Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Period:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Topic 1: Scientific Investigation**

**A. Terms: Word Bank***: experiment, variables, hypothesis, constants, control, independent variable, dependent variable*

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_- is an educated guess/prediction; usually in “IF...THEN” form.

2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_- are the factors that are measured in an experiment.

3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_- is the variable that you purposely change...variable “I” change.

4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_- is the variable that changes as a result of changing the IV.

5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_- is the baseline measurement that you compare your data to.

6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_- the thing(s) that are purposely kept the same in the experiment.

7. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_- is a structured way to test a hypothesis.

**B. Scientific Tools - Identify the tool used for each of the following tasks: Word Bank**: *beaker, graduated cylinder, balance, light microscope, electron microscope*

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_- used for measuring mass

2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_- used for examining extremely small specimens

3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_- used for examining small specimens, was used to discover cells

4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_- used for measuring precise volumes of liquids

5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_- less accurate tool for measuring volume

**C. Microscope – Fill in the names of the parts of the microscope.**

Word bank: *objective lens, ocular lens, diaphragm, fine focus, coarse focus, stage, barrel, base, stage clips, lamp, arm, revolving nosepiece*



**Total Magnification**

Ocular Lens x Objective Lens

Example:

Ocular: 10x

Objective: 100x

Total Magnification: 10 x 100 =1,000x

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_- used to make BIG changes in focus

2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ -adjusts the amount of light

3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_- changes the magnification

4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_- holds down the slide

5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_- what you look through

**Topic 2: Characteristics of Living Things**

**A. List the 7 Themes of Biology:** Word Bank: *cells, metabolism, homeostasis, reproduce, heredity, evolution, interdependence*

1. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**- smallest unit of all life

2. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**- get and use energy in order to carry out life functions

3. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**- organisms rely on each other to survive

4. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**- either asexually or sexually

5. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_-** maintain a constant internal environment, ex. Body temperature

6. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_-** pass on traits to offspring

7. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_-** populations of organisms change over time

**B. Biological terms in order from smallest to largest:** Word Bank: *organ system, organism, Cell, tissues, organ, species, Community, ecosystem, biosphere, population*

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: the smallest unit of life

2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: a group of cells that carry out a similar function

3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: a group of tissues that carry out a specialized function in the body

4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: a group of organs that work together to perform body functions

5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: a single living thing

6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: a group of organisms of the same species that live in the same area

7. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: a group of organisms that look similar and can produce fertile offspring

8. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: a group of different species that live in the same habitat

9. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: a community of organisms and their non-living environment

10.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: all of the world and its atmosphere that support life.

**Topic 3: Life at the Molecular Level**

**A. Water**: Word Bank: *hydrogen bonding, float, acids, body temperature, capillary action, water, polar, 7, 4, 14, 0, cohesion, solvent, adhesion, bases, high heat capacity, homeostasis, surface tension.*

1. Water molecules have an unevenly distributed charge, this means that the molecule is\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is the attraction between the positive end of one water molecule and the negative end of another water molecule.

3. Many of the unique properties of water are caused by hydrogen bonding

- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is the movement of water up thin tubes, due to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ which means that water molecules ‘stick’ to each other and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ which means that water molecules can ‘stick’ to other substances.

- The property that helps bugs stand on water is called \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

-Water expands when it freezes which makes ice \_\_\_\_\_\_\_\_\_\_\_\_\_\_.

- Water has a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_which means it takes a lot of energy to raise or lower its temperature. This is important because it helps organisms maintain \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ by keeping a constant \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

4. Because water is a polar molecule, it is called the universal \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ which means that it can dissolve many substances.

5. Cells are mostly \_\_\_\_\_\_\_\_\_\_\_\_\_\_, therefore much of your entire body is made of water.

6. The pH scale is from 0-14. \_\_\_\_\_\_\_\_\_\_\_\_\_\_ range 0-6. \_\_\_\_\_\_\_\_\_\_\_ range 8-14. A neutral solution has a pH of \_\_\_\_\_\_\_\_\_\_\_.

**B. Carbohydrates** Word Bank: *monosaccharides, built, glucose, broken down*

1. Carbohydrates are \_\_\_\_\_\_\_\_ to store energy in plants and are\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_to be used as cellular energy to accomplish the characteristics of life.

2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ are the building blocks of carbohydrates, example \_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**C. Lipids** Word Bank: *fat, cuticle, oil, store, wax, insulate*

1. Lipids are organic compounds that include \_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_, and \_\_\_\_\_\_\_\_\_.

