



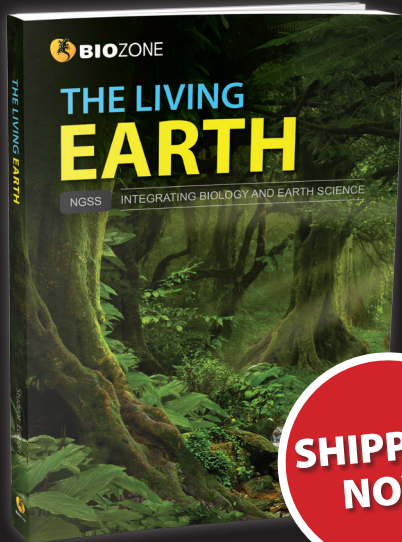
2019

Science Resources

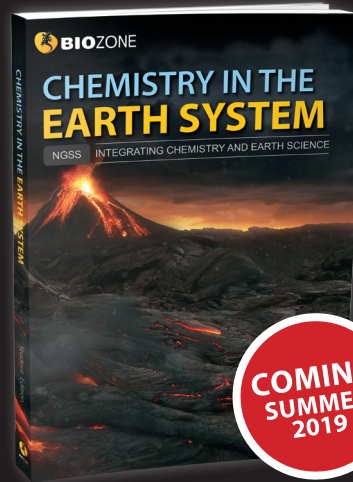
GRADES 9 -12 | CATALOG



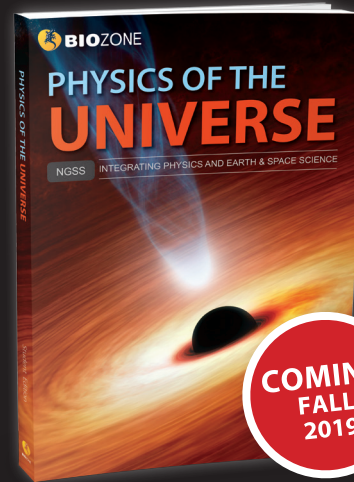
NEW EDITIONS INTEGRATED NGSS SERIES



SHIPPING
NOW



COMING
SUMMER
2019



COMING
FALL
2019

For more info on pages 10-13

eBOOKs for all BIOZONE student books

We are excited to announce the launch of eBOOKs for ALL of BIOZONE's critically acclaimed student books.

More information on pages 2-3



www.theBIOZONE.com/ebooks

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Presentation Media

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Dear Science Educator,

These are exciting times for BIOZONE. Not only have we been very busy creating whole new programs of instructional materials for the many NGSS rollouts across the US, we have also been busy developing digital versions of many of our print book titles.

eBOOKs

We are delighted to launch eBook versions of our printed books. These provide a replica of the printed pages, with numerous enhancements, including: weblinks, 3D models, and embedded questions. The eBooks are also available at half price if you combine them with an order for the print books. They are designed for a class enrolment, so single purchases are not possible (however do ask for a free trial).

Integrated NGSS Series

We have successfully launched our new NGSS series for the California market. The Living Earth is receiving high praise from early adopters of the inspired new style of instructional resource. In full color, it integrates earth and space sciences with each of the three traditional sciences.

As always, please get in touch if you have any queries.

Warmest regards,



Nadège
Sales Director



Gwen
Sales Team Member



Caitriona
Sales Team member

The Sales Team
BIOZONE Corporation

P.S. Don't forget you can sign up to our newsletter and receive exclusive discounts, full product previews, free samples and new product releases. Sign up on our home page: thebiozone.com

Digital RESOURCES

Introducing eBOOKs

BIOZONE's new eBOOKs are viewable through any web browser or via the **BIOZONE Reader App** on iOS (for iPad). The licences are provided for a period of one year.

They can be purchased as a stand alone eBOOK, or you can add them to a print book order and get the eBOOK at half price.

Minimum quantities apply

Launch Date: **September 2018**



Free 14 day Trial

Request your Teacher trial at:
theBIOZONE.com/ebooks

eBOOK Title List

Biology for NGSS	\$19.95 *	Cell Biology & Biochemistry	\$9.95
Earth & Space Sciences for NGSS	\$19.95 *	Human Evolution	\$9.95
The Living Earth	\$19.95 *	Microbiology & Biotechnology	\$9.95
AP Biology 1	\$24.95 *	Genes & Inheritance	\$9.95
AP Biology 2	\$24.95 *	Evolution	\$9.95
CIE Biology 1	\$19.95 *	Health & Disease	\$9.95
CIE Biology 2	\$19.95 *	Ecology	\$9.95
IB Biology	\$29.95 *	Skills in Biology	\$9.95
Environmental Science	\$19.95 *		
Anatomy & Physiology	\$19.95 *		

*Also available as a Print book/eBOOK bundle at half price when purchased together with the corresponding print title (minimum quantities apply).

Technical Notes:

Web browser requires a live internet connection. iPad app stores the book offline and synchronizes when an internet connection is available.

NOTE: *These eBOOKs are not suitable for small mobile devices, such as smartphones.*

Browser Support:

Recent browser versions:

Windows 8/10 (IE, Chrome, Firefox)

Mac OS 10.10+ (Safari, Chrome)

Chromebook (Chrome)

iPad App: *iOS 9.0 or above*

How it works

ENRICHMENTS:

A variety of enrichment resources are available for many activities:

- Display annotated 3D models
- Website links (3rd party)
- Video clips

RESOURCES:

Students and teachers can see all the additional resources and enhancements available throughout the book

ADD NOTES:

Students can access previously added notes to highlighted text or to any other part of the page.

EMBEDDED QUESTIONS:

Students can answer questions on each page of the ebook that are identical to those in the printed book.

EXPLAIN: Why does survival increase when animals live in groups?
 Living in a group can improve the survival of the members, e.g. improving foraging success or decreasing the chances of predation. Animals such as meerkats, ground squirrels, and prairie dogs decrease the chances of predation by using sentries, which produce alarm calls to alert others when a predator approaches.

Gunnison's prairie dogs
 Gunnison's prairie dogs live in large communities called towns in the grasslands of western North America. The towns are divided into territories which may include up to 20 individuals. During their foraging, above-ground individuals may produce alarm calls (right) if a predator approaches, at which nearby prairie dogs will take cover.

However, whether or not an alarm call is given depends on the relatedness of the individuals receiving the call to the individual giving it. Gunnison's prairie dogs put themselves at risk when giving an alarm call by attracting the attention of the predator. Apparently altruistic (self-sacrificing) behavior involving close relatives is called **kin selection**.

7. Use the prairie dog example to explain how living in a group improves individual and population survival: _____

White fronted bee-eaters

White fronted bee-eaters (left) live in family groups which include a breeding pair and non-breeding pairs. All adults help provide for the chicks. Graph 1 shows the relationship between the number of adults in the nest and the number of chicks fledged. Graph 2 shows how relatedness affects the amount of help the pairs give the chicks.

8. The level of help between group members often depends on relatedness. Using the example above, explain how relatedness to the helper affects the level of help given: _____



SELECTED TEXT:

A comprehensive collection of MARKUP tools allow students to interact with text:

- Color highlight
- Dictionary definition
- Access Google search
- Access Wikipedia lookup

TEACHER QUIZZES:

Teachers can create their own quizzes for student assessment from a selection of question types, including:

- Multichoice
- Matching
- Fill in the blanks
- Free response



SIMPLE DRAWING TOOLS:

A simple collection (above) of drawing tools allow students to interact with images:

- Draw over a diagram
- Choose pen type and color
- Eraser removes unwanted user drawing

BIOZONE ACADEMY

The BIOZONE Academy transforms our highly engaging student books from print media into an online course.

The added enhancements of 3D models, animations, videos, weblinks and simulations provide an exciting interactive experience for students.

Early access to the Beta version is available now.



Free 14 day Trial

Test the platform yourself by requesting early access at [theBIOZONE.com/academy](https://www.theBIOZONE.com/academy)



Teacher

- Easily create and manage virtual classrooms
- Assign homework to a class with the push of a button
- Save time with speed-grading
- Personalize your course with your own teacher-curated resources



Students

- Personalize their learning experience by adding their own notes
- Understand the focus of the page through the clearly identified key idea
- Build deeper understanding with scaffolded content



Pricing

- BIOZONE ACADEMY: \$19.95 annual subscription per student (teachers access is free of charge)

Key idea

Each activity has a key idea summarizing its primary focus

Illustrations

Full color diagrams, animations, and 3D models

Intuitive navigation

Easy to find activities

The screenshot shows the Biozone Academy website interface. At the top, there is a navigation bar with the Biozone Academy logo and a user profile for John Jose Hernandez Smith. Below the navigation bar, there is a breadcrumb trail: BIOLOGY FOR NGSS > 5 ENERGY IN LIVING SYSTEMS > 75 ENERGY IN CELLS. The main content area is titled '25 The Role of Membranes in Cells' and includes a 'KEY IDEA' section: 'Many organelles in a cell are composed of membranes. Membranes control transport and make compartments for reactions.' Below this is a 3D diagram of an animal cell with numbered callouts (1, 2, 3, 4) and a text box titled 'Containment of DNA' explaining the nuclear envelope. To the right of the diagram are three panels: 'Recommended links' (ATP in Metabolism, Cell Biology, Metabolism in Practice), 'Teacher's links' (Energy creation in cells, Mitochondria formation, Cell division and mutation, Mitotic spindle formation), and 'My notes' (a text area for notes). At the bottom of the page, there is a 'Question time' section with three questions: '1 List the organelles shown in the diagram above that have membranes:', '2a Give one example of how membranes are involved in compartmentalization:', and '2b For the example you gave, say why compartmentalization is important?'. The left sidebar contains a list of activities, with '25 The Role of Membranes in Cells' highlighted.

Log-in

User-specific features for teacher, student and admin

Recommended links

Links to publisher's curated weblinks

Teacher's links

Space for teachers to supply additional links for students

My notes

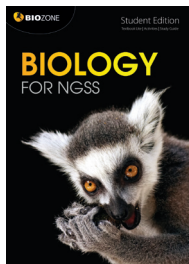
Space for students to take notes

Question time

Students can answer questions directly within the activity. This forms their record of work



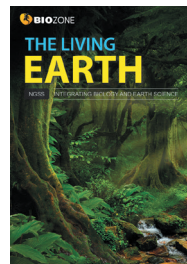
Online Courses



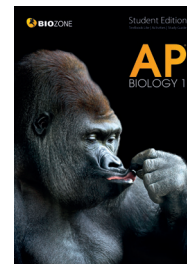
AVAILABLE NOW



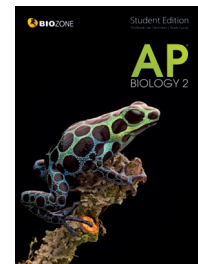
AVAILABLE NOW



COMING SOON



COMING SOON



COMING SOON

NON-INTEGRATED NGSS Series

BIOZONE's new resources for NGSS have been specifically written to meet the requirements of the NGSS for High School (grades 9-12). They integrate the three dimensions of the standards: **Science and Engineering Practices** (SEPs), **Crosscutting Concepts** (CCCs), and **Disciplinary Core Ideas** (DCIs), addressing the program content through a wide range of engaging student-focused activities.

