Subject	Chapter 130. Career and Technical Education			
Course Title	§130.206. Anatomy and Physiology (One Science Credit).			
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(a) General Requirements. This course is recommended for students in Grades 10-12. Recommended prerequisites: three credits of science. To receive credit in science, students must meet the 40% laboratory and fieldwork requirement identified in §74.3(b)(2)(C) of this title (relating to Description of a Required Secondary Curriculum).				
(b) Introduction.				
(1) Anatomy and Physiology. In Anatomy and Physiology, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in Anatomy and Physiology study a variety of topics, including the structure and function of the human body and the interaction of body systems for maintaining homeostasis.				
(2) Nature of science. Science, as defined by the National Academy of Sciences, is the "use of evidence to construct testable explanations and predictions of natural phenomena, as well as the knowledge generated through this process." This vast body of changing and increasing knowledge is described by physical, mathematical, and conceptual models. Students should know that some questions are outside the realm of science because they deal with phenomena that are not scientifically testable.				
(3) Scientific inquiry. Scientific inquiry is the planned and deliberate investigation of the natural world. Scientific methods of investigation are experimental, descriptive, or comparative. The method chosen should be appropriate to the question being asked.				
(4) Science and social ethics. Scientific decision making is a way of answering questions about the natural world. Students should be able to distinguish between scientific decision-making methods (scientific methods) and ethical and social decisions that involve science (the application of scientific information).				
(5) Science, systems, and models. A system is a collection of cycles, structures, and processes that interact. All systems have basic properties that can be described in space, time, energy, and matter. Change and constancy occur in systems as patterns and can be observed, measured, and modeled. These patterns help to make predictions that can be scientifically tested. Students should analyze a system in terms of its components and how these components relate to each other, to the whole, and to the external environment.				

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(c) Knowledge and Skills.				
(1) The student conducts investigations, for at least 40% of instructional time, using safe, environmentally appropriate, and ethical practices. These investigations must involve actively obtaining and analyzing data with physical equipment, but may also involve experimentation in a simulated environment as well as field observations that extend beyond the classroom. The student is expected to:	(A) demonstrate safe practices during laboratory and field investigations	(1) demonstrate safe practices during laboratory investigations		
(1) The student conducts investigations, for at least 40% of instructional time, using safe, environmentally appropriate, and ethical practices. These investigations must involve actively obtaining and analyzing data with physical equipment, but may also involve experimentation in a simulated environment as well as field observations that extend beyond the classroom. The student is expected to:	(A) demonstrate safe practices during laboratory and field investigations	(2) demonstrate safe practices during field investigations		

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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(1) The student, for at least 40% of instructional time, conducts laboratory and field investigations using safe, environmentally appropriate, and ethical practices. These investigations must involve actively obtaining and analyzing data with physical equipment, but may also involve experimentation in a simulated environment as well as field observations that extend beyond the classroom. The student is expected to:	(B) demonstrate an understanding of the use and conservation of resources and the proper disposal or recycling of materials	(1) demonstrate an understanding of the use of resources		
(1) The student, for at least 40% of instructional time, conducts laboratory and field investigations using safe, environmentally appropriate, and ethical practices. These investigations must involve actively obtaining and analyzing data with physical equipment, but may also involve experimentation in a simulated environment as well as field observations that extend beyond the classroom. The student is expected to:	(B) demonstrate an understanding of the use and conservation of resources and the proper disposal or recycling of materials	(2) demonstrate an understanding of the conservation of resources		

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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(1) The student, for at least 40% of instructional time, conducts laboratory and field investigations using safe, environmentally appropriate, and ethical practices. These investigations must involve actively obtaining and analyzing data with physical equipment, but may also involve experimentation in a simulated environment as well as field observations that extend beyond the classroom. The student is expected to:	(B) demonstrate an understanding of the use and conservation of resources and the proper disposal or recycling of materials	(3) demonstrate an understanding of the proper disposal or recycling of materials		
(2) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(A) know the definition of science and understand that it has limitations, as specified in subsection (b)(2) of this section			

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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(2) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(B) know that scientific hypotheses are tentative and testable statements that must be capable of being supported or not supported by observational evidence. Hypotheses of durable explanatory power which have been tested over a wide variety of conditions are incorporated into theories	(1) know that scientific hypotheses are tentative statements that must be capable of being supported or not supported by observational evidence		
(2) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(B) know that scientific hypotheses are tentative and testable statements that must be capable of being supported or not supported by observational evidence. Hypotheses of durable explanatory power which have been tested over a wide variety of conditions are incorporated into theories	(2) know that scientific hypotheses are testable statements that must be capable of being supported or not supported by observational evidence		
(2) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(B) know that scientific hypotheses are tentative and testable statements that must be capable of being supported or not supported by observational evidence. Hypotheses of durable explanatory power which have been tested over a wide variety of conditions are incorporated into theories	(3) [know that] Hypotheses of durable explanatory power which have been tested over a wide variety of conditions are incorporated into theories		

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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(2) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(C) know scientific theories are based on natural and physical phenomena and are capable of being tested by multiple independent researchers. Unlike hypotheses, scientific theories are well-established and highly-reliable explanations, but they may be subject to change as new areas of science and new technologies are developed	(1) know scientific theories are based on natural phenomena		
(2) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(C) know scientific theories are based on natural and physical phenomena and are capable of being tested by multiple independent researchers. Unlike hypotheses, scientific theories are well-established and highly-reliable explanations, but they may be subject to change as new areas of science and new technologies are developed	(2) know scientific theories are based on physical phenomena		

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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(2) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(C) know scientific theories are based on natural and physical phenomena and are capable of being tested by multiple independent researchers. Unlike hypotheses, scientific theories are well-established and highly-reliable explanations, but they may be subject to change as new areas of science and new technologies are developed	(3) know scientific theories are capable of being tested by multiple independent researchers		
(2) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(C) know scientific theories are based on natural and physical phenomena and are capable of being tested by multiple independent researchers. Unlike hypotheses, scientific theories are well-established and highly-reliable explanations, but they may be subject to change as new areas of science and new technologies are developed	(4) [know that] Unlike hypotheses, scientific theories are well-established and highly-reliable explanations, but they may be subject to change as new areas of science and new technologies are developed		
(2) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(D) distinguish between scientific hypotheses and scientific theories			

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(2) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(E) plan and implement descriptive, comparative, and experimental investigations, including asking questions, formulating testable hypotheses, and selecting equipment and technology	(1) plan descriptive investigations, including asking questions		
(2) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(E) plan and implement descriptive, comparative, and experimental investigations, including asking questions, formulating testable hypotheses, and selecting equipment and technology	(2) plan descriptive investigations, including formulating testable hypotheses		
(2) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(E) plan and implement descriptive, comparative, and experimental investigations, including asking questions, formulating testable hypotheses, and selecting equipment and technology	(3) plan descriptive investigations, including selecting equipment		
(2) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(E) plan and implement descriptive, comparative, and experimental investigations, including asking questions, formulating testable hypotheses, and selecting equipment and technology	(4) plan descriptive investigations, including selecting technology		

