

CONCEPTS Third Edition *of* BIOLOGY



Sylvia S. Mader

**Mc
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Education**



CONCEPTS OF BIOLOGY, THIRD EDITION

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1 2 3 4 5 6 7 8 9 0 DOW/DOW 10 9 8 7 6 5 4 3

ISBN 978-0-07-352553-2

MHID 0-07-352553-7

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Compositor: *Electronic Publishing Services Inc., NYC*
Typeface: *10/12 Utopia Std*
Printer: *R. R. Donnelley*

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Library of Congress Cataloging-in-Publication Data

Mader, Sylvia S.

Concepts of biology / Sylvia Mader. — Third edition.

pages cm

Includes index.

ISBN 978-0-07-352553-2 — ISBN 0-07-352553-7 (hard copy : acid-free paper) 1. Biology—Textbooks. I. Title.

QH308.2.M234 2014

570-dc23

2013025268

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About the Author



Dr. Sylvia S. Mader has authored several nationally recognized biology texts published by McGraw-Hill. Educated at Bryn Mawr College, Harvard University, Tufts University, and Nova Southeastern University, she holds degrees in both Biology and Education. Over the years she has taught at University of Massachusetts, Lowell, Massachusetts Bay Community College, Suffolk University, and Nathan Mathew Seminars. Her ability to reach out to science-shy students led to the writing of her first text, *Inquiry into Life*, that is now in its fourteenth edition. Highly acclaimed for her crisp and entertaining writing style, her books have become models for others who write in the field of biology.

Although her writing schedule is always quite demanding, Dr. Mader enjoys taking time to visit and explore the various ecosystems of the biosphere. Her several trips to the Florida Everglades and Caribbean coral reefs resulted in talks she has given to various groups around the country. She has visited the tundra in Alaska, the taiga in the Canadian Rockies, the Sonoran Desert in Arizona, and tropical rain forests in South America and Australia. She was thrilled to think of walking in Darwin's steps when she journeyed to the Galápagos Islands with a group of biology educators. Dr. Mader was also a member of a group of biology educators who traveled to China to meet with their Chinese counterparts and exchange ideas about the teaching of modern-day biology.

For My Children —Sylvia Mader



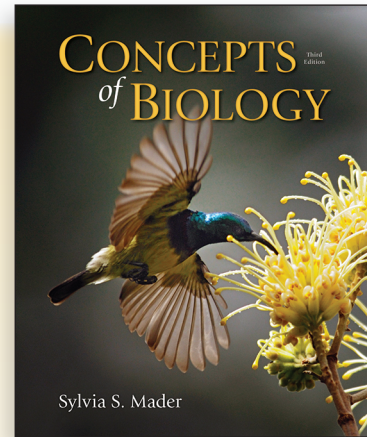
Preface

Concepts of Biology, Third Edition, recognizes the value of the traditional approach while still engaging students in the excitement of relevancy to themselves and the world around them. The text abounds with analogies and engaging illustrations as it proceeds from an examination of chemistry to the biosphere.

A significant new feature of this edition is the integration of media assets into the chapter content. Virtually every section of the textbook is now linked to MP3 files, 3D and 2D animations of biological processes, and National Geographic and ScienCentral videos. In addition, McGraw-Hill offers a full suite of adaptive learning tools including LearnSmart, LearnSmart Labs, LearnSmart Prep, LearnSmart Achieve, and SmartBook, all designed to assess a student's existing knowledge base and then adapt to address any deficiencies (see pages xii-xiii).

The conceptual approach of this text is apparent in its organization. *Concepts of Biology* is organized around the five major theories of biology: The Cell Theory, The Gene Theory, The Theory of Homeostasis, The Theory of Ecosystems, and The Theory of Evolution. The evolutionary theme was strengthened this edition to show the relevancy of the evolutionary approach. Natural selection, for example explains how resistance occurs among bacteria as well as pests, and common descent explains why the same genes, such as *Hox* genes, are found in organisms as different as bacteria, plants, and humans. Today, an understanding of evolution is assisting researchers in numerous fields from molecular biology to ecological restoration. To be consistent with this trend, the explanatory power of evolution has been increased in the running text, the chapter introductions, and the applications.

The revised introductions are now entitled "Looking at Life." Their varied topics illustrate how biology pertains to the life of organisms, including humans. The many applications in this text reflect its major themes: evolution, relevancy, and the scientific process. Like all parts of this text, the introductions and applications encourage a conceptual understanding of life.



UNIT 3
Genes Control the Traits of Organisms

8

Cellular Reproduction

CHAPTER OUTLINE
 The Cell Cycle 140
 Mitosis: Division of Nucleus 142
 Cytokinesis: Division of Cytoplasm 146
 Cell Cycle Control and Cancer 148

LOOKING AT LIFE
 Cancer is a Genetic Disorder 158

APPLICATIONS
 Evolution of the Spindle Apparatus 143
HOW BIOLOGY IMPACTS OUR LIVES
 Tissues Can Be Grown in the Lab 147
HOW BIOLOGY IMPACTS OUR LIVES
 Protective Behaviors and Diet Help Prevent Cancer 150

BEFORE YOU BEGIN
 Take a few minutes to recall:
 The structure of DNA and the nucleus (sections 3.9 and 4.4)
 The role of mitochondria in cells (section 4.10)
 The outer cell wall of plant cells (section 5.4)

158

Cancer is a Genetic Disorder

We often think of diseases in terms of organs, and therefore it is customary to refer to colon cancer, or lung cancer, or pancreatic cancer. But actually cancer is a cellular disease. Cancer is present when abnormal cells have formed a tumor. Exceptions are cancers of the blood, in which abnormal cells are coursing through the bloodstream. The cells of a tumor share a common ancestor—the first cell to become cancerous.

Uncontrolled growth leading to a tumor. In characteristic of multicellular organisms, not unicellular ones. The very mechanisms that allow our bodies to grow and repair tissues in the eye that turns us on and allows cancer to begin. Cancer is uncontrolled cell division.

Usually, cell division is confined to just certain cells of the body, called stem cells. For example, skin can replenish itself because stem cells below the surface have the ability to divide. In embryos all cells can divide. How else could a newborn arise from a single fertilized egg? But something happens as development progresses. The cells undergo specialization and become part of a particular organ. A mature multicellular organism contains many kinds of specialized cells in many different organs. Normally, these cells listen to their neighbors and participate in the operation of the organ.

But when a cell becomes cancerous, it loses its specialization and becomes youthful again—it starts to divide and divide, until a tumor exists. The tumor interferes with the operation of the organ.

Each cell in a multicellular organism has a copy of the genetic instructions the organism received from its parents. During cell division, the instructions were passed to the millions and millions of cells making up the body. Some of these genes call a halt to cell division, a necessary step if cells are to mature and become specialized. Without control of cell division, a multicellular organism would be a bunch of embryonic cells with no particular purpose. When cell division goes mad, uncontrolled divisions so characteristic of cancer becomes possible. Therefore, cancer is a genetic disorder. Research tells us that cancer-causing mutations may be induced, for example, by chemicals or radiation that damage DNA, viruses that carry mutated genes into cells, or random errors that occur during DNA synthesis. A series of mutations is required before cells begin to grow abnormally and eventually become a tumor. In these cells, genetic alteration is obvious: Some chromosomes are present in three or four copies, rather than the usual two, and other chromosomes have been rearranged in various ways.

In this chapter, we learn that a cell readies itself for division and then divides during a series of stages called the cell cycle because these stages can occur over and over. Cellular reproduction is usually tightly controlled so that the cell divides in an orderly manner. If control mechanisms fail, cancer develops. How people can protect themselves from the development of cancer is also a part of this chapter.

Cytoplasmic bridge between two cells

Pancreatic cancer cells

Cancerous growth cell cluster

Colon polyp (cell)

Lung cancer cell

New to this Edition

In this edition, many former one-page sections have been combined into attractive two-page sections with a single title; half page sections have become one-page sections with new titles. This modular approach has the benefit that each illustration is on the same or facing page to its reference and it will rarely be necessary for students to turn a page in order to reach the end of a section. A short introduction ties numbered subsections into a comprehensive whole.

- A new feature in the Chapter Outline “Before You Begin” alerts students to any previous references in the book that pertain to the Learning Outcomes of the chapter.
- Many introductions are new and most contain new photographs and arrangements to be more visually appealing to today’s students.
- The Learning Outcomes are new and placed at the start of each numbered section. Connect homework and test bank content are directly tied to these outcomes, allowing instructors to test student comprehension of specific concepts and focus classroom time where it is needed.
- Check Your Progress questions at the end of each section are new and are now better tied to the learning outcomes. All questions are answered in the Appendix.
- All Summaries are new: The number of bullets has been reduced to only one or two for each section.
- Several media tools (MP3 files, Animations, 3D Animations, Videos) are integrated into the running text as icons, alerting students to the availability of these learning tools. These icons become active links in the online eBook version of the textbook.



MP3 Files

These three- to five-minute audio files serve as a review of the material in the chapter, and they also assist the student in the pronunciation of scientific terms.



Animations

Drawing on McGraw-Hill’s vast library of animations, the author has selected animations that will enhance the student’s understanding of complex biological processes.



3D Animations

For topics such as photosynthesis and cellular respiration, McGraw-Hill has produced a series of dynamic 3D animations that may be used both as presentation tools in the classroom, and as mini-tutorials that can be assigned within Connect or your course management system.



Videos

Two different types of movies are integrated into this edition of the text. The ScienCentral videos are short news clips on advances in the sciences. The National Geographic videos provide students with a glimpse of the complexity of life that normally would not be possible in the classroom.



Virtual Labs

These simulated experiments serve as excellent tutorials, allowing students to explore the topics covered in select chapters of the text.

Guided Tutorials

In addition to the assets listed above, a series of 2-minute guided tutorials of some of the more difficult topics in the text are available. A complete list of these tutorials is provided on page vi of the Preface.

