

AP BIOLOGY SUMMER ASSIGNMENT 2018-2019

Arthur & Polly Mays Conservatory of the Arts

Mrs. Green-David

Welcome to the world of Advanced Placement Biology! The AP Biology Course is a year-long course that provides students with an opportunity to develop a conceptual framework for modern biology, emphasizing applications of biological knowledge and critical thinking to everyday life. This is a college level course, so it is expected that the students come to class prepared and motivated to work in a fast-paced environment in order exhibit a thorough understanding of science and Biology. I am very excited about the year ahead. The hard work begins this summer! The assignment consists of 3 parts and ALL MUST BE TYPED:

- 1) **Letter of Introduction – Due August 20, 2018.** I would like to learn a little about you before our school year begin. Draft an email to me following these rules:
 - Use clearly written, full sentences. Do not abbreviate words like you are texting with a friend. Use SPELL CHECK. This is a professional communication like you would have with a college professor.
 - Address it to me at: Kgreen@dadeschools.net
 - Make the subject: “AP Bio: Introduction to <insert your name here>”
 - Now introduce yourself to me and tell me about yourself, like:
 - Why are you taking AP Biology?
 - What are your educational strengths and weaknesses?
 - How do you learn and study (styles of teaching, studying, etc)?
 - What do you like to do in spare time?
 - Do you have a job?
 - Tell me a little about your family.
 - What did you like about prior biology classes?
 - What was the last book you read for fun?
 - What are you looking forward to the most about AP biology?
 - What are you most anxious about in AP Biology?
 - End the email with a formal closing: “Cordially”, “Sincerely”, “Warm regards” , etc. and add your name as if you signed the letter.
 - Please send from an email address that you use often. I will need to communicate via email throughout the year.

- 2) **Annotated course outline. Due the first day of class in August** At a minimum, you will review freshman level biology and begin to teach yourself new material. The outline provided presents as questions the major themes and topics covered in an AP Biology course. You must create a completed outline of your own by answering the questions for each topic. Ideally you will also generate additional information about the topics. Don't write an essay for each; just pick out the big ideas. This outline will allow you to bring a scaffolding of information to the course and you will be able

to attach more information to the concepts as the year goes on. Use any information source possible to answer the questions, but you must work independently. Please type up your answers and provide a **works cited page**, citing all of the resources that you used.

- 3) **Your Inner Fish**. **Due the first day of class.** Evolution is one of the major themes in any general biology course. In the book *Your Inner Fish*, Neil Shubin writes about the evolutionary relationship between fish and tetrapods (you are a tetrapod) by discussing development of major body systems. This is not a dry biology textbook. Everything is presented through exciting new scientific research and discoveries. In addition to seeing many connections to biology, you will find great applications to anatomy and physiology.

Please email me at Kgreen@dadeschools.net if you have any questions or concerns.

Have a great summer!

-Mrs. Green-David

Annotated Course Outline

Answer the following questions using a text or Internet sources. This list is not exhaustive; it is only a beginning, and we encourage you to add conceptual questions of your own. Students are encouraged to focus on understanding important relationships, processes, mechanisms, and potential extensions and applications of concepts. Less important is the memorization of specialized terminology and technical details. For example, understanding how protein structure affects enzyme action is more important than memorizing a list of enzyme names. Questions on Advanced Placement Biology Examinations will test students' abilities to explain, analyze, and interpret biological processes and phenomena more than their ability to recall specific facts.

I. Molecules and Cells: Cells are the structural and functional units of life; cellular processes are based on physical and chemical changes.

A. Chemistry of Life

1. *Water*

How do the unique chemical and physical properties of water make life on earth possible?

2. *Organic molecules in organisms*

What is the role of carbon in the molecular diversity of life?

How do cells synthesize and break down?

How do structures of biologically important molecules (carbohydrates, lipids, proteins, nucleic acids) account for their functions?

3. *Free energy changes*

How do the laws of thermodynamics relate to the biochemical processes that provide energy to living systems?

4. *Enzymes*

How do enzymes regulate the rate of chemical reactions?

How does the specificity of an enzyme depend on its structure?