By completing the activities, students develop competence in science practices, recognize and understand the concepts that link all domains of science, and build the knowledge base required to integrate the three dimensions of the standards to meet performance expectations.

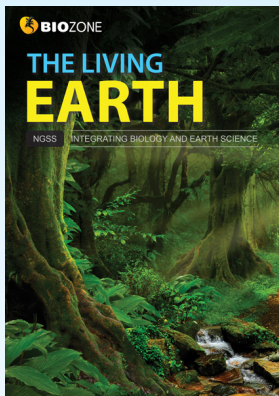
The **Engineering Design** component of NGSS (ETS) has been incorporated as appropriate through activities that engage students in the solution of real world problems. ETS DCIs are integrated with science DCIs sharing the same performance expectations. Throughout, students develop an understanding of the **Nature of Science** through incorporation of its basic principles into activities.



BIOZONE: meeting the key requirements

- ✓ Elements of SEPs, DCIs, and CCCs are integrated to support three-dimensional learning.
- ✓ Provides coherent instructional sequences to help students demonstrate competence in targeted performance expectations.
- ✓ Provides opportunities for students to demonstrate performance of SEPs connected with their understanding of DCIs and CCCs.
- ✓ Develops connections between different science disciplines using CCCs.
- ✓ Provides grade appropriate connections to core standards in English and mathematics.
- ✓ Engages students in real-world, meaningful scenarios that reflect science practice.
- ✓ Develops deeper understanding of the SEPs, CCCs, and DCIs by building on prior knowledge.
- ✓ Uses scientifically accurate, grade-appropriate information and representations to support three-dimensional learning.
- ✓ Supports differentiated instruction through suggested teaching strategies.
- ✓ Provides multiple opportunities for formative, summative, and self-assessment.
- ✓ Provides multiple opportunities for students to demonstrate proficiency in all three dimensions of the standards.
- ✓ Components of Nature of Science and Engineering Design are evident in the SEPs and CCCs of activities.

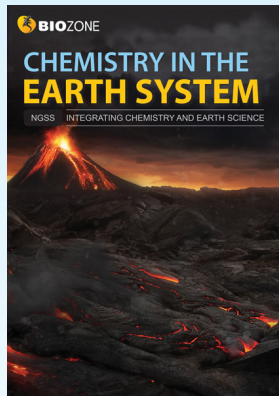
Integrating Earth & Space Sciences with each of the three traditional sciences



THE LIVING EARTH

1. Ecosystem Interactions and Energy
2. History of Earth's Atmosphere: Photosynthesis and Respiration
3. Evidence of Evolution
4. Inheritance of Traits
5. Structure, Function, and Growth
6. Ecosystem Stability and the Response to Climate Change

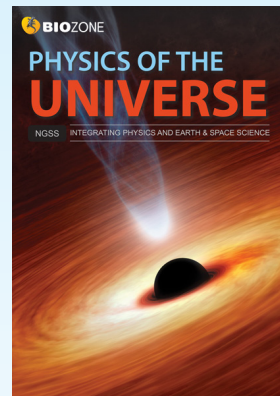
Available: **NOW**



CHEMISTRY IN THE EARTH SYSTEM

1. Combustion
2. Heat and Energy in the Earth System
3. Atoms, Elements, and Molecules
4. Chemical Reactions
5. Chemistry of Climate Change
6. The Dynamics of Chemical Reactions & Ocean Acidification

Publication date: **Summer-2019**



PHYSICS OF THE UNIVERSE

1. Forces and Motion
2. Forces at a Distance
3. Energy Conversion and Renewable Energy
4. Nuclear Processes and Earth History
5. Waves and Electromagnetic Radiation
6. Stars and the Origins of the Universe

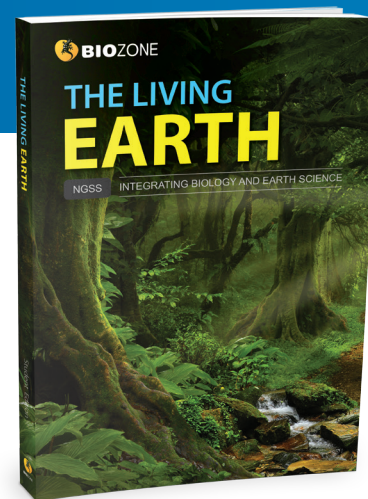
Publication date: **Fall-2019**

THE LIVING EARTH

The Living Earth has been designed and written following the High School Three-Course Model for California. It will also suit NGSS-aligned states integrating Earth Science with Life Science.

This phenomena-based title takes a three-dimensional approach to provide an engaging, relevant, and rigorous program of instruction.

Departing from the more traditional approach of **BIOZONE's** Non-Integrated Series, the Integrated Series offers a learning experience based on the 5 Es and anchored in student-relevant phenomena and problems.



Print Version:

This WORKTEXT is designed to form the student's "record of work" – achieved by providing a write-on format allowing students to write their answers to questions right on the page.

eBOOK Version:

The eBOOK format renders a replica of the printed book. Enrichment features include weblinks, annotated 3D models, and publisher's questions. Teachers can set assignments. Student responses to set questions can be viewed by the teacher.

Online Course Version:

The book will also be available as an online course. Students will be able to answer the questions in an online format. Teachers can set assignments, and student responses to questions can be viewed by the teacher and graded if desired. (See pages 4-5)

THE LIVING EARTH PRODUCT LIST

PRODUCT	ISBN	FORMAT	RRP	Discount Price
The Living Earth - Student Edition	978-1-927309-55-1	A4 paperback	\$29.95	\$19.95*
The Living Earth - Teacher's Edition	978-1-927309-70-4	A4 paperback	\$85.95	N/A
The Living Earth - Model Answers	978-1-927309-68-1	A4 paperback (B&W)	\$8.95	\$5.95*
The Living Earth - Teacher's Digital Edition ^Δ	978-1-927309-69-8	CD-ROM (1 year license)	\$499.95	\$59.99 ⁺⁺
The Living Earth - Classroom Guide	N/A	A4 (downloadable PDF)	FREE	N/A

DIGITAL PRODUCT	ISBN	FORMAT	RRP	eBOOK + Print Bundle
The Living Earth - eBOOK	978-1-98-856623-8	Web Browser / iPad App	\$19.95	\$29.95 [○]
The Living Earth - BIOZONE Academy	N/A	Online Course	\$19.95	N/A

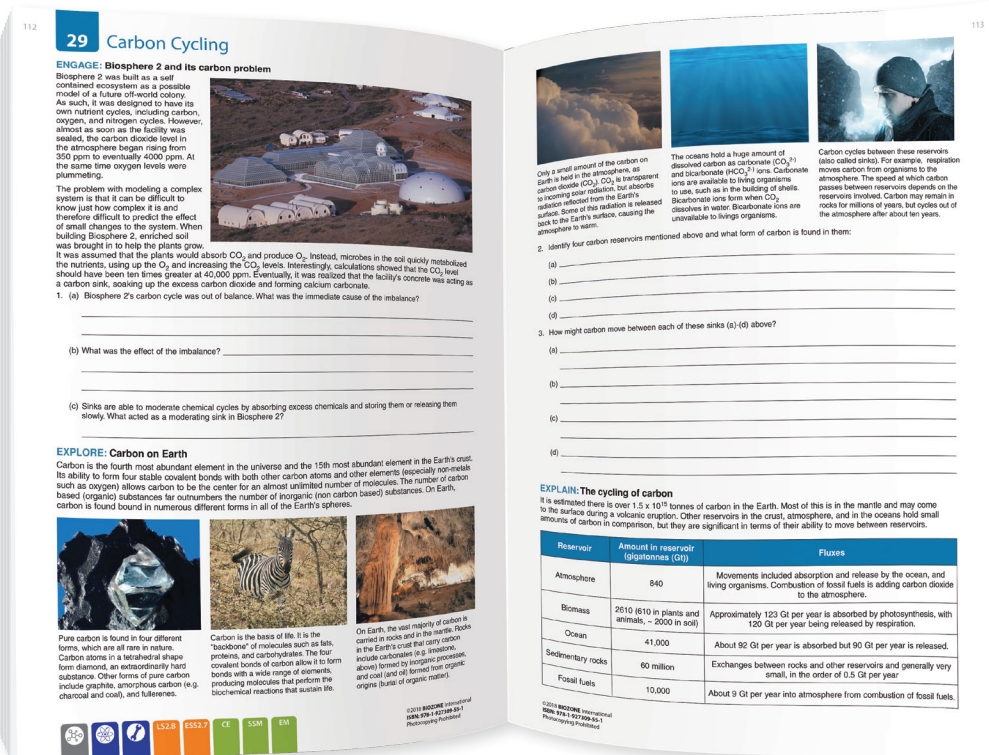
Pricing represents "introductory pricing" and will change to full pricing on **1 September 2019**. Customers may secure guaranteed continuation of "introductory pricing" for multiple-year purchases.

* Discount price applies to purchases of 30+ copies.

⁺⁺A discount price is available with orders of 100 or more workbooks when purchasing direct from BIOZONE. Please contact our Sales Team: sales@thebiozone.com

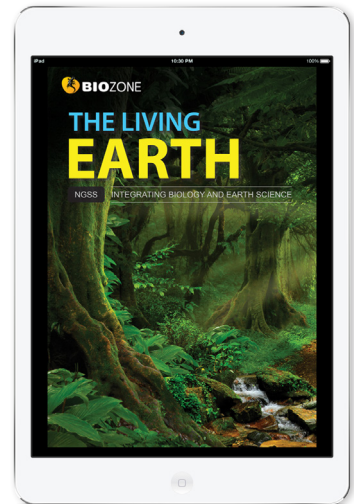
^Δ Teacher's Digital Edition must be purchased in conjunction with 10+ copies of the corresponding Student Edition.

[○] eBOOKs are not for individual sale. (Minimum purchase of 30 + copies of the same title required).



