

Biology

Science for Life

WITH PHYSIOLOGY

FIFTH EDITION



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University of Minnesota–Duluth

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St. John Fisher College

PEARSON

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About the Authors



Colleen Belk and **Virginia Borden Maier** collaborated on teaching biology to non-majors for over a decade at the University of Minnesota–Duluth. This collaboration has continued for an additional decade through Virginia’s move to St. John Fisher College in Rochester, New York, and has been enhanced by their differing but complementary areas of expertise. In addition to the non-majors course, Colleen Belk teaches general biology for majors, genetics, cell biology, and molecular biology courses. Virginia Borden Maier teaches general biology for majors, evolutionary biology, zoology, plant biology, ecology, and conservation biology courses.

After several somewhat painful attempts at teaching the breadth of biology to non-majors in a single semester, the two authors came to the conclusion that they needed to find a better way. They realized that their students were more engaged when they understood how biology directly affected their lives. Colleen and Virginia began to structure their lectures around stories they knew would interest students. When they began letting the story drive the science, they immediately noticed a difference in student engagement and willingness to work harder at learning biology. Not only has this approach increased student understanding, but it has also increased the authors’ enjoyment in teaching the course—presenting students with fascinating stories infused with biological concepts is simply a lot more fun.

Preface

To the Student

Is it acceptable to clone humans? When does human life begin? What should be done about our warming planet? Who owns living organisms? What are our responsibilities toward endangered species? Having taught this course for nearly 40 combined years, we understand that no amount of knowledge alone will provide satisfactory answers to these questions. Addressing them requires the development of a scientific literacy that surpasses the rote memorization of facts. To make decisions that are individually, socially, and ecologically responsible, you must not only understand some fundamental principles of biology but also be able to use this knowledge as a tool to help you analyze ethical and moral issues involving biology. This is the aim of this textbook.

To help you understand biology and apply your knowledge to an ever-expanding suite of issues, we have structured each chapter of *Biology: Science for Life* around a compelling story in which biology plays an integral role. Through the story you not only will learn the relevant biological principles but also will see how science can be used to help answer complex questions. As you learn to apply the strategies modeled by the text, you will also be developing your critical thinking skills.

Even though you may not be planning to be a practicing biologist, well-developed critical thinking skills will enable you to make better decisions about issues that affect your own life and form well-reasoned, fact-based opinions about personal, social, and ecological issues.

To the Instructor

You are probably all too aware that teaching non-majors students is very different from teaching biology majors. You know that most of these students will never take another formal science course; therefore, your course may be the last chance for these students to appreciate how biology is woven throughout the fabric of their lives and to develop a deep understanding of the process of science. You recognize the importance of engaging non-majors because you know that these students will one day be voting on issues of scientific importance, holding positions of power in the community, serving on juries, and making health care decisions for themselves and their families. This text is designed to help you reach your goals.

iv

By now, most non-majors biology instructors are aware that this book differs from other books in that we use a compelling storyline woven throughout the entire chapter to garner student interest. Once we draw students in, we keep them engaged by returning to the storyline again and again until the end of the chapter, when students should be able to form their own data-driven opinions about each topic. Storylines are skillfully crafted to allow the same depth and breadth of coverage as any non-majors biology text.

Our experience has taught us that students will not remember as many facts as we hope they will, but they can and do remember how to apply the scientific method to novel questions involving biology, and they can retain a strong appreciation for how science differs from other methods of understanding the world. To ensure our students leave our course with the ability to critically evaluate information they may come across, this text focuses heavily on process of science, providing opportunities for students to practice applying the scientific method and analyze data at every opportunity.

New to the Fifth Edition

The positive feedback obtained in previous editions assured us that presenting science alongside a story works for students and instructors alike. In the fifth edition, we have added two new features and several reorganized chapters. We also updated storylines and continued to improve popular features from previous editions as well as our supplements.

New Features: Working with Data and Sounds Right, But Is It?

In this edition, we have added new **Working with Data** questions to select figures within each chapter. Students are asked questions that guide them in how to carefully and critically analyze and interpret data in graphical, tabular, or written form. Each chapter contains at least one of these critical data analysis questions. In Chapter 6, for example, students are asked to evaluate a graph showing the cancer risks associated with smoking.

A new end-of-chapter feature, **Sounds Right, But Is It?**, addresses common misconceptions we know that our own students often have. In Chapter 4, for example, the misconception deals with whether use of laxatives can cause permanent weight loss. To help students identify

and discard such misconceptions, the description of the misconception is followed by guided inquiry questions, which lead students through a careful analysis of the reliability of the misconception, using the biological concepts from the chapter covered.

Updated Physiology Coverage and New Chapter

Content in physiology chapters has been significantly reorganized to address concerns from instructors that too much material was covered in too few chapters; what was once covered in two chapters is now spread over three. **Chapter 17** now focuses only on tissues and organs, while the new **Chapter 18** uses a discussion of the biology of the digestive and urinary systems as a way to help students understand the biological and safety consequences of binge drinking.

Revised Unit One Coverage

Because we have found that our students need more practice analyzing pseudoscientific information they come across, we are using **Chapter 2** of the book to build on Chapter 1's introduction to the scientific method. There, students will use their newly acquired skills to learn about life and evolution in analyzing whether zombies as they are portrayed in popular culture are “alive” and whether humans are evolutionarily progressing to become higher beings. They will learn basic biochemistry while determining whether the Bermuda Triangle is a site of massive ship and plane disappearances, whether ingesting sugar causes hyperactivity, and whether tryptophan in turkey does make people tired.

Updated Storylines

Our chapter on cellular respiration and body weight (**Chapter 4**) incorporates new meta-data showing that being underweight is less healthy than being overweight and the health consequences of being overweight start at higher weights than once thought. Our chapter on global warming and photosynthesis (**Chapter 5**) is updated to reflect the continued global changes resulting from this process. The cell division chapter (**Chapter 6**) helps students understand the biology of differently acquired cancers using the examples of the very public battles fought by celebrities like Angelina Jolie. The protein synthesis chapter (**Chapter 9**) has been updated to reflect current developments in pet and human cloning as well as so-called genetic pharming practices.

Our review of biological diversity (**Chapter 13**) now examines the question of humanity's supposed superiority over other species. The skeletal, endocrine, and muscular system coverage (**Chapter 21**) revolves around the

2014 inclusion of women's ski jumping as an Olympic sport for the first time, and the chapter on the nervous system has been revised to focus on the phenomenon of students sharing non-prescribed ADD meds with each other (**Chapter 23**).

Improved Pedagogy

With the previous editions, we focused on improving flexibility for instructors via **A Closer Look** chapter subsections; these are now streamlined and better identified within the text. Our popular **Roots to Remember** feature that helps students build their scientific vocabulary is now integrated into the chapter itself; students can find definitions for these terms as they occur. Features that help students assess their understanding within the chapter—**Stop and Stretch** and **Visualize This** questions—have been expanded and updated in nearly every chapter. Many **Savvy Reader** essays, found in every chapter and meant to develop students as better consumers of popular media, have been updated as well.

Supplements and Media

For the fifth edition, we've undertaken a significant revision and updating of the complete supplements package. Judi Roux EdD, a talented college instructor with years of classroom experience in non-majors biology and colleague of Colleen Belk at the University of Minnesota, Duluth, has undertaken authoring these innovative new items. We think you will find that the supplements she developed are brimming with ideas for how to reach this particular population of students. In addition to a completely revamped Instructor's Manual (for use in traditional lectures as well as flipped classrooms) and a test bank, we also provide slides, animation, and videos to enrich instruction efforts. Available online, the *Biology: Science for Life with Physiology* resources are easy to navigate and support a variety of learning and teaching styles. Judi Roux authored not only the Instructor Guide, MasteringBiology Quiz and Test Items, but the PowerPoint lectures as well.

New features in MasteringBiology include interactive concept maps and Working with Data exercises for each chapter. And our **Learning Outcomes** continue to provide support to students and instructors by organizing the chapter summary and tagging questions and activities within MasteringBiology and other ancillary material.

We believe you will find that the design and format of this text and its supplements will help you meet the challenge of helping students both succeed in your course and develop science skills—for life.

We look forward to learning about your experience with *Biology: Science for Life with Physiology, Fifth Edition*.

