

Subject		Science		
Course Title		Biology		
Publisher		Glencoe/McGraw-Hill		
Program Title		Biology: The Dynamics of Life		
TEKS (Knowledge and Skills)	TEKS (Student Expectation)	Student Expectation (Breakout)	Location of student expectation/TEKS.	Page(s)
01. Scientific processes. The student, for at least 40% of instructional time, conducts field and laboratory investigations using safe, environmentally appropriate, and ethical practices. The student is expected to:	A. demonstrate safe practices during field and laboratory investigations	01. demonstrate safe practices during field investigation	Student/TWE	36, 84-85, 620, 659, 811/ 15, 24, 608, 869
01. Scientific processes. The student, for at least 40% of instructional time, conducts field and laboratory investigations using safe, environmentally appropriate, and ethical practices. The student is expected to:	A. demonstrate safe practices during field and laboratory investigations	02. demonstrate safe practices during laboratory investigations	Student/TWE	6, 14-15, 21, 24-25, 28, 36, 54, 58, 67, 73, 84-85, 92, 104-105, 122, 151, 155, 164-165, 173, 182, 188-189, 198, 209, 214-215, 226, 228, 236, 238-239, 254, 268, 274-275, 282-283, 285, 302-303, 327, 330, 354, 371, 387, 414, 490, 496-497, 506, 511, 522-523, 530, 538, 544-545, 561, 566, 570, 734, 735, 743, 754, 756, 757, 764, 773, 776, 777, 843, 845, 860, 874-875, 910-911, 934, 936-937, 964-965, 987, 988-989, 1006, 1016-1017, 1028, 1035/ 6, 7, 14, 15, 21, 24, 34, 38, 54, 58, 150, 155, 160, 164-165, 173, 182, 188-189, 196, 198, 214-215, 234-235, 236, 238-239, 266-267, 282, 316, 324, 350, 386, 454, 488, 490, 496, 530-531, 538, 542, 544-545, 560, 592, 615, 654, 798-799, 818-819, 842, 864, 896-897, 920-921, 982-983, 1032-1033
01. Scientific processes. The student, for at least 40% of instructional time, conducts field and laboratory investigations using safe, environmentally appropriate, and ethical practices. The student is expected to:	B. make wise choices in the use and conservation of resources and the disposal or recycling of materials	01. Make wise choices in the use of resources	Student/TWE	24-25, 36, 59, 92, 104-105, 112, 571/ 18, 571
01. Scientific processes. The student, for at least 40% of instructional time, conducts field and laboratory investigations using safe, environmentally appropriate, and ethical practices. The student is expected to:	B. make wise choices in the use and conservation of resources and the disposal or recycling of materials	02. make wise choices in the conservation of resources	Student/TWE	24-25, 92, 104-105, 112, 571, 757/54

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01. Scientific processes. The student, for at least 40% of instructional time, conducts field and laboratory investigations using safe, environmentally appropriate, and ethical practices. The student is expected to:	B. make wise choices in the use and conservation of resources and the disposal or recycling of materials	03. make wise choices in the disposal or recycling of materials	Student/TWE	36, 59, 85, 105, 122, 215, 274-275, 331, 387, 415, 496-497, 522-523, 530, 538, 544-545, 571, 627, 659, 735, 777, 845, 874-875, 936-937, 964-965, 1016-1017/ 85, 165, 189, 239, 545, 627, 735, 757
02. Scientific processes. The student uses scientific methods during field and laboratory investigations. The student is expected to:	A. plan and implement investigative procedures including asking questions, formulating testable hypotheses, and selecting equipment and technology	01. plan investigative procedures including asking questions	Student/TWE	22, 24-25, 58-59, 69, 104-105, 126-127, 330-331, 496-497, 522-523, 570-571, 734, 756, 757, 768, 775, 867, 910-911, 964-965/ 11, 12-13, 14, 15, 20, 21, 30, 36, 39, 100, 246, 257, 258, 545, 594, 869
02. Scientific processes. The student uses scientific methods during field and laboratory investigations. The student is expected to:	A. plan and implement investigative procedures including asking questions, formulating testable hypotheses, and selecting equipment and technology	02. plan investigative procedures including formulating testable hypotheses	Student/TWE	11, 16, 18, 22, 36, 54, 57-59, 85, 104-105, 164, 219, 330-331, 385, 496-497, 522-523, 570-571, 734, 756, 757, 768, 775, 844, 848, 851, 867, 874-875, 910-911, 964-965/ 10, 11, 12, 22, 23, 30, 54, 67, 164, 257, 258, 530, 594, 798-799, 818-819, 869
02. Scientific processes. The student uses scientific methods during field and laboratory investigations. The student is expected to:	A. plan and implement investigative procedures including asking questions, formulating testable hypotheses, and selecting equipment and technology	03. plan investigative procedures including selecting equipment	Student/ TWE	14, 58-59, 104-105, 330-331, 611, 734, 735, 756, 757, 768, 775, 856, 867, 874-875, 910-911, 964-965/ 12, 13, 18, 30, 172, 567
02. Scientific processes. The student uses scientific methods during field and laboratory investigations. The student is expected to:	A. plan and implement investigative procedures including asking questions, formulating testable hypotheses, and selecting equipment and technology	04. plan investigative procedures including technology	Student/TWE	13, 126, 127, 757, 768, 775, 856/ 12, 17, 30
02. Scientific processes. The student uses scientific methods during field and laboratory investigations. The student is expected to:	A. plan and implement investigative procedures including asking questions, formulating testable hypotheses, and selecting equipment and technology	05. implement investigative procedures including asking questions	Student/TWE	69, 112, 330-331, 386, 407, 414, 415, 436, 437, 496-497, 522-523, 530, 561, 562, 570-571, 626-627, 735, 743, 754, 757, 764, 773, 777, 910-911, 964-965/ 39, 100, 158, 172, 234-235, 239, 246, 257, 258, 454-455, 489, 530-531, 561, 593, 869
02. Scientific processes. The student uses scientific methods during field and laboratory investigations. The student is expected to:	A. plan and implement investigative procedures including asking questions, formulating testable hypotheses, and selecting equipment and technology	06. implement investigative procedures including formulating testable hypotheses	Student/TWE	58-59, 85, 274-275, 330-331, 380, 398, 425, 429, 496-497, 522-523, 570-571, 735, 757, 910-911, 964-965/ 11, 20, 21, 30, 38-39, 154, 188, 239, 257, 258, 381, 594, 869, 870
02. Scientific processes. The student uses scientific methods during field and laboratory investigations. The student is expected to:	A. plan and implement investigative procedures including asking questions, formulating testable hypotheses, and selecting equipment and technology	07. implement investigative procedures including selecting equipment	Student/TWE	58-59, 236, 274-275, 330-331, 735, 757, 764, 773, 910-911, 964-965/ 30, 188, 381

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02. Scientific processes. The student uses scientific methods during field and laboratory investigations. The student is expected to:	A. plan and implement investigative procedures including asking questions, formulating testable hypotheses, and selecting equipment and technology	08. implement investigative procedures including technology	Student/TWE	238-239, 274-275, 506, 544-545, 626-627, 852-853/ 13, 182, 188, 239
02. Scientific processes. The student uses scientific methods during field and laboratory investigations. The student is expected to:	B. collect data and make measurements with precision	01. collect data with precision	Student/TWE	24-25, 36, 84-85, 92, 95, 102, 105, 112, 151, 164-165, 173, 182, 188, 198, 214-215, 238-239, 268, 274-275, 310, 327, 330-331, 371, 386, 398, 414, 415, 490, 496-497, 506, 538, 544-545, 561, 626-627, 735, 743, 754, 757, 764, 773, 777, 852-853, 860, 870, 874-875, 895, 907, 910-911, 936-937, 948, 964-965, 981, 988-989, 1035/ 14, 21, 23, 100, 105, 188-189, 198, 215, 226, 257, 258, 271, 317, 325, 351, 432, 496-497, 544, 798-799, 818-819, 843, 865, 869, 870, 982-983
02. Scientific processes. The student uses scientific methods during field and laboratory investigations. The student is expected to:	B. collect data and make measurements with precision	02. make measurements with precision	Student/TWE	24-25, 122, 155, 164-165, 188-189, 376, 407, 433, 437, 476, 497, 626-627, 735, 907, 910-911, 948, 988-989/ 20, 188-189, 196-197, 432, 476, 497, 544, 818-819
02. Scientific processes. The student uses scientific methods during field and laboratory investigations. The student is expected to:	C. organize, analyze, evaluate, make inferences, and predict trends from data	01. organize trends from data	Student/ TWE *Note: for TEKS 2C1, 2C2, and 2C3 correlations were done according to language specified in the Q&A Document p. 15, Question #68 (without the use of the word "trend") for the pages above 895	101, 210, 310, 318, 323, 327, 330-331, 339, 343, 355, 376, 379, 385, 387, 483, 743, 754, 757, 773, 776, 910-911, 934, 936-937, 948, 964-965, 981, 987, 988-989, 1017/ 100, 150, 163, 188, 236, 317, 327, 433, 453, 456, 818-819, 843, 869