Student Edition

Engage students with write-on activities that forms a permanent "Record of Work"

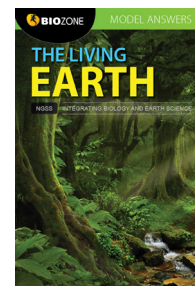


eBOOKs (laptop & iPad)
eBOOK format renders a replica of the printed book with students answering questions online

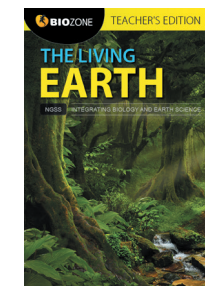


Teacher's Digital Edition
Elaborate on and review ideas using the Teacher's Digital Edition with "reveal answers" feature

Online Course
Available as an online course with BIOZONE Academy



Model Answers
Provides suggested answers to all activities



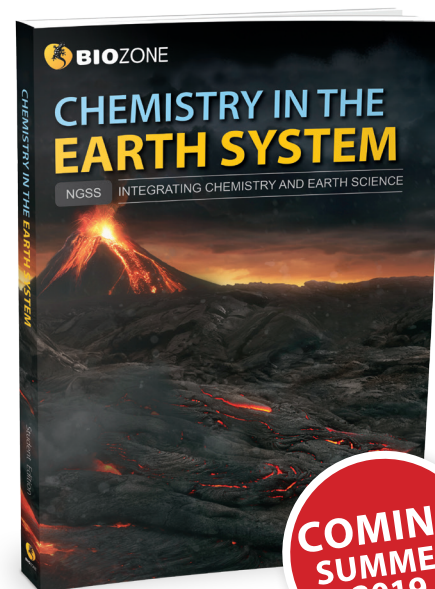
Teacher's Edition
Provides teaching strategies, plus all suggested answers in a replica of the student book.

CHEMISTRY IN THE EARTH SYSTEM

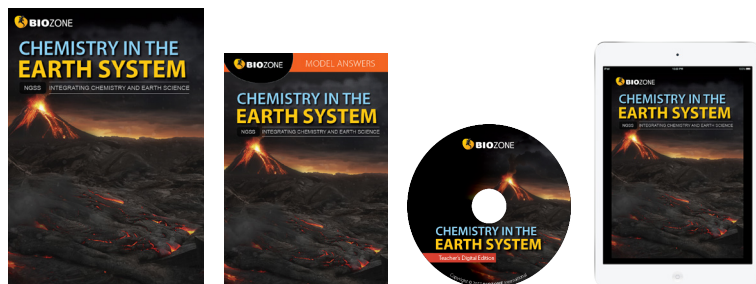
Chemistry in the Earth System has been designed and written following the High School Three-Course Model for California. It will also suit NGSS-aligned states integrating Earth Science with Chemistry.

This phenomena-based title takes a three-dimensional approach to provide an engaging, relevant, and rigorous program of instruction.

Departing from the more traditional approach of **BIOZONE's** Non-Integrated Series, the Integrated Series offers a learning experience based on the 5 Es and anchored in student-relevant phenomena and problems.



**COMING
SUMMER
2019**



CHEMISTRY IN THE EARTH SYSTEM PRODUCT LIST

PRODUCT	ISBN	FORMAT	RRP	Discount Price
Chemistry in the Earth System - Student Edition	978-1-927309-71-1	A4 paperback	\$29.95	\$19.95*
Chemistry in the Earth System - Teacher's Edition	978-1-927309-74-2	A4 paperback	\$85.95	N/A
Chemistry in the Earth System - Model Answers	978-1-927309-72-8	A4 paperback (B&W)	\$8.95	\$5.95*
Chemistry in the Earth System - Teacher's Digital Edition ^Δ	978-1-927309-73-5	CD-ROM (1 year license)	\$499.95	\$59.99 ⁺⁺
Chemistry in the Earth System - Classroom Guide	N/A	A4 (downloadable PDF)	FREE	N/A

DIGITAL PRODUCT	ISBN	FORMAT	RRP	eBOOK + Print Bundle
Chemistry in the Earth System - eBOOK	978-1-927309-94-0	Web Browser / iPad App	\$19.95 [○]	\$29.95 [○]

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Customers may secure guaranteed continuation of "introductory pricing" for multiple-year purchases.

* Discount price applies to purchases of 30+ copies.

⁺⁺A discount price is available with orders of 100 or more workbooks when purchasing direct from BIOZONE. Please contact our Sales Team: sales@thebiozone.com

^Δ Teacher's Digital Edition must be purchased in conjunction with 10+ copies of the corresponding Student Edition.

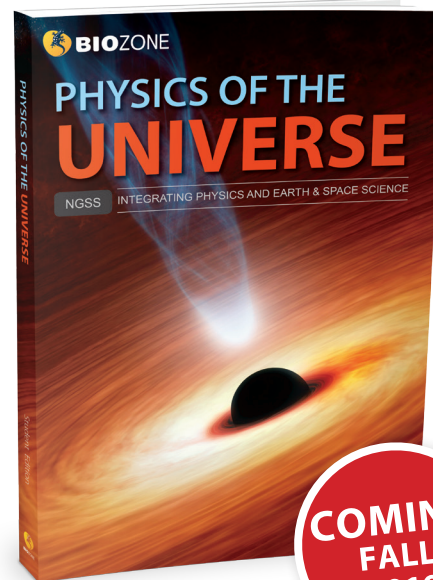
[○] eBOOKs are not for individual sale. (Minimum purchase of 30 + copies of the same title required).

PHYSICS OF THE UNIVERSE

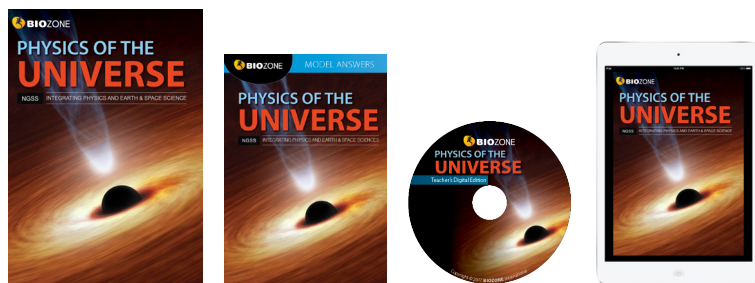
Physics of the Universe has been designed and written following the High School Three-Course Model for California. It will also suit NGSS-aligned states integrating Space Science with Physics.

This phenomena-based title takes a three-dimensional approach to provide an engaging, relevant, and rigorous program of instruction.

Departing from the more traditional approach of **BIOZONE's** Non-Integrated Series, the Integrated Series offers a learning experience based on the 5 Es and anchored in student-relevant phenomena and problems.



COMING
FALL
2019



PHYSICS OF THE UNIVERSE PRODUCT LIST

PRODUCT	ISBN	FORMAT	RRP	Discount Price
Physics of the Universe - Student Edition	978-1-927309-75-9	A4 paperback	\$29.95	\$19.95*
Physics of the Universe - Teacher's Edition	978-1-927309-78-0	A4 paperback	\$85.95	N/A
Physics of the Universe - Model Answers	978-1-927309-76-6	A4 paperback (B&W)	\$8.95	\$5.95*
Physics of the Universe - Teacher's Digital Edition ^Δ	978-1-927309-77-3	CD-ROM (1 year license)	\$499.95	\$59.99 [⊕]
Physics of the Universe - Classroom Guide	N/A	A4 (downloadable PDF)	FREE	N/A

DIGITAL PRODUCT	ISBN	FORMAT	RRP	eBOOK + Print Bundle
Physics of the Universe - eBOOK	978-1-98-856618-4	Web Browser / iPad App	\$19.95	\$29.95 [⊖]

Pricing represents "introductory pricing" and will change to full pricing on **1 September 2019**.

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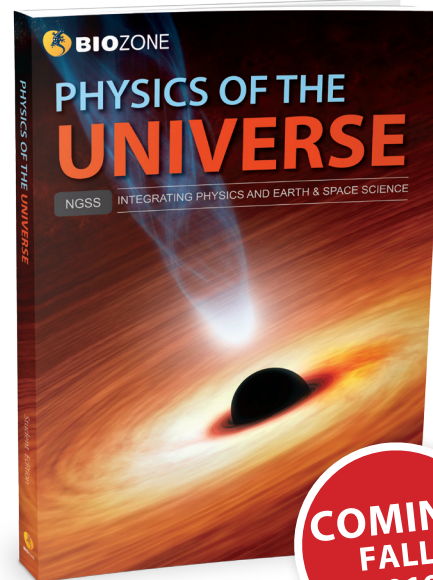
[⊖]eBOOKs are not for individual sale. (Minimum purchase of 30 + copies of the same title required).

PHYSICS OF THE UNIVERSE

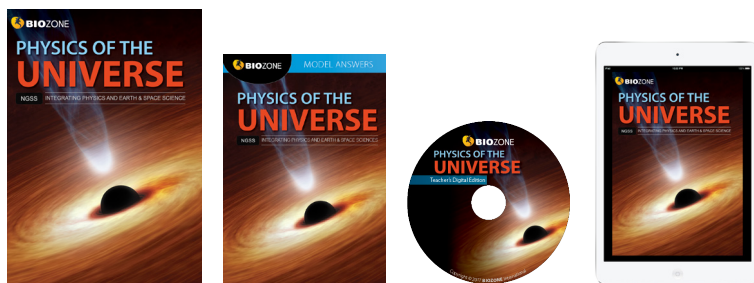
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Physics of the Universe - Teacher's Digital Edition ^Δ	978-1-927309-77-3	CD-ROM (1 year license)	\$499.95	\$59.99 [⊕]
Physics of the Universe - Classroom Guide	N/A	A4 (downloadable PDF)	FREE	N/A

DIGITAL PRODUCT	ISBN	FORMAT	RRP	eBOOK + Print Bundle
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What does **Non-Integrated NGSS** look like?

