



## Career & Technology Pathophysiology TEKS §121.15

Academic TEKS are for Junior and Senior level classes only and apply throughout the course.

<b>Unit Name</b> UNIT I HISTORY, TRENDS AND THE FUTURE					
Academic Alignment with TEKS	CTE TEKS	Content/Vocabulary	Guiding Questions	Activities	Resources and Web links
ELA §110.33.2(b) 1a-e, 2a,c, 8, 9a-d, 11a, b, 15d, 18, 19, 20, 21, 23a, b, c, e, 24a, b, 25, 26 §110.34.2(b) 1a-e, 11a, b, 13a-e, 17a, b, 18, 19, 20a, b, 21a-c, 22a-c, 23a, b, c, e, 24a,b, 25, 26 Math §111.33(b) 1a, b, 2a §111.35(c) 3a-d Science §112.45(c) 1a, b, 2a, b, d, e, 3a, b, c, 12c, 15a §112.47(c) 1a, b, 2a-e, 3a, c Social Studies §113.35 2c, 3a, b, 4a, b, 5a, b, 9d, f, 15a-d, 18a, 19a, b, 20a, b, 21a, 22a-d, 23a, b Economics 2d, 3b, 5a, 23a, 24a-d, 25a, b, 27a, b	(3) The student uses critical thinking and scientific problem solving to make informed decisions. (C) evaluate the impact of research on scientific thought, society, and the environment; (D) gather information about future careers using a variety of sources; and (E) research and describe the history of science and contributions of scientists.	Pathophysiology Pathology Pathologist Histotechnologist Histologic Technician Gross exam Microscopic exam Forensic Science	What careers are available?  What are the education requirements?	Research career opportunities and schools with programs and present to the class.  <b>*ALL UNITS*</b> <b>FORMATIVE AND SUMMATIVE ASSESSMENTS IN THE FORM OF QUIZZES AND TESTS.</b>	Text: Human Diseases 2 <sup>nd</sup> Edition  <a href="http://www.texashte.com/classroom_resources/course_guide_pathophysiology.htm">http://www.texashte.com/classroom_resources/course_guide_pathophysiology.htm</a>  <a href="#">Introduction to Pathophysiology</a>  <a href="#">Glamour: Forensic Pathology</a>



## Career & Technology Pathophysiology TEKS §121.15

**Academic TEKS are for Junior and Senior level classes only and apply throughout the course.**

<b>Unit Name</b> UNIT II LABORATORY SAFETY AND THE TOOLS OF INVESTIGATION					
<p>ELA §110.33.2(b) 1a-e, 2a,c, 8, 9a-d, 11a, b, 15d, 18, 19, 20, 21, 23a, b, c, e, 24a, b, 25, 26 §110.34.2(b) 1a-e, 11a, b, 13a-e, 17a, b, 18, 19, 20a, b, 21a-c, 22a-c, 23a, b, c, e, 24a,b, 25, 26 Math §111.33(b) 1a, b, 2a §111.35(c) 3a-d Science §112.45(c) 1a, b, 2a, b, d, e, 3a, b, c, 12c, 15a §112.47(c) 1a, b, 2a-e, 3a, c Social Studies §113.35 2c, 3a, b, 4a, b, 5a, b, 9d, f, 15a-d, 18a, 19a, b, 20a, b, 21a, 22a-d, 23a, b Economics 2d, 3b, 5a, 23a, 24a-d, 25a, b, 27a, b</p>	<p>1) The student conducts laboratory Investigations and fieldwork using safe, environmentally appropriate, and ethical practices.</p> <p>2) The student uses scientific methods in fieldwork and laboratory investigations</p>	<p>Standard precautions and good safety techniques must be practiced by all health care professionals to prevent the spread of disease. The student will comply with standard precaution measures and demonstrate safe practices in laboratory investigations and fieldwork.</p> <p>Vocabulary: asepsis, standard precautions, biohazard, carriers/fomites, nosocomial infection, Scientific Method Hypothesis/null hypothesis, Experiment, Variable, Confounding Variable, Independent Variable, Dependent Variable, Experimental Group, Control Group, Data &amp; Data Analysis Quantitative/Qualitative Conclusion Peer Reviewed Journal</p>	<p>What is the proper way to use the safety equipment?</p> <p>What agencies regulate lab safety?</p> <p>What agencies monitor disease spread and control?</p> <p>What equipment is used for personal protection?</p> <p>Why is the scientific method important?</p> <p>Why is it important to control variables in an experiment?</p> <p>Is a hypothesis really an educated guess?</p> <p>Why is data integrity so important?</p>	<p>Lab safety video/quiz</p> <p>Identify and state function of lab equipment</p> <p>Lab safety contract</p> <p>Visit a clinical lab.</p> <p>Research and report on the roles of the following agencies: OSHA, FDA, State Dept. of Health, EPA, US Dept of Public Health</p> <p>Video: Andromeda Strain &amp; worksheet</p> <p>Small group project: Design and conduct an experiment</p>	<p><a href="http://www.texashte.com/documents/curriculum/laboratory_safety.pdf">http://www.texashte.com/documents/curriculum/laboratory_safety.pdf</a></p> <p><a href="http://www.texashte.com/documents/curriculum/standard_precautions_for_the_laboratory.pdf">http://www.texashte.com/documents/curriculum/standard_precautions_for_the_laboratory.pdf</a></p> <p><a href="http://www.texashte.com/documents/curriculum/scientific_method.pdf">http://www.texashte.com/documents/curriculum/scientific_method.pdf</a></p> <p><a href="http://www.biologycorner.com/worksheets/scientificmethodstories.html">http://www.biologycorner.com/worksheets/scientificmethodstories.html</a></p>



