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Banner 4 B 15.4 Evolution and Speciation AQA GCSE BIOLOGY B15 Genetics and Evolution Kerboodle Answers: Page No. 241. 1 a Populations can become isolated by geographical isolation. This is when two populations become physically isolated by a geographical feature, for example, a new mountain range, a new river, or an area of land becoming an island.

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

Designed to help readers learn how to "think" like evolutionary biologists, this 4-color book approaches evolutionary biology as a dynamic field of inquiry and as a "process." Using a theme-based approach, it illustrates the interplay between theory, observation, testing and interpretation. It offers commentary on strengths and weaknesses of data sets, gives detailed examples rather than a broad synoptic approach, includes many data graphics and boxes regarding both sides of controversies. Introduces each major organizing theme in evolution through a question--e.g., How has HIV become drug resistant? Why did the dinosaurs, after dominating the land vertebrates for 150 million years, suddenly go extinct? Are humans more closely related to gorillas or to chimpanzees? Focuses on many applied, reader-relevant topics--e.g., evolution and human health, the evolution of senescence, sexual selection, social behavior, eugenics, and biodiversity and conservation. Then develops the strategies that evolutionary biologists use for finding an answers to such questions. Then considers the observations and experiments that test the predictions made by competing hypotheses, and discusses how the data are interpreted. For anyone interested in human evolution, including those working in human and animal health care, environmental management and conservation, primary and secondary education, science journalism, and biological and medical research.

"After reviewing the field's history and context, the authors introduce and explain each key epigenetic mechanism. Next, they extensively discuss the roles these mechanisms may play in inheritance, development, health and disease, behavior, evolution, ecology, and the interactions of individual organisms with their environments"--Cover, p. [4].

Today many school students are shielded from one of the most important concepts in modern science: evolution. In engaging and conversational style, Teaching About Evolution and the Nature of Science provides a well-structured framework for understanding and teaching evolution. Written for teachers, parents, and community officials as well as scientists and educators, this book describes how evolution reveals both the great diversity and similarity among the Earth's organisms; it explores how scientists approach the question of evolution; and it illustrates the nature of science as a way of knowing about the natural world. In addition, the book provides answers to frequently asked questions to help readers understand many of the issues and misconceptions about evolution. The book includes sample activities for teaching about evolution and the nature of science. For example, the book includes activities that investigate fossil footprints and population growth that teachers of science can use to introduce principles of evolution. Background information, materials, and step-by-step presentations are provided for each activity. In addition, this volume: Presents the evidence for evolution, including how evolution can be observed today. Explains the nature of science through a variety of examples. Describes how science differs from other human endeavors and why evolution is one of the best avenues for helping students understand this distinction. Answers frequently asked questions about evolution. Teaching About Evolution and the Nature of Science builds on the 1996 National Science Education Standards released by the National Research Council--and offers detailed guidance on how to evaluate and choose instructional materials that support the standards. Comprehensive and practical, this book brings one of today's educational challenges into focus in a balanced and reasoned discussion. It will be of special interest to teachers of science, school administrators, and interested members of the community.

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