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02. Scientific processes. The student uses scientific methods during field and laboratory investigations. The student is expected to:	C. organize, analyze, evaluate, make inferences, and predict trends from data	02. analyze trends from data	Student/TWE	37, 52-53, 59, 68, 72, 83, 85, 89, 92, 95, 101, 102, 105, 108, 112, 115, 122, 165, 212, 222, 236, 243, 260, 262, 274-275, 276, 283, 311, 320, 326, 330-331, 335, 339, 343, 353, 364, 365, 387, 391, 397, 407, 415, 433, 437, 447, 456, 460-461, 462, 465, 501, 511, 518, 549, 563, 627, 729, 735, 746, 754, 757, 761, 775, 777, 781, 789, 844, 852-853, 860, 867, 870, 874-875, 903, 910-911, 927, 928, 932, 934, 936-937, 948, 964-965, 981, 983, 988-989, 1010, 1035/ 15, 20, 37, 68, 72, 100, 155, 161, 180, 183, 257, 258, 283, 317, 325, 327, 433, 483, 798-799, 865, 869, 982-983, 998-999
02. Scientific processes. The student uses scientific methods during field and laboratory investigations. The student is expected to:	C. organize, analyze, evaluate, make inferences, and predict trends from data	03. evaluate trends from data	Student/TWE	16, 20, 115, 145, 151, 310, 331, 353, 355, 364, 365, 390, 425, 429, 627, 726, 735, 739, 743, 757, 761, 773, 775, 777, 874-875, 895, 896, 903, 907, 910-911, 922, 927, 928, 932, 934, 948, 954, 959, 964-965, 973, 981, 987, 1003, 1006, 1011, 1017, 1028, 1040, 1042-1043 / 20, 21, 72, 100, 101, 115, 145, 154, 165, 235, 257, 258, 325, 433, 798-799, 818-819, 869, 920-921, 982-983, 998-999, 1032-1033

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02. Scientific processes. The student uses scientific methods during field and laboratory investigations. The student is expected to:	C. organize, analyze, evaluate, make inferences, and predict trends from data	04. make inferences from data	Student/TWE	6, 14, 20, 25, 36, 37, 54, 65, 67, 68, 72, 83, 85, 95, 103, 105, 109, 112, 122, 154, 173, 176, 182, 188-189, 203-204, 209, 226, 238-239, 262, 274-275, 278, 283, 298, 300, 302-303, 306, 311, 318, 327, 331, 335, 339, 347, 350, 355, 364, 365, 371, 372, 384, 398, 415, 429, 441, 447, 453, 480, 506, 508, 522-523, 527, 530, 544-545, 561, 567, 627, 724, 726, 735, 739, 764, 773, 775, 777, 842, 847, 850, 852-853, 859, 860, 865, 867, 870, 873, 907, 910-911, 928, 934, 936-937, 948, 954, 959, 964-965, 983, 988-989/ 20, 65, 173, 176, 189, 203, 213, 248-249, 267, 281, 283, 317, 325, 351, 433, 561, 593, 818-819, 843, 865, 869, 870
02. Scientific processes. The student uses scientific methods during field and laboratory investigations. The student is expected to:	C. organize, analyze, evaluate, make inferences, and predict trends from data	05. predict trends from data	Student/TWE	68, 92, 95, 101, 102, 105, 127, 131, 145, 214-215, 228, 255, 268, 311, 314, 318, 323, 326, 331, 347, 465, 534, 561, 567, 627, 845, 852-853, 872, 910-911, 988-989/ 64, 69, 257, 258, 259, 317, 321, 351, 433
02. Scientific processes. The student uses scientific methods during field and laboratory investigations. The student is expected to:	D. communicate valid conclusions	01. communicate valid conclusions	Student/TWE	6, 24-25, 26, 59, 127, 236, 274-275, 343, 387, 496-497, 524, 530, 544-545, 611, 627, 735, 757, 844, 910-911, 1042-1043/ 19, 41, 267, 275, 283, 317, 325, 351, 433, 674, 843, 865, 869, 870
03. Scientific processes. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:	A. analyze, review, and critique scientific explanations, including hypotheses and theories, as to their strengths and weaknesses using scientific evidence and information	01. analyze scientific explanations, including hypotheses as to their strengths and weaknesses using scientific evidence and information	Student/TWE	57, 88, 115, 130, 390, 403, 587, 600, 707, 878/ 32, 88, 115, 124, 125, 168, 192, 832
03. Scientific processes. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:	A. analyze, review, and critique scientific explanations, including hypotheses and theories, as to their strengths and weaknesses using scientific evidence and information	02. review scientific explanations including hypotheses as to their strengths and weaknesses using scientific evidence and information	Student/ TWE	115, 385, 403, 587, 600, 707/ 255, 587, 832
03. Scientific processes. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:	A. analyze, review, and critique scientific explanations, including hypotheses and theories, as to their strengths and weaknesses using scientific evidence and information	03. critique scientific explanations including hypotheses as to their strengths and weaknesses using scientific evidence and information	Student/ TWE	59, 88, 115, 372, 403, 419, 440, 587, 600, 707/ 32, 115, 119, 255, 372, 384, 832

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03. Scientific processes. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:	A. analyze, review, and critique scientific explanations, including hypotheses and theories, as to their strengths and weaknesses using scientific evidence and information	04. analyze scientific explanations including theories as to their strengths and weaknesses using scientific evidence and information	Student/ TWE	130, 273, 388, 878, 914/ 255
03. Scientific processes. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:	A. analyze, review, and critique scientific explanations, including hypotheses and theories, as to their strengths and weaknesses using scientific evidence and information	05. review scientific explanations including theories, as to their strengths and weaknesses using scientific evidence and information	Student/TWE	171, 383, 388, 397, 399, 400, 403, 914/ 255
03. Scientific processes. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:	A. analyze, review, and critique scientific explanations, including hypotheses and theories, as to their strengths and weaknesses using scientific evidence and information	06. critique scientific explanations including theories, as to their strengths and weaknesses using scientific evidence and information	Student/TWE	190, 273, 388, 914/ 255, 388
03. Scientific processes. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:	B. evaluate promotional claims that relate to biological issues such as product labeling and advertisements	01. evaluate promotional claims that relate to biological issues	Student/TWE	16, 26, 106, 660, 927, 938, 959/ 16, 26, 962, 1018
03. Scientific processes. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:	C. evaluate the impact of research on scientific thought, society, and the environment	01. evaluate the impact of research on scientific thought	Student/TWE	10, 23, 28, 124, 130, 174, 193, 263, 306, 348, 359, 441, 688, 812, 912, 966/ 18, 138, 161, 181, 193, 245, 255, 264, 284, 285, 349, 429, 790, 1051
03. Scientific processes. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:	C. evaluate the impact of research on scientific thought, society, and the environment	02. evaluate the impact of research on society	Student/TWE	10, 23, 26, 28, 60, 88, 106, 121, 124, 125, 130, 131, 213, 216, 278, 301, 348, 358, 462, 498, 524, 526, 527, 549, 660, 688, 761, 812, 851, 854, 912, 966, 1018, 1044/ 31, 32-33, 71, 123, 255, 256, 271, 284, 285, 310, 311, 345, 349, 356, 429, 790, 872, 1018, 1044, 1051
03. Scientific processes. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:	C. evaluate the impact of research on scientific thought, society, and the environment	03. evaluate the impact of research on the environment	Student/TWE	26, 60, 86, 88, 106, 112, 116, 118, 119, 120, 123, 124, 358, 447, 524, 758, 847/ 32-33, 71, 123, 271, 285, 557, 872
03. Scientific processes. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:	D. describe the connection between biology and future careers	01. describe the connection between biology and future careers	TWE	/ 8, 38, 92, 128, 285, 482, 926, 978, 1010, 1026, 1027
03. Scientific processes. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:	E. evaluate models according to their adequacy in representing biological objects or events	01. evaluate models according to their adequacy in representing biological objects or events	Student/TWE	50, 57, 58-59, 112, 162, 190, 198, 203, 268, 287, 291, 302-303, 355, 384, 452-453, 456, 459, 628, 690, 928, 957/ 1, 5, 7, 9, 10, 68, 72, 81, 162, 190, 199, 202-203, 453, 502, 505, 945, 980

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03. Scientific processes. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:	F. research and describe the history of biology and contributions of scientists	01. research the history of biology	Student/TWE	60, 86, 125, 303, 335, 349, 385, 388, 394-395, 878, 912/ 8, 16-17, 113, 255, 256, 276, 282, 284, 285, 385, 388, 394-395, 429, 472, 478, 508, 556, 567, 592, 610, 790, 850, 869, 872, 890, 980, 1018, 1028, 1030, 1038, 1044, 1051
03. Scientific processes. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:	F. research and describe the history of biology and contributions of scientists	02. describe the history of biology	Student/TWE	23, 60, 86, 121, 125, 174, 203, 228, 335, 366, 367, 381, 382, 383, 389, 390, 393, 404, 443-449, 463, 464-465, 466, 467, 468, 472-473, 488, 572, 670, 878, 912, 1024-1025, 1039-1040/ 18, 138, 255, 256, 282, 285, 410-412, 429, 444, 556, 566, 567, 592, 610, 790, 850, 869, 872, 890, 980, 1028, 1044, 1051
03. Scientific processes. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:	F. research and describe the history of biology and contributions of scientists	03. research contributions of scientists	Student/TWE	86, 124, 125, 131, 303, 304, 349/ 18, 163, 166, 177, 178, 276, 282, 284, 285, 290, 328, 429, 469, 790, 869, 872, 890, 935, 977, 1018, 1039
03. Scientific processes. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:	F. research and describe the history of biology and contributions of scientists	04. describe the contributions of scientists	Student/TWE	8, 86, 124-125, 193, 228, 257, 304, 385, 390, 393, 397, 416, 419, 435, 443, 445, 878, 912, 1030/ xxvi, 17, 18, 86, 124-125, 145, 172, 176, 177, 181, 192, 228, 256, 282, 328, 429, 469, 494, 790, 869, 872, 890, 977, 1039
04. Science concepts. The student knows that cells are the basic structures of all living things and have specialized parts that perform specific functions, and that viruses are different from cells and have different properties and functions. The student is expected to:	A. identify the parts of prokaryotic and eukaryotic cells	01. identify the parts of prokaryotic cells	Student/TWE	173, 174, 187, 189, 192, 203, 231, 245, 248, 486-487, 500, 506-507, 508-509, 511/ 174, 187, 188-189, 192, 246, 248, 487
04. Science concepts. The student knows that cells are the basic structures of all living things and have specialized parts that perform specific functions, and that viruses are different from cells and have different properties and functions. The student is expected to:	A. identify the parts of prokaryotic and eukaryotic cells	02. identify the parts of eukaryotic cells	Student/TWE	173, 174, 179-187, 189-191, 203, 204-205, 209, 218-219, 226-227, 231, 242, 246, 248, 263, 506, 511, 513, 605/ 139, 174, 180, 182-189, 192, 202, 205, 208-209, 226-227, 244, 246, 247, 503, 510, 513, 514