## Career & Technology Pathophysiology TEKS §121.15

Academic TEKS are for Junior and Senior level classes only and apply throughout the course.

<b>Unit Name</b> UNIT III FUNDAMENTALS OF PATHOPHYSIOLOGY					
Academic Alignment with TEKS	CTE TEKS	Content/Vocabulary	Guiding Questions	Activities	Resources and Web links
ELA §110.33.2(b) 1a-e, 2a,c, 8, 9a-d, 11a, b, 15d, 18, 19, 20, 21, 23a, b, c, e, 24a, b, 25, 26 §110.34.2(b) 1a-e, 11a, b, 13a-e, 17a, b, 18, 19, 20a, b, 21a-c, 22a-c, 23a, b, c, e, 24a,b, 25, 26 Math §111.33(b) 1a, b, 2a §111.35(c) 3a-d Science §112.45(c) 1a, b, 2a, b, d, e, 3a, b, c, 12c, 15a §112.47(c) 1a, b, 2a-e, 3a, c Social Studies §113.35 2c, 3a, b, 4a, b, 5a, b, 9d, f, 15a-d, 18a, 19a, b, 20a, b, 21a, 22a-d, 23a, b Economics 2d, 3b, 5a, 23a, 24a-d, 25a, b, 27a, b	1.identify biological and chemical processes at the cellular level (4A) 2.analyze how the body attempts to maintain homeostasis when changes occur (4B) 3.evaluate stages in the progression of disease(4E) 4.illustrate the stages of pathogenesis including incubation period, symptomatic period, and exacerbation or remission (5B) 5.analyze the body’s natural defense systems against infection such as barriers, the inflammatory response, and the immune response(5C) 6.make wise choices in the conservation and use of resources and the disposal of materials. (1B) 7.plan and implement investigative procedures including but not limited to asking question, formulating testable hypotheses and selecting equipment and technology (2A) 8.Make observations and measurements in collecting data (2B) 9.organize, analyze, evaluate, make references and predict trends from data; (2C) 10.communicate valid conclusions. (2D) 11.analyze, review, and critique hypothesis and theories as to their strengths and weaknesses using scientific evidence and information (3A)	Homeostasis, disease, anatomic pathology, clinical pathology, pathogenesis, acute, chronic, predisposing factors, structural disease, exogenous, endogenous, lesion, functional disease, infectious disease, neoplasms, immunologic disease, nutritional disease, metabolic disease, genetic disease, congenital disease, trauma, physical agents, inflammatory disease, manifestations, clinical presentations, signs, symptoms, auscultation, palpation, percussion, etiology, idiopathic, iatrogenic, nosocomial, syndromes, supportive therapy, palliative therapy, preventative therapy, communicable disease, epidemic, endemic, localized disease, systemic disease, asymptomatic disease, self-limiting disease, gangrene, pathogens, microbe, capillary, permeability, endothelial cells or endothelium, leukocytes, neutrophils, monocytes, lymphocytes, serum fluid or serum, hydrostatic, osmotic pressure, pleural, pericardial, peritoneal, transudates, exudates, purulent, lesion, pyogenic, abscess, cellulitis, emphysema, edema, decubitus ulcers, furuncles, carbuncles, duodenum necrosis, dialysis, diffusible, solute	How does the body maintain homeostasis?  What is disease and how does it progress?  How can we prevent disease?  How is disease diagnosed?  How can we treat disease?  How is disease classified?  Describe the inflammation response?  What processes can promote wound healing?	Diagramming/concept mapping  Present an injury or inflammatory disease showing the site of injury, signs of inflammation and healing response.  Present current research on methods to promote wound healing.  Osmosis lab  Glucose lab  Dialysis lab	<a href="http://www.texashte.com/documents/curriculum/pathophysiologgy_basics.pdf">http://www.texashte.com/documents/curriculum/pathophysiologgy_basics.pdf</a>  <a href="http://www.texashte.com/documents/curriculum/inflammation.pdf">http://www.texashte.com/documents/curriculum/inflammation.pdf</a>  <a href="http://www.texashte.com/documents/curriculum/osmosis_investigation.pdf">http://www.texashte.com/documents/curriculum/osmosis_investigation.pdf</a>  <a href="http://www.texashte.com/documents/curriculum/glucose_analysis.pdf">http://www.texashte.com/documents/curriculum/glucose_analysis.pdf</a>  <a href="http://www.texashte.com/documents/curriculum/dialysis.pdf">http://www.texashte.com/documents/curriculum/dialysis.pdf</a>



