** Biology Scavenger Hunt**

Access Code:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

User Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Password: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Objectives: Preview what we will be learning about in biology and familiarize yourself with resources that can be accessed from home.

Directions: Set up a student account and fill out the appropriate sheet for your notebook. Explore both your textbook and on-line resources by answering the following questions.

**Textbook:**

1. The McDougal-Littell book has a copyright date of \_\_\_\_\_\_\_\_\_\_.
2. Using the “Table of Contents”, locate the **Unit** (not the chapter) where you would find information about Genetics?

# \_\_\_\_

1. Chapter 13 is titled “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_”, and contains 6 sections including section # \_\_\_ covering Biotic and Abiotic Factors.
2. List the 3 possible lab activities offered in Chapter 13, by title:
3. Still using the Table of Contents, what page would you find a ‘Standards Based Assessment in Chapter 13?

Page # \_\_\_\_\_

1. On page ‘xv’ you will find a reference to a virtual lab available in Unit 5. What is the name of the lab? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Go to the back of the book and find the “Student Resources” section, pages are numbered with an “R” for resources. What page would you find the following:

 Safety Symbols # \_\_\_\_

 Data Tables and Line Graphs #\_\_\_

 Greek and Latin Word Parts # \_\_\_

 Diagram of a Light Microscope # \_\_\_

 Note-taking Strategies # \_\_\_\_ to \_\_\_\_

 Periodic Table #\_\_\_

1. ![MCj04040870000[1]]()Turn to page R5. What is the diameter of a red blood cell? \_\_\_\_\_\_\_ Is that larger or smaller than 10 nanometers? \_\_\_\_\_\_\_\_\_\_\_\_
2. Turn to page R8. Name the part that matches the following functions:

 \_\_\_\_\_\_\_\_\_\_\_\_ adjusts the amount of light.

 \_\_\_\_\_\_\_\_\_\_\_\_ supports the microscope

 \_\_\_\_\_\_\_\_\_\_\_\_ used to focus when using the high-power objective lens

1. Turn to page R18-19. Give the definition of the following Greek/Latin work parts.

 cyto-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ hypo-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 path-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ photo-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. The textbook gives you 10 different Note Taking Strategies, name 5 strategies that you use or plan to use.
2. ![MPj03876970000[1]]()Locate Appendixes in the Resource Section, give the title of each:

 A:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ B:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 C: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ D: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Turn to page R38-39 and read about different ‘Careers in Biology’. List 3 careers that you find interesting and might consider for yourself (if you had to ☺).
2. Turn to the “Index” and look up the topic ‘ecology’. Turn to the page number listed in bold. Give me the Chapter and Section number that you turned to. \_\_\_\_\_\_\_.

List the 4 vocabulary words featured in yellow highlighting. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Using the ‘Glossary’ in the back of the book, write the definition of one of the four ecology vocabulary words.

1. Go to the “Table of Contents, pg xxv. In each unit, “Biozine” features latest information about biology topics, issues, and technology. Read through the list of Biozine topics and list the one that most interests you. (give title and page number).

**Online Resource:** [**www.classzone.com**](http://www.classzone.com)

1. Go to the classzone website, select ‘high school science’, select ‘Washington’, and hit ‘Go’. Click on McDougal-Littell Biology. You will find 6 colored tabs labeled:

Animated Biology, Activities, Labs, Assessments, and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

1. Click on Animated Biology, and Ch 1: Cells through Different Microscopes. Check out the pictures of the 3 microorganisms! Name the 3 different microscopes featured.



1. Click on the “Interactive Review” tab. To the left you will find a white arrow, choose Ch. 13 Ecology. Click on the “Key Concepts” bubble at the top of the page, and select Section 3. Write down the main concept in bold lettering:

1. Click on “Vocabulary Games”. Name 3 of the 5 styles of games you can play to review chapter vocabulary.
2. Click on the “Animated Biology” for Ch. 13 Ecology. Open Animation 1 and give the Food Web a try! How did you do? Circle one: Great / Fair / Poor
3. Go back to the home page of Classzone and select the “Activities” tab. Name 4 categories of activities you have access to:
4. Select “Webquests”, choose Unit 5, Chapter 13. Define what a “keystone species”, and give an example of a local marine mammal.
5. Go back to the home page of Classzone and select the “Labs” tab. You will see two selections, Virtual Labs and Dissections, select Virtual Dissections. Name 3 animals you can dissect online.
6. Go back and select the “Assessment” tab. Try taking the 13.2 Ecology quiz. What was your score out of 5? \_\_\_\_\_

# http://www.classzone.com/etest/getExhibit.htm?exhibitId=170822 Finally, go back and select the “Research Center” tab, select “SciLinks”. Open up Ch 13: Ecology and select the link to the “What is an Environmental Sensitivity Index Map”. An environmental sensitivity index map is a diagram that provides a concise summary of \_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_ that could be at risk in the event of an \_\_\_\_\_\_ spill. The human and biological resources are given ranks and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ based on their sensitivity to oiling.