| 8.5 | Readiness Standard |
|-----|---------------------|
| 5.5 | Supporting Standard |
| | Process Skills |



STAAR BIOLOGY Quick Reference Guide

| C | ell S | Reporting Category 1: tructure and Function (11 questions) |
|-------|-------|---|
| B.4A. | SS | compare and contrast prokaryotic and eukaryotic cells |
| B.48 | R:S | investigate and explain cellular processes, including homeostasis, energy conversions, transport of molecules, and synthesis of new molecules |
| 8.4C | RS | 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. |
| B.5A | RS | 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 |
| 8.58 | 55 | examine specialized cells, including roots, stems, and leaves of plants; and animal cells such as blood, muscle, and epithelium |
| 8.5C | 55 | describe the roles of DNA, ribonucleic acid (RNA), and environmental factors in cell differentiation |
| B.5D | 55 | recognize that disruptions of the cell cycle lead to diseases such as cancer |
| B.9A. | RS | compare the structures and functions of different types of biomolecules, including carbohydrates, lipids, proteins, and nucleic acid: |
| 8.90 | ss | 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 |
| | Mec | Reporting Category 2 hanisms of Genetics (11 questions) |
| B.6A | RS | identify components of DNA, and describe how information for specifying the traits of an organism is carried in the DNA |
| 8.68 | 55 | recognize that components that make up the genetic code are common to all organisms |
| 8.6C | 5.5 | explain the purpose and process of transcription and translation using models of DNA and RNA |
| 8.60 | 55 | recognize that gene expression is a regulated process |
| B.6E | R:S | identify and illustrate changes in DNA and evaluate the significance of these changes |
| B.6F | R:S | predict possible outcomes of various genetic combinations such as monohybrid crosses, dihybrid crosses and non-Mendelian inheritance |
| B.66 | 5.5 | recognize the significance of meiosis to sexual reproduction |
| B.6H | ss | describe how techniques such as DNA fingerprinting, genetic modifications, and chromosomal analysis are used to study the genomes of organisms |

| Reporting Category 3 Biological Evolution and Classification (10 questions) | | |
|---|-----|---|
| 8.7A | RS | analyze and evaluate how evidence of common ancestry among groups is provided by the fossil record, biogeography, and homologies, including anatomical, molecular, and developmental |
| 8.76 | SS | analyze and evaluate scientific explanations concerning any data of sudden appearance, stasis, and sequential nature of groups in the fossil record |
| B.7C | ss | analyze and evaluate how natural selection produces change in populations, not individuals |
| B.70 | SS | 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 |
| 8.7E | R5 | analyze and evaluate the relationship of natural selection to adaptation and to the development of diversity in and among species |
| B.7F | 55 | analyze and evaluate the effects of other evolutionary mechanisms, including genetic drift, gene flow, mutation, and recombination |
| B.7G | SS | analyze and evaluate scientific explanations concerning the complexity of the cell |
| 8.8A | 55 | define taxonomy and recognize the importance of a standardized taxonomic system to the scientific community |
| 8.88 | R5 | categorize organisms using a hierarchical classification system based on similarities and differences shared among groups |
| B.8C | 55 | compare characteristics of taxonomic groups, including archaea, bacteria, protists, fungi, plants, and animals. |
| | Bio | Reporting Category 4 ological Processes and Systems (11 questions) |
| 8.98 | | of energy and matter |
| B.9C | 55 | identify and investigate the role of enzymes |
| B.10A | RS | from injury or illness in animals |
| B.108 | RS | describe the interactions that occur among systems that perform the functions of transport, reproduction, and response in plants analyze the levels of organization in biological |
| B.10¢ | 100 | systems and relate the levels to each other and to the whole system |
| B.11A | 55 | describe the role of internal feedback mechanisms in the maintenance of homeostasis |

Staar Biology Chart

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CliffsNotes STAAR EOC Biology Quick Review Courtney Mayer, 2015-09-22 A helpful review guide for the 300 000 Texas high school freshmen who annually need to pass the exam in order to graduate Relevant to all Texas high school students needing to take the Biology end of course exam this Quick Review includes practice problems and chapter level reviews of topics comprising the State of Texas Assessments of Academic Readiness STAAR End of Course Biology exam Applying the proven Quick Review methodology to the STAAR EOC Biology each chapter targets one of the five Reporting Categories that comprise the exam Cell Structure and Function Mechanisms of Genetics Biological Evolution and Classification Biological Processes and Structures Interdependence within Environmental Systems Two practice tests with answers and explanations to every test question round out this book STAAR Biology Vocabulary Workbook Lewis Morris, Learn the Secret to Success on the STAAR Biology Exam Ever wonder why learning comes so easily to some people This remarkable workbook reveals a system that shows you how to learn faster easier and without frustration By mastering the hidden language of the subject and exams you will be poised to tackle the toughest of questions with ease We ve discovered that the key to success on the STAAR Biology Exam lies with mastering the Insider's Language of the subject People who score high on their exams have a strong working vocabulary in the subject tested They know how to decode the vocabulary of the subject and use this as a model for test success People with a strong Insider's Language consistently Perform better on their Exams Learn faster and retain more information Feel more confident in their courses Perform better in upper level courses Gain more satisfaction in learning The STAAR Biology Exam Vocabulary Workbook is different from traditional review books because it focuses on the exam's Insider's Language It is an outstanding supplement to a traditional review program It helps your preparation for the exam become easier and more efficient. The strategies puzzles and guestions give you enough exposure to the Insider Language to use it with confidence and make it part of your long term memory The STAAR Biology Exam Vocabulary Workbook is an awesome tool to use before a course of study as it will help you develop a strong working Insider s Language before you even begin your review Learn the Secret to Success After nearly 20 years of teaching Lewis Morris discovered a startling fact Most students didn t struggle with the subject they struggled with the language It was never about brains or ability His students simply didn t have the knowledge of the specific language needed to succeed Through experimentation and research he discovered that for any subject there was a list of essential words that when mastered unlocked a student's ability to progress in the subject Lewis called this set of vocabulary the Insider's Words When he applied these Insider's Words the results were incredible His students began to learn with ease He was on his way to developing the landmark series of workbooks and applications to teach this Insider's Language to students around the world <u>CliffsNotes STAAR EOC Algebra I Quick Review</u> Jorge A. Jacquez, 2015-10-27 This book reviews all five areas covered on

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