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04. Science concepts. The student knows that cells are the basic structures of all living things and have specialized parts that perform specific functions, and that viruses are different from cells and have different properties and functions. The student is expected to:	B. investigate and identify cellular processes including homeostasis, permeability, energy production, transportation of molecules, disposal of wastes, function of cellular parts, and synthesis of new molecules	01. investigate cellular processes including homeostasis	Student/TWE	9, 178/ 9, 246
04. Science concepts. The student knows that cells are the basic structures of all living things and have specialized parts that perform specific functions, and that viruses are different from cells and have different properties and functions. The student is expected to:	B. investigate and identify cellular processes including homeostasis, permeability, energy production, transportation of molecules, disposal of wastes, function of cellular parts, and synthesis of new molecules	02. investigate cellular processes including permeability	Student/TWE	176, 198/ 176, 181, 194, 196, 197, 198, 200, 246
04. Science concepts. The student knows that cells are the basic structures of all living things and have specialized parts that perform specific functions, and that viruses are different from cells and have different properties and functions. The student is expected to:	B. investigate and identify cellular processes including homeostasis, permeability, energy production, transportation of molecules, disposal of wastes, function of cellular parts, and synthesis of new molecules	03. investigate cellular processes including energy production	Student/TWE	235, 236, 911, 932/ 220, 222, 227, 229, 232
04. Science concepts. The student knows that cells are the basic structures of all living things and have specialized parts that perform specific functions, and that viruses are different from cells and have different properties and functions. The student is expected to:	B. investigate and identify cellular processes including homeostasis, permeability, energy production, transportation of molecules, disposal of wastes, function of cellular parts, and synthesis of new molecules	04. investigate cellular processes including transportation of molecules	Student/TWE	55, 155, 198, 302-303/ 155, 246
04. Science concepts. The student knows that cells are the basic structures of all living things and have specialized parts that perform specific functions, and that viruses are different from cells and have different properties and functions. The student is expected to:	B. investigate and identify cellular processes including homeostasis, permeability, energy production, transportation of molecules, disposal of wastes, function of cellular parts, and synthesis of new molecules	05. investigate cellular processes including disposal of wastes	Student/TWE	54, 235, 236, 508, 545, 619, 911, 973/508
04. Science concepts. The student knows that cells are the basic structures of all living things and have specialized parts that perform specific functions, and that viruses are different from cells and have different properties and functions. The student is expected to:	B. investigate and identify cellular processes including homeostasis, permeability, energy production, transportation of molecules, disposal of wastes, function of cellular parts, and synthesis of new molecules	06. investigate cellular processes including function of cellular parts	Student/TWE	180, 188-189, 289-291, 302-303, 330-331, 508, 511, 530/ 180, 182-183, 187, 188-189, 510, 511

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04. Science concepts. The student knows that cells are the basic structures of all living things and have specialized parts that perform specific functions, and that viruses are different from cells and have different properties and functions. The student is expected to:	B. investigate and identify cellular processes including homeostasis, permeability, energy production, transportation of molecules, disposal of wastes, function of cellular parts, and synthesis of new molecules	07. investigate cellular processes including synthesis of new molecules	Student/TWE	54, 228, 238-239, 268, 291, 293, 302-303/ 180, 513, 515
04. Science concepts. The student knows that cells are the basic structures of all living things and have specialized parts that perform specific functions, and that viruses are different from cells and have different properties and functions. The student is expected to:	B. investigate and identify cellular processes including homeostasis, permeability, energy production, transportation of molecules, disposal of wastes, function of cellular parts, and synthesis of new molecules	08. identify cellular processes including homeostasis	Student/TWE	9, 178, 193, 526/ 9, 152, 175, 246, 249
04. Science concepts. The student knows that cells are the basic structures of all living things and have specialized parts that perform specific functions, and that viruses are different from cells and have different properties and functions. The student is expected to:	B. investigate and identify cellular processes including homeostasis, permeability, energy production, transportation of molecules, disposal of wastes, function of cellular parts, and synthesis of new molecules	09. identify cellular processes including permeability	Student/TWE	175, 176, 178, 179, 195, 199, 200, 218/ 175, 178, 181, 191, 193, 246, 249
04. Science concepts. The student knows that cells are the basic structures of all living things and have specialized parts that perform specific functions, and that viruses are different from cells and have different properties and functions. The student is expected to:	B. investigate and identify cellular processes including homeostasis, permeability, energy production, transportation of molecules, disposal of wastes, function of cellular parts, and synthesis of new molecules	10. identify cellular processes including energy production	Student/TWE *Note: energy is transformed, never produced	184, 185, 187, 220, 224, 225, 227, 229, 230, 231, 232, 233, 235, 237, 242-243, 248-249, 491, 512, 828/ 89, 158, 184, 191, 236, 249
04. Science concepts. The student knows that cells are the basic structures of all living things and have specialized parts that perform specific functions, and that viruses are different from cells and have different properties and functions. The student is expected to:	B. investigate and identify cellular processes including homeostasis, permeability, energy production, transportation of molecules, disposal of wastes, function of cellular parts, and synthesis of new molecules	11. identify cellular processes including transportation of molecules	Student/ TWE	155, 156, 195, 199, 200, 218-219, 249, 306-307, 508, 613, 616, 698, 709/ 156, 182, 246-249
04. Science concepts. The student knows that cells are the basic structures of all living things and have specialized parts that perform specific functions, and that viruses are different from cells and have different properties and functions. The student is expected to:	B. investigate and identify cellular processes including homeostasis, permeability, energy production, transportation of molecules, disposal of wastes, function of cellular parts, and synthesis of new molecules	12. identify cellular processes including disposal of wastes	Student/ TWE	199, 200, 619, 621/ 183, 184

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04. Science concepts. The student knows that cells are the basic structures of all living things and have specialized parts that perform specific functions, and that viruses are different from cells and have different properties and functions. The student is expected to:	B. investigate and identify cellular processes including homeostasis, permeability, energy production, transportation of molecules, disposal of wastes, function of cellular parts, and synthesis of new molecules	13. identify cellular processes including function of cellular parts	Student/ TWE	174, 175, 178, 179, 182, 185, 187, 188-189, 192-193, 195, 200, 209, 225-235, 246, 249, 286-287, 306-307, 330-331, 486-488, 512-513, 619, 697, 709/ 168, 179-189, 192-193, 208-209, 244, 246-249, 487
04. Science concepts. The student knows that cells are the basic structures of all living things and have specialized parts that perform specific functions, and that viruses are different from cells and have different properties and functions. The student is expected to:	B. investigate and identify cellular processes including homeostasis, permeability, energy production, transportation of molecules, disposal of wastes, function of cellular parts, and synthesis of new molecules	14. identify cellular processes including synthesis of new molecules	Student/ TWE	158, 159, 182, 187, 192-193, 225, 228, 233, 247, 249, 279, 286-287, 306-307, 524, 619/ 181, 182, 192, 249
04. Science concepts. The student knows that cells are the basic structures of all living things and have specialized parts that perform specific functions, and that viruses are different from cells and have different properties and functions. The student is expected to:	C. compare the structures and functions of viruses to cells and describe the role of viruses in causing diseases and conditions such as acquired immune deficiency syndrome, common colds, smallpox, influenza, and warts	01. compare the structures and functions of viruses to cells	Student/ TWE	476, 555/ 476, 483
04. Science concepts. The student knows that cells are the basic structures of all living things and have specialized parts that perform specific functions, and that viruses are different from cells and have different properties and functions. The student is expected to:	C. compare the structures and functions of viruses to cells and describe the role of viruses in causing diseases and conditions such as acquired immune deficiency syndrome, common colds, smallpox, influenza, and warts	02. describe the role of viruses in causing diseases	Student/ TWE	480, 483, 501, 1023, 1024, 1027, 1028, 1030, 1039-1041, 1044/ 480, 1022, 1024
04. Science concepts. The student knows that cells are the basic structures of all living things and have specialized parts that perform specific functions, and that viruses are different from cells and have different properties and functions. The student is expected to:	C. compare the structures and functions of viruses to cells and describe the role of viruses in causing diseases and conditions such as acquired immune deficiency syndrome, common colds, smallpox, influenza, and warts	03. describe the role of viruses in causing conditions	Student	1024, 1027, 1030, 1039-1041, 1044
04. Science concepts. The student knows that cells are the basic structures of all living things and have specialized parts that perform specific functions, and that viruses are different from cells and have different properties and functions. The student is expected to:	D. identify and describe the role of bacteria in maintaining health such as in digestion and in causing diseases such as in streptococcus infections and diphtheria	01. Identify the role of bacteria in maintaining health	Student/ TWE	498, 501, 923, 940/ 74

