**AP BIOLOGY 2021-22 August 26, 2021**

**Today’s Agenda (Day 7)**

1. Housekeeping Items

🡪 REQUEST FOR ITEMS: a) balloons

1. Homework Check:

🡪 Chapter 1 Reading Guide

🡪Lab Report: Lung Capacity

1. Class Activity:

🡪 CONT’D: Chapter 1 PPT Review

HOMEWORK:

* READ: Chapters 1 – 3
* COMPLETE: Chapter 2 Reading Guide – see END of document

Chapter 1 Vocabulary

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Adaptive radiation | Archaea | Bacteria | Bioinformatics | Biology | Biosphere |
| Community | Consumer | Controlled experiment | Deductive reasoning | Dependent variable | DNA |
| Domains | Ecosystem | Emergent property | Eukarya | Eukaryotic cell | Evolution |
| Experiment | Feedback regulation | Gene expression | Genes | Genome | Genomics |
| Hypothesis | Independent variables | Inductive reasoning | Inquiry | Model organism | Natural selection organisms |
| Population | Producer | Prokaryotic cell | Proteome | Proteomics | Qualitative data |
| Quantitative data | Systems biology | Technology | theory |  |  |

Chapter 2 Vocabulary

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Anion | Atom | Atomic mass | Atomic nucleus | Atomic number | Balance |
| Cation | Chemical bonds | Chemical equilibrium | Compound | Dalton | Double bond |
| Electron shells  | Electronegativity | Electrons | Element | Energy | Essential elements |
| Half-life | Hydrogen bond | Ionic compound/salts | Ionic bond | Ion | Isotope |
| Mass number | Matter molecule | Neutron  | Nonpolar covalent bond | Covalent bond | Orbital |
| Polar covalent bond | Potential energy  | Product | Proton | Radioactive isotope | Radiometric dating |
| Reactant | Single bond | Trace elements | Valence electrons | Valance shell | Van der Waals interactions |

REMINDERS:

* ~~Lab Report: Lung Capacity – Wed, Aug. 25~~
* Chapter 2 Reading Guide – Monday, Aug. 30
* QUIZ: Ch 1 & 2 Vocabulary **🡪 August 31**
* TEST: Ch 1 & 2 **🡪 Sept. 1**

**AP BIOLOGY 2021-22 READING GUIDE**

# Chapter 2: The Chemical Context of Life

This chapter covers the basics that you may have learned in your chemistry class. Whether your teacher goes over this chapter or assigns it for you do review on your own, the questions that follow should help you focus on the most important points.

***Concept 2.1 Matter consists of chemical elements in pure form and in combinations called compounds***

1. Define and give an example of the following terms:

##  Define Example

## matter

## element

## compound

1. What four elements make up 96% of all living matter?

1. What is the difference between an *essential element* and a *trace element*?

 **essential element**

##  trace element

### **Concept 2.2 An element’s properties depend on the structure of its atoms**

1. Sketch a model of an atom of helium, showing the: **electrons, protons, neutrons, and atomic nucleus**.

1. What is the atomic number of helium? \_\_\_\_\_\_\_\_\_ Its atomic mass? \_\_\_\_\_\_\_\_

1. Here are some more terms that you should firmly grasp. Define each term: **neutron, proton, electron, atomic number, atomic mass, isotope, electron shells , energy**

1. Consider this entry in the periodic table for carbon: C6 12

 What is the atomic mass? \_\_\_\_\_\_ atomic number? \_\_\_\_\_\_\_

 How many electrons does carbon have? \_\_\_\_\_\_\_ neutrons? \_\_\_\_\_\_\_

1. Which is the only subatomic particle that is directly involved in the chemical reactions between atoms?

1. What is ***potential energy***?

1. Explain which has more potential energy in each pair:

* 1. boy at the top of a slide/boy at the bottom

* 1. electron in the first energy shell/electron in the third energy shell

* 1. water/glucose

1. What determines the chemical behavior of an atom?

1. Here is an electron distribution diagram for sodium:

* 1. How many valence electrons does it have? \_\_\_\_\_\_ Circle the valence electron(s).

* 1. How many protons does it have? \_\_\_\_\_\_


### **Concept 2.3 The formation and function of molecules depend on chemical bonding between atoms**

1. Define ***molecule***.

1. Now, refer back to your definition of a ***compound*** and fill in the following chart:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|   | Molecule? (y/n)  | Compound? (y/n)  | Molecular Formula  | Structural Formula  |
| Water  |   |   |   |   |
| Carbon dioxide  |   |   |   |   |
| Methane  |   |   |   |   |
| O2  |   |   | O2  |   |

1. What type of bond is seen in O2? Explain what this means.

1. What is meant by ***electronegativity***?

1. Explain the difference between a ***nonpolar covalent bond*** and a ***polar covalent bond***.

1. Make an electron distribution diagram of water. Which element is most electronegative? Why is water considered a *polar* molecule? Label the regions that are more positive or more negative. (This is a very important concept. Spend some time with this one!)

1. Another bond type is the *ionic bond*. Explain what is happening in the figure below (2.14):



1. What two elements are involved above?

1. Define ***anion*** and ***cation***. In the preceding example, which is the anion?

1. What is a ***hydrogen bond***? Indicate where the hydrogen bond occurs in this figure.



1. Explain ***van der Waals interactions***. Though they represent very weak attractions, when these interactions are numerous they can stick a gecko to the ceiling!

1. Here is a list of the types of bonds and interactions discussed in this section. Place them in order from the strongest to the weakest: **hydrogen bonds**, **van der Waals interactions**, **covalent bonds**, **ionic** **bonds**.

##  STRONG

##  WEAK

25. Use morphine and endorphins as examples to explain why molecular shape is crucial in biology.

### **Concept 2.4 Chemical reactions make and break chemical bonds**

1. Write the chemical shorthand equation for photosynthesis. Label the ***reactants***and the***products***.

1. For the equation you just wrote, how many molecules of carbon dioxide are there? \_\_\_\_\_

 How many molecules of glucose? \_\_\_\_\_\_\_\_\_ How many elements in glucose? \_\_\_\_\_\_\_\_\_

1. What is meant by ***dynamic equilibrium***? Does this imply equal concentrations of each reactant and product?

*Testing Your Knowledge: Self-Quiz Answers*

Now you should be ready to test your knowledge. Place your answers here: