

Proclamation 2024: TEKS Not Addressed Report

This report lists the student expectations that are not fully addressed in instructional materials adopted by the State Board of Education.

Publisher: PASCO SCIENTIFIC

Physics

Essential Physics 3rd Edition: TEKS (9781937492199)

Percentage of TEKS Addressed in Student Materials: 91.49%

Knowledge and Skills Statement	Student Expectation
(2) Scientific and engineering practices. The student analyzes and interprets data to derive meaning, identify features and patterns, and discover relationships or correlations to develop evidence-based arguments or evaluate designs. The student is expected to:	(A) identify advantages and limitations of models such as their size, scale, properties, and materials;
(3) Scientific and engineering practices. The student develops evidence-based explanations and communicates findings, conclusions, and proposed solutions. The student is expected to:	(C) engage respectfully in scientific argumentation using applied scientific explanations and empirical evidence.
(9) Science concepts. The student knows examples of quantum phenomena and their applications. The student is expected to:	(B) investigate Malus's Law and describe examples of applications of wave polarization, including 3-D movie glasses and LCD computer screens;
(9) Science concepts. The student knows examples of quantum phenomena and their applications. The student is expected to:	(D) give examples of applications of quantum phenomena, including the Heisenberg uncertainty principle, quantum computing, and cybersecurity.

Publisher: The Curriculum Center for Family and Consumer Sciences

Personal Financial Literacy and Economics

Personal Financial Literacy and Economics: TEKS (9781953248312)

Percentage of TEKS Addressed in Student Materials: 97.1%

Knowledge and Skills Statement	Student Expectation
(7) Personal financial literacy--credit and debt. The student understands the costs and benefits of borrowing. The student is expected to:	(C) compare and contrast types of credit, including revolving and installment credit, and collateralized loans versus unsecured credit;
(9) Personal financial literacy--protecting and insuring. The student recognizes financial risks faced by individuals and families and identifies strategies for handling these risks to avoid potential loss of assets and earning potential. The student is expected to:	(K) explain the importance of estate planning, including guardianship of minor children, wills, beneficiary designation, power of attorney, living will, and medical directives.

Publisher: Typing.com

Technology Applications, Kindergarten

Typing.com: Kindergarten TX: TEKS (9798987771709)

Percentage of TEKS Addressed in Student Materials: 94.44%

Knowledge and Skills Statement	Student Expectation
(6) Digital citizenship--ethics and laws. The student recognizes and practices responsible, legal, and ethical behavior while using digital tools and resources. The student is expected to:	(A) demonstrate acceptable use of digital resources and devices as outlined in local policies or acceptable use policy (AUP); and

Publisher: Typing.com

Technology Applications, Grade 1

Typing.com: 1st Grade TX: TEKS (9798987771716)

Percentage of TEKS Addressed in Student Materials: 75%

Knowledge and Skills Statement	Student Expectation
(3) Creativity and innovation--innovative design process. The student takes an active role in learning by using a design process to solve authentic problems for a local or global audience, using a variety of technologies. The student is expected to:	(A) practice personal skills and behaviors, including following directions and mental agility, needed to implement a design process successfully; and
(3) Creativity and innovation--innovative design process. The student takes an active role in learning by using a design process to solve authentic problems for a local or global audience, using a variety of technologies. The student is expected to:	(B) use a design process with components such as asking questions, brainstorming, or storyboarding to identify and solve authentic problems with adult assistance.
(4) Creativity and innovation--emerging technologies. The student understands that technology is dynamic and impacts different communities. The student is expected to identify examples of how technology has impacted different communities.	(A) identify examples of how technology has impacted different communities.
(5) Data literacy, management, and representation--collect data. The student defines data and explains how data can be found and collected. The student is expected to:	(A) explore and collect many types of data such as preferences or daily routines of people, events, or objects; and
(9) Practical technology concepts--skills and tools. The student demonstrates knowledge and appropriate use of technology systems, concepts, and operations. The student is expected to:	(A) select and use a variety of applications, devices, and online learning environments to create an original product;

