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1. All living things are made up of cells. 2. Cells are the basic units of structure and function in living things. 3.New cells are produced from existing cells. Click again to see term ☺. Tap again to see term ☺. Prokaryotic Cells.

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Biology 1 & 1A

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A more concise textbook and a complete online program offer you a more environmentally friendly way to teach biology. The Core Edition, which covers the general high school biology curriculum, is supported by premium digital content on Biology.com PLUS-including author updates, online virtual labs, and the ability for students to create their own video clips. These ground-breaking online resources allow full flexibility of scope and sequence to meet your standards!

Concepts of Biology is designed for the single-semester introduction to biology course for non-science majors, which for many students is their only college-level science course. As such, this course represents an important opportunity for students to develop the necessary knowledge, tools, and skills to make informed decisions as they continue with their lives. Rather than being mired down with facts and vocabulary, the typical non-science major student needs information presented in a way that is easy to read and understand. Even more importantly, the content should be meaningful. Students do much better when they understand why biology is relevant to their everyday lives. For these reasons, Concepts of Biology is grounded on an evolutionary basis and includes exciting features that highlight careers in the biological sciences and everyday applications of the concepts at hand.We also strive to show the interconnectedness of topics within this extremely broad discipline. In order to meet the needs of today's instructors and students, we maintain the overall organization and coverage found in most syllabi for this course. A strength of Concepts of Biology is that instructors can customize the book, adapting it to the approach that works best in their classroom. Concepts of Biology also includes an innovative art program that incorporates critical thinking and clicker questions to help students understand—and apply—key concepts.

Scientists have long desired to create synthetic systems that function with the precision and efficiency of biological systems. Using new techniques, researchers are now uncovering principles that could allow the creation of synthetic materials that can perform tasks as precise as biological systems. To assess the current work and future promise of the biology-materials science intersection, the Department of Energy and the National Science Foundation asked the NRC to identify the most compelling questions and opportunities at this interface, suggest strategies to address them, and consider connections with national priorities such as healthcare and economic growth. This book presents a discussion of principles governing biomaterial design, a description of advanced materials for selected functions such as energy and national security, an assessment of biomolecular materials research tools, and an examination of infrastructure and resources for bridging biological and materials science.

Evolution is the central unifying theme of biology. Yet today, more than a century and a half after Charles Darwin proposed the idea of evolution through natural selection, the topic is often relegated to a handful of chapters in textbooks and a few class sessions in introductory biology courses, if covered at all. In recent years, a movement has been gaining momentum that is aimed at radically changing this situation. On October 25-26, 2011, the Board on Life Sciences of the National Research Council and the National Academy of Sciences held a national convocation in Washington, DC, to explore the many issues associated with teaching evolution across the curriculum. Thinking Evolutionarily: Evolution Education Across the Life Sciences: Summary of a Convocation summarizes the goals, presentations, and discussions of the convocation. The goals were to articulate issues, showcase resources that are currently available or under development, and begin to develop a strategic plan for engaging all of the sectors represented at the convocation in future work to make evolution a central focus of all courses in the life sciences, and especially into introductory biology courses at the college and high school levels, though participants also discussed learning in earlier grades and life-long learning. Thinking Evolutionarily: Evolution Education Across the Life Sciences: Summary of a Convocation covers the broader issues associated with learning about the nature, processes, and limits of science, since understanding evolutionary science requires a more general appreciation of how science works. This report explains the major themes that recurred throughout the convocation, including the structure and content of curricula, the processes of teaching and learning about evolution, the tensions that can arise in the classroom, and the target audiences for evolution education.

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