

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.

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Prentice-Hall R.N. Review Manual for State Board Examinations Mary Ellen McMorrow,Louise M. Malarkey,1983

Prentice Hall Science Explorer: Teacher's ed ,2005 **Biology** Kenneth Raymond Miller,Prentice Hall (School Division),1999-02 *American Accountant* ,1929 **Writing and Grammar: Communication in Action**

Pearson/Prentice Hall,Joyce Armstrong Carroll,2004 **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 **Simon & Schuster Handbook for Writers** Lynn Quitman Troyka,1987 **Biology** Cecie Starr,1994 This streamlined book distills biology s key concepts and connects

them to the lives of students with numerous timely applications including compelling new vignettes at the beginning of each chapter Once again Starr created new remarkably clear illustrations to help explain complex biological concepts As with every new edition she continues to simplify and enliven the writing without sacrificing accuracy The author has done a major revision of each chapter so that there is extensive updating and organizational changes to enhance the text s flow As the following features indicate the major thrust of the new edition is to enhance accessibility and further stimulate student interest

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