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Terms in this set (58) Name 4 main elements that make up 95% of an organism.  
Carbon, Oxygen, Nitrogen, Hydrogen. Name the 4 types of bonds carbon can form.  
Single bonds, double bonds, triple bonds, and quadruple bonds.

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There are four classes of macromolecules (polysaccharides or carbohydrates, triglycerides or lipids, polypeptides or proteins, and nucleic acids such as DNA and RNA).

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Elements & Macromolecules in Organisms Most common elements in living things are carbon, hydrogen, nitrogen, and oxygen. These four elements constitute about 95% of your body weight.

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Macromolecules Worksheet. Compounds can be organic or inorganic. Organic - compounds that contain both carbon and hydrogen atoms.

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Macromolecule square puzzle: This square puzzle allows a fun, challenging way for students to review the 4 macromolecules (lipids, carbohydrates, nucleic acids, and proteins). Topics on the puzzle include macromolecule elements, examples, monomers, functions, structure, and food ...

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Biology has entered an era in which interdisciplinary cooperation is at an all-time high, practical applications follow basic discoveries more quickly than ever before, and new technologies--recombinant DNA, scanning tunneling microscopes, and more--are revolutionizing the way science is conducted. The potential for scientific breakthroughs with significant implications for society has never been greater. *Opportunities in Biology* reports on the state of the new biology, taking a detailed look at the disciplines of biology; examining the advances made in medicine, agriculture, and other fields; and pointing out promising research opportunities. Authored by an expert panel representing a variety of viewpoints, this volume also offers recommendations on how to meet the infrastructure needs--for funding, effective information systems, and other support--of future biology research. Exploring what has been accomplished and what is on the horizon, *Opportunities in Biology* is an indispensable resource for students, teachers, and researchers in all subdisciplines of biology as well as for research administrators and those in funding agencies.

*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

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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.

Biology for AP<sup>®</sup> courses covers the scope and sequence requirements of a typical two-semester Advanced Placement<sup>®</sup> biology course. The text provides comprehensive coverage of foundational research and core biology concepts through an evolutionary lens. Biology for AP<sup>®</sup> Courses was designed to meet and exceed the requirements of the College Board's AP<sup>®</sup> Biology framework while allowing significant flexibility for instructors. Each section of the book includes an introduction based on the AP<sup>®</sup> curriculum and includes rich features that engage students in scientific practice and AP<sup>®</sup> test preparation; it also highlights careers



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and research opportunities in biological sciences.

Science, engineering, and technology permeate nearly every facet of modern life and hold the key to solving many of humanity's most pressing current and future challenges. The United States' position in the global economy is declining, in part because U.S. workers lack fundamental knowledge in these fields. To address the critical issues of U.S. competitiveness and to better prepare the workforce, A Framework for K-12 Science Education proposes a new approach to K-12 science education that will capture students' interest and provide them with the necessary foundational knowledge in the field. A Framework for K-12 Science Education outlines a broad set of expectations for students in science and engineering in grades K-12. These expectations will inform the development of new standards for K-12 science education and, subsequently, revisions to curriculum, instruction, assessment, and professional development for educators. This book identifies three dimensions that convey the core ideas and practices around which science and engineering education in these grades should be built. These three dimensions are: crosscutting concepts that unify the study of science through their common application across science and engineering; scientific and engineering practices; and disciplinary core ideas in the physical sciences, life sciences, and earth and space sciences and for engineering, technology, and the applications of science.

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The overarching goal is for all high school graduates to have sufficient knowledge of science and engineering to engage in public discussions on science-related issues, be careful consumers of scientific and technical information, and enter the careers of their choice. A Framework for K-12 Science Education is the first step in a process that can inform state-level decisions and achieve a research-grounded basis for improving science instruction and learning across the country. The book will guide standards developers, teachers, curriculum designers, assessment developers, state and district science administrators, and educators who teach science in informal environments.

Diet and Health examines the many complex issues concerning diet and its role in increasing or decreasing the risk of chronic disease. It proposes dietary recommendations for reducing the risk of the major diseases and causes of death today: atherosclerotic cardiovascular diseases (including heart attack and stroke), cancer, high blood pressure, obesity, osteoporosis, diabetes mellitus, liver disease, and dental caries.

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The Biochemistry of Plants: A Comprehensive Treatise, Volume 6: Proteins and Nucleic Acids provides information pertinent to the nucleic acids and the regulation of the expression of this information. This book presents the processes by which the nucleic acids are finally expressed as proteins. Organized into 14 chapters, this volume begins with an overview of the overall structure of eukaryotic genomes, with emphasis on higher-plant DNA. This text then examines the enzymes involved in the cleavage and degradation of DNA. Other chapters provide a critical assessment of eukaryotic nucleic acid polymerases. This book discusses as well some examples from plant mitochondrial systems. The final chapter deals with two special areas of plant biology where the expression of the nucleic acids is seen in striking relief, the formation of plant tumors, and the growth and expression of plant viruses. This book is a valuable resource for plant biochemists, molecular biologists, senior graduate students, and research workers.

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