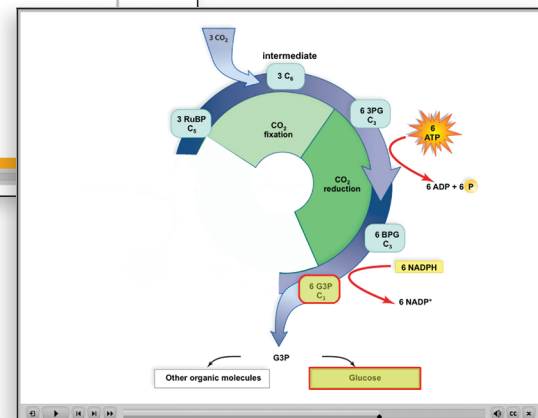
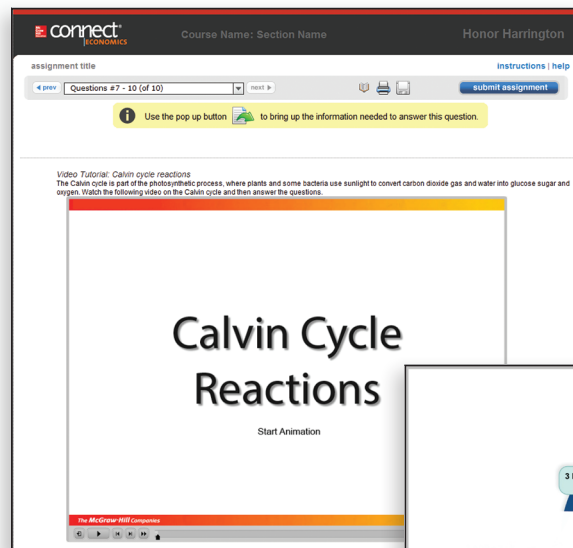


Guided Tutorials

The narrated videos below were prepared by the authors of the textbook to assist you in understanding some of the more difficult topics in biology. Each video explores a specific figure in the text and is narrated by Mader series co-author Michael Windelspecht. During the video, important terms and processes are called out, allowing you to focus on the key aspects of the figure. All of these tutorials are embedded within the Connect Plus eBook and are available with assessment in the Connect question bank.

Hydrogen Bonding
 Levels of Protein Organization
 Endomembrane System
 Endosymbiotic Theory
 Osmosis and Tonicity
 Sodium-Potassium Pump
 Activation Energy
 Cellular Respiration Overview
 Electron Transport Chain
 Noncyclic Photosynthesis
 Calvin Reactions
 Mitosis
 Tumor Suppressor Genes
 Proto-Oncogenes
 Meiosis
 Dihybrid Cross
 Linkage
 DNA Replication
 Overview of Gene Expression
 Lac Operon
 Polymerase Chain Reaction
 Hardy-Weinberg Equilibrium
 Viral Life Cycle
 Zygospore Life Cycle
 Angiosperm Life Cycle
 Protostomes and Deuterostomes
 Primate Classification
 Cohesion-Tension Model
 Pressure-Flow Model
 Alternation of Generations
 Negative Feedback
 Cardiac Cycle
 Capillary Exchange
 Blood Clotting
 Inflammatory Response
 B-Cell Clonal Selection
 T-Cell Clonal Selection
 HIV Infection Cycle

Hormonal Control of Digestion
 External and Internal Respiration
 Urine Formation
 Neuron Action Potentials
 Synaptic Cleft
 Skeletal Muscle Contraction
 Action of a Peptide Hormone
 Action of a Steroid Hormone
 Ovarian Cycle
 Embryonic Stages of Development
 Fetal Circulation
 Patterns of Population Growth
 Carbon Cycle
 Cycling of Energy and Nutrients in an Ecosystem
 Factors Influencing the Distribution of Biomes
 Global Climate Change



Applications



HOW BIOLOGY IMPACTS OUR LIVES

- Organic Farming 6
- The Harmful Effects of Acid Rain 36
- Controlling Obesity 49
- Malfunctioning Plasma Membrane Proteins 89
- Enzyme Inhibitors Can Spell Death 98
- Fermentation Helps Produce Numerous Food Products 132
- Exercise Burns Fat 134
- Tissues Can Be Grown in the Lab 147
- Protective Behaviors and Diet Help Prevent Cancer 150
- Hope for Down Syndrome 165
- Living with Klinefelter Syndrome 166
- Genetic Disorders May Now Be Detected Early On 181
- DNA Replication in a Test Tube 199
- A *BRCA* Female Tells Her Story 228
- Are Genetically Engineered Foods Safe? 239
- The Many Uses of Corn, an Allotetraploid 288
- DNA Barcoding of Life 307
- Humans Suffer from Emergent Viral Diseases 321
- Disease-Causing Microbes Can Be Biological Weapons 331
- Why Can You Catch Gonorrhea Over and Over Again? 336
- Flowering Plants Provide Many Services 376
- Land Fungi Have Economic and Medical Importance 382
- Many Vertebrates Provide Medical Treatments for Humans 414
- Monocots Serve Humans Well 441
- Plants Can Clean Up Toxic Messes 463
- Eloy Rodriguez Has Discovered Many Medicinal Plants 490
- UV Rays: Too Much or Too Little? 519
- Protect Your Eyes from the Sun 559
- The Inability to Form a Clear Image Can Be Corrected 560
- Protect Your Ears from Loud Noises 564
- You Can Avoid Osteoporosis 582
- Fast-Twitch Versus Slow-Twitch Muscle Fibers 588
- Cardiovascular Disease in Humans 598
- How to Prevent Cardiovascular Disease 603
- What to Know When Giving Blood 608
- Allergic Reactions 626
- Disorders Associated with Obesity 647
- Eating Disorders 648
- Questions About Tobacco, Smoking, and Health 659
- Respiratory Disorders 664
- Urinalysis Can Detect Drug Use 677
- Glucocorticoid Therapy Can Lead to Cushing Syndrome 695
- The Hormone Melatonin 698
- Sexual Activity Can Transmit Disease 712
- Reproductive Technologies Are Available to Help the Infertile 713
- Sexual Selection Among Humans 751



HOW LIFE CHANGES

- Evolution's Many Applications 17
- Molecular Evolution—A New Endeavor 53
- How the Eukaryotic Cell Evolved 75
- Evolution of the Plasma Membrane 91
- Photosystem I Evolved Before Photosystem II 110
- Evolution of the Spindle Apparatus 143
- Life Cycles Are Varied 162
- The Theory of Natural Selection 177
- Regulatory Genes and the Origin of the Genus *Homo* 221
- We Are Closely Related to Chimpanzees 250
- Sometimes Mutations Are Beneficial 268
- Viruses and the Invention of DNA 324
- The Eukaryotic Big Bang 345
- Carboniferous Forests Became the Coal We Use Today 372
- Nemertine Worms Are Closely Related to Whom? 397
- Biocultural Evolution Began with *Homo* 428
- Migration Patterns Start with Africa 431
- The First Forests 449
- Evolution of Seed Plants 498
- Evolution of Insect Pollination 499
- Evolution of Homeostasis 524
- Evolution of the Nervous System 536
- Evolution of the Mammalian Ear 565
- What Our Limbs Tell Us About Our Past 579
- Evolution of a Four-Chambered Heart 599
- Evolution of the Immune System 617
- Evolution of a Complete Digestive Tract 634
- Evolution of Gas-Exchange Surfaces 654
- Evolution of Vertebrates and the Vertebrate Kidney 672
- Fish Gills and the Parathyroid Glands 693
- War Between the Sexes Results in Coevolution 705
- Adaptability of Small Populations 738
- Coevolution Between Parasite and Host 767
- Land of Beringia 789
- Response of Organisms to Global Climate Change 810



HOW SCIENCE PROGRESSES

- The Many Medical Uses of Radioactive Isotopes 26
- Microscopes Allow Us to See Cells 64
- Pulse-Labeling Allows Observation of the Secretory Pathway 72
- Tropical Rain Forests and Global Climate Change 116
- Transposons Cause Mutations 210
- Epigenetic Inheritance and Who You Are 225
- DNA Microarray Technology 248
- Natural Selection Can Be Witnessed 263
- The Burgess Shale Hosts a Diversity of Life 290
- Cladistics Has Replaced Linnaean Systematics 310
- Competition for Resources Is One Aspect of Biodiversity 460
- If You Don't Snooze, You'll Lose! 541
- The Accidental Discovery of Botox 585
- Monoclonal Antibodies 624
- The Cause of Ulcers: Bacteria! 639
- An Ecosystem in Your Large Intestine 641
- Treatment for Urinary Disorders 680
- Sustainability of the U.S. Population 740
- Do Animals Have Emotions? 756
- Preservation of Community Composition and Diversity 771
- Hurricane Patterns in the United States 796
- Equimion Floodplain Restoration 814



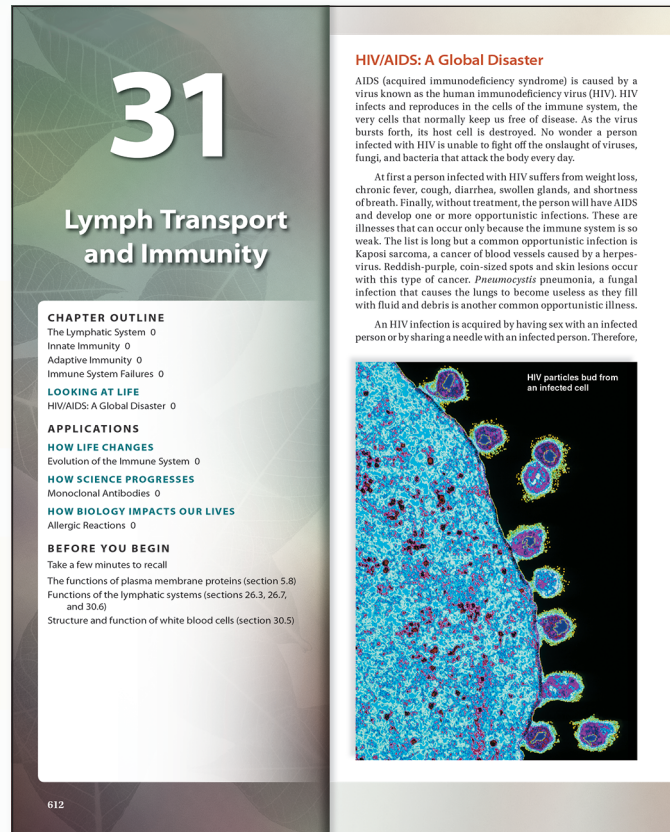
A Student's Guide to Using This Textbook

Chapter Outline

Lists the concepts and applications that will be discussed in the chapter.

Before You Begin

Links the content of the chapter with material from earlier in the text.



