

A large green geometric shape on the left side of the cover, consisting of a vertical line, a horizontal line, and a diagonal line connecting the top of the vertical line to the left end of the horizontal line.

 **POWER BASICS**®

Biology

Robert Taggart

Table of Contents

<i>To the Student</i>	v
Unit 1: Building Blocks of Living Things	
Lesson 1: Characteristics of Living Things	3
Lesson 2: Cells	13
Lesson 3: Nucleotides and Protein Synthesis	26
Lesson 4: The Cell Cycle	36
Lesson 5: Genetics and Heredity	54
Lesson 6: Evolution	70
Lesson 7: Organizing Life	82
Unit 2: Simple Organisms	
Lesson 8: Archaeobacteria and Eubacteria	95
Lesson 9: Protists	102
Lesson 10: Fungi	109
Unit 3: The Plant Kingdom	
Lesson 11: Plant Biology	121
Lesson 12: Plant Diversity	136
Unit 4: The Animal Kingdom	
Lesson 13: Invertebrates	155
Lesson 14: Vertebrates	174
Unit 5: The Human Body	
Lesson 15: Digestion and Excretion	195
Lesson 16: Respiration and Circulation	212
Lesson 17: Fighting Invaders	228
Lesson 18: The Skin	241
Lesson 19: Bones	245
Lesson 20: Muscles	252
Lesson 21: Nervous and Endocrine Systems	258
Lesson 22: Reproductive System	279
Unit 6: Ecology	
Lesson 23: Ecosystems	301
Lesson 24: Interactions	317
Lesson 25: Biomes	330

Table of Contents, *continued*

Appendixes

A. <i>Biology Words</i>	347
B. <i>The Parts of a Cell</i>	350
C. <i>Classifying Living Things</i>	351
D. <i>The Parts of a Flowering Plant</i>	352
E. <i>The Human Body</i>	353
F. <i>Nutrition</i>	360
G. <i>The Six Major Biomes</i>	361
<i>Glossary</i>	368
<i>Index</i>	429

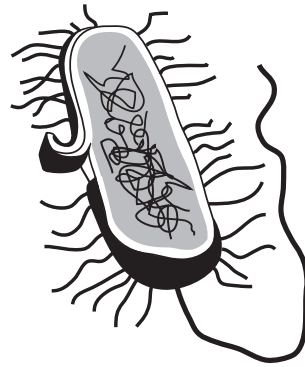
UNIT 2

Simple Organisms



strand. Some have **flagella**, or hairlike strands of protein that are used for movement. Some prokaryotes also have an extra capsule on the outside. This capsule helps protect the cell.

Scientists use the cell wall to identify different types of bacteria. They apply a special dye to the cell wall. If the cell wall reacts to the dye and turns purple, the cell is **gram-positive**. If it does not react, it is **gram-negative**.



Prokaryotic Cell

TIP



The terms *gram-positive* and *gram-negative* come from the name of Christian Gram, the scientist who first developed this way of identifying bacteria.

Bacteria are grouped into two kingdoms, the archaeobacteria (or “old bacteria”) and the eubacteria (or “true bacteria”).

Archaeobacteria

The **archaeobacteria** are the oldest living things. They first developed about 3.8 billion years ago. At that time, Earth’s atmosphere did not contain oxygen. Archaeobacteria gave off oxygen as a product of photosynthesis. Eventually, there was enough oxygen in the atmosphere for other life-forms to develop.

Archaeobacteria may produce oxygen, but many of them are **anaerobic**—that is, they cannot survive when oxygen is present. However, they can survive in conditions that would kill other organisms. Unlike eubacteria, archaeobacteria are not harmed by **antibiotics**, medicines that kill disease-causing bacteria.

One type of archaeobacteria lives in extremely hot, acidic water. These organisms die of cold when the temperature drops to 55°C (131° F).

Another type of archaeobacteria dies in the presence of oxygen. These organisms produce energy by converting carbon dioxide into methane gas. They live in areas where they are protected from oxygen, such as the mud at the bottom of swamps, or in the intestines of animals.