How is the activity of an enzyme regulated?

B. Cells

1. *Prokaryotic and eukaryotic cells*

What are their similarities and differences?

What are their evolutionary relationships?

2. *Membranes*

What is the current model of the molecular architecture of membranes?

How do variations in this structure account for functional differences among membranes?

How does the structural organization of membranes provide for transport and recognition?

What are various mechanisms by which substances cross membranes?

3. *Subcellular organization*

How does compartmentalization organize a cell's functions?

How are the structures of the various subcellular organelles related to their functions?

How do organelles function together in cellular processes?

What factors limit cell size?

4. *Cell cycle and its regulation*

How does the cell cycle assure genetic continuity?

How does mitosis allow for the even distribution of genetic information to new cells?

What are the mechanisms of cytokinesis?

How is the cell cycle regulated?

How can aberrations in the cell cycle lead to tumor formation?

C. Cellular Energetics

1. *Coupled reactions*

What is the role of ATP in coupling the cell's anabolic and catabolic processes?
How does chemiosmosis function in bioenergetics?

2. *Fermentation and cellular respiration*

How are organic molecules broken down by catabolic pathways?
What is the role of oxygen in energy-yielding pathways?
How do cells generate ATP in the absence of oxygen?

3. *Photosynthesis*

How does photosynthesis convert light energy into chemical energy?
How are the chemical products of the light-trapping reactions coupled to the synthesis of carbohydrates?
What kinds of photosynthetic adaptations have evolved in response to different environmental conditions?
What interactions exist between photosynthesis and cellular respiration?

II. Heredity and Evolution: Hereditary events control the passage of structural and functional information from one generation to the next.

A. Heredity

1. *Meiosis and gametogenesis*

What features of meiosis are important in sexual reproduction?
Why is meiosis important in heredity?
How is meiosis related to gametogenesis?
What are the similarities and differences between gametogenesis in animals and gametogenesis in plants?

2. *Eukaryotic chromosomes*

How is genetic information organized in the eukaryotic chromosome?
How does this organization contribute to both continuity of and variability in the genetic information?

3. *Inheritance patterns*

How did Mendel's work lay the foundation of modern genetics?
What are the principal patterns of inheritance?

B. Molecular Genetics

1. *RNA and DNA structure and function*

How do the structures of nucleic acids relate to their functions of information storage and protein synthesis?
What are the similarities and differences between prokaryotic and eukaryotic genomes?

2. *Gene regulation*

What are some mechanisms by which gene expression is regulated in prokaryotes and eukaryotes?

3. *Mutation*

In what ways can genetic information be altered?
What are some effects of these alterations?

4. *Viral structure and replication*

What is the structure of viruses?
What are the major steps in viral reproduction?
How do viruses transfer genetic material between cells?

5. *Nucleic acid technology and applications*

What are some current recombinant technologies?
What are some practical applications of nucleic acid technology?
What legal and ethical problems may arise from these applications?

C. Evolutionary Biology

1. *Early evolution of life*

What are the current biological models for the origins of biological macromolecules?

What are the current models for the origins of prokaryotic and eukaryotic cells?

2. *Evidence for evolution*

What types of evidence support an evolutionary view of life?

3. *Mechanisms of evolution*

What is the role of natural selection in the process of evolution?

How are heredity and natural selection involved in the process of evolution?

What mechanisms account for speciation and macroevolution?

What different patterns of evolution have been identified and what mechanisms are responsible for each of these patterns?

III. Organisms and Populations: The relationship of structure to function is a theme that is common to all organisms; the interactions of organisms with their environment is the major theme in ecology.

A. Diversity of Organisms

1. *Evolutionary patterns*

What are the major body plans of plants and animals?

2. *Survey of the diversity of life*

What are representative organisms from the Monera, Fungi, and Protista?

What are representative members of the major animal phyla and plant divisions?

3. *Phylogenetic classification*

What are the distinguishing characteristics of each group (kingdoms and the major phyla and divisions of animals and plants)?

4. *Evolutionary relationships*

What is some evidence that organisms are related to each other?

