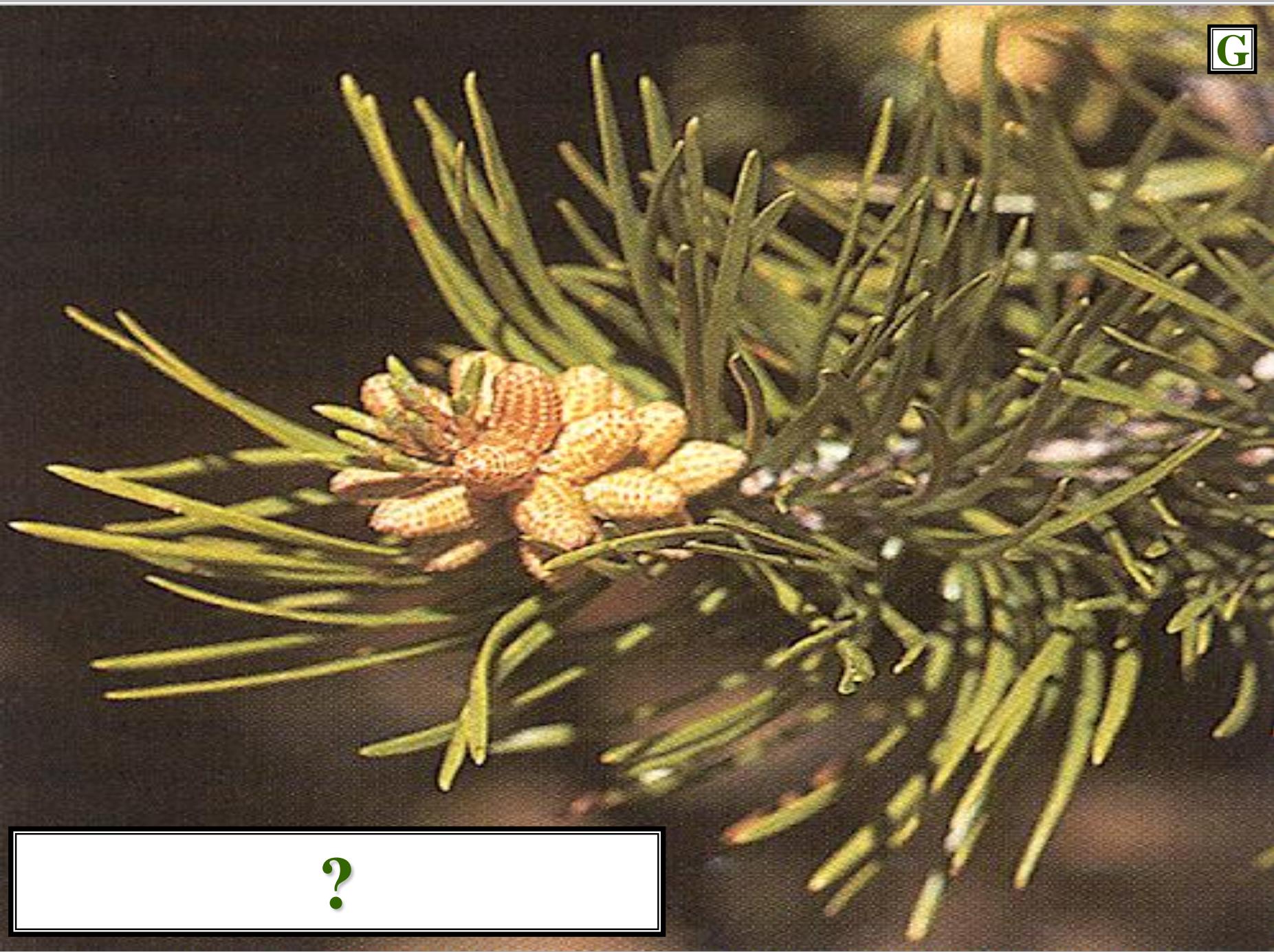
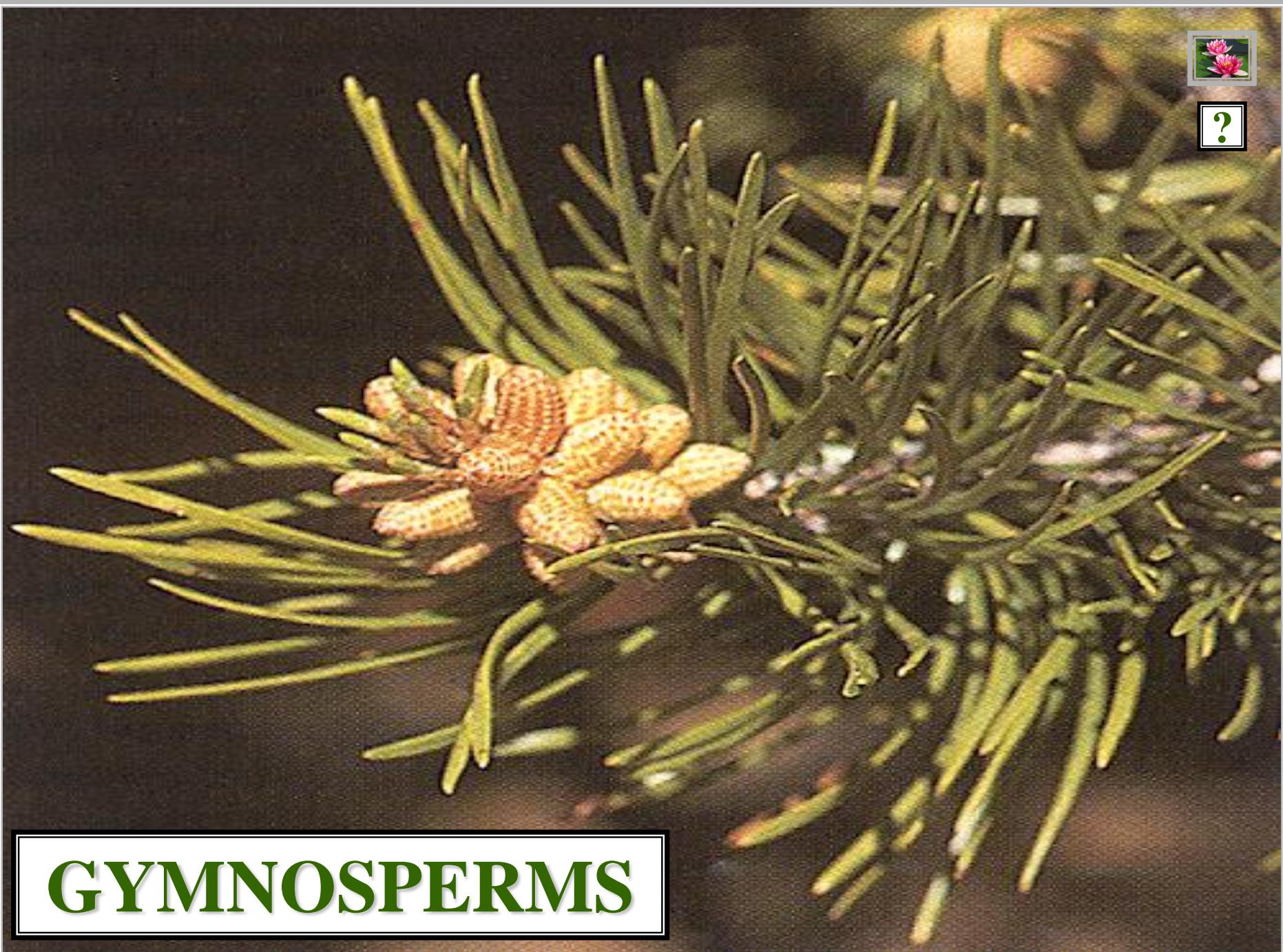


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GYMNOSPERMS



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ANGIOSPERMS





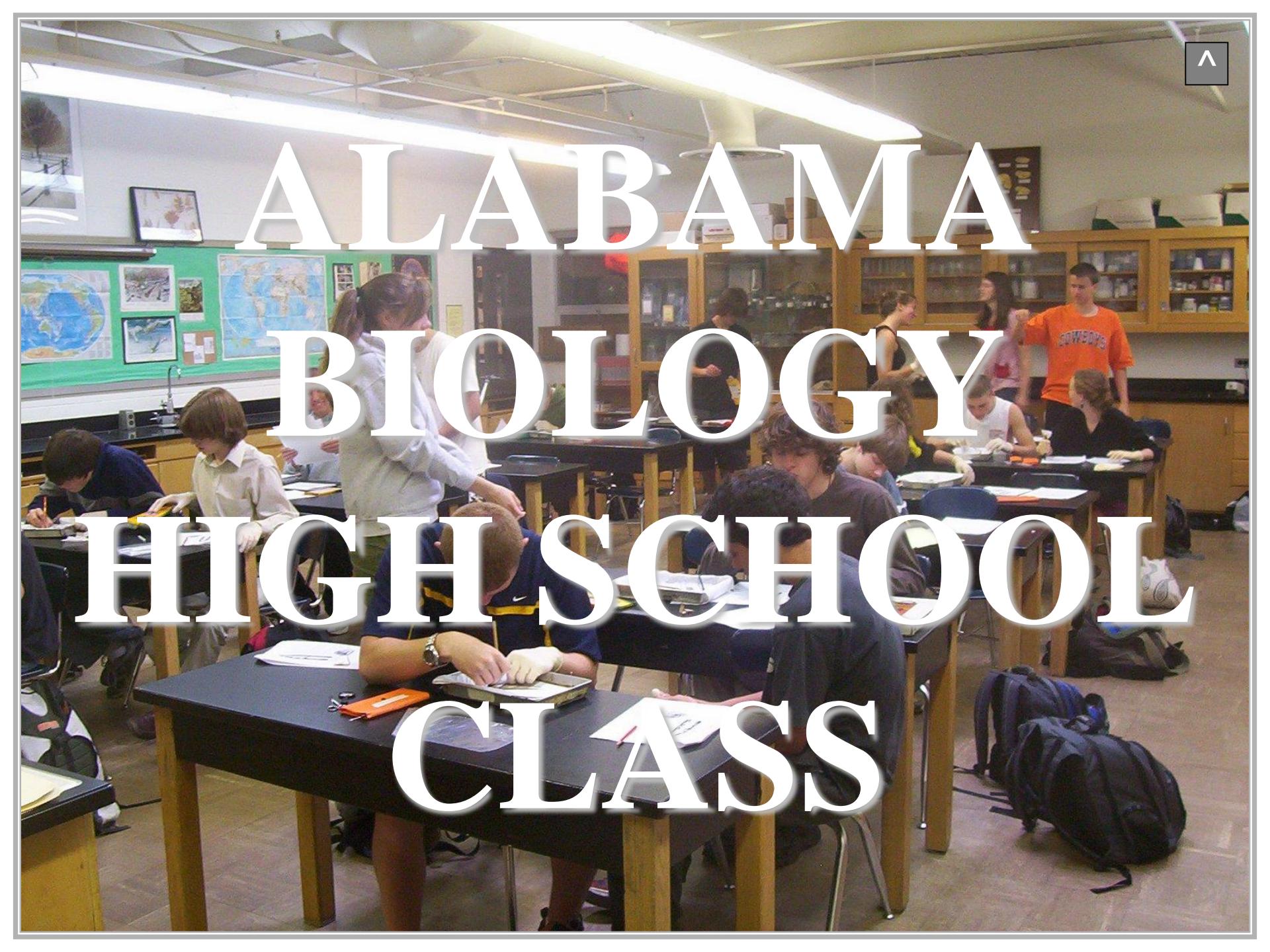
ZOOLOGY DISCIPLINES





BOTANY DISCIPLINES



A photograph of a high school biology classroom. Students are seated at wooden desks, working on their assignments. A teacher stands near the front of the room, assisting a student. The room is equipped with wooden cabinets filled with supplies and educational posters on the walls.