Looking at Life

The opening essay illustrates how biology pertains to the life of organisms including humans. Like all parts of this text, the introductions encourage a conceptual understanding of life.

Learning Outcomes

Placed at the start of each numbered section, the learning outcomes provide you with an overview of what you are to know.

31.1 Lymphatic vessels transport lymph

LEARNING OUTCOMES

When you complete this section, you should be able to

1. List four functions of the lymphatic system.
2. Describe the one-way transport of the lymphatic vessels.
3. State the chief functions of four lymphatic organs and three patches of lymphatic tissue.

The **lymphatic system**, which is closely associated with the cardiovascular system, has four main functions that contribute to homeostasis:

Patches of lymphatic tissue in the body include: the **tonsils**, located in the pharynx; **Peyer patches**, located in the intestinal wall; and the vermiform **appendix**, attached to the cecum. These structures encounter pathogens and antigens that enter the body by way of the mouth.

This completes our discussion of the lymphatic system. The next part of the chapter begins our discussion of defenses against disease.



31.1 CHECK YOUR PROGRESS

1. Summarize how the lymphatic system contributes to homeostasis.
2. Associate lymph nodes with a function of the lymphatic system. Explain this association.

Media Integration

Enhances your study of biology with media. Go to www.mhhe.com/maderconcepts3 to access animations, videos, and MP3 files referenced throughout this book. Also, ask your instructor about the eBook, LearnSmart™, and related quizzes available through Connect® and ConnectPlus® Biology.

Check Your Progress

Questions at the end of each section help you assess or apply your understanding of the concept.

Connecting the Concepts

Shows how the concepts of the chapter are related, and how they relate to concepts in other chapters. *Analyze and Evaluate* questions allow you to test your reasoning ability. All questions are answered in the Appendix.

Chapter Summary

This illustrated and bulleted summary is organized according to the chapter concepts. Boldface terms are included as an additional aid to help you review the chapter.

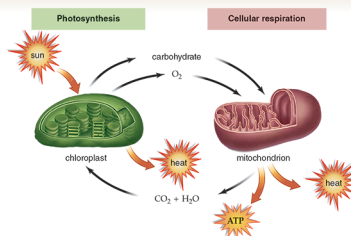
THE CHAPTER IN REVIEW



CONNECTING THE CONCEPTS

Energy from the sun flows through all organisms with the participation of chloroplasts and mitochondria. Through the process of photosynthesis, chloroplasts in plants and algae capture solar energy and use it to produce carbohydrates, which are broken down to carbon dioxide and water in the mitochondria of nearly all organisms. The energy released when carbohydrates (and other organic molecules) are oxidized is used to produce ATP molecules. When the cell uses ATP to do cellular work, all the captured energy dissipates as heat.

During cellular respiration, oxidation by removal of hydrogen atoms ($e^- + H^+$) from glucose or glucose products occurs during glycolysis, the prep reaction, and the Krebs cycle. The prep reaction and Krebs cycle release CO_2 . The electrons are carried by NADH and $FADH_2$ to the electron transport chain (ETC) in the cristae of mitochondria. Oxygen serves as the final acceptor of electrons, and H_2O is produced. The pumping of hydrogen ions by the ETC into the intermembrane space leads to ATP production.



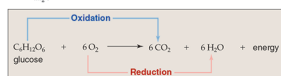
ANALYZE AND EVALUATE

1. Tell how the pre-eukaryotic cell must have produced ATP. What event in the history of life would have allowed cellular respiration to evolve? Explain why you say so.
2. Explain the statement, "if chloroplasts and mitochondria are descended from a free-living common ancestor it would explain their structural similarities." What are some structural similarities?

SUMMARIZE

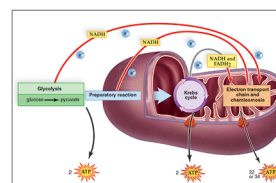
Overview of Cellular Respiration

- 7.1 Cellular respiration is a redox reaction that requires O_2 .
- During cellular respiration, glucose is oxidized to CO_2 , which we breathe out. Oxygen, which we breathe in, is reduced to H_2O .



- As oxidation occurs, coenzymes NAD^+ and FAD remove hydrogen atoms ($e^- + H^+$) from glucose. NAD^+ becomes $NADH$, FAD becomes $FADH_2$, and these molecules take two electrons each to an electron transport chain (ETC). Gradual release of energy through oxidation of glucose breakdown products allows more energy to be captured for the production of ATP molecules.
- Cellular respiration has four phases: (1) Glycolysis occurs in the cytoplasm and is anaerobic. It sends $NADH$ to the ETC and produces a net of two ATP. The end product is two pyruvate molecules. (2) The preparatory (prep) reaction and the other three phases occur in the mitochondria and are aerobic. The prep reaction breaks down pyruvate to acetyl groups, produces CO_2 , and sends $NADH$ to the ETC. (3) The Krebs cycle finishes the oxidation of glucose breakdown

products and produces CO_2 . It sends $NADH$ and $FADH_2$ to the ETC and produces two ATP after turning twice. (4) The electron transport chain (ETC) receives electrons from $NADH$ and $FADH_2$ and establishes a H^+ gradient. When H^+ flows down an ATP synthase complex, ATP is formed.



Outside the Mitochondria: Glycolysis

- 7.2 Glycolysis: Glucose breakdown begins
- Energy investment: At the beginning of glycolysis, two ATP are used to activate glucose, which splits into two C_3 molecules.

12. Bile
- a. is an important enzyme for the digestion of fats.
 - cannot be stored.
 - is made by the gallbladder.
 - emulsifies fat.
 - All of these are correct.

13. The lack of _____ activity would result in failure to maintain water balance.
- small intestinal
 - large intestinal
 - gallbladder
 - stomach

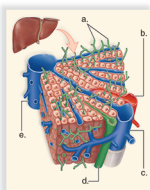
14. The vermiform appendix
- is connected to the small intestine at the junction of the large intestine.
 - plays a role in fighting infection.
 - Both of these are correct.
 - Neither of these is correct.

15. **THINKING CONCEPTUALLY** A ham sandwich contains what nutrients and is processed to what smaller molecules in which digestive organs?

Pancreas and Liver Are Vital Organs

16. Which organ has both an exocrine and an endocrine function?
- liver
 - esophagus
 - pancreas
 - cecum
17. Which of these is not a proper contrast between the pancreas and the liver?
- secretes insulin—secretes bile
 - sends digestive juices to the duodenum—sends toxins to the small intestine
 - long and flat—composed of lobules
 - sends a duct directly to the duodenum—first sends a duct to the gallbladder

18. Label this diagram of a hepatic lobule:



19. **THINKING CONCEPTUALLY** The liver is an accessory organ to the digestive system. To what other system could it also be considered an accessory organ?

Nutrition

For questions 20–24, choose the class of nutrient from the key that matches the description. Each answer may be used more than once.

KEY:

- | | |
|------------------|-------------|
| a. carbohydrates | d. minerals |
| b. lipids | e. vitamins |
| c. proteins | f. water |

20. Preferred source of direct energy for cells.
21. Include antioxidants.
22. Generally found in higher levels in animal sources than in plant sources.
23. An example is cholesterol.
24. Includes calcium, phosphorus, and potassium.
25. **THINKING CONCEPTUALLY** Explain why vegetarians need not be concerned that their tissues will contain plant proteins.

GET INVOLVED

1. (a) If you are testing the ability of pepsin to digest protein, what must your test tube contain? (b) What control will you use? Explain. (See section 32.5.)
2. Findings from correlation studies, such as an indication that saturated fats in the diet increase the chances of cardiovascular disease, often lead to medical decisions. What criteria would you use to judge correlation studies? (See "Disorders Associated with Obesity" on page 000.)
3. After viewing this virtual lab, relate the usual diet of a frog to the length of its intestines.



MEDIA STUDY TOOLS

mhhe.com/maderconcepts3

Enhance your study of this chapter with interactive study tools, practice tests, and engaging animations. Also, ask your instructor about the resources available through ConnectPlus, which includes LearnSmart, a personalized adaptive learning program, and a media-rich eBook.



Chapter Review Questions

The end-of-chapter questions offer another way to review the chapter concepts. Included are *Test Yourself* multiple-choice questions and *Thinking Conceptually* questions that ask you to apply your understanding of a concept. *Get Involved* questions give you an opportunity to reason as a scientist.

Virtual Labs

For selected chapters, these online labs can help you better understand the content and provide you with the opportunity to investigate associated topics from a scientific perspective.

Media Study Tools

Provides a link to the *Concepts of Biology* companion website where you can find additional review materials.



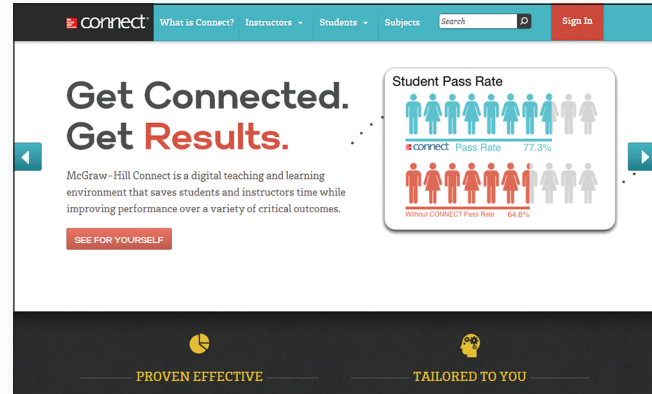
Teaching and Learning Tools



McGraw-Hill Connect® is a web-based assignment and assessment platform that gives students the means to better

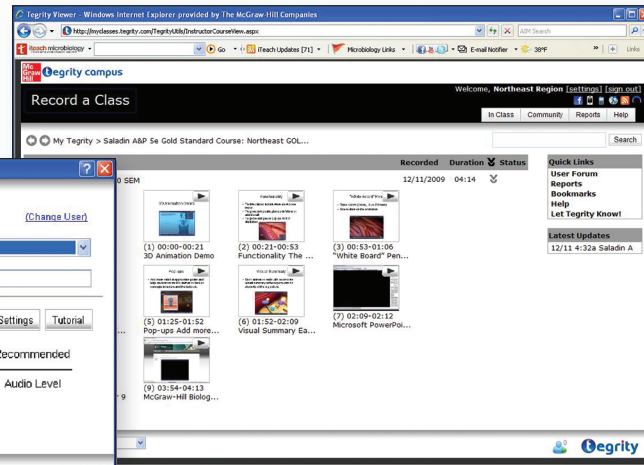
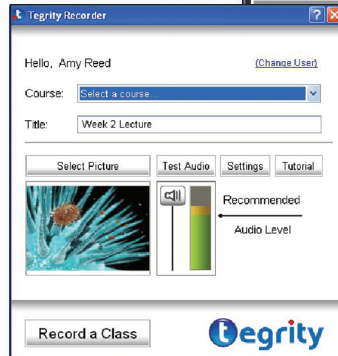
connect with coursework, instructors, and important concepts that they will need to know for success now and in the future.