2. Lipids are used to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ energy in animals.

3. Leaves have a protective lipid layer called the \_\_\_\_\_\_\_\_\_\_\_\_\_\_ that prevents water loss.

4. Lipids like those in whale blubber and human fat help \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ organisms, protecting them and keeping them warm.

**D. Proteins:** Word Bank: *unchanged, amino acids, active sites, peptide, enzymes, speed up, substrate*

1. Proteins are made up of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ joined together by \_\_\_\_\_\_\_\_\_\_ bonds.

2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ are a special group of proteins that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ reactions.

3. Enzymes have \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ with specific shapes that allow them to interact with only one type of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

4. Enzymes are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ during reactions.

5. **Circle** the substrates. **Box in** the enzyme AFTER the reaction.

Draw a **Triangle** around the products.

**E. Nucleic Acids:** Word Bank: *adenine, cytosine, guanine, thymine, hydrogen bond, uracil, replication, sugar, ribose, Watson & Crick, nucleotides, Rosalind Franklin, double helix, genetic, deoxyribose, phosphate, DNA, RNA, nitrogen base (Note you will use the words more than once)*

1. The two types of nucleic acids are \_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_.

2. The building block of a nucleic acid is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, which is made of a \_\_\_\_\_\_\_\_\_\_\_\_, a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

3. \_\_\_\_\_\_\_\_\_\_ is common to all living things and it stores genetic information.

4. In DNA, \_\_\_\_\_\_\_\_\_\_\_\_\_\_ bonds with \_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ bonds with \_\_\_\_\_\_\_\_\_\_\_\_\_\_.

5. The nitrogen bases are held together by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

6. The shape of a DNA molecule is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, discovered by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

7. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ took X-ray photographs of DNA that helped determine DNA’s structure.

8. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is a process that makes an exact copy of DNA.

9. The sugar in DNA is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, but the sugar in RNA is \_\_\_\_\_\_\_\_\_\_\_\_\_\_.

10. In DNA adenine bonds with \_\_\_\_\_\_\_\_\_\_\_\_\_\_, but in RNA it bonds with \_\_\_\_\_\_\_\_\_\_\_.

11. \_\_\_\_\_\_\_\_\_\_ is single stranded, and \_\_\_\_\_\_\_\_\_\_\_\_\_ is double stranded.

12. \_\_\_\_\_\_\_\_\_\_\_ is copied by \_\_\_\_\_\_\_\_\_ which becomes the pattern for making proteins.

13. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ engineering involves inserting foreign DNA into host DNA to

make recombinant DNA.

|  |  |  |
| --- | --- | --- |
| **Macromolecule** | **Monomer** | **Polymer** |
| Nucleic Acid |  |  |
| Carbohydrate |  |  |
| Protein |  |  |
| Lipid |  |  |

**Topic 4:** **Life at the Cellular Level**

**A. The Parts of the Cell Theory**

1.

2.

3.

**B. Development of the Cell Theory** Word Bank: *Hooke, Leeuwenhoek, Schleiden, Schwann, Virchow*

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_- first to observe living microorganisms through a microscope

2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_- observed cork and named cells

3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_- studied plant cells

4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_- studied animal cells

5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_- concluded that all cells come from preexisting cells

**C. Types of Cells** Word Bank: *prokaryotes, eukaryotes, both*

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_- have a nucleus

2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_- have organelles

3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_- includes the kingdom Eubacteria and Archaebacteria

4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_- do not have organelles

5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_- includes Protists, Fungi, Plants, and Animals

6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_- have DNA,

7. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_- go through mitosis

8. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_- go through binary fission

9. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_- have ribosomes to synthesize (make) proteins



**D. Cellular Organelles:** Word Bank: *nucleus, mitochondria, vacuole, ribosomes, golgi*

*body or apparatus, endoplasmic reticulum, nucleolus, centriole, cell wall, cytoplasm,*

*chloroplast, lysosomes, cell membrane (You will use some organelles more than once)*

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_- command center of the cell; DNA in the form of chromosomes is here

2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_- small organelle in the nucleus that makes ribosomes

4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_- the site of protein synthesis in prokayrotes and eukaryotes

5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_- transport system of the cell

6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_- collects, packages, and distributes proteins

7. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_- contains digestive enzymes to break down old cell parts

8. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_- storage tank of the cell

9. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_- organelle that conducts ‘respiration’ for the cell

10. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_- the powerhouse of the cell

11. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_- organelle that conducts ‘photosynthesis’ for plant cells

12. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_- assists in cell division in animal cells only

13. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_- the jelly-like material in which organelles float inside a cell

14. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_- boundary outside of the cell membrane in some cells

15. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_- encloses cell, controls what gets into and out of the cell

16. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_- numerous in heart muscle cells because of need for energy

17. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ numerous in cells that produces large quantities of proteins

**E. Differences between plant and animal cells** (complete the table)



|  |  |  |
| --- | --- | --- |
|  | Plant  | Animal  |
| Shape |  |  |
| Unique Parts |  |  |

**F. The Fluid Mosaic Model and Movement through the Cell Membrane:** Word Bank: *diffusion, proteins, cell membrane, active transport, endocytosis, exocytosis,* *phospholipids, energy, low, high, carbohydrates, facilitated diffusion,* *pinocytosis, osmosis, phagocytosis (You may use words more than once)*

1. The cell membrane is composed of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ , and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

2. The Fluid Mosaic Model describes the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

3. Passive transport is also called \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and it doesn’t require \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

4. Passive transport moves molecules move from areas of \_\_\_\_\_\_\_\_\_\_\_\_\_\_ to\_\_\_\_\_\_\_\_\_\_\_\_ concentration.

5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_- diffusion where carrier proteins help molecules across the membrane.

6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is a type of diffusion involving only the movement of water molecules.

7. The type of transport that requires energy is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

8. The movement that requires energy moves molecules from \_\_\_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_\_\_ concentrations.

9. Active transport that moves substances into the cell is called \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

10. Moving solid particles into the cell is called \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

11. Moving liquids into the cell is called is called \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

12. Active transport that moves substances out of the cell is called \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

13. Molecules are transported across the cell membrane by carrier \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.



**Topic 5: Cell Division**

1. **Mitosis** Word Bank: *nucleus, replicated, interphase, prophase,**metaphase, anaphase, telophase,*

*cytokinesis, centromere, chromatids,**chromatin, centrioles, spindle fibers, plate, cleavage furrow*.

*(You may use words more than once)*

1. A chromosome is made of two identical parts called \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

2. The parts of a chromosome are held together by a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

3. Only animal cells have \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to help with chromosome movement.

4. During \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ sister chromatids are separated at the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and are pulled to opposite ends of the cell.

5. DNA is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ during \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ so each cell will have the same information

6. Chromosomes line up along the equator of the cell in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

7. Loose or uncoiled chromosomes are actually DNA in the form of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

8. During \_\_\_\_\_\_\_\_\_\_\_\_\_\_spindle fibers shorten which pulls chromosomes to the poles.

9. After the nucleus divides, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ occurs: the division of the cytoplasm

10. In plant cells only, a cell \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_forms during cytokinesis.

11. In animal cells only, a cell \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ forms during cytokinesis.

12. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ are attached to chromosomes at the centromere

13. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_- chromosomes become visible

14. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_- nuclear membrane forms around each chromosome set

15. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_- nuclear membrane begins to disappear

16. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_- two daughter cells are formed



17. **Label** each phase of mitosis in the

diagram at the right. Word Bank:

*Interphase, Metaphase, Cytokinesis,*

*Prophase, Anaphase, Telophase*

**B. Meiosis** Word Bank: *gametes, 1, the same, 46, 23, eggs, sperm, zygote, homologous, diploid, half, 2, haploid, prophase, fertilization*

1. Meiosis is a type of cell division that makes sex cells or \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

2. The two types of sex cells are \_\_\_\_\_\_\_\_\_\_\_\_\_\_and \_\_\_\_\_\_\_\_\_\_\_\_\_.

3. Mitosis consists of \_\_\_\_\_\_\_ division(s), while meiosis consists of \_\_\_\_\_\_ division(s).

4. Mitosis makes cells with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_number of chromosomes as the parent cell, but meiosis produces cells with \_\_\_\_\_\_\_\_\_\_\_\_\_\_ the number of chromosomes as the parent cell.

5. A human’s body cells have \_\_\_\_\_\_\_\_\_\_chromosomes; sex cells or gametes have \_\_\_\_\_\_\_\_\_\_\_\_\_.

6. For every chromosome your mother gave you, there is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ chromosome from your father with information regarding the same trait(s).

7. When a cell has a full complement of homologous chromosomes from each parent (2 complete sets of chromosomes), the cell is said to be \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

8. Sex cells have only ONE set of chromosomes, they are called \_\_\_\_\_\_\_\_\_\_\_\_\_\_.

9. When an egg and a sperm combine during \_\_\_\_\_\_\_\_\_\_\_\_\_\_, the \_\_\_\_\_\_\_\_\_\_\_\_ that

is formed has the normal diploid number of chromosomes.

10. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ chromosomes exchange information during \_\_\_\_\_\_\_\_\_\_\_\_\_\_ which adds to diversity.



