of the PDF Reader.  |
| Student/Teacher | Narrative | <a href="#">87 to 89</a> | Ch. 4: Combining Forms for Integumentary System Terms. Each body systems chapter (Chapters 4-14) has a Combining Forms section that identifies and defines the word roots and their combining vowels pertinent to the body system. Page 109 to 111 of the PDF Reader.                          |
| Student/Teacher | Activity  | <a href="#">102</a>      | Ch. 4: Pathology and Procedures Practice: 1. Decipher the Terms. Each body systems chapter (chapters 4-14) includes this Decipher the Terms exercise that has students identify and define the word parts from medical terms pertinent to the body system. Page 124 of the PDF Reader.         |
| Student/Teacher | Narrative | <a href="#">25</a>       | Ch. 2: 2nd paragraph. The text uses the same sans serif typeface and orange color scheme throughout to identify and define word roots. Page 47 of the PDF Reader.  |
| Student/Teacher | Activity  | <a href="#">90</a>       | Ch. 4: Combining Forms Practice: Build the Terms exercise. Page 112 of the PDF Reader.   |
| Student/Teacher | Activity  | <a href="#">110</a>      | Ch. 4: Build the Terms exercise. Each body systems chapter (chapters 4-14) includes this additional Build the Terms exercise in its Chapter Practice section that has students build the correct medical term by identifying the correct word parts from the list. Page 132 of the PDF Reader. |
| Student/Teacher | Activity  | <a href="#">26</a>       | Ch. 2: Identify the Terms exercise, question 5. Page 48 of the PDF Reader.   |

| Breakout ID | Breakout # | KSS  | Expectation   | Breakout  |
|-------------|------------|--|---|---|
| 1160781     | 2.C.ii     | The student recognizes the terminology related to the health science industry. The student is expected to: | identify and define the component parts of medical words, including root, prefix, suffix, and combining vowels; | identify the component parts of medical words, including prefix |

| Audience        | Type      | Page #                   | Description of Location   |
|-----------------|-----------|--------------------------|---|
| Student/Teacher | Narrative | <a href="#">36 to 41</a> | Ch. 2: A Closer Look at Prefixes section. Page 58 to 63 of the PDF Reader.              |
| Student/Teacher | Activity  | <a href="#">102</a>      | Ch. 4: Decipher The Terms exercise. Page 124 of the PDF Reader.                         |
| Student/Teacher | Narrative | <a href="#">24</a>       | Ch. 2: 1st paragraph. Page 46 of the PDF Reader.  |
| Student/Teacher | Activity  | <a href="#">38</a>       | Ch. 2: A Closer Look at Prefixes Practice, Exercises 1 to 2. Page 60 of the PDF Reader. |



## Texas Proclamation 2024 Correlations to the Texas Essential Knowledge and Skills (TEKS)

|                 |           |                     |  |
|-----------------|-----------|---------------------|--|
| Student/Teacher | Narrative | <a href="#">25</a>  | Ch. 2: 2nd paragraph. The text uses the same sans serif typeface and green color scheme throughout to identify and define prefixes. Page 47 of the PDF Reader.   |
| Student/Teacher | Activity  | <a href="#">40</a>  | Ch. 2: A Closer Look at Prefixes Practice, Exercises 3 to 4. Page 62 of the PDF Reader.  |
| Student/Teacher | Activity  | <a href="#">163</a> | Ch. 5: Build the Terms exercise. Each body systems chapter (chapters 4-14) includes this additional Build the Terms exercise in its Chapter Practice section that has students build the correct medical term by identifying the correct word parts from the list. Page 185 of the PDF Reader. |
| Student/Teacher | Activity  | <a href="#">164</a> | Ch. 5: Decipher the Terms exercise. Page 186 of the PDF Reader.  |

| Breakout ID | Breakout # | KSS  | Expectation   | Breakout  |
|-------------|------------|--|---|---|
| 1160786     | 2.C.iii    | The student recognizes the terminology related to the health science industry. The student is expected to: | identify and define the component parts of medical words, including root, prefix, suffix, and combining vowels; | identify the component parts of medical words, including suffix |

| Audience        | Type      | Page #                   | Description of Location  |
|-----------------|-----------|--------------------------|--|
| Student/Teacher | Narrative | <a href="#">26 to 34</a> | Ch. 2: A Closer Look at Prefixes section. Page 58 to 63 of the PDF Reader.   |
| Student/Teacher | Activity  | <a href="#">28</a>       | Ch. 4: Decipher The Terms exercise. Page 124 of the PDF Reader.  |
| Student/Teacher | Narrative | <a href="#">23</a>       | Ch. 2: A Closer Look At Suffixes. Page 48 to 56 of the PDF Reader.   |
| Student/Teacher | Activity  | <a href="#">30</a>       | Ch. 2: A Closer Look at Suffixes Practice, Exercises 1 to 2. Page 50 of the PDF Reader.  |
| Student/Teacher | Narrative | <a href="#">25</a>       | Ch. 2: Last paragraph. Page 45 of the PDF Reader.  |
| Student/Teacher | Activity  | <a href="#">102</a>      | Ch. 2: A Closer Look at Suffixes Practice, Exercises 3 to 4. Page 52 of the PDF Reader.  |
| Student/Teacher | Narrative | <a href="#">102</a>      | Ch. 2: 2nd paragraph. The text uses the same sans serif typeface and blue color scheme throughout to identify and define suffixes. Page 47 of the PDF Reader.  |
| Student/Teacher | Activity  | <a href="#">163</a>      | Ch. 4: Pathology and Procedures Practice, Decipher the Terms. Each body systems chapter (chapters 4-14) includes a Decipher the Terms exercise in its Chapter Practice section that has students identify and define the word parts in medical terms pertinent to the body system. Page 124 of the PDF Reader. |

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| Breakout ID | Breakout # | KSS  | Expectation   | Breakout  |
|-------------|------------|--|---|---|
| 1160791     | 2.C.iv     | The student recognizes the terminology related to the health science industry. The student is expected to: | identify and define the component parts of medical words, including root, prefix, suffix, and combining vowels; | identify the component parts of medical words, including combining vowels |

| Audience        | Type      | Page #                   | Description of Location  |
|-----------------|-----------|--------------------------|--|
| Student/Teacher | Narrative | <a href="#">24</a>       | Ch. 2: 2nd, 3rd, and 4th paragraphs. Page 46 of the PDF Reader.  |
| Student/Teacher | Activity  | <a href="#">26</a>       | Ch. 2: Identify the Terms exercise. Question 1 and 7. Page 48 of the PDF Reader.   |
| Student/Teacher | Narrative | <a href="#">25</a>       | Ch. 2: 2nd and 4th paragraph. Page 47 of the PDF Reader.   |
| Student/Teacher | Activity  | <a href="#">90</a>       | Ch. 4: Combining Forms Practice: Build the Terms exercise. Page 112 of the PDF Reader.   |
| Student/Teacher | Narrative | <a href="#">87 to 89</a> | Ch. 4: Combining Forms for Integumentary System Terms. Page 109 to 111 of the PDF Reader.  |
| Student/Teacher | Activity  | <a href="#">110</a>      | Ch. 4: Build the Terms exercise. Each body systems chapter (chapters 4-14) includes this additional Build the Terms exercise in its Chapter Practice section that has students build the correct medical term by identifying the correct word parts from the list. Page 132 of the PDF Reader. |

| Breakout ID | Breakout # | KSS  | Expectation   | Breakout  |
|-------------|------------|--|---|---|
| 1160796     | 2.C.v      | The student recognizes the terminology related to the health science industry. The student is expected to: | identify and define the component parts of medical words, including root, prefix, suffix, and combining vowels; | define the component parts of medical words, including root |

| Audience        | Type      | Page #                   | Description of Location   |
|-----------------|-----------|--------------------------|---|
| Student/Teacher | Narrative | <a href="#">23</a>       | Ch 2: 2nd paragraph defines the word root. Page 45 of the PDF Reader.   |
| Student/Teacher | Activity  | <a href="#">26</a>       | Ch. 2: Identify the Terms exercise, question 5. Page 48 of the PDF Reader.  |
| Student/Teacher | Narrative | <a href="#">87 to 89</a> | Ch. 4: Combining Forms for Integumentary System Terms. The section defines the word roots and their combining vowels pertinent to the integumentary system. Page 109 to 111 of the PDF Reader.                    |
| Student/Teacher | Activity  | <a href="#">102</a>      | Ch. 4: Pathology and Procedures Practice: 1. Decipher the Terms. Students are instructed to define the root they identify in the medical terms. Page 124 of the PDF Reader.                                       |
| Student/Teacher | Narrative | <a href="#">57</a>       | Ch 3: Word Parts Review. The Review lists roots (as part of the combining form) and defines each root. Each body systems chapter (chapters 4-14) includes a similar Word Parts Review. Page 79 of the PDF Reader. |
| Student/Teacher | Activity  | <a href="#">111</a>      | Ch. 4: Deciphering the Terms exercise. Page 133 of the PDF Reader.  |