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04. Science concepts. The student knows that cells are the basic structures of all living things and have specialized parts that perform specific functions, and that viruses are different from cells and have different properties and functions. The student is expected to:	D. identify and describe the role of bacteria in maintaining health such as in digestion and in causing diseases such as in streptococcus infections and diphtheria	02. Describe the role of bacteria in maintaining health	Student/TWE	498, 501, 923, 940/ 56, 74
04. Science concepts. The student knows that cells are the basic structures of all living things and have specialized parts that perform specific functions, and that viruses are different from cells and have different properties and functions. The student is expected to:	D. identify and describe the role of bacteria in maintaining health such as in digestion and in causing diseases such as in streptococcus infections and diphtheria	03. Identify the role of bacteria in causing diseases	Student/TWE	492, 501, 1023, 1024, 1028, 1030, 1039, 1040/ 1024
04. Science concepts. The student knows that cells are the basic structures of all living things and have specialized parts that perform specific functions, and that viruses are different from cells and have different properties and functions. The student is expected to:	D. identify and describe the role of bacteria in maintaining health such as in digestion and in causing diseases such as in streptococcus infections and diphtheria	04. Describe the role of bacteria in causing diseases	Student/TWE	492, 501, 1023, 1024, 1028, 1030, 1039, 1040/ 491-492, 494, 1024
05. Science concepts. The student knows how an organism grows and how specialized cells, tissues, and organs develop. The student is expected to:	A. compare cells from different parts of plants and animals including roots, stems, leaves, epithelia, muscles, and bones to show specialization of structure and function	01. compare cells from different parts of plants including roots to show specialization of structure	Student/TWE	214-215, 561, 606, 609, 611, 612, 621, 630/ 79, 606, 608, 611, 613, 614
05. Science concepts. The student knows how an organism grows and how specialized cells, tissues, and organs develop. The student is expected to:	A. compare cells from different parts of plants and animals including roots, stems, leaves, epithelia, muscles, and bones to show specialization of structure and function	02. compare cells from different parts of plants including stems to show specialization of structure	Student/TWE	606, 611, 621, 630/ 606, 607, 611, 616
05. Science concepts. The student knows how an organism grows and how specialized cells, tissues, and organs develop. The student is expected to:	A. compare cells from different parts of plants and animals including roots, stems, leaves, epithelia, muscles, and bones to show specialization of structure and function	03. compare cells from different parts of plants including leaves to show specialization of structure	Student/TWE	180, 188-189, 561, 606, 609, 611, 621, 626-627/ 182-183, 188-189, 606, 611, 618
05. Science concepts. The student knows how an organism grows and how specialized cells, tissues, and organs develop. The student is expected to:	A. compare cells from different parts of plants and animals including roots, stems, leaves, epithelia, muscles, and bones to show specialization of structure and function	04. compare cells from different parts of plants including epithelia to show specialization of structure	*Note: this expanded part of TEKS 5A contradicts reply to question #76 of the official document, Q & A about Proclamation 2001. "Also, is it valid to assume that the term "epithelia" applies only to animals cells? Yes."	N/A

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05. Science concepts. The student knows how an organism grows and how specialized cells, tissues, and organs develop. The student is expected to:	A. compare cells from different parts of plants and animals including roots, stems, leaves, epithelia, muscles, and bones to show specialization of structure and function	05. compare cells from different parts of animals including epithelia to show specialization of structure	Student/TWE	188-189, 694, 697, 893, 894, 898, 906, 914/ 182-183, 188-189
05. Science concepts. The student knows how an organism grows and how specialized cells, tissues, and organs develop. The student is expected to:	A. compare cells from different parts of plants and animals including roots, stems, leaves, epithelia, muscles, and bones to show specialization of structure and function	06. compare cells from different parts of animals including muscles to show specialization of structure	Student	905, 906, 907, 914
05. Science concepts. The student knows how an organism grows and how specialized cells, tissues, and organs develop. The student is expected to:	A. compare cells from different parts of plants and animals including roots, stems, leaves, epithelia, muscles, and bones to show specialization of structure and function	07. compare cells from different parts of animals including bones to show specialization of structure	Student	902, 904, 906, 914
05. Science concepts. The student knows how an organism grows and how specialized cells, tissues, and organs develop. The student is expected to:	A. compare cells from different parts of plants and animals including roots, stems, leaves, epithelia, muscles, and bones to show specialization of structure and function	08. compare cells from different parts of plants including roots to show specialization of function	Student/TWE	214-215, 612, 621/ 215, 608-609, 614
05. Science concepts. The student knows how an organism grows and how specialized cells, tissues, and organs develop. The student is expected to:	A. compare cells from different parts of plants and animals including roots, stems, leaves, epithelia, muscles, and bones to show specialization of structure and function	09. compare cells from different parts of plants including stems to show specialization of function	Student	606, 611, 621, 630
05. Science concepts. The student knows how an organism grows and how specialized cells, tissues, and organs develop. The student is expected to:	A. compare cells from different parts of plants and animals including roots, stems, leaves, epithelia, muscles, and bones to show specialization of structure and function	10. compare cells from different parts of plants including leaves to show specialization of function	Student/ TWE	188-189, 606, 611, 621, 626-627, 648/ 66, 80, 182-183, 188-189
05. Science concepts. The student knows how an organism grows and how specialized cells, tissues, and organs develop. The student is expected to:	A. compare cells from different parts of plants and animals including roots, stems, leaves, epithelia, muscles, and bones to show specialization of structure and function	11. compare cells from different parts of plants including epithelia to show specialization of function	*Note: this expanded part of TEKS 5A contradicts reply to question #76 of the official document, Q & A about Proclamation 2001. "Also, is it valid to assume that the term "epithelia" applies only to animals cells? Yes."	N/A
05. Science concepts. The student knows how an organism grows and how specialized cells, tissues, and organs develop. The student is expected to:	A. compare cells from different parts of plants and animals including roots, stems, leaves, epithelia, muscles, and bones to show specialization of structure and function	12. compare cells from different parts of animals including epithelia to show specialization of structure	Student/ TWE	188-189, 694, 697, 893, 894, 898, 906, 914/ 182-183, 188-189

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05. Science concepts. The student knows how an organism grows and how specialized cells, tissues, and organs develop. The student is expected to:	A. compare cells from different parts of plants and animals including roots, stems, leaves, epithelia, muscles, and bones to show specialization of structure and function	13. compare cells from different parts of animals including muscles to show specialization of structure	Student	905, 906, 907, 914
05. Science concepts. The student knows how an organism grows and how specialized cells, tissues, and organs develop. The student is expected to:	A. compare cells from different parts of plants and animals including roots, stems, leaves, epithelia, muscles, and bones to show specialization of structure and function	14. compare cells from different parts of animals including bones to show specialization of structure	Student	902, 904, 906, 914
05. Science concepts. The student knows how an organism grows and how specialized cells, tissues, and organs develop. The student is expected to:	B. identify cell differentiation in the development of organisms	01. identify cell differentiation in the development of organisms	Student/TWE	180, 210, 676, 678, 679, 1008/ 676-678
05. Science concepts. The student knows how an organism grows and how specialized cells, tissues, and organs develop. The student is expected to:	C. sequence the levels of organization in multicellular organisms to relate the parts to each other and to the whole	01. sequence the levels of organization in multicellular organisms to relate the parts to each other	Student/TWE	190, 210, 609, 1056/ 190
05. Science concepts. The student knows how an organism grows and how specialized cells, tissues, and organs develop. The student is expected to:	C. sequence the levels of organization in multicellular organisms to relate the parts to each other and to the whole	02. sequence the levels of organization in multicellular organisms to relate the parts to the whole	Student/TWE	190, 210, 609, 678, 1056/ 190
06. Science concepts. The student knows the structures and functions of nucleic acids in the mechanisms of genetics. The student is expected to:	A. describe components of deoxyribonucleic acid (DNA), and illustrate how information for specifying the traits of an organism is carried in the DNA	01. describe components of deoxyribonucleic acid (DNA)	Student/TWE	163, 205, 283, 288, 295, 299, 306, 307, 341, 342, 343, 354-355, 361, 404 / 163, 284, 285, 289
06. Science concepts. The student knows the structures and functions of nucleic acids in the mechanisms of genetics. The student is expected to:	A. describe components of deoxyribonucleic acid (DNA), and illustrate how information for specifying the traits of an organism is carried in the DNA	02. illustrate how information for specifying the traits of an organism is carried in the DNA	Student/ TWE	287, 295, 298, 299, 306, 307, 327, 336, 349, 357, 406, 407, 772/ 280, 405
06. Science concepts. The student knows the structures and functions of nucleic acids in the mechanisms of genetics. The student is expected to:	B. explain replication, transcription, and translation using models of DNA and ribonucleic acid (RNA)	01. explain replication using models of DNA	Student/TWE	285, 287, 295, 307, 365/ 285, 286, 287, 292, 294, 298, 300
06. Science concepts. The student knows the structures and functions of nucleic acids in the mechanisms of genetics. The student is expected to:	B. explain replication, transcription, and translation using models of DNA and ribonucleic acid (RNA)	02. explain transcription using models of DNA and ribonucleic acid (RNA)	Student/TWE	290-291, 295, 302-303/ 289, 292, 294, 295, 298, 300
06. Science concepts. The student knows the structures and functions of nucleic acids in the mechanisms of genetics. The student is expected to:	B. explain replication, transcription, and translation using models of DNA and ribonucleic acid (RNA)	03. explain translation using models of ribonucleic acid (RNA)	Student/ TWE	293-295, 362/ 289, 292, 294, 295, 298, 300
06. Science concepts. The student knows the structures and functions of nucleic acids in the mechanisms of genetics. The student is expected to:	C. identify and illustrate how changes in DNA cause mutations and evaluate the significance of these changes	01. identify how changes in DNA cause mutations and evaluate the significance of these changes	Student/TWE	211, 212, 296, 298, 301, 306-307, 344, 407/ 271, 280, 294, 296, 297, 298, 299, 300, 301, 311, 312, 313, 314, 319, 324, 344, 353