ALABAMA BIOLOGY HIGH SCHOOL CLASS

BIOLOGY SUBDISCIPLINES

BIOLOGY SUBDISCIPLINES

CYTOLOGY

BIOLOGY SUBDISCIPLINES

BIOLOGY

SUBDISCIPLINES

CYTOLOGY
PHYSIOLOGY

BIOLOGY

SUBDISCIPLINES

BIOLOGY

SUBDISCIPLINES

CYTOLOGY
PHYSIOLOGY
GENETICS

BIOLOGY

SUBDISCIPLINES

BIOLOGY

SUBDISCIPLINES

CYTOLOGY
PHYSIOLOGY
GENETICS
ANATOMY

BIOLOGY

SUBDISCIPLINES

BIOLOGY

SUBDISCIPLINES

CYTOLOGY

PHYSIOLOGY

GENETICS

ANATOMY

MORPHOLOGY

BIOLOGY

SUBDISCIPLINES

BIOLOGY

SUBDISCIPLINES

CYTOLOGY

PHYSIOLOGY

GENETICS

ANATOMY

MORPHOLOGY

TAXONOMY

BIOLOGY

SUBDISCIPLINES

BIOLOGY SUBDISCIPLINES

CYTOLOGY

PHYSIOLOGY

GENETICS

ANATOMY

MORPHOLOGY

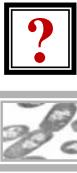
TAXONOMY

ECOLOGY

BIOLOGY SUBDISCIPLINES

CYTOTOLOGY

BIOLOGY SUBDISCIPLINES



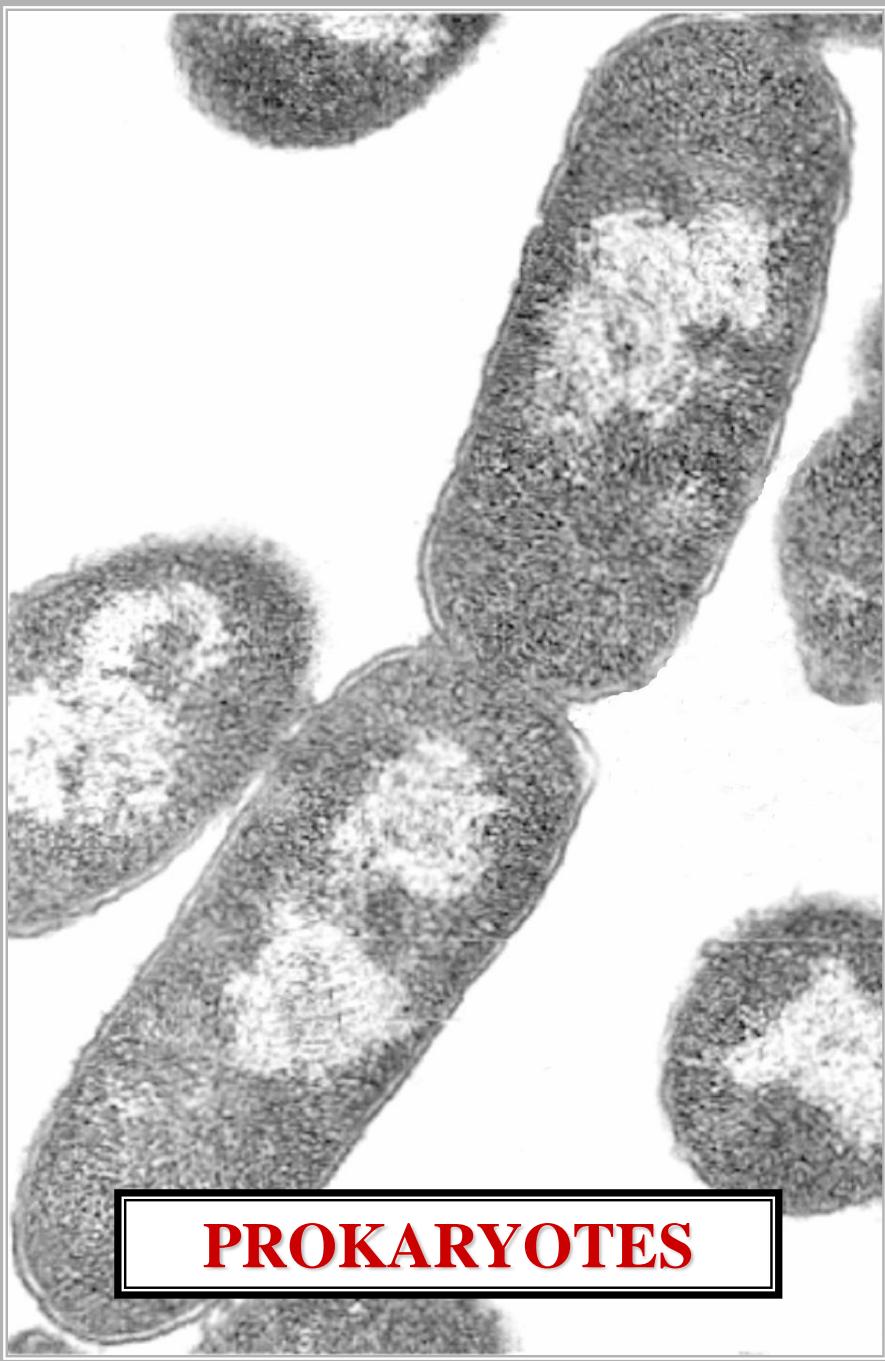
CYTOLOGY

STUDY OF CELLS

BIOLOGY SUBDISCIPLINES

CYTOLOGY

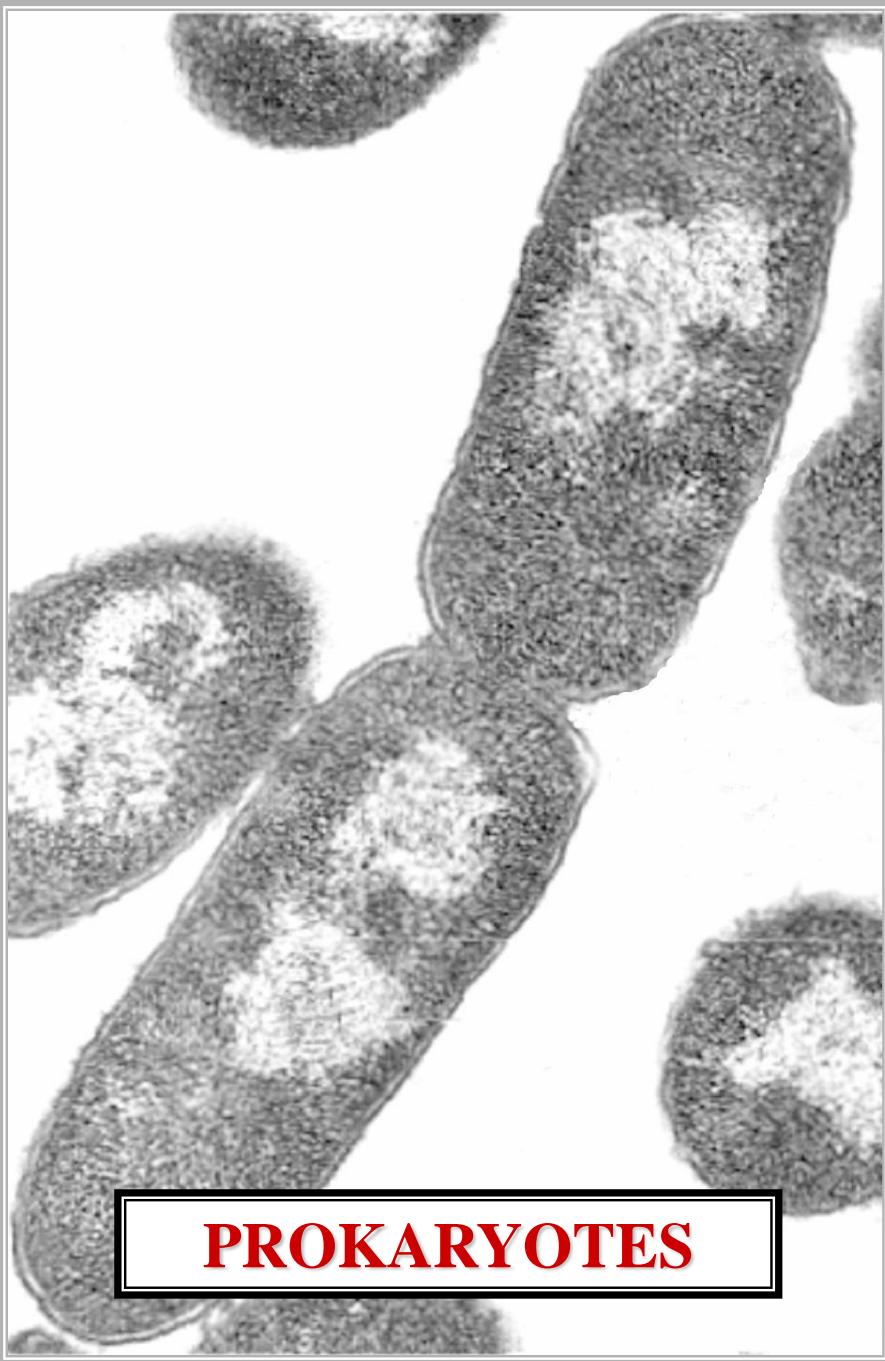




PROKARYOTES



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PROKARYOTES



EUKARYOTES

