

OAKLAND CUSD #5

**BIOLOGY**  
**MAY 4 - 8, 2020**

DEBRA WELCH

# Week #5: May 4-May 8, 2020

## High School Science

### Debra Welch

Hello students! I hope all of you are staying healthy. I just want everyone to know that I am thinking you and miss having school as normal. Remember to keep your immune systems strong! Basic directions are: You need to complete one lesson a week for only the class you were currently enrolled in and choose from the 3 choices. Choices 1 & 2 are for review of material we have already covered this year. I will start at the beginning and go through the year's material. Choice #3 will always be new work using your textbook or other handouts I include. I will make every effort to keep your work simple to do, considering that we are not learning together in the classroom. Your work should be turned in as a hard (paper) copy to the office or through email in a word or google document. My email is: [debra.welch@oakland5.org](mailto:debra.welch@oakland5.org). Please be sure all work has your name! If you have not turned in the assignment by the following Monday, I will need to email your parents and/or place a phone call home. Please be diligent to turn work in on time. I suggest you set up a schedule just as if you were at school and allow for the normal time period. Most assignments I send you will take less time than our normal 40 minutes. Comments will be made on paper copies and returned to you. If you send in homework answers as an email I will reply to your email and give my comments/reflections of your work. I will be supplying you with the necessary notes or you will need to use your book to find the answers. If you have any questions feel free to email me and I will get back to you by email during my office hours. If you can't email feel free to call the office and leave me a message. Good Luck and stay healthy!

Anatomy: for those of you who wanted to continue learning throughout the body systems I will be including notes and sending you powerpoints to use with Choice #3. If you plan to go into a medical field I advise you to go ahead and complete the Enrichment on the body systems we could not study due to school closure.

Lesson Choices on next page:

Class	Choice 1	Choice 2	Choice 3 (Enrichment)
Biology	<p><b>Principles of Ecology (Chap2):</b></p> <p>Fill out Reviewing Vocabulary p2 (refer to notes included or Chap 2 in text)</p>	<p><b>Communities Notesheet:</b></p> <p>Using your notes or Text Chapter 3 fill out the notesheet</p> <p>Do All pages</p>	<p><b>Refer to Ch21 on Plants:</b></p> <p>Do: Concept Map p12 AND Section 2-Nonvascular Plants/ Section 3-Seedless Vascular Plants</p> <p>Do ALL 3 pages</p>
Anatomy	<p><b>Questions: Ch 5</b> in text, p114- do the following:  Questions: 1-3; 6-9; 10-15; 18-21.</p>	<p><b>Marieb text questions: (handout)</b></p> <p>p141: 1-26</p>	<p><b>Chap 13 Cardiovascular System:</b></p> <p><u>Act #1</u>- The Heart p1-11; color and answer questions.  Week 5: p1-5  Week 6: p6-11</p> <p><i>I am including packets like this for those who want to continue their education in the rest of the body systems we could not cover due to COV-19.</i></p>

Name \_\_\_\_\_

Date \_\_\_\_\_

Class \_\_\_\_\_

**Chapter**

**Principles of Ecology, continued**

**Content Mastery**

**Review the Vocabulary**

abiotic factors (ahy bi YAH tihk)	autotroph
biosphere (BI o sfeer)	biotic factors (bi YAH tihk)
commensalism (kuh MEN suh liz um)	community
decomposer	ecology (ih KAH luh jee)
ecosystem (EE khy sihs tum)	food chain
food web	habitat
heterotroph (HET uh ruh trohfs)	mutualism (MYEW chuh lih zum)
niche (NIHCH)	parasitism (PAYR uh sih tih zum)
population	scavengers
symbiosis (sihm bee OH sus)	trophic level (TROH fihk)

Fill in the blank in each sentence below with the correct word from the list above. You will not use all the words.