Chapter Introduction page

LS1.A Cell Specialization and Organization

Key terms
base-pairing rule
cell
DNA
eukaryotic cell
gene
multicellular
nucleotide
organelle
organ system
polynucleotide
prokaryotic cell
protein
specialized cell

Disciplinary core ideas
Show understanding of these core ideas

Specialized cells provide essential life functions

- 1 There are two types of cells: prokaryotic and eukaryotic. Plant and animal cells are eukaryotic cells. 21 22 23
- 2 Cells contain specialized components called organelles. Each organelle carries out a specialized role in the cell. 24-33
- 3 Many cells are specialized to carry out specific roles. The size, shape, and number of organelles in a cell depends on the cell's role. 34 35

Genes on DNA code for proteins

- 4 A cell's genetic information is carried in a molecule called DNA. DNA is a polynucleotide; it is made up of many smaller components, called nucleotides, joined together. DNA has a double-helix structure. 36 37 38 39
- 5 Nucleotides pair together according to the base-pairing rule. Adenine always pairs with thymine and cytosine always pairs with guanine. 38 39
- 6 A gene is a region of DNA that codes for a specific protein. Proteins carry out most of the work in a cell. The shape of a protein helps it to carry out its job. 40 41

Multicellular organisms are organized in a hierarchical way

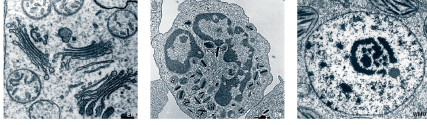
- 7 Multicellular organisms exhibit a hierarchical structure of organization. Components at each level of organization are part of the next level. 20
- 8 Multicellular organisms have complex organ systems, made up of many components. Each system has a specific role, but different organ systems interact and work together so that the organism can carry out essential life functions. 42 43 44 46

Crosscutting concepts
Understand how these fundamental concepts link different topics

- 1 **5-LS1-1** The determination of DNA's structure required a detailed examination of its components and enabled its function to be understood. 37 38 40 41 42
- 2 **5-LS1-2** The functions and properties of cells can be inferred from their components and their overall structure. 22 23 34 35

Science and engineering practices
Demonstrate competence in these science and engineering practices

- 1 Use a model to show that multicellular organisms have a hierarchical structure and that components from one level contribute to the next. 20 22 23
- 2 Use a model to show that parts of a system interact to fulfill life functions. 41-43 46
- 3 Construct and use a model to illustrate the structure of DNA. 39
- 4 Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins. 42





Disciplinary Core Ideas

Each chapter carries a program code identifying the DCI to which it applies.

Key terms

An essential vocabulary list encourages appropriate use of the correct terms when answering questions. Students can use the list to create a glossary for revision.

Check boxes

Students can use the check boxes to indicate the objectives they should complete and tick them off when finished.



Disciplinary Core Ideas

DCIs are summarised as a series of short learning outcomes. The activities to which they relate enable the student to meet performance expectations.

Crosscutting Concepts

The activities relating to each crosscutting statement are identified by their number.

Science and Engineering Practices

The activities relating to each of the science and engineering practices described are identified by their number.

SIGNIFICANT BENEFITS

Streamline
the coverage of extensive curricula.

Concept-based
content allows complex ideas to be broken down into manageable parts.

Student engagement
is maximized, with information, questions and student-required answers all on the same page.

Critical-thinking
questions build deeper understanding of concepts and practices.



See full previews:

www.theBIOZONE.com/NBI2

Activity page

Activity number

Activities are numbered to make navigation through the book easier.

Content organization

Logically organized content makes it easier for students to access and engage with the information.

Critical thinking questions

A direct questioning style helps students to easily identify what is being asked. A wide range of tasks, including free response, data analysis and presentation, and interpretation and evaluation of evidence, scaffold student learning to build confidence and competence.

Activity coding system

A task code indicates the type of activity, enabling activities to be assigned appropriately.

Visually rich

content, including clear explanatory diagrams, appeals to today's learning styles.

60 **42 Investigating Catalase Activity**

Key Idea: The effect of enzyme concentration on enzyme reaction rate can be determined indirectly by measuring the volume of reaction products.

Background
Potato contains the enzyme catalase, which decomposes the substrate hydrogen peroxide (H_2O_2) to oxygen and water.

Aim and hypothesis
To investigate the effect of potato mass (and therefore enzyme concentration) on the rate of H_2O_2 decomposition. A greater mass of potato will have more enzyme present and will produce a greater reaction rate.

Method
The students cut raw potato into cubes with a mass of one gram. These were placed a conical flask with excess H_2O_2 (right). The reaction was left for five minutes and the volume of oxygen produced recorded. The students recorded the results for three replicates each of 1, 2, 3, 4, and 5 cubes of potato below:

Mass of potato (g)	Volume oxygen in 5 minutes (cm^3)			Mean	Mean rate of O_2 production ($cm^3 min^{-1}$)
	Test 1	Test 2	Test 3		
1	6	5	6		
2	10	9	9		
3	14	15	15		
4	21	20	20		
5	24	23	25		

1. Complete the table by filling in the mean volume of oxygen produced and the rate of oxygen production.

2. Plot the mass of the potato vs the rate of production on the grid (right):

3. Relate the reaction rate to the amount of enzyme present:

4. Why did the students add excess H_2O_2 to the reaction?

5. State one extra reaction that should have been carried out by the students:

6. (a) The students decide to cook some potato and carry out the test again with two grams of potato. Predict the result:

(b) Explain this result:

Timed for 5 minutes.

Potato cubes + excess H_2O_2

Tube transfers released oxygen

Oxygen released by the reaction

Water in the 50 cm^3 cylinder is displaced by the oxygen.

A 50 cm^3 cylinder is upturned in a small dish of water, excluding the air.

WEB 42 CCC SF PRACTICES

WEB 42 CCC SF PRACTICES

Key idea

Each activity has a key idea summarizing its primary focus. The key idea is designed to help facilitate the student's understanding of the message on the page.

Comprehensive diagrams

provide an engaging, highly visual delivery of the important information.

Write-on answers

Students write their answers directly onto the page. This becomes their record of work and helps them when it is time to review for tests and exams.

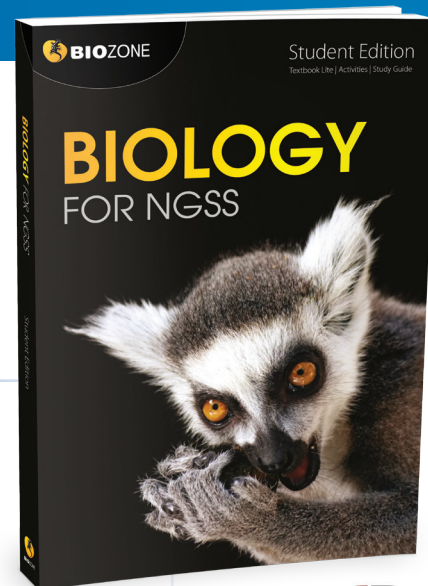
Activities meeting aspects of the **science and engineering practices** are integrated with DCIs and identified through picture codes. These activities provide opportunities for students to develop competence in the practices identified in the standards.

Weblinks provide direct links to useful animations, video clips and illustrative material. Access our dedicated webpage to view the list of weblinks.

Letter codes identify each of the **crosscutting concepts** as they apply, linking related concepts in different topic areas and different domains of science.

BIOLOGY FOR NGSS

Biology for NGSS has been specifically written to meet the high school life sciences requirements of the **Next Generation Science Standards** (NGSS). The three dimensions of the standards: **science and engineering practices** (SEPs), **crosscutting concepts** (CCCs), and **disciplinary core ideas** (DCIs) are integrated throughout. Refer to pages 4-5 of this catalog for a detailed overview of how **BIOZONE** addresses these dimensions.



Student Edition:

- The introduction to each chapter provides the student with clear, achievable learning outcomes, mapping the integration of DCIs, CCCs, and SEPs across a wide range of activities.
- Different aspects of the Nature of Science are addressed throughout the book, drawing the student's attention to key principles in context.
- Specifically designed activities connect the engineering design component of NGSS to DCIs sharing the same performance expectations.



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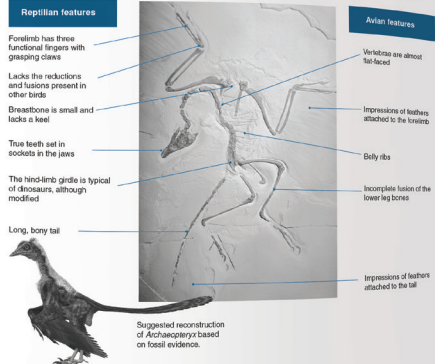
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220 Transitional Fossils

Key Idea: Transitional fossils show intermediate states between two different, but related, groups. They provide important links in the fossil record.

Transitional fossils are fossils which have a mixture of features that are found in two different, but related, groups. Transitional fossils provide important links in the fossil record and provide evidence to support how one group may have given rise to the other by evolutionary processes. Important examples of transitional fossils include horses, whales, and Archaeopteryx (below). Archaeopteryx was a transitional form between birds and reptiles. It is regarded as the earliest known bird. Archaeopteryx was a crow-sized animal (50 cm length), which lived about 150 million years ago. It had many reptilian features, but also a number of birdlike (avian) features, including feathers.



- What is a transitional fossil?
- Why are transitional fossils important in understanding evolution?

WEB 220 P PRACTICES

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221 Case Study: Whale Evolution

Key Idea: The evolution of whales is well documented in the fossil record, with many transitional forms recording the shift from a terrestrial to an aquatic life.

Whale evolution

The evolution of modern whales from an ancestral land mammal is well documented in the fossil record. The fossil record of whales includes many transitional forms, which had enabled scientists to develop an excellent model of whale evolution. The evolution of the whales (below) shows a gradual accumulation of adaptive features that have equipped them for life in the open ocean.

Modern whales are categorized into two groups.

▶ **Toothed whales** have full sets of teeth throughout their lives (e.g. sperm whales and orca).

▶ **Baleen whales.** These are toothless whales and they use a comb-like structure (called baleen) to filter food (e.g. humpback whale).



50 mys Pakicetus

Pakicetus was a transitional species between carnivorous land mammals and the earliest true whales. It was mainly terrestrial (land dwelling), but foraged for food in water. It had four, long limbs. Its eyes were near the top of the skull and its nostrils were at the end of the snout. It had external ears, but they showed features of both terrestrial mammals and fully aquatic mammals.

45 mys Rhodocetus

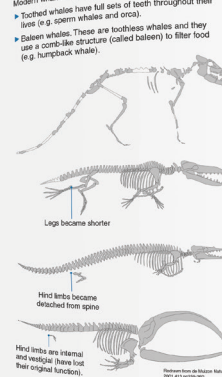
Rhodocetus was mainly aquatic (water living). It had adaptations for swimming, including shorter legs and a shorter tail. Its eyes had moved to the side of the skull, and the nostrils were located further up the skull. The ear showed specializations for hearing in water.

40 mys Dorudon

Dorudon was fully aquatic. Its adaptations for swimming included a long, streamlined body, a broad powerful muscular tail, the development of flippers and webbing. It had very small hind limbs (not attached to the spine) which would no longer bear weight on land.