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PHYSIOLOGY

BIOLOGY SUBDISCIPLINES

PHYSIOLOGY

STUDY OF
BIOCHEMISTRY

BIOLOGY SUBDISCIPLINES

PHYSIOLOGY



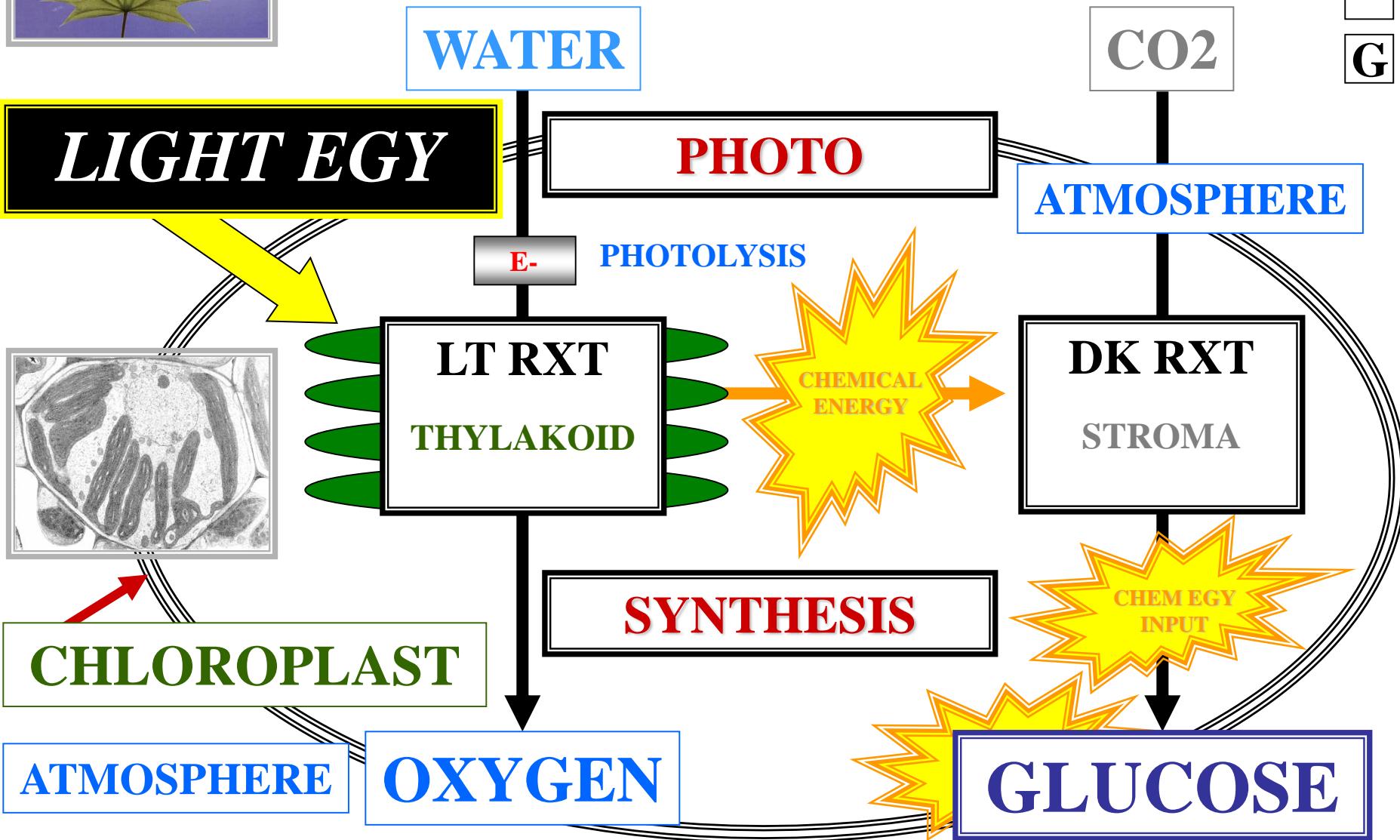
PHOTOSYNTHESIS



PHOTOSYNTHESIS



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GENETICS

BIOLOGY SUBDISCIPLINES



GENETICS

STUDY OF
INHERITANCE

BIOLOGY SUBDISCIPLINES

GENETIC

GENETICS



FATHER OF GENETICS

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GENETICS



FATHER OF GENETICS

GREGOR MENDEL

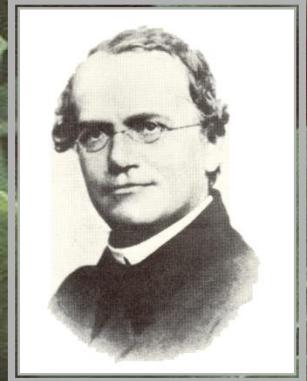


GENETICS



MENDELIAN GENETICS

GREGOR MENDEL



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GARDEN
PEA

ANATOMY

BIOLOGY SUBDISCIPLINES

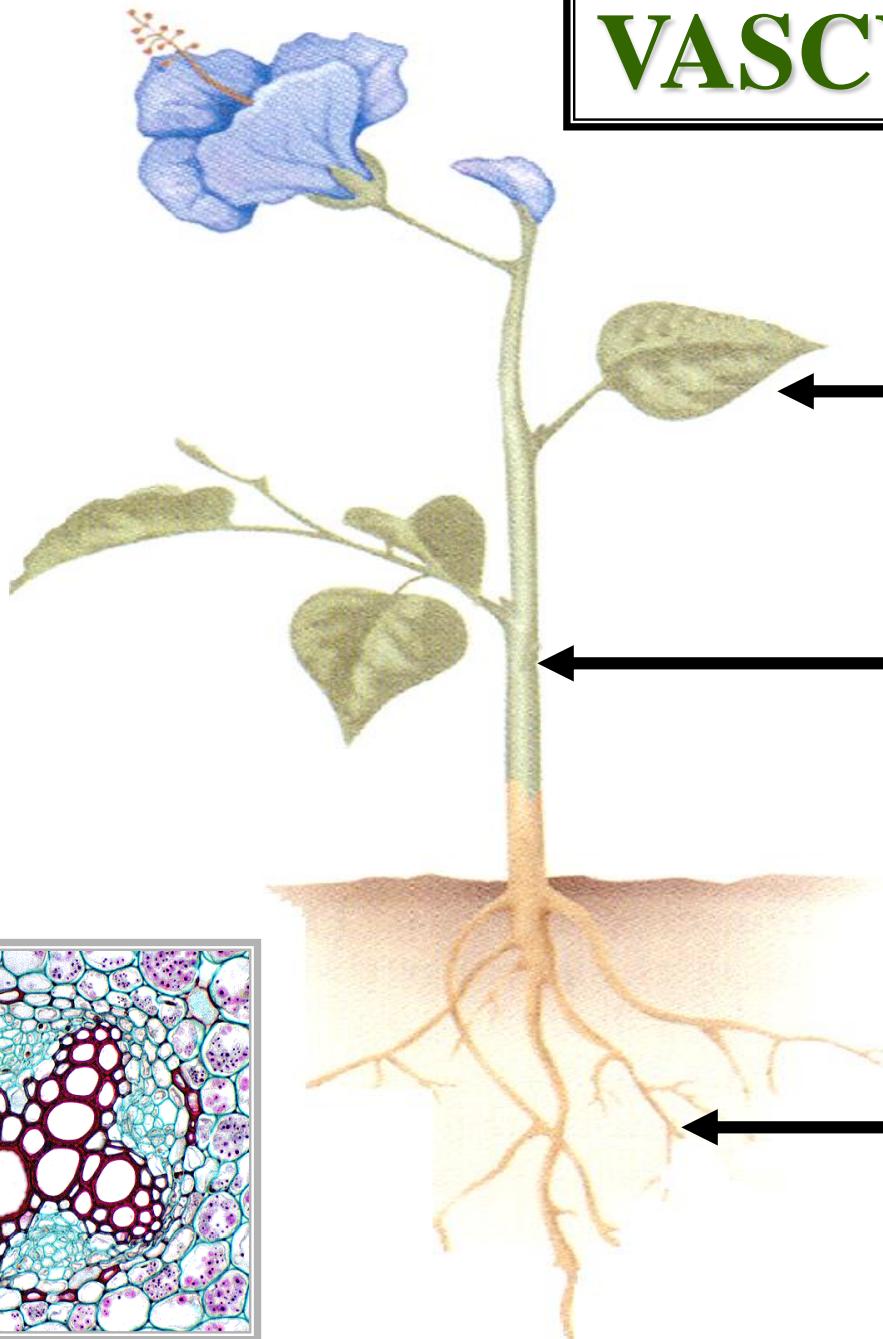


ANATOMY

STUDY OF INTERNAL
STRUCTURE

BIOLOGY SUBDISCIPLINES
ANATOMY

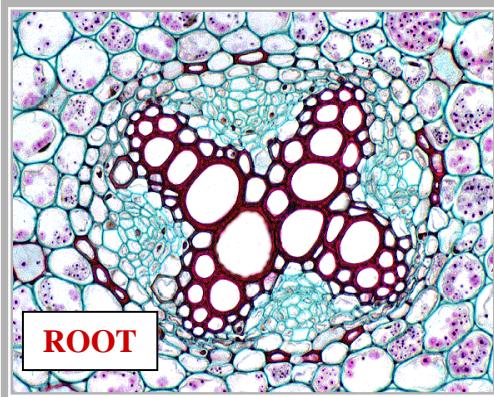
VASCULAR PLANT



LEAF

STEM

ROOT



ROOT

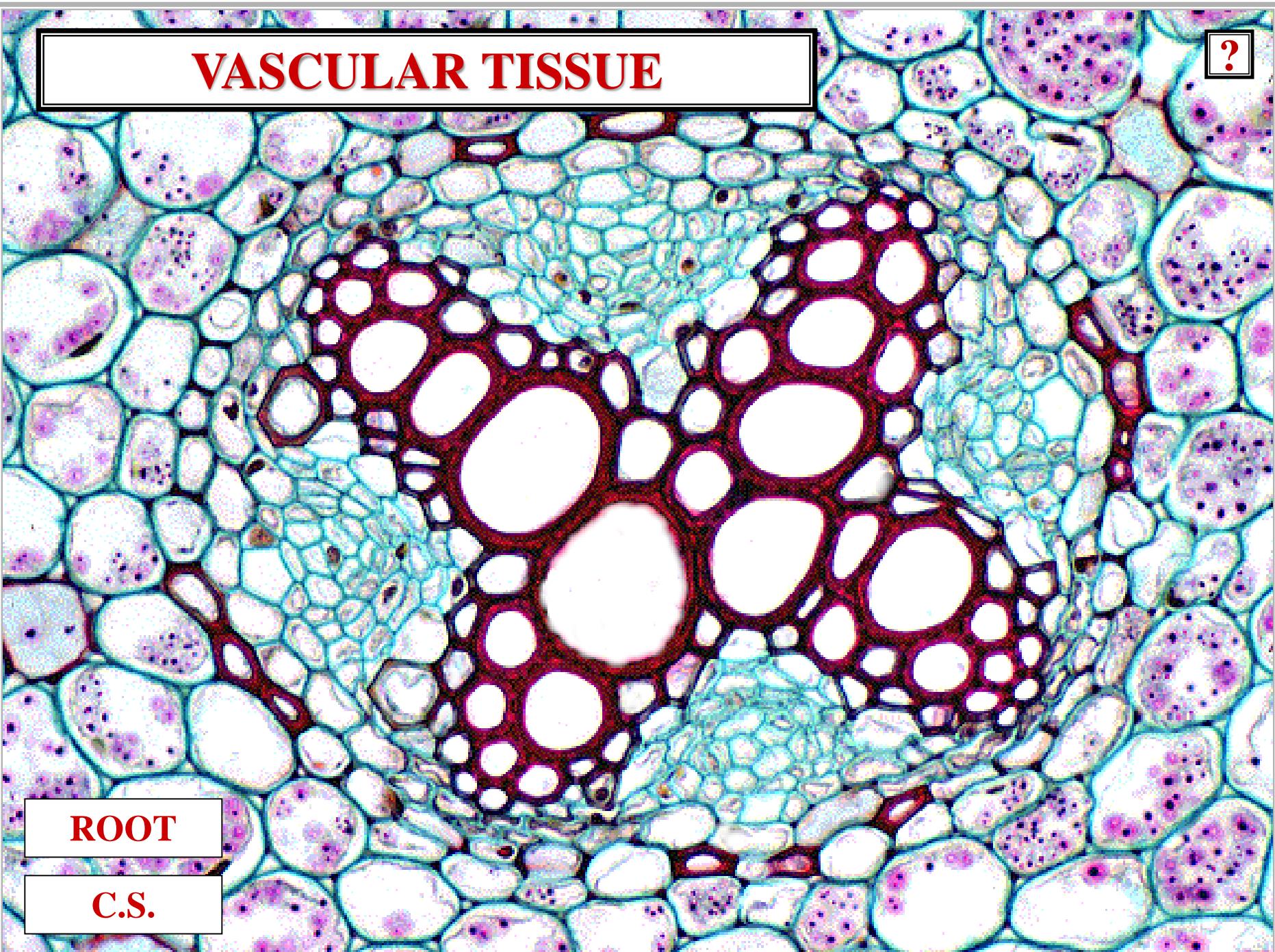


VASCULAR TISSUE

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ROOT

C.S.



