**Unit 7 Review Stations-9th Grade**

Station 1: Evidence for Natural Selection

Evolution by Natural Selection Data set

Station 2: Macromolecules and Natural Selection

Turn your textbook to page 429 and do the 16.2 minilab. You should create a data table, do the counts and calculations, then answer the 2 analysis questions

Station 3: Animal Behavior

This is the standard from the curriculum regarding Animal Behavior and Adaptations:

“2.1.1-Relate prior understanding of survival and reproductive success to evidence of variations observed in species in three areas:

***behavioral adaptations*** – suckling, taxes/taxis, migration, estivation, hibernation, habituation, imprinting, classical

conditional, and trial and error learning

***structural adaptations***–nutrition, respiration, transport and excretion mechanisms, camouflage, movement”

Create a Feynman Sheet that helps you to study the information in the standard. Pay attention to specific vocabulary terms.

Station 4: Plant Tropism

Read Section 23.3 Plant Responses in the Whale Textbook (pg. 622-625). **Make notes on new/interesting information.**

Complete the **Problem Solving Lab 23.3** on page 624. Make sure to explain your answers.

Station 5: Immunity

1. Talk to the text for the graph and diagram set. When you finish, answer the following:
   1. Define, in your own words, using evidence from the graph-**Directional Selection.**
   2. Add labels to the diagram under the graph (Diagram 2) which describe the process by which bacteria become resistant to antibiotics.
   3. Relate the concept of directional selection to antibiotic resistance shown in the diagram under the graph (Diagram 2).
   4. Using what you’ve seen, describe why patients should complete a full course of antibiotics, even when their symptoms disappear.
2. Compare and contrast (Using T-charts or Venn Diagrams), the following vocabulary pairs: Antigen/Pathogen, Active/Passive Immunity, Vaccines/Antibiotics and Antivirals.