Publisher: Typing.com

Technology Applications, Grade 2

Typing.com: 2nd Grade TX: TEKS (9798987771723)

Percentage of TEKS Addressed in Student Materials: 82.61%

Knowledge and Skills Statement	Student Expectation
(3) Creativity and innovation--innovative design process. The student takes an active role in learning by using a design process to solve authentic problems for a local or global audience, using a variety of technologies. The student is expected to:	(A) demonstrate personal skills and behaviors, including effective communication, following directions, and mental agility, needed to implement a design process successfully; and
(3) Creativity and innovation--innovative design process. The student takes an active role in learning by using a design process to solve authentic problems for a local or global audience, using a variety of technologies. The student is expected to:	(B) apply a design process with components such as testing and reflecting to create new and useful solutions to identify and solve for authentic problems.
(4) Creativity and innovation--emerging technologies. The student demonstrates an understanding that technology is dynamic and impacts different communities. The student is expected to identify and analyze how technology impacts different communities.	(A) identify and analyze how technology impacts different communities.
(8) Digital citizenship--ethics and laws. The student recognizes and practices responsible, legal, and ethical behavior while using digital tools and resources. The student is expected to:	(A) explain and demonstrate the importance of acceptable use of digital resources and devices as outlined in local policies or acceptable use policy (AUP); and

Publisher: Typing.com

Technology Applications, Grade 3

Typing.com: 3rd Grade TX: TEKS (9798987771730)

Percentage of TEKS Addressed in Student Materials: 86.21%

Knowledge and Skills Statement	Student Expectation
(1) Computational thinking--foundations. The student explores the core concepts of computational thinking, a set of problem-solving processes that involve decomposition, pattern recognition, abstraction, and algorithms. The student is expected to:	(B) identify simple and complex patterns in story problems;
(3) Creativity and innovation--innovative design process. The student takes an active role in learning by using a design process to solve authentic problems for a local or global audience, using a variety of technologies. The student is expected to:	(A) explain the importance of and demonstrate personal skills and behaviors, including metacognition, effective communication, following directions, and mental agility, needed to implement the design process successfully; and
(4) Creativity and innovation--emerging technologies. The student demonstrates an understanding that technology is dynamic and impacts different communities. The student is expected to define emerging technologies.	(A) define emerging technologies.
(12) Practical technology concepts--skills and tools. The student selects appropriate methods or techniques for an assigned task and identifies and solves simple hardware and software problems using common troubleshooting strategies. The student is expected to:	(E) identify minor technical problems with hardware and software and solve the issues with assistance.

Knowledge and Skills Statement	Student Expectation
(1) Computational thinking--foundations. The student explores the core concepts of computational thinking, a set of problem-solving processes that involve decomposition, pattern recognition, abstraction, and algorithms. The student is expected to:	(B) identify patterns in story problems and make predictions based on the pattern;
(1) Computational thinking--foundations. The student explores the core concepts of computational thinking, a set of problem-solving processes that involve decomposition, pattern recognition, abstraction, and algorithms. The student is expected to:	(C) communicate design plans and solutions using a variety of options; and
(3) Creativity and innovation--innovative design process. The student takes an active role in learning by using a design process to solve authentic problems for a local or global audience, using a variety of technologies. The student is expected to:	(A) explain the importance of and demonstrate personal skills and behaviors, including problem solving and questioning, effective communication, following directions, mental agility, and metacognition, that are needed to implement a design process successfully; and
(3) Creativity and innovation--innovative design process. The student takes an active role in learning by using a design process to solve authentic problems for a local or global audience, using a variety of technologies. The student is expected to:	(B) apply an appropriate design process that includes components to improve processes and refine original products for authentic problems.
(4) Creativity and innovation--emerging technologies. The student demonstrates an understanding that technology is dynamic and impacts different communities. The student is expected to identify examples of emerging technologies.	(A) identify examples of emerging technologies.
(12) Practical technology concepts--skills and tools. The student selects appropriate methods or techniques for an assigned task and identifies and solves simple hardware and software problems using common troubleshooting strategies. The student is expected to:	(A) communicate an understanding of terminology related to virtual systems such as video conferencing, augmented reality, and virtual reality environments;