A third type of archaeobacteria lives in extremely salty conditions. These organisms are found in places like the Dead Sea, where no plants or animals can survive—not even seaweed grows there! The pinkish color sometimes seen near the shore of very salty lakes is caused by large concentrations of these archaeobacteria.

■ PRACTICE 21: The Oldest Life-Forms

Look at the list of terms below. Fill in each line with the letter of the term that correctly completes each of the following statements.

- a. anaerobic c. gram-positive e. nucleoid
b. flagella d. gram-negative

1. Scientists stain cell walls to see if the cell is ____ or ____.
2. Instead of a nucleus, prokaryotes have a(n) ____.
3. Some prokaryotes use hairlike structures called ____ to move.
4. Prokaryotes that cannot survive in oxygen are called ____.

Eubacteria

The other kingdom of bacteria is the **eubacteria**, which means “true bacteria.” These are the organisms most people mean when they talk about bacteria. They are much more common than archaeobacteria.

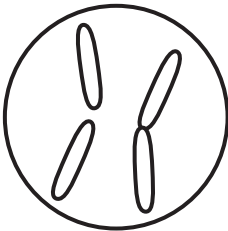
You may be most familiar with bacteria that cause diseases. Bacteria cause strep throat, tetanus, pneumonia, tuberculosis, and some sexually transmitted diseases. Most bacteria, however, are harmless. Many have positive uses and are even essential to life.



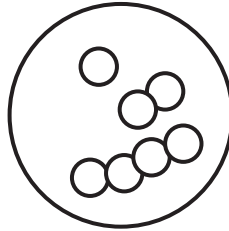
Bacteria are everywhere around you. To reduce the risk of bacterial infections, wash your hands well with soap and water or use an antibacterial hand sanitizer before you eat.

Eubacteria come in many shapes and forms. However, three shapes are most common: rod-shaped, round, and spiral.

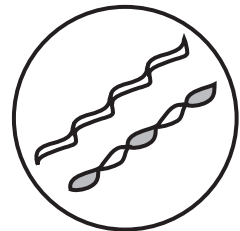
- Rod-shaped cells are called **bacilli**. (The singular is *bacillus*.)
- Round or oval cells are called **cocci**. (The singular is *coccus*.)
- Spiral cells are called **spirilla**. (The singular is *spirillum*.)



Bacilli



Cocci



Spirilla

Most bacteria are able to move themselves from one place to another. Different bacteria have different ways of moving. Most move by spinning their flagella. Some produce a slimy substance that they can glide along. Some bacteria do not move at all.

Like other living things, bacteria also reproduce. Most bacteria reproduce by **binary fission**. The cell makes a copy of its own DNA. Then the cell divides, and a new bacterial cell wall forms. Binary fission results in two identical daughter cells. Bacteria can reproduce very quickly. When conditions are right, they can divide once every 20 minutes.

Harmful Bacteria

Some bacteria cause diseases in humans, such as cholera and pneumonia. Some cause food poisoning, while other bacteria cause acne. They can

cause diseases in plants, such as blight or cankers. Because bacteria can reproduce so quickly, just one or two bacteria can quickly become thousands of bacteria.

However, most bacteria that cause food poisoning are destroyed by heat. Cooking food properly kills these bacteria. Most disease-causing bacteria can be destroyed by antibiotics. Unfortunately, many bacteria are changing to become resistant to antibiotics. Scientists must find new ways to combat these resistant bacteria.

■ IN REAL LIFE



Marcia had a sore throat. She made a doctor's appointment to see if she had a bacterial infection. A friend offered her some antibiotics. Marcia knew that some bacteria have become resistant to antibiotics. The main reason is because people take antibiotics when they do not need them. She refused her friend's offer and waited until she saw the doctor.

Helpful Bacteria

Some bacteria can cause diseases. But most bacteria are not harmful. In fact, they have many important uses.