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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(2) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(E) plan and implement descriptive, comparative, and experimental investigations, including asking questions, formulating testable hypotheses, and selecting equipment and technology	(5) implement descriptive investigations, including asking questions		
(2) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(E) plan and implement descriptive, comparative, and experimental investigations, including asking questions, formulating testable hypotheses, and selecting equipment and technology	(6) implement descriptive investigations, including formulating testable hypotheses		
(2) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(E) plan and implement descriptive, comparative, and experimental investigations, including asking questions, formulating testable hypotheses, and selecting equipment and technology	(7) implement descriptive investigations, including selecting equipment		
(2) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(E) plan and implement descriptive, comparative, and experimental investigations, including asking questions, formulating testable hypotheses, and selecting equipment and technology	(8) implement descriptive investigations, including selecting technology		

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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(2) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(E) plan and implement descriptive, comparative, and experimental investigations, including asking questions, formulating testable hypotheses, and selecting equipment and technology	(9) plan comparative investigations, including asking questions		
(2) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(E) plan and implement descriptive, comparative, and experimental investigations, including asking questions, formulating testable hypotheses, and selecting equipment and technology	(10) plan comparative investigations, including formulating testable hypotheses		
(2) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(E) plan and implement descriptive, comparative, and experimental investigations, including asking questions, formulating testable hypotheses, and selecting equipment and technology	(11) plan comparative investigations, including selecting equipment		
(2) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(E) plan and implement descriptive, comparative, and experimental investigations, including asking questions, formulating testable hypotheses, and selecting equipment and technology	(12) plan comparative investigations, including selecting technology		

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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(2) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(E) plan and implement descriptive, comparative, and experimental investigations, including asking questions, formulating testable hypotheses, and selecting equipment and technology	(13) implement comparative investigations, including asking questions		
(2) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(E) plan and implement descriptive, comparative, and experimental investigations, including asking questions, formulating testable hypotheses, and selecting equipment and technology	(14) implement comparative investigations, including formulating testable hypotheses		
(2) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(E) plan and implement descriptive, comparative, and experimental investigations, including asking questions, formulating testable hypotheses, and selecting equipment and technology	(15) implement comparative investigations, including selecting equipment		
(2) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(E) plan and implement descriptive, comparative, and experimental investigations, including asking questions, formulating testable hypotheses, and selecting equipment and technology	(16) implement comparative investigations, including selecting technology		

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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(2) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(E) plan and implement descriptive, comparative, and experimental investigations, including asking questions, formulating testable hypotheses, and selecting equipment and technology	(17) plan experimental investigations, including asking questions		
(2) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(E) plan and implement descriptive, comparative, and experimental investigations, including asking questions, formulating testable hypotheses, and selecting equipment and technology	(18) plan experimental investigations, including formulating testable hypotheses		
(2) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(E) plan and implement descriptive, comparative, and experimental investigations, including asking questions, formulating testable hypotheses, and selecting equipment and technology	(19) plan experimental investigations, including selecting equipment		
(2) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(E) plan and implement descriptive, comparative, and experimental investigations, including asking questions, formulating testable hypotheses, and selecting equipment and technology	(20) plan experimental investigations, including selecting technology		

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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(2) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(E) plan and implement descriptive, comparative, and experimental investigations, including asking questions, formulating testable hypotheses, and selecting equipment and technology	(21) implement experimental investigations, including asking questions		
(2) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(E) plan and implement descriptive, comparative, and experimental investigations, including asking questions, formulating testable hypotheses, and selecting equipment and technology	(22) implement experimental investigations, including formulating testable hypotheses		
(2) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(E) plan and implement descriptive, comparative, and experimental investigations, including asking questions, formulating testable hypotheses, and selecting equipment and technology	(23) implement experimental investigations, including selecting equipment		
(2) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(E) plan and implement descriptive, comparative, and experimental investigations, including asking questions, formulating testable hypotheses, and selecting equipment and technology	(24) implement experimental investigations, including selecting technology		

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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(2) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(F) collect and organize qualitative and quantitative data and make measurements with accuracy and precision using tools such as calculators, spreadsheet software, data-collecting probes, computers, standard laboratory glassware, microscopes, various prepared slides, stereoscopes, metric rulers, electronic balances, hand lenses, Celsius thermometers, hot plates, lab notebooks or journals, timing devices, Petri dishes, lab incubators, meter sticks, dissection equpment, and models, diagrams, or samples of biological specimens or structures	(1) collect qualitative data using tools		

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(2) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(F) collect and organize qualitative and quantitative data and make measurements with accuracy and precision using tools such as calculators, spreadsheet software, data-collecting probes, computers, standard laboratory glassware, microscopes, various prepared slides, stereoscopes, metric rulers, electronic balances, hand lenses, Celsius thermometers, hot plates, lab notebooks or journals, timing devices, Petri dishes, lab incubators, meter sticks, dissection equpment, and models, diagrams, or samples of biological specimens or structures	(2) collect quantitative data using tools		

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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(2) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(F) collect and organize qualitative and quantitative data and make measurements with accuracy and precision using tools such as calculators, spreadsheet software, data-collecting probes, computers, standard laboratory glassware, microscopes, various prepared slides, stereoscopes, metric rulers, electronic balances, hand lenses, Celsius thermometers, hot plates, lab notebooks or journals, timing devices, Petri dishes, lab incubators, meter sticks, dissection equpment, and models, diagrams, or samples of biological specimens or structures	(3) organize qualitative data using tools		

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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(2) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(F) collect and organize qualitative and quantitative data and make measurements with accuracy and precision using tools such as calculators, spreadsheet software, data-collecting probes, computers, standard laboratory glassware, microscopes, various prepared slides, stereoscopes, metric rulers, electronic balances, hand lenses, Celsius thermometers, hot plates, lab notebooks or journals, timing devices, Petri dishes, lab incubators, meter sticks, dissection equpment, and models, diagrams, or samples of biological specimens or structures	(4) organize quantitative data using tools		

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(2) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(F) collect and organize qualitative and quantitative data and make measurements with accuracy and precision using tools such as calculators, spreadsheet software, data-collecting probes, computers, standard laboratory glassware, microscopes, various prepared slides, stereoscopes, metric rulers, electronic balances, hand lenses, Celsius thermometers, hot plates, lab notebooks or journals, timing devices, Petri dishes, lab incubators, meter sticks, dissection equpment, and models, diagrams, or samples of biological specimens or structures	(5) make measurements with accuracy using tools		

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(2) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(F) collect and organize qualitative and quantitative data and make measurements with accuracy and precision using tools such as calculators, spreadsheet software, data-collecting probes, computers, standard laboratory glassware, microscopes, various prepared slides, stereoscopes, metric rulers, electronic balances, hand lenses, Celsius thermometers, hot plates, lab notebooks or journals, timing devices, Petri dishes, lab incubators, meter sticks, dissection equpment, and models, diagrams, or samples of biological specimens or structures	(6) make measurements with precision using tools		
(2) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(G) analyze, evaluate, make inferences, and predict trends from data	(1) analyze data		
(2) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(G) analyze, evaluate, make inferences, and predict trends from data	(2) evaluate data		