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|                 |           |                    |   |
|-----------------|-----------|--------------------|---|
| Student/Teacher | Narrative | <a href="#">24</a> | Ch. 2: 4th paragraph. The text uses the same typeface and red color scheme throughout to identify and define word roots. Page 46 of the PDF Reader. |
|-----------------|-----------|--------------------|---|

| Breakout ID | Breakout # | KSS  | Expectation   | Breakout  |
|-------------|------------|--|---|---|
| 1160796     | 2.C.v      | The student recognizes the terminology related to the health science industry. The student is expected to: | identify and define the component parts of medical words, including root, prefix, suffix, and combining vowels; | define the component parts of medical words, including root |

| Audience        | Type      | Page #                   | Description of Location   |
|-----------------|-----------|--------------------------|---|
| Student/Teacher | Narrative | <a href="#">23</a>       | Ch 2: 2nd paragraph defines the word root. Page 45 of the PDF Reader.   |
| Student/Teacher | Activity  | <a href="#">26</a>       | Ch. 2: Identify the Terms exercise, question 5. Page 48 of the PDF Reader.  |
| Student/Teacher | Narrative | <a href="#">87 to 89</a> | Ch. 4: Combining Forms for Integumentary System Terms. The section defines the word roots and their combining vowels pertinent to the integumentary system. Page 109 to 111 of the PDF Reader.                    |
| Student/Teacher | Activity  | <a href="#">102</a>      | Ch. 4: Pathology and Procedures Practice: 1. Decipher the Terms. Students are instructed to define the root they identify in the medical terms. Page 124 of the PDF Reader.                                       |
| Student/Teacher | Narrative | <a href="#">57</a>       | Ch 3: Word Parts Review. The Review lists roots (as part of the combining form) and defines each root. Each body systems chapter (chapters 4-14) includes a similar Word Parts Review. Page 79 of the PDF Reader. |
| Student/Teacher | Activity  | <a href="#">111</a>      | Ch. 4: Deciphering the Terms exercise. Page 133 of the PDF Reader.  |
| Student/Teacher | Narrative | <a href="#">24</a>       | Ch. 2: 4th paragraph. The text uses the same typeface and red color scheme throughout to identify and define word roots. Page 46 of the PDF Reader.   |

| Breakout ID | Breakout # | KSS  | Expectation   | Breakout  |
|-------------|------------|--|---|---|
| 1160801     | 2.C.vi     | The student recognizes the terminology related to the health science industry. The student is expected to: | identify and define the component parts of medical words, including root, prefix, suffix, and combining vowels; | define the component parts of medical words, including prefix |

| Audience        | Type      | Page #                   | Description of Location  |
|-----------------|-----------|--------------------------|--|
| Student/Teacher | Narrative | <a href="#">24</a>       | Ch. 2: 1st paragraph defines the word prefix. Page 46 of the PDF Reader.   |
| Student/Teacher | Activity  | <a href="#">26</a>       | Ch. 2: Identify the Terms exercise, question 4. Page 48 of the PDF Reader. |
| Student/Teacher | Narrative | <a href="#">36 to 41</a> | Ch. 2: A Closer Look At Prefixes section. Page 58 to 63 of the PDF Reader. |

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|                 |           |                     |  |
|-----------------|-----------|---------------------|--|
| Student/Teacher | Activity  | <a href="#">102</a> | Ch. 4: Pathology and Procedures Practice: 1. Decipher the Terms. Page 124 of the PDF Reader.   |
| Student/Teacher | Narrative | <a href="#">57</a>  | Ch 3: Word Parts Review lists prefixes and defines each prefix. Each body systems chapter (chapters 4-14) includes a similar Word Parts Review. Page 79 of the PDF Reader. |
| Student/Teacher | Activity  | <a href="#">111</a> | Ch. 4: Deciphering Terms exercise. Page 133 of the PDF Reader.   |
| Student/Teacher | Narrative | <a href="#">24</a>  | Ch. 2: 1st paragraph. The text uses the same sans serif typeface and green color scheme throughout to identify and define prefixes. Page 46 of the PDF Reader.             |

| Breakout ID | Breakout # | KSS  | Expectation   | Breakout  |
|-------------|------------|--|---|---|
| 1160806     | 2.C.vii    | The student recognizes the terminology related to the health science industry. The student is expected to: | identify and define the component parts of medical words, including root, prefix, suffix, and combining vowels; | define the component parts of medical words, including suffix |

| Audience        | Type      | Page #                   | Description of Location  |
|-----------------|-----------|--------------------------|--|
| Student/Teacher | Narrative | <a href="#">23</a>       | Ch. 2: last paragraph defines the word suffix. Page 45 of the PDF Reader.  |
| Student/Teacher | Activity  | <a href="#">26</a>       | Ch. 2: Identify the Terms exercise, question 2. Page 48 of the PDF Reader.   |
| Student/Teacher | Narrative | <a href="#">26 to 27</a> | Ch. 2: A Closer Look At Suffixes section. Page 48 to 49 of the PDF Reader.   |
| Student/Teacher | Activity  | <a href="#">102</a>      | Ch. 4: Pathology and Procedures Practice: 1. Decipher the Terms. Page 124 of the PDF Reader.   |
| Student/Teacher | Narrative | <a href="#">57</a>       | Ch 3: Word Parts Review lists suffixes and defines each suffix. Each body systems chapter (chapters 4-14) includes a similar Word Parts Review. Page 79 of the PDF Reader. |
| Student/Teacher | Activity  | <a href="#">51 to 54</a> | Ch. 2: Multiple Choice questions. Page 73 to 76 of the PDF Reader.   |
| Student/Teacher | Narrative | <a href="#">24</a>       | Ch. 2: 1st paragraph. The text uses the same sans serif typeface and blue color scheme throughout to identify and define suffixes. Page 46 of the PDF Reader.              |
| Student/Teacher | Activity  | <a href="#">111</a>      | Ch. 4: Decipher the Terms exercise. Page 133 of the PDF Reader.  |