- Bacteria take nitrogen from the atmosphere and change it to a form that plants can use.
- Bacteria break down dead organisms, returning their nutrients to the soil.
- Bacteria in your stomach crowd out harmful bacteria and help you digest your food.
- Bacteria in water treatment plants help break down sewage.
- Bacteria take carbon dioxide from the air and replace it with oxygen.

LESSON 8: Archaeobacteria and Eubacteria

 **GOAL:** To learn about archaeobacteria and eubacteria

WORDS TO KNOW

anaerobic	flagella
antibiotics	gram-negative
archaeobacteria	gram-positive
bacilli (singular <i>bacillus</i>)	microscopic
bacteria (singular <i>bacterium</i>)	nucleoid
binary fission	prokaryote
cocci (singular <i>coccus</i>)	spirilla (singular <i>spirillum</i>)
eubacteria	viruses

The Oldest Life-Forms

Bacteria were probably the first life-forms on Earth. They are living things, but they are neither plants nor animals. These single-celled organisms lack most of the structures present in plant and animal cells. Yet they are still the most numerous and successful organisms on Earth. They can survive in any environment. They are found on the tops of the highest mountains and at the bottom of the deepest oceans. Some live in extremely salty water. Some live in rocks and ice. Some live in the roots of plants, or in the intestines of animals. There are more of them in your mouth right now than there are people in the world! But you have probably never seen one. This is because bacteria are **microscopic**. They are so small they can only be seen when magnified by a microscope.

These organisms have a cell wall, but do not have a true nucleus. The name for this kind of cell is **prokaryote**, which means “before nucleus.” Instead of a nucleus, these cells have a **nucleoid**. This is a region of cytoplasm where the cell’s DNA is found. DNA is usually in one long

- Bacteria are essential for making cheese and yogurt.
- Bacteria are used in oil spills to break oil molecules into less dangerous forms.
- Scientists use bacteria to produce medicines and for genetic engineering.

■ PRACTICE 22: Eubacteria

Circle the letter of the answer that correctly completes each of the following statements.

1. Eubacteria that are shaped like rods are called _____.
 - a. bacilli
 - b. cocci
 - c. spirilla
2. Bacteria that cause food poisoning can be killed by _____ the food.
 - a. eating
 - b. freezing
 - c. cooking
3. Bacteria take _____ from the atmosphere and change it so that plants can use it.
 - a. methane
 - b. oxygen
 - c. nitrogen
4. Some bacteria are becoming _____ to antibiotics.
 - a. resistant
 - b. identical
 - c. harmful

Viruses

Bacteria cause some diseases. But other diseases are caused by **viruses**. These are tiny particles, even smaller than bacteria. Scientists are

 **POWER BASICS**[®]

Biology

Teacher's Guide

Table of Contents

<i>To the Teacher</i>	<i>vi</i>
<i>Basic English</i>	<i>viii</i>
<i>Classroom Management</i>	<i>ix</i>
<i>Use Chart</i>	<i>x</i>

Unit 1: Building Blocks of Living Things

Unit Overview	1
Suggested Activities	4

Unit 2: Simple Organisms

Unit Overview	6
Suggested Activities	7

Unit 3: The Plant Kingdom

Unit Overview	9
Suggested Activities	10

Unit 4: The Animal Kingdom

Unit Overview	11
Suggested Activities	12

Unit 5: The Human Body

Unit Overview	14
Suggested Activities	19

Unit 6: Ecology

Unit Overview	21
Suggested Activities	22

<i>Answer Key</i>	24
<i>Graphic Organizers</i>	30
<i>Student Book Appendixes</i>	35
<i>Student Book Glossary</i>	54

Unit 2: Simple Organisms

Unit 2 introduces Earth's simplest organisms: bacteria, protists, and fungi. Lesson 8 gives an overview of archaeobacteria and eubacteria, with a brief introduction to viruses. Lesson 9 discusses the protist kingdom, including plantlike protists, animallike protists, and funguslike protists. Lesson 10 presents the role, structure, and diversity of fungi.