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(2) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(G) analyze, evaluate, make inferences, and predict trends from data	(3) make inferences from data		
(2) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(G) analyze, evaluate, make inferences, and predict trends from data	(4) predict trends from data		
(2) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(H) communicate valid conclusions supported by the data through methods such as lab reports, labeled drawings, graphic organizers, journals, summaries, oral reports, and technology-based reports	(1) communicate valid conclusions supported by the data through methods		
(3) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:	(A) in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student	(1) in all fields of science, analyze scientific explanations by using empirical evidence, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student		

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(3) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:	(A) in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student	(2) in all fields of science, analyze scientific explanations by using logical reasoning, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student		
(3) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:	(A) in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student	(3) in all fields of science, analyze scientific explanations by using experimental testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student		
(3) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:	(A) in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student	(4) in all fields of science, analyze scientific explanations by using observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student		

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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(3) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:	(A) in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student	(5) in all fields of science, evaluate scientific explanations by using empirical evidence, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student		
(3) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:	(A) in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student	(6) in all fields of science, evaluate scientific explanations by using logical reasoning, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student		
(3) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:	(A) in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student	(7) in all fields of science, evaluate scientific explanations by using experimental testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student		

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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(3) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:	(A) in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student	(8) in all fields of science, evaluate scientific explanations by using observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student		
(3) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:	(A) in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student	(9) in all fields of science, critique scientific explanations by using empirical evidence, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student		
(3) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:	(A) in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student	(10) in all fields of science, critique scientific explanations by using logical reasoning, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student		

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(3) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:	(A) in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student	(11) in all fields of science, critique scientific explanations by using experimental testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student		
(3) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:	(A) in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student	(12) in all fields of science, critique scientific explanations by using observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student		
(3) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:	(B) communicate and apply scientific information extracted from various sources such as current events, news reports, published journal articles, and marketing materials	(1) communicate scientific information extracted from various sources		

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(3) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:	(B) communicate and apply scientific information extracted from various sources such as current events, news reports, published journal articles, and marketing materials	(2) apply scientific information extracted from various sources		
(3) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:	(C) draw inferences based on data related to promotional materials for products and services	(1) draw inferences based on data related to promotional materials for products		
(3) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:	(C) draw inferences based on data related to promotional materials for products and services	(2) draw inferences based on data related to promotional materials for services		
(3) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:	(D) evaluate the impact of scientific research on society and the environment	(1) evaluate the impact of scientific research on society		
(3) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:	(D) evaluate the impact of scientific research on society and the environment	(2) evaluate the impact of scientific research on the environment		

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(3) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:	(E) evaluate models according to their limitations in representing biological objects or events			
(3) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:	(F) research and describe the history of science and contributions of scientists	(1) research the history of science		
(3) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:	(F) research and describe the history of science and contributions of scientists	(2) research the contributions of scientists		
(3) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:	(F) research and describe the history of science and contributions of scientists	(3) describe the history of science		
(3) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:	(F) research and describe the history of science and contributions of scientists	(4) describe the contributions of scientists		

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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(4) The student evaluates the energy needs of the human body and the processes through which these needs are fulfilled. The student is expected to:	(A) analyze the chemical reactions that provide energy for the body			
(4) The student evaluates the energy needs of the human body and the processes through which these needs are fulfilled. The student is expected to:	(B) evaluate the means, including the structure and function of the digestive system, by which energy is processed and stored within the body	(1) evaluate the means, including the structure of the digestive system, by which energy is processed within the body		
(4) The student evaluates the energy needs of the human body and the processes through which these needs are fulfilled. The student is expected to:	(B) evaluate the means, including the structure and function of the digestive system, by which energy is processed and stored within the body	(2) evaluate the means, including the structure of the digestive system, by which energy is stored within the body		
(4) The student evaluates the energy needs of the human body and the processes through which these needs are fulfilled. The student is expected to:	(B) evaluate the means, including the structure and function of the digestive system, by which energy is processed and stored within the body	(3) evaluate the means, including the function of the digestive system, by which energy is processed within the body		
(4) The student evaluates the energy needs of the human body and the processes through which these needs are fulfilled. The student is expected to:	(B) evaluate the means, including the structure and function of the digestive system, by which energy is processed and stored within the body	(4) evaluate the means, including the function of the digestive system, by which energy is stored within the body		

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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(4) The student evaluates the energy needs of the human body and the processes through which these needs are fulfilled. The student is expected to:	(C) analyze the effects of energy deficiencies in malabsorption disorders such as diabetes, hypothyroidism, and Crohn's disease	(1) analyze the effects of energy deficiencies in malabsorption disorders		
(4) The student evaluates the energy needs of the human body and the processes through which these needs are fulfilled. The student is expected to:	(D) analyze the effects of energy excess in disorders such as obesity as it relates to cardiovascular and musculoskeletal systems	(1) analyze the effects of energy excess in disorders		
(5) The student differentiates the responses of the human body to internal and external forces. The student is expected to:	(A) explain the coordination of muscles, bones, and joints that allows movement of the body	(1) explain the coordination of muscles that allows movement of the body		
(5) The student differentiates the responses of the human body to internal and external forces. The student is expected to:	(A) explain the coordination of muscles, bones, and joints that allows movement of the body	(2) explain the coordination of bones that allows movement of the body		
(5) The student differentiates the responses of the human body to internal and external forces. The student is expected to:	(A) explain the coordination of muscles, bones, and joints that allows movement of the body	(3) explain the coordination of joints that allows movement of the body		

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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(5) The student differentiates the responses of the human body to internal and external forces. The student is expected to:	(B) investigate and report the uses of various diagnostic and therapeutic technologies	(1) investigate the uses of various diagnostic technologies		
(5) The student differentiates the responses of the human body to internal and external forces. The student is expected to:	(B) investigate and report the uses of various diagnostic and therapeutic technologies	(2) investigate the uses of various therapeutic technologies		
(5) The student differentiates the responses of the human body to internal and external forces. The student is expected to:	(B) investigate and report the uses of various diagnostic and therapeutic technologies	(3) report the uses of various diagnostic technologies		
(5) The student differentiates the responses of the human body to internal and external forces. The student is expected to:	(B) investigate and report the uses of various diagnostic and therapeutic technologies	(4) report the uses of various therapeutic technologies		
(5) The student differentiates the responses of the human body to internal and external forces. The student is expected to:	(C) interpret normal and abnormal contractility conditions such as in edema, glaucoma, aneurysms, and hemorrhage	(1) interpret normal contractility conditions		
(5) The student differentiates the responses of the human body to internal and external forces. The student is expected to:	(C) interpret normal and abnormal contractility conditions such as in edema, glaucoma, aneurysms, and hemorrhage	(2) interpret abnormal contractility conditions		