How do scientists study evolutionary relationships among organisms?

How is this information used in classification of organisms?

B. Structure and Function of Plants and Animals

1. *Reproduction, growth, and development*

What patterns of reproduction and development are found in plants and animals and how are they regulated?

What is the adaptive significance of alternation of generations in the major groups of plants?

2. *Structural, physiological, and behavioral adaptations*

How does the organization of cells, tissues, and organs determine structure and function in plant and animal systems?

How are structure and function related in the various organ systems?

How do the organ systems of animals interact?

What adaptive features have contributed to the success of various plants and animals on land?

3. *Response to the environment*

What are the responses of plants and animals to environmental cues, and how do hormones mediate them?

C. Ecology

1. *Population dynamics*

What models are useful in describing the growth of a population?

How is population size regulated by abiotic and biotic factors?

2. *Communities and ecosystems*

How is energy flow through an ecosystem related to trophic structure (trophic levels)?

How do elements (e.g., carbon, nitrogen, phosphorus, sulfur, oxygen) cycle through ecosystems?

How do organisms affect the cycling of elements and water through the biosphere?

How do biotic and abiotic factors affect community structure and ecosystem function?

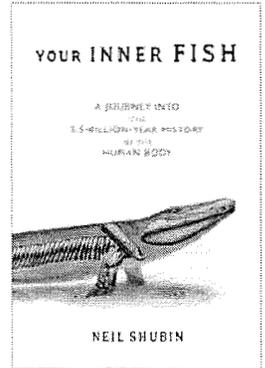
3. *Global issues*

In which ways are humans affecting biogeochemical cycles?

Your Inner Fish – written by Neil Shubin (\$9.00 maybe cheaper on amazon)

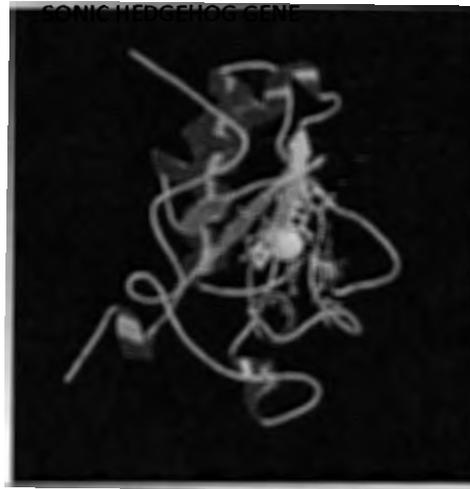
For each chapter:

1. Explain the connection between each picture below and the relevant chapter. Your discussion for each chapter can include information from other sources.
2. Consider the “disputable statement” for each chapter (follows pictures) and respond to it based on what you have read in the book and know about evolution. Again, you can use additional sources but make sure to use citations.



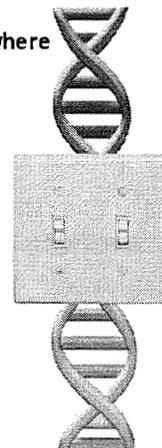
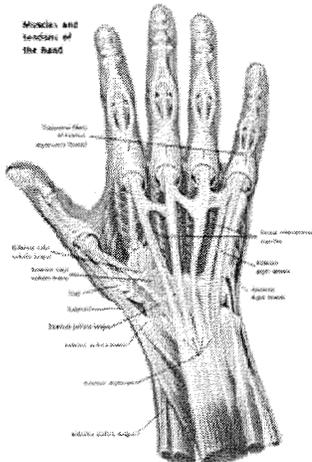
Chapter 1 Finding Your Inner Fish