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| Breakout ID | Breakout # | KSS  | Expectation   | Breakout  |
|-------------|------------|--|---|---|
| 1160811     | 2.C.viii   | The student recognizes the terminology related to the health science industry. The student is expected to: | identify and define the component parts of medical words, including root, prefix, suffix, and combining vowels; | define the component parts of medical words, including combining vowels |

| Audience        | Type      | Page #             | Description of Location   |
|-----------------|-----------|--------------------|---|
| Student/Teacher | Narrative | <a href="#">24</a> | Ch. 2: 2nd, 3rd, & 4th paragraphs. Page 46 of the PDF Reader.                     |
| Student/Teacher | Activity  | <a href="#">26</a> | Ch. 2: Identify the Terms exercise, questions 1 and 7. Page 48 of the PDF Reader. |

| Breakout ID | Breakout # | KSS  | Expectation                    | Breakout                      |
|-------------|------------|--|--------------------------------|-------------------------------|
| 1160821     | 2.D.i      | The student recognizes the terminology related to the health science industry. The student is expected to: | practice word-building skills; | practice word-building skills |

| Audience        | Type      | Page #                   | Description of Location   |
|-----------------|-----------|--------------------------|---|
| Student/Teacher | Narrative | <a href="#">23 to 25</a> | Ch. 2: Word Parts section teaches students how word parts build medical terms. Page 45 to 47 of the PDF Reader.   |
| Student/Teacher | Activity  | <a href="#">90</a>       | Ch. 4: Combining Forms Practice: Build the Terms exercise. Page 112 of the PDF Reader.  |
| Student/Teacher | Narrative | <a href="#">25</a>       | Ch. 2: 2nd paragraph, Three Simple Steps section. By deciphering the terms, students learn how terms are built. Page 47 of the PDF Reader.  |
| Student/Teacher | Activity  | <a href="#">141</a>      | Ch. 5: Combining Forms Practice: Build the Terms exercise. Students are directed to build medical terms using the word components from the list. Page 163 of the PDF Reader.  |
| Student/Teacher | Narrative | <a href="#">305</a>      | Ch. 9: 2nd and 3rd paragraphs. Chapters 2-14 use this sans serif typeface and red, blue, and green color scheme to distinguish word parts and emphasizes to students how the parts build medical terms. Page 327 of the PDF Reader. |
| Student/Teacher | Activity  | <a href="#">163</a>      | Ch. 5: Build the Terms exercise. Page 185 of the PDF Reader.  |
| Student/Teacher | Activity  | <a href="#">183</a>      | Ch. 6: Combining Forms Practice: Build the Terms exercise. Page 205 of the PDF Reader.  |

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| Breakout ID | Breakout # | KSS  | Expectation                      | Breakout                        |
|-------------|------------|--|----------------------------------|---------------------------------|
| 1160831     | 2.E.i      | The student recognizes the terminology related to the health science industry. The student is expected to: | research the origins of eponyms; | research the origins of eponyms |

| Audience        | Type      | Page #              | Description of Location  |
|-----------------|-----------|---------------------|--|
| Student/Teacher | Narrative | <a href="#">419</a> | Ch. 3: Directional Terms section. Page 86 to 88 of the PDF Reader.                                   |
| Student/Teacher | Activity  | <a href="#">83</a>  | Ch. 3: Exercise 2, Identify the Directional Term. Page 91 of the PDF Reader.                         |
| Student/Teacher | Narrative | <a href="#">443</a> | Ch. 3: Combining Forms for Directional and Positional Terms section. Page 93 of the PDF Reader.      |
| Student/Teacher | Activity  | <a href="#">403</a> | Ch. 3: Exercise 3, Identify the Directional Term. Page 100 of the PDF Reader.                        |
| Student/Teacher | Narrative | <a href="#">43</a>  | Ch. 3: Abbreviations for Body Organization and Directional Terms section. Page 96 of the PDF Reader. |
| Student/Teacher | Activity  | <a href="#">175</a> | Ch. 5: Exercise 3, Identify the Term, Questions 1, 5, 9, 14, 15. Page 186 of the PDF Reader.         |
| Student/Teacher | Narrative | <a href="#">175</a> | Ch. 5: Terms for Movement... section including Table 5-2. Page 146 to 149 of the PDF Reader.         |
| Student/Teacher | Activity  | <a href="#">423</a> | Ch. 3: Spot the Wrong Terms. Page 98 of the PDF Reader.  |

| Breakout ID | Breakout # | KSS  | Expectation   | Breakout                 |
|-------------|------------|--|---|--------------------------|
| 1160841     | 2.F.i      | The student recognizes the terminology related to the health science industry. The student is expected to: | recall directional terms and anatomical planes related to body structure; | recall directional terms |

| Audience        | Type      | Page #                   | Description of Location  |
|-----------------|-----------|--------------------------|--|
| Student/Teacher | Narrative | <a href="#">64 to 66</a> | Ch. 3: Directional Terms section. Page 86 to 88 of the PDF Reader.                                   |
| Student/Teacher | Activity  | <a href="#">69</a>       | Ch. 3: Exercise 2, Identify the Directional Term. Page 91 of the PDF Reader.                         |
| Student/Teacher | Narrative | <a href="#">71</a>       | Ch. 3: Combining Forms for Directional and Positional Terms section. Page 93 of the PDF Reader.      |
| Student/Teacher | Activity  | <a href="#">78</a>       | Ch. 3: Exercise 3, Identify the Directional Term. Page 100 of the PDF Reader.                        |
| Student/Teacher | Narrative | <a href="#">74</a>       | Ch. 3: Abbreviations for Body Organization and Directional Terms section. Page 96 of the PDF Reader. |
| Student/Teacher | Activity  | <a href="#">164</a>      | Ch. 5: Exercise 3, Identify the Term, Questions 1, 5, 9, 14, 15. Page 186 of the PDF Reader.         |

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|                 |           |                            |  |
|-----------------|-----------|----------------------------|--|
| Student/Teacher | Narrative | <a href="#">124 to 127</a> | Ch. 5: Terms for Movement... section including Table 5-2. Page 146 to 149 of the PDF Reader. |
| Student/Teacher | Activity  | <a href="#">76</a>         | Ch. 3: Spot the Wrong Terms. Page 98 of the PDF Reader.                                      |

| Breakout ID | Breakout # | KSS  | Expectation   | Breakout   |
|-------------|------------|--|---|--|
| 1160846     | 2.F.ii     | The student recognizes the terminology related to the health science industry. The student is expected to: | recall directional terms and anatomical planes related to body structure; | recall anatomical planes related to body structure |

| Audience        | Type      | Page #                   | Description of Location   |
|-----------------|-----------|--------------------------|---|
| Student/Teacher | Narrative | <a href="#">63 to 64</a> | Ch. 3: Anatomical Position and Body Planes section. Page 85 to 86 of the PDF Reader.        |
| Student/Teacher | Activity  | <a href="#">68 to 69</a> | Ch. 3: Identify the Terms exercise, questions 3, 7, 9, 24. Page 90 to 91 of the PDF Reader. |
| Student/Teacher | Narrative | <a href="#">127</a>      | Ch. 5: 1st paragraph. Page 149 of the PDF Reader.   |
| Student/Teacher | Activity  | <a href="#">79</a>       | Ch. 3: Activities #1. Page 101 of the PDF Reader.   |

| Breakout ID | Breakout # | KSS  | Expectation  | Breakout                             |
|-------------|------------|--|--|--------------------------------------|
| 1160856     | 2.G.i      | The student recognizes the terminology related to the health science industry. The student is expected to: | define and accurately spell occupationally specific terms such as those relating to the body systems, surgical and diagnostic procedures, diseases, and treatment; and | define occupationally specific terms |

| Audience        | Type      | Page #                     | Description of Location   |
|-----------------|-----------|----------------------------|---|
| Student/Teacher | Narrative | <a href="#">184 to 191</a> | Ch. 6: Heart Attacks, Arteriosclerosis and Atherosclerosis, and Pathology Terms sections defines disease terms throughout the sections. Chapters 4-14 all have Pathology Terms sections that define general and occupationally-specific medical terminology the students will encounter as health professionals. Page 206 to 213 of the PDF Reader. |
| Student/Teacher | Activity  | <a href="#">86</a>         | Ch. 4: Identify the Term exercise asks students to match the terms to their correct definitions. Page 108 of the PDF Reader.  |
| Student/Teacher | Narrative | <a href="#">58 to 63</a>   | Ch. 3: Structure and Function of the Human Body section, defines basic body system terms throughout the section. Chapters 4-14 all have Structure and Function that define general and occupationally-specific medical terminology the students will encounter as health professionals. Page 80 to 85 of the PDF Reader.                            |