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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(5) The student differentiates the responses of the human body to internal and external forces. The student is expected to:	(D) analyze and describe the effects of pressure, movement, torque, tension, and elasticity on the human body	(1) analyze the effects of pressure on the human body		
(5) The student differentiates the responses of the human body to internal and external forces. The student is expected to:	(D) analyze and describe the effects of pressure, movement, torque, tension, and elasticity on the human body	(2) analyze the effects of movement on the human body		
(5) The student differentiates the responses of the human body to internal and external forces. The student is expected to:	(D) analyze and describe the effects of pressure, movement, torque, tension, and elasticity on the human body	(3) analyze the effects of torque on the human body		
(5) The student differentiates the responses of the human body to internal and external forces. The student is expected to:	(D) analyze and describe the effects of pressure, movement, torque, tension, and elasticity on the human body	(4) analyze the effects of tension on the human body		
(5) The student differentiates the responses of the human body to internal and external forces. The student is expected to:	(D) analyze and describe the effects of pressure, movement, torque, tension, and elasticity on the human body	(5) analyze the effects of elasticity on the human body		
(5) The student differentiates the responses of the human body to internal and external forces. The student is expected to:	(D) analyze and describe the effects of pressure, movement, torque, tension, and elasticity on the human body	(6) describe the effects of pressure on the human body		

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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(5) The student differentiates the responses of the human body to internal and external forces. The student is expected to:	(D) analyze and describe the effects of pressure, movement, torque, tension, and elasticity on the human body	(7) describe the effects of movement on the human body		
(5) The student differentiates the responses of the human body to internal and external forces. The student is expected to:	(D) analyze and describe the effects of pressure, movement, torque, tension, and elasticity on the human body	(8) describe the effects of torque on the human body		
(5) The student differentiates the responses of the human body to internal and external forces. The student is expected to:	(D) analyze and describe the effects of pressure, movement, torque, tension, and elasticity on the human body	(9) describe the effects of tension on the human body		
(5) The student differentiates the responses of the human body to internal and external forces. The student is expected to:	(D) analyze and describe the effects of pressure, movement, torque, tension, and elasticity on the human body	(10) describe the effects of elasticity on the human body		
(5) The student differentiates the responses of the human body to internal and external forces. The student is expected to:	(E) perform an investigation to determine causes and effects of force variance and communicate findings	(1) perform an investigation to determine causes of force variance		
(5) The student differentiates the responses of the human body to internal and external forces. The student is expected to:	(E) perform an investigation to determine causes and effects of force variance and communicate findings	(2) perform an investigation to determine effects of force variance		

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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(5) The student differentiates the responses of the human body to internal and external forces. The student is expected to:	(E) perform an investigation to determine causes and effects of force variance and communicate findings	(3) communicate findings [of an investigation to determine causes and effects of force variance]		
(6) The student examines the body processes that maintain homeostasis. The student is expected to:	(A) investigate and describe the integration of the chemical and physical processes, including equilibrium, temperature, pH balance, chemical reactions, passive transport, active transport, and biofeedback, that contribute to homeostasis	(1) investigate the integration of the chemical processes, including equilibrium, that contribute to homeostasis		
(6) The student examines the body processes that maintain homeostasis. The student is expected to:	(A) investigate and describe the integration of the chemical and physical processes, including equilibrium, temperature, pH balance, chemical reactions, passive transport, active transport, and biofeedback, that contribute to homeostasis	(2) investigate the integration of the chemical processes, including temperature, that contribute to homeostasis		
(6) The student examines the body processes that maintain homeostasis. The student is expected to:	(A) investigate and describe the integration of the chemical and physical processes, including equilibrium, temperature, pH balance, chemical reactions, passive transport, active transport, and biofeedback, that contribute to homeostasis	(3) investigate the integration of the chemical processes, including pH balance, that contribute to homeostasis		

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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(6) The student examines the body processes that maintain homeostasis. The student is expected to:	(A) investigate and describe the integration of the chemical and physical processes, including equilibrium, temperature, pH balance, chemical reactions, passive transport, active transport, and biofeedback, that contribute to homeostasis	(4) investigate the integration of the chemical processes, including chemical reactions, that contribute to homeostasis		
(6) The student examines the body processes that maintain homeostasis. The student is expected to:	(A) investigate and describe the integration of the chemical and physical processes, including equilibrium, temperature, pH balance, chemical reactions, passive transport, active transport, and biofeedback, that contribute to homeostasis	(5) investigate the integration of the chemical processes, including passive transport, that contribute to homeostasis		
(6) The student examines the body processes that maintain homeostasis. The student is expected to:	(A) investigate and describe the integration of the chemical and physical processes, including equilibrium, temperature, pH balance, chemical reactions, passive transport, active transport, and biofeedback, that contribute to homeostasis	(6) investigate the integration of the chemical processes, including active transport, that contribute to homeostasis		

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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(6) The student examines the body processes that maintain homeostasis. The student is expected to:	(A) investigate and describe the integration of the chemical and physical processes, including equilibrium, temperature, pH balance, chemical reactions, passive transport, active transport, and biofeedback, that contribute to homeostasis	(7) investigate the integration of the chemical processes, including biofeedback, that contribute to homeostasis		
(6) The student examines the body processes that maintain homeostasis. The student is expected to:	(A) investigate and describe the integration of the chemical and physical processes, including equilibrium, temperature, pH balance, chemical reactions, passive transport, active transport, and biofeedback, that contribute to homeostasis	(8) describe the integration of the chemical processes, including equilibrium, that contribute to homeostasis		
(6) The student examines the body processes that maintain homeostasis. The student is expected to:	(A) investigate and describe the integration of the chemical and physical processes, including equilibrium, temperature, pH balance, chemical reactions, passive transport, active transport, and biofeedback, that contribute to homeostasis	(9) describe the integration of the chemical processes, including temperature, that contribute to homeostasis		

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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(6) The student examines the body processes that maintain homeostasis. The student is expected to:	(A) investigate and describe the integration of the chemical and physical processes, including equilibrium, temperature, pH balance, chemical reactions, passive transport, active transport, and biofeedback, that contribute to homeostasis	(10) describe the integration of the chemical processes, including pH balance, that contribute to homeostasis		
(6) The student examines the body processes that maintain homeostasis. The student is expected to:	(A) investigate and describe the integration of the chemical and physical processes, including equilibrium, temperature, pH balance, chemical reactions, passive transport, active transport, and biofeedback, that contribute to homeostasis	(11) describe the integration of the chemical processes, including chemical reactions, that contribute to homeostasis		
(6) The student examines the body processes that maintain homeostasis. The student is expected to:	(A) investigate and describe the integration of the chemical and physical processes, including equilibrium, temperature, pH balance, chemical reactions, passive transport, active transport, and biofeedback, that contribute to homeostasis	(12) describe the integration of the chemical processes, including passive transport, that contribute to homeostasis		

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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(6) The student examines the body processes that maintain homeostasis. The student is expected to:	(A) investigate and describe the integration of the chemical and physical processes, including equilibrium, temperature, pH balance, chemical reactions, passive transport, active transport, and biofeedback, that contribute to homeostasis	(13) describe the integration of the chemical processes, including active transport, that contribute to homeostasis		
(6) The student examines the body processes that maintain homeostasis. The student is expected to:	(A) investigate and describe the integration of the chemical and physical processes, including equilibrium, temperature, pH balance, chemical reactions, passive transport, active transport, and biofeedback, that contribute to homeostasis	(14) describe the integration of the chemical processes, including biofeedback, that contribute to homeostasis		
(6) The student examines the body processes that maintain homeostasis. The student is expected to:	(A) investigate and describe the integration of the chemical and physical processes, including equilibrium, temperature, pH balance, chemical reactions, passive transport, active transport, and biofeedback, that contribute to homeostasis	(15) investigate the integration of the physical processes, including equilibrium, that contribute to homeostasis		