Lesson 8—Archaeobacteria and Eubacteria

Goal: To learn about archaeobacteria and eubacteria

WORDS TO KNOW

anaerobic	cocci (singular <i>coccus</i>)	nucleoid
antibiotics	eubacteria	prokaryote
archaeobacteria	flagella	spirilla (singular <i>spirillum</i>)
bacilli (singular <i>bacillus</i>)	gram-negative	viruses
bacteria (singular <i>bacterium</i>)	gram-positive	
binary fission	microscopic	

Lesson 9—Protists

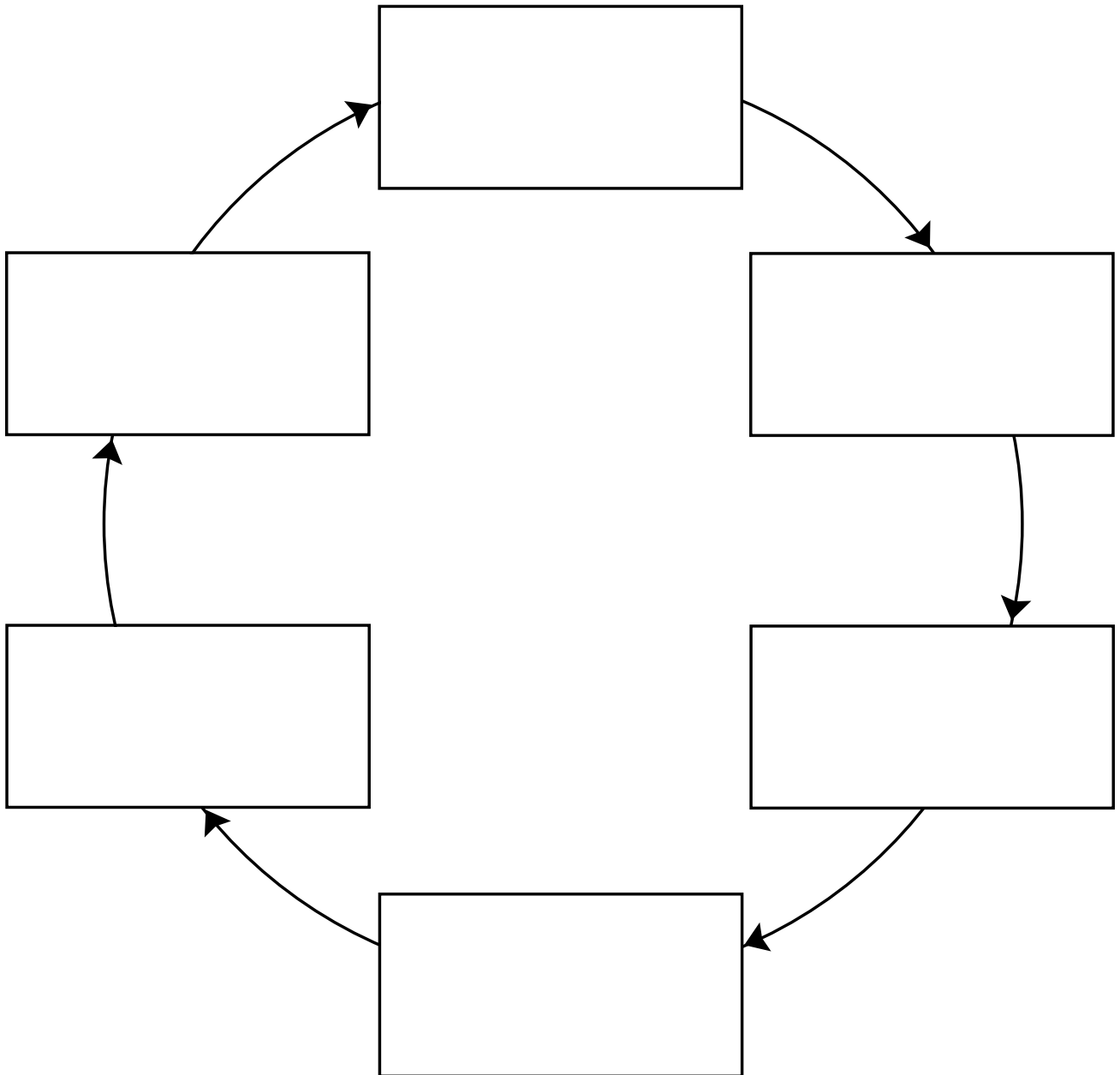
Goal: To learn about the different classes of protists

WORDS TO KNOW

algae (singular <i>alga</i>)	parasites	pseudopod
algal bloom	plasmodium	spores
cilia	protist	toxin
eukaryote	protozoans	

Cycle

Write the important stages of the cycle in the boxes. Add or delete boxes as needed.