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|                 |           |                            |   |
|-----------------|-----------|----------------------------|---|
| Student/Teacher | Activity  | <a href="#">102</a>        | Ch. 4: Decipher the Terms exercise asks students to define the terms and their parts. Identify the Terms exercise asks students to fill in the correct term that matches the given definition. Page 124 of the PDF Reader.  |
| Student/Teacher | Narrative | <a href="#">282 to 285</a> | Ch. 8: Common Diagnostic Tests and Procedures, defines procedure terms throughout the section. Chapters 4-14 all have Common Diagnostic Tests and Procedures sections that define general and occupationally-specific medical terminology the students will encounter as health professionals. Page 304 to 307 of the PDF Reader. |
| Student/Teacher | Activity  | <a href="#">103</a>        | Ch. 4: Multiple Choice exercise asks students to match the correct definition to the given terms. Page 125 of the PDF Reader.   |

| Breakout ID | Breakout # | KSS  | Expectation  | Breakout                                       |
|-------------|------------|--|--|--|
| 1160861     | 2.G.ii     | The student recognizes the terminology related to the health science industry. The student is expected to: | define and accurately spell occupationally specific terms such as those relating to the body systems, surgical and diagnostic procedures, diseases, and treatment; and | accurately spell occupationally specific terms |

| Audience        | Type      | Page #                   | Description of Location  |
|-----------------|-----------|--------------------------|--|
| Student/Teacher | Narrative | <a href="#">24</a>       | Ch. 2: Paragraphs 3-4 highlight correct usage for combining vowels and spelling. Page 46 of the PDF Reader.  |
| Student/Teacher | Activity  | <a href="#">77 to 78</a> | Ch. 3: Multiple Choice questions 8-10. Page 99 to 100 of the PDF Reader.   |
| Student/Teacher | Narrative | <a href="#">219</a>      | Ch. 7: 1st two lines and 2nd paragraph of 219. Each time words such as polymorphonuclear and phagocytic are broken down to their components, it demonstrates the correct spelling. Page 241 of the PDF Reader. |
| Student/Teacher | Activity  | <a href="#">35</a>       | Ch. 2: Multiple Choice questions 1-5. Page 57 of the PDF Reader.   |
| Student/Teacher | Narrative | <a href="#">5</a>        | Ch. 1: last bulleted sentence. Page 27 of the PDF Reader.  |
| Student/Teacher | Activity  | <a href="#">358</a>      | Ch. 10: Identify the Terms exercise. Student must spell the terms correctly to receive credit. Page 380 of the PDF Reader.   |
| Student/Teacher | Activity  | <a href="#">365</a>      | Ch. 10: Build the Terms exercise. Students must correctly spell the term they build. Page 387 of the PDF Reader.   |



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| Breakout ID | Breakout # | KSS  | Expectation   | Breakout  |
|-------------|------------|--|---|---|
| 1160871     | 2.H.i      | The student recognizes the terminology related to the health science industry. The student is expected to: | use prior knowledge and experiences to understand the meaning of terms as they relate to the health science industry. | use prior knowledges to understand the meaning of terms as they relate to the health science industry |

| Audience        | Type      | Page #              | Description of Location   |
|-----------------|-----------|---------------------|---|
| Student/Teacher | Narrative | <a href="#">23</a>  | Ch. 2: last paragraph. Page 45 of the PDF Reader.   |
| Student/Teacher | Activity  | <a href="#">24</a>  | Ch. 2: Express Yourself activity. Page 46 of the PDF Reader.  |
| Student/Teacher | Narrative | <a href="#">26</a>  | Ch. 2: 1st paragraph. Page 48 of the PDF Reader.  |
| Student/Teacher | Activity  | <a href="#">162</a> | Ch. 5: Case Study. Students must rely on what they learned in earlier chapters to answer the Case Study questions successfully. Page 184 of the PDF Reader.   |
| Student/Teacher | Narrative | <a href="#">58</a>  | Ch. 3: 1st paragraph. Page 80 of the PDF Reader.  |
| Student/Teacher | Activity  | <a href="#">271</a> | Ch. 8: Build the Terms exercise. Students must recall the meaning of word parts they learned in earlier chapters to complete the exercise successfully. Page 293 of the PDF Reader.                       |
| Student/Teacher | Narrative | <a href="#">395</a> | Ch. 11: Examination and Evaluation Notes Students must rely on what they learned in earlier chapters to read the E&E Note successfully. Page 417 of the PDF Reader.                                       |
| Student/Teacher | Activity  | <a href="#">294</a> | Ch. 8: Case Study question 6. Students must recall their accumulating knowledge of abbreviations that they learned in earlier chapters to complete the exercise successfully. Page 316 of the PDF Reader. |

| Breakout ID | Breakout # | KSS  | Expectation   | Breakout   |
|-------------|------------|--|---|--|
| 1160876     | 2.H.ii     | The student recognizes the terminology related to the health science industry. The student is expected to: | use prior knowledge and experiences to understand the meaning of terms as they relate to the health science industry. | use prior experiences to understand the meaning of terms as they relate to the health science industry |

| Audience        | Type      | Page #              | Description of Location   |
|-----------------|-----------|---------------------|---|
| Student/Teacher | Narrative | <a href="#">183</a> | Ch. 6: Diseases and Disorders... 1st paragraph. Page 205 of the PDF Reader.                                 |
| Student/Teacher | Activity  | <a href="#">55</a>  | Ch. 2: Activities 1. Page 77 of the PDF Reader.   |
| Student/Teacher | Narrative | <a href="#">177</a> | Ch. 6: Last paragraph. Sentence beginning, "This abnormal rhythm is similar..." Page 199 of the PDF Reader. |

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|                 |           |                     |   |
|-----------------|-----------|---------------------|---|
| Student/Teacher | Activity  | <a href="#">294</a> | Ch. 8: Case Study question 5. Page 316 of the PDF Reader.   |
| Student/Teacher | Narrative | <a href="#">225</a> | Ch. 7: 3rd paragraph. Page 247 of the PDF Reader.           |
| Student/Teacher | Activity  | <a href="#">167</a> | Ch. 5: Activities 1. Page 189 of the PDF Reader.            |
| Student/Teacher | Narrative | <a href="#">36</a>  | Ch. 2: 2nd paragraph. Page 58 of the PDF Reader.            |
| Student/Teacher | Activity  | <a href="#">363</a> | Ch. 10: Pronunciation Exercise. Page 385 of the PDF Reader. |

| Breakout ID | Breakout # | KSS  | Expectation  | Breakout                                  |
|-------------|------------|--|--|---|
| 1160891     | 3.A.i      | The student demonstrates communication skills using the terminology applicable to the health science industry. The student is expected to: | demonstrate appropriate verbal strategies such as correct pronunciation of medical terms and written strategies such as correct spelling in a variety of health science scenarios; | demonstrate appropriate verbal strategies |

| Audience        | Type      | Page #              | Description of Location   |
|-----------------|-----------|---------------------|---|
| Student/Teacher | Narrative | <a href="#">42</a>  | Ch. 2: Pronunciation section. Page 64 of the PDF Reader.  |
| Student/Teacher | Activity  | <a href="#">363</a> | Ch. 10: Pronunciation Exercise. Page 385 of the PDF Reader.   |
| Student/Teacher | Narrative | <a href="#">185</a> | Ch. 6: Pathology Terms section, 1st paragraph. Page 207 of the PDF Reader.  |
| Student/Teacher | Activity  | <a href="#">101</a> | Ch. 4: Express Yourself activity. Students are expected to verbalize the medical terminology correctly during their medical presentation to receive credit. Page 123 of the PDF Reader.                 |
| Student/Teacher | Narrative | <a href="#">63</a>  | Ch. 3: Anatomical Position and Body Planes section: 1st paragraph emphasizes the importance of communicating medical terms accurately, which includes correct pronunciation. Page 85 of the PDF Reader. |
| Student/Teacher | Activity  | <a href="#">265</a> | Ch. 4: Express Yourself activity. Students are expected to verbalize the medical terminology correctly during their skit to receive credit. Page 287 of the PDF Reader.                                 |
| Student/Teacher | Activity  | <a href="#">90</a>  | Ch. 4: Learning Style Tip. Page 112 of the PDF Reader.  |