Compelling Stories Highlight the Relevance of Biology to Everyday Life

Each chapter weaves a compelling story based on a current issue or hot topic that presents, explains, and demystifies biological concepts, examples, and applications.

CHAPTER 18 | Binge Drinking



A student is turning 21.

18.1 The Digestive System 416
Mechanical and Chemical Breakdown of Food
Absorption of Digested Food
Regulation of Digestive Secretions

18.2 Removing Toxins from the Body: The Urinary System 420
Kidney Structure and Function
Engaging Safely with Alcohol

savvy reader
Sexual Assault on College Campuses 425
SOUNDS RIGHT: BUT IS IT? 426

MasteringBiology®

NEW! Storyline PPTs help instructors incorporate the stories into their lectures with videos and pre-made lectures.

▲ UPDATED!

Six thoroughly revised storylines have been added to the Fifth Edition to highlight the relevance of biology concepts to everyday life, along with one entirely new storyline:

- **Chapter 2:** Science Fiction, Bad Science, and Pseudoscience
- **Chapter 4:** Body Weight and Health
- **Chapter 13:** The Greatest Species on Earth?
- **NEW CHAPTER! Chapter 18:** Binge Drinking*
- **Chapter 19:** Clearing the Air*
- **Chapter 21:** Human Sex Differences*
- **Chapter 23:** Study Drugs*

* Chapters 17–25 are included in the expanded version of the text that includes coverage of animal and plant anatomy and physiology.

The Digestive and Urinary Systems

It's Saturday night and Malik is hosting a surprise party to celebrate the 21st birthday of his friend Lin. Lin is several years younger than Malik. She lived with Malik's family, sharing a room with his younger sister, for 2 years when she was a high school exchange student. Now an international student attending college in the United States, Lin has had almost no experience with alcohol. Malik knows that Lin is eagerly anticipating this birthday and that she is planning to drink at least a little alcohol. Because he feels as protective of Lin as he does his little sister, Malik wants to help Lin learn how to enjoy the benefits of alcohol consumption while limiting the negative consequences that can also occur.



Malik is worried about his friend Lin.



He does not want her alcohol consumption to place her at risk of overdose ...

Some of Malik's concerns about negative consequences are based on situations he has witnessed and others on information he came across while writing a paper on alcohol abuse for a health class he took last semester.

A student who lived on Malik's dorm floor freshman year broke his ankle when he tripped while running from the police to avoid an underage consumption ticket. His chemistry lab partner broke her nose when she was riding with an intoxicated driver whose car hit a tree on a snow-covered road. While working on the paper for his health class, he came across a government website that indicated over 30,000 students required medical treatment for alcohol

poisoning last year and he does not want this to happen to Lin. He also worries about the high rate of sexual assault on college campuses. He does not want Lin to become one of the 20% of female students who will be sexually assaulted while in college.

Malik wants to develop a plan for convincing Lin, a pre-med biology major, that drinking too much is bad for her body, an argument he thinks she may find credible. Because he has heard that eating food before drinking might help absorb some of the alcohol and that alcohol consumption causes dehydration, he plans to focus his efforts on the effects of drinking on the digestive and urinary systems.



... or jeopardize her safety.

NEW!

Chapter 18* covers the digestive and urinary systems, which were previously part of the chapters on the cardiovascular and respiratory systems. This new chapter presents this material in a more manageable format for instructors and students.

and alcohol is broken down and absorbed across the intestinal wall and into the bloodstream. When alcohol relaxes muscles involved with peristalsis, food spends more time in the digestive tract than normal and this increased exposure to digestive enzymes can cause diarrhea.

Malik has heard that it is good to eat a large meal before drinking. This is because the presence of food in the stomach causes the pyloric sphincter to remain closed. Since the stomach does not absorb alcohol as readily as the small intestine, preventing the alcohol from reaching the small intestine can slow the rate at which it reaches the blood stream. Therefore, Malik plans to take Lin out to eat before the birthday party.

Many of the digestive enzymes used in the small intestine are produced by an organ called the **pancreas**. Secretions from the pancreas neutralize stomach

wastes including urea and various ions. During urine **excretion**, urine leaves the kidneys and flows to the bladder.

Alcohol is a diuretic, which means that it promotes the formation of urine and increases the volume of urine that is released from the bladder, a process called **micturition**. Coupling the increased volume of urine produced with the deadening of awareness of the need to urinate that goes with intoxication can result in a very full bladder. Even though micturition is typically under conscious control, an intoxicated person that passes out before emptying the bladder may end up urinating on himself. In this case, the body overrides the conscious control of micturition to prevent a potentially lethal bladder rupture.

Alcohol is a depressant, slowing down brain function and altering perceptions, reflexes and balance, and causing slurred speech. In an attempt to prevent the depressant effects of intoxication, some of Malik's friends mix alcohol with energy drinks. Malik will recommend to Lin that she does not do this because Lin should develop an awareness of when to stop drinking. This is harder to do if the depressant effects of intoxication are, in part, masked by the stimulant effects of the energy drink.

In addition to managing wastes, the urinary system also plays an important role in regulating blood volume, acidity, and salt balance. The kidneys regulate

The story is revisited throughout the chapter.

In these examples, the story narrative provides an opportunity for students to learn about the digestive system as they follow a student's experience with binge drinking.

Learn and Practice Science and Literacy Skills

Building upon the popular features of previous editions, the Fifth Edition of *Biology: Science for Life* helps students develop scientific thinking skills for a lifetime of critically evaluating scientific—and pseudoscientific—information.

NEW!

Sounds Right, But Is It? activities are located at the end of each chapter and challenge students to answer a series of questions that address common biology-related misconceptions.

SOUNDS RIGHT BUT IS IT?

A couple with two boys is considering having another child. While they are grateful to be fertile and to have had two healthy boys, they do think it would be fun to have a girl. In investigating their odds, they came across some data on sibships, or groups of siblings with the same parents. The study they saw showed that three-fourths of sibships of three contain members of both genders versus containing all boys or all girls. The couple now believes that their next child will very likely be a girl.

If a couple has two boys, the odds are higher than normal that their next child will be a girl.

Sounds right, but it isn't.

1. The probabilities of independent events, that is, events not affected by previous events, are multiplied to determine their combined probability. For example, when you flip a coin twice, the outcome of the second flip is independent of the outcome of the first flip. Therefore, the likelihood of flipping heads twice is one-half times one-half or one-fourth. What is the likelihood of flipping heads three times in a row?
2. Each fertilization of an egg by a sperm is an independent event. What is the probability that a couple will have three boys in a row?
3. The total probabilities of related independent events equal one. This means that

the probability that a couple with three kids will have some outcome aside from three boys is seven-eighths. Describe, in terms of gender, what those sibships could contain.

4. While it is true that in sibships with three children seven-eighths would have at least one girl, how is looking at all the possible sibships that could be produced when there are three children different than the scenario outlined above?
5. Consider your answers to questions 1–4 and explain why the original statement bolded above sounds right, but isn't.

Sounds Right, But Is It? misconceptions include:

- “If a product is clinically proven to do what it advertises, that means it will work for you.” —Chapter 1
- “The use of tanning beds is not only safe, it improves health.” —Chapter 6
- “If a couple has two boys, the odds are higher than normal that their next child will be a girl.” —Chapter 8
- “The human eye is too complex to have evolved by chance from nothing.” —Chapter 11
- “There is always a chance that a brain-dead person will make a full recovery.” —Chapter 17*
- “The number of vaccinations given to modern children is too much for the average immune system to handle.” —Chapter 20*

...and more!

MasteringBiology®

NEW! Sounds Right, But Is It? questions in the text are also available for in-class activities using Learning Catalytics.

* Chapters 17–25 are included in the expanded version of the text that includes coverage of animal and plant anatomy and physiology.

Savvy Reader activities in each chapter investigate a short excerpt from a variety of current news sources relating to discussions in the main chapter narrative. Critical thinking questions help students evaluate scientific information and data presented in the media.

savvy reader

Labeling GMOs

The following was excerpted from the GMO FREE NY (<http://gmofreeny.net/thecaseforgmolabeling.html>) website dated 2014 that makes the case for labeling genetically modified foods. No author of this essay is named.