 **POWER BASICS**  **PLUS**

Biology

Workbook

Table of Contents

To the Studentvii

Unit 1: Building Blocks of Living Things

Activity 1
Sci-Fi Organism 1

Activity 2
Basic Chemistry—Atoms 2

Activity 3
The Molecules of Life 3

Activity 4
Cell Structure and Function 4

Activity 5
A Cell Factory 5

Activity 6
Cellular Scientists 6

Activity 7
Differences Between Plant and Animal Cells .. 7

Activity 8
Plant Cell Model 8

Activity 9
Photosynthesis 9

Activity 10
DNA and RNA Structure 10

Activity 11
Life on the Edge: The Virus 11

Activity 12
Cell Reproduction 12

Activity 13
DNA and Mutations 13

Activity 14
Gene Crossword 14

Activity 15
Flipping for Traits 15

Activity 16
Punnett Squares 16

Activity 17
Queen Victoria and the Royal Disease 17

Activity 18
Special Adaptations 18

Activity 19
Stripes and Spots 19

Activity 20
The Life of Charles Darwin 20

Activity 21
Domains 21

Activity 22
Organizing Life 22

Unit 2: Simple Organisms

Activity 23
Monera—Archaeobacteria and Eubacteria . . . 23

Activity 24
The Bacteria Around Us 24

Activity 25
Drawing Protists 25

Activity 26
Observing Protists 26

Activity 27
Protists and Humans 27

Activity 28
Mushroom Lab 28

Activity 29
Mushroom Model 29

Activity 30
Fungus Flowchart 30

Activity 31
Useful Fungi 31

Unit 3: The Plant Kingdom

Activity 32
Plant Cells 32

Activity 33
Light and Plants 33

Activity 34
Leaves and Roots in the Desert 34

Activity 35
Roots Underwater 35

Table of Contents, *continued*

Activity 36	What Stops the Tallest Stems?	36	Activity 54	Fish Models	54
Activity 37	Tropism	37	Activity 55	How Do Fish Breathe?	55
Activity 38	Simple Plants	38	Activity 56	Amphibian Characteristics	56
Activity 39	Fruit or Vegetable?	39	Activity 57	Characteristics of Non-Amniotic Vertebrates	57
Activity 40	Plant Flowchart	40	Activity 58	Reptile Poster	58
Activity 41	Where Does Paper Come From?	41	Activity 59	Break an Egg	59
Activity 42	Making Paper	42	Activity 60	Amniotic Egg	60
Activity 43	Herbal Medicine	43	Activity 61	Birds of a Feather	61
Unit 4: The Animal Kingdom					
Activity 44	Marine Invertebrates	44	Activity 62	Compare and Contrast	62
Activity 45	Go With the Flowchart	45	Activity 63	Mammal Crossword	63
Activity 46	Model a Marine Invertebrate	46	Activity 64	Mammal Essay	64
Activity 47	Marine Invertebrate Classification	47	Activity 65	Group Characteristics	65
Activity 48	Marine Invertebrate Research	48	Unit 5: The Human Body		
Activity 49	Terrestrial and Freshwater Invertebrates	49	Activity 66	Over the Lips, Through the Gums, Look Out, Stomach, Here It Comes	66
Activity 50	Ecosystems of Terrestrial and Freshwater Invertebrates	50	Activity 67	Digestive System Table	67
Activity 51	Arthropods	51	Activity 68	Processing the Food Groups	68
Activity 52	Arthropod Classification	52	Activity 69	Excretion Word Search	69
Activity 53	Fishy Characteristics	53	Activity 70	No Smoking!	70

