

Chapter 1 The Science of Biology**Summary****1-1 What Is Science?**

Science is an organized way of using evidence to learn about the natural world. Scientific thinking usually begins with observation, which is the process of gathering information about events or processes in a careful, orderly way. The information gathered from observations is called data. Quantitative data are expressed as numbers, obtained by counting or measuring. Qualitative data are descriptive and involve characteristics that can't usually be counted. Scientists use data to make inferences. An inference is a logical interpretation based on prior knowledge or experience.

After making first observations, a researcher will propose one or more hypotheses. A hypothesis is a proposed scientific explanation for a set of observations. Scientists generate hypotheses using prior knowledge, logical inference, and informed, creative imagination. Scientific hypotheses must be proposed in a way that enables them to be tested. Hypotheses are tested by performing controlled experiments. The conclusions researchers draw from experiments or data must be valid. To be valid, a conclusion must be based on logical interpretation of reliable data.

1-2 How Scientists Work

Conducting a scientific investigation involves a series of steps. The first step is asking a question. The second step involves forming a hypothesis. The third step in conducting a scientific investigation is setting up a controlled experiment. A hypothesis should be tested by an experiment in which only one variable is changed at a time. All other variables should be kept unchanged. This type of experiment is called a controlled experiment. The variable that is deliberately changed is called the manipulated variable. The variable that is observed and that changes in response

to the manipulated variable is called the responding variable.

The fourth step in conducting a scientific investigation is recording and analyzing results. The fifth step is drawing a conclusion. A key assumption in science is that experimental results can be reproduced.

As evidence builds up, a particular hypothesis may become so well supported that scientists consider it a theory. In science, a theory is a well-tested explanation that unifies a broad range of observations.

1-3 Studying Life

Although living things vary greatly, all living things share eight characteristics:

1. Living things are made up of units called cells. Cells are the smallest units of an organism that can be considered alive.
2. Living things reproduce. In sexual reproduction, cells from two different parents unite to produce the first cell of the new organism. In asexual reproduction, a single cell divides in half to form two new organisms.
3. Living things are based on a universal genetic code. The directions for inheritance are carried by a molecule called DNA.
4. Living things grow and develop. Multicellular organisms typically go through a process called development. As cells divide, they change in shape and structure in a process called differentiation.
5. Living things obtain and use materials and energy. The combination of chemical reactions through which an organism builds up or breaks down materials as it carries out its life processes is called metabolism.

Prentice Hall Biology Section 2 assessment Answers

Clifford Lane



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Biology Kenneth Raymond Miller, Prentice Hall (School Division), 1999-02
Teacher's ed, 2005 Human Biology and Health, 1997 Resources for Teaching Middle School Science Smithsonian Institution, National Academy of Engineering, National Science Resources Center of the National Academy of Sciences, Institute of Medicine, 1998-04-30 With age appropriate inquiry centered curriculum materials and sound teaching practices middle school science can capture the interest and energy of adolescent students and expand their understanding of the world around them Resources for Teaching Middle School Science developed by the National Science Resources Center NSRC is a valuable tool for identifying and selecting effective science curriculum materials that will engage students in grades 6 through 8 The volume describes more than 400 curriculum titles that are aligned with the National Science Education Standards This completely new guide follows on the success of Resources for Teaching Elementary School Science the first in the NSRC series of annotated guides to hands on inquiry centered curriculum materials and other resources for science teachers The curriculum materials in the new guide are grouped in five chapters by scientific area Physical Science Life Science Environmental Science Earth and Space Science and Multidisciplinary and Applied Science They are also grouped by type core materials supplementary units and science activity books Each annotation of curriculum material includes a recommended grade level a description of the activities involved and of what students can be expected to learn a list of accompanying materials a reading level and ordering information The curriculum materials included in this book were selected by panels of teachers and scientists using evaluation criteria developed for the guide The criteria reflect and incorporate goals and principles of the National Science Education Standards The annotations designate the specific content standards on which these curriculum pieces focus In addition to the curriculum chapters the guide contains six chapters of diverse resources that are directly relevant to middle school science Among these is a chapter on educational software and multimedia programs chapters on books about science and teaching directories and guides to science trade books and periodicals for teachers and students Another section features institutional resources One chapter lists about 600 science centers museums and zoos where teachers can take middle school students for interactive science experiences Another chapter describes nearly 140 professional associations and U S government agencies that offer resources and assistance Authoritative extensive and thoroughly indexed and the only guide of its kind Resources for Teaching Middle School Science will be the most used book on the shelf for science teachers school administrators teacher trainers science curriculum specialists advocates of hands on science teaching and concerned parents **Prentice Hall Exploring Life Science** Anthea Maton, 1997 **The ETS Test Collection Catalog** Educational Testing Service. Test Collection, 1993 The major source of information on the availability of standardized tests Wilson Library Bulletin Covers commercially available standardized tests and hard to locate research instruments **Horticulture** George Acquah, 2005 Now in its third edition

