
Mastering Biology Chapter 1 & 2 Quizzes

A substance that cannot be broken down into other substances by ordinary chemical procedures is a(n) _____. - answer element

This is the definition of an element.

What is the correct order for the hierarchy of biological organization from the least to the most complex? See Concept 1.1 (Page) - answer molecule, organelle, cell, tissue, organ, organ system, organism, population, community, ecosystem

Each level of biological structure builds on the level before it.

No amino acid molecule by itself can speed up or catalyze reactions between other molecules; however, when amino acids are joined together to make a protein with catalytic properties, the new structure (enzymatic protein) can speed up the rate of a specific chemical reaction. What does this illustrate? See Concept 1.1 (Page) - answer emergent properties

A molecule such as a protein has attributes not exhibited by any of its component parts (e.g., amino acids). Therefore, novel properties are emerging that were not present at a simpler level of organization.

Which of the following statements is true about chemical nutrients in an ecosystem? See Concept 1.1 (Page) - answer They recycle within the ecosystem, being constantly reused.

Nutrients cycle through the ecosystem by processes such as the decomposition of organic debris.

Which of the following statements is not true of scientific experiments? - answer They must occur under carefully controlled conditions found in a laboratory.

Not all experiments are performed under laboratory conditions; many occur outdoors in uncontrolled conditions. Scientists must account for these variations when designing experiments.

In an experiment, investigators try to control all of the variables except one—the one that tests the hypothesis. Which of the following reasons is the primary rationale for controlling variables in an experiment? - answer To eliminate alternative explanations for the results of an experiment

Mastering Biology Chapter 26

Hong Kong



Mastering Biology Chapter 26:

A Guide to Teaching in the Active Learning Classroom Paul Baepler, J. D. Walker, D. Christopher Brooks, Kem Saichaie, Christina I. Petersen, 2023-07-03 While Active Learning Classrooms or ALCs offer rich new environments for learning they present many new challenges to faculty because among other things they eliminate the room's central focal point and disrupt the conventional seating plan to which faculty and students have become accustomed. The importance of learning how to use these classrooms well and to capitalize on their special features is paramount. The potential they represent can be realized only when they facilitate improved learning outcomes and engage students in the learning process in a manner different from traditional classrooms and lecture halls. This book provides an introduction to ALCs briefly covering their history and then synthesizing the research on these spaces to provide faculty with empirically based practical guidance on how to use these unfamiliar spaces effectively. Among the questions this book addresses are: How can instructors mitigate the apparent lack of a central focal point in the space? What types of learning activities work well in the ALCs and take advantage of the affordances of the room? How can teachers address familiar classroom management challenges in these unfamiliar spaces? If assessment and rapid feedback are critical in active learning, how do they work in a room filled with circular tables and no central focus point? How do instructors balance group learning with the needs of the larger class? How can students be held accountable when many will necessarily have their backs facing the instructor? How can instructors evaluate the effectiveness of their teaching in these spaces? This book is intended for faculty preparing to teach in or already working in this new classroom environment, for administrators planning to create ALCs or experimenting with provisionally designed rooms, and for faculty developers helping teachers transition to using these new spaces. *Lewin's Essential GENES* Jocelyn E. Krebs, Elliott S. Goldstein, Stephen T. Kilpatrick, 2020-02-10 Extensively reorganized and revised with the latest data from this rapidly changing field, *Lewin's Essential GENES Third Edition* provides students with a comprehensive overview of molecular biology and molecular genetics. *Biology, Science and Life* Wallace, Tietjen, 1996 □□□□□□□□□□ Hong Kong, 2012-10-26 *Study Guide to Accompany Biology, the Science of Life, Third Edition* W. J. Leverich, 1991 The World of Biology P. William Davis, Eldra Pearl Solomon, 1986 **Biology, a Basic Science** Edward David Heiss, Elwood David Heiss, Richard H. Lape, 1961 **Biology** Wallace, 1998-03-21 **Biology of Animals** Cleveland P. Hickman, Larry S. Roberts, Frances Miller Hickman, 1990 Evolution's Witness Ivan R. Schwab, 2011-09-15 *Evolution's Witness* chronicles the evolution of the eye beginning with the initial cellular acquisition of photoreceptive molecules as long as 3.75 billion years ago. This well-illustrated book traces the development of simple, complex, compound, and camera-style eyes, including description of more than ten forms of ocular design. Life has existed on earth an unfathomable length of time accompanied by changing climate and geography, and the evolution of the eye is described in that context. Eyes evolved independently perhaps as many as forty times, and these are reviewed in this text. Each of the forty or so independently evolved eyes has

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