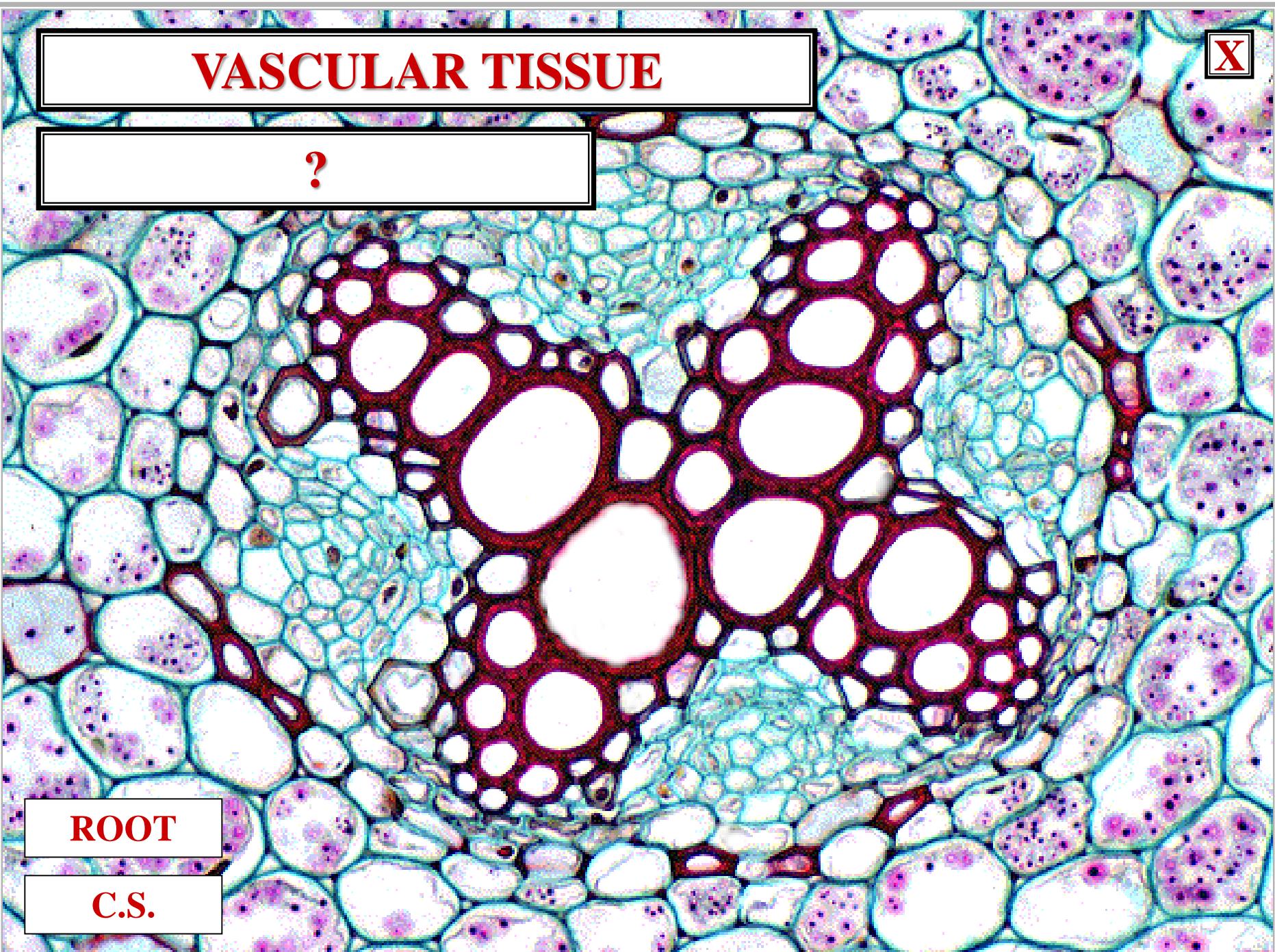
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VASCULAR TISSUE

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ROOT

C.S.



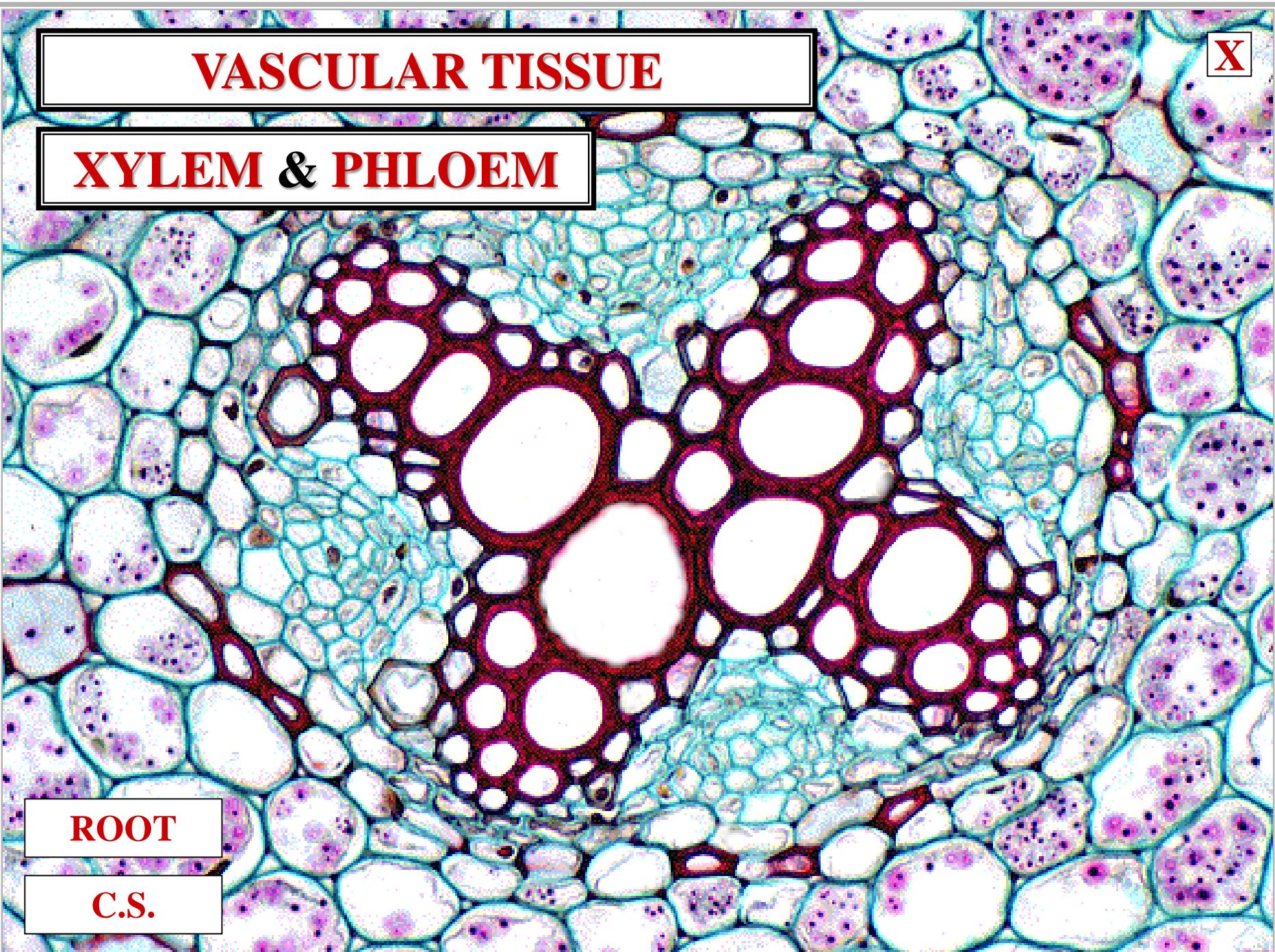
X

VASCULAR TISSUE

XYLEM & PHLOEM

ROOT

C.S.



P

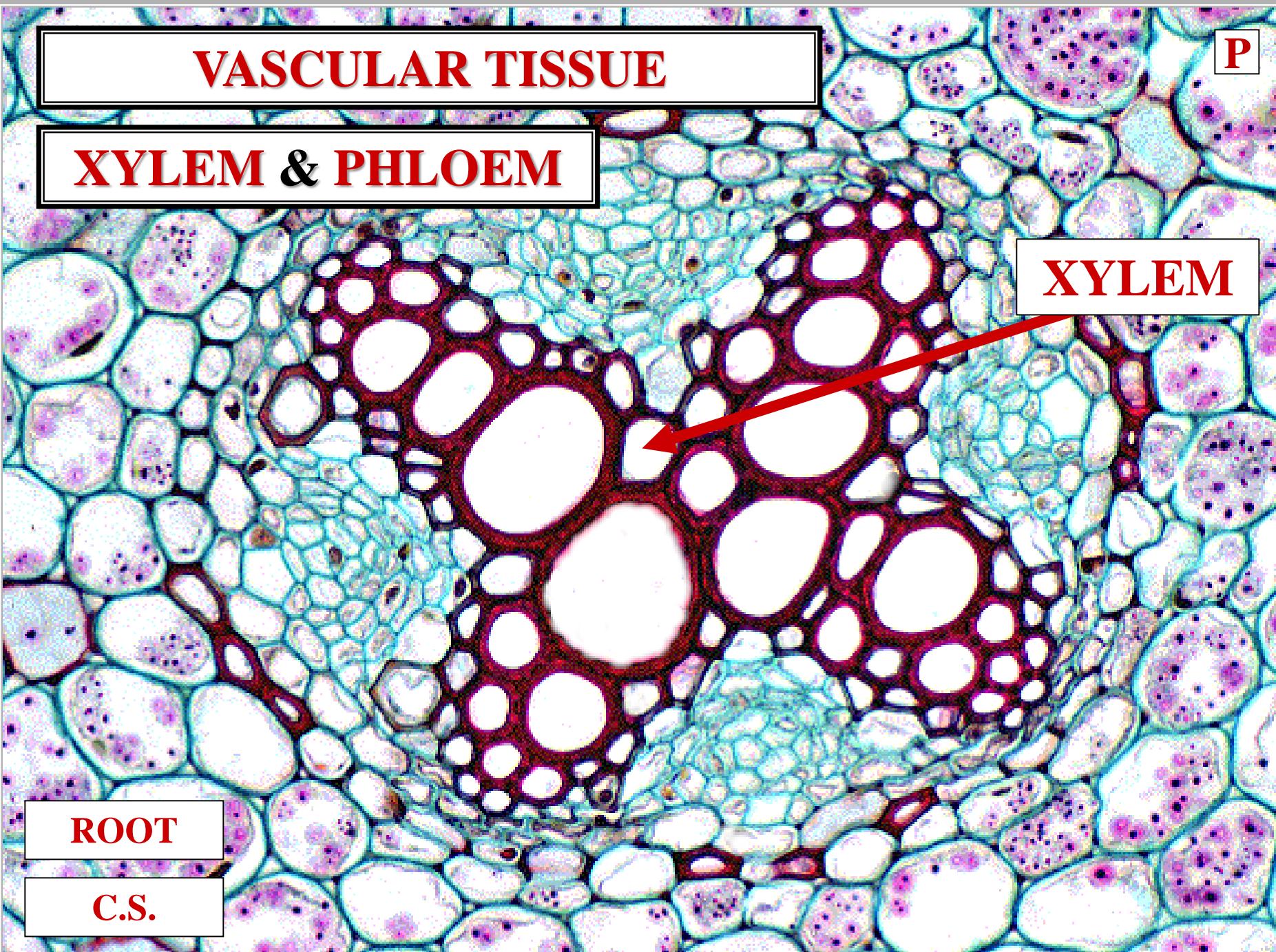
VASCULAR TISSUE

XYLEM & PHLOEM

XYLEM

ROOT

C.S.