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| Breakout ID | Breakout # | KSS  | Expectation  | Breakout                                   |
|-------------|------------|--|--|--|
| 1160896     | 3.A.ii     | The student demonstrates communication skills using the terminology applicable to the health science industry. The student is expected to: | demonstrate appropriate verbal strategies such as correct pronunciation of medical terms and written strategies such as correct spelling in a variety of health science scenarios; | demonstrate appropriate written strategies |

| Audience        | Type      | Page #              | Description of Location   |
|-----------------|-----------|---------------------|---|
| Student/Teacher | Narrative | <a href="#">34</a>  | Ch. 2: Top of page and Table 2-9. Page 56 of the PDF Reader.  |
| Student/Teacher | Activity  | <a href="#">35</a>  | Ch. 2: Multiple Choice questions. Page 57 of the PDF Reader.  |
| Student/Teacher | Narrative | <a href="#">24</a>  | Ch. 2: Paragraphs 3-4 highlight correct usage for combining vowels and spelling. Page 46 of the PDF Reader.   |
| Student/Teacher | Activity  | <a href="#">227</a> | Ch. 7: Express Yourself activity. Students are instructed to write the correct medical terminology to summarize the scenario. Page 249 of the PDF Reader.   |
| Student/Teacher | Narrative | <a href="#">105</a> | Ch. 4: Abbreviations section, 1st paragraph. Page 127 of the PDF Reader.  |
| Student/Teacher | Activity  | <a href="#">271</a> | Ch. 8: Build the Terms exercise. Students must correctly spell the term they build. Page 293 of the PDF Reader.   |
| Student/Teacher | Narrative | <a href="#">63</a>  | Ch. 3: Anatomical Position and Body Planes section: 1st paragraph. Page 85 of the PDF Reader.   |
| Student/Teacher | Activity  | <a href="#">299</a> | Ch. 8: Activities 4. Students are instructed to develop a patient information poster. Students are expected to write the medical terminology correctly on their poster to receive credit. Page 321 of the PDF Reader. |

| Breakout ID | Breakout # | KSS  | Expectation  | Breakout  |
|-------------|------------|--|--|---|
| 1160906     | 3.B.i      | The student demonstrates communication skills using the terminology applicable to the health science industry. The student is expected to: | employ increasingly precise language to communicate; and | employ increasingly precise language to communicate |

| Audience        | Type      | Page #              | Description of Location  |
|-----------------|-----------|---------------------|--|
| Student/Teacher | Narrative | <a href="#">63</a>  | Ch. 3: Anatomical Position and Body Planes section, 1st paragraph. Page 85 of the PDF Reader.  |
| Student/Teacher | Activity  | <a href="#">76</a>  | Ch. 3: Spot the Wrong Terms. Chapters 4-to 14 also test the students' increasing vocabulary by including this activity in which students are asked to identify the incorrect terms and replace them with the correct precise terms. Page 98 of the PDF Reader. |
| Student/Teacher | Narrative | <a href="#">184</a> | Ch. 6: Heart Attack section. 1st paragraph, 1st and 7th sentence use common names to help define and explain medical terms so that students learn the precise term and build their knowledge of medical terminology. Page 206 of the PDF Reader.               |
| Student/Teacher | Narrative | <a href="#">167</a> | Ch. 5: Activities 1. Page 189 of the PDF Reader.   |

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|                 |           |                     |   |
|-----------------|-----------|---------------------|---|
| Student/Teacher | Narrative | <a href="#">138</a> | Ch. 5: 1st paragraph. Page 160 of the PDF Reader.   |
| Student/Teacher | Activity  | <a href="#">236</a> | Ch. 7: Express Yourself. Students are expected to use the correct terminology they have learned up to this point to answer the questions. Page 258 of the PDF Reader.   |
| Student/Teacher | Narrative | <a href="#">266</a> | Ch. 8: 5th paragraph beginning Ventilation is breathing... identifies the correct terms. Page 288 of the PDF Reader.  |
| Student/Teacher | Activity  | <a href="#">287</a> | Ch. 8: Identify the Terms exercise. Questions in general and specifically questions 2, 5, 6, 7, 10, and 12 to 14. Each chapter includes an Identify the Terms exercise that requires students to use their increasing vocabulary to answer the questions correctly. Page 309 of the PDF Reader. |

| Breakout ID | Breakout # | KSS  | Expectation  | Breakout  |
|-------------|------------|--|--|---|
| 1160916     | 3.C.i      | The student demonstrates communication skills using the terminology applicable to the health science industry. The student is expected to: | translate technical material related to the health science industry. | translate technical material related to the health science industry |

| Audience        | Type      | Page #              | Description of Location  |
|-----------------|-----------|---------------------|--|
| Student/Teacher | Narrative | <a href="#">176</a> | Ch. 6: Recordings of Your Heart: Electrocardiograms translates the ECG terms and abbreviations used for the ECG shown in the illustration. Page 198 of the PDF Reader.   |
| Student/Teacher | Activity  | <a href="#">506</a> | Ch. 14: Medical Documentation question 3. Page 528 of the PDF Reader.  |
| Student/Teacher | Narrative | <a href="#">243</a> | Ch. 7: Career Explorations 2nd paragraph introduces the concept that lab technicians must know how to translate technical material to recognize adverse lab results. Page 265 of the PDF Reader.   |
| Student/Teacher | Activity  | <a href="#">276</a> | Ch. 8: Express Yourself. Students are asked to research technical information (the R0 estimate) regarding SARS, MERS, or COVID-19 and explain the estimate. Page 298 of the PDF Reader.  |
| Student/Teacher | Narrative | <a href="#">196</a> | Ch. 6: Normal Values of Coagulation introduces the concept that medical laboratory scientists and technicians must be able to analyze blood samples and translate the technical information of the analyses. Page 218 of the PDF Reader. |
| Student/Teacher | Activity  | <a href="#">43</a>  | Ch. 2: Express Yourself. Students are asked to translate a patient encounter note. Page 65 of the PDF Reader.  |
| Student/Teacher | Narrative | <a href="#">292</a> | Ch. 8: Examination and Evaluation Notes provides technical material (medical values). Page 314 of the PDF Reader.  |
| Student/Teacher | Activity  | <a href="#">252</a> | Ch. 7: CBC Results lab report. Question 5. Page 274 of the PDF Reader.   |

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| Breakout ID | Breakout # | KSS   | Expectation   | Breakout                     |
|-------------|------------|---|---|------------------------------|
| 1160931     | 4.A.i      | The student examines available resources. The student is expected to: | examine medical and dental dictionaries and multimedia resources; | examine medical dictionaries |

| Audience        | Type      | Page #              | Description of Location   |
|-----------------|-----------|---------------------|---|
| Student/Teacher | Narrative | <a href="#">23</a>  | Ch. 2: 2nd paragraph. Page 45 of the PDF Reader.  |
| Student/Teacher | Activity  | <a href="#">30</a>  | Ch. 2: Define the Terms exercise. Page 52 of the PDF Reader.                              |
| Student/Teacher | Narrative | <a href="#">87</a>  | Ch. 4: Middle of 1st paragraph under Combining Forms... Page 109 of the PDF Reader.       |
| Student/Teacher | Activity  | <a href="#">37</a>  | Ch. 2: Express Yourself activity. Page 59 of the PDF Reader.                              |
| Student/Teacher | Narrative | <a href="#">106</a> | Ch. 4: Medical Documentation. Third sentence of instructions. Page 128 of the PDF Reader. |
| Student/Teacher | Activity  | <a href="#">83</a>  | Ch. 4: Express Yourself activity. Page 105 of the PDF Reader.                             |
| Student/Teacher | Activity  | <a href="#">167</a> | Ch. 5: Activity 2, last sentence. Page 189 of the PDF Reader.                             |

| Breakout ID | Breakout # | KSS   | Expectation   | Breakout                    |
|-------------|------------|---|---|-----------------------------|
| 1160936     | 4.A.ii     | The student examines available resources. The student is expected to: | examine medical and dental dictionaries and multimedia resources; | examine dental dictionaries |

| Audience        | Type      | Page #              | Description of Location   |
|-----------------|-----------|---------------------|---|
| Student/Teacher | Narrative | <a href="#">23</a>  | Ch. 2: 2nd paragraph. Page 45 of the PDF Reader.                          |
| Student/Teacher | Activity  | <a href="#">339</a> | Ch. 9: Activity 3. Page 361 of the PDF Reader.                            |
| Student/Teacher | Narrative | <a href="#">87</a>  | Ch. 4: 1st paragraph under Combining Forms... Page 109 of the PDF Reader. |