## Career & Technology Pathophysiology TEKS §121.15

Academic TEKS are for Junior and Senior level classes only and apply throughout the course.

<b>Unit Name</b> UNIT IV MECHANISMS OF PATHOLOGY					
<b>Academic Alignment with TEKS</b>	<b>CTE TEKS</b>	<b>Content/Vocabulary</b>	<b>Guiding Questions</b>	<b>Activities</b>	<b>Resources and Web links</b>
ELA §110.33.2(b) 1a-e, 2a,c, 8, 9a-d, 11a, b, 15d, 18, 19, 20, 21, 23a, b, c, e, 24a, b, 25, 26 §110.34.2(b) 1a-e, 11a, b, 13a-e, 17a, b, 18, 19, 20a, b, 21a-c, 22a-c, 23a, b, c, e, 24a,b, 25, 26 Math §111.33(b) 1a, b, 2a §111.35(c) 3a-d Science §112.45(c) 1a, b, 2a, b, d, e, 3a, b, c, 12c, 15a §112.47(c) 1a, b, 2a-e, 3a, c Social Studies §113.35 2c, 3a, b, 4a, b, 5a, b, 9d, f, 15a-d, 18a, 19a, b, 20a, b, 21a, 22a-d, 23a, b Economics 2d, 3b, 5a, 23a, 24a-d, 25a, b, 27a, b	1. Detect changes resulting from mutations and neoplasms by examining cells, tissues, organs and systems (4C) 2. Identify factors that contribute to disease, such as age, gender, environment, lifestyles, and heredity (4D) 3. Research and explain how diseases affect multiple body systems (6D)	The student will identify terms related to neoplasia, classifications of tumors, and grading and staging of cancer. Differentiate between normal and neoplastic tissues.  Differentiation, carcinomas, sarcomas, gliomas, osteoma, benign, malignant, grading, staging, TNM (tumor size, numbers of lymph nodes affected, metastasis), CA or Ca, stem cells, hyperplasia, dysplasia, hypoplasia, anaplasia, hypertrophy, atrophy, agenesis, tumor, metastasis, carcinogen, carcinogenesis, in situ, oncogenic viruses, oncologist, familial condition  Identify common genetic and developmental disorders, their important signs and symptoms and common tests used to diagnose these disorders.  Mitosis, meiosis, autosomes, karyotyping, buccal smear, Bar bodies, DNA, gene, genotypes, homozygous, heterozygous, phenotype, congenital, idiopathic, ultrasonography, amniocentesis, alleles, congenital anomaly, gamete, germ cell, ovum, sperm cell, zygote	What is the difference in grading and staging cancers?  When is cancer considered malignant?  What is a met?  What are examples of carcinogens?  Can a virus cause cancer?  What is a genetic and developmental disorder? Is there a difference?  How does DNA play a role in these disorders?  What are signs and symptoms?  What diagnostic tests can be done?  Can diagnosis be made before birth?  Cure or management?  What ethical implications are involved with these disorders?	Specific type of cancer case study  Neoplasm lab or epidemiological study of the prevalence of cancer in the community.  Case study on one of the following: Club Foot (Talipes Equinovarus), Osteogenesis Imperfecta, Spina Bifida, Patent Ductus Arteriosus, Coarctation of Aorta, Tetralogy of Fallot, Sickle Cell Anemia, Hemophilia, Hirschsprung's Disease, Phenylketonuria (PKU), Wilms' Tumor, Crytochidism, Turner's Syndrome, Klinefelter's Syndrome, Cystic Fibrosis, Down Syndrome, Fetal Alcohol Syndrome, Congenital rubella Syndrome, Anencephaly, Achondroplasia, Tay-Sachs Disease	<a href="http://www.texashte.com/documents/curriculum/concepts_of_neoplasia.pdf">http://www.texashte.com/documents/curriculum/concepts_of_neoplasia.pdf</a>  <a href="http://www.texashte.com/documents/curriculum/neoplastic_diseases.pdf">http://www.texashte.com/documents/curriculum/neoplastic_diseases.pdf</a>  <a href="http://www.texashte.com/documents/curriculum/genetic_and_developmental_diseases.pdf">http://www.texashte.com/documents/curriculum/genetic_and_developmental_diseases.pdf</a>