**C. Making Proteins** Word Bank: *translation, diffusion, transcription, proteins, mRNA,**amino acid, DNA, peptide, tRNA, codon, nitrogen bases, cytoplasm, ribosome,**nucleus, anticodon, polypeptide, protein synthesis (You may use words more than once)*

1. Almost everything in a living organism is made of or made by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

2. The process of protein synthesis is consist of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

3. During \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, the genetic code is copied from \_\_\_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_\_\_\_\_.

4. Because DNA can’t leave the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, the message is carried out to the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ by \_\_\_\_\_\_\_\_\_\_\_\_\_.

5. Once the message from DNA is copied, the \_\_\_\_\_\_\_\_\_\_\_\_\_\_ leaves the nucleus and travels to a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

6. A sequence of 3 bases on mRNA is called a(n) \_\_\_\_\_\_\_\_\_\_\_\_\_\_, but 3 bases on a tRNA molecule are called a(n) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

7. Each codon is matched with an \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and the \_\_\_\_\_\_\_\_\_\_\_\_\_ transfers the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to the ribosome.

8. Each \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is linked together by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ bonds to form \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

9. Another name actually making proteins is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

10. The sequence of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ on \_\_\_\_\_\_\_\_\_\_\_ carry the genetic code.

**D. Transcription and Translation:** Use a codon chart to transcribe and translate the

following DNA sequence: GGCCATTTCGATTTGAGC

1. mRNA \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. amino acids \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. This protein is made of \_\_\_\_\_\_\_\_ amino acids.

**E. DNA Technology**: Word Bank: *DNA sequence, genes, fingerprinting, identical, fraternal, collaborative, same*

1. DNA \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is used to identity crime suspects (such as murder and robbery).

2. Using gel electrophoresis, scientists can determine an individual’s DNA fingerprint. No two people have the \_\_\_\_\_\_\_\_\_\_\_\_\_\_ fingerprint, except for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ twins.

3. Human Genome project is considered a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ effort because 13 countries worked on it.

4. The objective of the Human Genome Project was to understand the human \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

5. Scientists wanted to determine the sequence of bases to ultimately find the \_\_\_\_\_\_\_\_\_\_ responsible for certain diseases and human traits.

**Topic 6: Genetics**

**A. Vocabulary** Word Bank: *phenotype, gene, heredity, genetics, genome, recessive, dominant, Gregor Mendel, trait, genotype, alleles, homozygous, heterozygous*

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_- two different alleles, a hybrid (Tt)

2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_- is the passing of characteristics from parent to offspring

3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_- is the type of genes or alleles present in an organism’s genome

4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_- form of gene that always shows even in the presence of recessive allele.

5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_- all of the genes in an organism

6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_- are different forms of the same gene (ex: tall vs. short)

7. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_- two alleles of the same form that make up a genotype, pure breed (TT or tt)

8. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is the Father of Modern Genetics

9. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_- form of a gene only expressed in a homozygous state

10. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_- is an inherited characteristic

11. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_- is an organism’s physical appearance

12. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_- is the study of heredity

13. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_- is a segment of DNA located on a chromosome that codes for a particular protein.

**B. Mendelian Genetics:** Word Bank: *monohybrid, dihybrid, independent assortment, segregation, Punnett square, P, F1, F2, incomplete dominance, codominance, sex-linked traits*

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_- table used to diagram the probability of getting certain genotypes

2. A \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ cross looks at only one trait

3. A \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ cross looks at two traits at a time

4. The first generation of a ‘cross’ is the \_\_\_\_\_\_\_\_ or parental generation

5. The offspring of the \_\_\_\_\_\_\_ generation is the F1 generation

6. The offspring of the \_\_\_\_\_\_\_ generation is the F2 generation

7. The Law of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ states that each gene is inherited separately from others if they are on different chromosomes

8. The Law of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ states the 2 alleles for each trait separate as gametes form

9. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is blending of traits; red flowers + white, Flowers = pink

10. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_- both alleles are expressed equally, in blood typing (A+B = AB)

11. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_- controlled by genes on sex chromosomes and are often more common in males than in females; colorblindness, hemophilia.

**C. Mutations**~ there are 2 major types ‘*gene*’ and ‘*chromosomal*’

**1. Gene Mutations** Word Bank: *gene, point, frameshift, mutagens, UV light, chemicals*

a. A \_\_\_\_\_\_\_\_\_\_\_\_ mutation is a change in one or more nucleotide bases of DNA.

b. Mutations are caused by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ like \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ or \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

c. A \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ mutation is when 1 nucleotide base in DNA is changed

d. A \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ mutation occurs if 1 or more nucleotides in DNA are added or deleted; this causes the codon sequence to be shifted.