**Texas Proclamation 2024 Correlations to the Texas Essential Knowledge and Skills (TEKS)**

| Breakout ID | Breakout # | KSS   | Expectation   | Breakout                     |
|-------------|------------|---|---|------------------------------|
| 1160941     | 4.A.iii    | The student examines available resources. The student is expected to: | examine medical and dental dictionaries and multimedia resources; | examine multimedia resources |

| Audience        | Type      | Page #              | Description of Location   |
|-----------------|-----------|---------------------|---|
| Student/Teacher | Narrative | <a href="#">5</a>   | Ch. 1: 1st paragraph. Page 27 of the PDF Reader.                                    |
| Student/Teacher | Activity  | <a href="#">62</a>  | Ch. 3: Express Yourself activity. Page 84 of the PDF Reader.                        |
| Student/Teacher | Narrative | <a href="#">10</a>  | Ch. 1: 4th paragraph. Page 32 of the PDF Reader.                                    |
| Student/Teacher | Activity  | <a href="#">123</a> | Ch. 5: Express Yourself activity. Page 145 of the PDF Reader.                       |
| Student/Teacher | Narrative | <a href="#">6</a>   | Ch. 1: Auditory Learning section, 1st and 3rd paragraph. Page 28 of the PDF Reader. |
| Student/Teacher | Activity  | <a href="#">299</a> | Ch. 8: Activity 4. Page 321 of the PDF Reader.                                      |

| Breakout ID | Breakout # | KSS   | Expectation   | Breakout   |
|-------------|------------|---|---|--|
| 1160951     | 4.B.i      | The student examines available resources. The student is expected to: | integrate resources to interpret technical materials; and | integrate resources to interpret technical materials |

| Audience        | Type      | Page #              | Description of Location   |
|-----------------|-----------|---------------------|---|
| Student/Teacher | Narrative | <a href="#">157</a> | Ch. 5: 1st paragraph. Reference to drug resource guides. Page 179 of the PDF Reader.  |
| Student/Teacher | Activity  | <a href="#">506</a> | Ch. 14: Medical Documentation Questions. Students must use multiple sources to answer the questions correctly. Page 528 of the PDF Reader.  |
| Student/Teacher | Narrative | <a href="#">181</a> | Ch. 6: 1st full paragraph. Students are reminded that they must learn medical terminology (using the text and other resources) if they are to understand the terms they encounter on the job. Page 203 of the PDF Reader. |
| Student/Teacher | Activity  | <a href="#">276</a> | Ch. 8: Express Yourself activity. Students must use multiple technical resources to fully answer the questions. Page 298 of the PDF Reader.   |
| Student/Teacher | Narrative | <a href="#">500</a> | Ch. 14: Career Explorations 2nd and 3rd paragraphs. Page 522 of the PDF Reader.   |
| Student/Teacher | Activity  | <a href="#">368</a> | Ch. 10: Activities 2. Page 390 of the PDF Reader.   |

## Texas Proclamation 2024 Correlations to the Texas Essential Knowledge and Skills (TEKS)

| Breakout ID | Breakout # | KSS   | Expectation  | Breakout  |
|-------------|------------|---|--|---|
| 1160961     | 4.C.i      | The student examines available resources. The student is expected to: | investigate electronic and digital media with appropriate supervision. | investigate electronic media with appropriate supervision |

| Audience        | Type      | Page #                     | Description of Location  |
|-----------------|-----------|----------------------------|--|
| Student/Teacher | Narrative | <a href="#">389</a>        | Ch. 11: Positron emission tomography and image (excluding figure caption). Page 411 of the PDF Reader.               |
| Student/Teacher | Activity  | <a href="#">62</a>         | Ch. 3: Express Yourself. Page 84 of the PDF Reader.  |
| Student/Teacher | Narrative | <a href="#">326</a>        | Ch. 9: Lower Endoscopy entry (excluding figure caption). Page 348 of the PDF Reader.                                 |
| Student/Teacher | Activity  | <a href="#">223</a>        | Ch. 7: Express Yourself. Page 245 of the PDF Reader.   |
| Student/Teacher | Narrative | <a href="#">324 to 325</a> | Ch. 9: Barium Enema, Barium Swallow, and Computed Tomography (CT) Scan on p. 235. Page 346 to 347 of the PDF Reader. |
| Student/Teacher | Activity  | <a href="#">175</a>        | Ch. 6: Express Yourself. Page 197 of the PDF Reader.   |
| Student/Teacher | Narrative | <a href="#">142</a>        | Ch. 5: X-ray image. Page 164 of the PDF Reader.  |

| Breakout ID | Breakout # | KSS   | Expectation  | Breakout   |
|-------------|------------|---|--|--|
| 1160966     | 4.C.ii     | The student examines available resources. The student is expected to: | investigate electronic and digital media with appropriate supervision. | investigate digital media with appropriate supervision |

| Audience        | Type      | Page #                     | Description of Location  |
|-----------------|-----------|----------------------------|--|
| Student/Teacher | Narrative | <a href="#">389</a>        | Ch. 11: Positron emission tomography and image. Page 411 of the PDF Reader.  |
| Student/Teacher | Activity  | <a href="#">167</a>        | Ch. 5 Activities 3. Page 189 of the PDF Reader.  |
| Student/Teacher | Narrative | <a href="#">326</a>        | Ch. 9: Lower Endoscopy entry. Page 348 of the PDF Reader.  |
| Student/Teacher | Activity  | <a href="#">62</a>         | Ch. 3: Express Yourself. Page 84 of the PDF Reader.  |
| Student/Teacher | Narrative | <a href="#">324 to 325</a> | Ch. 9: Barium Enema, Barium Swallow, and Computed Tomography (CT) Scan on p. 235. Page 346 to 347 of the PDF Reader. |
| Student/Teacher | Activity  | <a href="#">223</a>        | Ch. 7: Express Yourself. Page 245 of the PDF Reader.   |
| Student/Teacher | Narrative | <a href="#">142</a>        | Ch. 5: X-ray image. Page 164 of the PDF Reader.  |