## Career & Technology Pathophysiology TEKS §121.15

**Academic TEKS are for Junior and Senior level classes only and apply throughout the course.**

<b>Unit Name</b> UNIT V PROCESS OF PATHOLOGY					
<b>Academic Alignment with TEKS</b>	<b>CTE TEKS</b>	<b>Content/Vocabulary</b>	<b>Guiding Questions</b>	<b>Activities</b>	<b>Resources and Web links</b>
ELA §110.33.2(b) 1a-e, 2a,c, 8, 9a-d, 11a, b, 15d, 18, 19, 20, 21, 23a, b, c, e, 24a, b, 25, 26 §110.34.2(b) 1a-e, 11a, b, 13a-e, 17a, b, 18, 19, 20a, b, 21a-c, 22a-c, 23a, b, c, e, 24a,b, 25, 26 Math §111.33(b) 1a, b, 2a §111.35(c) 3a-d Science §112.45(c) 1a, b, 2a, b, d, e, 3a, b, c, 12c, 15a §112.47(c) 1a, b, 2a-e, 3a, c Social Studies §113.35 2c, 3a, b, 4a, b, 5a, b, 9d, f, 15a-d, 18a, 19a, b, 20a, b, 21a, 22a-d, 23a, b Economics 2d, 3b, 5a, 23a, 24a-d, 25a, b, 27a, b	1. detect changes resulting from mutations and neoplasms by examining cells, tissues, organs, and systems (4C) 2. evaluate stages in the progression of disease (4E) 3. Identify pathogenic organisms using technology (5A) 4. Evaluate the effects of chemical agents, environmental pollution and trauma on the disease process (5D) 5. Research and report advanced technologies for the diagnosis and treatment of disease (6B) 6. Evaluate treatment options for diseases (7C) 7. Analyze review and critique hypothesis and theories as to their strengths and weaknesses using scientific evidences and information (3A) 8. Plan and implement investigative procedures including but not limited to asking questions, formulating testable hypotheses, and selecting equipment and technology (2A) 9. Make observations and measurements in collecting data (2B) 10. Organize, analyze, evaluate, make inferences, and predict trends from data (2C) 11. Communicate valid conclusions (2D) 12. Make wise choices in the conservation and use of resources and the disposal of materials (1B) 13. Make responsible choices in selecting everyday products and services using scientific information (3B)	The student will identify pathogenic organisms disease stages, and effects of external agents on the body; also analyze the body’s response to disease, identify technology utilized in diagnostic tests, and list current treatment options  Opportunists, pathogens, non-pathogens, opportunistic pathogens, pathogenic bacteria, endotoxins, exotoxins, microbes, fungi, virus’, protozoa, helminth, impetigo, tetanus, diphtheria, cellulitis, Lymes disease, candidiasis, black hairy tongue, tinea versicolor, ringworm, blastomycosis, subcutaneous, chromomycosis, vurruca vulgaris, herpes type I, neonatal herpes, poliomyelitis, varicella, rubeola, mumps, viral hepatitis, ascites, leishmaniasis, dracunculiasis, elphantiasis, hepatomegaly, loa loa, coccus, bacillus, spirillum, nematodes, platyhelminthes, arthropods, vectors, primary organs, secondary organs, leukocytes, antigenic, phagocytic, basophil, eosinophil, neutrophil, t-cells, b-cells, immunocompetence, mediated immunity, humoral immunity, immunoglobulins, complement system, active & passive natural immunity, active & passive artificial immunity, natural resistance, hay fever, asthma, urticaria, contact dermatitis,	What are the main classes of pathogenic organisms and the common diseases associated with each pathogen?  How can one distinguish between pathogenic organisms?  What organs are involved in immunity?  What are the immune responses?  What are common immune disorders?  What is the function of the cardiovascular system?  What are diseases and disorders of the cardiovascular system?  What is rheumatoid factor and how is it used to diagnose rheumatoid disease?  What is the structural difference between a normal red blood cell and a sickle cell?  