**🡪 if the original DNA is ATAACGCCTATT...**

~ then the number of codons is \_\_\_\_\_\_\_\_

~ then the mRNA sequence would be \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**🡪 if the original DNA were replicated and the “G” was deleted...**

~ then the DNA sequence would be \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

~ then the number of complete codons would be \_\_\_\_\_\_\_\_

~ then the mRNA sequence would be \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**🡪if the original DNA is replicated and “C” was added to the beginning...**

~ then the DNA sequence would be \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

~ then the number of complete codons would be \_\_\_\_\_\_\_\_\_\_

~ then the mRNA sequence would be \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**2. Chromosomal Mutations** Word Bank: *duplication, inversion, insertion, deletion, translocation, nondisjunction, polyploidy, haploid, triploid, diploid, chromosomal*

a. A \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ mutation occurs if there is a change in the number or structure of a single chromosome or whole sets of chromosomes

b. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_- chromosomes don’t separate during meiosis

c. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_- chromosome pieces are moved onto another chromosome

d. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_- chromosome segment is inserted in reverse order

e. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_- a segment of a chromosome is repeated

f. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ - segment of a chromosome is removed

g. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ - segment of chromosome is inserted into another

h. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_- whole extra sets of chromosomes in the same cell

i. In plants and animals, sex cells are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ which means that they have half the number of chromosomes that a body cell has

j. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_- a cell with 2 sets of chromosomes (1 from mother; 1 from father)

k. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_- a cell with 3 sets of chromosomes



**D. Genetic Disorders**: Word Bank: *21st, karyotype, trisomy, chromosomes, Monosomy*



1. Only a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ detects mutations affecting the number of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Down Syndrome is \_\_\_\_\_\_\_\_\_\_\_\_\_\_ on the \_\_\_\_\_\_\_\_\_\_\_ chromosome pair

3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ occurs when there is an extra copy of a chromosome in a diploid cell

4. Turner Syndrome is caused by having a missing or incomplete X chromosome. This condition is called \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Topic 7: Taxonomy**

**A. Classification**: Complete the table by arranging the terms largest (1) to smallest (8) **Use these term**s: *Domain, Genus, Kingdom, Species, Phylum, Class, Family, Order*)

|  |  |  |  |
| --- | --- | --- | --- |
|  | Classification Level |  | Trick to Remember |
| 1. |  | 1. |  |
| 2. |  | 2. |  |
| 3. |  | 3. |  |
| 4. |  | 4. |  |
| 5. |  | 5. |  |
| 6. |  | 6. |  |
| 7. |  | 7. |  |
| 8. |  | 8. |  |

**B. Naming Organisms**: Word Bank: *genus, Linneaus, species, different, the same, binomial nomenclature, kingdom (You can use the words more than once)*

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, or ‘2 name naming’ was developed by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. An organism’s scientific name is made of its \_\_\_\_\_\_\_\_\_\_\_\_\_ then its \_\_\_\_\_\_\_\_\_\_\_\_

3. If 2 organisms are in the same genus, they must be in the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ family

4. Clostridium tetani and Clostridium botulinum are two types of bacteria from the Eubacteria \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. They are in the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ species, but they are in \_\_\_\_\_\_\_\_\_\_\_\_\_\_ genus

5. The Class of Mammals includes organisms such as rabbits and elephants which are in the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Phylum but \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Species

6. Only organisms that interbreed and produce fertile offspring are in the same \_\_\_\_\_\_\_\_\_\_\_\_\_\_.



Common Name: Giraffe

Scientific Name: Giraffa camelopardalis

 (genus) (species)

**C. Kingdoms:** complete the chart using the terms: eukaryotic, unicellular, multicellular, autotroph, heterotroph, prokaryotic

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Kingdom** | **Cell Type** | **Cell Structure** | **Number of Cells** | **Nutrition** | **Examples** |
| **Eubacteria** |  | Cell wall (peptidoglycan) |  | Autotroph or heterotroph | All common bacteria |
| **Archeabacteria** |  | Cell wall | Unicellular | Autotroph or heterotroph | Extremophiles |
| **Protista** | Eukaryotic | Mixed | Uni or multicellular | Autotroph or heterotroph | Amoeba, paramecium |
| **Fungi** |  | Cell wall (chitin) | Uni or multicellular |  | Mushrooms, yeast |
| **Plantae** |  | Cell wall (cellulose) |  |  | Grass, flowers |
| **Animalia** |  | No cell wall |  |  | Cats, Jellyfish |

**D. Viruses, agents of disease** Word Bank: *virus, host, capsid, antibodies, DNA, against, cell, living, nonliving*

1. Viruses are considered \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because they can not perform the characteristics of life without a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Viruses are made of only 2 organic compounds,\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and a \_\_\_\_\_\_\_\_\_\_\_\_\_\_ made of protein.