Knowledge and Skills Statement	Student Expectation
(12) Practical technology concepts--skills and tools. The student selects appropriate methods or techniques for an assigned task and identifies and solves simple hardware and software problems using common troubleshooting strategies. The student is expected to:	(E) use troubleshooting strategies to solve minor technical problems with hardware and software such as restarting software or rebooting hardware.

Publisher: Ellipsis Education (Coder Kids, Inc.)

Technology Applications, Grade 5

Texas Technology Applications - 5: TEKS (9798987914557)

Percentage of TEKS Addressed in Student Materials: 96.67%

Knowledge and Skills Statement	Student Expectation
(12) Practical technology concepts--skills and tools. The student selects appropriate methods or techniques for an assigned task and identifies and solves simple hardware and software problems using common troubleshooting strategies. The student is expected to:	(A) describe and evaluate operating systems, learning management systems, virtual systems, and network systems such as internet, intranet, wireless network, and short-range wireless technology;

Publisher: Typing.com

Technology Applications, Grade 5

Typing.com: 5th Grade TX: TEKS (9798987771754)

Percentage of TEKS Addressed in Student Materials: 70%

Knowledge and Skills Statement	Student Expectation
(1) Computational thinking--foundations. The student explores the core concepts of computational thinking, a set of problem-solving processes that involve decomposition, pattern recognition, abstraction, and algorithms. The student is expected to:	(A) decompose a real-world problem into smaller, manageable subproblems using graphic organizers such as learning maps, concept maps, or other representations of data;
(1) Computational thinking--foundations. The student explores the core concepts of computational thinking, a set of problem-solving processes that involve decomposition, pattern recognition, abstraction, and algorithms. The student is expected to:	(B) identify patterns in real-world problems and make predictions based on the pattern;

Knowledge and Skills Statement	Student Expectation
(1) Computational thinking--foundations. The student explores the core concepts of computational thinking, a set of problem-solving processes that involve decomposition, pattern recognition, abstraction, and algorithms. The student is expected to:	(C) design and create an outline collaboratively that documents a problem, possible solutions, and an expected timeline for the development of a coded solution; and
(3) Creativity and innovation--innovative design process. The student takes an active role in learning by using a design process to solve authentic problems for a local or global audience, using a variety of technologies. The student is expected to:	(A) explain the importance of and demonstrate personal skills and behaviors, including persistence, effective communication, following directions, mental agility, metacognition, problem solving and questioning, that are needed to implement a design process successfully; and
(4) Creativity and innovation--emerging technologies. The student demonstrates an understanding that technology is dynamic and impacts different communities. The student is expected to predict how emerging technologies may impact different communities.	(A) predict how emerging technologies may impact different communities.
(5) Data literacy, management, and representation--collect data. The student uses digital strategies to collect and identify data. The student is expected to:	(A) identify and collect quantitative and qualitative data with digital tools; and
(9) Digital citizenship--ethics and laws. The student recognizes and practices responsible, legal, and ethical behavior while using digital tools and resources. The student is expected to:	(A) demonstrate adherence to local acceptable use policy (AUP) and explain the importance of responsible and ethical technology use;
(12) Practical technology concepts--skills and tools. The student selects appropriate methods or techniques for an assigned task and identifies and solves simple hardware and software problems using common troubleshooting strategies. The student is expected to:	(A) describe and evaluate operating systems, learning management systems, virtual systems, and network systems such as internet, intranet, wireless network, and short-range wireless technology;
(12) Practical technology concepts--skills and tools. The student selects appropriate methods or techniques for an assigned task and identifies and solves simple hardware and software problems using common troubleshooting strategies. The student is expected to:	(E) use help sources to research application features and solve software issues.

