

Study Guide - Unit 5 AP Biology

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Explain the connection between alleles and genetic variation and provide an example.

Genetics is the study of _____ and _____.

Traits are passed from parent to offspring through _____.

What are homologous chromosomes?

Provide three differences between asexual and sexual reproduction.

The _____ pair of chromosomes in a _____ are the _____-determining chromosomes.

Match the correct genetic disorder to the characteristics.

- | | |
|---------------------------|---|
| 1. Trisomy 21 | A. Due to an extra X chromosome in the sex-determining chromosomes |
| 2. Turner's Syndrome | B. A high pitched "cat-like" cry |
| 3. Cri du Chat | C. People with this disorder are much more susceptible X-linked disorders |
| 4. Klinefelter's Syndrome | D. Due to an extra chromosome in the 21st chromosome pair |

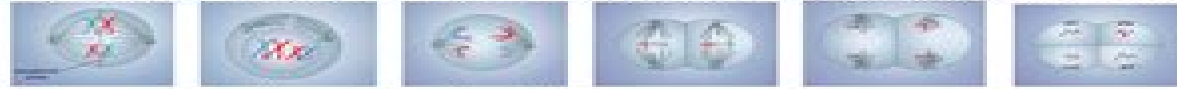
How many pairs of chromosomes are in a karyotype?

List three differences between gametic and somatic cells.

The end result of meiosis is _____.

What is a tetrad?

Describe what the phase of meiosis the photos are depicting and describes what happens in that phase.



A homozygous trait means that the alleles are _____.

A heterozygous trait means that the alleles are _____.

Why did Mendel use true-breeding plants in his experiments?

Label the first pedigree. In the next pedigrees, label them as autosomal recessive, autosomal dominant, or sex-linked.



Match the correct Principles of Heredity to its descriptions.

- | | |
|----------------------------------|---|
| 1. Law of Segregation | A. This law states that the inheritance of one gene does not affect the inheritance of another gene. |
| 2. Law of Independent Assortment | B. This law states that alleles are segregated during the inheritance of alleles. A mother can only pass down one allele and a father can only pass down one allele for a specific trait. |
| 3. Law of Dominance | C. This law states that the dominant trait will cover the effects of the recessive trait. |

Which of the following statements is correct?

- | | | | |
|--|--|---|--|
| A. Mitochondrial DNA is maternally inherited | B. Chloroplast DNA is maternally inherited | C. Chloroplast and Mitochondrial DNA is maternally inherited. | D. Mitochondrial and Chloroplast DNA is paternally inherited |
|--|--|---|--|

Match the Degree of Dominance to its definition.

- | | |
|-------------------------|---|
| 1. Complete Dominance | A. The dominant and recessive traits are both fully expressed in the phenotype. |
| 2. Incomplete Dominance | B. The dominant trait completely masks the effects of the recessive allele. |
| 3. Codominant Dominance | C. The dominant trait and the recessive trait are expressed, but not fully |

X-inactivation is when one of the _____ chromosomes in the _____ cell becomes _____ and turns into a _____.

Skin Color is an example of _____.

Genetic recombination is when an offspring is a _____ or _____ phenotype from the _____.

Why are linked genes more likely to be parental types and why are unlinked genes more likely to be recombinant types?

What is the given value that Collegeboard provides for the p-value in a Goodness of Fit test?

- | | | | |
|---------|---------|---------|---------|
| A. 0.05 | B. 0.01 | C. 0.50 | D. 0.10 |
|---------|---------|---------|---------|

The _____ of two organisms can be the same, but the _____ can impact the _____ of those organisms.

What do you do when the chi-square value is less than your critical value?

- | | | | |
|---------------------------|-----------------------------------|-------------------------------|-----------------------------------|
| A. Reject null hypothesis | B. Fail to reject null hypothesis | C. Accept the null hypothesis | D. Fail to reject null hypothesis |
|---------------------------|-----------------------------------|-------------------------------|-----------------------------------|

Match the disease to its characteristics (more than one answer)

- | | |
|-----------------------|--|
| 1. Colorblindness | A. Causes an abnormal amount of hemoglobin in an afflicted cell. |
| 2. Hemophilia | B. Causes a fatal buildup of fats or lipids in the brain |
| 3. Tay Sachs | C. An inability to clot blood properly |
| 4. Sickle Cell Anemia | D. An inability to see colors properly |
| | E. Caused by a mutation in the HEXA gene |
| | F. Caused by a mutation in the HBB gene |

What was the answer to the example problem involving the multiplication rule?