"Genetic modification (GM; also called genetic engineering or GE) is biotechnology used to create new varieties of plants and animals that exhibit traits found in unrelated species, such as bacteria and viruses."

The author then points out that many countries do have laws requiring the labeling of GMO foods, and goes on to say, "Americans have been eating GMOs without their knowledge or consent since 1996. We are the ultimate guinea pigs."

1. The author chose to focus on modifications involving the transfer of genes from bacteria and viruses to crop foods instead of the transfer of a gene from one crop food to another. Why do you think the author focused on bacteria and viruses instead of other kinds of organisms?
2. Assume a food was modified with bacterial or viral DNA. What happens to the DNA of that, or any, food after it is ingested: Is it used to produce bacterial and viral proteins or is it broken down?
3. If you read the entire essay, you would find that the author focuses only on the potential negative outcomes of producing and ingesting GMOs. For example, consider the suggestion above that humans ingesting unlabeled GMOs are being treated like guinea pigs. If the author had softened his or her argument by stating that crops engineered to be more nutritious have not lived up to the initial hype surrounding them, or that the benefits of these crops may not outweigh the risks, would his or her argument for labeling foods seem more credible to you? Why or why not?
4. An opinion piece does not have the same requirements for presenting substantiating evidence as a conventional news story. In this piece, the author uses strong language, often punctuates sentences with exclamation points, does not present alternate opinions, and possibly overstates conclusions in an attempt to convince you that GM foods should be labeled as such. Did this strategy work on you, or would a more balanced approach have been more likely to get you to agree with his or her opinion?

Source: <http://gmofreeny.net/thecaseforgmolabeling.html>

Part E - Evaluation

Finally, how can you use your assessment of the authority, motivation, and reliability of the information to evaluate this web site relative to other sources? Use the scales below to assign a numerical score to this source.

Authority	Motivation	Reliability
1 Source is a recognized authority (e.g., gov or edu).	1 Content is balanced and informational.	1 Primary sources cited for all claims. Consistent with authoritative sources.
0 Source is a nonexpert with some relevant credentials.	0 Motivation is unclear.	0 Primary sources cited for some claims. Not as comprehensive as other sources.
-1 Source is a nonexpert with no relevant credentials.	-1 Content promotes an agenda.	-1 No primary sources cited for any claims. Contradicts authoritative sources.

Assign a numerical score for each category. Then add up the total score. (The highest possible score is 3; the lowest is -3.) In what range does this source fall?

-3 to -2
 -1 to 1
 2 to 3

Submit My Answers Get Help

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NEW! Savvy Reader:

Evaluating Sources activities ask students to examine a website, article, or video with a critical eye on the sources and methods used to convey information.

Engage with Data and Visual Information

The hallmark illustration style of previous editions has been enhanced in the Fifth Edition with new pedagogy to help students interpret data and other visual information.

Working with Data ▼

Is the cancer risk associated with smoking and drinking additive or multiplicative? Explain your answer.

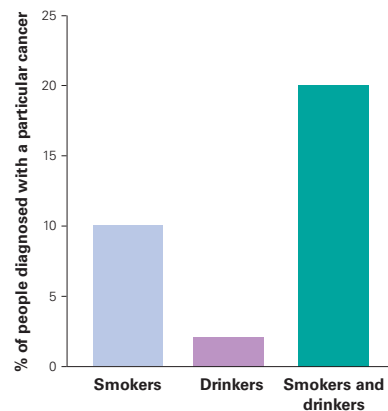


FIGURE 6.2 Alcohol and tobacco are synergists. Smoking cigarettes while drinking is an unhealthy practice.

Working with Data ►

The line looks relatively flat from 8000 B.C.E. to 1500 B.C.E., though the population doubled four times in that period. Was the population growing exponentially at this time?

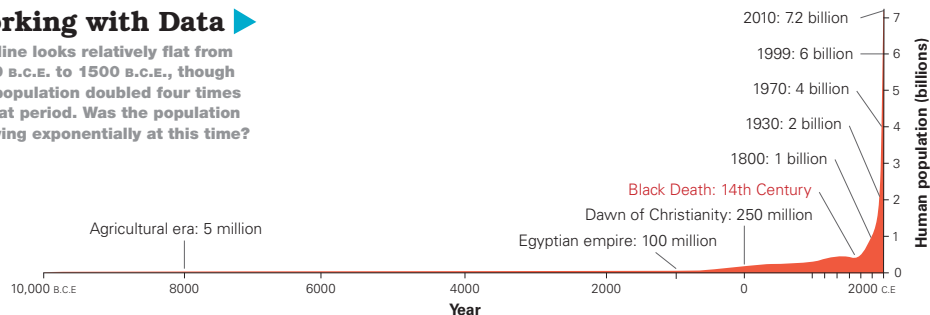


FIGURE 14.3 Exponential growth. The number of people on Earth grew relatively slowly until the eighteenth century. The rapid growth since then has occurred in proportion to the total, causing a J-shaped curve.

NEW!

Working with Data

questions have been added to the figure legends of selected graphs, tables, or figures, and challenge students to closely interpret the data.

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NEW! Working with Data assignments are available for each chapter and ask students to analyze and apply their knowledge of biology to a graph or a set of data.

Visualize This ▶

Evaporation occurs when molecules at the surface of a liquid “escape” into a gaseous phase. Where would most of these escaped molecules appear on this figure and why?

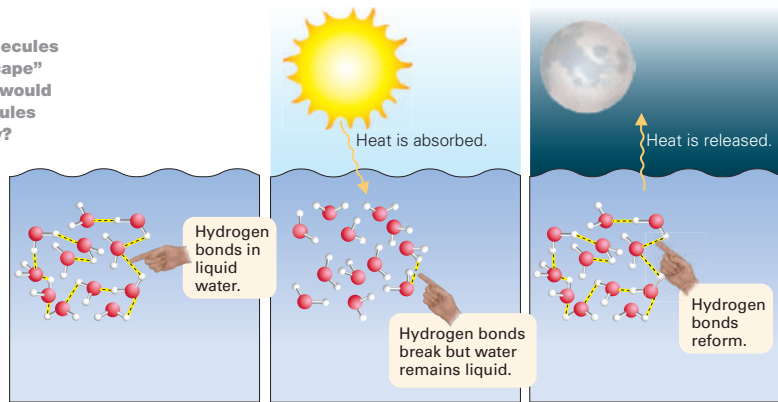


FIGURE 5.3 Hydrogen bonding in water. Hydrogen bonds break as they absorb heat and reform as water releases heat.

Visualize This ▼

Based only on structures shown in this figure, can you guess which parts of the virus are most likely to help it attach to a cell?

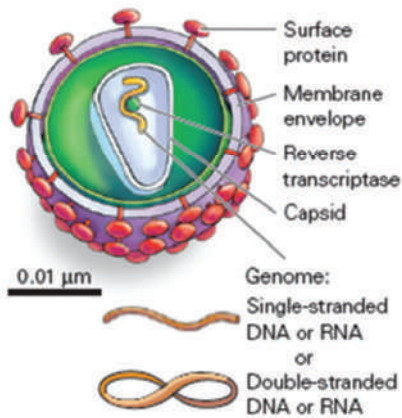
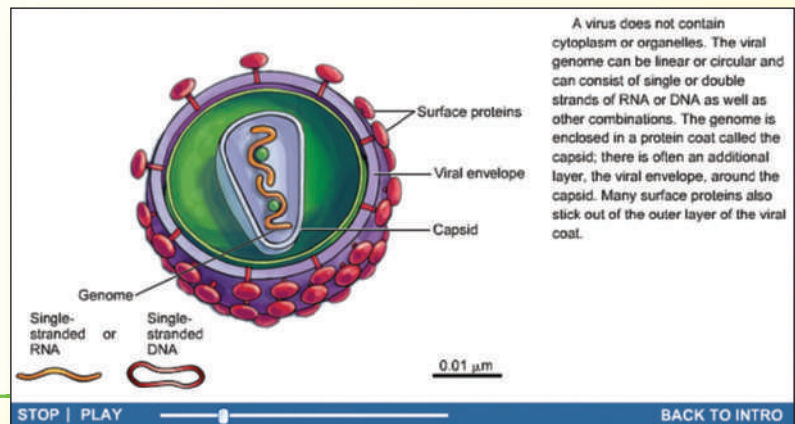


FIGURE 20.4 Viral structure. Viruses are composed of genetic material surrounded by a protein coat. Some viruses, including the one shown, are also surrounded by an envelope.