Knowledge and Skills Statement	Student Expectation
(1) Computational thinking--foundations. The student explores the core concepts of computational thinking, a set of problem-solving processes that involve decomposition, pattern recognition, abstraction, and algorithms. The student is expected to:	(B) analyze the patterns and sequences found in visual representations such as learning maps, concept maps, or other representations of data;
(1) Computational thinking--foundations. The student explores the core concepts of computational thinking, a set of problem-solving processes that involve decomposition, pattern recognition, abstraction, and algorithms. The student is expected to:	(D) design a plan collaboratively using visual representation to document a problem, possible solutions, and an expected timeline for the development of a coded solution;
(2) Computational thinking--applications. The student applies the fundamentals of computer science. The student is expected to:	(B) use a design process to create block-based and text-based programs that include sequences, loops, conditionals, and events to solve an everyday problem.
(3) Creativity and innovation--innovative design process. The student takes an active role in learning by using a design process and creative thinking to develop and evaluate solutions, considering a variety of local and global perspectives. The student is expected to:	(A) resolve challenges in design processes independently using goal setting and personal character traits such as demonstrating courage and confidence;
(3) Creativity and innovation--innovative design process. The student takes an active role in learning by using a design process and creative thinking to develop and evaluate solutions, considering a variety of local and global perspectives. The student is expected to:	(B) discuss and implement a design process using digital tools to compare, contrast, and evaluate student-generated outcomes; and
(3) Creativity and innovation--innovative design process. The student takes an active role in learning by using a design process and creative thinking to develop and evaluate solutions, considering a variety of local and global perspectives. The student is expected to:	(C) identify how the design process is used in various industries.

Knowledge and Skills Statement	Student Expectation
(4) Creativity and innovation--emerging technologies. The student demonstrates a thorough understanding of the role of technology throughout history and its impact on societies. The student is expected to:	(A) discuss how changes in technology throughout history have impacted various areas of study;
(4) Creativity and innovation--emerging technologies. The student demonstrates a thorough understanding of the role of technology throughout history and its impact on societies. The student is expected to:	(B) discuss how global trends impact the development of technology; and
(4) Creativity and innovation--emerging technologies. The student demonstrates a thorough understanding of the role of technology throughout history and its impact on societies. The student is expected to:	(C) transfer current knowledge to the learning of newly encountered technologies.
(8) Digital citizenship--social interactions. The student understands different styles of digital communication and that a student's actions online can have a long-term impact. The student is expected to:	(C) collaborate on digital platforms such as recording a video conference presentation using appropriate formal and informal digital etiquette.
(9) Digital citizenship--ethics and laws. The student recognizes and practices responsible, legal, and ethical behavior while using digital tools and resources. The student is expected to:	(A) adhere to local acceptable use policy (AUP) and practice safe, ethical, and positive online behaviors;
(12) Practical technology concepts--skills and tools. The student leverages technology systems, concepts, and operations to produce digital artifacts. The student is expected to:	(F) use help sources to research application features and solve software issues;

Publisher: Cengage Learning Inc.

Anatomy and Physiology

Body Structures and Functions: TEKS (9798214074047)

Percentage of TEKS Addressed in Student Materials: 96.23%

Knowledge and Skills Statement	Student Expectation
(1) Employability skills. The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) investigate necessary skills for health careers related to anatomy and physiology.
(3) Scientific and engineering practices. The student analyzes and interprets data to derive meaning, identify features and patterns, and discover relationships or correlations to develop evidence-based arguments or evaluate designs. The student is expected to:	(A) identify advantages and limitations of models such as their size, scale, properties, and materials;
(6) Human body organization. The student demonstrates an understanding of the anatomic and physiological basis of life and the ability to explain the interdependence of structure and function in biological systems. The student is expected to:	(C) identify and describe the major characteristics of living organisms, including response to stimuli, growth and development, homeostasis, cellular composition, metabolism, reproduction, and the ability to adapt to the environment;
(7) Histology. The student demonstrates the ability to analyze the structure and function of eukaryotic cells in relation to the formation of tissue. The student is expected to:	(A) define tissue and identify the four primary tissue types, their subdivisions, and functions;

