To the Student:

After your registration is complete and your proctor has been approved, you may take the Credit by Examination for Biology 1B.

WHAT TO BRING

- several sharpened No. 2 pencils
- lined notebook paper
- calculator (standard or scientific are allowed)

ABOUT THE EXAM

The examination for the second semester of Biology consists of 40 multiple-choice questions and 5 short-answer essay questions. The exam is based on the Texas Essential Knowledge and Skills (TEKS) for this subject. The full list of TEKS is included in this document (it is also available online at the Texas Education Agency website, http://www.tea.state.tx.us/). The TEKS outline specific topics covered in the exam, as well as more general areas of knowledge and levels of critical thinking. Use the TEKS to focus your study in preparation for the exam.

The examination will take place under supervision, and the recommended time limit is three hours. You may not use any notes or books. A percentage score from the examination will be reported to the official at your school.

In preparation for the examination, review the TEKS for this subject. You must review all of the essential concepts of Biology I in order to be successful on the examination. The concepts are listed on the pages that follow this letter. It is important to prepare adequately.

Since questions are not taken from any one course, you can prepare by reviewing any of the state-adopted textbooks that are used at your school. The textbook used with our BIO 1B course is Miller and Levine, Biology, Pearson Education, 2015, ISBN 0-13-317640-1 (this title may also be known as Miller & Levine Biology, Texas Biology Student Edition).

Good luck on your examination!
BIO 1B Study Concepts – Major Topics

1. **Evolution** (Darwin’s Theory of Evolution; Evolution of Populations; Classification; History of Life)

2. **From Microorganisms to Plants** (Viruses and Prokaryotes; Protists and Fungi; Introduction to Plants; Plant Structure and Function; Plant Reproduction and Response)

3. **Animals** (Introduction to Animals; Animal Evolution and Diversity; Animal Systems; Animal Behavior; The Human Body)

BIO 1B Study Concepts – Selected Vocabulary

**Evolution**

- evolution
- fossil
- artificial selection
- adaptation
- fitness
- natural selection
- biogeography
- homologous structure
- analogous structure
- vestigial structure
- gene pool
- allele frequency
- single-gene trait
- polygenic trait
- directional selection
- stabilizing selection
- disruptive selection
- genetic drift
- bottleneck effect
- founder effect
- genetic equilibrium
- Hardy-Weinberg principle
- sexual selection

- gene flow
- species
- reproductive isolation
- speciation
- behavioral isolation
- geographic isolation
- temporal isolation
- taxonomy
- binomial nomenclature
- genus
- systematics
- taxon
- family
- order
- class
- phylum
- kingdom
- phylogeny
- clade
- monophyletic group
- cladogram
- derived character
- domain

- Bacteria
- Archaea
- Eukarya
- extinct
- paleontologist
- relative dating
- index fossil
- radiometric dating
- half-life
- geologic time scale
- era
- period
- plate tectonics
- macroevolutionary patterns
- background extinction
- mass extinction
- gradualism
- punctuated equilibrium
- adaptive radiation
- convergent evolution
- coevolution
- endosymbiotic theory
**From Microorganisms to Plants**

<table>
<thead>
<tr>
<th>Microorganism</th>
<th>Plant Structure</th>
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<tbody>
<tr>
<td>virus</td>
<td>hypha</td>
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<td>capsid</td>
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<td>pollination</td>
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<td>spore</td>
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<td>conjugation</td>
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<td>Casparian strip</td>
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<td>vascular cambium</td>
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<td>carpel</td>
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**Animals**

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<thead>
<tr>
<th>Invertebrate</th>
<th>Chordate</th>
<th>Notochord</th>
<th>Pharyngeal Pouch</th>
<th>Vertebrate</th>
<th>Feedback Inhibition</th>
<th>Radial Symmetry</th>
<th>Bilateral Symmetry</th>
<th>Endoderm</th>
<th>Mesoderm</th>
<th>Ectoderm</th>
<th>Coelom</th>
<th>Pseudocoelom</th>
<th>Zygote</th>
<th>Blastula</th>
<th>Protostome</th>
<th>Deuterostome</th>
<th>Cephalization</th>
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<td>larva</td>
<td>trophophore</td>
<td>cartilage</td>
<td>tetrapod</td>
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<td>anthropoid</td>
<td>prehensile tail</td>
<td>hominoid</td>
<td>hominine</td>
<td>bipedal</td>
<td>opposable thumb</td>
<td>intracellular digestion</td>
<td>extracellular digestion</td>
<td>gastrovascular cavity</td>
<td>digestive tract</td>
<td>rumen</td>
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*Note: This list is not exhaustive and includes only a selection of biological terms.*
cerebrum  mammary gland  society