1. An organism's \_\_\_\_\_ is the place where it lives out its life.
2. Vultures are \_\_\_\_\_ because they eat animals that are already dead.
3. The role a species has in its environment is called its \_\_\_\_\_.
4. The study of interactions among organisms and their environments is called \_\_\_\_\_.
5. A \_\_\_\_\_ is a group of organisms of one species that mate with one another and live in the same place at the same time.
6. An \_\_\_\_\_ uses the energy from the sun or energy stored in chemical compounds to make its own food.
7. The portion of Earth that supports life is called the \_\_\_\_\_.
8. A \_\_\_\_\_ is a group of populations that interact with one another.
9. An organism that feeds on other organisms is called a \_\_\_\_\_.
10. A relationship between two organisms in which one organism benefits while the other organism is harmed is called \_\_\_\_\_.
11. A \_\_\_\_\_ breaks down and absorbs nutrients from dead organisms.
12. The nonliving parts of an organism's environment are \_\_\_\_\_.

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5/4-8  
Choice 2 pl

Activity #4

Communities Notesheet

- Goals: 1) To distinguish between populations and communities.  
2) To describe 5 different types of community relationships.

1. POPULATIONS vs. COMMUNITIES

Populations: \_\_\_\_\_

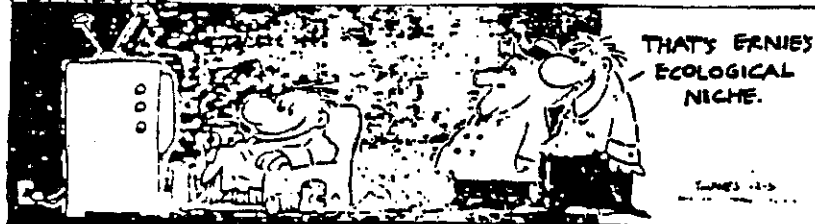
Communities: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



HABITAT VS. NICHE



Habitat: \_\_\_\_\_

Niche: \_\_\_\_\_

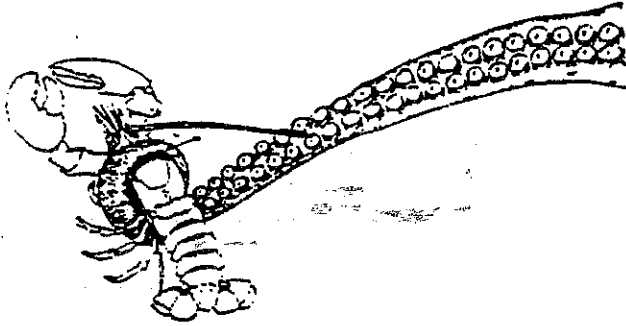
\_\_\_\_\_

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Choice 2 p2

## 2. 5 TYPES OF COMMUNITY RELATIONSHIPS

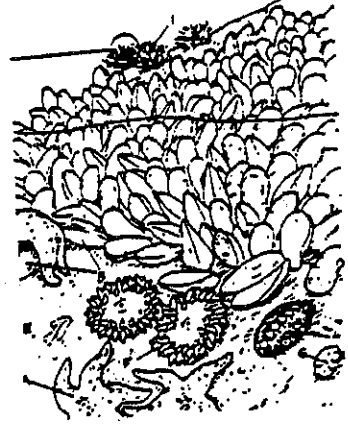
Predation: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_



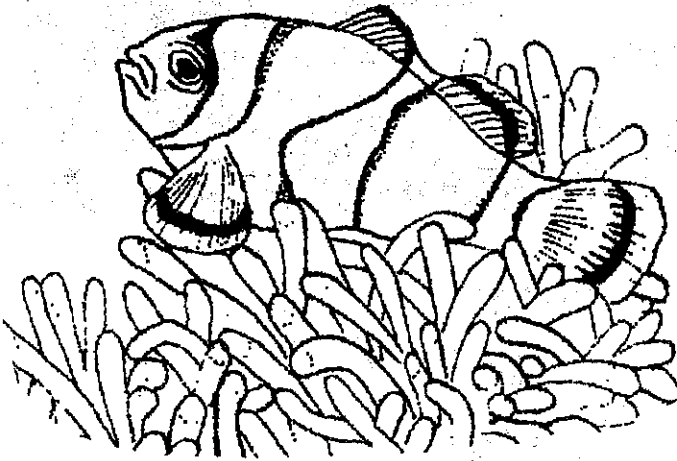
Competition: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_