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New **SmartBook™** facilitates the reading process by identifying what content a student knows and doesn't know through adaptive assessments. As the student reads, the reading material constantly adapts to ensure the student is focused on the content he or she needs the most to close any knowledge gaps.

See pages xii-xiii of the preface for more information about the **LearnSmart Advantage™** suite of adaptive tools or go to www.LearnSmartAdvantage.com.



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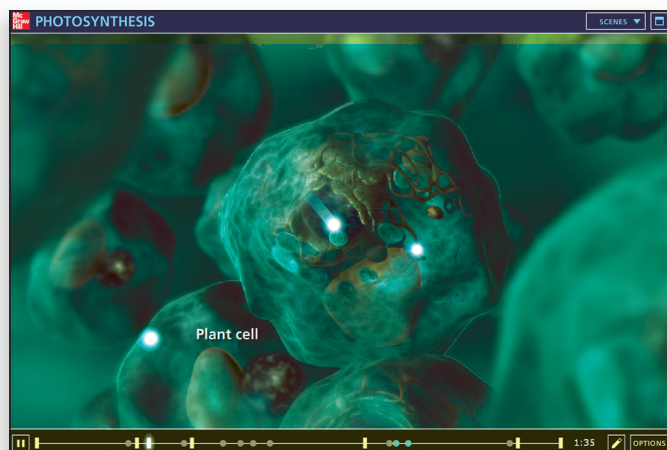
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- Laboratory Resource Guide to accompany the *Concepts of Biology Laboratory Manual*

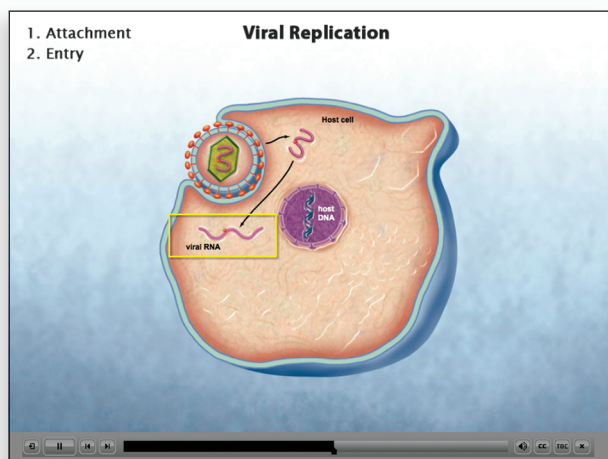
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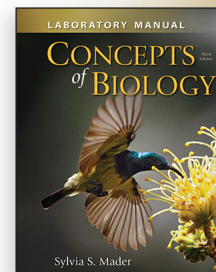


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The *Concepts of Biology Laboratory Manual* is written by Dr. Sylvia Mader. Every laboratory has been written to help students learn the fundamental concepts of biology and the specific content of the chapter to which the lab relates, as well as gain a better understanding of the scientific method.



Companion Website

www.mhhe.com/maderconcepts3

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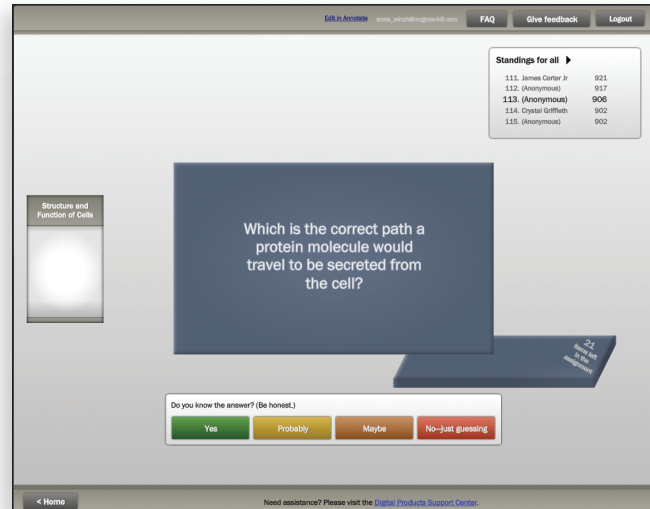


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SMARTBOOK Human Biology, 13e, Mader Exploring Life and Science

PREVIEW READ PRACTICE RECHARGE Assignment completion

Chapter 1 Exploring Life and Science 5

may use a variety of mechanisms to move, but movement in humans and other animals is dependent upon their nervous and musculoskeletal systems. The leaves of plants track the passage of the sun during the day; when a houseplant is placed near a window, its stems bend to face the sun. The movement of an animal, whether self-directed or in response to a stimulus, constitutes a large part of its behavior. Some behaviors help us acquire food and reproduce.

Organisms Reproduce and Grow

Reproduction is a fundamental characteristic of life. Cells come into being only from pre-existing cells, and all living things have parents. When organisms **reproduce**, they pass on their genetic information to the next generation. Following the fertilization of the egg by a sperm cell, the resulting zygote undergoes a rapid period of growth and development. This is common in almost all living organisms. Figure 1.4a illustrates that an acorn progresses to a seedling before it becomes an adult oak tree. In humans, growth occurs as the fertilized egg develops into a fetus (Fig. 1.4b). **Growth**, recognized by an increase in size and often the number of cells, is a part

of development. In multicellular organisms, such as humans, the term **development** is used to indicate all the changes that occur from the time the egg is fertilized until death. Therefore, it includes all the changes that occur during childhood, adolescence, and adulthood. Development also includes the repair that takes place following an injury.

The genetic information of all life is deoxyribonucleic acid, or DNA. DNA contains the hereditary information that directs not only the structure of each cell but also its function. The information in the DNA is contained within **genes**, short sequences of hereditary material that specify the instructions for a specific trait. Before reproduction occurs, DNA is replicated so that an exact copy of each gene may be passed on to the offspring. When humans reproduce, a sperm carries genes contributed by a male into the egg, which contains genes contributed by a female. The genes direct both growth and development so that the organism will eventually resemble the parents. Sometimes, **mutations** may cause minor variations in these genes, potentially causing an organism to be better suited for its environment. These mutations are the basis of evolutionary change.

Organisms Have an Evolutionary History

Evolution is the process by which a population changes over time. When a new variation arises that allows certain members of a population to capture more resources, these members tend to survive and have more offspring than the other, unchanged members. Therefore, each successive generation will include more members with the new variation, which represents an **adaptation** to the environment. Consider, for example, populations of humans that live at high altitudes, such as the cultures living at elevations of over 4,000 meters (m) (14,000 ft) in the Tibetan Plateau. This environment is

very low in oxygen. As the Science feature, “Adapting to Life at High Elevations,” investigates, these populations have evolved an adaptation that actually reduces the amount of hemoglobin, the oxygen-carrying pigment in the blood. As the feature explains, this adaptation makes life at these altitudes possible. Evolution, which has been going on since the origin of life and which will continue as long as life exists, explains both the unity and the diversity of life. All organisms share the same characteristics of life because their ancestry can be traced to the first cell or cells. Organisms are diverse because they are adapted to different ways of life.

BIOLOGY MATTERS Science

Adapting to Life at High Elevations

Humans, like all other organisms, have an evolutionary history. This not only means that we share common ancestors with other animals, but that over time, we demonstrate adaptations to changing environmental conditions. One such study of populations living in the high-elevation mountains of Tibet (Fig. 1A) demonstrates how the processes of evolution and adaptation influence humans.

Normally, if a person moves to a higher altitude, his or her body responds by making more hemoglobin, the component of blood that carries oxygen, which thickens the blood. For minor elevation changes, this does not present much of a problem. But for people that live at extreme elevations

The gene is *EPAS1*, a gene on chromosome 2 of humans. *EPAS1* produces a transcription factor, which basically acts as a regulator of which genes are turned on and off in the body, a process called gene expression. The transcription factor produced by *EPAS1* has a number of functions in the body. For example, in addition to controlling the amount of hemoglobin in the blood, this transcription factor also regulates other genes that direct how the body uses oxygen.

When the researchers examined the variations in *EPAS1* in the Tibetan population, they discovered that their version greatly reduces the production of hemoglobin. Therefore, the Tibetan population has lower hemoglobin levels than people living at lower altitudes, thus allowing these

Figure 1A
Individuals living at high elevations, such as these Tibetans, have become adapted to their environment.

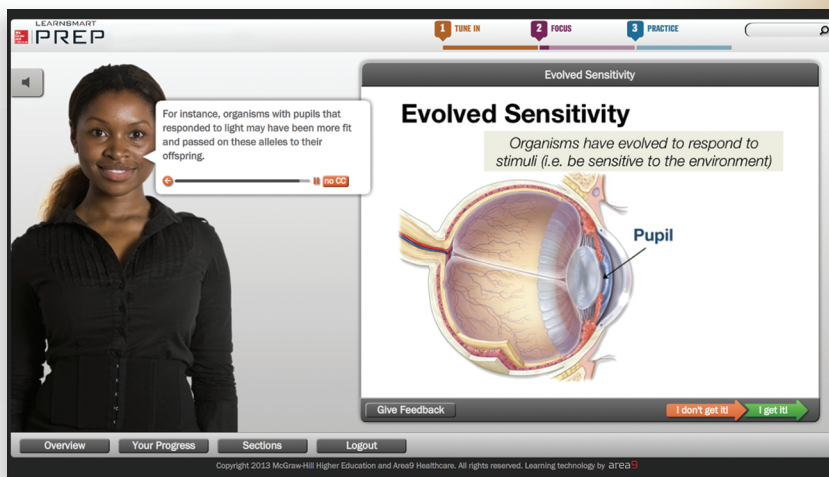
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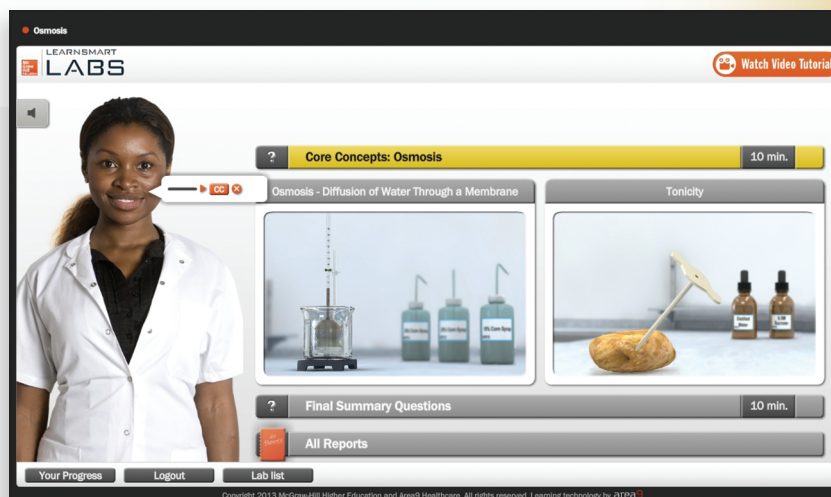
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Detailed List of Content Changes

Chapter 1 Biology, The Study of Life Section 1.2 (pages 6-7) was rewritten to help students follow the experiment under discussion and Figure 1.2 was revised to allow students to see at a glance the results of the scientific study.