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National Chemistry Physics Earth Science, 2003-11 Prentice Hall Physical Science Concepts in Action helps students make the important connection between the science they read and what they experience every day Relevant content lively explorations and a wealth of hands on activities take students understanding of science beyond the page and into the world around them Now includes even more technology tools and activities to support differentiated instruction [273 technical questions and answers for job interview Offshore Oil & Gas Platforms](#) PETROGAV INTERNATIONAL, This book offers you a brief but very involved look into the operations in the exploitation of Oil Gas wells that will help you to be prepared for job interview at oil gas companies From start to finish you ll see a general prognosis of the production process If you are new to the oil gas industry you ll enjoy having a leg up with the knowledge of these processes If you are a seasoned oil gas person you ll enjoy reading what you may or may not know in these pages This course provides a non technical overview of the phases operations and terminology used on offshore production platforms It is intended also for non drilling personnel who work in the offshore drilling exploration and production industry This includes marine and logistics personnel accounting administrative and support staff environmental professionals etc No prior experience or knowledge of drilling operations is required This course will provide participants a better understanding of the issues faced in all aspects of drilling operations with a particular focus on the unique aspects of offshore operations [273 technical questions and answers for job interview Offshore Drilling Rigs](#) Petrogav International Oil & Gas Training Center, 2020-06-29 The job interview is probably

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Encyclopaedia of Occupational Health and Safety Jeanne Mager Stellman,1998 Revised and expanded this edition provides comprehensive coverage of occupational health and safety A new CD ROM version is available which provides the benefits of computer assisted search capabilities

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Resources in education ,1984-09

Active Learning in College Science Joel J. Mintzes,Emily M. Walter,2020-02-23 This book explores evidence based practice in college science teaching It is grounded in disciplinary education research by practicing scientists who have chosen to take Wieman s 2014 challenge seriously and to investigate claims about the efficacy of alternative strategies in college science teaching In editing this book we have chosen to showcase outstanding cases of exemplary practice supported by solid evidence and to include practitioners who offer models of teaching and learning that meet the high standards of the scientific disciplines Our intention is to let these distinguished scientists speak for themselves and to offer authentic guidance to those who seek models of excellence Our primary audience consists of the thousands of dedicated faculty and graduate students who teach undergraduate science at community and technical colleges 4 year liberal arts institutions comprehensive regional campuses and flagship research universities In keeping with Wieman s challenge our primary focus has been on identifying classroom practices that encourage and support meaningful learning and conceptual understanding in the natural sciences The content is structured as follows after an Introduction based on Constructivist Learning Theory Section I the practices we explore are Eliciting Ideas and Encouraging Reflection Section II Using Clickers to Engage Students Section III Supporting Peer Interaction through Small Group Activities Section IV Restructuring Curriculum and Instruction Section V Rethinking the Physical Environment Section VI Enhancing Understanding with Technology Section VII and Assessing Understanding Section VIII The book s final section IX is devoted to Professional Issues facing college and university faculty who choose to adopt active learning in their courses The common feature underlying all of the strategies described in this book is their emphasis on actively engaging students who seek to make sense of natural objects and events Many of the strategies we highlight emerge from a constructivist view of learning that has gained widespread acceptance in recent years In this view learners make sense of the world by forging connections between new ideas and those that are part of their existing knowledge base For

most students that knowledge base is riddled with a host of naïve notions misconceptions and alternative conceptions they have acquired throughout their lives To a considerable extent the job of the teacher is to coax out these ideas to help students understand how their ideas differ from the scientifically accepted view to assist as students restructure and reconcile their newly acquired knowledge and to provide opportunities for students to evaluate what they have learned and apply it in novel circumstances Clearly this prescription demands far more than most college and university scientists have been prepared for **ENC Focus** ,2003 *Recent Library Additions* ,1992 *Mathematics and Science for Students with Special Needs* Eisenhower National Clearinghouse for Mathematics and Science Education,2003 **Communicate** Janice A. Smith,Colleen M. Meyers,Amy J. Burkhalter,2007-07-13 Written for all types of ITA programsan independent study course a brief workshop or extensive trainingthis versatile text provides essential information for ITAs to develop strong teaching skills that ensure effective communication in the undergraduate classroom The authors take the perspective that incoming ITAs are responsible for their own learning and teaching style Each of the texts ten units includes work on English proficiency teaching skills and cultural awareness Each unit centers around a common rhetorical teaching task in U S university classrooms introducing oneself introducing a syllabus explaining a visual defining a term teaching a process fielding questions explaining complex topics at a basic level presenting information over several class periods and leading a discussion Undergraduate textbook materials for fifteen academic fields are included in the appendix to provide ITAs with content relevant for practicing teaching and language skills Because ITA programs vary in structure and number of training hours the authors include a To the Instructor section which is full of recommendations for the many ways the text can be used *The British National Bibliography* Arthur James Wells,2002

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