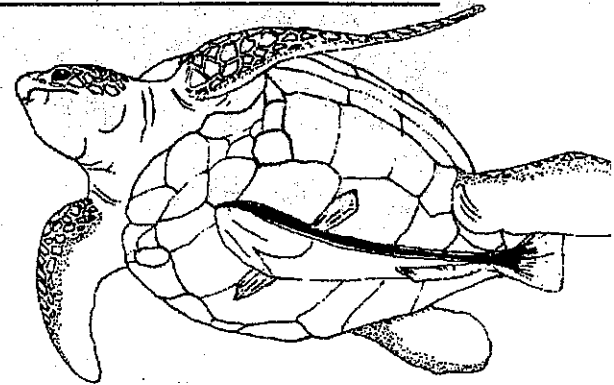
Mutualism: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_



Commensalism: \_\_\_\_\_

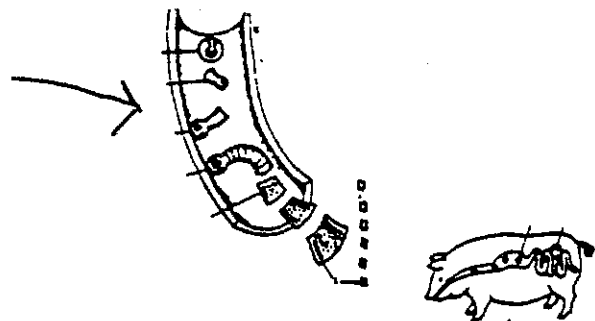
\_\_\_\_\_  
\_\_\_\_\_



< View of the top of the remora's head, showing the sucker

Parasitism: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_



## Ecology Ch 2 & 3 Quiz Review for BIOLOGY

Define Ecology: scientific discipline that studies all interactions between organisms & their environment.

Parasitism – one organism harms another

Mutualism- both benefit

Commensalism-one benefits the other is not harmed or helped

Competition-struggle for resources by organisms in an ecosystem

Predation- one species hunts, and kills for food another

### Review Food Chain vs Food Web-several questions plus

More direct steps from producers -->grasshopper -----> frog --> snake

Food Web: consists of MANY food chains, shows interrelationships in many pathways

Energy pyramid: energy & numbers

Producers-Most energy at the bottom with largest # species; Herbivores- to Carnivores (smallest # of species & least energy). Energy in each trophic level going up is lost due to heat.

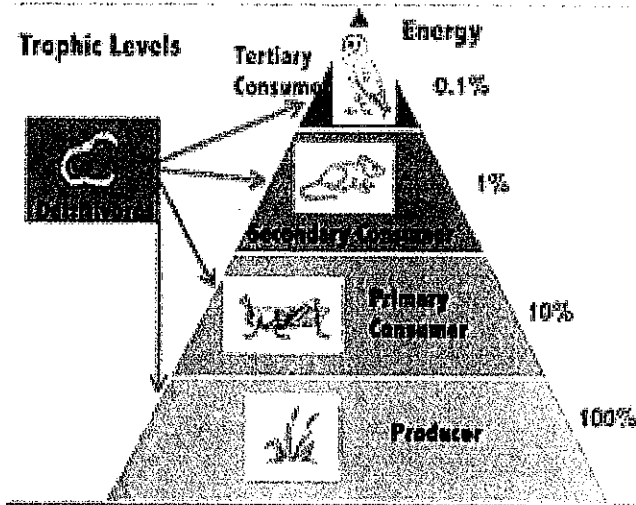
Producer-make their own energy through biochemical processes (Sun).

Autotroph-obtain energy by harnessing sunlight through photosynthesis, primary producer in a food chain.

Heterotroph-consumes other organisms in a food chain

Trophic Levels: position an organism occupies in a food chain

Notes - Bio  
w/d  
5/4-8  
choice2



Primary consumer, secondary consumer, tertiary consumer

Decomposer- an organism that decomposes, or breaks down, organic material such as the remains of dead organisms. **Decomposers** include bacteria and fungi.