Publisher: The Curriculum Center for Family and Consumer Sciences

Child Development Associate Foundations

Child Development Associate Foundations: TEKS (9781953248299)

Percentage of TEKS Addressed in Student Materials: 90.91%

Knowledge and Skills Statement	Student Expectation
(1) The student identifies professional standards/employability skills as required by business and industry. The student is expected to:	(D) identify and exhibit characteristics of professionalism; and
(1) The student identifies professional standards/employability skills as required by business and industry. The student is expected to:	(E) develop effective work ethic practices.
(2) The student understands the need for establishing a safe, healthy learning environment for young children. The student is expected to:	(E) identify components of a learning environment that promotes engagement, play, exploration, and learning of all children, including children with special needs.

Publisher: CEV Multimedia

Computer Science I

iCEV Computer Science I (Individual Course): TEKS (9798888640036)

Percentage of TEKS Addressed in Student Materials: 51.61%

Knowledge and Skills Statement	Student Expectation
(1) Employability. The student identifies various employment opportunities in the computer science field. The student is expected to:	(A) identify job and internship opportunities and accompanying job duties and tasks and contact one or more companies or organizations to explore career opportunities;
(1) Employability. The student identifies various employment opportunities in the computer science field. The student is expected to:	(H) demonstrate planning and time-management skills; and
(1) Employability. The student identifies various employment opportunities in the computer science field. The student is expected to:	(I) compare university computer science programs.

Knowledge and Skills Statement	Student Expectation
(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) participate in learning communities as a learner, initiator, contributor, and teacher/mentor; and
(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) seek and respond to advice from peers, educators, or professionals when evaluating quality and accuracy of the student's product.
(3) Programming style and presentation. The student utilizes proper programming style and develops appropriate visual presentation of data, input, and output. The student is expected to:	(A) create and properly label and display output;
(3) Programming style and presentation. The student utilizes proper programming style and develops appropriate visual presentation of data, input, and output. The student is expected to:	(B) create interactive input interfaces, with relevant user prompts, to acquire data from a user such as console displays or Graphical User Interfaces (GUIs);
(3) Programming style and presentation. The student utilizes proper programming style and develops appropriate visual presentation of data, input, and output. The student is expected to:	(C) write programs with proper programming style to enhance the readability and functionality of a code by using descriptive identifiers, internal comments, white space, spacing, indentation, and a standardized program style;
(3) Programming style and presentation. The student utilizes proper programming style and develops appropriate visual presentation of data, input, and output. The student is expected to:	(D) format data displays using standard formatting styles; and
(3) Programming style and presentation. The student utilizes proper programming style and develops appropriate visual presentation of data, input, and output. The student is expected to:	(E) display simple vector graphics using lines, circles, and rectangles.
(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) use program design problem-solving strategies such as flowchart or pseudocode to create program solutions;

Knowledge and Skills Statement	Student Expectation
(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) test program solutions with valid and invalid test data and analyze resulting behavior;
(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) debug and solve problems using error messages, reference materials, language documentation, and effective strategies;
(4) Critical thinking, problem solving, and decision making. The student uses appropriate strategies to analyze problems and design algorithms. The student is expected to:	(Q) develop sequential algorithms to solve non-branching and non-iterative problems;
(4) Critical thinking, problem solving, and decision making. The student uses appropriate strategies to analyze problems and design algorithms. The student is expected to:	(R) develop algorithms to decision-making problems using branching control statements;
(4) Critical thinking, problem solving, and decision making. The student uses appropriate strategies to analyze problems and design algorithms. The student is expected to:	(S) develop iterative algorithms and code programs to solve practical problems;
(4) Critical thinking, problem solving, and decision making. The student uses appropriate strategies to analyze problems and design algorithms. The student is expected to:	(V) generate and use random numbers.
(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) discuss and explain intellectual property, privacy, sharing of information, copyright laws, and software licensing agreements;
(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) practice ethical acquisition and 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:	(C) demonstrate proper digital etiquette, responsible use of software, and knowledge of acceptable use policies;
(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:	(D) investigate privacy and security measures, including strong passwords, pass phrases, and other methods of authentication and virus detection and prevention; and