The addition rule finds the probability of two _____

What was the answer to the example problem involving the addition rule?

_____ events occurring.

The multiplication rule finds the probability of two _____ events occurring.

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Keep It Real With PBL, Secondary Jennifer Pieratt, 2019-12-19 Let's Get Real About PBL The book's companion website features an updated guide to help teachers integrate technology into PBL experiences for online and blended learning instruction Does project based learning PBL feel just out of reach in your secondary classroom Is project planning an overwhelming project in and of itself Dr Jennifer Pieratt a consultant and former teacher knows firsthand how challenging designing projects can be especially for secondary teachers with large caseloads and short class periods to engage in meaningful teaching and learning In this hands on interactive guide Pieratt supports secondary teachers through the iterative process of planning authentic project based learning experiences Using backward design she gives teachers ready to use strategies for identifying the best concepts to tackle in PBL experiences brainstorming realistic projects facilitating meaningful learning and creating formative and summative assessments The book is visually accessible in style and features reallife soundbites that tackle the challenges to implementing PBL Tips and resources to support the project planning process Planning forms to guide you through planning your projects Key terminology and acronyms in PBL Exercises to help you reflect and process throughout your project plans Master PBL planning with this clear efficient and easy to use guide to creating enriching experiences for your students

Curriculum Studies in Post-compulsory and Adult Education Mary Neary, 2002 This guide to curriculum studies will help to form a better understanding of planning and development Written for experienced and student teachers seeking teaching and training qualifications it encourages the user to learn through doing

Subject Guide to Books in Print, 1997 **The American Biology Teacher**, 2003 **Books in Print**, 1994

National Library of Medicine Current Catalog National Library of Medicine (U.S.), **Current Catalog** National Library of Medicine (U.S.), 1992 **Books in Print Supplement**, 1994 *Subject Guide to Children's Books in Print* 1997 Bowker Editorial Staff, R R Bowker Publishing, 1996-09

Benchmarks for Science Literacy American Association for the Advancement of Science, 1994-01-06 Published to glowing praise in 1990 Science for All Americans defined the science literate American describing the knowledge skills and attitudes all students should retain from their learning experience and offered a series of recommendations for reforming our system of education in science mathematics and technology Benchmarks for Science Literacy takes this one step further Created in close consultation with a cross section of American teachers administrators and scientists Benchmarks elaborates on the recommendations to provide guidelines for what all students should know and be able to do in science mathematics and technology by the end of grades 2 5 8 and 12 These grade levels offer reasonable checkpoints for student progress toward science literacy but do not suggest a rigid formula for teaching Benchmarks is not a proposed curriculum nor is it a plan for one it is a tool educators can use as they design curricula that fit their student's needs and meet the goals first outlined in Science for All Americans Far from pressing for a single educational program Project 2061 advocates a reform strategy that will lead to more curriculum diversity than is

common today IBenchmarks emerged from the work of six diverse school district teams who were asked to rethink the K 12 curriculum and outline alternative ways of achieving science literacy for all students These teams based their work on published research and the continuing advice of prominent educators as well as their own teaching experience Focusing on the understanding and interconnection of key concepts rather than rote memorization of terms and isolated facts Benchmarks advocates building a lasting understanding of science and related fields In a culture increasingly pervaded by science mathematics and technology science literacy require habits of mind that will enable citizens to understand the world around them make some sense of new technologies as they emerge and grow and deal sensibly with problems that involve evidence numbers patterns logical arguments and technology as well as the relationship of these disciplines to the arts humanities and vocational sciences making science literacy relevant to all students regardless of their career paths If Americans are to participate in a world shaped by modern science and mathematics a world where technological know how will offer the keys to economic and political stability in the twenty first century education in these areas must become one of the nation s highest priorities Together with Science for All Americans Benchmarks for Science Literacy offers a bold new agenda for the future of science education in this country one that is certain to prepare our children for life in the twenty first century

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