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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(6) The student examines the body processes that maintain homeostasis. The student is expected to:	(A) investigate and describe the integration of the chemical and physical processes, including equilibrium, temperature, pH balance, chemical reactions, passive transport, active transport, and biofeedback, that contribute to homeostasis	(16) investigate the integration of the physical processes, including temperature, that contribute to homeostasis		
(6) The student examines the body processes that maintain homeostasis. The student is expected to:	(A) investigate and describe the integration of the chemical and physical processes, including equilibrium, temperature, pH balance, chemical reactions, passive transport, active transport, and biofeedback, that contribute to homeostasis	(17) investigate the integration of the physical processes, including pH balance, that contribute to homeostasis		
(6) The student examines the body processes that maintain homeostasis. The student is expected to:	(A) investigate and describe the integration of the chemical and physical processes, including equilibrium, temperature, pH balance, chemical reactions, passive transport, active transport, and biofeedback, that contribute to homeostasis	(18) investigate the integration of the physical processes, including chemical reactions, that contribute to homeostasis		

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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(6) The student examines the body processes that maintain homeostasis. The student is expected to:	(A) investigate and describe the integration of the chemical and physical processes, including equilibrium, temperature, pH balance, chemical reactions, passive transport, active transport, and biofeedback, that contribute to homeostasis	(19) investigate the integration of the physical processes, including passive transport, that contribute to homeostasis		
(6) The student examines the body processes that maintain homeostasis. The student is expected to:	(A) investigate and describe the integration of the chemical and physical processes, including equilibrium, temperature, pH balance, chemical reactions, passive transport, active transport, and biofeedback, that contribute to homeostasis	(20) investigate the integration of the physical processes, including active transport, that contribute to homeostasis		
(6) The student examines the body processes that maintain homeostasis. The student is expected to:	(A) investigate and describe the integration of the chemical and physical processes, including equilibrium, temperature, pH balance, chemical reactions, passive transport, active transport, and biofeedback, that contribute to homeostasis	(21) investigate the integration of the physical processes, including biofeedback, that contribute to homeostasis		

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(6) The student examines the body processes that maintain homeostasis. The student is expected to:	(A) investigate and describe the integration of the chemical and physical processes, including equilibrium, temperature, pH balance, chemical reactions, passive transport, active transport, and biofeedback, that contribute to homeostasis	(22) describe the integration of the physical processes, including equilibrium, that contribute to homeostasis		
(6) The student examines the body processes that maintain homeostasis. The student is expected to:	(A) investigate and describe the integration of the chemical and physical processes, including equilibrium, temperature, pH balance, chemical reactions, passive transport, active transport, and biofeedback, that contribute to homeostasis	(23) describe the integration of the physical processes, including temperature, that contribute to homeostasis		
(6) The student examines the body processes that maintain homeostasis. The student is expected to:	(A) investigate and describe the integration of the chemical and physical processes, including equilibrium, temperature, pH balance, chemical reactions, passive transport, active transport, and biofeedback, that contribute to homeostasis	(24) describe the integration of the physical processes, including pH balance, that contribute to homeostasis		

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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(6) The student examines the body processes that maintain homeostasis. The student is expected to:	(A) investigate and describe the integration of the chemical and physical processes, including equilibrium, temperature, pH balance, chemical reactions, passive transport, active transport, and biofeedback, that contribute to homeostasis	(25) describe the integration of the physical processes, including chemical reactions, that contribute to homeostasis		
(6) The student examines the body processes that maintain homeostasis. The student is expected to:	(A) investigate and describe the integration of the chemical and physical processes, including equilibrium, temperature, pH balance, chemical reactions, passive transport, active transport, and biofeedback, that contribute to homeostasis	(26) describe the integration of the physical processes, including passive transport, that contribute to homeostasis		
(6) The student examines the body processes that maintain homeostasis. The student is expected to:	(A) investigate and describe the integration of the chemical and physical processes, including equilibrium, temperature, pH balance, chemical reactions, passive transport, active transport, and biofeedback, that contribute to homeostasis	(27) describe the integration of the physical processes, including active transport, that contribute to homeostasis		

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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(6) The student examines the body processes that maintain homeostasis. The student is expected to:	(A) investigate and describe the integration of the chemical and physical processes, including equilibrium, temperature, pH balance, chemical reactions, passive transport, active transport, and biofeedback, that contribute to homeostasis	(28) describe the integration of the physical processes, including biofeedback, that contribute to homeostasis		
(6) The student examines the body processes that maintain homeostasis. The student is expected to:	(B) determine the consequences of the failure to maintain homeostasis			
(7) The student examines the electrical conduction processes and interactions. The student is expected to:	(A) illustrate conduction systems such as nerve transmission or muscle stimulation	(1) illustrate conduction systems		
(7) The student examines the electrical conduction processes and interactions. The student is expected to:	(B) investigate the therapeutic uses and effects of external sources of electricity on the body system	(1) investigate the therapeutic uses of external sources of electricity on the body system		
(7) The student examines the electrical conduction processes and interactions. The student is expected to:	(B) investigate the therapeutic uses and effects of external sources of electricity on the body system	(2) investigate the therapeutic effects of external sources of electricity on the body system		
(7) The student examines the electrical conduction processes and interactions. The student is expected to:	(C) evaluate the application of advanced technologies such as electroencephalogram, electrocardiogram, bionics, transcutaneous electrical nerve stimulation, and cardioversion	(1) evaluate the application of advanced technologies		

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(8) The student explores the body's transport systems. The student is expected to:	(A) analyze the physical, chemical, and biological properties of transport systems, including circulatory, respiratory, and excretory	(1) analyze the physical properties of transport systems, including [the] circulatory [system]		
(8) The student explores the body's transport systems. The student is expected to:	(A) analyze the physical, chemical, and biological properties of transport systems, including circulatory, respiratory, and excretory	(2) analyze the physical properties of transport systems, including [the] respiratory [system]		
(8) The student explores the body's transport systems. The student is expected to:	(A) analyze the physical, chemical, and biological properties of transport systems, including circulatory, respiratory, and excretory	(3) analyze the physical properties of transport systems, including [the] excretory [system]		
(8) The student explores the body's transport systems. The student is expected to:	(A) analyze the physical, chemical, and biological properties of transport systems, including circulatory, respiratory, and excretory	(4) analyze the chemical properties of transport systems, including [the] circulatory [system]		
(8) The student explores the body's transport systems. The student is expected to:	(A) analyze the physical, chemical, and biological properties of transport systems, including circulatory, respiratory, and excretory	(5) analyze the chemical properties of transport systems, including [the] respiratory [system]		
(8) The student explores the body's transport systems. The student is expected to:	(A) analyze the physical, chemical, and biological properties of transport systems, including circulatory, respiratory, and excretory	(6) analyze the chemical properties of transport systems, including [the] excretory [system]		