Knowledge and Skills Statement	Student Expectation
(6) Technology operations, systems, and concepts. The student understands technology concepts, systems, and operations as they apply to computer science. The student is expected to:	(B) differentiate between current programming languages, discuss the general purpose for each language, and demonstrate knowledge of specific programming terminology and concepts and types of software development applications;
(6) Technology operations, systems, and concepts. The student understands technology concepts, systems, and operations as they apply to computer science. The student is expected to:	(H) create subroutines that return typed values with and without the use of arguments and parameters;
(6) Technology operations, systems, and concepts. The student understands technology concepts, systems, and operations as they apply to computer science. The student is expected to:	(K) identify and convert binary representation of numeric and nonnumeric data in computer systems using American Standard Code for Information Interchange (ASCII) or Unicode;
(6) Technology operations, systems, and concepts. The student understands technology concepts, systems, and operations as they apply to computer science. The student is expected to:	(M) perform numerical conversions between the decimal and binary number systems and count in the binary number system;
(6) Technology operations, systems, and concepts. The student understands technology concepts, systems, and operations as they apply to computer science. The student is expected to:	(N) choose, identify, and use the appropriate data types for integer, real, and Boolean data when writing program solutions;
(6) Technology operations, systems, and concepts. The student understands technology concepts, systems, and operations as they apply to computer science. The student is expected to:	(O) analyze the concept of a variable, including primitives and objects;
(6) Technology operations, systems, and concepts. The student understands technology concepts, systems, and operations as they apply to computer science. The student is expected to:	(P) represent and manipulate text data, including concatenation and other string functions;
(6) Technology operations, systems, and concepts. The student understands technology concepts, systems, and operations as they apply to computer science. The student is expected to:	(Q) identify and use the structured data type of one-dimensional arrays to traverse, search, and modify data;

Knowledge and Skills Statement	Student Expectation
(6) Technology operations, systems, and concepts. The student understands technology concepts, systems, and operations as they apply to computer science. The student is expected to:	(R) choose, identify, and use the appropriate data type or structure to properly represent the data in a program problem solution; and

Publisher: Cengage Learning Inc.

Forensic Science

Forensic Science: Fundamentals and Investigations: TEKS (9780357926963)

Percentage of TEKS Addressed in Student Materials: 89.89%

Knowledge and Skills Statement	Student Expectation
(4) The student develops evidence-based explanations and communicates findings, conclusions, and proposed solutions. The student is expected to	(A) develop explanations and propose solutions supported by data and models and consistent with scientific ideas, principles, and theories
(5) The student knows the contributions of scientists and engineers and recognizes the importance of scientific research and innovation on society. The student is expected to	(A) analyze, evaluate, and critique scientific explanations and solutions by using empirical evidence, logical reasoning, and experimental and observational testing so as to encourage critical thinking by the student
(5) The student knows the contributions of scientists and engineers and recognizes the importance of scientific research and innovation on society. The student is expected to	(B) relate the impact of past and current research on scientific thought and society, including research methodology, cost-benefit analysis, and contributions of diverse scientists and engineers as related to the content
(8) The student explores career options within forensic science. The student is expected to	(A) explore and describe discipline-specific requirements for careers in forensic science, including collegiate course requirements, licensure, certifications, and physical and mental capabilities
(13) The student recognizes the methods to process and analyze glass evidence. The student is expected to	(B) compare the composition of various types of glass such as soda lime, borosilicate, leaded, and tempered
(14) The student explores principles of questioned document analysis in the physical and digital form. The student is expected to	(A) research and explain different types of examinations performed on digital and physical evidence in a forensic laboratory such as digital data recovery, counterfeiting, ink, and paper analysis