UNIT 1 Organisms Are Composed of Cell

Chapter 2 Basic Chemistry of Cells The application “The Harmful Effects of Acid Rain” was rewritten to stress the detrimental effects of an abnormal pH on organisms and inanimate structures. **Chapter 3 Organic Molecules of Cells** New introductory photos strikingly reveal relevancy of chemistry to our lives. In section 3.7, a new figure better compares the structure of various amino acids and the discussion directly progresses from amino acids to protein structure. **Chapter 4 Structure and Function of Cells** Figure 4.4B was redone to show the connection between the nuclear envelope and the endoplasmic reticulum. Table 4.11, a summary of the organelles, is now a better study tool for students. **Chapter 5 Dynamic Activities of Cells** This chapter was reorganized to position the plasma membrane discussion after the cell chapter and the study of enzymes prior to the photosynthesis chapter. **Chapter 6 Pathways of Photosynthesis** In section 6.10, modes of photosynthesis was rewritten to clarify and improve accuracy and a new table summarizes this section. **Chapter 7 Pathways of Cellular Respiration** was reorganized into two major sections to emphasize that glycolysis occurs outside the mitochondria.

UNIT 2 Genes Control the Traits of Organisms

Chapter 8 Cellular Reproduction This new chapter, devoted solely to the cell cycle and mitosis, aids student comprehension and better highlights the connection between the cell cycle and cancer. **Chapter 9 Sexual Reproduction** The process of meiosis is clearly explained in this new chapter which emphasizes how meiosis contributes to evolution by producing variations. Chromosome anomalies in section 9.7 illustrate how nondisjunction during meiosis results in human syndromes. **Chapter 11 Molecular Biology of Inheritance** A new section (11.9) dramatically illustrates the connection between genetic and chromosomal mutations and other human syndromes. **Chapter 12 Regulation of Gene Activity** This chapter emphasizes the important role of repetitive DNA in gene regulation and a new application (12B) summarizes the influence of epigenetic inheritance on the phenotype. **Chapter 13 Biotechnology and Genomics** Genomics is an expanding field in biology and the text recognizes this by better explaining the importance of functional and comparative genomics, proteomics, and bioinformatics in sections 13.10–13.12.

UNIT 3 Organisms Are Related and Adapted to Their Environment

Chapter 14 Evidence of Evolution The new title for this chapter emphasizes that Darwin presented evidence for evolution and that more evidence continues to accumulate. A dramatic new illustration (Fig. 14.6) shows how the altered activity of *Hox* genes can contribute to evolution of morphology. **Chapter 16 The Evolutionary History of Life on Earth** The contribution of molecular genetics to recognizing species is exemplified in a new application, “DNA Barcoding of Life.” **Chapter 17 Evolution of Microbial Life** Figure 17.6 which outlines the origin of

the first cell is better integrated into the text and later the discussion of autotrophic bacteria is much improved. **Chapter 19 Evolution of Plants and Fungi** In section 19.8 the text suggests that a symbiotic relationship between fungi and plants contributed to the ability of plants to invade land. **Chapter 20 Evolution of Animals** In section 20.11, student interest in echinoderms is promoted by new photos and section 20.14 discusses and illustrates how amphibians evolved from lobe-finned fishes. **Chapter 21 Evolution of Humans** Section 21.4 includes recent finds in South Africa that question whether Lucy gave rise to humans. An expanded Neandertal section (21.5) addresses the question of whether humans interbred with Neandertals.

UNIT 4 Plants are Homeostatic

Chapter 22 Plant Organization and Homeostasis The section “Homeostatic Mechanisms of Plants” was rewritten to sharpen the presentation. **Chapter 23 Transport and Nutrition in Plants** Figures 23.1B and C are colorful additions to the chapter that better describe the structure of xylem and phloem. A relevant application “Plants Can Clean Up Toxic Messes” was rewritten to feature poplar trees and mustard plants. **Chapter 24 Control of Growth and Responses in Plants** In section 24.9, phytochrome structure and function was updated to emphasize its importance to plant physiology.

UNIT 5 Animals Are Homeostatic

Chapter 26 Animal Organization and Homeostasis The application “UV Rays: Too Much or Too Little?” is a new relevant addition to the chapter. **Chapter 29 Locomotion and Support Systems** New section 29.2 highlights the similar functions of a crayfish exoskeleton and a mammalian endoskeleton. A new application (29D) compares the structure and function of fast- and slow-twitch muscle fibers. **Chapter 30 Circulation and Cardiovascular Systems** This chapter has two relevant applications: “How to Prevent Cardiovascular Disease” was revised and the application “What to Know When Giving Blood” is new. **Chapter 31 Lymph Transport and Immunity** The application “Evolution of the Immune System” highlights that macrophages may have evolved from amoebas. **Chapter 34 Osmoregulation and Excretion** Several revised illustrations will make it easier for students to trace the path of urine and learn the functions of kidney tubules. **Chapter 35 Coordination by Hormone Signaling** The section “Hormones affect cellular metabolism” was rewritten to bring the principles of hormone action into sharper focus. The application “Fish Gills and Parathyroid Glands” gives evidence that the parathyroid glands evolved from a pharyngeal pouch.

UNIT 6 Organisms Live in Ecosystems

Chapter 37 Population Ecology The application “Sustainability of the U.S. Population” was revised to reflect recent demographic statistics. **Chapter 38 Behavioral Ecology** A comparative approach based on evolution is now used to discuss sexual selection in an expanded section. **Chapter 39 Community and Ecosystem Ecology** The discussion of ecological succession is much improved by showing appropriate stages in Glacier Bay, Alaska. **Chapter 41 Conservation Biology** A new application explores the efforts to restore the floodplain along the Illinois River in keeping with sustainable principles.

Acknowledgments

Many able and committed individuals assisted in the development of *Concepts of Biology*. I wish to acknowledge the efforts of my closest advisors at McGraw-Hill who helped me bring this book to fruition. In particular, let me thank my developmental editors, Rose Koos and Anne Winch, for advice and guidance during the preparation of the manuscript. The managing director, Michael Hackett and my editor, Eric Weber steadfastly encouraged and supported all those involved. The project managers, Jayne Klein and Vicki Krug, faithfully and carefully steered the book through the publication process. Chris Loewenberg, the marketing manager, is charged with educating the sales representatives on its message. The design of this book is the result of the creative talents of Laurie Janssen and many others who assisted in deciding the appearance of each element in the text. Electronic Publishing Services followed my guidelines as they created and reworked many illustrations, emphasizing pedagogy and beauty to arrive at the best presentation on the page. Evelyn Jo Johnson and Lori Hancock did a superb job of finding just the right photographs and micrographs. I was also very fortunate to have Bea Sussman as my copy editor, and Dawnelle Krouse and Kay J. Brimeyer as my proofreaders. As always, my family was extremely patient with me as I remained determined to meet every deadline on the road to publication. My husband, Arthur Cohen, is also a teacher of biology. The many discussions we have about the minutest detail to the gravest concept are invaluable to me. I am very much indebted to the contributors and reviewers whose suggestions and expertise were so valuable as I developed *Concepts of Biology*.

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This process is designed to provide a broad, comprehensive spectrum of feedback for refinement and innovation of our learning tools, for both student and instructor. The 360° Development Process includes market research, content reviews, course- and product-specific symposia, accuracy checks, and art reviews. We appreciate the expertise of the many individuals involved in this process.

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Contents

1 Biology, the Study of Life 2

LOOKING AT LIFE Fire Ants Protect Their Own 2

The Process of Science 4

- 1.1 Scientists use a preferred method 4
- 1.2 Many experiments have test and control groups 6

The Cell Theory 9

- 1.3 Cells are the fundamental unit of living things 9

The Gene Theory 10

- 1.4 Organisms have a genetic inheritance 10

The Theory of Homeostasis 11

- 1.5 Organisms regulate their internal environment 11

The Theory of Ecosystems 12

- 1.6 The biosphere is divided into ecosystems 12

The Theory of Evolution 13

- 1.7 The ancestry of species can be determined 13
- 1.8 Evolutionary relationships help biologists group organisms 14
- 1.9 Evolution through natural selection results in adaptation to the environment 16
- 1.10 Evolution from a common ancestor accounts for the characteristics of life 18

UNIT 1

Organisms Are Composed of Cells 22

2 Basic Chemistry of Cells 22

LOOKING AT LIFE: Life Depends on Water 22

The Atoms of Cells 24

- 2.1 Six types of atoms are basic to life 24

Atoms Form Molecules 27

- 2.2 After atoms react, they have a completed outer shell 27
- 2.3 Ionic bonds and covalent bonds are common 28
- 2.4 A covalent bond can be nonpolar or polar 30

The Properties of Water 31

- 2.5 Water molecules stick together and to other materials 31

- 2.6 Both frozen and liquid water help organisms maintain a normal temperature 32

- 2.7 Water dissolves other polar substances 33

Acids, Bases, and pH 34

- 2.8 Acids and bases affect cells and organisms 34
- 2.9 The pH scale measures acidity and basicity 35