EXPANDED!

Visualize This questions within selected figure legends encourage students to look more closely at figures to more fully understand their content.



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Narrated Animations of selected figures from the text can be assigned in MasteringBiology as activities with assessment questions that include answer-specific feedback and hints.

Tools to Learn and Visualize Key Concepts

Colleen Belk and Virginia Borden Maier incorporate many classroom-tested teaching techniques into the Fifth Edition prose and illustrations, making it easier for students to learn and remember unfamiliar biology concepts.

The Process of Evolution

Generally, the word *evolution* means “change,” and the process of evolution reflects this definition as it applies to populations of organisms. A **biological population** is a group of individuals of the same species that is somewhat independent of other groups, often isolated from them by geography. **Biological evolution**, then, is a change in the characteristics of a biological population that occurs over the course of generations. The changes in populations that are considered evolutionary are those that are passed from parent to offspring via genes.

evol- means to unroll.

NEW! ▲

Roots to Remember references have been added in context within chapter discussions to help students learn the language of biology using word roots.

A Roots to Remember summary is also provided at the end of each chapter for quick reference.

Roots to Remember

These roots come from Greek or Latin and will help you decode the meaning of words:

evol- means to unroll. Chapter term: *evolution*

homini- means human-like. Chapter terms: *hominid*, *hominin*

homolog- indicates similar or shared origin; from a word meaning “in agreement.” Chapter terms: *homologous*, *homology*

macro- means large scale. Chapter term: *macroevolution*

-metric means to measure. Chapter term: *radiometric*

micro- means extremely small. Chapter term: *microevolution*

radio- is the combining form of radiation. Chapter term: *radiometric*

Part A - Understanding roots

Can you match these prefixes and suffixes with their definitions?

Drag the roots on the left to the appropriate blanks on the right to complete the sentences.

1. The root **evol-** means to unroll.

2. The root **homolog-** means human-like.

3. The root **homin-** means in agreement or from a shared origin.

4. The root **radio-** refers to radiation.

5. The root **-metric** means to measure.

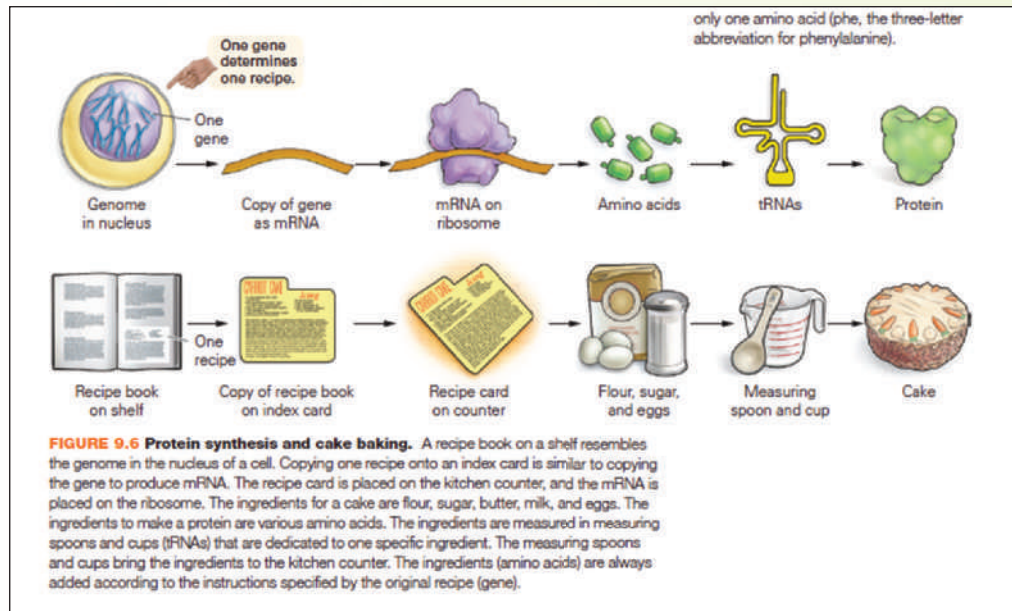
Submit **My Answers** **Give Up**

Incorrect; Try Again

You filled in 2 of 5 blanks incorrectly. While homini- and homolog- sound similar, they do have different meanings. Remember that a pair of chromosomes that contain the same genes is referred to as a homologous pair. Check your placement of the roots homini- and homolog-

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Roots to Remember coaching activities provide a fun, interactive way to learn word roots.

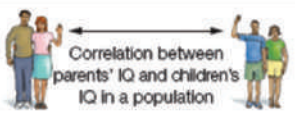
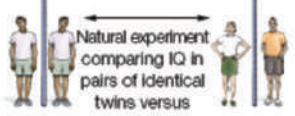
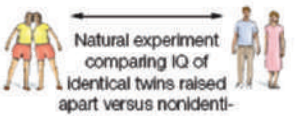


Unique Visual Analogies compare abstract science with familiar objects and experiences to help students grasp complex biology concepts.

Illustrated Tables

organize information in one place and provide easy visual references to compare and contrast.

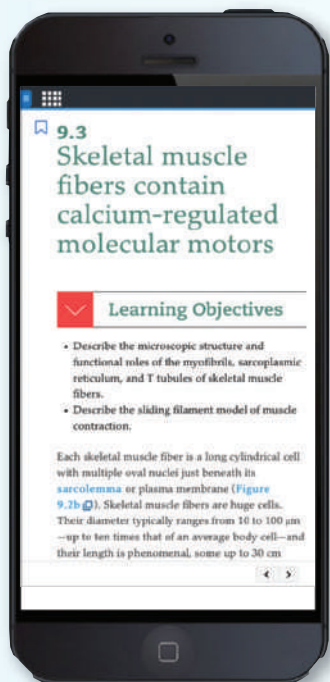
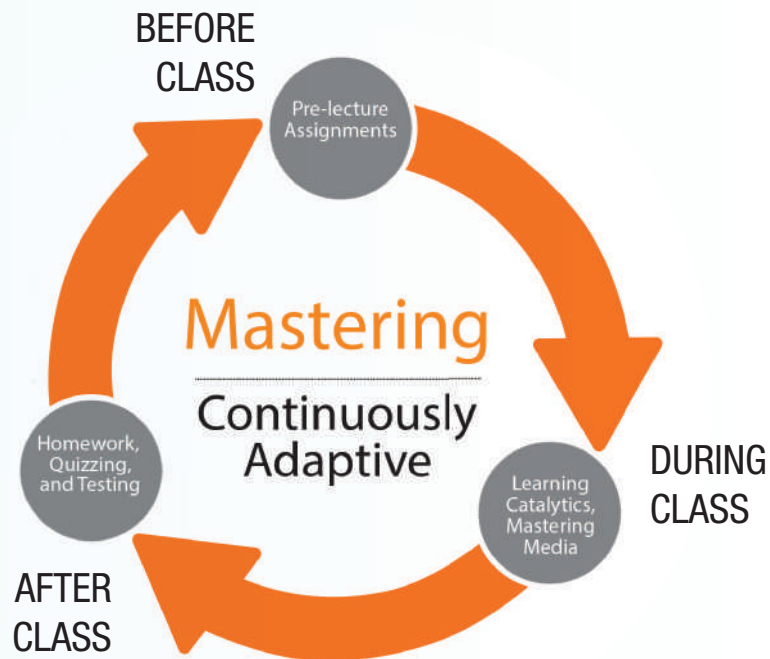
TABLE 7.2 To what extent is IQ heritable? A summary of various estimates of IQ heritability, their shortcomings, and the problems with using them to understand the role of genes in determining an individual's potential intelligence.