Knowledge and Skills Statement	Student Expectation
(14) The student explores principles of questioned document analysis in the physical and digital form. The student is expected to	(B) investigate and describe the security features incorporated in U.S. and foreign currency to prevent counterfeiting
(15) The student evaluates firearms and ballistics evidence. The student is expected to	(B) identify the components and characteristics of bullet and cartridge cases
(15) The student evaluates firearms and ballistics evidence. The student is expected to	(C) describe the composition of and method of analysis for gunshot residue and primer residue

Publisher: Cengage Learning Inc.

Health Science Theory

DHO Health Science: TEKS (9780357419991)

Percentage of TEKS Addressed in Student Materials: 82.69%

Knowledge and Skills Statement	Student Expectation
(4) The student demonstrates verbal, non-verbal, and electronic communication skills. The student is expected to:	(A) demonstrate therapeutic communication appropriate to the situation;
(4) The student demonstrates verbal, non-verbal, and electronic communication skills. The student is expected to:	(B) use appropriate verbal and non-verbal skills when communicating with persons with sensory loss and language barriers in a simulated setting; and
(5) The student analyzes and evaluates communication skills for maintaining healthy relationships in the healthcare workplace. The student is expected to:	(B) identify the role of communication skills in building and maintaining healthy relationships;
(5) The student analyzes and evaluates communication skills for maintaining healthy relationships in the healthcare workplace. The student is expected to:	(D) evaluate the effectiveness of conflict-resolution techniques in various simulated healthcare workplace situations.
(8) The student identifies problems and participates in the decision-making process. The student is expected to:	(A) apply critical-thinking, adaptability, and consensus-building skills to solve problems relevant to health science;

Knowledge and Skills Statement	Student Expectation
(10) The student evaluates ethical behavioral standards and legal responsibilities of a health science professional. The student is expected to:	(A) research and describe the role of professional associations and regulatory agencies;
(11) The student exhibits the leadership skills necessary to function in a healthcare setting. The student is expected to:	(C) integrate consensus-building techniques.
(12) The student maintains a safe work environment. The student is expected to:	(D) identify the benefits of recycling and waste management for cost containment and environmental protection; and
(13) The student assesses wellness strategies for the prevention of disease. The student is expected to:	(F) explain the changes in structure and function of the body due to trauma and disease.

Publisher: The Curriculum Center for Family and Consumer Sciences

Instructional Practices

Instructional Practices: TEKS (9781953248053)

Percentage of TEKS Addressed in Student Materials: 98.72%

Knowledge and Skills Statement	Student Expectation
(14) The student demonstrates the knowledge and skills needed to provide meaningful, specific, and timely feedback to students, families, and other school personnel on the growth of students in relation to classroom goals while maintaining student confidentiality. The student is expected to:	(E) apply questioning strategies to facilitate student discussion.

Publisher: Assessment Technologies Institute, LLC dba National Healthcareer Association (NHA)

Medical Assistant

MA SkillsBuilder(TM):Bundle: TEKS (9781565332676)

Percentage of TEKS Addressed in Student Materials: 78.48%

Knowledge and Skills Statement	Student Expectation
(1) The student applies professional standards/employability skills as required by business and industry. The student is expected to:	(D) create or evaluate a career plan using methods such as identifying educational pathways, professional organizations, career goals, continuing education opportunities, and individual aptitudes;
(1) The student applies professional standards/employability skills as required by business and industry. The student is expected to:	(E) demonstrate teamwork;
(1) The student applies professional standards/employability skills as required by business and industry. The student is expected to:	(F) create an occupation-specific resume; and
(1) The student applies professional standards/employability skills as required by business and industry. The student is expected to:	(G) identify and demonstrate soft skills desired by employers in health care.
(2) The student evaluates the roles and responsibilities of the medical assistant as a member of the healthcare team. The student is expected to:	(C) explain the level of authority within the healthcare professional hierarchy; and
(3) The student applies professional communication skills to provide information to patients and team members in a healthcare setting. The student is expected to:	(D) practice conflict-resolution techniques such as cooperation, contribution, compromise, and collaboration in various situations; and
(4) The student demonstrates knowledge of healthcare ethical principles in their practice of medical assisting. The student is expected to:	(B) debate ethical issues related to technological advances in health care such as stem cells, robotics, and immunologic therapies in health care;
(6) The student uses appropriate medical terminology as a medical assistant. The student is expected to:	(A) use directional terms and anatomical planes related to body structure;