3 Organic Molecules of Cells 40

LOOKING AT LIFE: Plants and Animals Are the Same but Different 40

Fundamentals of Organic Chemistry 42

- 3.1 The chemistry of carbon makes diverse molecules possible 42
- 3.2 Molecular subunits can be linked to form varied large biomolecules 44

Carbohydrates 45

- 3.3 Simple carbohydrates provide quick energy 45
- 3.4 Complex carbohydrates store energy and provide structural support 46

Lipids 47

- 3.5 Fats and oils are rich energy-storage molecules 47
- 3.6 Other lipids have structural, hormonal, or protective functions 48

Proteins 50

- 3.7 Proteins are the most versatile of life's molecules 50
- 3.8 The shape of a protein is necessary to its function 51

Nucleic Acids 54

- 3.9 DNA stores coded information 54
- 3.10 The nucleotide ATP is the cell's energy carrier 56

4 Structure and Function of Cells 60

LOOKING AT LIFE: Cells: What Are They? 60

The Cellular Level of Organization 62

- 4.1 All organisms are composed of cells 62
- 4.2 Prokaryotic cells evolved first 65
- 4.3 Eukaryotic cells contain specialized organelles: An overview 66

The Nucleus and Endomembrane System 68

- 4.4 The nucleus is a control center 68

- 4.5 The ER produces and transports proteins and lipids to the Golgi apparatus 70
- 4.6 The organelles of the endomembrane system work together 72

Vacuoles and Vesicles 73

- 4.7 Vacuoles are common in plant cells 73
- 4.8 Peroxisomes have many different functions 73

Chloroplasts and Mitochondria 74

- 4.9 Chloroplasts and mitochondria have opposite functions 74

The Cytoskeleton and Cell Movement 76

- 4.10 The cytoskeleton maintains cell shape and assists movement 76

The Eukaryotic Cell in Review 78

5 Dynamic Activities of Cells 82

LOOKING AT LIFE: Life Is Organized 82

The Plasma Membrane Structure and Function 84

- 5.1 The plasma membrane is a phospholipid bilayer with embedded proteins 84

The Passage of Molecules Into and Out of Cells 86

- 5.2 Diffusion across a membrane requires no energy input 86
- 5.3 Active transport and bulk transport require energy input 88

The Plasma Membrane and Cell Communication 90

- 5.4 Extracellular material allows cells to join together and communicate 90

Energy Transformations in Organisms and Cells 92

- 5.5 Energy makes things happen 92
- 5.6 Cellular work is powered by ATP 94

Enzyme Function and Metabolic Pathways 96

- 5.7 Enzymes speed reactions 96

6 Pathways of Photosynthesis 102

LOOKING AT LIFE: The Sun Drives Photosynthesis 102

Overview of Photosynthesis 104

- 6.1 Photosynthesizers are autotrophs that produce their own food 104
- 6.2 Photosynthesis involves two sets of reactions: The light reactions and the Calvin cycle reactions 106

The Light Reactions—Harvesting Energy 107

- 6.3 Solar energy is absorbed by pigments 107
- 6.4 Solar energy boosts electrons to a higher energy level 108
- 6.5 Solar energy is converted to the chemical energy of ATP 108
- 6.6 The noncyclic flow of electrons produces ATP and NADPH 109
- 6.7 A thylakoid is highly organized for its task 111

The Calvin Cycle Reactions—Making Sugars 112

- 6.8 ATP and NADPH from the light-dependent reactions are needed to produce a carbohydrate 112
- 6.9 In photosynthesizers, a carbohydrate is the starting point for other molecules 113

Types of Photosynthesis 114

- 6.10 C3, C4, and CAM photosynthesis thrive under different conditions 114

7 Pathways of Cellular Respiration 120

LOOKING AT LIFE: ATP Is Universal 120

Overview of Cellular Respiration 122

- 7.1 Cellular respiration is a redox reaction that requires O₂ 122

Outside the Mitochondria: Glycolysis 124

- 7.2 Glycolysis: Glucose breakdown begins 124

Inside the Mitochondria 126

- 7.3 The preparatory reaction occurs before the Krebs cycle 126
- 7.4 The Krebs cycle generates much NADH 127
- 7.5 The electron transport chain captures energy and ATP synthase produces ATP 128
- 7.6 The ATP payoff can be calculated 130

Fermentation 131

- 7.7 When oxygen is in short supply, the cell switches to fermentation 131

Intersections of Metabolic Pathways 133

- 7.8 Organic molecules can be broken down and synthesized as needed 133

UNIT 2

Genes Control the Traits of Organisms 138

8 Cellular Reproduction 138

LOOKING AT LIFE: Cancer Is a Genetic Disorder 138

The Cell Cycle 140

- 8.1 Cellular reproduction depends on the cell cycle 140

Mitosis: Division of Nucleus 142

- 8.2 Following mitosis, daughter cells have the same chromosome count as the parent cell 142
- 8.3 Mitosis has a set series of phases 144

Cytokinesis: Division of Cytoplasm 146

- 8.4 Cytokinesis follows mitosis 146

Cell Cycle Control and Cancer 148

- 8.5 Cell cycle control depends on checkpoints 148
- 8.6 Cancer cells are distinctly abnormal 149

9 Sexual Reproduction 154

LOOKING AT LIFE: Sex—What is it? 154

The Basics of Meiosis 156

- 9.1 Chromosomes come in pairs 156
- 9.2 Homologues separate during meiosis 157

The Phases of Meiosis 158

- 9.3 Events of meiosis I increase genetic variation among the gametes 158
- 9.4 Both meiosis I and meiosis II have four phases 160
- 9.5 Meiosis can be compared to mitosis 163

Chromosome Number Anomalies 164

- 9.6 Nondisjunction causes chromosome number anomalies 164
- 9.7 Chromosome number anomalies cause syndromes 165

10 Patterns of Genetic Inheritance 170

LOOKING AT LIFE: Troubles with Dog Breeding 170

Mendel's Laws 172

- 10.1 Mendel developed a particulate model of inheritance 172
- 10.2 Mendel's law of segregation describes how gametes pass on traits 174
- 10.3 Mendel's law of independent assortment describes inheritance of multiple traits 176
- 10.4 Support for Mendel's laws is various 178

Mendel's Laws Apply to Humans 180

- 10.5 Pedigrees can reveal the patterns of inheritance 180
- 10.6 Some human genetic disorders are autosomal recessive and some are autosomal dominant 182

Beyond Mendel's Laws 184

- 10.7 Variations in the recessive/dominant allele relationship occur 184
- 10.8 Variations in the one gene–one trait relationship occur 185

Sex-Linked Inheritance 187

- 10.9 Traits transmitted via the X chromosome have a unique pattern of inheritance 187
- 10.10 Humans have X-linked recessive disorders 188

11 Molecular Biology of Inheritance 192

LOOKING AT LIFE: Arabidopsis Is a Model Organism 192

DNA and RNA Structure and Function 194

- 11.1 DNA and RNA are polymers of nucleotides 194
- 11.2 DNA is a double helix 196

DNA Replication 198

- 11.3 DNA replication is semiconservative 198

Gene Expression 200

- 11.4 Transcription is the first step in gene expression 200
- 11.5 Translation is the second step in gene expression: An overview 202
- 11.6 During translation, polypeptide synthesis occurs one amino acid at a time 204
- 11.7 Let's review gene expression 205

Mutations: Altered Gene Expression 206

- 11.8 Genetic mutations affect a single allele 206
- 11.9 Chromosomal mutations affect several alleles 208

12 Regulation of Gene Activity 214

LOOKING AT LIFE: Moth and Butterfly Wings Tell a Story 214

Transcriptional Control 216

- 12.1 DNA-binding proteins usually turn genes off in prokaryotes 216
- 12.2 DNA-binding proteins usually turn genes on in eukaryotes 217
- 12.3 Histones regulate accessibility of DNA for transcription 218
- 12.4 Hox proteins are DNA-binding proteins active during development 220

Posttranscriptional Control 222

- 12.5 Alternative mRNA splicing results in varied gene products 222
- 12.6 Small RNA (sRNA) molecules fine-tune gene expression 222

Translational and Posttranslational Control 224

- 12.7 Both the activity of mRNA and the protein product are regulated 224

Cancer: Lack of Cell Cycle Control 226

- 12.8 Two types of genes ordinarily control the cell cycle 226

13 Biotechnology and Genomics 232

LOOKING AT LIFE: Witnessing Genetic Engineering 232

Cloning of Organisms, Genes, and DNA Segments 234

- 13.1 Animals can be cloned using surrogate mothers 234
- 13.2 Genes can be cloned in bacteria 235
- 13.3 DNA segments can be cloned in a test tube 236

Biotechnology Products and Genetically Modified Organisms 237

- 13.4 Genetically modified bacteria produce useful products 237
- 13.5 Plants can be genetically modified 238
- 13.6 Animals can be genetically modified 240
- 13.7 A person's genome can be modified 241

The Human Genome and How It Functions 242

- 13.8 The human genome has been sequenced 242
- 13.9 The genome contains coding and noncoding DNA 243
- 13.10 Functional and comparative genomics analyze the human genome 244

- 13.11 Proteomics analyzes the proteins in human cells 246
- 13.12 Bioinformatics assists the study of genomics and proteomics 249

UNIT 3

Organisms Are Related and Adapted to Their Environment 254

14 Evidence of Evolution 254

LOOKING AT LIFE: The “Vice Versa” of Animals and Plants 000

Darwin Collected Evidence of Evolution 254

- 14.1 Observations support and give evidence for evolution 256
- 14.2 Natural selection is a mechanism for evolution 258

More Evidence of Evolution 260

- 14.3 Fossils provide powerful evidence for common descent 260
- 14.4 Anatomic evidence supports common descent 262
- 14.5 Biogeographic evidence supports common descent 264
- 14.6 Molecular evidence supports common descent 265

Evidence Through Study of Populations 266

- 14.7 Gene pool frequency changes determine evolution 266
- 14.8 Both mutations and sexual recombination produce variations 267
- 14.9 Nonrandom mating and gene flow change gene pool frequencies 267
- 14.10 Genetic drift is more likely to alter gene pool frequencies in small populations 269
- 14.11 Natural selection can be stabilizing, directional, or disruptive 270
- 14.12 Sexual selection influences who reproduces 272
- 14.13 How variations are maintained in a population 274