## Texas Proclamation 2024 Correlations to the Texas Essential Knowledge and Skills (TEKS)

|                 |           |                     |   |
|-----------------|-----------|---------------------|---|
| Student/Teacher | Narrative | <a href="#">175</a> | Ch. 6: 'Express Yourself. Page 197 of the PDF Reader. |
|-----------------|-----------|---------------------|---|

| Breakout ID | Breakout # | KSS   | Expectation  | Breakout  |
|-------------|------------|---|--|---|
| 1160981     | 5.A.i      | The student interprets medical abbreviations. The student is expected to: | distinguish medical abbreviations used throughout the health science industry; and | distinguish medical abbreviations used throughout the health science industry |

| Audience        | Type      | Page #                   | Description of Location   |
|-----------------|-----------|--------------------------|---|
| Student/Teacher | Narrative | <a href="#">43 to 45</a> | Ch. 2: Abbreviations and Symbols section. Page 65 to 67 of the PDF Reader.  |
| Student/Teacher | Activity  | <a href="#">50</a>       | Ch. 2: Medical Documentation Questions. Page 72 of the PDF Reader.  |
| Student/Teacher | Narrative | <a href="#">201</a>      | Ch. 6: Abbreviations and Symbols section. Each body systems chapter (Chapters 4-14) has an Abbreviations section. Page 223 of the PDF Reader.       |
| Student/Teacher | Activity  | <a href="#">51</a>       | Ch. 2: Identify the Abbreviations exercise. Page 73 of the PDF Reader.  |
| Student/Teacher | Narrative | <a href="#">292</a>      | Ch. 8: Examination and Evaluation Notes. Page 314 of the PDF Reader.  |
| Student/Teacher | Activity  | <a href="#">43</a>       | Ch. 2: Express Yourself activity. Page 65 of the PDF Reader.  |
| Student/Teacher | Activity  | <a href="#">202</a>      | Ch. 6 Abbreviations Practice questions. Each body systems chapter (Chapters 4-14) has Abbreviations Practice questions. Page 224 of the PDF Reader. |

| Breakout ID | Breakout # | KSS   | Expectation   | Breakout  |
|-------------|------------|---|---|---|
| 1160991     | 5.B.i      | The student interprets medical abbreviations. The student is expected to: | translate medical abbreviations in simulated technical material such as physician progress notes, radiological reports, and laboratory reports. | translate medical abbreviations in simulated technical material |

| Audience        | Type      | Page #                   | Description of Location  |
|-----------------|-----------|--------------------------|--|
| Student/Teacher | Narrative | <a href="#">43 to 45</a> | Ch. 2: Abbreviations and Symbols section. Page 65 to 67 of the PDF Reader. |
| Student/Teacher | Activity  | <a href="#">252</a>      | Ch. 7: Question 1 for Medical Documentation. Page 274 of the PDF Reader.   |
| Student/Teacher | Narrative | <a href="#">196</a>      | Ch. 6: Normal Values of Coagulation. Page 218 of the PDF Reader.           |



## Texas Proclamation 2024 Correlations to the Texas Essential Knowledge and Skills (TEKS)

|                 |           |                     |  |
|-----------------|-----------|---------------------|--|
| Student/Teacher | Activity  | <a href="#">43</a>  | Ch. 2: Express Yourself activity. Page 65 of the PDF Reader.   |
| Student/Teacher | Narrative | <a href="#">292</a> | Ch. 8: Examination and Evaluation Notes. Breaths per minute is translated into BPM. Page 314 of the PDF Reader.  |
| Student/Teacher | Activity  | <a href="#">294</a> | Ch. 8: Case Study is written as a medical note. Question 6 asks students to translate the medical terms and abbreviations. Page 316 of the PDF Reader. |
| Student/Teacher | Narrative | <a href="#">506</a> | Ch 14: Medical Documentation Questions 1 and 3. Page 528 of the PDF Reader.  |

| Breakout ID | Breakout # | KSS  | Expectation   | Breakout  |
|-------------|------------|--|---|---|
| 1161006     | 6.A.i      | The student appropriately translates health science industry terms.<br>The student is expected to: | interpret, transcribe, and communicate vocabulary related to the health science industry; | interpret vocabulary related to the health science industry |

| Audience        | Type      | Page #              | Description of Location   |
|-----------------|-----------|---------------------|---|
| Student/Teacher | Narrative | <a href="#">25</a>  | Ch. 2: Three Simple Steps to Deciphering Medical Terms section. It is the purpose of the text to help students interpret/translate and learn medical terms. Page 47 of the PDF Reader.  |
| Student/Teacher | Activity  | <a href="#">51</a>  | Ch. 2: Deciphering the Terms exercise. Students are asked to define (interpret) the medical terms into plain terms. Chs. 2 to 14 include this exercise. Page 73 of the PDF Reader.  |
| Student/Teacher | Narrative | <a href="#">91</a>  | Ch. 4: Pathology Terms section. Each medical term is defined (translated/interpreted) into plain terms. Each body systems chapter (Chs. 4 to 14) has this section. Page 113 of the PDF Reader.  |
| Student/Teacher | Activity  | <a href="#">107</a> | Ch. 4: Case Study Questions 8. Page 129 of the PDF Reader.  |
| Student/Teacher | Narrative | <a href="#">171</a> | Ch. 6: 1st, 2nd, and 3rd paragraphs. Boldfaced terms throughout the text are defined (translated/interpreted) for the students. Page 193 of the PDF Reader.   |
| Student/Teacher | Activity  | <a href="#">396</a> | Ch. 11: Medical Documentation Question 5. Page 418 of the PDF Reader.   |
| Student/Teacher | Narrative | <a href="#">24</a>  | Ch. 2: Page 24. The red, blue, and green color schemes and different typeface are designed to help students interpret the word parts and thus the whole term. The text uses the same typeface and color schemes throughout the textbook. Page 46 of the PDF Reader. |

## Texas Proclamation 2024 Correlations to the Texas Essential Knowledge and Skills (TEKS)

| Breakout ID | Breakout # | KSS  | Expectation   | Breakout   |
|-------------|------------|--|---|--|
| 1161011     | 6.A.ii     | The student appropriately translates health science industry terms.<br>The student is expected to: | interpret, transcribe, and communicate vocabulary related to the health science industry; | transcribe vocabulary related to the health science industry |

| Audience        | Type      | Page #              | Description of Location  |
|-----------------|-----------|---------------------|--|
| Student/Teacher | Narrative | <a href="#">49</a>  | Ch. 2: First full paragraph describes transcribing treatment plans into the SOAP note. Page 71 of the PDF Reader.  |
| Student/Teacher | Activity  | <a href="#">129</a> | Ch. 5: Express Yourself activity instructs the student to write (transcribe) the names of the spinal regions. Page 151 of the PDF Reader.                                |
| Student/Teacher | Activity  | <a href="#">48</a>  | Ch. 2: Last paragraph describes transcribing observations into the SOAP note. Page 70 of the PDF Reader.   |
| Student/Teacher | Narrative | <a href="#">207</a> | Ch. 6: Spot the Wrong Terms activity instructs the student to write (transcribe) the correct terms. Page 229 of the PDF Reader.  |
| Student/Teacher | Activity  | <a href="#">49</a>  | Ch. 2: Career Exploration, Medical Scribe describes the role of the medical scribe to transcribe patient encounters. Page 71 of the PDF Reader.                          |
| Student/Teacher | Narrative | <a href="#">292</a> | Ch. 8: Identify the Abbreviations activity instructs the student to write (transcribe) the correct full medical terms for the abbreviations. Page 314 of the PDF Reader. |
| Student/Teacher | Narrative | <a href="#">3</a>   | Ch. 1: First paragraph describes transcribing new vocabulary. Page 25 of the PDF Reader.   |
| Student/Teacher | Activity  | <a href="#">437</a> | Ch. 12: Activities 2 instructs the student to write (transcribe) terms they find in a medical dictionary. Page 459 of the PDF Reader.                                    |

| Breakout ID | Breakout # | KSS  | Expectation   | Breakout  |
|-------------|------------|--|---|---|
| 1161016     | 6.A.iii    | The student appropriately translates health science industry terms.<br>The student is expected to: | interpret, transcribe, and communicate vocabulary related to the health science industry; | communicate vocabulary related to the health science industry |

| Audience        | Type      | Page #              | Description of Location   |
|-----------------|-----------|---------------------|---|
| Student/Teacher | Narrative | <a href="#">63</a>  | Ch. 3: Anatomical Position and Body Planes section: 1st paragraph. Page 85 of the PDF Reader. |
| Student/Teacher | Activity  | <a href="#">236</a> | Ch. 7: Express Yourself activity. Page 258 of the PDF Reader.                                 |
| Student/Teacher | Narrative | <a href="#">424</a> | Ch. 12: Career Explorations 1st paragraph. Page 446 of the PDF Reader.                        |
| Student/Teacher | Activity  | <a href="#">483</a> | Ch. 14: Express Yourself activity. Page 505 of the PDF Reader.                                |
| Student/Teacher | Narrative | <a href="#">91</a>  | Ch. 4: Pathology Terms 2nd sentence. Page 113 of the PDF Reader.                              |