cerebellum  mammary gland  kin selection
hydrostatic skeleton  mammary gland  communication
exoskeleton  mammary gland  language
molting  mammary gland  epithelial tissue
endoskeleton  mammary gland  connective tissue
joint  mammary gland  nervous tissue
ligament  mammary gland  muscle tissue
tendon  mammary gland  homeostasis
oviparous  mammary gland  feedback inhibition
ovoviviparous  mammary gland  infectious disease
viviparous  mammary gland  inflammatory response
placenta  mammary gland  antigen
metamorphosis  mammary gland  humoral immunity
nymph  mammary gland  cell-mediated immunity
pupa  mammary gland  cell-mediated immunity
amniotic egg  mammary gland  cell-mediated immunity

endocrine gland  endotherm  ectotherm
behavior  innate behavior  learning
habituation  classical conditioning  operant conditioning
insight learning  imprinting  circadian rhythm
migration  courtship  territory
aggression  society  kin selection
communication  language  epithelial tissue
connective tissue  nervous tissue  muscle tissue
homeostasis  feedback inhibition  infectious disease
inflammatory response  antigen  humoral immunity
cell-mediated immunity  cell-mediated immunity
§112.34. Biology, Beginning with School Year 2010-2011.

(a) General requirements. Students shall be awarded one credit for successful completion of this course. Prerequisites: none. This course is recommended for students in Grade 9, 10, or 11.

(b) Introduction.

(1) Biology. In Biology, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in Biology study a variety of topics that include: structures and functions of cells and viruses; growth and development of organisms; cells, tissues, and organs; nucleic acids and genetics; biological evolution; taxonomy; metabolism and energy transfers in living organisms; living systems; homeostasis; and ecosystems and the environment.

(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.

(c) Knowledge and skills.

(1) Scientific processes. The student, for at least 40% of instructional time, conducts laboratory and field investigations using safe, environmentally appropriate, and ethical practices. The student is expected to:

(A) demonstrate safe practices during laboratory and field investigations; and

(B) demonstrate an understanding of the use and conservation of resources and the proper disposal or recycling of materials.

(2) Scientific processes. 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;

(B) know that 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;

(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;

(D) distinguish between scientific hypotheses and scientific theories;

(E) plan and implement descriptive, comparative, and experimental investigations, including asking questions, formulating testable hypotheses, and selecting equipment and technology;

(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, gel electrophoresis apparatuses, micropipettors, hand lenses, Celsius thermometers, hot plates, lab notebooks or journals, timing devices, cameras, Petri dishes, lab incubators, dissection equipment, meter sticks, and models, diagrams, or samples of biological specimens or structures;

(G) analyze, evaluate, make inferences, and predict trends from data; and

(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.

(3) Scientific processes. 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;
(B) communicate and apply scientific information extracted from various sources such as current events, news reports, published journal articles, and marketing materials;

(C) draw inferences based on data related to promotional materials for products and services;

(D) evaluate the impact of scientific research on society and the environment;

(E) evaluate models according to their limitations in representing biological objects or events; and

(F) research and describe the history of biology and contributions of scientists.

(4) Science concepts. The student knows that cells are the basic structures of all living things with specialized parts that perform specific functions and that viruses are different from cells. The student is expected to:

(A) compare and contrast prokaryotic and eukaryotic cells;

(B) investigate and explain cellular processes, including homeostasis, energy conversions, transport of molecules, and synthesis of new molecules; and

(C) compare the structures of viruses to cells, describe viral reproduction, and describe the role of viruses in causing diseases such as human immunodeficiency virus (HIV) and influenza.

(5) Science concepts. The student knows how an organism grows and the importance of cell differentiation. The student is expected to:

(A) describe the stages of the cell cycle, including deoxyribonucleic acid (DNA) replication and mitosis, and the importance of the cell cycle to the growth of organisms;

(B) examine specialized cells, including roots, stems, and leaves of plants; and animal cells such as blood, muscle, and epithelium;

(C) describe the roles of DNA, ribonucleic acid (RNA), and environmental factors in cell differentiation; and

(D) recognize that disruptions of the cell cycle lead to diseases such as cancer.