Method of Measurement	Estimated Percentage of Phenotype Determined by Genes	Warnings When Interpreting This Result	Warnings That Apply to All Measurements of Heritability
 Correlation between parents' IQ and children's IQ in a population	42%	When parents and children live together, a correlation can't rule out environmental influence.	<ul style="list-style-type: none"> Heritability values are specific to the populations for which they were measured. High heritability for a trait does not mean that the trait will not respond to a change in the environment. Heritability is a measure of a population, not an individual.
 Natural experiment comparing IQ in pairs of identical twins versus nonidentical twins	52%	Because identical twins are treated as more alike than nonidentical twins the heritability value could be an overestimate.	
 Natural experiment comparing IQ of identical twins raised apart versus nonidentical twins raised apart	72%	Small sample size may skew results.	

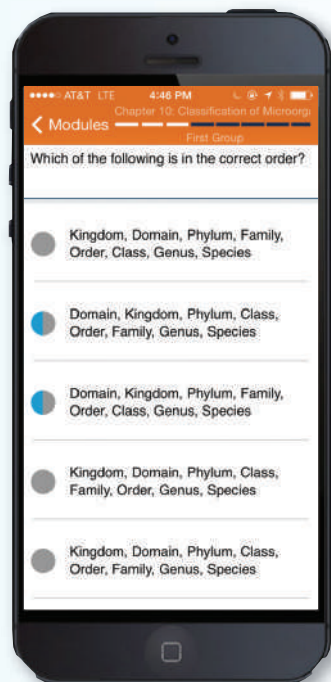
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is an online homework, tutorial, and assessment program that helps you quickly master biology concepts and skills. Self-paced tutorials provide immediate wrong-answer feedback and hints to help keep you on track to succeed in the course.



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Dynamic Study Modules

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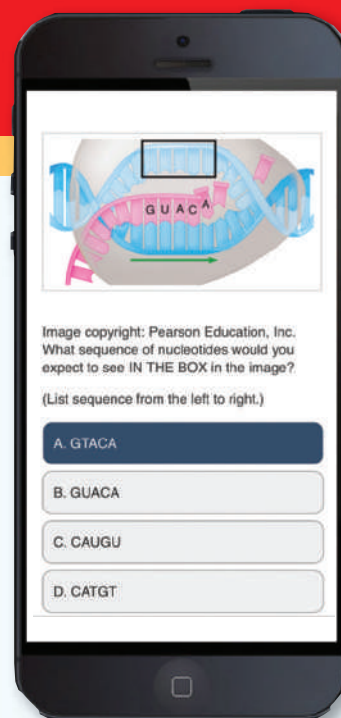
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DURING CLASS

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Learning Catalytics is an assessment and classroom activity system that works with any web-enabled device and facilitates collaboration with your classmates. Your MasteringBiology subscription with eText includes access to Learning Catalytics.



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Everyday Biology Videos

briefly explore interesting and relevant biology topics that relate to concepts in the course. These 20 videos, produced by the BBC, can be shown in class or assigned as homework in MasteringBiology.

AFTER CLASS

A wide range of question types and activities are available for homework assignments, including the following **NEW** assignment options for the Fifth Edition:

- **Interactive Storyline Activities** tie the storyline of the chapter to key science concepts.
- **Working with Data questions** require you to analyze and apply your knowledge of biology to a graph or set of data.
- **Savvy Reader Evaluating Media activities** challenge you to evaluate various information from websites, articles, and videos.

Item Type: Coaching Activities | Difficulty: 1 | Time: 4m | Learning Outcomes | Contact the Publisher | Manage this Item: Standard View

Interpreting Graphs and Data: Projections of Global Warming

Scientists used computer models of global circulation to forecast the amount of global warming likely to result from several different scenarios.

Can you interpret the graph to answer these questions? Note that the shading around the graph lines indicates uncertainty in the predictions.

Legend:

- Business as Usual (no actions taken to reduce CO₂ emissions)
- Sustainable World (significant actions taken to reduce CO₂ emissions)
- Today's World (immediate cessation of CO₂ emissions)
- 20th-century data

Source: IPCC, Climate Change 2007, Synthesis Report, Geneva, Switzerland

Part A

What information is presented on the y-axis of the graph?

- global surface warming, in °Celsius
- global surface temperature, in °Celsius
- time, in 100-year intervals
- global surface warming, in °Fahrenheit

Submit **My Answers** **Give Up**

Incorrect; Try Again

Check the label of the y-axis. Does it show surface temperature?

Part B

What does the yellow line represent?

Business as Usual: The amount of global warming that is likely to occur if governments and individuals take no action to slow the increase in CO₂ emissions.

Today's World: The amount of global warming that is likely to occur if CO₂ concentrations cease immediately and CO₂ concentrations continue at their current level.

Sustainable World: The amount of global warming that is likely to occur if governments and individuals take significant actions to slow the increase in CO₂ emissions.

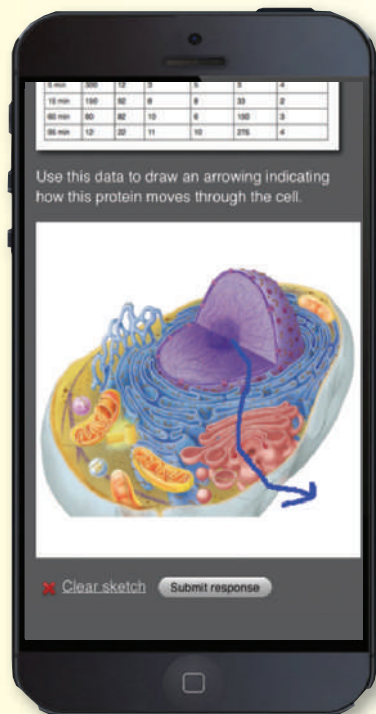
New Resources for Flipped Classrooms and More

New resources save valuable time both during course prep and during class.

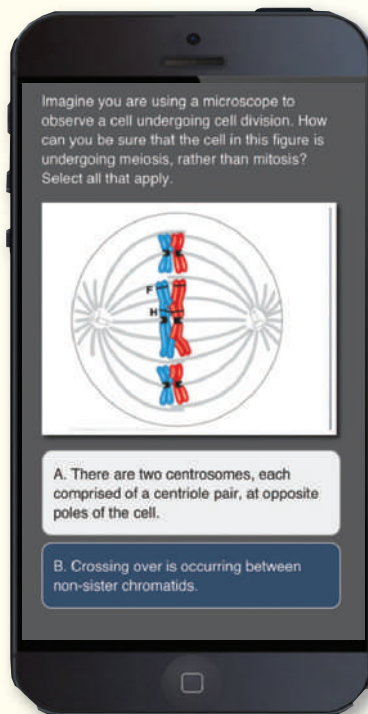
NEW!

Learning Catalytics is a “bring your own device” assessment and classroom activity system that expands the possibilities for student engagement. Using Learning Catalytics, instructors can deliver a wide range of auto-gradable or open-ended questions that test content knowledge and build critical thinking skills. Eighteen different answer types provide great flexibility, including:

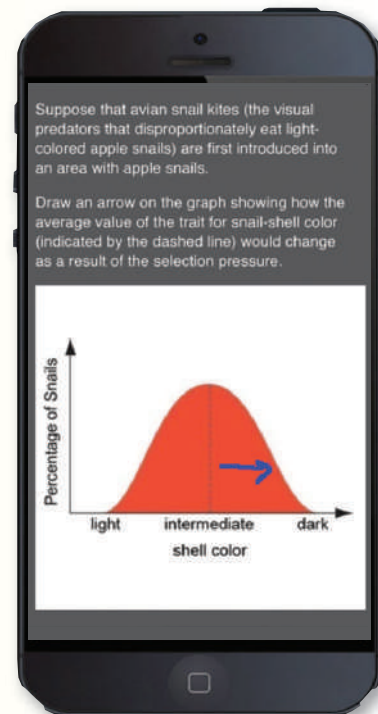
SKETCH/DIRECTION



MANY CHOICE



REGION



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MasteringBiology users may select from Pearson’s library of Learning Catalytics questions, including two **NEW** types of questions developed from the **Stop and Stretch** and **Sounds Right, But Is It?** questions in the Fifth Edition of *Biology: Science for Life*.

NEW!

“Flipped Classroom” Instructor’s Manual includes many activities that have been tested by Colleen Belk, Virginia Borden Maier, and their colleagues in their own classes. Each text chapter is supplemented with a selection of in-class activities, suggestions for student “pre-work” outside of class, media references, and more. In addition, teaching tip videos by the authors are available in MasteringBiology.