What are barriers and ethical issues to organ donation?  What is recombinant DNA?	Complete a case study over an infectious disease caused by an agent in each of the classes of pathogenic microbes.  Infectious Disease Quiz.  Pathogenic organisms lab  Immunology Quiz  Interactive EKG game <a href="http://nobelprize.org/educational_games/medicine/ecg/">http://nobelprize.org/educational_games/medicine/ecg/</a>  Presentation on a rare cardiovascular disease.  Lab: Test for Rheumatoid Factor  Lab: Sickle Cell Anemia  Biomedical debate over issues in organ donation.  Report over book: <i>Many Sleepless Nights: The World of Organ Transplantation</i>  Osmosis Eggs-periment  Lab: Recombinant Paper Plasmids	<a href="http://www.texasstate.com/documents/curriculum/infectious_diseases_and_microbial_agents.pdf">http://www.texasstate.com/documents/curriculum/infectious_diseases_and_microbial_agents.pdf</a>  <a href="http://cte.unt.edu/health/curriculum/We_are_not_alone.ppt">http://cte.unt.edu/health/curriculum/We_are_not_alone.ppt</a>  <a href="http://www.texasstate.com/documents/curriculum/pathogenic_organisms.pdf">http://www.texasstate.com/documents/curriculum/pathogenic_organisms.pdf</a>  <a href="http://www.texasstate.com/documents/curriculum/immunology_and_diseases.pdf">http://www.texasstate.com/documents/curriculum/immunology_and_diseases.pdf</a>  (complete set of immunology notes on desktop)  <a href="http://cte.unt.edu/health/curriculum/Immunology_and_Diseases.ppt">http://cte.unt.edu/health/curriculum/Immunology_and_Diseases.ppt</a>  <a href="http://www.texasstate.com/documents/curriculum/cardiovascular_pathology.pdf">http://www.texasstate.com/documents/curriculum/cardiovascular_pathology.pdf</a>  (complete notes on desktop)  <a href="http://cte.unt.edu/health/curriculum/Cardiovascular_Pathology.ppt">http://cte.unt.edu/health/curriculum/Cardiovascular_Pathology.ppt</a>



## Career & Technology Pathophysiology TEKS §121.15

**Academic TEKS are for Junior and Senior level classes only and apply throughout the course.**

		<p>pruritus, anaphylaxis, autoimmune disorders, isoimmune disorders, all terms associated with cardiovascular anatomy, angina, dyspnea, tachycardia, palpitations, diaphoresis, edema, cyanosis, auscultation, Doppler, electrocardiogram, echocardiography, catheterization, patency, fluoroscopy, venipuncture, myocardial infarction, hypertension, systolic diastolic, hypertrophy, thrombi, atherosclerosis, claudication, necrosis, gangrene, endarterectomy, aneurysm, vasodilators, angioplasty, coronary stent, coronary artery bypass, cardiomyopathy, carditis, arrhythmias, defibrillation, phlebitis, deep vein thrombosis, varicose veins, monoclonal antibody technology, biotechnology,</p>	<p>How can recombinant DNA be used in medicine?</p> <p>What are ethical and moral issues surrounding recombinant DNA?</p>	<p><a href="http://www.texashste.com/documents/curriculum/test_for_rheumatoid_factor.pdf">http://www.texashste.com/documents/curriculum/test_for_rheumatoid_factor.pdf</a></p> <p><a href="http://www.texashste.com/documents/curriculum/sickle_cell_anemia.pdf">http://www.texashste.com/documents/curriculum/sickle_cell_anemia.pdf</a></p> <p><a href="http://www.texashste.com/documents/curriculum/issues_in_organization_donation.pdf">http://www.texashste.com/documents/curriculum/issues_in_organization_donation.pdf</a></p> <p><a href="http://www.texashste.com/documents/curriculum/eggexperiment.pdf">http://www.texashste.com/documents/curriculum/eggexperiment.pdf</a></p> <p><a href="http://www.texashste.com/documents/curriculum/recombinant_dna.pdf">http://www.texashste.com/documents/curriculum/recombinant_dna.pdf</a></p>
--	--	---	---	--