VASCULAR TISSUE

XYLEM & PHLOEM

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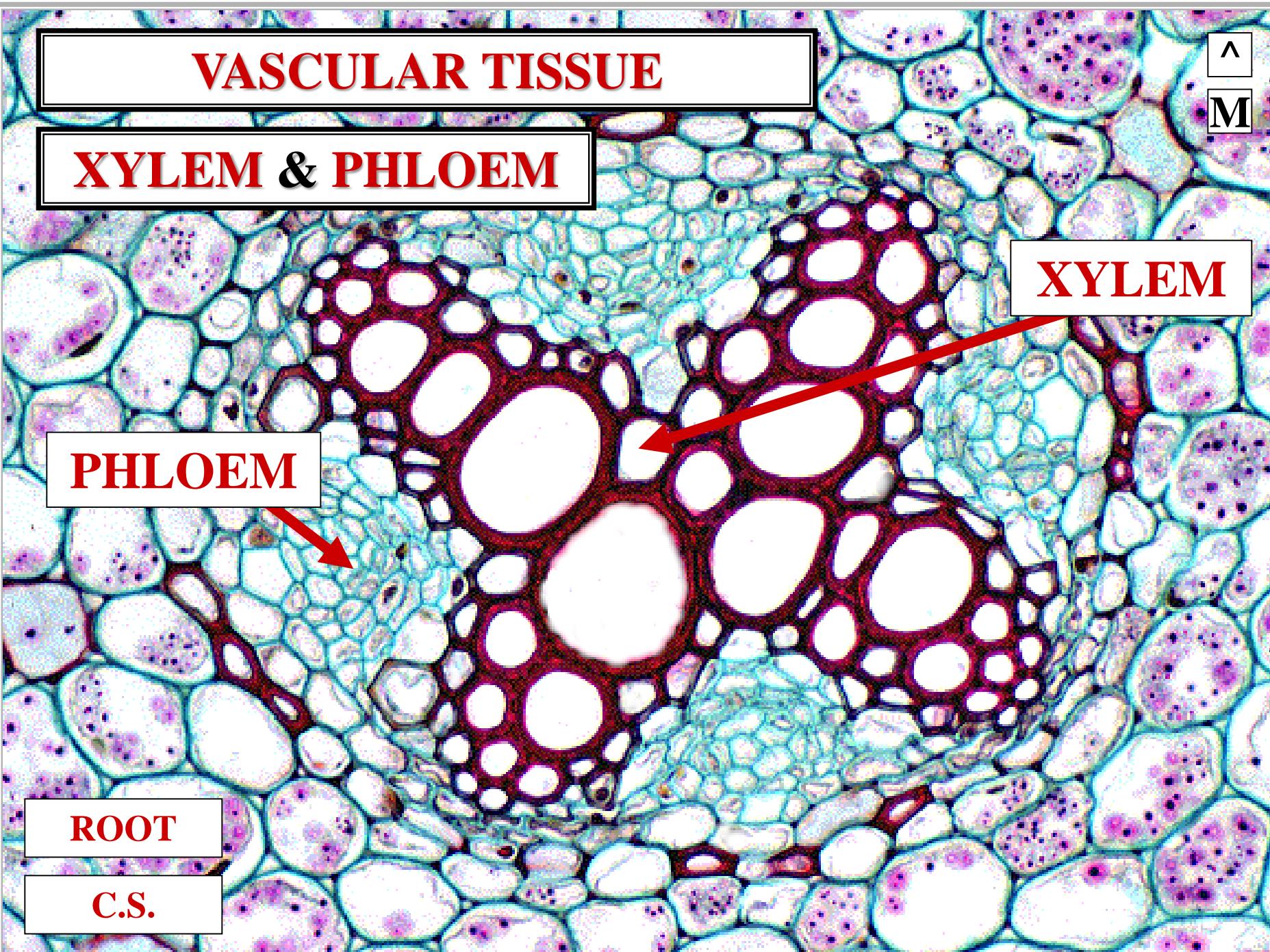
M

XYLEM

PHLOEM

ROOT

C.S.



