

Biology EOC Review

Answers are in italics.

Goal 1: Learner will develop abilities necessary to do and understand scientific inquiry.
28-32%

1.01 Identify biological problems and questions that can be answered through scientific investigations.

The Scientific Method:

1. List and describe the steps of the Scientific Method. Make sure you include **observations**, creating a testable **hypothesis**, identifying **variables**, **data**, having an **adequate sample**, & **replicating** your **findings**.
Purpose/Question, Observation, Hypothesis, Experiment (independent, dependent and controls), Data and Analysis, Communicating Findings, Replicating/Repeating the experiment.
2. Why do many experiments make use of a **control group**? *Used as a basis of comparison, normal*
3. What are the characteristics of a good experiment? *Large sample size, one variable tested at a time.*
4. What is the difference between an **inference** and a **prediction**? *An inference is a logical interpretation based upon prior knowledge or experiences. A prediction is based upon direct observations.*
5. What are the differences between **hypothesis**, **theory** and **law**?
Hypothesis – suggested outcome to a scientific question. Theory – a well supported hypothesis that unifies a broad range of indirect observations. Law – A documented hypothesis supported by direct evidence.
6. What is the difference between an **independent** and **dependent** variable? *The independent variable (manipulated variable) is what the scientist changes in an experiment. The dependent variable (responding variable) changes as a result of the independent variable.*
7. Interpret graphs. Which axis has the independent variable? Which axis has the dependent variable? When do you use a **bar graph**? **A line graph**? **A pie graph**? *(X,Y) Bar graphs are used for comparisons, line graphs show change over time and pie graphs show a representation of something to the whole.*

Tools of a Biologist: Things to know about Microscopes

8. How do you **determine the magnification** of the field of view for a microscope? *You multiply the eyepiece by the objective lens.*
9. What happens to the **diameter** of the field of view when you change from low to high power? *It gets much smaller.*
10. How do you estimate the **size** of a cell or cell structure when using a microscope?
Micrometers (1.3 mm (millimeters) would be 1300 micrometers)
11. What do you adjust first on a microscope? What you then adjust when on the highest power? *You adjust it on low power with the coarse adjustment, then use the higher power and the fine adjustment.*

- 1.2 Design and conduct scientific investigations to answer biological questions (create testable hypotheses, identify variables, use a control or comparison group when appropriate, select and use appropriate measurement tools, collect and record data, organize data into charts and graphs, analyze and interpret data, communicate findings).**
12. Graph this data. 13. What is the **independent variable**? *Temperature*

The **dependent variable**? *Rate at which gills open and close*



2nd Semester Inquiry Review Biology Answers

Louis Richard Meeth



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Cambridge Checkpoints VCE Biology Units 1 and 2 Third Edition Harry Leather, Jan Leather, 2016-02-29

Biology Louis Richard Meeth, 1981 **Biology/science Materials** Carolina Biological Supply Company, 1991

Qualitative Inquiry in Geoscience Education Research Anthony D. Feig, Alison Stokes, 2011 **Annual Plant Reviews,**

Biology of the Plant Cuticle Markus Riederer, Caroline Muller, 2008-04-15 Annual Plant Reviews Volume 23 A much clearer picture is now emerging of the fine structure of the plant cuticle and its surface the composition of cuticular waxes and the biosynthetic pathways leading to them Studies assessing the impact of UV radiation on plant life have emphasized the role of the cuticle and underlying epidermis as optical filters for solar radiation The field concerned with the diffusive transport of lipophilic organic non electrolytes across the plant cuticle has reached a state of maturity A new paradigm has recently been proposed for the diffusion of polar compounds and water across the cuticle In the context of plant ecophysiology cuticular transpiration can now be placed in the perspective of whole leaf water relations New and unexpected roles have been assigned to the cuticle in plant development and pollen stigma interactions Finally much progress has been made in understanding the cuticle as a specific and extraordinary substrate for the interactions of the plant with microorganisms fungi and insects This volume details the major developments of recent years in this important interdisciplinary area It is directed at researchers and professionals in plant biochemistry plant physiology plant ecology phytopathology and environmental microbiology in both the academic and industrial sectors *Program* Bryn Mawr College, 1890