Table of Contents, *continued*

Activity 71	Respiration and Circulation Matchup 71	Activity 86	Reproductive Systems Matchup 86
Activity 72	Heart and Lung 72	Activity 87	Fetal Development 87
Activity 73	Heart to Heart 73	Activity 88	Developmental Psychology 88
Activity 74	Viruses 74	Activity 89	Systems of the Body 89
Activity 75	White Blood Cell Superhero! 75	Unit 6: Ecology	
Activity 76	Mothers and Smallpox 76	Activity 90	Being an Ecologist 90
Activity 77	Stopping the Sweat 77	Activity 91	The Food Chain 91
Activity 78	Skeletal and Muscular Systems 78	Activity 92	Crop Rotation 92
Activity 79	Muscle Elasticity 79	Activity 93	Losing the Frogs 93
Activity 80	The Neuron 80	Activity 94	Carnivorous Plants 94
Activity 81	Quick Reflexes 81	Activity 95	Interactions 95
Activity 82	Sense-abilities 82	Activity 96	Symbiosis 96
Activity 83	The Brain 83	Activity 97	Temperate and Tropical Rain Forests 97
Activity 84	Hormones 84	Activity 98	Charting the Rain Forest 98
Activity 85	Reproductive Systems 85	Activity 99	Biomes 99

NAME: _____



UNIT 2 • ACTIVITY 23

Monera—Archaeobacteria and Eubacteria

On the line next to the definition in Column A, write the letter of the word it defines from Column B.

Column A

Column B

- | | |
|--|---------------------------|
| _____ 1. This is a cell without a nucleus. | a. archaeobacteria |
| _____ 2. These are hairlike strands that move simple organisms around. | b. antibiotics |
| _____ 3. These are spiral cells. | c. bacilli |
| _____ 4. These are ancient bacteria. | d. cocci |
| _____ 5. These are round or oval cells. | e. eubacteria |
| _____ 6. These are true bacteria. | f. flagella |
| _____ 7. These bacteria can be stained with Gram's stain. | g. gram-positive bacteria |
| _____ 8. These are rod-shaped cells. | h. nucleoid |
| _____ 9. This is the area that contains the DNA in a cell that has no nucleus. | i. prokaryote |
| _____ 10. These are medicines that kill disease-causing bacteria. | j. spirilla |





UNIT 2 • ACTIVITY 24

The Bacteria Around Us

Bacteria can be found everywhere. Even when you think you have cleaned an area, some bacteria will remain. In this activity, you will choose four different places to test to see if there are any bacteria present. You will watch the bacteria grow (or not). You will write and draw what you see.

Materials

- petri dish with agar solution
- wax pencil
- four cotton swabs
- distilled water
- magnifying glass
- small metric ruler

Procedure

1. Use the wax pencil to divide the petri dish into four quarters. You will do this by drawing on the bottom of the petri dish and labeling each quarter 1, 2, 3, and 4.
2. Take a cotton swab and dip the end in distilled water. Rub the swab against a surface, such as a chair, a doorknob, or a toilet seat.
3. Open the lid of the petri dish, and rub the cotton swab that you just used on one quarter of the agar solution. Replace the lid as soon as you are done. Be sure to keep track of what surface you swabbed and where you placed the sample on the petri dish.
4. Do this three more times using different surfaces. Use a different swab each time.
5. Keep the lid on the petri dish between rubbings. Keep the petri dish in a warm, dark location.
6. Check the petri dish for the next three days. Use the magnifying glass to see if bacteria are growing. Try to not take the lid off the petri dish to look at the bacteria.
7. On a separate sheet of paper, make a table like the one below for each surface.

Surface: _____

Day 1	Day 2	Day 3
Size: _____	Size: _____	Size: _____
Shape: _____	Shape: _____	Shape: _____
Color: _____	Color: _____	Color: _____
Drawing:	Drawing:	Drawing:

On a separate sheet of paper, answer the following questions.