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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(8) The student explores the body's transport systems. The student is expected to:	(A) analyze the physical, chemical, and biological properties of transport systems, including circulatory, respiratory, and excretory	(7) analyze the biological properties of transport systems, including [the] circulatory [system]		
(8) The student explores the body's transport systems. The student is expected to:	(A) analyze the physical, chemical, and biological properties of transport systems, including circulatory, respiratory, and excretory	(8) analyze the biological properties of transport systems, including [the] respiratory [system]		
(8) The student explores the body's transport systems. The student is expected to:	(A) analyze the physical, chemical, and biological properties of transport systems, including circulatory, respiratory, and excretory	(9) analyze the biological properties of transport systems, including [the] excretory [system]		
(8) The student explores the body's transport systems. The student is expected to:	(B) determine the factors that alter the normal functions of transport systems			
(8) The student explores the body's transport systems. The student is expected to:	(C) contrast the interactions among the transport systems			
(9) The student investigates environmental factors that affect the human body. The student is expected to:	(A) identify the effects of environmental factors such as climate, pollution, radioactivity, chemicals, electromagnetic fields, pathogens, carcinogens, and drugs on body systems	(1) identify the effects of environmental factors		

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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(9) The student investigates environmental factors that affect the human body. The student is expected to:	(B) explore measures to minimize harmful environmental factors on body systems			
(10) The student investigates structure and function of the human body. The student is expected to:	(A) analyze the relationships between the anatomical structures and physiological functions of systems, including the integumentary, nervous, skeletal, musculoskeletal, cardiovascular, respiratory, gastrointestinal, endocrine, and reproductive	(1) analyze the relationships between the anatomical structures of systems, including the integumentary [system]		
(10) The student investigates structure and function of the human body. The student is expected to:	(A) analyze the relationships between the anatomical structures and physiological functions of systems, including the integumentary, nervous, skeletal, musculoskeletal, cardiovascular, respiratory, gastrointestinal, endocrine, and reproductive	(2) analyze the relationships between the physiological functions of systems, including the integumentary [system]		
(10) The student investigates structure and function of the human body. The student is expected to:	(A) analyze the relationships between the anatomical structures and physiological functions of systems, including the integumentary, nervous, skeletal, musculoskeletal, cardiovascular, respiratory, gastrointestinal, endocrine, and reproductive	(3) analyze the relationships between the anatomical structures of systems, including the nervous [system]		

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(10) The student investigates structure and function of the human body. The student is expected to:	(A) analyze the relationships between the anatomical structures and physiological functions of systems, including the integumentary, nervous, skeletal, musculoskeletal, cardiovascular, respiratory, gastrointestinal, endocrine, and reproductive	(4) analyze the relationships between the physiological functions of systems, including the nervous [system]		
(10) The student investigates structure and function of the human body. The student is expected to:	(A) analyze the relationships between the anatomical structures and physiological functions of systems, including the integumentary, nervous, skeletal, musculoskeletal, cardiovascular, respiratory, gastrointestinal, endocrine, and reproductive	(5) analyze the relationships between the anatomical structures of systems, including the skeletal [system]		
(10) The student investigates structure and function of the human body. The student is expected to:	(A) analyze the relationships between the anatomical structures and physiological functions of systems, including the integumentary, nervous, skeletal, musculoskeletal, cardiovascular, respiratory, gastrointestinal, endocrine, and reproductive	(6) analyze the relationships between the physiological functions of systems, including the skeletal [system]		

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(10) The student investigates structure and function of the human body. The student is expected to:	(A) analyze the relationships between the anatomical structures and physiological functions of systems, including the integumentary, nervous, skeletal, musculoskeletal, cardiovascular, respiratory, gastrointestinal, endocrine, and reproductive	(7) analyze the relationships between the anatomical structures of systems, including the musculoskeletal [system]		
(10) The student investigates structure and function of the human body. The student is expected to:	(A) analyze the relationships between the anatomical structures and physiological functions of systems, including the integumentary, nervous, skeletal, musculoskeletal, cardiovascular, respiratory, gastrointestinal, endocrine, and reproductive	(8) analyze the relationships between the physiological functions of systems, including the musculoskeletal [system]		
(10) The student investigates structure and function of the human body. The student is expected to:	(A) analyze the relationships between the anatomical structures and physiological functions of systems, including the integumentary, nervous, skeletal, musculoskeletal, cardiovascular, respiratory, gastrointestinal, endocrine, and reproductive	(9) analyze the relationships between the anatomical structures of systems, including the cardiovascular [system]		

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(10) The student investigates structure and function of the human body. The student is expected to:	(A) analyze the relationships between the anatomical structures and physiological functions of systems, including the integumentary, nervous, skeletal, musculoskeletal, cardiovascular, respiratory, gastrointestinal, endocrine, and reproductive	(10) analyze the relationships between the physiological functions of systems, including the cardiovascular [system]		
(10) The student investigates structure and function of the human body. The student is expected to:	(A) analyze the relationships between the anatomical structures and physiological functions of systems, including the integumentary, nervous, skeletal, musculoskeletal, cardiovascular, respiratory, gastrointestinal, endocrine, and reproductive	(11) analyze the relationships between the anatomical structures of systems, including the respiratory [system]		
(10) The student investigates structure and function of the human body. The student is expected to:	(A) analyze the relationships between the anatomical structures and physiological functions of systems, including the integumentary, nervous, skeletal, musculoskeletal, cardiovascular, respiratory, gastrointestinal, endocrine, and reproductive	(12) analyze the relationships between the physiological functions of systems, including the respiratory [system]		

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(10) The student investigates structure and function of the human body. The student is expected to:	(A) analyze the relationships between the anatomical structures and physiological functions of systems, including the integumentary, nervous, skeletal, musculoskeletal, cardiovascular, respiratory, gastrointestinal, endocrine, and reproductive	(13) analyze the relationships between the anatomical structures of systems, including the gastrointestinal [system]		
(10) The student investigates structure and function of the human body. The student is expected to:	(A) analyze the relationships between the anatomical structures and physiological functions of systems, including the integumentary, nervous, skeletal, musculoskeletal, cardiovascular, respiratory, gastrointestinal, endocrine, and reproductive	(14) analyze the relationships between the physiological functions of systems, including the gastrointestinal [system]		
(10) The student investigates structure and function of the human body. The student is expected to:	(A) analyze the relationships between the anatomical structures and physiological functions of systems, including the integumentary, nervous, skeletal, musculoskeletal, cardiovascular, respiratory, gastrointestinal, endocrine, and reproductive	(15) analyze the relationships between the anatomical structures of systems, including the endocrine [system]		