Lecture Activity 6.5: Meiosis Walk

Estimated Time to Complete: 15–20 minutes

Introduction: This activity will engage students in acting out the events of meiosis. Each student will play the role of a sister chromatid. The students will act out the motions of the chromosomes during both meiotic divisions, ultimately producing four daughter cells with unique collections of chromosomes. This activity reinforces the mechanics of meiotic division.

Material

- Arm bands or bandanas. You will need 16 total, four each of four different colors.

Procedures

You will need 16 students to simulate meiosis in a cell having four pairs of chromosomes. If you wish (and if you have the space), you can modify this activity to accommodate a larger number of students, but it doesn’t work well with fewer than 16. (If you have fewer than 16 students you can use pop bead chromosomes and have the students use these to simulate meiosis in small groups.) Students who are watching should be able to see the process (they can encircle the area in which the “chromosomes” will be moving), and they typically enjoy the simulation.

1. Give each participant an arm band or a bandana; those having the same color should find each other and pair up. Members of a pair will link arms to represent sister chromatids linked by a centromere (the linked arms). Ideally, each foursome will include two men and two women: The two men would link arms to represent a paternal chromosome, and the two women to represent the maternal chromosome.
2. Once you have eight chromosomes (four pairs of homologues), begin the simulation as follows: Have the linked pairs cluster in the middle of the room, representing the nucleus. They can wander around, with homologous pairs not spending any more time near each other than near other chromosomes.
3. Designate a line to serve as the equator of the cell, and two points to serve as poles.

2.1 A Definition of Life

Living Humans

- Grow
- Move
- Reproduce and pass genetic information to offspring
- Respond to external stimuli
- Metabolize
- Maintain homeostasis

Zombies

- do not grow from child to adult
- can move; hindered by injuries
- do not produce offspring; do not pass genetic information
- respond to limited stimuli
- do not metabolize human flesh for nourishment
- limited homeostatic abilities do not promote healing

NEW!

Storyline PPTs for instructors allow easy integration of the stories into lecture. The PPT presentations include integrated story examples and video launcher segments to engage students.

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These valuable resources are available to adopting instructors and can be downloaded from the Instructor Resources area of MasteringBiology.

Acknowledgments

Reviewers

Each chapter of this book was thoroughly reviewed several times as it moved through the development process. Reviewers were chosen on the basis of their demonstrated talent and dedication in the classroom. Many of these reviewers are already trying various approaches to actively engage students in lectures and to raise the scientific literacy and critical thinking skills among their students. Their passion for teaching and commitment to their students were evident throughout this process. These devoted individuals scrupulously checked each chapter for scientific accuracy, readability, and coverage level.

All of these reviewers provided thoughtful, insightful feedback, which improved the text significantly. Their efforts reflect their deep commitment to teaching non-majors and improving the scientific literacy of all students. We are very thankful for their contributions.

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We feel blessed to be able to work with Star MacKenzie, our editor for the last three editions, and our new development editor Leata Holloway. Both of these women are insightful, funny, kind, and generous with their time. Their commitment to producing an excellent book that meets the needs of students and instructors is unrivaled in the industry.

This book is dedicated to our families, friends, and colleagues who have supported us over the years. Having loving families, great friends, and a supportive work environment has enabled us to make this heartfelt contribution to non-majors biology education.

COLLEEN BELK AND
VIRGINIA BORDEN MAIER

“Because science, told as a story, can intrigue and inform the non-scientific minds among us, it has the potential to bridge the two cultures into which civilization is split—the sciences and the humanities. For educators, stories are an exciting way to draw young minds into the scientific culture.”

—E.O. WILSON

Brief Contents

CHAPTER 1

Can Science Cure the Common Cold? 2

Introduction to the Scientific Method

UNIT ONE

Chemistry and Cells

CHAPTER 2

Science Fiction, Bad Science, and Pseudoscience 30

Water, Biochemistry, and Cells

CHAPTER 3

Is It Possible to Supplement Your Way to Better Performance and Health? 50

Nutrients and Membrane Transport

CHAPTER 4

Body Weight and Health 70

Enzymes, Metabolism, and Cellular Respiration

CHAPTER 5

Life in the Greenhouse 86

Photosynthesis and Climate Change

UNIT TWO

Genetics

CHAPTER 6

Cancer 106

DNA Synthesis, Mitosis, and Meiosis

CHAPTER 7

Are You Only as Smart as Your Genes? 132

Mendelian and Quantitative Genetics

CHAPTER 8

DNA Detective 158

Complex Patterns of Inheritance and DNA Profiling

CHAPTER 9

Genetically Modified Organisms 176

Gene Expression, Mutation, Stem Cells, and Cloning

UNIT THREE

Evolution

CHAPTER 10

Where Did We Come From? 200

The Evidence for Evolution

CHAPTER 11

An Evolving Enemy 232

Natural Selection

CHAPTER 12

Who Am I? 256

Species and Races

CHAPTER 13

The Greatest Species on Earth? 286

Biodiversity and Classification

UNIT FOUR

Ecology

CHAPTER 14

Is the Human Population Too Large? 316

Population Ecology

CHAPTER 15

Conserving Biodiversity 334

Community and Ecosystem Ecology

CHAPTER 16

Where Do You Live? 366

Climate and Biomes

UNIT FIVE

Animal Structure and Function

CHAPTER 17

Organ Donation 396

Tissues and Organs

CHAPTER 18

Binge Drinking 414

The Digestive and Urinary Systems

CHAPTER 19

Clearing the Air 428

Respiratory and Cardiovascular Systems

CHAPTER 20

Vaccination: Protection and Prevention or Peril? 450

Immune System, Bacteria, Viruses, and Other Pathogens

CHAPTER 21

Human Sex Differences 470

Endocrine, Skeletal, and Muscular Systems

CHAPTER 22

Is There Something in the Water? 486

Reproductive and Developmental Biology

CHAPTER 23

Study Drugs: Brain Boost or Brain Drain? 512

Brain Structure and Function

UNIT SIX

Plant Biology

CHAPTER 24

Feeding the World 530

Plant Structure and Growth

CHAPTER 25

Growing a Green Thumb 562

Plant Physiology

Contents

CHAPTER 1

Can Science Cure the Common Cold? 2

Introduction to the Scientific Method

1.1 The Process of Science 4

- The Nature of Hypotheses 4
- Scientific Theories 5
- The Logic of Hypothesis Tests 6

1.2 Hypothesis Testing 8

- The Experimental Method 8
- Controlled Experiments 10
- Minimizing Bias in Experimental Design 11
- Using Correlation to Test Hypotheses 12

1.3 Understanding Statistics 16

- What Statistical Tests Can Tell Us 17
- What Statistical Tests Cannot Tell Us 20

1.4 Evaluating Scientific Information 21

- Primary Sources 21
- Information from Anecdotes 22
- Science in the News 22
- Understanding Science from Secondary Sources 23

1.5 Is There a Cure for the Common Cold? 24

Savvy Reader A Toolkit for Evaluating Science in the News 25

Sounds Right, But Is It? 26

Chapter Review 27

UNIT ONE

Chemistry and Cells

CHAPTER 2

Science Fiction, Bad Science, and Pseudoscience 30

Water, Biochemistry, and Cells

2.1 A Definition of Life 32

2.2 The Properties of Water 33

- The Structure of Water 34
- Water Is a Good Solvent 34
- Water Facilitates Chemical Reactions 34
- Water Is Cohesive 35
- Water Moderates Temperature 35

xxiv



2.3 Chemistry for Biology Students 36

Chemical Bonds 36

2.4 Biological Macromolecules 39

- Carbohydrates 39
- Proteins 40
- Lipids 41
- Nucleic Acids 42

2.5 An Introduction to Evolutionary Theory 44

Savvy Reader Ionized Water 47

Sounds Right, But Is It? 47

Chapter Review 48

CHAPTER 3

Is It Possible to Supplement Your Way to Better Performance and Health? 50

Nutrients and Membrane Transport

3.1 Nutrients 52

- Macronutrients 52
- Micronutrients 55
- Antioxidants 56

3.2 Cell Structure 59

- Plasma Membrane 59
- Subcellular Structures 60

3.3 Transport across Membranes 63

Membrane Transport 63

Savvy Reader Probiotics 66

Sounds Right, But Is It? 67

Chapter Review 67

CHAPTER 4**Body Weight and Health 70**
Enzymes, Metabolism, and Cellular Respiration**4.1 Enzymes and Metabolism 72**Enzymes 72
Metabolism 73**4.2 Cellular Respiration 74**Structure and Function of ATP 74
Cellular Respiration 76
Metabolism of Other Nutrients 79
Metabolism without Oxygen: Anaerobic Respiration and Fermentation 80**4.3 Body Weight and Health 81**Body Mass Index 81
Overweight and Underweight Are Both Unhealthy 81**Savvy Reader** Hoodia for Weight Loss 82**Sounds Right, But Is It?** 83**Chapter Review 84****CHAPTER 5****Life in the Greenhouse 86**
Photosynthesis and Climate Change**5.1 The Greenhouse Effect 88**