1. Why did you choose those surfaces?
2. The bacteria that grew the most came from which surface? Why do you think that happened?
3. What are some ways to get rid of bacteria?
4. Why was it important to keep the lid on the petri dish?

**UNIT 2 • ACTIVITY 28****Mushroom Lab**

The body of most fungi lives below the surface of an object. This is true for mushrooms. One mushroom organism can cover many, many acres of land, but only a small part may be visible. The part of the mushroom that is visible is the part you eat. This is the sporangium, which is the sexually reproductive part of the mushroom.

In this lab, you will look at an edible mushroom. The cap of the mushroom is the very top. It usually grows out of a ring, which is attached to the stalk. The stalk rises from the cup of the mushroom, which grows up out of the ground. When it is immature, this cup is called a *button*. The gills of the mushroom are found on the underside of the cap. The mycelium is a loose network of hyphae, the threadlike objects that form the body of the mushroom.

Materials

- mushroom
- hand lens
- scalpel or sharp knife

Safety Consideration

Use extra care when handling the scalpel or sharp knife.

Procedure

1. Look at your mushroom, and make a drawing of it. Label the stalk, gills, cup, cap, and ring.
2. Carefully use the scalpel or sharp knife to cut the mushroom in half from top to bottom.
3. Next, cut the cap off at the ring where it meets the stalk.
4. Pull some of the stem apart with your fingertips, and look at the structure of the organism with the hand lens. Can you see the hyphae? Observe how they form a mycelium.
5. Use the hand lens to look at the gills of the mushroom.
6. Use the hand lens to look at the stalk of the mushroom. Make a drawing of what you see.

Comprehension Questions

1. What is the purpose of the gills? _____

2. Why do mushrooms have spores? _____

NAME: _____



UNIT 2 • ACTIVITY 29

Mushroom Model

Use the Internet or a reference book to find a picture of a mature mushroom. Remember there are several parts to the visible mushroom:

- stalk
- gills
- cup
- cap
- ring

In addition, remember that the gills of a mature mushroom contain spores. The body of the mushroom is composed of hyphae that tangle together to form a mycelium.

In the three-dimensional medium of your choice (for instance, plasticine, clay, wood, or other medium), create a mushroom model. Be sure to label all the parts of the mushroom clearly. Be creative! In the space below, sketch a plan for your model and jot down ideas.



 **POWER BASICS⁺ PLUS**

Biology

Test Pack

Table of Contents

To the Teacher	v
Testing Students Who Do Not Test Well	vi
Test-Taking Strategies for <i>Power Basics</i> ®	vii
Pretest	1
Unit 1 Test: Building Blocks of Living Things	6
Unit 2 Test: Simple Organisms	10
Unit 3 Test: The Plant Kingdom	14
Unit 4 Test: The Animal Kingdom	18
Unit 5 Test: The Human Body	22
Unit 6 Test: Ecology	26
Posttest	30
Answer Key	35
Student Record-Keeping Form	36
Strategies for Standardized Testing	37



BIOLOGY • PRETEST

Circle the letter of the correct answer to each of the following questions.

1. What are lipids?
 - a. sugars and starches
 - b. the molecules that make up fats and oils
 - c. proteins that are involved in chemical reactions in organisms
 - d. the basic units of proteins

2. What is the largest, most visible structure in most cells?
 - a. the Golgi complex
 - b. the lysosomes
 - c. the mitochondria
 - d. the nucleus

3. How many pairs of chromosomes are found in the human cell?
 - a. 7
 - b. 19
 - c. 23
 - d. 27

4. In peas, green pea pods are dominant over yellow ones. If you cross a green homozygous variety with a yellow variety, what will the F₂ generation look like?
 - a. all green
 - b. all yellow
 - c. half green and half yellow
 - d. three quarters green and one quarter yellow

5. What is the most important characteristic of a species?
 - a. Individuals must be able to interbreed and produce fertile offspring.
 - b. Individuals must belong to the same population.
 - c. Individuals must possess the same genotype.
 - d. Individuals must possess the same phenotype.

