

## Biology Final Exam Review Sheet - HONORS

The biology final exam consists of 50 multiple choice questions. The questions are grouped into categories. The categories and questions may not appear in the order they were taught in class. Categories include: molecules of life, cell physiology, cell energy, genetics, embryology, and microbiology. The exam makes up 10% of your overall grade. It is very important that you take the final exam seriously! Studying is not an option, it is required. Portions of this review sheet will be due throughout the next few weeks. It will be checked daily. To get full credit for the review you must answer the questions on a **separate piece of paper**. It must be **hand written**. Write out detailed answers. Your answers do not have to be in sentences, but they do have to be **detailed** or you won't receive full credit! Use your notes and the textbook to answer the questions. When you turn in the questions each day you must turn in this paper. I will record your daily grade in the checked column on the timeline below. The answers to this review sheet **WILL NOT** be accepted late. It is very important that you have the review packet with you and completed on time!!

Section	Question #	Topic	Due Date	Points value	Points earned
1	#1-15	Biochemistry		5	
2	#16-27	Cell Physiology		5	
3	#28-37	Cellular Energy		5	
4	#38-48	Genetics		5	
5	#49-63	Genetics		5	
6	Section 5	Embryology	<i>after keystones</i>	5	
7	Section 6	Microbiology	<i>after keystones</i>	5	
<b>ALL MUST BE COMPLETE &amp; ON-TIME</b>				<b>+3</b>	
<b>Total Points Earned</b>				<b>35</b>	

### Unit 1 – Molecules of Life (biochemistry)

- All organic compounds contain what element? What are 2 other elements MOST commonly found in organic compounds in addition to the first element listed?
- Differentiate between a covalent and ionic bond.
- Make a table that lists the follow organic compound and identifies, 1) *monomers*, 2) *polymers*, and 3) *major function(s)* in the body.
 

a. Carbohydrates	c. Proteins
b. Lipids	d. Nucleic acids
- Make a table that includes the following terms and identify for each 1) *the type of organic compound* it is, whether it is a 2) *monomer or polymer*, and 3) its *major function*.
 

a. Cellulose	e. Starch
b. Polypeptide	f. Phospholipids
c. Polysaccharide	g. Glucose
d. Glycerol and fatty acids	h. Simple sugars
- Differentiate between hydrolysis and dehydration synthesis. Include which one makes bonds and which one breaks bonds, and also which one stores energy and which one releases energy.
- Draw water. Label the elements and charges that make up water.
- Draw 4 water molecules and how they are attracted to one another, what type of "bond" forms between them?
- List definitions for the following terms: cohesion, hydrogen bond, non-polar
- What is an example of an organic compound that is "non-polar"?
- Explain acids and bases using the pH scale.
- What is the function of enzymes? List some specific names of enzymes – what do the names have in common?

# Biology First Semester Final Exam Review Lab

**Arturo Cuomo**



## **Biology First Semester Final Exam Review Lab:**

**Annual Catalogue** United States Air Force Academy,1984      **United States Air Force Academy** United States Air Force Academy,1983      **Cornell University Courses of Study** Cornell University,2007      **Undergraduate Mathematics for the Life Sciences** Glenn Ledder,Jenna P. Carpenter,Timothy D. Comar,2013 There is a gap between the extensive mathematics background that is beneficial to biologists and the minimal mathematics background biology students acquire in their courses The result is an undergraduate education in biology with very little quantitative content New mathematics courses must be devised with the needs of biology students in mind In this volume authors from a variety of institutions address some of the problems involved in reforming mathematics curricula for biology students The problems are sorted into three themes Models Processes and Directions It is difficult for mathematicians to generate curriculum ideas for the training of biologists so a number of the curriculum models that have been introduced at various institutions comprise the Models section Processes deals with taking that great course and making sure it is institutionalized in both the biology department as a requirement and in the mathematics department as a course that will live on even if the creator of the course is no longer on the faculty Directions looks to the future with each paper laying out a case for pedagogical developments that the authors would like to see      **Catalog Issue** University of Colorado,1974      *Catalogs of Courses* University of California, Berkeley,1995 Includes general and summer catalogs issued between 1878 1879 and 1995 1997      General Catalog -- University of California, Santa Cruz University of California, Santa Cruz,2006      *The American Biology Teacher* ,2004

**BSCS Newsletter** Colorado. University. Biological Sciences Curriculum Study,1962      *Catalogue* Williams College,1963  
*Medical Review* ,1911      *The St. Louis Medical Review* ,1911      **The software catalog microcomputers** Menu (Firm) (Fort Collins, Colo.),1989      **Turttox News** ,1955      **Abstracts of the ... General Meeting of the American Society for Microbiology** American Society for Microbiology. General Meeting,2007      Guide American Anthropological Association,2008      **The Study of Stanford and the Schools** ,1987      **Books in Print Supplement** ,1977      *Timetable* University of Illinois at Urbana-Champaign,2001      Directory of Distance Learning Opportunities Modoc Press, Inc.,2003-02-28 This book provides an overview of current K 12 courses and programs offered in the United States as correspondence study or via such electronic delivery systems as satellite cable or the Internet The Directory includes over 6 000 courses offered by 154 institutions or distance learning consortium members Following an introduction that describes existing practices and delivery methods the Directory offers three indexes Subject Index of Courses Offered by Level Course Level Index Geographic Index All information was supplied by the institutions Entries include current contact information a description of the institution and the courses offered grade level and admission information tuition and fee information enrollment periods delivery information equipment requirements credit and grading information library services and accreditation

This book delves into Biology First Semester Final Exam Review Lab. Biology First Semester Final Exam Review Lab is an essential topic that must be grasped by everyone, ranging from students and scholars to the general public. The book will furnish comprehensive and in-depth insights into Biology First Semester Final Exam Review Lab, encompassing both the fundamentals and more intricate discussions.

1. This book is structured into several chapters, namely:
    - Chapter 1: Introduction to Biology First Semester Final Exam Review Lab
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    - Chapter 3: Biology First Semester Final Exam Review Lab in Everyday Life
    - Chapter 4: Biology First Semester Final Exam Review Lab in Specific Contexts
    - Chapter 5: Conclusion
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  6. In chapter 5, the author will draw a conclusion about Biology First Semester Final Exam Review Lab. This chapter will summarize the key points that have been discussed throughout the book.
- This book is crafted in an easy-to-understand language and is complemented by engaging illustrations. It is highly recommended for anyone seeking to gain a comprehensive understanding of Biology First Semester Final Exam Review Lab.

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