3. A virus infects a cell by injecting \_\_\_\_\_\_\_\_\_\_\_\_\_into a cell.

4. The cold, the flu and HIV are caused by a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

5. Antibiotics are typically used to fight bacterial infections. The word antibiotic literally means \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ life. Because viruses are considered \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, antibiotics don’t work against viruses.

6. Vaccines are used to help organisms make \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to build immunity. Vaccines are made from destroyed or weakened forms of a \_\_\_\_\_\_\_\_\_\_\_\_.

**F. Sexual Reproduction in Plants:** Word Bank: sperm, meiosis, plants, mitosis, eggs, wind, insects, birds, pollination, sexual, asexual, stamen, pistil

1. ONLY the most complex kingdoms, like animals and \_\_\_\_\_\_\_\_\_\_\_\_\_ regularly use \_\_\_\_\_\_\_\_\_\_\_\_\_reproduction which requires 2 distinct gametes called \_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_

2. Body cells of a plant are made by \_\_\_\_\_\_\_\_\_,while sex cells are made by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. In \_\_\_\_\_\_\_\_\_\_\_\_\_\_, the \_\_\_\_\_\_\_\_\_\_\_\_\_ is located inside a pollen grain which will fertilize an egg.

4. The female part of a flower that contains ovules or\_\_\_\_\_\_\_\_\_ is called the \_\_\_\_\_\_\_\_\_\_\_

5. Pollen is located on the anther or \_\_\_\_\_\_\_\_\_, which is the male part of a flower.

6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_occurs when pollen from the \_\_\_\_\_\_\_\_\_\_\_\_\_\_ is deposited

on the pistil, which can happen by \_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_, and \_\_\_\_\_\_\_\_\_\_\_\_\_\_



**Topic 8: Evolution**

**A. Origin of Life – Scientists’ Hypotheses**

**1. Disproving Spontaneous Generation** Word Bank: *air, sealed, open, bacteria, gauze, spontaneously*

a. Through the early 1800s, people believed organisms could \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ develop, an idea known as spontaneous generation.

b. In 1668, many believed maggots spontaneous generated from rotting meat. Francis Redi’s experiment disproved this by experimenting with meat in \_\_\_\_\_\_\_\_\_ jars, \_\_\_\_\_\_\_\_\_\_\_ jars and jars covered with \_\_\_\_\_\_\_\_\_\_\_

c. In 1859, Louis Pasteur completely disproved spontaneous generation by using a

special flask that allow \_\_\_\_\_\_\_\_\_\_\_\_\_\_ in but captured bacteria before it could get to

the broth. No \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ grew in the flask after boiling = no spontaneous generation.

**2. First Life** Word Bank: *eukaryotes, prokaryotic, variety, self-replicating, organic, photosynthesis, oxygen*

a. Earth’s atmosphere had to be very hot and with little oxygen for the first \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ molecules to first form.

b. Organic molecules clumped together for form \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ structures that later evolved into cells.

c. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ cells were the first to evolve.

d. When cells gained the ability to do\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, they used up carbon dioxide and put more \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ into the atmosphere.

e. With more oxygen in the atmosphere, a wider \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of organisms evolved on land.

6. Some cells engulfed each other leading to the formation of more complex cells that we now call \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**B. Early Theorists**

**1. Lamarck** Word Bank: Inheritance of Acquired Traits, Law of Use

and Disuse

a. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_- if you don’t use it, you lose it

b. Lamarck believed that giraffe’s long necks were a result of being stretched because they were trying to reach tall trees, and the one’s who didn’t stretch died out.

c.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_- was his belief that if a characteristic occurs and is beneficial to an organism’s survival, then it will be passed on; ex. if a toe gets cut off and it’s helpful, then that trait gets passed on to offspring.

d. **NO evidence** to support this theory so it was ***thrown out***

**2. Charles Darwin** Word Bank: *The Origin of Species, finches, Galapagos Islands, Natural Selection*

a. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_- only the organisms that are best suited to their environments will survive

b. The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ were a cluster of islands that had different food sources. Because of this, the \_\_\_\_\_\_\_\_\_\_\_\_\_ had different beaks to help eat the food.

c. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ was his book that compiled his evidence for evolution

**C. Rates of Evolution** Word Bank: *gradualism, punctuated equilibrium*

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_- organisms evolve as a result of small adaptive changes over time

2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_- short periods of rapid change followed by long

periods of little or no change.