15 Speciation and Evolution 278

LOOKING AT LIFE: Hybrid Animals Do Exist 278

Diversity Requires Speciation 280

- 15.1 Species have been defined in more than one way 280
- 15.2 Reproductive barriers maintain genetic differences between species 282

Speciation Due to Geographic Separation 284

- 15.3 Allopatric speciation utilizes a geographic barrier 284
- 15.4 Adaptive radiation produces many related species 286

Speciation Without Geographic Separation 287

- 15.5 Speciation occasionally occurs without a geographic barrier 287

Principles of Macroevolution 289

- 15.6 Speciation occurs at different tempos 289
- 15.7 Development plays a role in speciation 292
- 15.8 Speciation is not goal-oriented 294

16 The Evolutionary History of Life on Earth 298

LOOKING AT LIFE: Motherhood Among Dinosaurs 298

Fossils Tell a Story 300

- 16.1 The geologic timescale is based on the fossil record 300
- 16.2 Continental drift has affected the history of life 302
- 16.3 Mass extinctions have affected the history of life 303

Linnaean Systematics 304

- 16.4 Organisms can be classified into categories 304
- 16.5 The three-domain system divides all organisms into three large groups 306

Modern Systematics: Cladistics 308

- 16.6 Cladograms reflect evolutionary history 308
- 16.7 Certain types of data are used to trace phylogeny 311

17 Evolution of Microbial Life 316

LOOKING AT LIFE: At Your Service: Viruses and Bacteria 316

Viruses, Viroids, and Prions 318

- 17.1 Viruses have a simple structure 318
- 17.2 Some viruses reproduce inside bacteria 319
- 17.3 Viruses are responsible for a number of plant diseases 320
- 17.4 Viruses also reproduce inside animal cells and cause animal diseases 322

Origin of Life 328

- 17.5 Experiments show how small organic molecules may have first formed 325
- 17.6 RNA may have been the first macromolecule 326

The Prokaryotes 000

- 17.7 Prokaryotes have unique structural features 328
- 17.8 Prokaryotes reproduce by binary fission 329
- 17.9 How genes are transferred between bacteria 330
- 17.10 Prokaryotes have various means of nutrition 332
- 17.11 Some archaea live in extreme environments 334
- 17.12 Prokaryotes have medical and environmental importance 335

18 Evolution of Protists 340

LOOKING AT LIFE: Protists Cause Disease Too 340

Diversity of Protists 342

- 18.1 Eukaryotic organelles arose by endosymbiosis 342
- 18.2 Protists differ in many ways 343

Protozoan Protists 346

- 18.3 Protozoans called flagellates move by flagella 346
- 18.4 Protozoans called amoeboids move by pseudopods 347
- 18.5 Protozoans called ciliates move by cilia 348
- 18.6 Some protozoans are not motile 349

Protists Called “Molds” 350

- 18.7 The diversity of protists includes slime molds and water molds 350

Algal Protists 351

- 18.8 The diatoms and dinoflagellates are significant algae in the oceans 351
- 18.9 Red algae and brown algae are multicellular 352
- 18.10 Green algae are ancestral to plants 353

19 Evolution of Plants and Fungi 358

LOOKING AT LIFE: Some Plants Are Carnivorous 358

Evolution of Plants 360

- 19.1 Plants have a green algal ancestor 360
- 19.2 Plants have an alternation-of-generations life cycle 362

Diversity of Plants 364

- 19.3 Bryophytes protect the embryo and have apical growth 364
- 19.4 Lycophytes have vacular tissue for transport 366
- 19.5 Ferns have large leaves called megaphylls 367
- 19.6 Most gymnosperms bear cones on which the seeds are “naked” 370
- 19.7 Angiosperms have flowers in which the seeds are “covered” 373

Evolution and Diversity of Fungi 378

- 19.8 Fungi differ from plants and animals 378
- 19.9 Land fungi occur in three main groups 380

20 Evolution of Animals 386

LOOKING AT LIFE: The Secret Life of Bats 386

Animals and How They Evolved 388

- 20.1 Animals have distinctive characteristics 388
- 20.2 The phylogenetic tree of animals is based on molecular and anatomic data 390

The Invertebrates 392

- 20.3 Sponges are multicellular animals 393
- 20.4 Cnidarians are radially symmetrical with two tissue layers 394
- 20.5 Flatworms are trochozoans without a coelom 395
- 20.6 A coelom gives complex animals certain advantages 398
- 20.7 Molluscs have a three-part body plan 399
- 20.8 Annelids are the segmented worms 400
- 20.9 Roundworms are nonsegmented and plentiful 401
- 20.10 Arthropods have jointed appendages 402
- 20.11 Echinoderms are radially symmetrical as adults 405

The Vertebrates 406

- 20.12 Four features characterize chordates 406
- 20.13 Jaws, a bony skeleton, and lungs evolved among the fishes 408
- 20.14 Amphibians are tetrapods that can move on land 409

- 20.15 Reptiles have an amniotic egg and can reproduce on land 410

- 20.16 Mammals have hair and mammary glands 412

21 Evolution of Humans 418

LOOKING AT LIFE: Meet Ardi 418

Evolution of Primates 420

- 21.1 Primates are adapted to live in trees 420
- 21.2 All primates evolved from a common ancestor 423

Evolution of Humans 424

- 21.3 The early humanlike hominins could walk upright 424
- 21.4 Mosaic evolution continues and produces the first humans 426

Evolution of Modern Humans 429

- 21.5 Cro-Magnons replaced the other *Homo* species 429
- 21.6 Cro-Magnons were socially advanced 430
- 21.7 Humans belong to one species 432

UNIT 4

Plants Are Homeostatic 436

22 Plant Organization and Homeostasis 436

LOOKING AT LIFE: Plants Fuel You (and Soon Your Car) 436

Organs and Tissues of Flowering Plants 438

- 22.1 Flowering plants typically have roots, stems, and leaves 438
- 22.2 Flowering plants are either monocots or eudicots 440
- 22.3 Plants have specialized cells and tissues 442
- 22.4 The three types of plant tissues are present in each organ 444

Growth of Roots and Stems 446

- 22.5 Primary growth lengthens the root and shoot systems 446
- 22.6 Secondary growth widens roots and stems 448

Homeostatic Mechanisms of Plants 450

- 22.7 Leaves carry on photosynthesis and help maintain homeostasis 450

23 Transport and Nutrition in Plants 456

LOOKING AT LIFE: Reach for the Stars 456

Xylem and Phloem Structure 458

- 23.1 Transport begins in both the roots and the leaves of a plant 458

Water Transport in Xylem 460

- 23.2 Water is pulled up in xylem by evaporation from leaves 460
- 23.3 Guard cells regulate water loss at leaves 462

Organic Nutrient Transport in Phloem 464**23.4** Pressure flow explains phloem transport 464**Plant Nutrition and Soil 466****23.5** Certain nutrients are essential to plants 466**23.6** Roots are specialized for the uptake of water and minerals 468**23.7** Adaptations of plants help them acquire nutrients 470**24 Control of Growth Responses in Plants 474****LOOKING AT LIFE: Plastic Trees 474****Plant Hormones 476****24.1** Plant hormones act by utilizing signal transduction pathways 476**24.2** Auxins promote growth and cell elongation 477**24.3** Gibberellins control stem elongation 478**24.4** Cytokinins stimulate cell division and differentiation 479**24.5** Abscisic acid suppresses growth of buds and closes stomata 480**24.6** Ethylene stimulates the ripening of fruits 481**Plant Responses to the Abiotic Environment 482****24.7** Tropisms occur when plants respond to stimuli 482**24.8** Turgor and sleep movements are complex responses 484**24.9** Response to the photoperiod requires phytochrome 486**24.10** Flowering is a response to the photoperiod in some plants 487**Plant Responses to the Biotic Environment 488****24.11** Plants respond to other organisms in the environment 488**25 Reproduction in Plants 494****LOOKING AT LIFE: With a Little Help 494****Sexual Reproductive Strategies 496****25.1** Plants have a sexual life cycle called alternation of generations 496**25.2** Pollination and fertilization bring gametes together during sexual reproduction 500**Seed Development and Growth 502****25.3** A sporophyte embryo and its cotyledons develop as a seed matures 502**25.4** The ovary becomes a fruit, which assists in sporophyte dispersal 503**25.5** With seed germination, the life cycle is complete 504**Asexual Reproductive Strategies 505****25.6** Plants have various ways of reproducing asexually 505**25.7** Cloning of plants in tissue culture assists agriculture 506**Animals Are Homeostatic 510****26 Animal Organization and Homeostasis 510****LOOKING AT LIFE: Staying Warm, Staying Cool 510****Types of Tissues 000****26.1** Levels of biological organization are evident in animals 512**26.2** Epithelial tissue covers organs and lines body cavities 512**26.3** Connective tissue connects and supports other tissues 512**26.4** Muscular tissue is contractile and moves body parts 516**26.5** Nervous tissue communicates with and regulates the functions of the body's organs 517**Organs and Organ Systems 518****26.6** Each organ has a specific structure and function 518**26.7** Several organs work together to carry out the functions of an organ system 520**Homeostasis 522****26.8** Body systems contribute to homeostasis 522**26.9** Homeostasis is achieved through negative feedback mechanisms 523**27 Coordination by Neural Signaling 528****LOOKING AT LIFE: Getting a Head 528****Nervous Systems 530****27.1** Vertebrates have well-developed central and peripheral nervous systems 530**27.2** Axons conduct nerve impulses 532**27.3** Communication between neurons occurs at synapses 534**The Central Nervous System (CNS) 538****27.4** The spinal cord communicates with the brain 538**27.5** The other parts of the brain have specialized functions 540**27.6** The limbic system is involved in memory and learning as well as in emotions 542**The Peripheral Nervous System (PNS) 543****27.7** The peripheral nervous system contains cranial and spinal nerves 543**27.8** The somatic system can respond quickly to stimuli 544**27.9** The autonomic system controls the actions of internal organs 545**Drug Abuse 546****27.10** Certain neurotransmitters are known to affect behavior and emotional attributes 546