Abiotic vs Biotic-

**abiotic** components are non-living chemical **and** physical factors in the environment which affect ecosystems. **Biotic** describes a living component of an **ecosystem**; for example organisms, such as plants **and** animals. All living things — autotrophs **and** heterotrophs — plants, animals, fungi, bacteria.

Community vs population

A **population** is a group of organisms belonging to the same species that live in the same area and interact with one another. A **community** is all of the populations of different species that live in the same area and interact with one another. ... An ecosystem is made of the biotic and abiotic factors in an area.

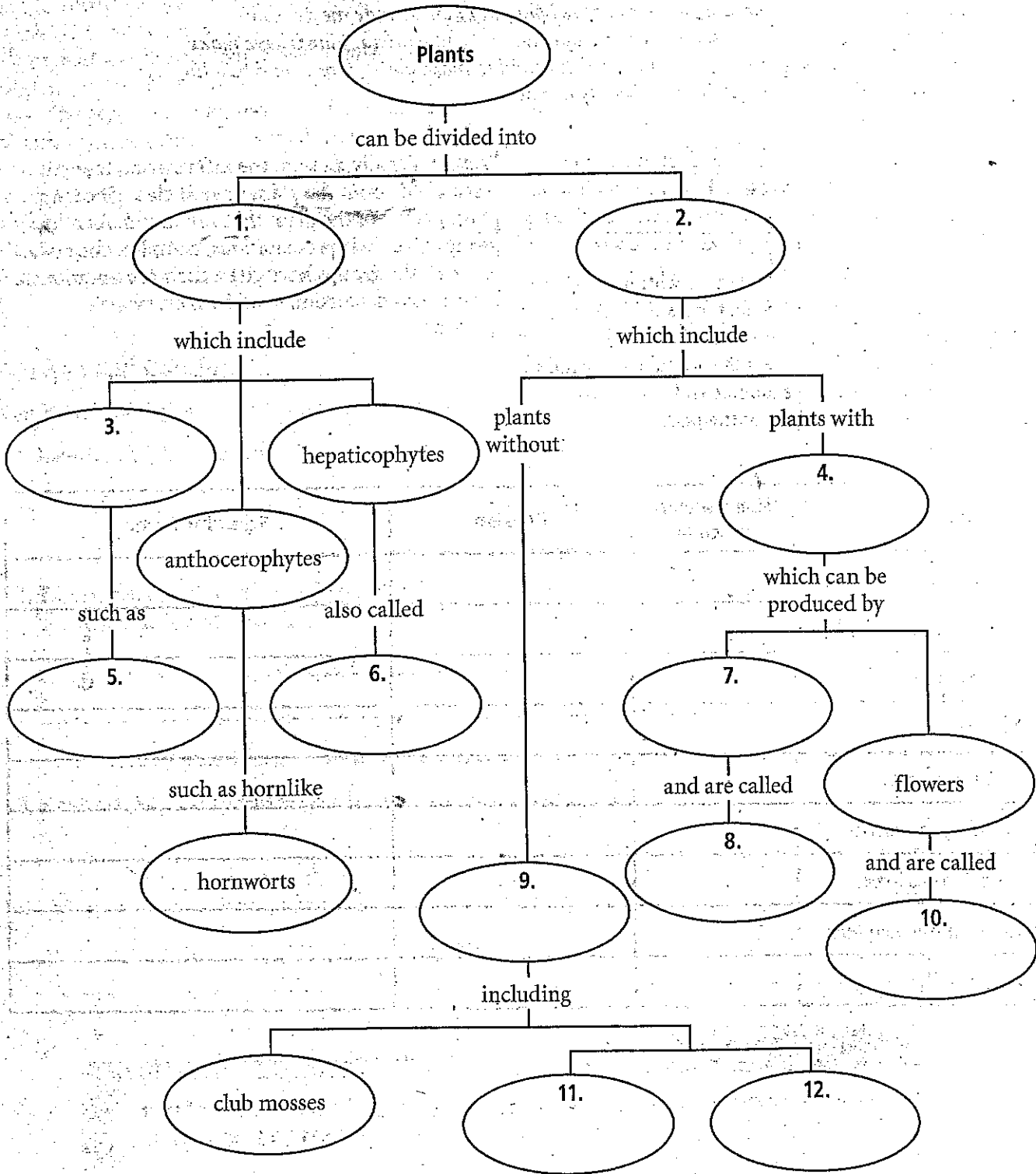


CHAPTER 21

Classification of Plants

Concept Mapping

Complete the network tree about the classification of plants. These terms may be used more than once: anthophytes, bryophytes, cones, conifers, ferns, horsetails, liverworts, mosses, nonvascular plants, seeds, vascular plants.



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CHAPTER 21

Section 2: Nonvascular Plants

*Study Guide*

In your textbook, read about the diversity of nonvascular plants.

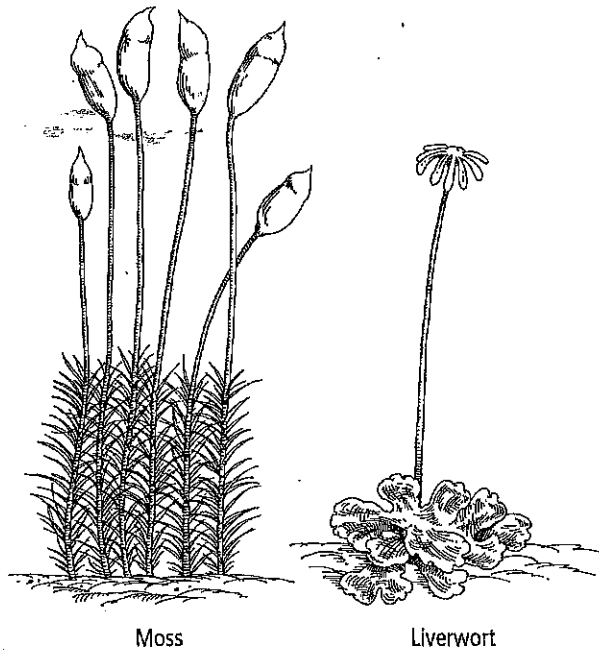
Refer to the illustration of bryophytes and hepaticophytes. Use each of the terms below only once to complete the passage.

Bryophyta  
multicellular rhizoids

climates  
primitive

Hepaticophyta  
thallose

leaves  
unicellular rhizoids