## Career & Technology Pathophysiology TEKS §121.15

Academic TEKS are for Junior and Senior level classes only and apply throughout the course.

<b>Unit Name</b> UNIT VI EPIDEMIOLOGY					
Academic Alignment with TEKS	CTE TEKS	Content/Vocabulary	Guiding Questions	Activities	Resources and Web links
ELA §110.33.2(b) 1a-e, 2a,c, 8, 9a-d, 11a, b, 15d, 18, 19, 20, 21, 23a, b, c, e, 24a, b, 25, 26 §110.34.2(b) 1a-e, 11a, b, 13a-e, 17a, b, 18, 19, 20a, b, 21a-c, 22a-c, 23a, b, c, e, 24a,b, 25, 26 Math §111.33(b) 1a, b, 2a §111.35(c) 3a-d Science §112.45(c) 1a, b, 2a, b, d, e, 3a, b, c, 12c, 15a §112.47(c) 1a, b, 2a-e, 3a, c Social Studies §113.35 2c, 3a, b, 4a, b, 5a, b, 9d, f, 15a-d, 18a, 19a, b, 20a, b, 21a, 22a-d, 23a, b Economics 2d, 3b, 5a, 23a, 24a-d, 25a, b, 27a, b	1.research and report on the nature of diseases according to etiology, signs and symptoms, diagnosis, prognosis and treatment options (6A) 2.evaluate public-health issues related to asepsis, isolation, immunization and quarantine (7A) 3.research and describe diseases that threaten world health and propose intervention strategies ( 7D) 4.research and present the causes of the 5 leading types of trauma for your area or state	The student will research the cycle of a disease, its potential effect on the world population and propose an intervention.  Epidemiology, descriptive epidemiology, analytic epidemiology, causation, epidemiologic triangle, host factors, environmental factors, chain of infection, epidemic disease occurrence, endemic, epidemic, pandemic, World Health Organization, Center for Disease Control and Prevention, Public Health Department	What is epidemiology?  How is epidemiology used to study disease?  Why would do we study epidemiology?	Complete an epidemiological study on the incidence of flu in the school or present an existing epidemiological study.  Lab: Transmission of Pathogens  Hand washing Activity  Lab: Comparison of Hand washing Techniques	<a href="http://www.texashte.com/documents/curriculum/epidemiology.pdf">http://www.texashte.com/documents/curriculum/epidemiology.pdf</a>  <a href="http://www.texashte.com/documents/curriculum/a_study_of_epidemiology.pdf">http://www.texashte.com/documents/curriculum/a_study_of_epidemiology.pdf</a>  <a href="http://cte.unt.edu/health/curriculum/Epide miology.ppt">http://cte.unt.edu/health/curriculum/Epide miology.ppt</a>  <a href="http://www.texashte.com/documents/curriculum/infection_control_handwashing.pdf">http://www.texashte.com/documents/curriculum/infection_control_handwashing.pdf</a>



## Career & Technology Pathophysiology TEKS §121.15

Academic TEKS are for Junior and Senior level classes only and apply throughout the course.