Knowledge and Skills Statement	Student Expectation
(6) The student uses appropriate medical terminology as a medical assistant. The student is expected to:	(C) apply knowledge of prefixes, suffixes, and root words to translate medical terms to conversational language to facilitate communication.
(7) The student practices or models patient intake skills as a medical assistant. The student is expected to:	(B) explain how to use a medical chart to identify patient care needs;
(7) The student practices or models patient intake skills as a medical assistant. The student is expected to:	(F) calculate accurate conversions between different units of measurement such as kilograms to pounds, centimeters to inches, and Fahrenheit to Celsius.
(9) The student demonstrates knowledge of medication preparation and administration in a clinical setting specific to the role of a medical assistant. The student is expected to:	(L) demonstrate knowledge of syringe styles and markings on various size syringes such as Luer Lock, oral, insulin, TB, 1ml, 3ml, 5ml, and 10ml syringes.
(10) The student demonstrates knowledge of collecting, labeling, storing, and transferring lab specimens. The student is expected to:	(F) demonstrate proper labeling of lab specimens, including patient name, date of birth, source, date, time, and initials of collector.
(11) The student demonstrates knowledge of patient populations and their specific care considerations. The student is expected to:	(C) identify and discuss end-of-life considerations such as advanced directives, power of attorney, stages of grief, and family support;
(11) The student demonstrates knowledge of patient populations and their specific care considerations. The student is expected to:	(D) practice appropriate methods of care for working with patients with mental, physical, and developmental disabilities;
(11) The student demonstrates knowledge of patient populations and their specific care considerations. The student is expected to:	(F) explain how various multicultural values can affect patient care decisions.
(12) The student demonstrates knowledge of safety practices and procedures as related to medical assisting. The student is expected to:	(J) explain storage requirements for medications, vaccines, and lab specimens;

Publisher: Assessment Technologies Institute, LLC dba National Healthcareer Association (NHA)

Medical Terminology

Medical Terminology: TEKS (9781565332331)

Percentage of TEKS Addressed in Student Materials: 70.83%

Knowledge and Skills Statement	Student Expectation
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) exhibit the ability to cooperate, contribute, and collaborate as a member of a team; and
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) exemplify professional work standards such as appearance, attire, time management, organizational skills, and responsibilities.
(2) The student recognizes the terminology related to the health science industry. The student is expected to:	(B) recognize the incorrect use of abbreviations, acronyms, and symbols through review of The Joint Commission's "Do Not Use List";
(2) The student recognizes the terminology related to the health science industry. The student is expected to:	(H) use prior knowledge and experiences to understand the meaning of terms as they relate to the health science industry.
(4) The student examines available resources. The student is expected to:	(A) examine medical and dental dictionaries and multimedia resources;
(4) The student examines available resources. The student is expected to:	(B) integrate resources to interpret technical materials; and
(4) The student examines available resources. The student is expected to:	(C) investigate electronic and digital media with appropriate supervision.

**Publisher: Assessment Technologies Institute, LLC dba National
Healthcareer Association (NHA)**

Pharmacy I

PharmaSeer: TEKS (9781565334939)

Percentage of TEKS Addressed in Student Materials: 97.67%

Knowledge and Skills Statement	Student Expectation
(4) The student distinguishes between the requirements of various federal agencies. The student is expected to:	(A) explain the handling and disposal of non-hazardous, hazardous, and pharmaceutical substances and waste;