Chapter 3 Handy Genes

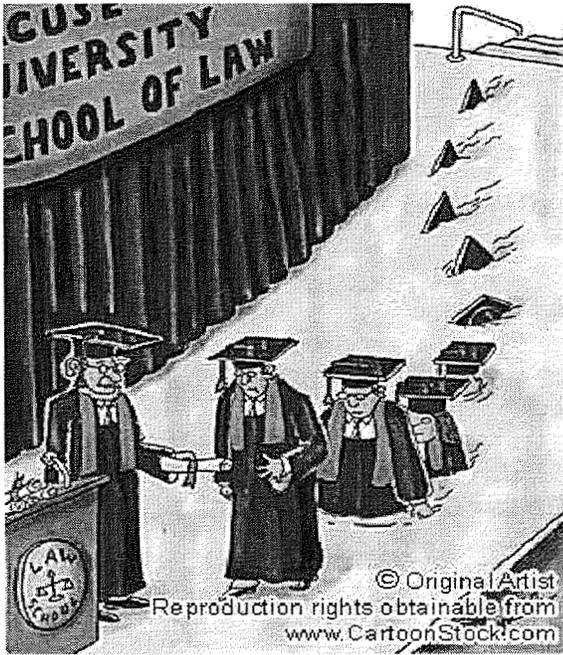


Chapter 2 Getting a Grip

Chapter 4 Teeth Everywhere



Chapter 5 Getting Ahead



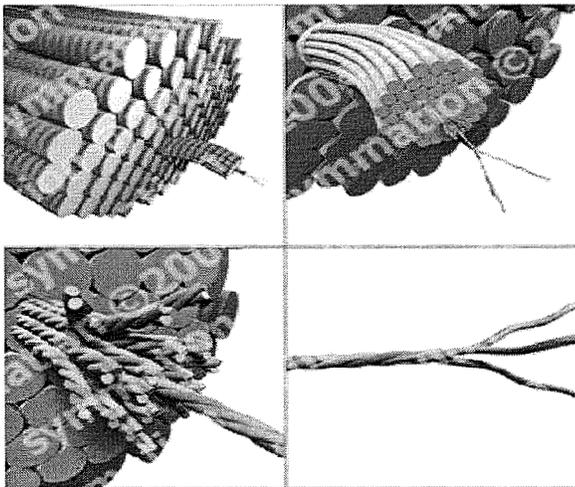
Chapter 9 Vision



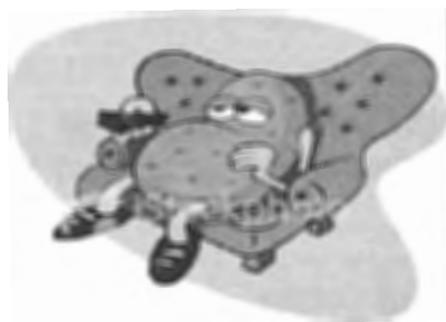
Chapter 10 Ears



Chapter 7 Adventures in Bodybuilding



Chapter 11 The Meaning of It All



Chapter 8 Making Scents



Disputable Statements

Definition of dispute - A disagreement, argument, or debate (keep this in mind when you are discussing each statement)

Chapter 1 Finding Your Inner Fish

Dispute: Most living organisms fossilize after death, so fossils in exemplary condition are easily found all over the world.

Chapter 2 Getting a Grip

Dispute: Humans and fish are nothing alike: we have hands with fingers, they have fins.

Chapter 3 Handy Genes

Dispute: Each cell in a human body contains a unique set of DNA. This allows some cells to build muscle or skin and some cells to become arms versus fingers.

Chapter 4 Teeth Everywhere

Dispute: Teeth evolved through time, after bones, as they became a beneficial adaptation for protection against predation.

Chapter 5 Getting Ahead

Dispute: Humans and sharks both have four gill arches as embryos, but the germ layers and arches develop into unrelated structures in each organism.

Chapter 6 The Best-Laid (Body) Plans

Dispute: Scientists work in isolation: it is counter-productive to repeat another scientist's experiments or to consider research that is not directly related to the organism you are studying.

Chapter 7 Adventures in Bodybuilding

Dispute: All tissues in the human body are made of similar cells that connect to each other in similar fashion.

Chapter 8 Making Scents

Dispute: There are few genes dedicated to olfactory sense and they are similar in all organisms capable of detecting smell.

Chapter 9 Vision

Dispute: All organisms with vision have similar eyes and similar vision genes.

Chapter 10 Ears

Dispute: In humans, eyes and ears function independently of one another; sensation in one does not affect sensation in the other.