Balaena (recent whale ancestor)

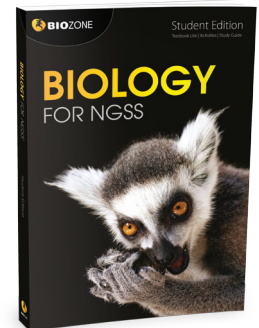
The hind limbs became fully internal and vestigial. Studies of modern whales show that limb development begins, but is arrested at the limb bud stage. The nostrils became modified as blowholes. This recent ancestor to modern whales diverged into two groups (toothed and baleen) about 36 million years ago. Baleen whales have teeth in their early fetal stage, but lose them before birth.



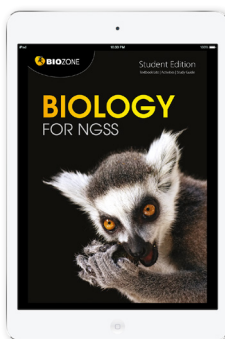
- Why does the whale fossil record provide a good example of the evolutionary process?
- Briefly describe the adaptations of whales for swimming that evolved over time.

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PRACTICES 221 P WEB KNOW

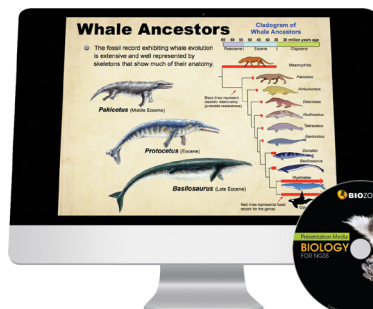


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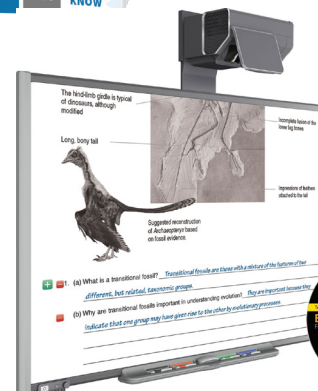
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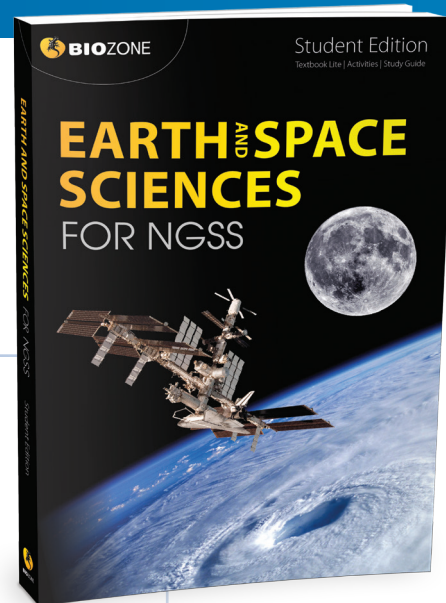


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Earth and Space Sciences for NGSS has been specifically written to meet the high school earth and space sciences requirements of the **Next Generation Science Standards** (NGSS). The three dimensions of the standards: **science and engineering practices** (SEPs), **crosscutting concepts** (CCCs), and **disciplinary core ideas** (DCIs) are integrated throughout. Refer to pages 4-5 of this catalog for a detailed overview of how **BIOZONE** addresses these dimensions.



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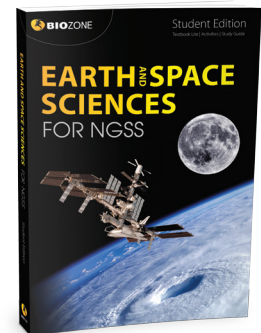
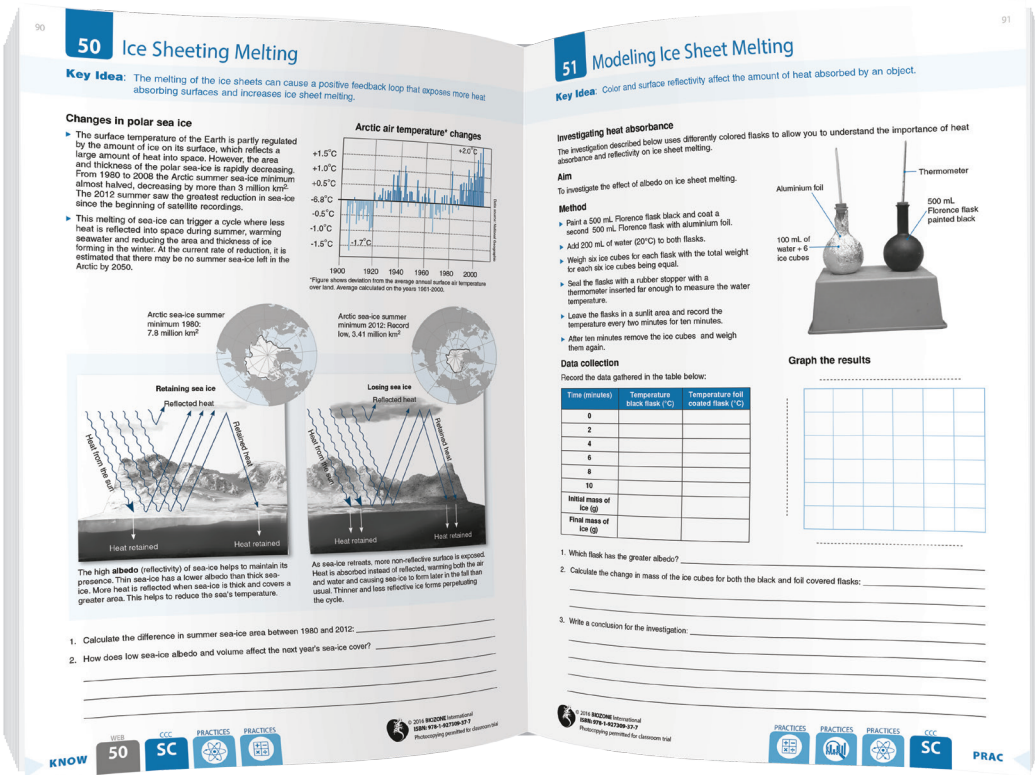
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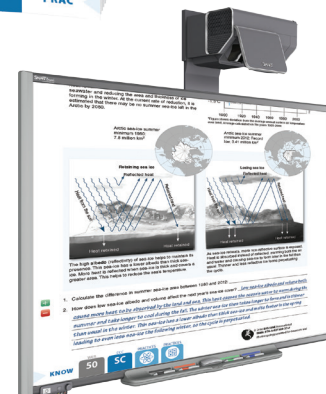
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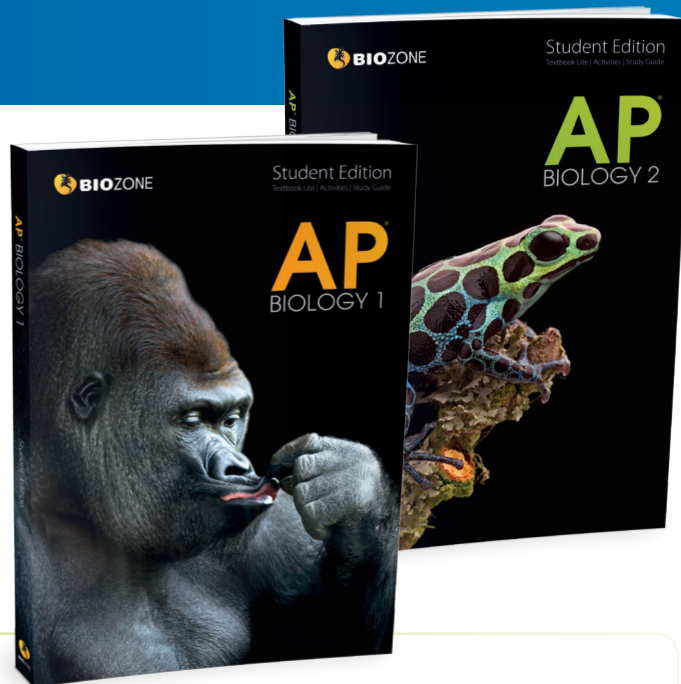


AP BIOLOGY 1 & 2

BIOZONE's AP BIOLOGY 1 & 2 have been written for the amended **AP Biology Curriculum Framework**.

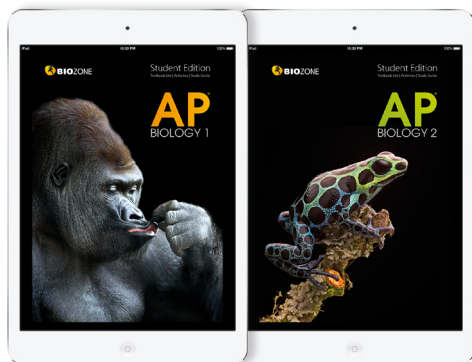
Clear diagrams, concise explanations, and targeted learning objectives accompany intelligent questioning to create an innovative resource that encourages achievement in students of all abilities.

AP Biology Student Editions are well suited for classroom or homework use, independent study, review, and extension. Together, the two volumes cover all topics.



Features & Benefits

- **400+ activities:** Varied, engaging activities provide ample opportunity for students to explore and test their understanding of the content.
- The **four big ideas** provide a thematic framework for presenting a wealth of illustrative examples to support the required content.
- **Enduring understandings** are clearly identified and developed through the learning objectives and their supporting activities.
- **Essential knowledge** statements outline the content of the AP Biology program.
- **Learning objectives** provides students with a guide to the skills and knowledge expected of them.
- Concept maps make connections between key content areas.
- A **key idea** for each activity and access to support online engages students and supports a deeper understanding.



“ We have been using Biozone's AP Biology 1 and 2 over the past two years and I have found it to be an incredible resource. The alignment to the learning objectives in the new curriculum make it easy to customize to your own course. The progression of increasingly difficult activities in the book are perfect. ”

Michael Szczepanik

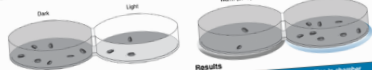
130 Choice Chamber Investigation

Key Idea: Choice chambers are a simple way to test animal behaviour such as a simple reflexion behaviour. Choice chambers are a simple way to investigate behaviour in animals. A simple choice chamber consists of two distinct areas, each with a different environmental condition.

Background: Students carried out two investigations on woodlice. The first was to determine woodlice preferences for light or dark environments. The second was to test preferences for warm or cool environments.

Aim: Investigation 1
To investigate if woodlice prefer a light or dark environment.

The method: A choice chamber was set up using two joined petri dishes. One part of the chamber was left clear. The chamber was kept at a constant temperature of 21°C. The woodlice were placed into the joining segment of the chamber and left for ten minutes to acclimatise to the temperature. The numbers of woodlice in each chamber were then recorded. The experiment was carried out a total of four times.