UNIT 2 TEST • SIMPLE ORGANISMS

Circle the letter of the correct answer to each of the following questions.

1. What were probably the earliest life forms on Earth?

- a. algae
 - b. bacteria
 - c. diatoms
 - d. viruses
-

2. What is the name for cells that do not have a nucleus?

- a. prokaryotic
 - b. nuclear
 - c. eukaryotic
 - d. bacterial
-

3. How do most bacteria reproduce?

- a. by spores
 - b. by seeds
 - c. by diffusion
 - d. by binary fission
-

4. Which of the following are the three most common eubacteria shapes?

- a. spiral, circle, and sphere
 - b. spiral, rod, and sphere
 - c. rod, rectangle, and circle
 - d. sphere, spiral, and rectangle
-

5. Which of the following diseases is caused by bacteria?

- a. measles
- b. influenza
- c. botulism
- d. strep throat

-
6. What is an algal bloom?
- the flowering of certain water plants when exposed to algae
 - the flowering tip of multicellular algae
 - a rapid growth of algae
 - a type of algae that lives on flowering water plants
-
7. What is red tide?
- an algal bloom of certain dinoflagellates that contain a red pigment
 - an algal bloom of diatoms that contain a red pigment
 - a kind of red algae that lives in snow
 - a kind of red seaweed
-
8. What is the name for a protozoan that attaches itself to another organism and uses the host organism for food?
- ciliate
 - dinoflagellate
 - parasite
 - pseudopod
-
9. What type of algae are commonly known as seaweed?
- blue-green algae
 - brown algae
 - green algae
 - red algae
-
10. What is the name for the foot-like extension of cytoplasm some protozoans use to move?
- flagellum
 - cilium
 - pseudopod
 - fingers

-
11. What makes single-celled protists different from bacteria?
- They have DNA.
 - They have a nucleus.
 - They have cell walls.
 - They have flagella.
-
12. What do paramecia use to move?
- flagella
 - pseudopods
 - cilia
 - fingers
-
13. What is a community of slime molds called?
- colony
 - plasmodium
 - sporangia
 - algae
-
14. What is the basic structure in a fungus called?
- hypha
 - mycelium
 - spore
 - yeast
-
15. What type of growth is actually an association between a fungus and algae?
- ameba
 - lichen
 - mycelium
 - mushroom

16. How do fungi reproduce?

- a. through seeds
 - b. through budding off
 - c. through spores
 - d. through eggs
-

17. What is one important role fungi play in the ecosystem?

- a. decomposers
 - b. producers
 - c. first-order consumers
 - d. scavengers
-

18. What do fungi release into the organism they feed on in order to digest it?

- a. an acid
 - b. an alkaline
 - c. an enzyme
 - d. a nutrient
-

19. Which of the following human conditions is caused by a fungus?

- a. polio
 - b. athlete's foot
 - c. malaria
 - d. strep throat
-

20. Which of the following organisms is a fungus?

- a. ameba
- b. bacterium
- c. mushroom
- d. alga

BIOLOGY • POSTTEST

Circle the letter of the correct answer to each of the following questions.

1. What are enzymes?
 - a. sugars and starches
 - b. the molecules that make up fats and oils
 - c. proteins that are involved in chemical reactions in organisms
 - d. the basic units of proteins

2. Which of the following is true about the nucleus?
 - a. It starts and controls cell division.
 - b. It is surrounded by the nucleolus.
 - c. It processes glucose.
 - d. It is the site of protein synthesis.

3. What is the term for a region of DNA that codes for a single protein or group of proteins?
 - a. a gene
 - b. a nitrogen base
 - c. a nucleotide
 - d. RNA

4. What is the term for traits that are governed by more than one gene?
 - a. codominant traits
 - b. dominant traits
 - c. polygenic traits
 - d. recessive traits

5. Which of the following situations will likely lead to speciation?
 - a. Individuals from one population breed with individuals from a second population.
 - b. Two populations occupy the same habitat type.
 - c. Two populations are physically separated from each other.
 - d. Members of the same population develop different color patterns.