|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  | | --- | | https://peer.tamu.edu/curriculum_modules/Water_Quality/images/teach.jpg |  |  |  | | --- | --- | | **TEKS for Middle School Science and High School Biology** | **How the TEKS are Integrated into the Lesson** | | **6.1B, 7.1B, 8.1B, B.1B** Practice appropriate use and conservation of resources, including disposal, reuse, or recycling of materials | During the **Activities,** students will practice appropriate use and conservation of resources. | | **6.2A, 7.2A, 8.2A, B.2E** Plan and implement comparative and descriptive investigations by making observations, asking well defined questions, and using appropriate equipment and technology | During the **Activities,** students will implement comparative and descriptive investigations. | | **6.2C, 7.2C, 8.2C, B.2F** Collect and record data using the International System of Units (SI) and qualitative means such as labeled drawings, writing, and graphic organizers | During the **Activities,** students will record and analyze data. | | **6.2E, 7.2E, 8.2E, B.2G** Analyze data to formulate reasonable explanations, communicate valid conclusions supported by the data, and predict trends | During the **Activities,** students will analyze data. | | **6.3A, 7.3A, 8.3A** Analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, so as to encourage critical thinking by the student. | In the **Activities** section of this unit**,**students will be asked to analyze and evaluate those food labels and determine if the foods represented are healthy. | | **7.12 B I**dentify the main functions of the systems of the human organism, including the circulatory, respiratory, skeletal, muscular, digestive, excretory, reproductive, integumentary, nervous, and endocrine systems | This unit describes the health of an organism and how it relates to the foods they eat. Digestion is mentioned and effects of poor nutrition on the body systems is discussed. | | **7.13 B D**escribe and relate responses in organisms that may result from internal stimuli such as wilting in plants and fever or vomiting in animals that allow them to maintain balance | In the Lesson portion, the effects of poor nutrition are discussed. Symptoms of excess or inadequate nutrients are listed. | | **B.10A** Describe the interactions that occur among systems that perform the functions of regulation, nutrient absorption, reproduction, and defense from injury or illness in animals | This unit describes how the body uses nutrients. In the tables of nutrients, it also discusses common effects of excess or inadequate nutrients. |  |  |  | | --- | --- | | **Next Generation Science Standards**  **Disciplinary Core Ideas** | **How the NGSS are Integrated** **into the Lesson** | | **There are no standards found on nutrient utilization in the science standards** |  | |