

2013-2014 Biology Semester 1 Final Exam Study Guide Answer Key

Chapter 1 Biology in the 21st Century

1. What is biology the study of? **Biology is the study of life.**
2. What are the 4 characteristics of life? **1. All organisms are made up of one or more cells. 2. All organisms need a source of energy for their life processes. 3. All organisms must respond to their environment. 4. Members of a species must have the ability to reproduce and develop.**
3. How are structure and function related in biology? **Structure and function are related at the level of chemicals in cells. Different types of cells have different functions that depend on their specialized structures (i.e. brain cells have branches that receive info from other cells). Structure and function are also related on the level of the organism (i.e. ducks have webbed feet to swim and walk).**
4. What is homeostasis? Give an example of how you maintain homeostasis. **Homeostasis is the maintenance of constant internal conditions. Sweating when you are hot and shivering when you are cold are examples.**
5. List and explain the general steps of the scientific method. **Observation, Hypothesis, Experiment, Collect data, Evaluate results, Draw a conclusion, and Retest.**
6. What are independent and dependent variables? (Explain) **A variable is a factor in the experiment that is being tested. The independent variable is the factor that is controlled/manipulated by the experimenter. The dependent variable is the factor that is being observed/measured.**
7. What are constants and controls? **The experimenter makes a special effort to keep other factors constant (the same) so that they will not affect the outcome. Those factors are called control variables.**

8. Sugar dissolves in, or mixes completely with, water. The solubility of a substance in water is determined by measuring the maximum amount of the substance that dissolves in a given amount of water at a given temperature. **HYPOTHESIS: The solubility of sugar in water increases as the temperature of the water decreases. Identify the independent and dependent variables. Ind. var – temp. of water Dep. var – solubility of sugar**
9. An electromagnet can be made by wrapping insulated wire around an iron nail and connecting the ends of the wire to a 6-volt battery. **HYPOTHESIS: Increasing the number of coils of wire wrapped around the nail increases the strength of the electromagnet, as measured by the number of paper clips the magnet can pick up. Identify the independent and dependent variables. Ind. var – number of coils wrapped around nail; Dep. var – strength of electromagnet**

Chapter 2 Chemistry of Life

1. What is the difference between a covalent bond and an ionic bond? **A covalent bond involves the sharing of electrons while an ionic bond requires the transfer of electrons.**
2. What are the 4 properties of water? **Water is a polar molecule. It has hydrogen bonds that are responsible for water's high specific heat, cohesion, and adhesion.**
3. Is water polar or non-polar, and why is this important? **Water is a polar molecule; this is important because it allows water to have charged regions which in turn allows hydrogen bonds to form.**
4. What is adhesion? (give an example) **Adhesion is the attraction among molecules of different substances (i.e. water molecules sticking to the sides of a glass).**
5. What is cohesion? (give an example) **Cohesion is the attraction among molecules of the same substance (i.e. water sticking to water).**

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Journal of the First-year Experience & Students in Transition ,2016 **Proceedings of The 5th MAC 2015** group of authors,2015-10-14 The 5th Multidisciplinary Academic Conference in Prague 2015 Czech Republic The 5th MAC 2015

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Trends in Teaching Experimentation in the Life Sciences Nancy J. Pelaez, Stephanie M. Gardner, Trevor R.

Anderson, 2022-05-11 This book is a guide for educators on how to develop and evaluate evidence based strategies for teaching biological experimentation to thereby improve existing and develop new curricula It unveils the flawed assumptions made at the classroom department and institutional level about what students are learning and what help they might need to develop competence in biological experimentation Specific case studies illustrate a comprehensive list of key scientific competencies that unpack what it means to be a competent experimental life scientist It includes explicit evidence based guidelines for educators regarding the teaching learning and assessment of biological research competencies The book also provides practical teacher guides and exemplars of assignments and assessments It contains a complete analysis of the variety of tools developed thus far to assess learning in this domain This book contributes to the growth of public understanding of biological issues including scientific literacy and the crucial importance of evidence based decision making around public policy It will be beneficial to life science instructors biology education researchers and science administrators who aim to improve teaching in life science departments Chapters 6 12 14 and 22 are available open access under a Creative Commons Attribution 4.0 International License via [link springer.com](https://www.springer.com) [The Best 168 Medical Schools, 2013 Edition](#)

Malaika Stoll, 2012 Profiles 168 top medical schools and offers information on admissions criteria financial aid and special programs for members of minority groups **Chemistry Education** Javier García-Martínez, Elena

Serrano-Torregrosa, 2015-05-04 Winner of the CHOICE Outstanding Academic Title 2017 Award This comprehensive collection of top level contributions provides a thorough review of the vibrant field of chemistry education Highly experienced chemistry professors and education experts cover the latest developments in chemistry learning and teaching as well as the pivotal role of chemistry for shaping a more sustainable future Adopting a practice oriented approach the current challenges and opportunities posed by chemistry education are critically discussed highlighting the pitfalls that can occur in teaching chemistry and how to circumvent them The main topics discussed include best practices project based education blended learning and the role of technology including e learning and science visualization Hands on recommendations on how to optimally implement innovative strategies of teaching chemistry at university and high school levels make this book an essential resource for anybody interested in either teaching or learning chemistry more effectively from experience chemistry professors to secondary school teachers from educators with no formal training in didactics to frustrated chemistry students

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