MORPHOLOGY

BIOLOGY SUBDISCIPLINES



MORPHOLOGY

STUDY OF
EXTERNAL
STRUCTURE

BIOLOGY SUBDISCIPLINES

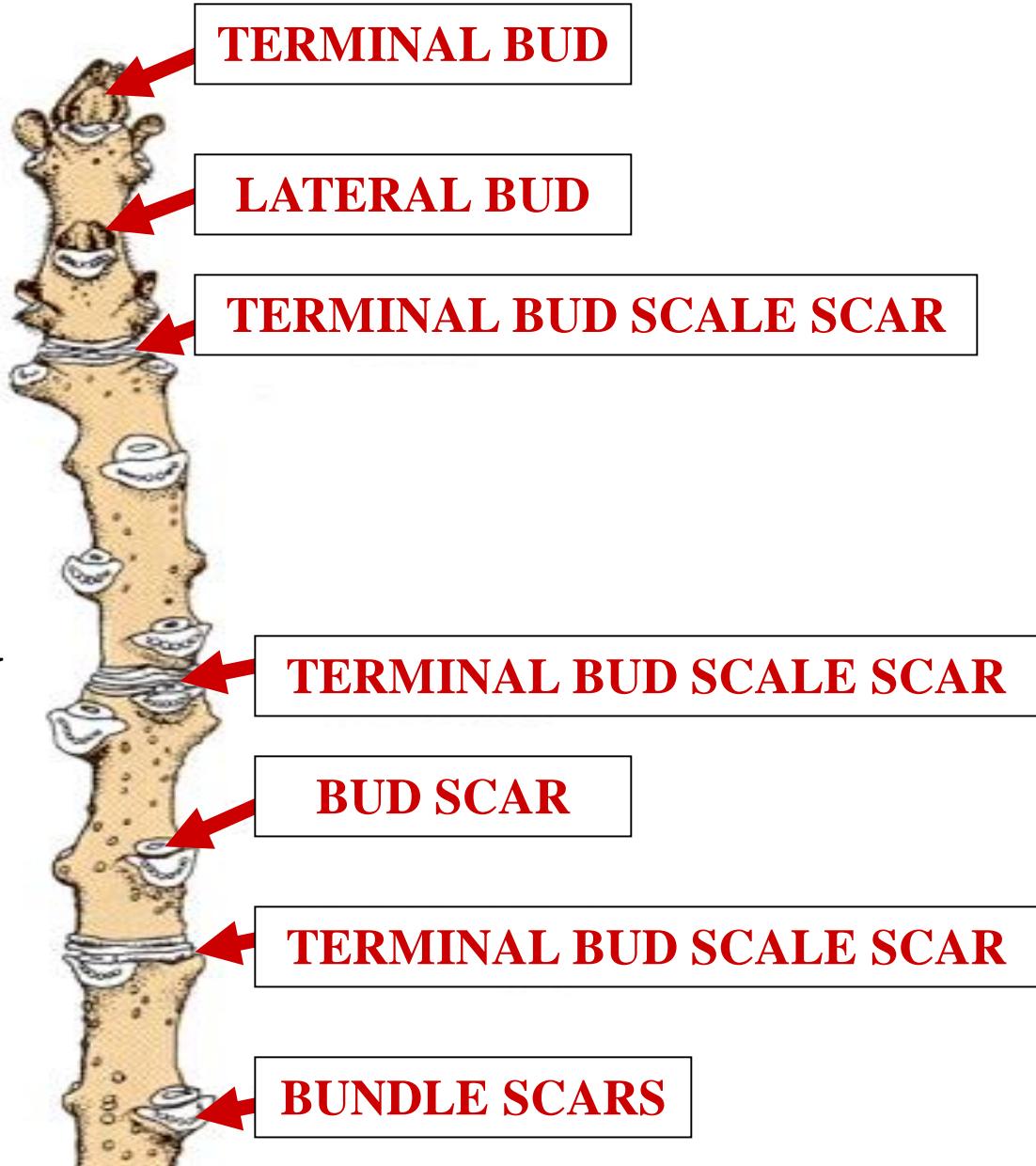
MORPHOLOGY

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ANGIOSPERM TWIG MORPHOLOGY



TAXONOMY

BIOLOGY SUBDISCIPLINES



TAXONOMY

STUDY OF
CLASSIFICATION

BIOLOGY SUBDISCIPLINES

TAXONOMY

SPECIES GENUS FAMILY ORDER CLASS PHYLUM KINGDOM DOMAIN

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URSUS

URSIDAE

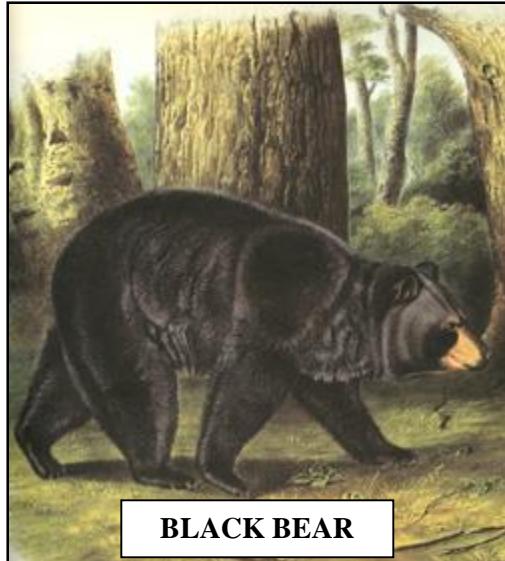
CARNIVORA

MAMMALIA

CHORDATA

ANIMALIA

EUKARYA



ECOLOGY

BIOLOGY SUBDISCIPLINES



ECOLOGY

STUDY OF ORGANISM

INTERACTION

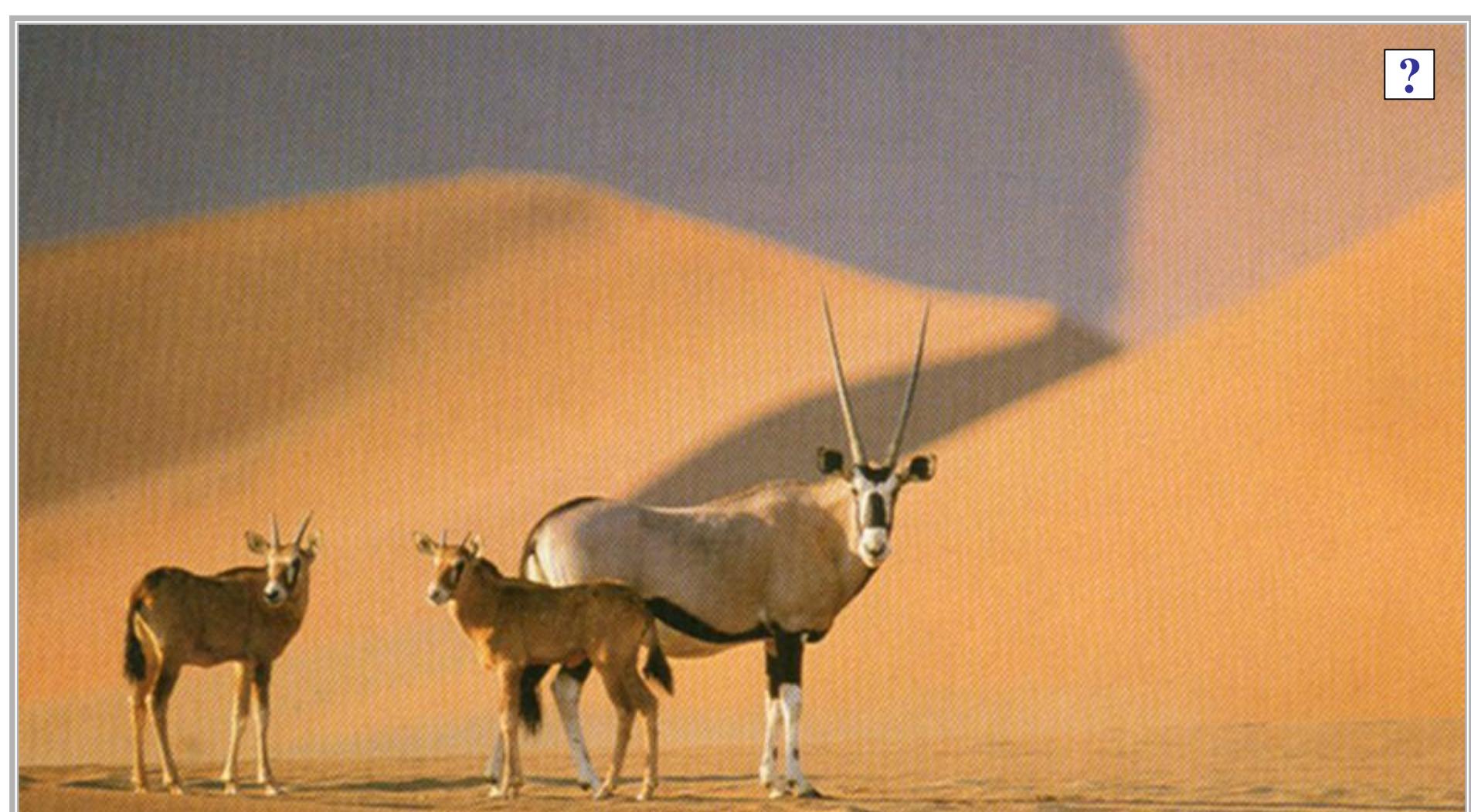
WITH THE

ENVIRONMENT

BIOLOGY SUBDISCIPLINES

ECOLOGY

?



DESERT ARABIAN ORYX

QUESTION
WHAT PROCEDURAL
OUTLINE DO
SCIENTISTS USE TO
SOLVE A PROBLEM?