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06. Science concepts. The student knows the structures and functions of nucleic acids in the mechanisms of genetics. The student is expected to:	C. identify and illustrate how changes in DNA cause mutations and evaluate the significance of these changes	02. illustrate how changes in DNA cause mutations and evaluate the significance of these changes	Student/TWE	298, 301, 306-307, 329, 334, 335, 365/ 271, 280, 296, 297, 298, 299, 300, 301, 311, 312, 313, 314, 319, 324, 344, 353
06. Science concepts. The student knows the structures and functions of nucleic acids in the mechanisms of genetics. The student is expected to:	D. compare genetic variations observed in plants and animals	01. compare genetic variations observed in plants and animals	Student/TWE	112, 117, 256, 260, 262, 266, 270, 273, 274-275, 276, 278, 279, 301, 306-307, 365, 407, 447 (animals only), 595 (plants only) / 252, 257, 258, 259, 260, 261, 269, 271, 280, 308, 313, 315, 316, 317, 319, 320, 321, 324, 342, 352, 424, 447
06. Science concepts. The student knows the structures and functions of nucleic acids in the mechanisms of genetics. The student is expected to:	E. compare the processes of mitosis and meiosis and their significance to sexual and asexual reproduction	01. compare the processes of mitosis and meiosis and their significance to sexual and asexual reproduction	Student/ TWE *Note: this expanded part of TEKS 6E contradicts reply to question #83 of the official document, Q & A about Proclamation 2001. "The student expectation should be broken out as follows: Compare the processes mitosis and meiosis. Compare the significance of mitosis to asexual reproduction to the significance of meiosis to sexual reproduction."	249, 263, 265, 266, 267, 273, 279, 284-285, 358-359, 361, 364, 365, 512-513, 516, 518, 519, 527, 532-533, 536, 539, 633-640, 650, 1001/ 247-249, 265, 266, 267, 270, 518, 519, 520
06. Science concepts. The student knows the structures and functions of nucleic acids in the mechanisms of genetics. The student is expected to:	F. identify and analyze karyotypes	01. identify karyotypes	Student/ TWE	258, 260, 262, 279, 328-329, 335 / 271
06. Science concepts. The student knows the structures and functions of nucleic acids in the mechanisms of genetics. The student is expected to:	F. identify and analyze karyotypes	02. analyze karyotypes.	Student	260, 262, 278, 279, 328-329, 335
07. Science concepts. The student knows the theory of biological evolution. The student is expected to:	A. identify evidence of change in species using fossils, DNA sequences, anatomical similarities, physiological similarities, and embryology	01. identify evidence of change in species using fossils	Student/ TWE	370, 371, 372, 374, 375, 376, 377, 378, 379, 389, 390, 391, 393, 394, 399, 400, 403, 411, 417, 423, 424, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 439, 440, 468, 560, 566, 575, 582, 583, 586-587, 597, 681, 705, 733, 736, 737, 755, 769, 779, 789, 802, 851/ 370, 400, 401, 411, 429, 430, 467, 468
07. Science concepts. The student knows the theory of biological evolution. The student is expected to:	A. identify evidence of change in species using fossils, DNA sequences, anatomical similarities, physiological similarities, and embryology	02. identify evidence of change in species using DNA sequences	Student/ TWE	292, 353, 385, 388, 397, 402, 417, 418, 423, 451, 462-463, 468/ 401, 402, 413, 416, 467

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07. Science concepts. The student knows the theory of biological evolution. The student is expected to:	A. identify evidence of change in species using fossils, DNA sequences, anatomical similarities, physiological similarities, and embryology	03. identify evidence of change in species using anatomical similarities	Student/ TWE	396-397, 400, 401, 402, 417, 418, 423, 431, 437, 441, 444, 447, 448, 450, 463, 468, 469, 470, 471, 520-521, 559, 566, 685, 727, 728, 738, 755, 775, 786, 848-851/ 396, 397, 400, 401, 402, 410-411, 425, 426, 467, 468, 520, 521, 684
07. Science concepts. The student knows the theory of biological evolution. The student is expected to:	A. identify evidence of change in species using fossils, DNA sequences, anatomical similarities, physiological similarities, and embryology	04. identify evidence of change in species using physiological similarities	Student/ TWE	402, 403, 413, 450, 452, 463, 559, 848-851/ 402-403, 408, 425, 426, 452-453, 467, 468
07. Science concepts. The student knows the theory of biological evolution. The student is expected to:	A. identify evidence of change in species using fossils, DNA sequences, anatomical similarities, physiological similarities, and embryology	05. identify evidence of change in species using embryology	Student/ TWE	402, 769, 779/ 402, 410, 467
07. Science concepts. The student knows the theory of biological evolution. The student is expected to:	B. illustrate the results of natural selection in speciation, diversity, phylogeny, adaptation, behavior, and extinction	01. illustrate the results of natural selection in speciation	Student/ TWE	404, 409, 410, 412, 417, 418, 432, 433, 439, 468, 469, 848-851/ 397, 409, 410, 415, 468
07. Science concepts. The student knows the theory of biological evolution. The student is expected to:	B. illustrate the results of natural selection in speciation, diversity, phylogeny, adaptation, behavior, and extinction	02. illustrate the results of natural selection in diversity	Student/TWE	111, 112, 115-116, 128, 407, 408, 412, 414, 417, 418, 425, 426, 427, 467, 468, 469, 471, 848-851/ 116, 397, 408, 409, 410, 416, 468
07. Science concepts. The student knows the theory of biological evolution. The student is expected to:	B. illustrate the results of natural selection in speciation, diversity, phylogeny, adaptation, behavior, and extinction	03. illustrate the results of natural selection in phylogeny	Student/ TWE	412, 417, 419, 423, 428, 452, 471, 851 *note: all fan diagrams / 403, 453, 565
07. Science concepts. The student knows the theory of biological evolution. The student is expected to:	B. illustrate the results of natural selection in speciation, diversity, phylogeny, adaptation, behavior, and extinction	04. illustrate the results of natural selection in adaptation	Student/ TWE	321, 392, 395, 396, 397, 398, 399, 403, 413, 417, 422, 426, 428, 429, 721, 738, 741, 743, 751, 754, 755, 759, 760, 785, 786, 789, 841-845, 847, 848-851, 856, 857, 860, 862/ 374-377, 396, 397, 398, 399, 403, 405
07. Science concepts. The student knows the theory of biological evolution. The student is expected to:	B. illustrate the results of natural selection in speciation, diversity, phylogeny, adaptation, behavior, and extinction	05. illustrate the results of natural selection in behavior	Student/TWE	428, 432, 435, 856, 859, 878, 888, 889/ 404, 405, 406
07. Science concepts. The student knows the theory of biological evolution. The student is expected to:	B. illustrate the results of natural selection in speciation, diversity, phylogeny, adaptation, behavior, and extinction	06. illustrate the results of natural selection in extinction	Student /TWE	115-116, 419, 849-851, 860/ 115, 116, 375, 376