(6) Science concepts. The student knows the mechanisms of genetics, including the role of nucleic acids and the principles of Mendelian Genetics. The student is expected to:

(A) identify components of DNA, and describe how information for specifying the traits of an organism is carried in the DNA;

(B) recognize that components that make up the genetic code are common to all organisms;

(C) explain the purpose and process of transcription and translation using models of DNA and RNA;

(D) recognize that gene expression is a regulated process;

(E) identify and illustrate changes in DNA and evaluate the significance of these changes;

(F) predict possible outcomes of various genetic combinations such as monohybrid crosses, dihybrid crosses and non-Mendelian inheritance;

(G) recognize the significance of meiosis to sexual reproduction; and

(H) describe how techniques such as DNA fingerprinting, genetic modifications, and chromosomal analysis are used to study the genomes of organisms.

(7) Science concepts. The student knows evolutionary theory is a scientific explanation for the unity and diversity of life. The student is expected to:

(A) analyze and evaluate how evidence of common ancestry among groups is provided by the fossil record, biogeography, and homologies, including anatomical, molecular, and developmental;

(B) analyze and evaluate scientific explanations concerning any data of sudden appearance, stasis, and sequential nature of groups in the fossil record;

(C) analyze and evaluate how natural selection produces change in populations, not individuals;

(D) analyze and evaluate how the elements of natural selection, including inherited variation, the potential of a population to produce more offspring than can survive, and a finite supply of environmental resources, result in differential reproductive success;

(E) analyze and evaluate the relationship of natural selection to adaptation and to the development of diversity in and among species;

(F) analyze and evaluate the effects of other evolutionary mechanisms, including genetic drift, gene flow, mutation, and recombination; and

(G) analyze and evaluate scientific explanations concerning the complexity of the cell.

(8) Science concepts. The student knows that taxonomy is a branching classification based on the shared characteristics of organisms and can change as new discoveries are made. The student is expected to:

(A) define taxonomy and recognize the importance of a standardized taxonomic system to the scientific community;

(B) categorize organisms using a hierarchical classification system based on similarities and differences shared among groups; and

(C) compare characteristics of taxonomic groups, including archaea, bacteria, protists, fungi, plants, and animals.
(9) **Science concepts.** The student knows the significance of various molecules involved in metabolic processes and energy conversions that occur in living organisms. The student is expected to:

(A) compare the structures and functions of different types of biomolecules, including carbohydrates, lipids, proteins, and nucleic acids;

(B) compare the reactants and products of photosynthesis and cellular respiration in terms of energy and matter;

(C) identify and investigate the role of enzymes; and

(D) analyze and evaluate the evidence regarding formation of simple organic molecules and their organization into long complex molecules having information such as the DNA molecule for self-replicating life.

(10) **Science concepts.** The student knows that biological systems are composed of multiple levels. The student is expected to:

(A) describe the interactions that occur among systems that perform the functions of regulation, nutrient absorption, reproduction, and defense from injury or illness in animals;

(B) describe the interactions that occur among systems that perform the functions of transport, reproduction, and response in plants; and

(C) analyze the levels of organization in biological systems and relate the levels to each other and to the whole system.

(11) **Science concepts.** The student knows that biological systems work to achieve and maintain balance. The student is expected to:

(A) describe the role of internal feedback mechanisms in the maintenance of homeostasis;

(B) investigate and analyze how organisms, populations, and communities respond to external factors;

(C) summarize the role of microorganisms in both maintaining and disrupting the health of both organisms and ecosystems; and

(D) describe how events and processes that occur during ecological succession can change populations and species diversity.

(12) **Science concepts.** The student knows that interdependence and interactions occur within an environmental system. The student is expected to:

(A) interpret relationships, including predation, parasitism, commensalism, mutualism, and competition among organisms;

(B) compare variations and adaptations of organisms in different ecosystems;

(C) analyze the flow of matter and energy through trophic levels using various models, including food chains, food webs, and ecological pyramids;

(D) recognize that long-term survival of species is dependent on changing resource bases that are limited;

(E) describe the flow of matter through the carbon and nitrogen cycles and explain the consequences of disrupting these cycles; and

(F) describe how environmental change can impact ecosystem stability.

*Source: The provisions of this §112.34 adopted to be effective August 4, 2009, 34 TexReg 5063.*