Water, Heat, and Temperature 89

5.2 The Flow of Carbon 90**5.3 Can Photosynthesis Slow Down Global Climate Change? 93**Chloroplasts: The Site of Photosynthesis 93
The Process of Photosynthesis 94**5.4 How High Temperatures Might Reduce Photosynthesis 97****5.5 Decreasing the Effects of Climate Change 99****Savvy Reader** Is Climate Change More Good Than Bad? 102**Sounds Right, But Is It?** 102**Chapter Review 103****UNIT TWO****Genetics****CHAPTER 6****Cancer 106****DNA Synthesis, Mitosis, and Meiosis****6.1 What Is Cancer? 108**Tumors Can Be Cancerous 108
Risk Factors for Cancer 108**6.2 Passing Genes and Chromosomes to Daughter Cells 110**Genes and Chromosomes 111
DNA Replication 111**6.3 The Cell Cycle and Mitosis 113**Interphase 113
Mitosis 114
Cytokinesis 116**6.4 Cell Cycle Control 116**

Tumor Suppressors Prevent Uncontrolled Cell Division 116

6.5 Cancer Detection and Treatment 118Detection Methods: Biopsy 118
Treatment Methods: Chemotherapy and Radiation 119**6.6 Meiosis 120**Interphase 121
Meiosis I 122
Meiosis II 123
Crossing Over and Random Alignment 124**Savvy Reader** Alternative Cancer Treatments 127**Sounds Right, But Is It?** 128**Chapter Review 129**

CHAPTER 7

Are You Only as Smart as Your Genes? 132**Mendelian and Quantitative Genetics****7.1 The Inheritance of Traits** 134

Genes and Chromosomes 134
Producing Diversity in Offspring 135

7.2 Mendelian Genetics: When the Role of Genes Is Clear 140

Genotype and Phenotype 140
Genetic Diseases in Humans 142
Using Punnett Squares to Predict Offspring Genotypes 143

7.3 Quantitative Genetics: When Genes and Environment Interact 146

Why Traits Are Quantitative 147
Calculating Heritability 148

7.4 Genes, Environment, and the Individual 150

The Use and Misuse of Heritability 151
How Do Genes Matter? 153

Savvy Reader Can Your Genes Be Bullied? 154

Sounds Right, But Is It? 154

Chapter Review 155

CHAPTER 8

DNA Detective 158**Complex Patterns of Inheritance and DNA Profiling****8.1 Extensions of Mendelian Genetics** 160

Incomplete Dominance, Codominance, Multiple Alleles, and Pleiotropy 160

8.2 Sex Determination and Sex Linkage 163

Chromosomal Sex Determination 164
Sex Linkage 164

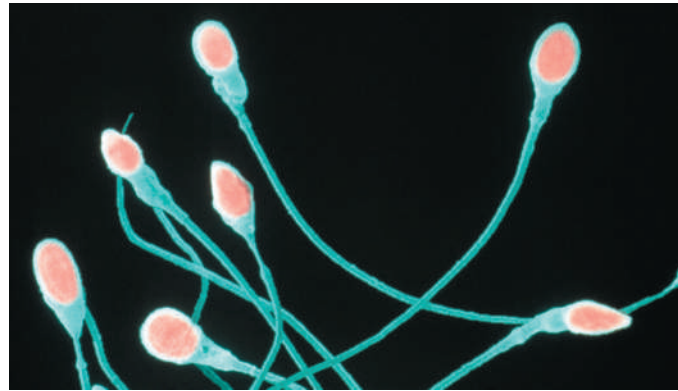
8.3 Pedigrees 166**8.4 DNA Profiling** 168

DNA Profiling 168
Mystery Solved 170

Savvy Reader Choosing the Sex of Your Child 173

Sounds Right, But Is It? 173

Chapter Review 174



CHAPTER 9

Genetically Modified Organisms 176
Gene Expression, Mutation, Stem Cells, and Cloning**9.1 Protein Synthesis and Gene Expression** 178

From Gene to Protein 178
Transcription 179
Translation 180
Mutations 184
Gene Expression 185

9.2 Producing Recombinant Proteins 187

Cloning a Gene Using Bacteria 187

9.3 Genetically Modified Plants and Animals 190

Modifying Crop Plants 190
Modifying Fish for Human Consumption 191
Pharming 192

9.4 Genetically Modified Humans 192

Stem Cells 193
Gene Therapy 194
Cloning Humans 194

Savvy Reader Labeling GMOs 196

Sounds Right, But Is It? 196

Chapter Review 197

UNIT THREE

Evolution

CHAPTER 10

Where Did We Come From? 200
The Evidence for Evolution**10.1 What Is Evolution?** 202

The Process of Evolution 202
The Theory of Evolution 203

10.2 Charles Darwin and the Theory of Evolution 204

- Early Views of Evolution 205
- The Voyage of the *Beagle* 206
- Developing the Hypothesis of Common Descent 206
- Alternative Ideas on the Origins and Relationships among Organisms 207

10.3 Examining the Evidence for Common Descent 209

- Linnaean Classification 209
- Anatomical Homology 211
- Developmental Homologies 214
- Molecular Homology 214
- Biogeography 216
- The Fossil Record 217
- The Record of Our Ancestors 219

10.4 Are Alternatives to the Theory of Evolution Equally Valid? 222

- Weighing the Alternatives 223
- The Best Scientific Explanation for the Diversity of Life 227

Savvy Reader Is There Still Scientific Debate about Evolution? 227

Sounds Right, But Is It? 228

Chapter Review 228

CHAPTER 11**An Evolving Enemy 232****Natural Selection****11.1 Return of a Killer 234**

- What Is Tuberculosis? 234
- Treatment—and Treatment Failure 235

11.2 Natural Selection Causes Evolution 236

- Darwin's Observations 236
- Darwin's Inference: Natural Selection Causes Evolution 239
- Testing Natural Selection 240

11.3 Natural Selection Since Darwin 242

- The Modern Synthesis 242
- The Subtleties of Natural Selection 244
- Patterns of Selection 246

11.4 Natural Selection and Human Health 248

- Tuberculosis Fits Darwin's Observations 248
- Selecting for Drug Resistance 249
- Stopping Drug Resistance 249
- Can Natural Selection Save Us from Superbugs? 251

Savvy Reader Blogging the TB Story 252

Sounds Right, But Is It? 253

Chapter Review 253

CHAPTER 12**Who Am I? 256****Species and Races****12.1 What Is a Species? 258**

- The Biological Species Concept 258
- Speciation 260
- Isolation and Divergence of Gene Pools 262
- The Evolution of Reproductive Isolation 263

12.2 Are Human Races Biological? 265

- The History of Human Races 265
- The Morphological Species Concept 266
- Modern Humans: A History 266
- Genetic Evidence of Divergence 267
- Calculating Allele Frequencies 268
- Human Races Are Not Isolated Biological Groups 270
- Human Races Have Never Been Truly Isolated 274

12.3 Why Human Groups Differ 274

- Natural Selection 275
- Convergent Evolution 276
- Genetic Drift 278
- Sexual Selection 280
- Assortative Mating 281

Savvy Reader Race and Health Guidelines 282

Sounds Right, But Is It? 283

Chapter Review 283

CHAPTER 13**The Greatest Species on Earth? 286****Biodiversity and Classification****13.1 Biological Classification 288**