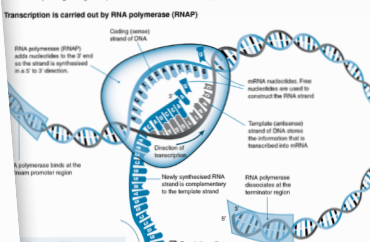
Total	Number of woodlice in chamber	
	Dark	Light
1	7	1
2	8	2
3	6	4
4	9	1

Total	Number of woodlice in chamber	
	Warm (27°C)	Cool (14°C)
1	3	8
2	2	7
3	4	6
4	1	9

- State the null hypothesis for test 1.
- Calculate a χ^2 value for test 1.
- Use the χ^2 table in the previous activity to decide if the test is significant at $P < 0.01$.
- State the null hypothesis for test 2.
- Calculate a χ^2 value for test 2.
- Use the χ^2 table in the previous activity to decide if the test is significant at $P < 0.01$.
- Use the results of the two tests to make a statement about the habitat preference of woodlice.

73 Transcription in Eukaryotes

Key Idea: Transcription is the first step of gene expression. It involves the enzyme RNA polymerase unwinding the information into a primary RNA transcript. In eukaryotes, transcription takes place in the nucleus. Transcription is the first stage of gene expression. It takes place in the nucleus and is carried out by the enzyme RNA polymerase, which separates the DNA into a primary RNA transcript using a single template strand of DNA. The protein-coding portion of a gene is bounded by an upstream start (promoter) region and a downstream terminator region. These regions control transcription by telling RNA polymerase where to start and stop transcription. In eukaryotes, non-coding regions called introns must first be removed and the remaining exons joined together to form the mature mRNA before the gene can be translated into a protein. The editing process also occurs in the nucleus.



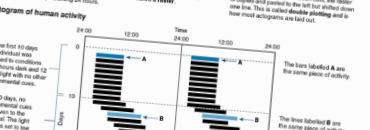
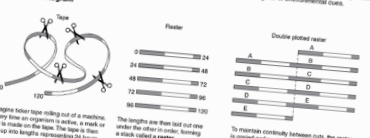
The primary RNA transcript is added to form the mature mRNA. The mature mRNA is then translated into a protein. Several RNA polymerases transcribe the same gene at any one time, allowing a high rate of cellular synthesis.

- Name the enzyme responsible for transcribing the DNA.
What strand of DNA does this enzyme use?
The code on this strand is the same as / complementary to the RNA being formed (circle correct answer).
Which nucleotide base replaces thymine in RNA?
In the diagram, use a coloured pen to mark the beginning and end of the protein-coding region being transcribed.
Which direction is the RNA strand synthesized?
What is the start codon?
What is AUG called the start codon?
What would the three letter code be on the DNA coding strand?

129 KNOW

143 Interpreting Actograms

Key Idea: Actograms are graphical records of an organism's activity and can be used to determine its activity patterns. In a laboratory, the activity of an organism can be recorded continuously. The activity is often recorded on a bar on a line representing 24 hours. By placing the successive blocks of the running period, a phase shift occurs when an organism is released to a new regime of environmental conditions.



- For the first 10 days the individual was exposed to continuous light with no other environmental cues.
After 10 days, the individual was exposed to a 12-hour light / 12-hour dark cycle.
The free-running period in humans is about 24 hours. When the timing of the activity is longer than 24 hours, the individual is in the free-running period. When the timing of the activity is shorter than 24 hours, the individual is in the entrained period.

144 143 KNOW

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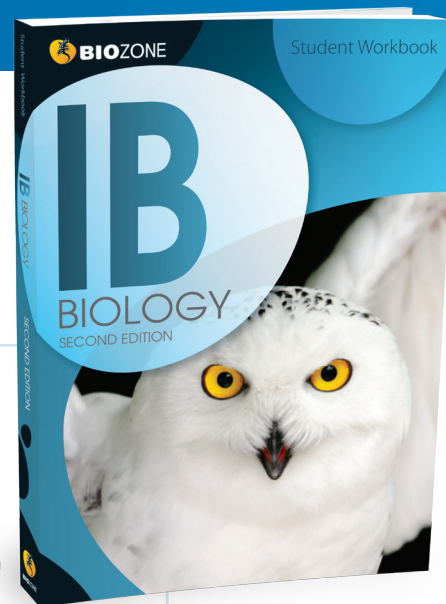
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IB BIOLOGY

BIOZONE's IB BIOLOGY Student Workbook covers the current **IB Biology Diploma Program**. It incorporates both SL and HL content in a single, easily navigated volume, with clear indicators to specific components of the program. Each of the 11 comprehensive chapters is prefaced with targeted learning objectives summarizing the required understandings, applications, and skills.



Features & Benefits

- **320 activities:** Varied, engaging activities provide ample opportunity for students to address the program content and build the skills required to meet the Group 4 aims.
- **TOK and International-Mindedness:** These components of the IB program are clearly indicated in the introduction to each chapter and throughout the workbook.
- **Literacy and comprehension:** A literacy and comprehension activity concludes each chapter. A perfect synoptic self-assessment for students.
- **Cross-curricula links:** BIOZONE's unique tab system identifies specific utilisations and makes connections to related concepts across the entire program.
- **Experimental skills and mathematical requirements:** Activities focused on building skills in data handling and interpretation are integrated throughout the workbook.

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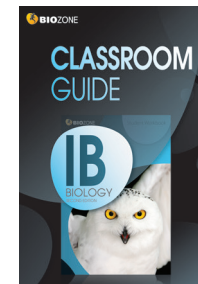
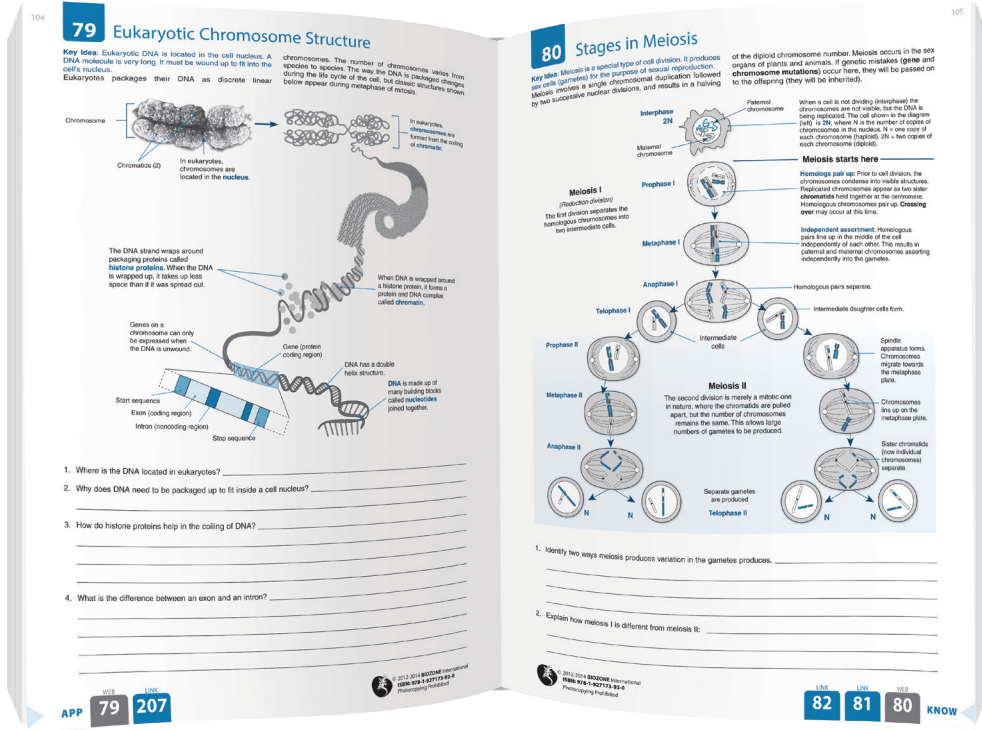
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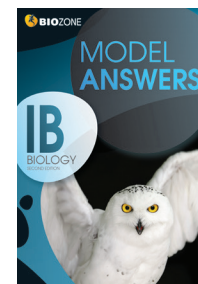
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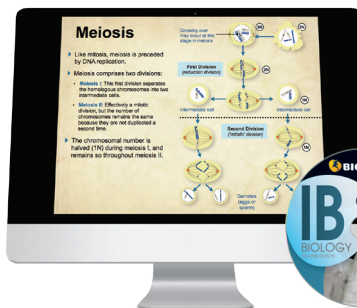


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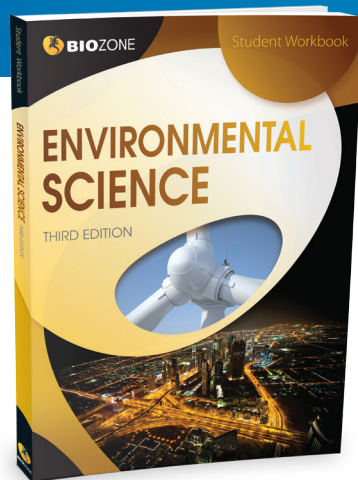