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08. Science concepts. The student knows applications of taxonomy and can identify its limitations. The student is expected to:	A. collect and classify organisms at several taxonomic levels such as species, phylum, and kingdom using dichotomous keys	01. collect organisms at several taxonomic levels using dichotomous keys	Student/TWE *Note: this expanded part of TEKS 8A contradicts reply to question # 87 of the official document, Q & A about Proclamation 2001."...Collect organisms at several taxonomic levels such as species, phylum and kingdom (though not using dichotomous keys)...Yes"	446, 458, 620/ 52, 73, 397, 844
08. Science concepts. The student knows applications of taxonomy and can identify its limitations. The student is expected to:	A. collect and classify organisms at several taxonomic levels such as species, phylum, and kingdom using dichotomous keys	02. classify organisms at several taxonomic levels using dichotomous keys	Student /TWE	446, 460-461, 570-571, 599, 726, 769, 810-811/ 446, 460-461, 569, 580, 617, 844
08. Science concepts. The student knows applications of taxonomy and can identify its limitations. The student is expected to:	B. analyze relationships among organisms and develop a model of a hierarchical classification system based on similarities and differences using taxonomic nomenclature	01. analyze relationships among organisms	Student/TWE	32, 35, 38, 42-45, 47, 58-59, 67, 97, 99, 132, 421, 422, 423, 424, 425, 427, 428, 431, 432, 433, 434, 435, 439, 440, 441, 443-465, 468, 469, 470, 471, 484-486, 490-491, 503-527, 530-531, 535-543, 547, 564-569, 640, 721, 723, 725-730, 732, 733, 737, 738, 741, 743, 746-748, 750, 751, 755, 759, 760, 763, 765, 767, 770-780, 782-789, 841, 849-851, 856, 857, 878-879, 889 *note: all fan diagrams / 35, 41, 43, 48-49, 50-53, 74, 82, 93, 97, 98, 424, 447, 451, 452-453, 457, 460-461, 504, 513, 523-527, 886
08. Science concepts. The student knows applications of taxonomy and can identify its limitations. The student is expected to:	B. analyze relationships among organisms and develop a model of a hierarchical classification system based on similarities and differences using taxonomic nomenclature	02. develop a model of a hierarchical classification system based on similarities and differences using taxonomic nomenclature	Student/TWE	449, 453, 517, 570-571, 727, 757, 769, 810-811/ 444-446, 451, 509, 516, 520
08. Science concepts. The student knows applications of taxonomy and can identify its limitations. The student is expected to:	C. identify characteristics of kingdoms including monerans, protists, fungi, plants, and animals	01. identify characteristics of kingdoms	Student/TWE	455, 456-459, 463, 464, 469, 470, 484-491, 494-495, 499, 502-521, 525, 529-543, 547, 550-553, 555, 559, 563, 574, 577, 581, 633, 673, 679, 680, 690, 694/ 114, 455, 457, 458, 503, 504, 520, 528, 532-533, 535, 541
09. Science concepts. The student knows metabolic processes and energy transfers that occur in living organisms. The student is expected to:	A. compare the structures and functions of different types of biomolecules such as carbohydrates, lipids, proteins, and nucleic acids	01. compare the structures and functions of different types of biomolecules	Student/ TWE	157, 159-161, 163, 166, 193, 203-206, 222, 224, 226, 234, 249, 281, 283, 285, 287, 288-295, 298-301, 306, 307, 312, 514-515, 516, 531, 548, 694, 924, 925, 928, 939/ 158-163, 166, 245

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09. Science concepts. The student knows metabolic processes and energy transfers that occur in living organisms. The student is expected to:	B. compare the energy flow in photosynthesis to the energy flow in cellular respiration	01. compare the energy flow in photosynthesis to the energy flow in cellular respiration	Student/TWE	237, 241-243, 249, 510/ 184, 249, 511
09. Science concepts. The student knows metabolic processes and energy transfers that occur in living organisms. The student is expected to:	C. investigate and identify the effects of enzymes on food molecules	01. investigate the effects of enzymes on food molecules	Student/TWE	164-165, 508, 936-937/ 160-161, 164-165, 508
09. Science concepts. The student knows metabolic processes and energy transfers that occur in living organisms. The student is expected to:	C. investigate and identify the effects of enzymes on food molecules	02. identify the effects of enzymes on food molecules	Student/ TWE	157, 163, 165, 505, 507, 508, 531, 535, 766, 918, 921, 923, 936-937/ 161, 916, 920-921
09. Science concepts. The student knows metabolic processes and energy transfers that occur in living organisms. The student is expected to:	D. analyze the flow of matter and energy through different trophic levels and between organisms and the physical environment	01. analyze the flow of matter and energy through different trophic levels	Student/TWE	5, 39, 46, 47, 48-49, 50-53, 57, 61, 73, 97, 119-120, 224, 506/ 35, 48-49, 50-53
09. Science concepts. The student knows metabolic processes and energy transfers that occur in living organisms. The student is expected to:	D. analyze the flow of matter and energy through different trophic levels and between organisms and the physical environment	02. analyze the flow of matter and energy between organisms and the physical environment	Student/TWE	5, 8, 11, 36, 37, 41, 48-49, 50-57, 61, 72, 76-83, 95, 97, 98, 99, 109, 119, 120, 129, 224, 226-227, 732, 733, 739/ 35, 41, 43, 52-53, 54, 72, 88, 89, 95, 116, 117, 118
09. Science concepts. The student knows metabolic processes and energy transfers that occur in living organisms. The student is expected to:	D. analyze the flow of matter and energy through different trophic levels and between organisms and the physical environment	03. analyze the flow of matter and energy through the physical environment	Student/TWE	37, 41, 47-57, 60, 63, 72, 74, 76-83, 89, 103, 106, 118, 119, 123, 130/ 35, 37, 41, 52-53, 75, 88, 89, 116, 119, 143, 230-231, 369
10. Science concepts. The student knows that, at all levels of nature, living systems are found within other living systems, each with its own boundary and limits. The student is expected to:	A. interpret the functions of systems in organisms including circulatory, digestive, nervous, endocrine, reproductive, integumentary, skeletal, respiratory, muscular, excretory, and immune	01. interpret the functions of systems in organisms including (the) circulatory (system)	Student/ TWE	152, 608-609, 723, 724, 729, 731, 738, 745, 746, 774, 789, 794, 809, 846, 856, 882, 884, 886, 971, 975-984, 991-993, 1054 / 1036
10. Science concepts. The student knows that, at all levels of nature, living systems are found within other living systems, each with its own boundary and limits. The student is expected to:	A. interpret the functions of systems in organisms including circulatory, digestive, nervous, endocrine, reproductive, integumentary, skeletal, respiratory, muscular, excretory, and immune	02. interpret the functions of systems in organisms including (the) digestive (system)	Student	675, 682, 683, 699, 707-709, 722, 723, 726, 728, 730, 731, 738, 745, 748, 749, 766, 772, 774, 775, 778, 843-844, 887, 916-923, 939, 940, 1051, 1056
10. Science concepts. The student knows that, at all levels of nature, living systems are found within other living systems, each with its own boundary and limits. The student is expected to:	A. interpret the functions of systems in organisms including circulatory, digestive, nervous, endocrine, reproductive, integumentary, skeletal, respiratory, muscular, excretory, and immune	03. interpret the functions of systems in organisms including (the) nervous (system)	Student/ TWE	699, 707, 723, 724, 729, 731, 739, 744-746, 748, 749, 752, 755, 760, 765, 766, 780, 795, 804, 880, 942-955, 967-969, 1052/ 19
10. Science concepts. The student knows that, at all levels of nature, living systems are found within other living systems, each with its own boundary and limits. The student is expected to:	A. interpret the functions of systems in organisms including circulatory, digestive, nervous, endocrine, reproductive, integumentary, skeletal, respiratory, muscular, excretory, and immune	04. interpret the functions of systems in organisms including (the) endocrine (system)	Student	745, 760, 929-935, 939-941, 1052

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10. Science concepts. The student knows that, at all levels of nature, living systems are found within other living systems, each with its own boundary and limits. The student is expected to:	A. interpret the functions of systems in organisms including circulatory, digestive, nervous, endocrine, reproductive, integumentary, skeletal, respiratory, muscular, excretory, and immune	05. interpret the functions of systems in organisms including (the) reproductive (system)	Student	633, 635, 639, 647, 651, 699, 707-708, 722, 730, 733, 738, 748, 749, 768, 794, 828, 848-850, 880, 883, 886, 889, 994-1015, 1019-1021, 1055, 1057
10. Science concepts. The student knows that, at all levels of nature, living systems are found within other living systems, each with its own boundary and limits. The student is expected to:	A. interpret the functions of systems in organisms including circulatory, digestive, nervous, endocrine, reproductive, integumentary, skeletal, respiratory, muscular, excretory, and immune	06. interpret the functions of systems in organisms including (the) integumentary (system)	Student	699, 763, 764, 774, 777, 797, 826, 841-842, 846, 856, 882, 889, 892-898, 913-915, 1049
10. Science concepts. The student knows that, at all levels of nature, living systems are found within other living systems, each with its own boundary and limits. The student is expected to:	A. interpret the functions of systems in organisms including circulatory, digestive, nervous, endocrine, reproductive, integumentary, skeletal, respiratory, muscular, excretory, and immune	07. interpret the functions of systems in organisms including (the) skeletal (system)	Student/ TWE	684, 742, 746, 751, 755, 766, 772, 782, 785, 794, 829, 845, 880, 884, 899-904, 913-915, 1049, 1056-1057/ 892
10. Science concepts. The student knows that, at all levels of nature, living systems are found within other living systems, each with its own boundary and limits. The student is expected to:	A. interpret the functions of systems in organisms including circulatory, digestive, nervous, endocrine, reproductive, integumentary, skeletal, respiratory, muscular, excretory, and immune	08. interpret the functions of systems in organisms including (the) respiratory (system)	Student	725, 730, 744, 746, 749, 750, 752, 759, 760, 764, 765, 772, 774, 781, 787, 794, 843, 846, 856, 880, 881, 882, 884, 885, 970-974, 992-993, 1053, 1057
10. Science concepts. The student knows that, at all levels of nature, living systems are found within other living systems, each with its own boundary and limits. The student is expected to:	A. interpret the functions of systems in organisms including circulatory, digestive, nervous, endocrine, reproductive, integumentary, skeletal, respiratory, muscular, excretory, and immune	09. interpret the functions of systems in organisms including (the) muscular (system)	Student/ TWE	726, 731, 733, 766, 771, 772, 778, 787, 904-909, 913-915, 1050, 1057/ 892
10. Science concepts. The student knows that, at all levels of nature, living systems are found within other living systems, each with its own boundary and limits. The student is expected to:	A. interpret the functions of systems in organisms including circulatory, digestive, nervous, endocrine, reproductive, integumentary, skeletal, respiratory, muscular, excretory, and immune	10. interpret the functions of systems in organisms including (the) excretory (system)	Student	707, 725, 730, 731, 745, 750, 752, 764-766, 841-843, 923, 985-987, 991-993, 1054, 1057
10. Science concepts. The student knows that, at all levels of nature, living systems are found within other living systems, each with its own boundary and limits. The student is expected to:	A. interpret the functions of systems in organisms including circulatory, digestive, nervous, endocrine, reproductive, integumentary, skeletal, respiratory, muscular, excretory, and immune	11. interpret the functions of systems in organisms including (the) immune (system)	Student/ TWE	1031-1041, 1045-1047, 1055, 1057/ 1036
10. Science concepts. The student knows that, at all levels of nature, living systems are found within other living systems, each with its own boundary and limits. The student is expected to:	B. compare the interrelationships of organ systems to each other and to the body as a whole	01. compare the interrelationships of organ systems to each other	Student/ TWE	642, 657, 684, 699, 709, 710, 723, 730, 742, 744, 749, 752, 763, 765, 766, 771, 772, 774, 778, 846, 847, 893, 896, 898, 902, 903, 906, 908, 909, 914, 915, 923, 929-935, 939-941, 950, 968, 969, 972-975, 984, 986, 987, 991, 992, 993, 995, 997-999, 1002, 1003, 1007, 1008, 1012, 1013, 1015, 1019-1021, 1031-1033, 1046, 1047, 1057/ 892, 1055