Mathematical Reviews, 1993 **Research in Education**, 1974 **Resources in Education**, 2001 *Farmers'*

Review, 1895 *Linus Pauling - Selected Scientific Papers (In 2 Volumes) - Volume 2* Barclay Kamb, Linda Pauling Kamb, Carl Alexander Kamb, Peter Jeffress Pauling, Linus Pauling Jr, 2001-11-02 Linus Pauling wrote a stellar series of over 800 scientific papers spanning an amazing range of fields some of which he himself initiated This book is a selection of the most important of his writings in the fields of quantum mechanics chemical bonding covalent ionic metallic and hydrogen bonding molecular rotation and entropy protein structure hemoglobin molecular disease molecular evolution the antibody mechanism the molecular basis of anesthesia orthomolecular medicine radiation chemistry biology and nuclear structure Through these papers the reader gets a fresh unfiltered view of the genius of Pauling's many contributions to chemistry chemical physics molecular biology and molecular medicine **Science Teacher Educators as K-12 Teachers** Michael

Dias, Charles J. Eick, Laurie Brantley-Dias, 2013-07-08 Science teacher educators prepare and provide professional development for teachers at all grade levels They seek to improve conditions in classroom teaching and learning professional development and teacher recruitment and retention Science Teacher Educators as K 12 Teachers Practicing What We Teach tells the story of sixteen teacher educators who stepped away from their traditional role and entered the classroom to teach children and adolescents in public schools and informal settings It details the practical and theoretical insights that these

members of the Association of Science Teacher Educators ASTE earned from experiences ranging from periodic guest teaching to full time engagement in the teaching role Science Teacher Educators as K 12 Teachers shows science teacher educators as professionals engaged in reflective analysis of their beliefs about and experiences with teaching children or adolescents science With their ideas about instruction and learning challenged these educators became more aware of the circumstances today s teachers face Their honest accounts reveal that through teaching children and adolescents teacher educators can also renew themselves and expand their identities as well as their understanding of themselves in the profession and in relation to others Science Teacher Educators as K 12 Teachers will appeal to all those with an interest in science education from teacher educators to science teachers as well as teacher educators in other disciplines Its narratives and insights may even inspire more teacher educators to envision new opportunities to serve teachers K 12 learners and the local community through a variety of teaching arrangements in public schools and informal education settings

Energy Research Abstracts ,1979 *Science and Religion in Dialogue* Melville Y. Stewart,2009-12-01 This two volume collection of cutting edge thinking about science and religion shows how scientific and religious practices of inquiry can be viewed as logically compatible complementary and mutually supportive Features submissions by world leading scientists and philosophers Discusses a wide range of hotly debated issues including Big Bang cosmology evolution intelligent design dinosaurs and creation general and special theories of relativity dark energy the Multiverse Hypothesis and Super String Theory Includes articles on stem cell research and Bioethics by William Hurlbut who served on President Bush s Bioethics Committee *Directory of Published Proceedings* ,2001

Teaching English Language Learners in Secondary Subject Matter Classes Yu Ren Dong,2019-08-01 This book is for secondary subject matter teachers and administrators who work with English language learners ELLs in subject matter classes It is also for college professors who prepare pre service teachers to work with those students The book brings together insights from linguistic socio cultural educational cognitive developmental perspectives of what it means for ELLs to learn both English and subject matter knowledge in English as a second language It delineates unique challenges that ELLs experience offers ELLs learning stories and suggests concrete strategies with classroom teaching examples across academic disciplines The 2nd edition broadens the scope of the 1st edition in several aspects Specifically it includes two chapters about secondary ELLs previous educational experiences in their home countries a chapter on subject matter lesson planning with ELLs in mind with teacher collaborative strategies and more principle based and field tested effective instructional and assessment strategies for working with ELLs Literature Search National Library of Medicine (U.S.),1970

Cornell University Courses of Study Cornell University,2005 **Summaries of Projects Completed in Fiscal Year ...** ,1979 *Summaries of Projects Completed* National Science Foundation (U.S.),

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