**D. Evidence of Common Ancestry** Word Bank: *appendix, younger, older, homologous structures, fish, vestigial organs, common ancestors, rabbits, DNA sequence, absolute, relative,*

*gorillas, embryology, pig*. *(Words can be used more than once)*

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: a bat’s wing, whale’s flipper, and human arm have the same number, type, and arrangement of bones; considered to have a common evolutionary origin.

2. The presence of the same number & type of bones in the wing of a bat and the arm and hand of a human suggests that a bat and a human must share \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**-** similar amino acid sequences in proteins of horses and humans provides evidence of similar origin, this is the most **specific** way to compare organisms.

4. The fact that the DNA of humans and that of monkey species are 99% similar suggests that they probably share \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

5. The most specific way to provide evidence of common ancestry is by using

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_- embryos of different organisms (chicken, human, rabbit) look similar at certain early stages, which means the same genes are working at those times.

7. Use the diagram to the right, the embryological development of the stages in the box suggest that humans are most closely related to

\_\_\_\_\_\_\_\_\_\_\_\_\_\_because they look alike.

8. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_- are structures that have no apparent use; the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in humans may be a remnant of a digestive organ still found in other organisms and the pelvis and femur in a whale may be remnants of when whale ancestors had legs.

9. According to relative dating of fossils: the deeper under ground the fossil is, the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ it is.

10. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ dating uses radioactive isotopes to determine an estimated age for fossils.

**Topic 9: Ecology**

**A. Ecological Succession:** Word Bank:*desert, rain forest, deciduous, coniferous, tundra, ocean, grassland, freshwater, climax community, primary succession*

1. Ecological successionis the sequential replacement of one ecological community

with another. Succession is complete when a stable, **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** is established.

2. Succession often begins after all life in a climax community is destroyed by fire. The result of this fire could be represented in the pictures below by letter \_\_\_\_.



A) bare rock) B) moss C) herbs D)scrubs E) forest

2. Primary succession occurs as plants such as mosses and grasses begin to grow on bare surfaces. This could be represented by letter \_\_\_.

3. Secondary succession occurs as other, larger plants and animals begin to grow. This could be associated with picture \_\_\_\_\_\_.

4. Large hardwood trees and large plants are associated with a climax community. This would be letter \_\_\_\_\_\_.

**B. Biomes:** Word Bank: *desert, rain forest, deciduous, coniferous, tundra, ocean, grassland, freshwater, savannah (Words can be used more than once)*

1. A biomeis a geographic area characterized by specific types of plants and animals

2. Biomes are typically named for the type of vegetation, so biomes that primarily have varieties of grasses are called \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ biomes, but pine trees (with cones) are usually in a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ biome.

3. Two of the coldest biomes are the \_\_\_\_\_\_\_\_\_\_\_\_ and tiaga.

4. A biome that has a thick canopy of trees and plants is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

5. In the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, the amount of precipitation exceeds the amount of evaporation.

6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ biomes are aquatic and include lakes and rivers. The organisms in these biomes are sensitive to even the smallest environmental changes.

7. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ forests have trees that produce cones.

8. The \_\_\_\_\_\_\_\_\_\_\_\_\_ aquatic biome has varying salinity (salt levels) and temperature zones.

9. Lions can easily stalk their prey in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ biomes because the vegetation is the same color as their fur, which serves as camouflage.

10. \_\_\_\_\_\_\_\_\_\_\_\_\_ biomes have little vegetation. The few plants that can survive here have shallow root systems that collect rain water as soon as it falls.

11. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ trees have thin needle-like leaves instead of broad leaves with a lot of surface area.

12. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ trees have broad leaves that change color and fall off in the fall.

13. In VA, most of the trees lose their leaves in the fall. The biome is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ forest.

**C. Ecology Vocab:** Word Bank: *consumer, autotrophic, biotic, abiotic, increase, decrease, species, carnivore, omnivore, herbivore, scavengers, decomposers, producer, population, heterotrophic, community, energy, ecosystem, biosphere*

1. A \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is an organism at the beginning of a food chain; produce their own food

2. Organisms, like plants, that can make their own food are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

3. Organisms that feed off of other organisms are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

4. A \_\_\_\_\_\_\_\_\_\_\_\_\_\_ is an organism that eats producers or other organisms for energy.

5. A nonliving part of the environment is a(n) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ factor.

6. A living part of the environment is a (n) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ factor.

7. A consumer that eats only producers is called a (n) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

8. A consumer that eats both plants and animals is called a (n) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

9. A \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is a group of organisms that can interbreed and produce fertile offspring.