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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(10) The student investigates structure and function of the human body. The student is expected to:	(A) analyze the relationships between the anatomical structures and physiological functions of systems, including the integumentary, nervous, skeletal, musculoskeletal, cardiovascular, respiratory, gastrointestinal, endocrine, and reproductive	(16) analyze the relationships between the physiological functions of systems, including the endocrine [system]		
(10) The student investigates structure and function of the human body. The student is expected to:	(A) analyze the relationships between the anatomical structures and physiological functions of systems, including the integumentary, nervous, skeletal, musculoskeletal, cardiovascular, respiratory, gastrointestinal, endocrine, and reproductive	(17) analyze the relationships between the anatomical structures of systems, including the reproductive [system]		
(10) The student investigates structure and function of the human body. The student is expected to:	(A) analyze the relationships between the anatomical structures and physiological functions of systems, including the integumentary, nervous, skeletal, musculoskeletal, cardiovascular, respiratory, gastrointestinal, endocrine, and reproductive	(18) analyze the relationships between the physiological functions of systems, including the reproductive [system]		
(10) The student investigates structure and function of the human body. The student is expected to:	(B) evaluate the cause and effect of disease, trauma, and congenital defects on the structure and function of cells, tissues, organs, and systems	(1) evaluate the cause of disease on the structure of cells		

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Course Title	§130.206. Anatomy and Physiology (One Science Credit).			
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(10) The student investigates structure and function of the human body. The student is expected to:	(B) evaluate the cause and effect of disease, trauma, and congenital defects on the structure and function of cells, tissues, organs, and systems	(2) evaluate the effect of disease on the structure of cells		
(10) The student investigates structure and function of the human body. The student is expected to:	(B) evaluate the cause and effect of disease, trauma, and congenital defects on the structure and function of cells, tissues, organs, and systems	(3) evaluate the cause of disease on the function of cells		
(10) The student investigates structure and function of the human body. The student is expected to:	(B) evaluate the cause and effect of disease, trauma, and congenital defects on the structure and function of cells, tissues, organs, and systems	(4) evaluate the effect of disease on the function of cells		
(10) The student investigates structure and function of the human body. The student is expected to:	(B) evaluate the cause and effect of disease, trauma, and congenital defects on the structure and function of cells, tissues, organs, and systems	(5) evaluate the cause of disease on the structure of tissues		
(10) The student investigates structure and function of the human body. The student is expected to:	(B) evaluate the cause and effect of disease, trauma, and congenital defects on the structure and function of cells, tissues, organs, and systems	(6) evaluate the effect of disease on the structure of tissues		
(10) The student investigates structure and function of the human body. The student is expected to:	(B) evaluate the cause and effect of disease, trauma, and congenital defects on the structure and function of cells, tissues, organs, and systems	(7) evaluate the cause of disease on the function of tissues		

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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(10) The student investigates structure and function of the human body. The student is expected to:	(B) evaluate the cause and effect of disease, trauma, and congenital defects on the structure and function of cells, tissues, organs, and systems	(8) evaluate the effect of disease on the function of tissues		
(10) The student investigates structure and function of the human body. The student is expected to:	(B) evaluate the cause and effect of disease, trauma, and congenital defects on the structure and function of cells, tissues, organs, and systems	(9) evaluate the cause of disease on the structure of organs		
(10) The student investigates structure and function of the human body. The student is expected to:	(B) evaluate the cause and effect of disease, trauma, and congenital defects on the structure and function of cells, tissues, organs, and systems	(10) evaluate the effect of disease on the structure of organs		
(10) The student investigates structure and function of the human body. The student is expected to:	(B) evaluate the cause and effect of disease, trauma, and congenital defects on the structure and function of cells, tissues, organs, and systems	(11) evaluate the cause of disease on the function of organs		
(10) The student investigates structure and function of the human body. The student is expected to:	(B) evaluate the cause and effect of disease, trauma, and congenital defects on the structure and function of cells, tissues, organs, and systems	(12) evaluate the effect of disease on the function of organs		
(10) The student investigates structure and function of the human body. The student is expected to:	(B) evaluate the cause and effect of disease, trauma, and congenital defects on the structure and function of cells, tissues, organs, and systems	(13) evaluate the cause of disease on the structure of systems		

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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(10) The student investigates structure and function of the human body. The student is expected to:	(B) evaluate the cause and effect of disease, trauma, and congenital defects on the structure and function of cells, tissues, organs, and systems	(14) evaluate the effect of disease on the structure of systems		
(10) The student investigates structure and function of the human body. The student is expected to:	(B) evaluate the cause and effect of disease, trauma, and congenital defects on the structure and function of cells, tissues, organs, and systems	(15) evaluate the cause of disease on the function of systems		
(10) The student investigates structure and function of the human body. The student is expected to:	(B) evaluate the cause and effect of disease, trauma, and congenital defects on the structure and function of cells, tissues, organs, and systems	(16) evaluate the effect of disease on the function of systems		
(10) The student investigates structure and function of the human body. The student is expected to:	(B) evaluate the cause and effect of disease, trauma, and congenital defects on the structure and function of cells, tissues, organs, and systems	(17) evaluate the cause of trauma on the structure of cells		
(10) The student investigates structure and function of the human body. The student is expected to:	(B) evaluate the cause and effect of disease, trauma, and congenital defects on the structure and function of cells, tissues, organs, and systems	(18) evaluate the effect of trauma on the structure of cells		
(10) The student investigates structure and function of the human body. The student is expected to:	(B) evaluate the cause and effect of disease, trauma, and congenital defects on the structure and function of cells, tissues, organs, and systems	(19) evaluate the cause of trauma on the function of cells		

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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(10) The student investigates structure and function of the human body. The student is expected to:	(B) evaluate the cause and effect of disease, trauma, and congenital defects on the structure and function of cells, tissues, organs, and systems	(20) evaluate the effect of trauma on the function of cells		
(10) The student investigates structure and function of the human body. The student is expected to:	(B) evaluate the cause and effect of disease, trauma, and congenital defects on the structure and function of cells, tissues, organs, and systems	(21) evaluate the cause of trauma on the structure of tissues		
(10) The student investigates structure and function of the human body. The student is expected to:	(B) evaluate the cause and effect of disease, trauma, and congenital defects on the structure and function of cells, tissues, organs, and systems	(22) evaluate the effect of trauma on the structure of tissues		
(10) The student investigates structure and function of the human body. The student is expected to:	(B) evaluate the cause and effect of disease, trauma, and congenital defects on the structure and function of cells, tissues, organs, and systems	(23) evaluate the cause of trauma on the function of tissues		
(10) The student investigates structure and function of the human body. The student is expected to:	(B) evaluate the cause and effect of disease, trauma, and congenital defects on the structure and function of cells, tissues, organs, and systems	(24) evaluate the effect of trauma on the function of tissues		
(10) The student investigates structure and function of the human body. The student is expected to:	(B) evaluate the cause and effect of disease, trauma, and congenital defects on the structure and function of cells, tissues, organs, and systems	(25) evaluate the cause of trauma on the structure of organs		