<b>Unit Name</b> UNIT VII PATHOLOGY ACROSS THE LIFE SPAN					
Academic Alignment with TEKS	CTE TEKS	Content/Vocabulary	Guiding Questions	Activities	Resources and Web links
ELA §110.33.2(b) 1a-e, 2a,c, 8, 9a-d, 11a, b, 15d, 18, 19, 20, 21, 23a, b, c, e, 24a, b, 25, 26 §110.34.2(b) 1a-e, 11a, b, 13a-e, 17a, b, 18, 19, 20a, b, 21a-c, 22a-c, 23a, b, c, e, 24a,b, 25, 26 Math §111.33(b) 1a, b, 2a §111.35(c) 3a-d Science §112.45(c) 1a, b, 2a, b, d, e, 3a, b, c, 12c, 15a §112.47(c) 1a, b, 2a-e, 3a, c Social Studies §113.35 2c, 3a, b, 4a, b, 5a, b, 9d, f, 15a-d, 18a, 19a, b, 20a, b, 21a, 22a-d, 23a, b Economics 2d, 3b, 5a, 23a, 24a-d, 25a, b, 27a, b	1.identify and describe congenital disorders and childhood diseases (6C) 2.analyze the effects of stress and aging on the body (7B)	The student will identify congenital defects, childhood diseases and changes related to aging.  Vocabulary for immunity and aging has been covered previously.  Communication circuit, efferent & afferent nerves.	How does one develop immunity to disease?  What physiological and physical changes occur due to aging?  Is there a relationship between aging and disease?  How do the senses change due to aging, trauma or disease?	Investigate the history of a particular type of vaccine and the ramifications if the vaccine were not invented.  Develop a community awareness pamphlet on vaccination schedules. Include why vaccinations are necessary for all age groups.  Movie: The Medicine Man (Language and tribal nudity)  Research and present the effects of aging on a particular organ system.  Lab: Impaired Senses	<a href="http://www.texashte.com/documents/curriculum/naturally_acquired_vs_artificially_acquired_immunity.pdf">http://www.texashte.com/documents/curriculum/naturally_acquired_vs_artificially_acquired_immunity.pdf</a>  <a href="http://www.texashte.com/documents/curriculum/late_adulthood_and_disease.pdf">http://www.texashte.com/documents/curriculum/late_adulthood_and_disease.pdf</a>  <a href="http://www.texashte.com/documents/curriculum/impaired_senses.pdf">http://www.texashte.com/documents/curriculum/impaired_senses.pdf</a>



## Career & Technology Pathophysiology TEKS §121.15

Academic TEKS are for Junior and Senior level classes only and apply throughout the course.

<b>Unit Name</b> UNIT VIII DISEASE PREVENTION					
Academic Alignment with TEKS	CTE TEKS	Content/Vocabulary	Guiding Questions	Activities	Resources and Web links
ELA §110.33.2(b) 1a-e, 2a,c, 8, 9a-d, 11a, b, 15d, 18, 19, 20, 21, 23a, b, c, e, 24a, b, 25, 26 §110.34.2(b) 1a-e, 11a, b, 13a-e, 17a, b, 18, 19, 20a, b, 21a-c, 22a-c, 23a, b, c, e, 24a,b, 25, 26 Math §111.33(b) 1a, b, 2a §111.35(c) 3a-d Science §112.45(c) 1a, b, 2a, b, d, e, 3a, b, c, 12c, 15a §112.47(c) 1a, b, 2a-e, 3a, c Social Studies §113.35 2c, 3a, b, 4a, b, 5a, b, 9d, f, 15a-d, 18a, 19a, b, 20a, b, 21a, 22a-d, 23a, b Economics 2d, 3b, 5a, 23a, 24a-d, 25a, b, 27a, b	1.develop a plan for personal health and wellness (7E)	<p>The student will evaluate his personal fitness, family history, and response to stress. The student will utilize this information to prepare a personal fitness plan that includes physical, emotional, environmental, nutritional component.</p> <p>Holistic health, wellness, preventative health care,</p>	<p>What can I do to stay healthy throughout my life?</p> <p>What health screenings and examinations will I need as I age?</p> <p>What can I do to stay physically fit?</p> <p>Will my nutrition requirements change as I age?</p>	<p>Develop a personal health and wellness plan.</p> <p>Conduct a health and wellness survey; compile the data in proper format.</p> <p>Develop or participate in a health fair.</p> <p>Develop a community awareness project to promote health and wellness.</p> <p>Participate in several different exercise classes and present a critique of each one.</p>	<p><a href="http://www.texasstate.com/documents/curriculum/health_and_wellness.pdf">http://www.texasstate.com/documents/curriculum/health_and_wellness.pdf</a></p>