

CURRICULUM GUIDE

Biology (9-10)

3rd Six Weeks

Unit of Study					
TEKS	Concepts/Student Expectations	TAKS	Instructional Resources	Vocabulary	Assessments/Benchmarks
1,2,3,4,6, 7,9,11,	<p>Students conduct field and laboratory investigations, Organize, analyze, evaluate, make inferences, and predict trends from data.</p> <p>Evaluate models according to their adequacy in representing biological objects or events.</p> <p>Investigate and identify cellular processes.</p> <p>Describe components of DNA.</p> <p>Identify evidence of change in species.</p> <p>Compare the structures and functions of different types of biomolecules.</p>		<p>Transparencies</p> <p>Video streaming</p> <p>Model of DNA double Helix</p>	<p>Nitrogenous base, double helix, DNA replication, messenger RNA, ribosomal RNA, transfer RNA, codon, translation, mutation, mutagen,</p>	<p>Section worksheets</p> <p>Chapter test</p>
1,2,3,6,9, 11,12	<p>Students know that interdependence occur within an ecosystem.</p>		<p>Foldable over pedigree</p> <p>Lab on dominant traits</p> <p>Lab on chance of inheritance</p>	<p>Pedigree, carrier, fetus, incomplete dominance, codominate allele, multiple allele, autosome, sex chromosome, sex-linked trait, polygenetic, karyotype</p>	