A moss is in the division (1) \_\_\_\_\_. A liverwort is in the division (2) \_\_\_\_\_. Mosses have rootlike (3) \_\_\_\_\_ that anchor them to the soil, and liverworts have (4) \_\_\_\_\_. Both mosses and liverworts have structures that are similar to (5) \_\_\_\_\_. Both can grow in a variety of (6) \_\_\_\_\_. Liverworts are the most (7) \_\_\_\_\_ of land plants. Liverworts are classified as either (8) \_\_\_\_\_ or leafy.

## CHAPTER 21

## Study Guide

## Section 3: Seedless Vascular Plants

In your textbook, read about the diversity of seedless vascular plants.

Complete the table by checking the correct column(s) for each description.

Description	Lycophyta	Pterophyta
1. Do not produce seeds		
2. Include club or spike mosses		
3. Include ferns and horsetails		
4. Have a cluster of spore-bearing structures called the strobilus		
5. Have fronds with branched vascular tissue		
6. Use a rhizome for food storage		
7. Resemble small pine trees		

In your textbook, read about division Lycophyta and division Pterophyta.

If the statement is true, write true. If the statement is false, replace the italicized word or phrase to make it true.

8. Some *lycophytes* live anchored to an object or another plant.

9. Ferns grow *only in wet areas*.

10. Both lycophytes and pterophytes produce *spores*.

11. The dominant generation of lycophytes is the *gametophyte*.

12. Fern spores form in a *sporangium*.

13. Fern *sporophytes* are tiny.

14. The *strobili* of lycophytes are shaped like clubs or spikes.