QUESTION

ANSWER

SCIENTIFIC METHOD

ANSWER

SCIENTIFIC METHOD

SCIENTIFIC METHOD



SCIENTIFIC METHOD

PROCEDURE

SOLVE

SCIENTIFIC

PROBLEM

SCIENTIFIC METHOD



O

LABORATORY

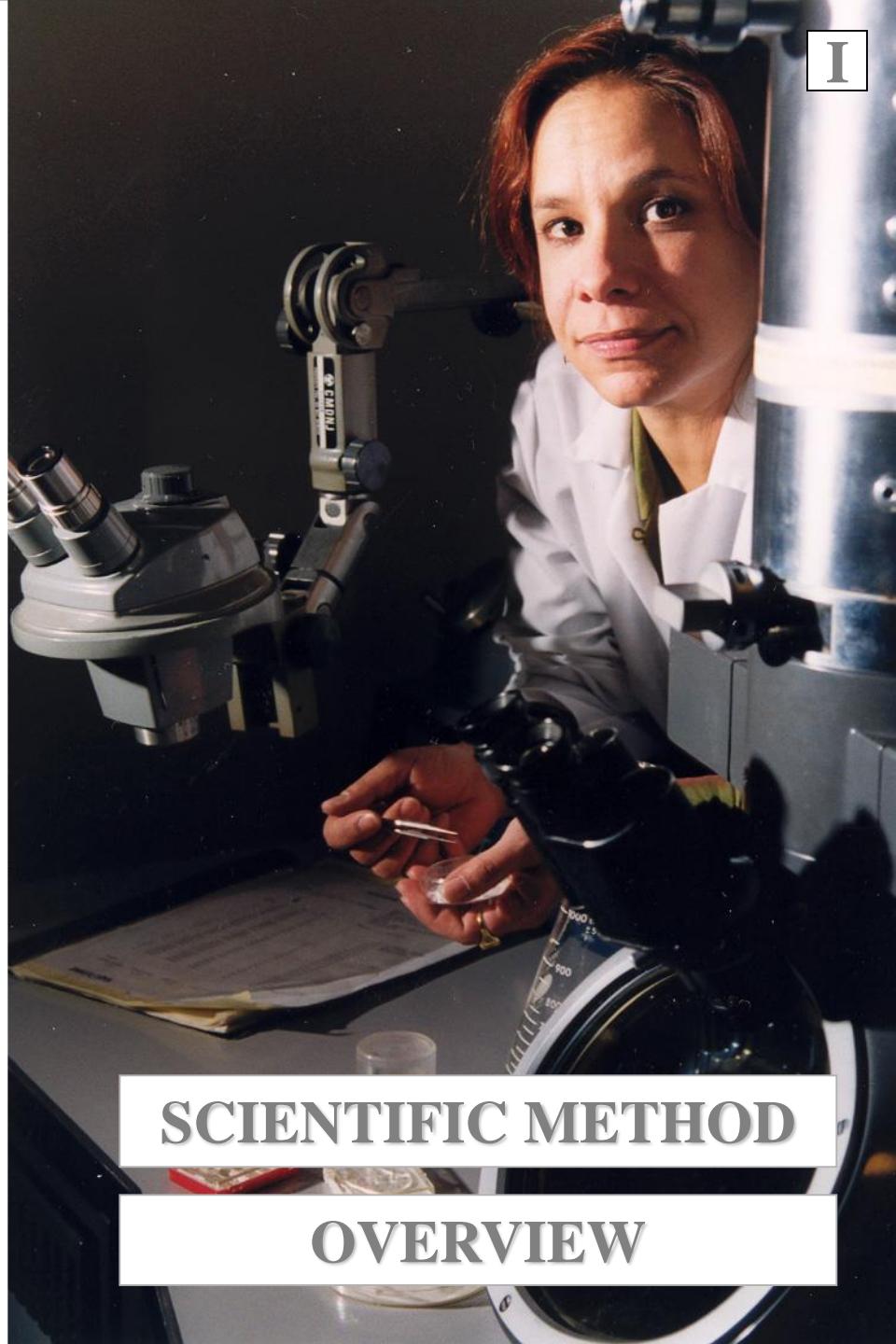
SCIENTIFIC

METHOD

LABORATORY



SCIENTIFIC METHOD OVERVIEW



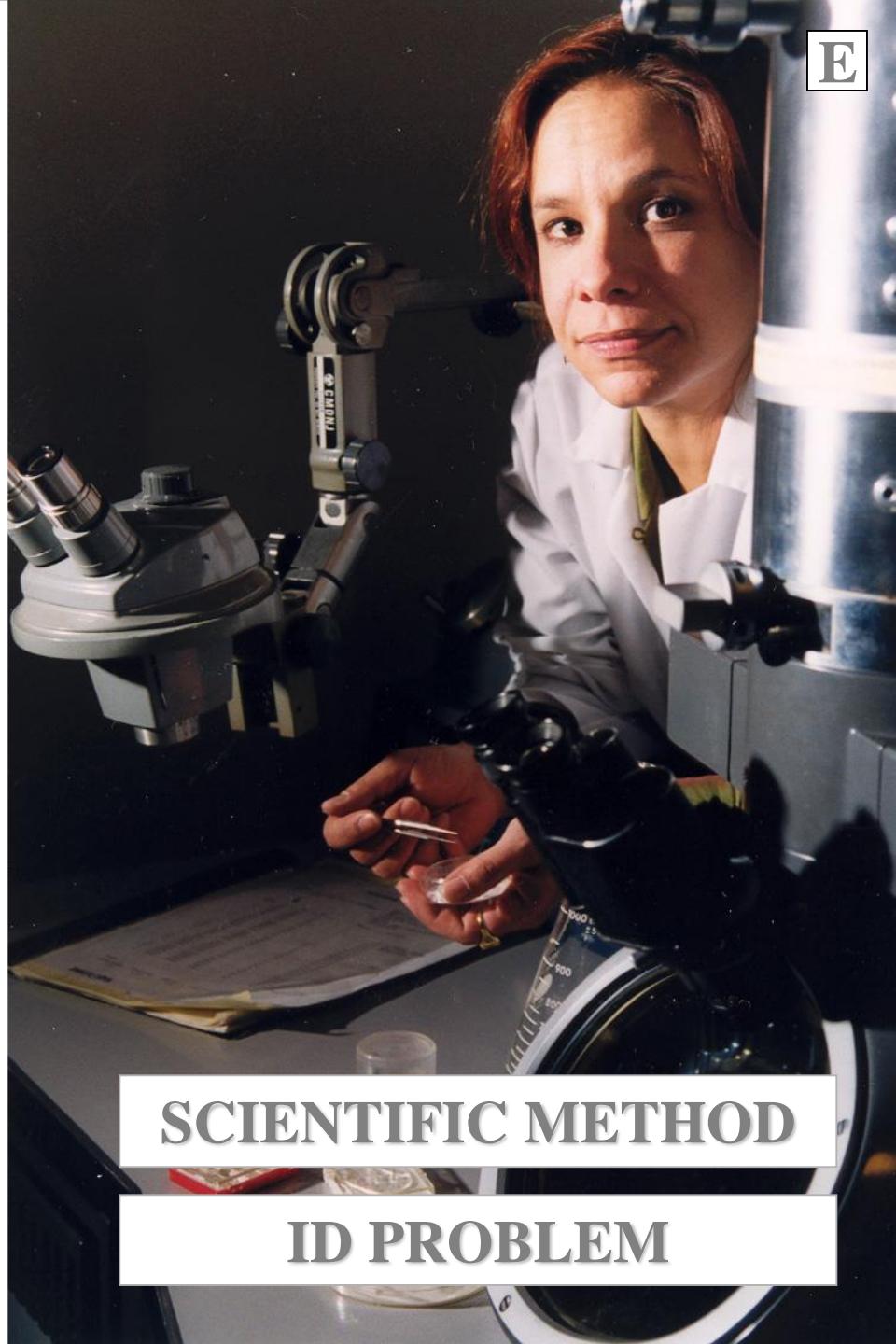
SCIENTIFIC METHOD OVERVIEW

E



SCIENTIFIC METHOD

ID PROBLEM



SCIENTIFIC METHOD

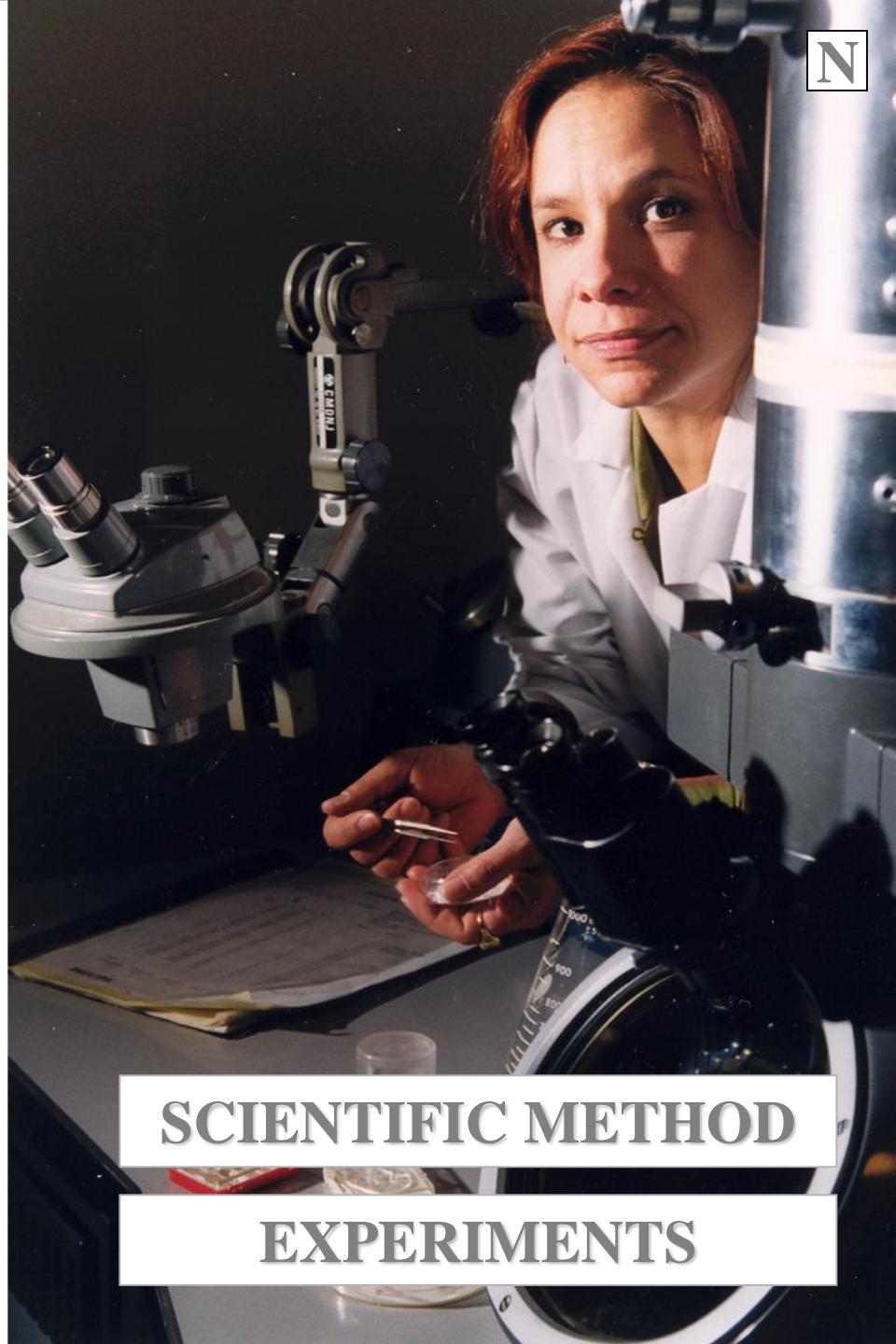
ID PROBLEM

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SCIENTIFIC METHOD

EXPERIMENTS



SCIENTIFIC METHOD

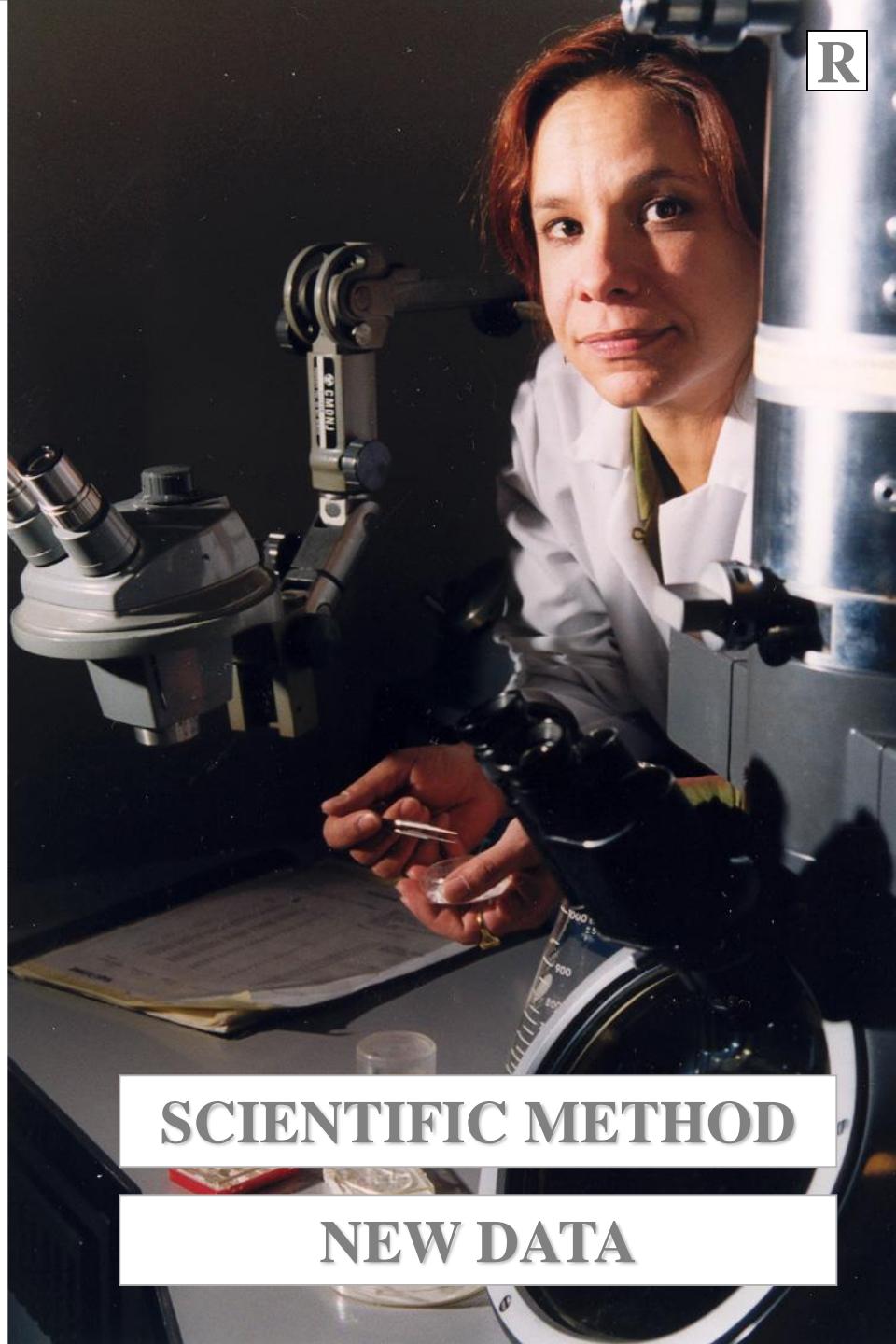
EXPERIMENTS

R



SCIENTIFIC METHOD

NEW DATA



SCIENTIFIC METHOD

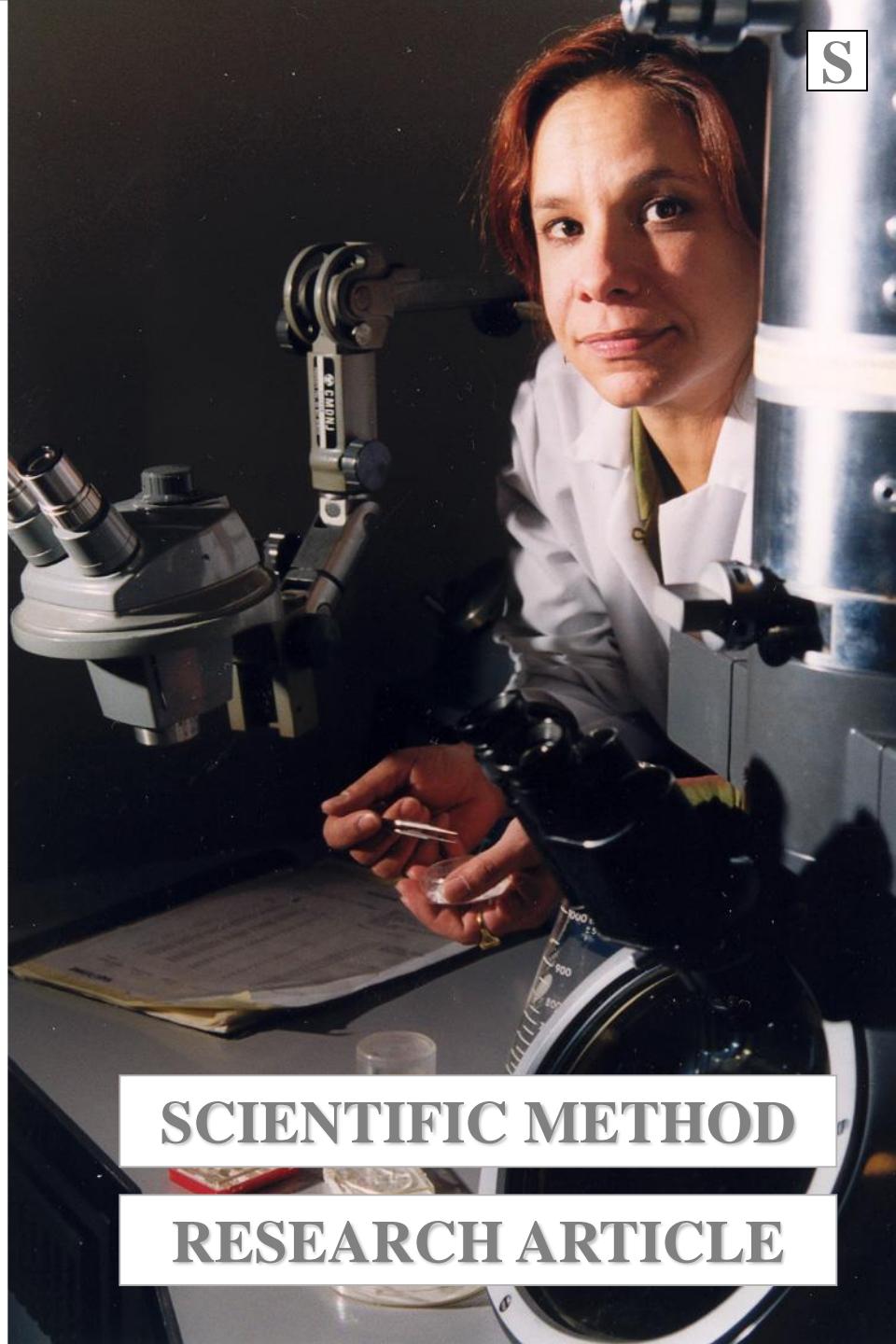
NEW DATA

S



SCIENTIFIC METHOD

RESEARCH ARTICLE



