

Biology 4th Six Weeks

Unit of Study— the Human Body

TEKS #	Knowledge and Skill TEK	Student Expectation	Vocabulary	Tools	Instructional/Assessment Resources
2,5,10, 11,3	<p>Student uses scientific methods during field and laboratory investigations</p> <p>Students knows how an organism grows and how specialized cells, tissues, and organs develop</p> <p>Student uses critical thinking and scientific problem solving to make informal decisions</p> <p>Student knows that, at all levels of nature, living systems are found within other living systems, each on its own boundary and limits.</p> <p>Student know that organisms maintain homeostasis</p>	<p>Collect data and make measurements with precision</p> <p>Evaluate the impact of research on scientific thought, society, and the environment.</p> <p>Evaluate models according their adequacy in representing biological objects or events</p> <p>Identify cell differentiation in the development of organisms</p> <p>Interpret the functions of systems in organisms</p> <p>Compare the interrelationships of organ systems to each other and to the body as a whole</p> <p>Identify the relationship between internal feedback mechanisms in the maintenance of homeostasis</p> <p>Investigate how organisms respond to external stimuli</p> <p>Analyze the importance of nutrition environmental conditions, and exercise on health</p>	<p>Epidermis, keratin, melanin, dermis, axial skeleton, appendicular skeleton, joint, ligament, bursa, tendon, compact bone, osteocyte, spongy bone, osteoblast, red marrow, yellow marrow, smooth muscle, involuntary muscle, cardiac muscle, skeletal muscle, voluntary muscle, myosin, actin, sarcomere,</p> <p>Amylase, esophagus, peristalsis, epiglottis, stomach, pepsin, small intestine, liver, pancreas, bile, villus, Gallbladder, large intestine, rectum,</p>	<p>Transparencies</p> <p>Models</p> <p>Foldable on muscles</p>	<p>Label diagrams</p> <p>Quiz</p> <p>Section worksheets</p> <p>Chapter test</p>
2,3,4,9, 10,11,12	<p>Student knows that cells are the basic structures of all living things and have specialized parts that perform specific functions</p> <p>Student knows metabolic processes and energy</p>	<p>Identify and describe the role of bacteria in maintaining health such as in digestion</p> <p>Compare the structures and functions of different types of</p>	<p>mineral, vitamin, endocrine glands, hypothalamus, pituitary gland, target cell, receptor,</p>	<p>Models</p> <p>Transparencies</p> <p>Video streaming</p>	<p>Section worksheets</p> <p>Quiz</p> <p>Chapter test</p>

<p>11</p> <p>2,3,10,11</p>	<p>transfers that occur in living organisms</p> <p>Student knows that the interdependence and interactions occur within an ecosystem</p>	<p>biomolecules</p> <p>Identify the effects of enzymes on food molecules</p> <p>Summarize the role of microorganisms in maintaining and disrupting equilibrium.</p> <p>Compare the interrelationship of organ systems</p>	<p>negative feedback system, adrenal system, thyroid system, parathyroid gland</p> <p>Neuron, dendrite, axon, synapse, neurotransmitter, central nervous system, peripheral nervous system, cerebrum, cerebellum, medulla oblongata, somatic nervous system, reflex, autonomic nervous system, sympathetic nervous system, parasympathetic nervous system, taste bud, retinas, rod, cone, cochlea, semicircular canal,</p>	<p>Models</p> <p>Transparencies</p>	<p>Section worksheets</p> <p>Labeling diagrams</p> <p>Chaptertest</p>
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