- How Many Species Exist? 288
- Kingdoms and Domains 289

13.2 The Diversity of Life 294

- The Domains Bacteria and Archaea 294
- The Origin of the Domain Eukarya 295
- Kingdom Protista 297



- Kingdom Animalia 297
- Kingdom Fungi 302
- Kingdom Plantae 305
- Not Quite Living: Viruses 308

13.3 Learning about Species 309

- Reconstructing Evolutionary History 309
- The Greatest Species on Earth 311

Savvy Reader Are Middle-Aged Humans Evolution's Greatest Accomplishment? 312

Sounds Right, But Is It? 313

Chapter Review 314

UNIT FOUR

Ecology

CHAPTER 14

Is the Human Population Too Large? 316

Population Ecology

14.1 Population Growth 318

- Population Structure 318
- Exponential Population Growth 320
- The Demographic Transition 321

14.2 Limits to Population Growth 322

- Carrying Capacity and Logistic Growth 323
- Earth's Carrying Capacity for Humans 324

14.3 The Future of the Human Population 326

- A Possible Population Crash? 326
- Avoiding Disaster 328

Savvy Reader Using Science to Urge Action 330

Sounds Right, But Is It? 330

Chapter Review 331

CHAPTER 15

Conserving Biodiversity 334
Community and Ecosystem Ecology

15.1 The Sixth Extinction 336

- Measuring Extinction Rates 336
- Causes of Extinction 338

15.2 The Consequences of Extinction 343

- Loss of Resources 343
- Predation, Mutualism, and Competition 344
- Energy and Chemical Flows 351
- Psychological Effects 352

15.3 Saving Species 353

- Protecting Habitat 353
- Small Populations Are Vulnerable 355



Conservation Genetics 357

Protecting Biodiversity versus Meeting Human Needs 360

Savvy Reader What Happens When a Species Recovers 362

Sounds Right, But Is It? 362

Chapter Review 363

CHAPTER 16

Where Do You Live? 366
Climate and Biomes

16.1 Global and Regional Climate 368

- Global Temperature and Precipitation Patterns 370

16.2 Terrestrial Biomes 374

- Forests and Shrublands 377
- Grasslands 379
- Desert 380
- Tundra 381

16.3 Aquatic Biomes 381

- Freshwater 381
- Saltwater 385

16.4 The Human Impact 386

- Energy and Natural Resources 387
- Waste Production 388

Savvy Reader Greenwashing 392

Sounds Right, But Is It? 393

Chapter Review 393

UNIT FIVE

Animal Structure and Function

CHAPTER 17

Organ Donation 396
Tissues and Organs**17.1 Tissues 398**

- Epithelial Tissue 398
- Connective Tissue 399
- Muscle Tissue 401
- Nervous Tissue 402
- Tissue Donation 403

17.2 Organs and Organ Systems 404

- Organs: The Liver as a Model Organ 404

17.3 Regulating the Internal Environment 407

- Negative Feedback 407
- Positive Feedback 408
- Growing Replacement Organs 408
- Organ Donation 409

Savvy Reader Trafficking in Kidneys 410**Sounds Right, But Is It?** 411**Chapter Review 412**

CHAPTER 18

Binge Drinking 414
The Digestive and Urinary Systems**18.1 The Digestive System 416**

- Mechanical and Chemical Breakdown of Food 416
- Absorption of Digested Foods 419
- Regulation of Digestive Secretions 419

18.2 Removing Toxins from the Body:**The Urinary System 420**

- Kidney Structure and Function 420
- Engaging Safely with Alcohol 422

Savvy Reader Sexual Assault on College Campuses 425**Sounds Right, But Is It?** 426**Chapter Review 426**

CHAPTER 19

Clearing the Air 428
Respiratory and Cardiovascular Systems**19.1 Effects of Smoke on the Respiratory System 430**

- What Happens When You Take a Breath? 430
- Gas Exchange 434
- The Role of Hemoglobin in Gas Exchange 435
- Smoke Particles and Lung Function 435

19.2 Spreading the Effects of Smoke:**The Cardiovascular System 437**

- Structure of the Cardiovascular System 437
- Movement of Materials through the Cardiovascular System 442
- Smoke and Cardiovascular Disease 443

Savvy Reader Opinion Polling 446**Sounds Right, But Is It?** 446**Chapter Review 447**

CHAPTER 20

Vaccination: Protection and Prevention or Peril? 450
Immune System, Bacteria, Viruses, and Other Pathogens**20.1 Infectious Agents 452**

- Bacteria 452
- Viruses 455
- Eukaryotic Pathogens 459

20.2 The Body's Response to Infection:**The Immune System 460**

- First Line of Defense: Skin and Mucous Membranes 460
- Second Line of Defense: Phagocytes and Macrophages, Inflammation, Defensive Proteins, and Fever 460
- Third Line of Defense: Lymphocytes 461
- Cell-Mediated and Antibody-Mediated Immunity 465

Savvy Reader HIV and AIDS 467**Sounds Right, But Is It?** 467**Chapter Review 468**

CHAPTER 21

Human Sex Differences 470
Endocrine, Skeletal, and Muscular Systems

21.1 The Endocrine System 472

Hormones 472
Endocrine Glands 472

21.2 The Skeletal System 475

Bone Structure and Remodeling 476

21.3 The Muscular System 478

Muscle Structure and Contraction 478
Muscle Interaction with Bones 480
Sex Differences in Muscle 481

21.4 Other Biology-Based Sex Differences 481

Savvy Reader Anabolic Steroids Use 483

Sounds Right, But Is It? 483

Chapter Review 484

CHAPTER 22

Is There Something in the Water? 486

Reproductive and Developmental Biology

22.1 Principles of Animal Reproduction 488

Asexual Reproduction 488
Sexual Reproduction 488

22.2 Human Reproduction 489

Reproductive Systems 490
Gametogenesis 492
The Menstrual Cycle 497

22.3 Human Development 501

Fertilization 501
Embryonic Development 502
Pregnancy 505
Childbirth 506

Savvy Reader Endocrine Disruption and Early Puberty 508

Sounds Right, But Is It? 509

Chapter Review 509



CHAPTER 23

Study Drugs: Brain Boost or Brain Drain? 512

Brain Structure and Function

23.1 The Nervous System 514

Central and Peripheral Nervous Systems 514
The Senses 514
Amphetamines Act on the Nervous System 516

23.2 The Human Brain 517

Cerebrum 518
Thalamus and Hypothalamus 519
Cerebellum and Brain Stem 519

23.3 Neurons 520

Neuron Structure and Function 520
Nonmedical Use of ADD Medications 524

Savvy Reader Prescription Drug Abuse 527

Sounds Right, But Is It? 527

Chapter Review 528

UNIT SIX

Plant Biology

CHAPTER 24

Feeding the World 530
Plant Structure and Growth

24.1 Plants as Food 532

The Evolution of Agriculture: Food Plant Diversity 532
Plant Structure 533
Plant Reproduction 536

24.2 Plant Growth Requirements 540

- How Plants Grow 540
- Maximizing Plant Growth: Water, Nutrients,
and Pest Control 543
- Designing Better Plants: Hybrids and Genetic Engineering 550

24.3 The Future of Agriculture 550

- Modern Agriculture Causes Environmental Damage 551
- How to Reduce the Damage 553

Savvy Reader Is There a Health Benefit to Organic Foods? **558**

Sounds Right, But Is It? **559**

Chapter Review 559

CHAPTER 25**Growing a Green Thumb 562****Plant Physiology****25.1 The Right Plant for the Place:****Water Relations 564**

- Transpiration 564
- Adaptations That Affect Transpiration 566
- Water Inside Plant Cells 569

**25.2 A Beautiful Garden: Sap Translocation,
Photoperiodism, and Flower and Fruit
Production 571**

- Translocation of Sugars and Nutrients 571
- Managing Translocation 572
- Photoperiodism 574

**25.3 Pleasing Forms: Tropisms
and Hormones 576**

- Tropisms 577
- Hormones 578

Savvy Reader The Benefits of Gardening **580**

Sounds Right, But Is It? **580**

Chapter Review 581

Appendix: Metric System Conversions A-1

Answers Ans-1

Glossary G-1

Credits C-1

Index I-1