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**1300s - The Middle Ages**

Plague devastates Europe in 1300s  
 → development of a public health system

Parliament passes an act forbidding the throwing of fish and garbage into ditches, rivers and waters in the 1300s  
 → first urban sanitary laws in England



**1900 - Wild buffalo population**

drops to fewer than 40 animals from an estimated 30 million a century beforehand. Most are killed in the years just after the Civil War, when the US Army hopes to remove the buffalo in order to move Indians onto reservations.



**Genetics: X Linked Genes**

Eye color in flies is a sex linked trait. Red is dominant to white.

What are the sexes and eye colors of flies with the following genotypes:

$X^R X^R$  red eyed female  
 $X^R X^r$  red eyed female  
 $X^r X^r$  white eyed female  
 $X^R Y$  red eyed male  
 $X^r Y$  white eyed male

2. What are the genotypes of these flies:

white eyed, male  $X^r Y$   
 white eyed, female  $X^r X^r$   
 red eyed female (heterozygous)  $X^R X^r$   
 red eyed, male  $X^R Y$

3. Show the cross of a white eyed female  $X^r X^r$  with a red eyed male  $X^R Y$ .



4. Show a cross between a pure red eyed female with a white eyed male.

What are the genotypes of the parents:  $X^R X^R$  &  $X^r Y$

How many are:

white eyed, M 0  
 white eyed, F 0  
 red eyed, M 100%  
 red eyed, F 100%

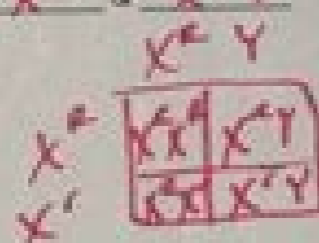


5. Show the cross of a red eyed female (heterozygous) and a red eyed male.

What are the genotypes of the parents?  $X^R X^r$  &  $X^R Y$

How many are:

white eyed, M 0  
 white eyed, F 0  
 red eyed, M 50%  
 red eyed, F 50%

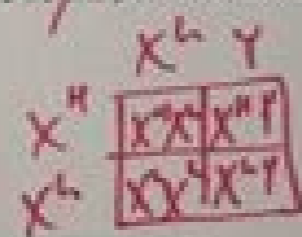


of the female offspring: 50% red eyed  
 of the male offspring: 50% red eyed

What if in the above cross, 100 males were produced and 200 females. How many total red-eyed flies would there be?  
 100 males x 50% red = 50 red eyed males / 200 females x 50% red = 100 red eyed females  
 50 + 100 = 150

6. In humans, hemophilia is a sex linked trait. Females can be normal, carriers, or have the disease. Males will either have the disease or not (but they won't ever be carriers)

$X^H X^H$  = female, normal  
 $X^H X^h$  = female, carrier  
 $X^h X^h$  = female, hemophiliac  
 $X^H Y$  = male, normal  
 $X^h Y$  = male, hemophiliac



Show the cross of a man who has hemophilia with a woman who is a carrier.

$X^h Y$        $X^H X^h$

What is the probability that their children will have the disease?  $\frac{1}{2}$

**Goal 1: Learner will develop abilities necessary to do and understand scientific inquiry.**  
Goal 1 addresses scientific investigation. These objectives are an *integral* part of each of the *other goals*.

1. What is the scientific method? Give an example of how the scientific method has been used in a biological experiment.  
Identify and give a brief description of the following terms:
  - \* Hypotheses:
  - \* Variables:
    - a. dependent -
    - b. independent -
  - \* Control (or comparison) group:
    - a. Why is it important to control the variables you are not testing?
  - \* Data collected and recorded:
    - a. What is the difference between qualitative and quantitative data?
    - b. Give an example of each.
  - \* Charts and graphs: Be able to interpret these!
  - \* Analyze & interpret data:
  - \* Communicate findings:
2. How does a hypothesis become a theory? **Repeated testing.** Give an example of how new information can change a theory.
3. What are some safety concerns for students working in the lab?

**Goal 2: Learner will develop an understanding of the physical, chemical and cellular basis of life.**

4. What is the function and importance of each of the following organic molecules to organisms? Identify the subunits of each.
  - a. Carbohydrates- energy, carbon + hydrogen + oxygen (some hydroxyl groups)
  - b. Proteins- structure, enzymes, Amino group+ carboxyl group + central Carbon + hydrogen + R group (20 variables)
  - c. Lipids- membrane structure, energy CHO
  - d. Nucleic Acids DNA, RNA – genetic information. Nucleotides – sugar, phosphate, base
5. Which type of organic molecule is each of the following compounds?
  - a. Starch – polysaccharide energy storage of plants
  - b. Cellulose – polysaccharide – cell membrane of plants
  - c. Insulin – hormone from pancreas that assists in glucose transport into cells
  - d. Glycogen –polysaccharide, long chains of glucose stored in the liver of animals
  - e. Glucose – monosaccharide – main source of energy in living things
  - f. Enzyme – protein, catalyst that lowers activation energy in living things
  - g. Fats – energy storage, CHO, 3 fatty acids and a glycerol.

Ap environmental science midterm review. Ap environmental science unit 1 exam. Ap environmental science midterm study guide. Ap environmental science unit 1 test answers.

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