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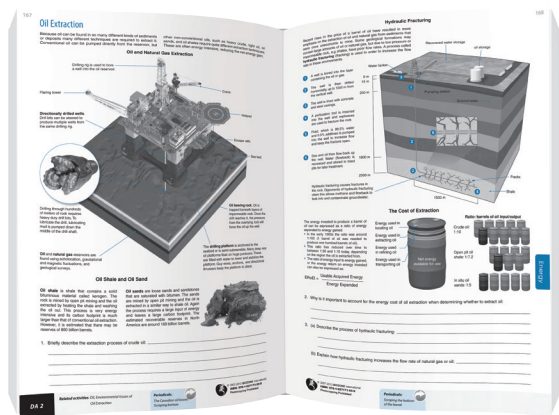
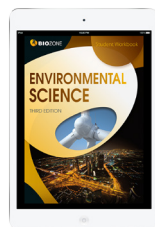
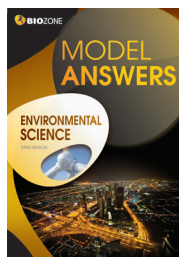
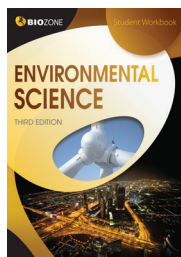
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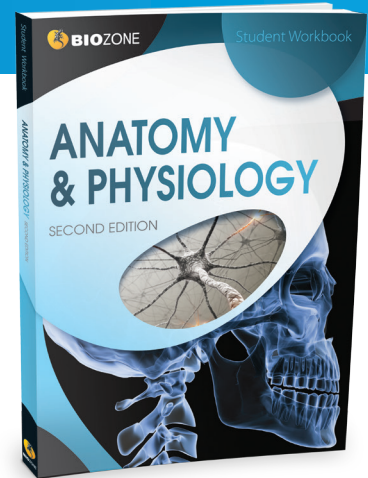
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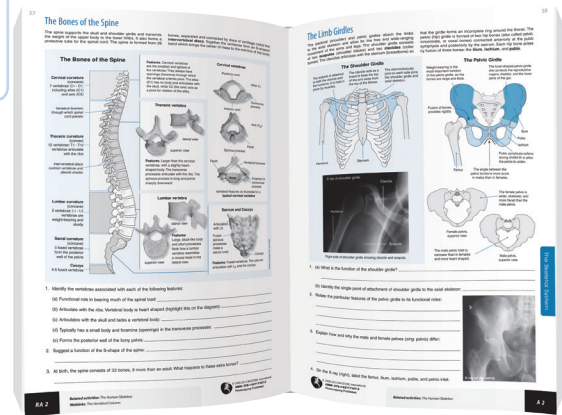
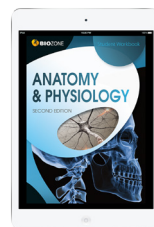
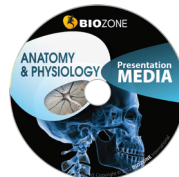
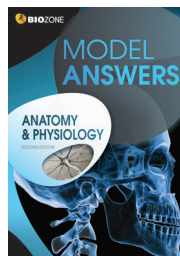
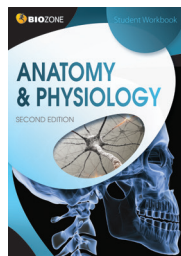
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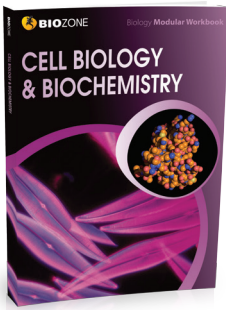
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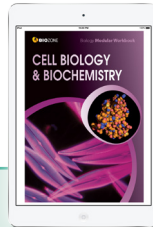
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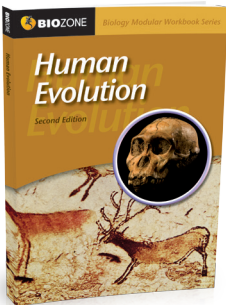
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36 Cell Sizes
Cells are extremely small and they can only be seen properly when viewed through the magnifying lenses of a microscope...
Table: Unit of length (International System)
- 1 meter (m) = 1000 millimeters
- 1 millimeter (mm) = 1000 micrometers
- 1 micrometer (μm) = 1000 nanometers
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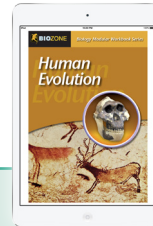
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58 The Importance of Ardi
In 1984, the first bones of Australopithecus ardiensis were discovered in the Middle Awash region of northeastern Ethiopia. After many years of excavation, a partial skeleton was unearthed and, after many more years of intense study, the skeleton of A. ardiensis is beginning to change our understanding of human evolution. Until recently it had been assumed that our earliest ancestors moved about very much like the chimpanzees of today...
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14 **Replication in Animal Viruses**

There are some differences between replication in animal viruses and in bacteriophages. Animal viruses differ in their mechanisms for entering a host cell and, once the virus is inside, the way in which the new viruses are produced and released is different. This is partly because of differences in host cell structure and metabolism and partly because the structure of animal viruses themselves is highly variable. Enveloped viruses burst out from the host cell, whereas those without an envelope are released by rupture of the cell membrane. These processes (attachment, penetration, and uncoating) are shared by both DNA- and RNA-containing animal viruses but the methods of copy-replication vary between those that inject genomes. Generally, DNA viruses replicate their DNA in the nucleus of the host cell using viral enzymes, and protein synthesis, their capsid and other proteins in the cytoplasm using the host cell's enzymes. This is contrasted below for a typical animal virus. RNA viruses are more variable in their methods of biosynthesis. The example provided describes replication in the common HIV, where the virus uses its own reverse transcriptase to synthesise viral DNA and produce latent proviruses or active, mature retroviruses.

Entry of an Enveloped Virus into a Cell

1 Attachment Enveloped virus such as the herpes simplex virus attaches to the receptor site of proteins on the early plasma membrane. Envelope with attachment spikes or fibres. Precise portion of protein. Viral envelope is dissolved. Host cell surface.

2 Penetration Once the viral particle is attached, the host cell begins to engulf the virus by endocytosis. The virus is enclosed in a vesicle.

3 Uncoating Digestion of the capsid releases the viral DNA, which is replicated in the host cell nucleus using the host cell's enzymes. The nucleic acid core is uncoated and the genome released by budding from the host cell.

When a viral particle encounters the cell surface, it attaches to the receptor site of proteins on the early plasma membrane. Once the viral particle is attached, the host cell begins to engulf the virus by endocytosis. The virus is enclosed in a vesicle. The nucleic acid core is uncoated and the genome released by budding from the host cell.

Coronaviruses are irregularly shaped, cone-shaped viruses that cause respiratory illnesses and SARS. Their envelope has distinctive projections.

Retroviruses are medium-sized enveloped viruses that cause several diseases including HIV/AIDS, tickle-pox, shingles, and herpes.

Machopox virus belongs to the family of poxviruses. It is a large, brick-shaped DNA virus that causes diseases such as smallpox.

- Describe the purpose of the glycoprotein spikes found on some enveloped viruses.
- (a) Explain the significance of endocytosis to the entry of an enveloped virus into an animal cell.

(b) State where an enveloped virus replicates its viral DNA.

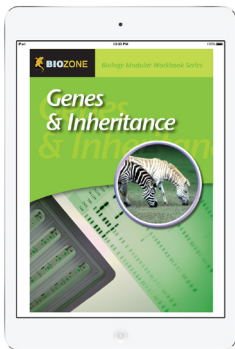
(c) State where an enveloped virus synthesises its proteins.

KNOW Related activities: Replication in bacteriophages. **Resources:** 1911-1912-1913, 1916-1917-1918

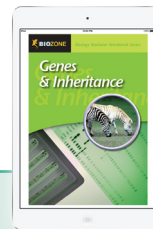
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131 **Epistasis**

In its narrowest definition, **epistatic genes** are those that mask the effect of other genes. Typically there are **three possible phenotypes** for a dihybrid cross involving this type of gene interaction. One well studied example of epistasis occurs between the genes controlling coat color in rodents and other mammals. Black and hair color is the result of melanin, a pigment which may be either black/brown (eumelanin) or reddish/yellow (pheomelanin). Melanin itself is made up through several biochemical steps from the amino acid tyrosine. The control of coat color and patterning in mammals is complex and involves at least two major interacting genes. One of these genes (gene C) controls the production of the pigment melanin, while another gene (gene B) is responsible for whether the color is black or brown. The interaction between these genes in determining coat color is more a matter of whether Epistasis literally means "standing upon", in alliteration, the homozygous recessive condition, or "blocks out" the other coat color genes, blocking their expression.

Gene C
 Tyrosinase
 Gene B
 TYRSP?
 Brown (B_C)
 Black (B_C)
 Albinism (cc)

Gene C codes for the enzyme tyrosinase, which converts tyrosine to the full level of pigment or possible intermediate melanin production.

Gene B controls the brown and black melanin production. The C gene has to be present for melanin production.

Black (B_C) allele produces black.

Albinism (cc)

Parent generation: Brown (B_CCC) x Albinism (bbcc)

Offspring: Black (B_CCc)

1. State how many phenotypes are possible for a dihybrid cross involving this type of epistasis.

2. State which alleles must be present/absent for the following phenotypes:
 Black: _____
 Brown: _____
 Albinism: _____

3. Complete the Punnett square for the F₂ (right) by entering the genotype and phenotype for each possible offspring from Black x B_CCc. Determine the ratio of the phenotypes in this type of cross:

	Sperm			
	BC	Bc	bC	bc
Eggs	BC			
	Bc			
	bC			
	bc			

4. A mating of albinism with black: _____

5. A mating of brown with black: _____

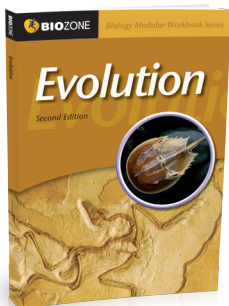
KNOW Related activities: Epistasis. **Resources:** 1916-1917-1918, 1919-1920-1921, 1922-1923-1924

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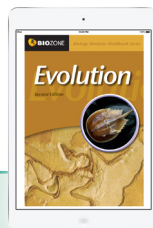
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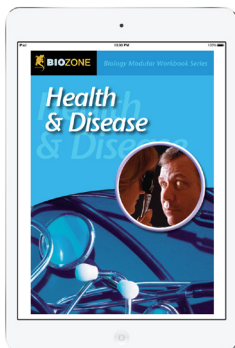


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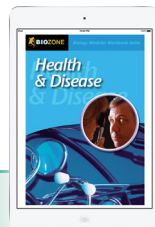
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90

Geographical Distribution

The camel family, Camelidae, consist of six modern-day species that have survived on three continents: Asia, Africa and South America. They are characterized by having only two functional toes, adapted for padded soles for walking on sand or snow. The slender dromedary has a hump on its back. The slender guanaco has a soft upper lip. The recent distribution of the camel family is fragmented. Geographical forces such as plate tectonics and the ice age cycles have controlled the extent of their distribution. South America, for example, was separated from North America until the end of the Pliocene, about 2 million years ago. These general principles about the dispersal and distribution of land animals are:

- When very closely related animals (as shown by their ancestry) were present on the same land in widely separated parts of the world, it is highly probable that there was no barrier to their movement in one or both directions between the localities in the past.
- The most obvious cause for the movement of land animals (particularly mammals) was a sea between continents (as was caused by changing sea levels) or a narrow isthmus.
- The scattered distribution of modern species may be explained by the movement of the land they originally occupied, or extinction in those regions between modern species.

Origin and Dispersal of the Camel Family

Recent distribution
Tertiary distribution

Arabic camels from North Africa and the Middle East

Arabic camels were introduced into Australia from the Middle East in 1831 and spread north-south throughout Australia's arid interior.

South America was separated from the rest of the world by the formation of the Isthmus of Panama about 3 million years ago.

Formation of a land bridge between the Americas during a glacial advance caused the sea to be about 1 million years ago.

Four feline species, including the cheetah and leopard, as well as the wild gaur and vicuña, were introduced into South America.

Yakuba *Yakuba roborata*

Llama *Llama guanicoe*

Quacua *Quacua guanicoe*

Backlash camel *Camelids*

- The early camel ancestors were able to move into the tropical regions of Central and South America. Explain why this did not happen in southern Asia and southern Africa.
- Arabic camels are found wild in the Australian outback. Explain how they got there and why they were abundant during prehistoric times.
- The camel family originated in North America. Explain why there are no camels in North America now.
- Suggest how early camels managed to get to Asia from North America.
- Describe the present distribution of the camel family and explain why it is scattered (discontinuous).

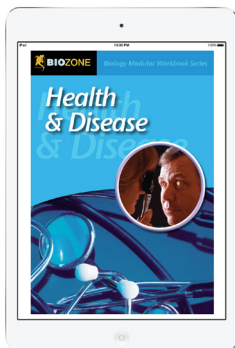
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RA 2 Related activities: African Speciation

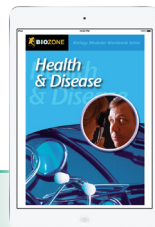
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18

Inflammation

Damage to the body's tissues can be caused by physical agents (e.g. sharp objects, heat, radiation energy, or electricity), microbial infection, or chemical agents (e.g. gases, acids and bases). The damage triggers a defensive response called **inflammation**. It is usually characterized by four symptoms: pain, redness, heat and swelling. The inflammatory response is beneficial and has the following functions: (1) to identify the cause of the infection and remove it and its products from the body; (2) if the body fails to do the effects on the body by confining the infection to a small area; (3) repairing or replacing tissue damaged by the infection. The process of inflammation can be divided into three distinct stages. These are described below:

Stages in Inflammation

- Increased diameter and permeability of blood vessels:** Blood vessels increase their diameter and permeability to the extent of damage. This allows blood flow to the area and allows antibodies, substances to leak into tissue spaces.
- Phagocyte migration and phagocytosis:** Within one hour of injury, phagocytes appear on the scene. They migrate between cells of blood vessel walls to reach the damaged area where they destroy invading microbes.
- Tissue repair:** Functioning cells or supporting connective cells may now move to replace dead or damaged cells. Some have regenerative capacity and others do not at all (cardiac muscles).

- Outline the three stages of inflammation and identify the beneficial role of each stage:
 - (a) _____
 - (b) _____
 - (c) _____
- Identify two features of phagocytes important in the response to microbial invasion: _____
- State the role of histamines and prostaglandins in inflammation: _____
- Explain why pus forms at the site of infection: _____

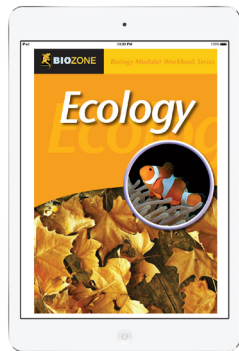
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A 1 Related activities: The Body's Defenses, The Action of Phagocytes

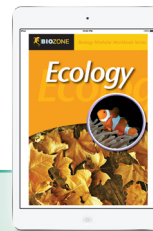
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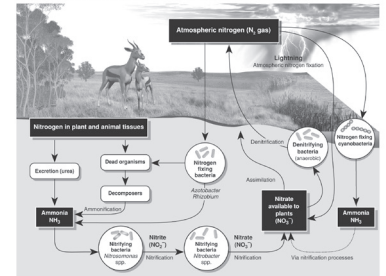


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The Nitrogen Cycle

47

Nitrogen is a crucial element for all living things, forming an essential part of the structure of proteins and nucleic acids. The Earth's atmosphere is about 80% nitrogen gas (N_2), but molecular nitrogen is so stable that it is only slowly available directly to organisms and is often in short supply in biological systems. Bacteria are an important role in transferring nitrogen between the biotic and abiotic environments. Some bacteria are able to fix atmospheric nitrogen, while others convert nitrates to nitrite and thus make it available for incorporation into plant and animal tissues. Nitrogen-fixing bacteria are found living freely in the soil (Azotobacter) and living symbiotically with some plants in root nodules (Rhizobium). Lightning discharges also cause the production of nitrogen gas to nitrate which ends up in the soil. Denitrifying bacteria reverse this activity and return fixed nitrogen to the atmosphere. Humans intervene in the nitrogen cycle by producing, and applying to the land, large amounts of nitrogen fertiliser. Some applied fertiliser is from organic sources (e.g. green crops and manures) but much is synthetic, produced from atmospheric nitrogen using an energy-intensive industrial process. Overuse of nitrogen fertilisers may lead to pollution of water supplies, particularly where land clearance increases the amount of leaching and runoff into ground and surface waters.



1. Describe five instances in the nitrogen cycle where bacterial action is important. Include the name of each of the processes and the changes to the form of nitrogen involved:

- (a)
- (b)
- (c)
- (d)
- (e)

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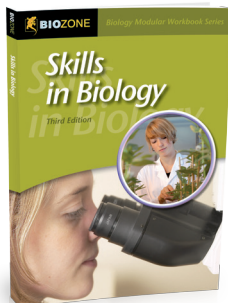
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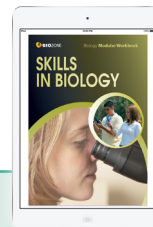
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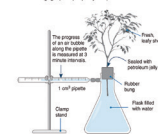
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Graphing Time Dependent Data

22

Once you have completed an experiment it is often helpful to graph the information. Graphs display data in a way that makes it easy to see trends or relationships between different variables. Presenting graphs properly requires attention to a few basic

details, including correct orientation and labeling of the axes, and accurate plotting of points. This activity describes a plant transpiration experiment. Use the transpiration data provided below to practice graphing and analyzing data.



Background

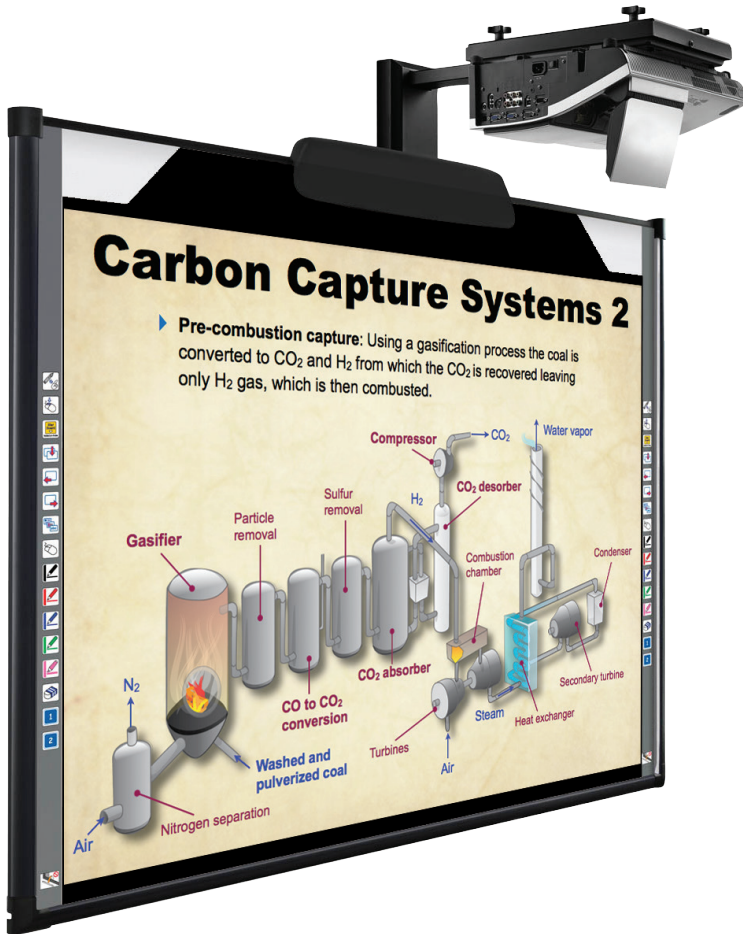
- Plants lose water all the time by evaporation from the leaves and stem. This loss, mostly through stomata, is called transpiration.
- It is difficult to control all of the transpiration experiment to see how environmental conditions affected transpiration rate.
- The environmental conditions tested were ambient, shaded, humid, and bright light.
- A petroleum jelly was used to measure transpiration.
- The apparatus was equilibrated for 10 minutes, and the position of the air bubble in the syringe was recorded. This is the time of reading.
- The plant was then exposed to one of the environmental conditions. Students recorded the location of the air bubble every three minutes over a 30-minute period. Results are given below in Table 1.

Treatment	Time (min)	0	3	6	9	12	15	18	21	24	27	30
Ambient	0	0.000	0.005	0.008	0.010	0.017	0.020	0.028	0.030	0.036	0.042	0.047
Wind	0	0.005	0.004	0.008	0.112	0.142	0.175	0.206	0.246	0.285	0.305	
High humidity	0	0.002	0.004	0.005	0.008	0.011	0.014	0.016	0.019	0.021	0.024	
Bright light	0	0.001	0.042	0.070	0.091	0.110	0.141	0.168	0.189	0.216	0.239	

- Using an appropriate graph, plot the potometer data in Table 1. Use the grid provided (right) for your graph.
- Identify the control:
 - Which factors increased water loss?
 - How does each environmental factor influence water loss?
 - Why did the plant lose less water in humid conditions?

RDA 2 National Activities Constructing Graphs


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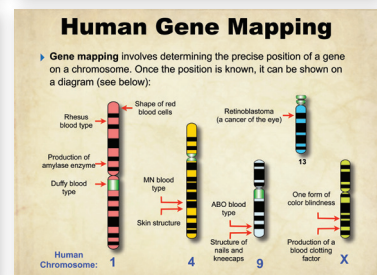
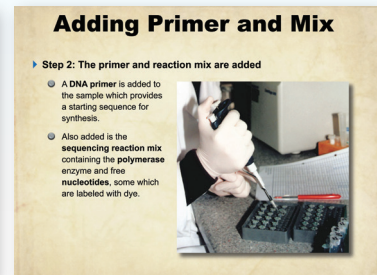
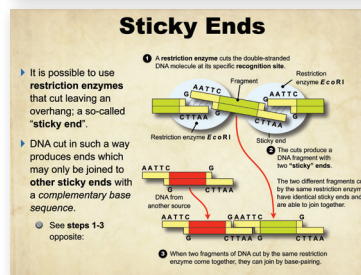
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