

FINAL EXAM REVIEW – BIOLOGY MORALES

VOCABULARY: You may bring your biology dictionary that you have made all year into the final exam with you. This **MUST** be in the proper format and have a majority of the parts filled out. There will be 30 (50 Honors) multiple choice questions that test your vocabulary from the fall units.

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|--------------------------|----------------------------|-------------------------------------|
| 1. Organism | 21. Commensalism | 39. Physiology |
| 2. Community | 22. Parasitism | 40. Organ System |
| 3. Population | 23. Climate | 41. Organ |
| 4. Ecosystem | 24. Estuary | 42. Nervous System |
| 5. Biotic | 25. Carrying capacity | 43. Endocrine System |
| 6. Abiotic | 26. Exponential growth | 44. Central nervous system (CNS) |
| 7. Biodiversity | 27. Logistic growth | 45. Peripheral nervous system (PNS) |
| 8. Producer | 28. Limiting factor | 46. Cerebrum |
| 9. Consumer | 29. Non-renewable resource | 47. Brain stem |
| 10. Herbivore | 30. Renewable resource | 48. Cerebellum |
| 11. Carnivore | 31. Ecological foot print | 49. Stimulus |
| 12. Omnivore | 32. Smog/particulates | 50. Reflex arc |
| 13. Decomposer | 33. Greenhouse effect | 51. Neuron |
| 14. Trophic Level | 34. Global climate change | 52. Axon |
| 15. Biogeochemical Cycle | 35. Introduced species | 53. Dendrite |
| 16. Nitrogen Fixation | 36. Sustainability | 54. Neurotransmitter |
| 17. Habitat | 37. Homeostasis | 55. Hormone |
| 18. Carrying Capacity | 38. Feedback | |
| 19. Symbiosis | | |
| 20. Mutualism | | |

SKILLS:

YOU WILL HAVE TO MAKE A GRAPH ON YOUR TEST. BELOW ARE SOME SAMPLE DATA FOR YOU TO PRACTICE GRAPHING WITH.

Aquatic plants produce CO₂ just like trees. They release this CO₂ as “bubbles”. The following data was collected about how many bubbles each type of plant released in a minute at different depths in the ocean. Answer the questions and then graph the data

depth in meters	Number of Bubbles / minute Plant A	Number of Bubbles / minute Plant B
2	29	21
5	36	27
10	45	40
16	32	50
25	20	34
30	10	20

- What data goes on the x –axis? (Across the bottom of the graph.)
- What data goes on the y –axis? (Up the side of the graph.)
- What is the range of numbers you need to include on each axis?
x:
y:
- What are the names of the units used for the data on your x -axis?
- What are the names of the units used for the data on your y -axis?

Is more oil better when you are popping popcorn in a pan? Answer the questions and then graph the data

Amount of Oil (ml)	Average number of kernals UNPOPPED
5	45
10	40
20	36
30	10

- What data goes on the x –axis? (Across the bottom of the graph.)
- What data goes on the y –axis? (Up the side of the graph.)
- What is the range of numbers you need to include on each axis?
x:
y:
- What are the names of the units used for the data on your x -axis?
- What are the names of the units used for the data on your y -axis?

READING:

We spent a lot of time this semester learning to read texts. On your final you will be given a reading sample and asked to write about it. The reading will be about ecology. There will be charts and an infographic with the reading that you will also need to interpret. We will practice this on Monday in class.

BIG IDEAS:

- What is an ecosystem and how to the parts interact?
- How does energy travel in an ecosystem?
- How do humans interact with the ecosystems around them?
- How have humans changed the earth's ecosystem, especially in the past 30 years.
- How do humans impact climate change and carbon dioxide levels?
- What is an ecological footprint?
- How does the body maintain homeostasis?
- What are the major communication systems in the body and how do they work?