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10. Science concepts. The student knows that, at all levels of nature, living systems are found within other living systems, each with its own boundary and limits. The student is expected to:	B. compare the interrelationships of organ systems to each other and to the body as a whole	02. compare the interrelationships of organ systems to the body as a whole	Student/ TWE	609, 642, 653, 683, 684, 699, 709, 710, 801, 846, 847, 896, 898, 903, 906, 909, 914, 915, 922, 923, 929-935, 939-941, 950, 968, 969, 972-975, 984, 986, 987, 992, 993, 998, 1003, 1012, 1013, 1015, 1019-1021, 1031-1033, 1046-1047/ 1055
10. Science concepts. The student knows that, at all levels of nature, living systems are found within other living systems, each with its own boundary and limits. The student is expected to:	C. analyze and identify characteristics of plant systems and subsystems	01. analyze characteristics of plant systems	Student	569, 602-621
10. Science concepts. The student knows that, at all levels of nature, living systems are found within other living systems, each with its own boundary and limits. The student is expected to:	C. analyze and identify characteristics of plant systems and subsystems	02. analyze characteristics of plant subsystems	Student	562, 604-621
10. Science concepts. The student knows that, at all levels of nature, living systems are found within other living systems, each with its own boundary and limits. The student is expected to:	C. analyze and identify characteristics of plant systems and subsystems	03. identify characteristics of plant systems	Student	566, 569, 604-621
10. Science concepts. The student knows that, at all levels of nature, living systems are found within other living systems, each with its own boundary and limits. The student is expected to:	C. analyze and identify characteristics of plant systems and subsystems	04. identify characteristics of plant subsystems	Student/ TWE	568, 604-621/ 642
11. Science concepts. The student knows that organisms maintain homeostasis. The student is expected to:	A. identify and describe the relationships between internal feedback mechanisms in the maintenance of homeostasis	01. identify the relationships between internal feedback mechanisms in the maintenance of homeostasis	Student/ TWE	9, 175, 178, 841-842, 856, 896, 929-935, 939, 941, 974, 998, 1003, 1004, 1019-1021, 1056/ 176, 178, 1000
11. Science concepts. The student knows that organisms maintain homeostasis. The student is expected to:	A. identify and describe the relationships between internal feedback mechanisms in the maintenance of homeostasis	02. describe the relationships between internal feedback mechanisms in the maintenance of homeostasis	Student/ TWE	175, 178, 847, 856, 896, 929-935, 939, 941, 974, 998, 1003, 1004, 1019-1021, 1056/ 176, 178, 1000
11. Science concepts. The student knows that organisms maintain homeostasis. The student is expected to:	B. investigate and identify how organisms, including humans, respond to external stimuli	01. investigate how organisms, including humans, respond to external stimuli	Student/ TWE	36, 37, 92, 98-99, 238-239, 506, 514, 518-519, 544-545, 625, 644-645, 675, 694, 734, 735, 738, 860, 867, 870, 872, 874-875, 878, 948, 964-965/ 36, 238-239, 321, 506, 507, 518-519, 523, 544-545, 861, 863

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11. Science concepts. The student knows that organisms maintain homeostasis. The student is expected to:	B. investigate and identify how organisms, including humans, respond to external stimuli	02. identify how organisms, including humans, respond to external stimuli	Student/ TWE	8-9, 10, 11, 36, 37, 71, 91, 95, 97, 99, 218, 321, 491, 499, 506, 508, 511, 513, 514, 522-523, 527, 536, 542-543, 544-545, 622-625, 643-645, 744, 745, 765, 768, 773, 774, 860, 862, 865, 867, 873, 874-875, 878-879, 896, 944, 948-955, 964-965, 967, 968/ 34, 43, 506, 507, 509, 511, 542 (fungi), 861, 863
11. Science concepts. The student knows that organisms maintain homeostasis. The student is expected to:	C. analyze the importance of nutrition, environmental conditions, and physical exercise on health	01. analyze the importance of nutrition on health	Student/TWE	166, 213, 896, 904, 914, 925, 926-928, 938, 941, 992, 1009, 1011/ 158, 159, 925, 979
11. Science concepts. The student knows that organisms maintain homeostasis. The student is expected to:	C. analyze the importance of nutrition, environmental conditions, and physical exercise on health	02. analyze the importance of environmental conditions on health	Student/ TWE	106, 114, 119, 120, 129, 130, 212, 216, 218, 301, 514, 748, 807, 992, 1009/ 116, 119, 213
11. Science concepts. The student knows that organisms maintain homeostasis. The student is expected to:	C. analyze the importance of nutrition, environmental conditions, and physical exercise on health	03. analyze the importance of physical exercise on health	Student/ TWE	909, 914, 938, 941, 992/ 1000
11. Science concepts. The student knows that organisms maintain homeostasis. The student is expected to:	D. summarize the role of microorganisms in maintaining and disrupting equilibrium including diseases in plants and animals and decay in an ecosystem	01. summarize the role of microorganisms in maintaining equilibrium including decay in an ecosystem	Student/TWE	47, 49, 55, 62, 72, 74, 76, 83, 113, 486-487, 493-494, 502-504, 512-513, 518, 520, 525, 531, 536, 547, 549/ 51, 56, 74, 493, 506, 513, 517-520
11. Science concepts. The student knows that organisms maintain homeostasis. The student is expected to:	D. summarize the role of microorganisms in maintaining and disrupting equilibrium including diseases in plants and animals and decay in an ecosystem	02. summarize the role of microorganisms in disrupting equilibrium including diseases in plants	Student	500, 517, 520-521, 546, 549, 713
11. Science concepts. The student knows that organisms maintain homeostasis. The student is expected to:	D. summarize the role of microorganisms in maintaining and disrupting equilibrium including diseases in plants and animals and decay in an ecosystem	03. summarize the role of microorganisms in disrupting equilibrium including diseases in animals	Student/TWE	491, 494-495, 498, 503-504, 508-509, 513, 514, 520-521, 549, 1023, 1024, 1028, 1029, 1041, 1046/ 486, 506, 507
12. Science concepts. The student knows that interdependence and interactions occur within an ecosystem. The student is expected to:	A. analyze the flow of energy through various cycles including the carbon, oxygen, nitrogen, and water cycles	01. analyze the flow of energy through various cycles including the carbon cycle	Student/TWE	54-55, 61, 62/ 52, 55, 74
12. Science concepts. The student knows that interdependence and interactions occur within an ecosystem. The student is expected to:	A. analyze the flow of energy through various cycles including the carbon, oxygen, nitrogen, and water cycles	02. analyze the flow of energy through various cycles including the nitrogen cycle	Student/TWE	56, 57, 61/ 56, 551
12. Science concepts. The student knows that interdependence and interactions occur within an ecosystem. The student is expected to:	A. analyze the flow of energy through various cycles including the carbon, oxygen, nitrogen, and water cycles	03. analyze the flow of energy through various cycles including the water cycle	Student/ TWE	53-55, 60, 74/ 53-54, 57, 76-77, 133