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(10) The student investigates structure and function of the human body. The student is expected to:	(B) evaluate the cause and effect of disease, trauma, and congenital defects on the structure and function of cells, tissues, organs, and systems	(26) evaluate the effect of trauma on the structure of organs		
(10) The student investigates structure and function of the human body. The student is expected to:	(B) evaluate the cause and effect of disease, trauma, and congenital defects on the structure and function of cells, tissues, organs, and systems	(27) evaluate the cause of trauma on the function of organs		
(10) The student investigates structure and function of the human body. The student is expected to:	(B) evaluate the cause and effect of disease, trauma, and congenital defects on the structure and function of cells, tissues, organs, and systems	(28) evaluate effect of trauma on the function of organs		
(10) The student investigates structure and function of the human body. The student is expected to:	(B) evaluate the cause and effect of disease, trauma, and congenital defects on the structure and function of cells, tissues, organs, and systems	(29) evaluate the cause of trauma on the structure of systems		
(10) The student investigates structure and function of the human body. The student is expected to:	(B) evaluate the cause and effect of disease, trauma, and congenital defects on the structure and function of cells, tissues, organs, and systems	(30) evaluate the effect of trauma on the structure of systems		
(10) The student investigates structure and function of the human body. The student is expected to:	(B) evaluate the cause and effect of disease, trauma, and congenital defects on the structure and function of cells, tissues, organs, and systems	(31) evaluate the cause of trauma on the function of systems		

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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(10) The student investigates structure and function of the human body. The student is expected to:	(B) evaluate the cause and effect of disease, trauma, and congenital defects on the structure and function of cells, tissues, organs, and systems	(32) evaluate the effect of trauma on the function of systems		
(10) The student investigates structure and function of the human body. The student is expected to:	(B) evaluate the cause and effect of disease, trauma, and congenital defects on the structure and function of cells, tissues, organs, and systems	(33) evaluate the cause of congenital defects on the structure of cells		
(10) The student investigates structure and function of the human body. The student is expected to:	(B) evaluate the cause and effect of disease, trauma, and congenital defects on the structure and function of cells, tissues, organs, and systems	(34) evaluate the effect of congenital defects on the structure of cells		
(10) The student investigates structure and function of the human body. The student is expected to:	(B) evaluate the cause and effect of disease, trauma, and congenital defects on the structure and function of cells, tissues, organs, and systems	(35) evaluate the cause of congenital defects on the function of cells		
(10) The student investigates structure and function of the human body. The student is expected to:	(B) evaluate the cause and effect of disease, trauma, and congenital defects on the structure and function of cells, tissues, organs, and systems	(36) evaluate the effect of congenital defects on the function of cells		
(10) The student investigates structure and function of the human body. The student is expected to:	(B) evaluate the cause and effect of disease, trauma, and congenital defects on the structure and function of cells, tissues, organs, and systems	(37) evaluate the cause of congenital defects on the structure of tissues		

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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(10) The student investigates structure and function of the human body. The student is expected to:	(B) evaluate the cause and effect of disease, trauma, and congenital defects on the structure and function of cells, tissues, organs, and systems	(38) evaluate the effect of congenital defects on the structure of tissues		
(10) The student investigates structure and function of the human body. The student is expected to:	(B) evaluate the cause and effect of disease, trauma, and congenital defects on the structure and function of cells, tissues, organs, and systems	(39) evaluate the cause of congenital defects on the function of tissues		
(10) The student investigates structure and function of the human body. The student is expected to:	(B) evaluate the cause and effect of disease, trauma, and congenital defects on the structure and function of cells, tissues, organs, and systems	(40) evaluate the effect of congenital defects on the function of tissues		
(10) The student investigates structure and function of the human body. The student is expected to:	(B) evaluate the cause and effect of disease, trauma, and congenital defects on the structure and function of cells, tissues, organs, and systems	(41) evaluate the cause of congenital defects on the structure of organs		
(10) The student investigates structure and function of the human body. The student is expected to:	(B) evaluate the cause and effect of disease, trauma, and congenital defects on the structure and function of cells, tissues, organs, and systems	(42) evaluate the effect of congenital defects on the structure of organs		
(10) The student investigates structure and function of the human body. The student is expected to:	(B) evaluate the cause and effect of disease, trauma, and congenital defects on the structure and function of cells, tissues, organs, and systems	(43) evaluate the cause of congenital defects on the function of organs		

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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(10) The student investigates structure and function of the human body. The student is expected to:	(B) evaluate the cause and effect of disease, trauma, and congenital defects on the structure and function of cells, tissues, organs, and systems	(44) evaluate effect of congenital defects on the function of organs		
(10) The student investigates structure and function of the human body. The student is expected to:	(B) evaluate the cause and effect of disease, trauma, and congenital defects on the structure and function of cells, tissues, organs, and systems	(45) evaluate the cause of congenital defects on the structure of systems		
(10) The student investigates structure and function of the human body. The student is expected to:	(B) evaluate the cause and effect of disease, trauma, and congenital defects on the structure and function of cells, tissues, organs, and systems	(46) evaluate the effect of congenital defects on the structure of systems		
(10) The student investigates structure and function of the human body. The student is expected to:	(B) evaluate the cause and effect of disease, trauma, and congenital defects on the structure and function of cells, tissues, organs, and systems	(47) evaluate the cause of congenital defects on the function of systems		
(10) The student investigates structure and function of the human body. The student is expected to:	(B) evaluate the cause and effect of disease, trauma, and congenital defects on the structure and function of cells, tissues, organs, and systems	(48) evaluate the effect of congenital defects on the function of systems		
(10) The student investigates structure and function of the human body. The student is expected to:	(C) research technological advances and limitations in the treatment of system disorders	(1) research technological advances in the treatment of system disorders		

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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(10) The student investigates structure and function of the human body. The student is expected to:	(C) research technological advances and limitations in the treatment of system disorders	(2) research technological limitations in the treatment of system disorders		
(10) The student investigates structure and function of the human body. The student is expected to:	(D) examine characteristics of the aging process on body systems			
(11) The student describes the process of reproduction and growth and development. The student is expected to:	(A) explain embryological development of tissues, organs, and systems	(1) explain embryological development of tissues		
(11) The student describes the process of reproduction and growth and development. The student is expected to:	(A) explain embryological development of tissues, organs, and systems	(2) explain embryological development of organs		
(11) The student describes the process of reproduction and growth and development. The student is expected to:	(A) explain embryological development of tissues, organs, and systems	(3) explain embryological development of systems		
(11) The student describes the process of reproduction and growth and development. The student is expected to:	(B) identify the functions of the male and female reproductive systems	(1) identify the functions of the male reproductive system		
(11) The student describes the process of reproduction and growth and development. The student is expected to:	(B) identify the functions of the male and female reproductive systems	(2) identify the functions of the female reproductive system		

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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement
(11) The student describes the process of reproduction and growth and development. The student is expected to:	(C) summarize the human growth and development cycle	(1) summarize the human growth cycle		
(11) The student describes the process of reproduction and growth and development. The student is expected to:	(C) summarize the human growth and development cycle	(2) summarize the human development cycle		
(12) The student recognizes emerging technological advances in science. The student is expected to:	(A) recognize advances in stem cell research such as cord blood utilization	(1) recognize advances in stem cell research		
(12) The student recognizes emerging technological advances in science. The student is expected to:	(B) recognize advances in bioengineering and transplant technology	(1) recognize advances in bioengineering		
(12) The student recognizes emerging technological advances in science. The student is expected to:	(B) recognize advances in bioengineering and transplant technology	(2) recognize advances in transplant technology		