## Texas Proclamation 2024 Correlations to the Texas Essential Knowledge and Skills (TEKS)

|                 |           |                     |   |
|-----------------|-----------|---------------------|---|
| Student/Teacher | Activity  | <a href="#">499</a> | Ch. 14: Express Yourself activity. Page 521 of the PDF Reader.  |
| Student/Teacher | Narrative | <a href="#">49</a>  | Ch. 2: 1st full paragraph reinforces the concept that health-care professionals must communicate with other professionals. Page 71 of the PDF Reader. |
| Student/Teacher | Activity  | <a href="#">114</a> | Ch. 4: Activities #2 and 3. Page 136 of the PDF Reader.   |

| Breakout ID | Breakout # | KSS  | Expectation   | Breakout   |
|-------------|------------|--|---|--|
| 1161026     | 6.B.i      | The student appropriately translates health science industry terms.<br>The student is expected to: | translate medical terms to conversational language to facilitate communication; | translate medical terms to conversational language to facilitate communication |

| Audience        | Type      | Page #              | Description of Location  |
|-----------------|-----------|---------------------|--|
| Student/Teacher | Narrative | <a href="#">305</a> | Ch. 9: The 1st three paragraphs translate medical terms to conversational language. Page 327 of the PDF Reader.  |
| Student/Teacher | Activity  | <a href="#">254</a> | Ch. 7: Case Study Questions Question 7. Page 276 of the PDF Reader.  |
| Student/Teacher | Narrative | <a href="#">184</a> | Ch. 6: Heart Attack section. 1st paragraph, 1st and 7th sentence use common names for heart conditions to help define and explain medical terms. It is a core principle of the text to help students learn medical terms by translating the medical terminology into plain language throughout the text. Page 206 of the PDF Reader. |
| Student/Teacher | Activity  | <a href="#">294</a> | Ch. 8: Case Study is written as a medical note. Question 6 asks students to translate the medical terms and abbreviations. Page 316 of the PDF Reader.   |
| Student/Teacher | Narrative | <a href="#">223</a> | Ch. 7: 1st full paragraph distinguishes similar terms. Page 245 of the PDF Reader.   |
| Student/Teacher | Activity  | <a href="#">114</a> | Ch. 6: Activities Question 3. Page 136 of the PDF Reader.  |
| Student/Teacher | Narrative | <a href="#">42</a>  | Ch. 2: Pathology Terms 1st paragraph translates medical terms. Page 64 of the PDF Reader.  |
| Student/Teacher | Activity  | <a href="#">111</a> | Ch. 4: Decipher the Terms exercise. Each body systems chapter (Chapters 4-14) includes Decipher the Terms exercises thave has students define (translate) medical terms. Page 133 of the PDF Reader.   |

## Texas Proclamation 2024 Correlations to the Texas Essential Knowledge and Skills (TEKS)

| Breakout ID | Breakout # | KSS  | Expectation   | Breakout  |
|-------------|------------|--|---|---|
| 1161036     | 6.C.i      | The student appropriately translates health science industry terms.<br>The student is expected to: | distinguish medical terminology associated with medical specialists such as geneticists, pathologists, and oncologists; | distinguish medical terminology associated with medical specialists |

| Audience        | Type      | Page #              | Description of Location  |
|-----------------|-----------|---------------------|--|
| Student/Teacher | Narrative | <a href="#">87</a>  | Ch. 4: 1st full paragraph. Page 109 of the PDF Reader.                 |
| Student/Teacher | Activity  | <a href="#">368</a> | Ch. 10: Activities Question 1. Page 390 of the PDF Reader.             |
| Student/Teacher | Narrative | <a href="#">26</a>  | Ch. 2: Last paragraph. Page 48 of the PDF Reader.                      |
| Student/Teacher | Activity  | <a href="#">209</a> | Ch. 6: Activities Question 2. Page 231 of the PDF Reader.              |
| Student/Teacher | Narrative | <a href="#">172</a> | Ch. 6: Apex section. 1st paragraph. Page 194 of the PDF Reader.        |
| Student/Teacher | Activity  | <a href="#">114</a> | Ch. 4: Activities Question 1. Page 136 of the PDF Reader.              |
| Student/Teacher | Narrative | <a href="#">269</a> | Ch. 8: 1st paragraph. Page 291 of the PDF Reader.                      |
| Student/Teacher | Activity  | <a href="#">506</a> | Ch. 14: Medical Documentation Questions 2. Page 528 of the PDF Reader. |

| Breakout ID | Breakout # | KSS  | Expectation   | Breakout   |
|-------------|------------|--|---|--|
| 1161046     | 6.D.i      | The student appropriately translates health science industry terms.<br>The student is expected to: | summarize observations using medical terminology; and | summarize observations using medical terminology |

| Audience        | Type      | Page #              | Description of Location   |
|-----------------|-----------|---------------------|---|
| Student/Teacher | Narrative | <a href="#">48</a>  | Ch. 2: 3rd paragraph beginning In contrast, objective... and 4th paragraph beginning The assessment (A) section... Page 70 of the PDF Reader. |
| Student/Teacher | Activity  | <a href="#">252</a> | Ch. 7: Question 4 for Medical Documentation. Page 274 of the PDF Reader.  |
| Student/Teacher | Narrative | <a href="#">292</a> | Ch. 8: Examination and Evaluation Notes provides an example of an examination summarization. Page 314 of the PDF Reader.                      |
| Student/Teacher | Activity  | <a href="#">227</a> | Ch. 7: Express Yourself activity. Page 249 of the PDF Reader.   |
| Student/Teacher | Narrative | <a href="#">161</a> | Ch. 5: Examination and Evaluation Notes. Page 183 of the PDF Reader.  |

## Texas Proclamation 2024 Correlations to the Texas Essential Knowledge and Skills (TEKS)

|                 |           |                     |  |
|-----------------|-----------|---------------------|--|
| Student/Teacher | Activity  | <a href="#">167</a> | Ch. 5: Activities 1. Page 189 of the PDF Reader.                     |
| Student/Teacher | Narrative | <a href="#">331</a> | Ch. 9: Examination and Evaluation Notes. Page 353 of the PDF Reader. |
| Student/Teacher | Activity  | <a href="#">114</a> | Ch. 4: Activities 3. Page 136 of the PDF Reader.                     |

| Breakout ID | Breakout # | KSS  | Expectation  | Breakout  |
|-------------|------------|--|--|---|
| 1161056     | 6.E.i      | The student appropriately translates health science industry terms.<br>The student is expected to: | interpret contents of medical scenarios correctly. | interpret contents of medical scenarios correctly |

| Audience        | Type      | Page #                     | Description of Location   |
|-----------------|-----------|----------------------------|---|
| Student/Teacher | Narrative | <a href="#">292</a>        | Ch. 8: Medical Documentation. Page 314 of the PDF Reader.           |
| Student/Teacher | Activity  | <a href="#">293</a>        | Ch. 8: Medical Documentation Questions. Page 315 of the PDF Reader. |
| Student/Teacher | Narrative | <a href="#">506</a>        | Ch. 14: Case Study. Page 528 of the PDF Reader.                     |
| Student/Teacher | Activity  | <a href="#">506 to 507</a> | Ch. 14: Case Study Questions. Page 528 to 529 of the PDF Reader.    |
| Student/Teacher | Narrative | <a href="#">431</a>        | Ch. 12: Case Study. Page 453 of the PDF Reader.                     |
| Student/Teacher | Activity  | <a href="#">431 to 432</a> | Ch. 12: Case Study Questions. Page 453 to 454 of the PDF Reader.    |
| Student/Teacher | Narrative | <a href="#">227</a>        | Ch. 7: Express Yourself activity. Page 249 of the PDF Reader.       |
| Student/Teacher | Activity  | <a href="#">227</a>        | Ch. 7: Express Yourself. Page 249 of the PDF Reader.                |