28 Sense Organs 552

LOOKING AT LIFE: The Eyes Have It 552

Sensory Receptors 554

28.1 Sensory receptors differ but function similarly 554

Chemical Senses 556

28.2 Chemoreceptors are exemplified by taste buds and olfactory cells 556

Sense of Vision 558

28.3 The vertebrate eye is a camera-type eye 558

28.4 The retina sends information to the visual cortex 560

Sense of Hearing and Balance 562

28.5 The mammalian ear has three well-developed regions 562

28.6 Mammalian balance receptors are in the inner ear 566

Somatic Senses 568

28.7 Mammalian proprioceptors are located in skeletal muscles 568

29 Locomotion and Support Systems 572

LOOKING AT LIFE: Skeletal Remains Reveal All 572

Diversity of Skeletons 574

29.1 Animal skeletons can be hydrostatic, external, or internal 574

29.2 A skeleton serves many functions 575

Mammalian Skeleton 576

29.3 The bones of the axial skeleton lie in the midline of the body 576

29.4 The appendicular skeleton consists of bones in the girdles and limbs 578

29.5 Bones and joints are composed of living tissues 580

Vertebrate Skeletal Muscles 583

29.6 Skeletal muscles primarily cause bones to move 583

29.7 Muscles contract at the cellular level 586

30 Circulation and Cardiovascular Systems 592

LOOKING AT LIFE: Not All Animals Have Red Blood 592

Invertebrate Circulatory Systems 594

30.1 A circulatory system serves the needs of cells 594

Vertebrate Cardiovascular Systems 596

30.2 The mammalian heart is a double pump 596

30.3 The structure of blood vessels is suited to their function 600

30.4 Blood vessels form two circuits in mammals 602

Blood 604

30.5 Blood is a liquid tissue 604

30.6 Exchanges between blood and tissue fluid occur at capillaries 606

30.7 Blood types must be matched for transfusions 607

31 Lymph Transport and Immunity 612

LOOKING AT LIFE: HIV/AIDS: A Global Disaster 612

The Lymphatic System 614

31.1 Lymphatic vessels transport lymph 614

Innate Immunity 616

31.2 Barriers to entry, protective proteins, and white blood cells are first responders 616

31.3 The inflammatory response is a localized response to invasion 618

Adaptive Immunity 619

31.4 Adaptive immunity targets a specific antigen 619

31.5 Lymphocytes are directly responsible for adaptive immunity 620

31.6 Antibody-mediated immunity involves B cells 621

31.7 Cell-mediated immunity involves several types of T cells 622

Immune System Failures 625

31.8 Autoimmune disorders can result in long-term illnesses 625

32 Digestive Systems and Nutrition 630

LOOKING AT LIFE: How to Tell a Carnivore from an Herbivore 630

How Animals Acquire and Process Food 632

32.1 Animals have various ways to obtain food before processing occurs 632

Mammalian Organs of Digestion 636

32.2 Some digestion occurs before food reaches the stomach 636

32.3 Digestion mainly takes place in the stomach and small intestine 638

32.4 The large intestine absorbs water and prepares wastes for elimination 640

Pancreas and Liver Are Vital Organs 642

32.5 Pancreas and liver contribute to chemical digestion 642

Nutrition 643

32.6 Carbohydrates, lipids, and proteins supply nutrients 643

32.7 Minerals and vitamins have various roles in the body 645

33 Gas Exchange and Transport in Animals 652

LOOKING AT LIFE: Free-Diving Is Dangerous 652

Gas-Exchange Surfaces 654

- 33.1 Respiration involves several steps 654
- 33.2 Gills are an efficient gas-exchange surface in water 656
- 33.3 The tracheal system in insects permits direct gas exchange 657
- 33.4 The human ventilation system utilizes lungs as a gas-exchange surface 658

Ventilation and Transport of Gases 660

- 33.5 Breathing brings air into and out of the lungs 660
- 33.6 External and internal respiration require no energy 662

34 Osmoregulation and Excretion 668

LOOKING AT LIFE: Do Coral Reef Animals Regulate? 668

Comparative Excretory Organs 67

- 34.1 The nitrogenous waste product of animals varies according to the environment 670
- 34.2 Many invertebrates have organs of excretion 671

Mammalian Urinary System 674

- 33.3 The urinary system includes kidneys that contain tubules 674
- 33.4 The kidney tubules produce urine 676

Kidneys and Homeostasis 678

- 34.5 The kidneys can concentrate urine to maintain water-salt balance 678
- 34.6 Lungs and kidneys maintain acid-base balance 679

35 Coordination by Hormone Signaling 684

LOOKING AT LIFE: Pheromones Among Us 684

The Endocrine System 686

- 35.1 The endocrine and nervous systems work together 686
- 35.2 Hormones affect cellular metabolism 688

The Hypothalamus and the Pituitary Gland 690

- 35.3 The hypothalamus is a part of the nervous and endocrine systems 690

Hormones and Homeostasis 692

- 35.4 Growth hormone controls the height of an individual 692
- 35.5 The thyroid and the parathyroids regulate metabolism 693
- 35.6 The adrenal glands respond to stress 694
- 35.7 The pancreas regulates the blood sugar level 696
- 35.8 The pineal gland is involved in biorhythms 697

36 Reproduction and Development 702

LOOKING AT LIFE: How to Do It on Land 702

How Animals Reproduce 704

- 36.1 Both asexual and sexual reproduction occur among animals 704

Human Reproductive Systems 706

- 36.2 Testes are the male gonads 706
- 36.3 Ovaries are the female gonads 708
- 36.4 The ovarian cycle drives the uterine cycle 710

Early Developmental Stages and Processes 714

- 36.5 Cellular stages of development precede tissue stages 714
- 36.6 Tissue stages of development precede organ stages 715
- 36.7 Organ stages of development occur after tissue stages 716
- 36.8 Cellular differentiation begins with cytoplasmic segregation 717
- 36.9 Morphogenesis involves induction also 718

Human Embryonic and Fetal Development 719

- 36.10 Extraembryonic membranes are critical to human development 719
- 36.11 Embryonic development involves tissue and organ formation 720
- 36.12 Fetal development involves refinement and weight gain 722
- 36.13 Pregnancy ends with the birth of the newborn 724

UNIT 6

Organisms Live in Ecosystems 728

37 Population Ecology 728

LOOKING AT LIFE: When a Population Grows Too Large 728

Scope of Ecology 730

- 37.1 Ecology is studied at various levels 730

How Populations Change Over Time 731

- 37.2 Density and distribution are aspects of population structure 731
- 37.3 The growth rate results in population size changes 732
- 37.4 Patterns of population growth can be described graphically 734

Regulation of Population Size 735

- 37.5 Density-independent factors affect population size 735
- 37.6 Density-dependent factors affect large populations more 736

Life History Patterns 737

- 37.7 Life history patterns consider several population characteristics 737

Human Population Growth 739

- 37.8 World population growth is exponential 739

38 Behavioral Ecology 744

LOOKING AT LIFE: For the Benefit of All 744

Inheritance and Learning Influence Behavior 746

- 38.1 Inheritance influences behavior 746
- 38.2 Learning can also influence behavior 748
- 38.3 Associative learning links behavior to stimuli 749

Behaviors That Increase Fitness 750

- 38.4 Behaviors that increase fitness 750
- 38.5 Sexual selection increases fitness 751
- 38.6 Societies increase fitness 752

Animal Communication Suits the Environment 754

- 38.7 Communication with others involves the senses 754

39 Community and Ecosystem Ecology 760

LOOKING AT LIFE: Ridding the Land of Waste 760

Community Interactions 762

- 39.1 Competition can lead to resource partitioning 762
- 39.2 Predator-prey interactions affect both populations 764
- 39.3 Parasitism benefits one population at another's expense 766
- 39.4 Commensalism benefits only one population 766
- 39.5 Mutualism benefits both populations 768

Community Development 769

- 39.6 During ecological succession, community composition and diversity change 769

Dynamics of Ecosystems 772

- 39.7 Ecosystems have biotic and abiotic components 772
- 39.8 Energy flow and chemical cycling characterize ecosystems 773
- 39.9 Energy flow involves food webs and food chains 774
- 39.10 Ecological pyramids are based on trophic levels 775
- 39.11 Chemical cycling includes reservoirs, exchange pools, and the biotic community 776
- 39.12 The phosphorus cycle is sedimentary 776
- 39.13 The nitrogen cycle is gaseous 777
- 39.14 The carbon cycle is gaseous 778

40 Major Ecosystems of the Biosphere 782

LOOKING AT LIFE: Life Under Glass 782

Climate and the Biosphere 784

- 40.1 Solar radiation and winds determine climate 784
- 40.2 Topography and other effects also influence climate 785
- 40.3 Ocean currents affect climate 786

Terrestrial Ecosystems 787

- 40.4 Major terrestrial ecosystems are characterized by particular climates 787
- 40.5 The tundra is cold and dark much of the year 788
- 40.6 Coniferous forests are dominated by gymnosperms 788
- 40.7 Temperate deciduous forests have abundant life 790
- 40.8 Temperate grasslands have extreme seasons 790
- 40.9 Savannas have wet-dry seasons 791
- 40.10 Deserts have very low annual rainfall 791
- 40.11 Tropical rain forests are warm with abundant rainfall 792

Aquatic Ecosystems 793

- 40.12 Fresh water flows into salt water 793
- 40.13 Marine ecosystems include those of the coast and the ocean 794

41 Conservation Biology 800

LOOKING AT LIFE: Trouble in Paradise 800

Conservation Biology and Biodiversity 802

- 41.1 Conservation biology is a practical science 802
- 41.2 The direct value of biodiversity is becoming better recognized 804
- 41.3 The indirect value of biodiversity is immense 806

Causes of Species Extinctions 807

- 41.4 Habitat loss is a major cause of wildlife extinctions 807
- 41.5 Introduction of alien species contributes to extinctions 808
- 41.6 Pollution contributes to extinctions 809
- 41.7 Overexploitation contributes to extinctions 811
- 41.8 Disease contributes to extinctions 811

Achieving Species Preservation 812

- 41.9 Habitat preservation is of primary importance 812
- 41.10 Habitat restoration is sometimes necessary 813

Achieving a Sustainable Human Society 815

- 41.11 A sustainable society will preserve resources 815
- 41.12 Energy sources should be renewable 816
- 41.13 Water sources should be conserved 817
- 41.14 Agriculture can be more diverse 818

Appendix A Answer Key A-1

Glossary G-1

Credits C-1

Index I-1

CONCEPTS *of* BIOLOGY