10. Many populations of different organisms living together is a(n) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

11. A group of individuals of a species that lives together and interbreeds is a(n) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

12. The community of organisms in an area including abiotic factors is a(n) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

13. The Earth represents a(n) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

14. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is transferred through an ecosystem by eating or consuming food.

15. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ eat things that are already dead (ex. vulture)

16. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ break down decaying organisms and nutrients are put back into the soil by bacteria and fungi like mushrooms)

17. [A hunter 🡨a fox 🡨 a rabbit 🡨 grass or plants] In food webs or food chains, the arrow ALWAYS points to the direction that \_\_\_\_\_\_\_\_\_\_\_\_\_\_ flows.

18. [A hunter 🡨 a fox 🡨 a rabbit 🡨 grass] In this food chain, the rabbit is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, the fox is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and the grass is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

19. [A hunter 🡨 a fox 🡨 a rabbit 🡨 grass] In this example, if the rabbit population increased, then the fox population would probably \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**D. Relationships**: Word Bank: *commensalism, mutualism, parasitism, symbiosis, predation,*

*water, sunlight, extinction, limiting factors, competition for food, pollution, disease, climate (Words may be used more than once)*

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_- one organism is harmed while the other benefits

2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_- both organisms benefit

3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_- buffalo and a bird that picks insects off the buffalo

4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_- organisms living together

5. Some wasps inject eggs into other organism. As the eggs develop into larvae, they use the host for nutrients. The host dies as the wasp larvae develop. When one organism benefits and the other is harmed the relationship is called \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

6. Anemones release poisonous chemicals from their tentacles that paralyze prey. Clown fish are not affected by the poison & find protection from predators by living near anemones. This is called \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because the fish don’t harm or benefit the anemone.

7. Things that limit the size of populations are called \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

8. On the rain forest floor, a limiting factor for plants would be availability of \_\_\_\_\_\_\_\_\_\_.

9. In the desert, a limiting factor for both plants and animals would be availability of \_\_\_\_\_\_\_\_\_\_\_\_\_\_.

10. Hunting is encouraged for deer populations because they live in such close proximity to each other that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is a limiting factor.

11. Only 3,000 manatee Trichechus manatus are left, and most of them are in the ocean around Florida. Because there is little genetic diversity, a disease that reduces fertility might cause \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**E. The Water Cycle** : Fill in the blanks with

letters from the diagram to the right.

a. Water falls to the ground in the form

of precipitation (letter \_\_\_\_\_\_\_)

b. It percolates through the soil to

make ground water (letter \_\_\_\_)

c. Water that doesn’t go into the ground is called run off (letter \_\_\_\_\_)

d. Water is taken into plants through the roots by capillary action

e. Transpiration is the process of releasing water vapor into the atmosphere from plant leaves. (letter \_\_\_)

f. Evaporation puts water from oceans and lakes into the atmosphere. (letter \_\_\_\_\_)

g. Water in the atmosphere forms droplets in clouds by condensation. (letter \_\_\_\_\_\_)

**F. The Carbon Dioxide/Oxygen Cycle**: Word Bank: *heterotrophs, CO2, water, O2, glucose, chloroplasts, mitochondria, photosynthesis, chemical, respiration, autotrophs, solar, ATP (Words can be used more than once)*

a. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ use organelles called \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in their leaves to collect \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ energy

b. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ occurs so plants can make \_\_\_\_\_\_\_\_\_\_\_\_ to use for energy

c. Photosynthesis converts \_\_\_\_\_\_\_\_\_\_\_\_\_ energy into \_\_\_\_\_\_\_\_\_\_\_\_\_\_ energy.

d. Photosynthesis uses \_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_ energy to form \_\_\_\_\_\_\_\_\_\_ & \_\_\_\_\_\_\_\_\_\_.

e. Animals can not make their own food therefore they are called \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

f. All organisms use organelles called \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to perform a process called \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ which breaks down food molecules to produce ATP for energy.

g. Respiration uses \_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_ to produce \_\_\_\_\_\_\_ and \_\_\_\_\_\_.

h. The gas made by respiration is \_\_\_\_\_\_; the gas taken in by photosynthesis is \_\_\_\_\_\_\_\_\_\_\_\_.

i. The gas taken in by respiration is\_\_\_\_\_\_\_\_\_; the gas produced by photosynthesis is \_\_\_\_\_\_\_\_\_.