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12. Science concepts. The student knows that interdependence and interactions occur within an ecosystem. The student is expected to:	A. analyze the flow of energy through various cycles including the carbon, oxygen, nitrogen, and water cycles	04. analyze the flow of energy through various cycles including the (role of) oxygen (in various cycles)	Student/ TWE	5, 54-55, 72, 74, 114, 118, 119, 510/ 54, 72
12. Science concepts. The student knows that interdependence and interactions occur within an ecosystem. The student is expected to:	B. interpret interactions among organisms exhibiting predation, parasitism, commensalism, and mutualism	01. interpret interactions among organisms exhibiting predation	Student/ TWE	5, 45, 47, 48-51, 58-59, 71, 72, 77, 78-79, 83, 93, 94, 97-99, 108, 109, 113, 118, 120, 124, 513, 673, 674, 701, 716, 722, 725, 727, 740, 748, 749, 761, 762, 767-769, 780, 781, 784, 845/ 44, 58-89, 97, 98, 134
12. Science concepts. The student knows that interdependence and interactions occur within an ecosystem. The student is expected to:	B. interpret interactions among organisms exhibiting predation, parasitism, commensalism, and mutualism	02. interpret interactions among organisms exhibiting parasitism	Student/ TWE	44, 45, 506, 508-509, 520, 521, 526, 532, 534, 538, 546, 673, 707, 710-713, 724, 725, 728, 732, 737, 738, 783, 784, 788/ 44, 88, 506, 509, 713
12. Science concepts. The student knows that interdependence and interactions occur within an ecosystem. The student is expected to:	B. interpret interactions among organisms exhibiting predation, parasitism, commensalism, and mutualism	03. interpret interactions among organisms exhibiting commensalism	Student/ TWE	44, 45, 62, 113, 114, 467, 673/ 44, 88, 506
12. Science concepts. The student knows that interdependence and interactions occur within an ecosystem. The student is expected to:	B. interpret interactions among organisms exhibiting predation, parasitism, commensalism, and mutualism	04. interpret interactions among organisms exhibiting mutualism	Student/ TWE	44, 65, 67, 113, 493, 532, 540-541, 542-543, 547, 552, 673, 704, 940/ 44, 56, 88, 132, 133, 135, 506, 541-542
12. Science concepts. The student knows that interdependence and interactions occur within an ecosystem. The student is expected to:	C. compare variations, tolerances, and adaptations of plants and animals in different biomes	01. compare variations of plants in different biomes	Student/ TWE	64, 65, 71, 76-83, 88, 89, 564-569/ 60, 77, 79, 80, 88, 110
12. Science concepts. The student knows that interdependence and interactions occur within an ecosystem. The student is expected to:	C. compare variations, tolerances, and adaptations of plants and animals in different biomes	02. compare tolerances of plants in different biomes	Student/ TWE	36, 37, 41, 66, 69, 71, 74-75, 76, 83/ 66, 71, 119
12. Science concepts. The student knows that interdependence and interactions occur within an ecosystem. The student is expected to:	C. compare variations, tolerances, and adaptations of plants and animals in different biomes	03. compare adaptations of plants in different biomes	Student/ TWE	5, 9-10, 37, 39, 41, 41-43, 71, 74, 76, 83, 87, 564/ 48, 66, 78, 80, 110
12. Science concepts. The student knows that interdependence and interactions occur within an ecosystem. The student is expected to:	C. compare variations, tolerances, and adaptations of plants and animals in different biomes	04. compare variations of animals in different biomes	Student/ TWE	71, 73, 76-83, 88, 321, 422, 423, 424, 425, 426, 439, 841, 851, 852-853/ 45, 60, 77, 78, 80, 110
12. Science concepts. The student knows that interdependence and interactions occur within an ecosystem. The student is expected to:	C. compare variations, tolerances, and adaptations of plants and animals in different biomes	05. compare tolerances of animals in different biomes	Student/TWE	41, 66, 71, 73, 76-83, 88, 425, 846, 847, 852-853, 856/ 45, 47, 66, 71

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12. Science concepts. The student knows that interdependence and interactions occur within an ecosystem. The student is expected to:	C. compare variations, tolerances, and adaptations of plants and animals in different biomes	06. compare adaptations of animals in different biomes	Student/TWE	5, 9-10, 41, 42-43, 64, 71, 72, 77, 76-83, 87, 321, 421, 423, 426, 428, 438, 721, 722, 725, 727, 728, 732, 741, 742, 744, 746, 748, 750, 752, 755, 760, 763-765, 767, 768, 772, 773, 775, 777, 778, 780, 783-787, 789, 841, 846, 847, 851, 852-853, 856/ 42, 48, 76, 78, 110, 695
12. Science concepts. The student knows that interdependence and interactions occur within an ecosystem. The student is expected to:	D. identify and illustrate that long-term survival of species is dependent on a resource base that may be limited	01. identify that long-term survival of species is dependent on a resource base that may be limited	Student/ TWE	37, 41, 44, 60, 65-69, 71, 72, 73, 74, 76, 82-83, 89, 90, 92-93, 94, 95, 97, 103, 106, 111, 114, 116-117, 118-119, 120, 124, 577, 583/ 41, 45, 47, 52, 116
12. Science concepts. The student knows that interdependence and interactions occur within an ecosystem. The student is expected to:	D. identify and illustrate that long-term survival of species is dependent on a resource base that may be limited	02. illustrate that long-term survival of species is dependent on a resource base that may be limited	Student/ TWE	41, 43, 44, 68, 72, 73, 99, 103, 116, 120, 125, 130/ 43, 45, 116-117
12. Science concepts. The student knows that interdependence and interactions occur within an ecosystem. The student is expected to:	E. investigate and explain the interactions in an ecosystem including food chains, food webs, and food pyramids	01. investigate the interactions in an ecosystem including food chains	Student/ TWE	48-49, 50-51, 58-59, 62, 73, 84-85, 92, 98, 120, 124, 504-505, 758, 761/ 44, 48-49, 51, 73
12. Science concepts. The student knows that interdependence and interactions occur within an ecosystem. The student is expected to:	E. investigate and explain the interactions in an ecosystem including food chains, food webs, and food pyramids	02. investigate the interactions in an ecosystem including food webs	Student/ TWE	50-51, 73, 836/ 48, 50, 51
12. Science concepts. The student knows that interdependence and interactions occur within an ecosystem. The student is expected to:	E. investigate and explain the interactions in an ecosystem including food chains, food webs, and food pyramids	03. investigate the interactions in an ecosystem including food pyramids	Student	52-53, 57
12. Science concepts. The student knows that interdependence and interactions occur within an ecosystem. The student is expected to:	E. investigate and explain the interactions in an ecosystem including food chains, food webs, and food pyramids	04. explain the interactions in an ecosystem including food chains	Student/ TWE	34, 37, 38, 42-43, 44-45, 46-50, 59, 71, 72, 73, 76-77, 83, 97, 98, 108-109, 113, 116, 119-120, 512-513, 514, 535, 724, 781/ 88, 132, 505
12. Science concepts. The student knows that interdependence and interactions occur within an ecosystem. The student is expected to:	E. investigate and explain the interactions in an ecosystem including food chains, food webs, and food pyramids	05. explain the interactions in an ecosystem including food webs	Student/ TWE	50-51, 61, 71, 72, 83, 113, 889/ 88
12. Science concepts. The student knows that interdependence and interactions occur within an ecosystem. The student is expected to:	E. investigate and explain the interactions in an ecosystem including food chains, food webs, and food pyramids	06. explain the interactions in an ecosystem including food pyramids	Student/ TWE	46-47, 52-53, 57/ 88
13. Science concepts. The student knows the significance of plants in the environment. The student is expected to:	A. evaluate the significance of structural and physiological adaptations of plants to their environments	01. evaluate the significance of structural adaptations of plants to their environments	Student/ TWE	4, 46, 67, 69, 74, 76-77, 561, 563, 564, 579, 580, 591, 593, 603, 621, 625/ 42, 563, 576, 643

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13. Science concepts. The student knows the significance of plants in the environment. The student is expected to:	A. evaluate the significance of structural and physiological adaptations of plants to their environments	02. evaluate the significance of physiological adaptations of plants to their environments	Student	46, 57, 72, 74-82, 114, 564, 602, 625
13. Science concepts. The student knows the significance of plants in the environment. The student is expected to:	B. survey and identify methods of reproduction, growth, and development of various types of plants	01. survey methods of reproduction of various types of plants	Student/ TWE	254, 256, 274-275, 564-569, 632-663/ 255, 257, 258, 640, 650
13. Science concepts. The student knows the significance of plants in the environment. The student is expected to:	B. survey and identify methods of reproduction, growth, and development of various types of plants	02. survey methods of growth of various types of plants	Student/ TWE	256, 274-275, 564-569, 614-617, 635-640 / 257, 258
13. Science concepts. The student knows the significance of plants in the environment. The student is expected to:	B. survey and identify methods of reproduction, growth, and development of various types of plants	03. survey methods of development of various types of plants	Student/ TWE	256, 274-275, 614-617, 635-640 / 257, 258, 647
13. Science concepts. The student knows the significance of plants in the environment. The student is expected to:	B. survey and identify methods of reproduction, growth, and development of various types of plants	04. identify methods of reproduction of various types of plants	Student/ TWE	254, 274-275, 564-569, 602, 632-663/ 257, 258, 645, 648, 659
13. Science concepts. The student knows the significance of plants in the environment. The student is expected to:	B. survey and identify methods of reproduction, growth, and development of various types of plants	05. identify methods of growth of various types of plants	Student/ TWE	274-275, 564-569, 579, 580, 614-617, 635-640 / 257, 258, 586
13. Science concepts. The student knows the significance of plants in the environment. The student is expected to:	B. survey and identify methods of reproduction, growth, and development of various types of plants	06. identify methods of development of various types of plants	Student/ TWE	274-275, 580, 614-617, 635-640 / 257, 258, 636-639