SCIENTIFIC METHOD

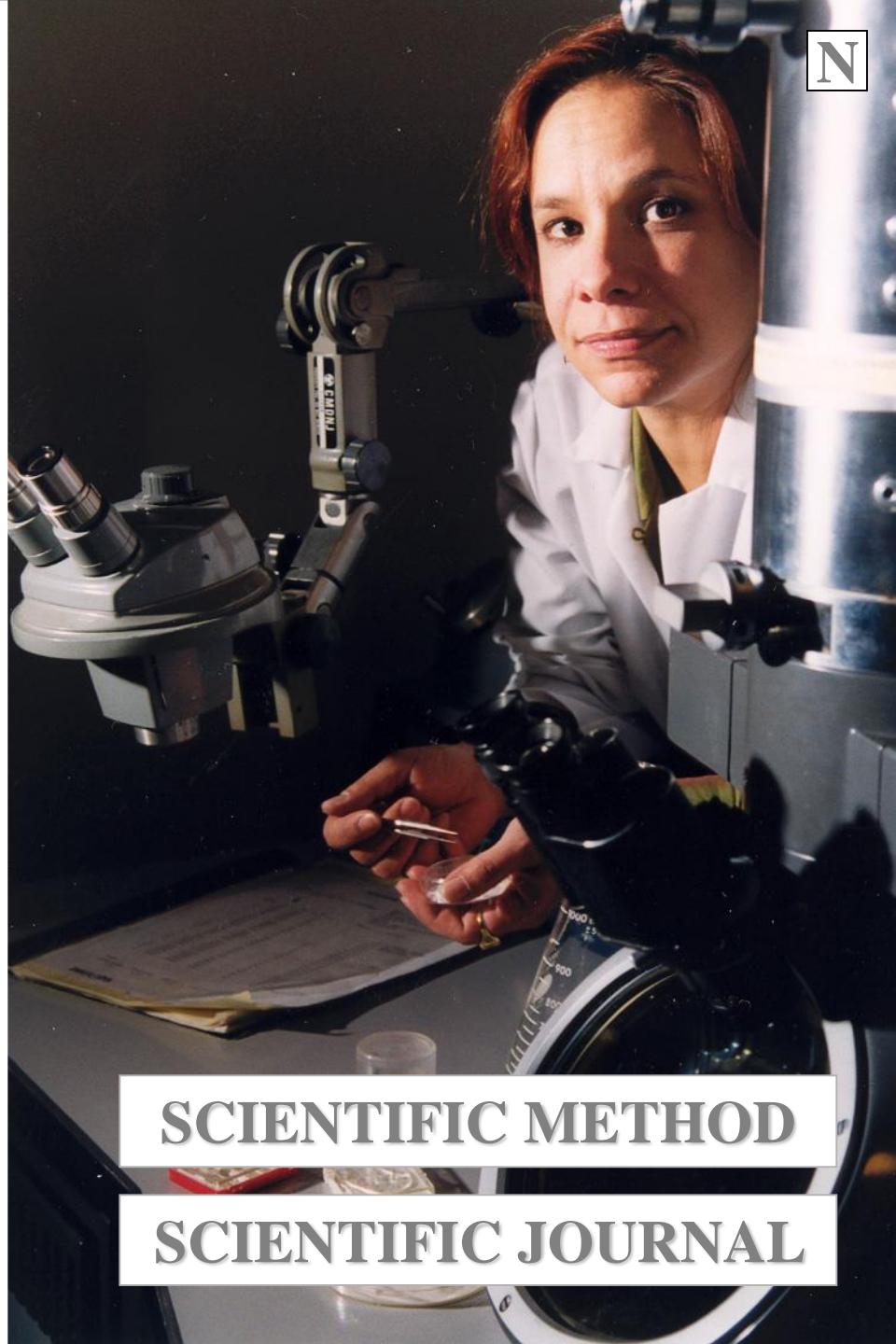
RESEARCH ARTICLE

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SCIENTIFIC METHOD

SCIENTIFIC JOURNAL



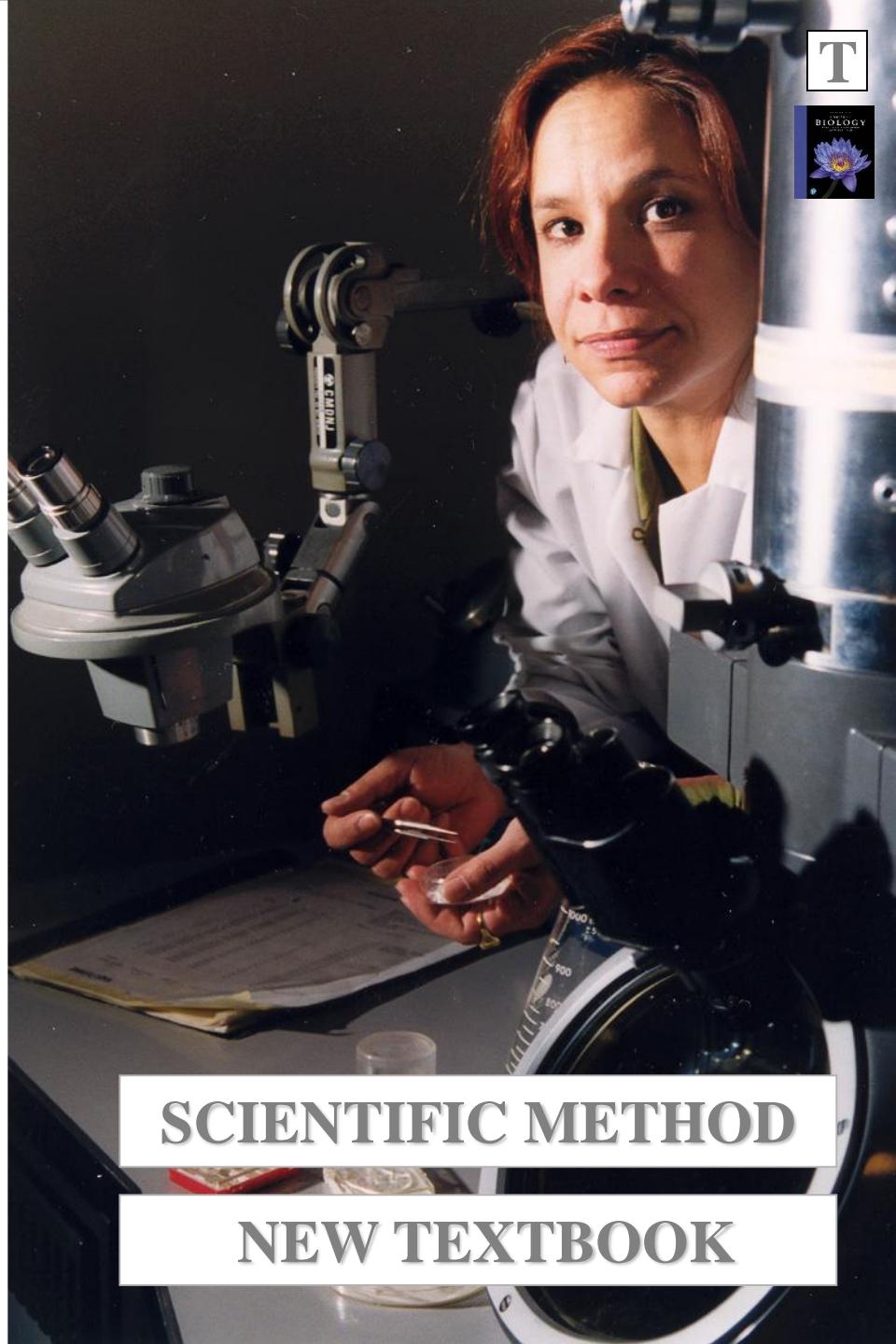
SCIENTIFIC METHOD

SCIENTIFIC JOURNAL

T



SCIENTIFIC METHOD
NEW TEXTBOOK



SCIENTIFIC METHOD
NEW TEXTBOOK

>

TWELFTH EDITION

CAMPBELL
BIOLOGY

URRY • CAIN • WASSERMAN
MINORSKY • ORR



L

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**SCIENCE
CONTINUOUS
PURSUIT OF
KNOWLEDGE**

LABORATORY

SCIENTIFIC

METHOD

LABORATORY

THEORY VS HYPOTHESIS

THEORY



QUESTION

WHAT IS A THEORY?

QUESTION



“MAD SCIENTIST”

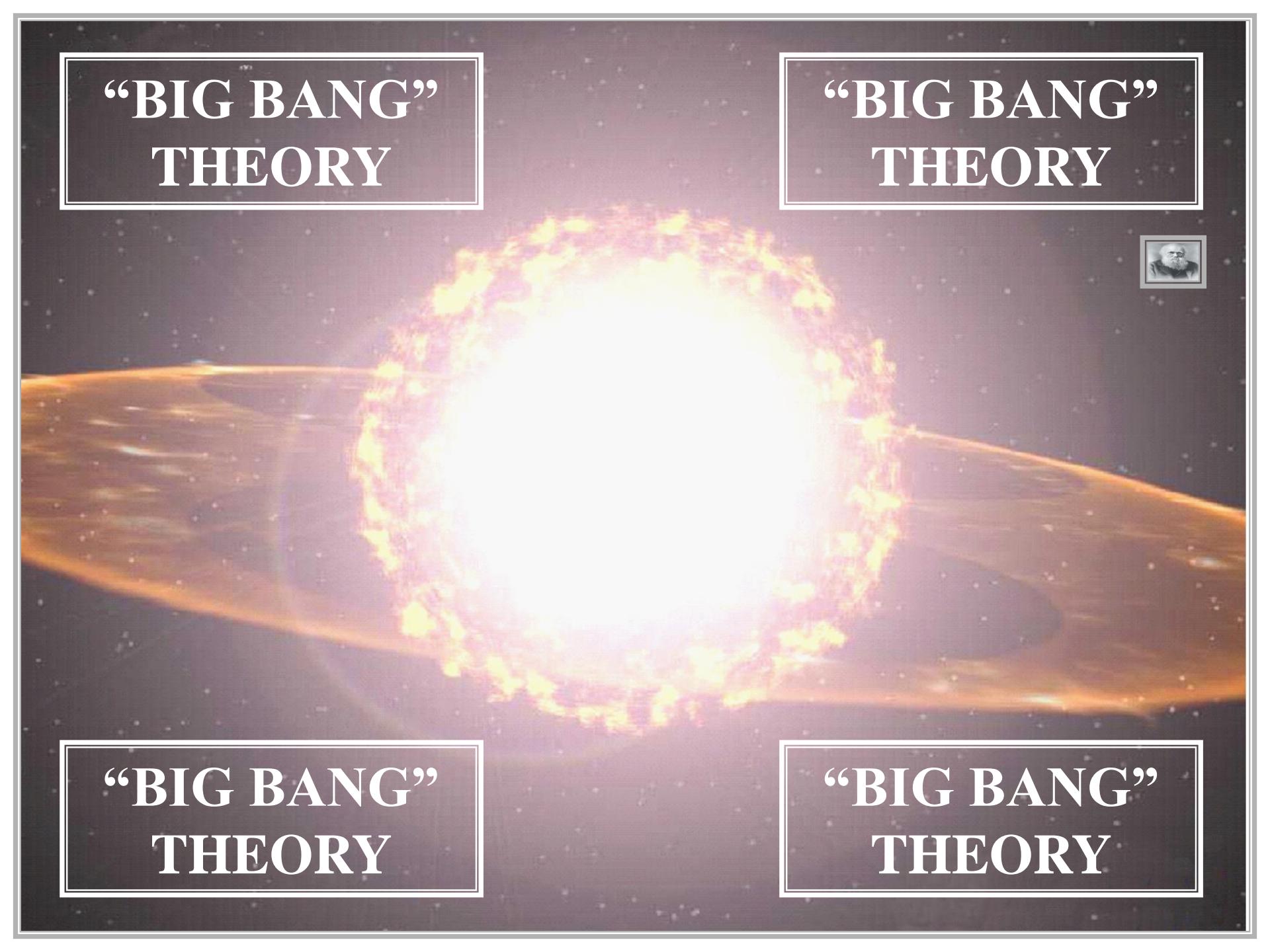
THEORY



THEORY

SCIENTIFIC
SUPPORTED
IDEA

THEORY



**“BIG BANG”
THEORY**

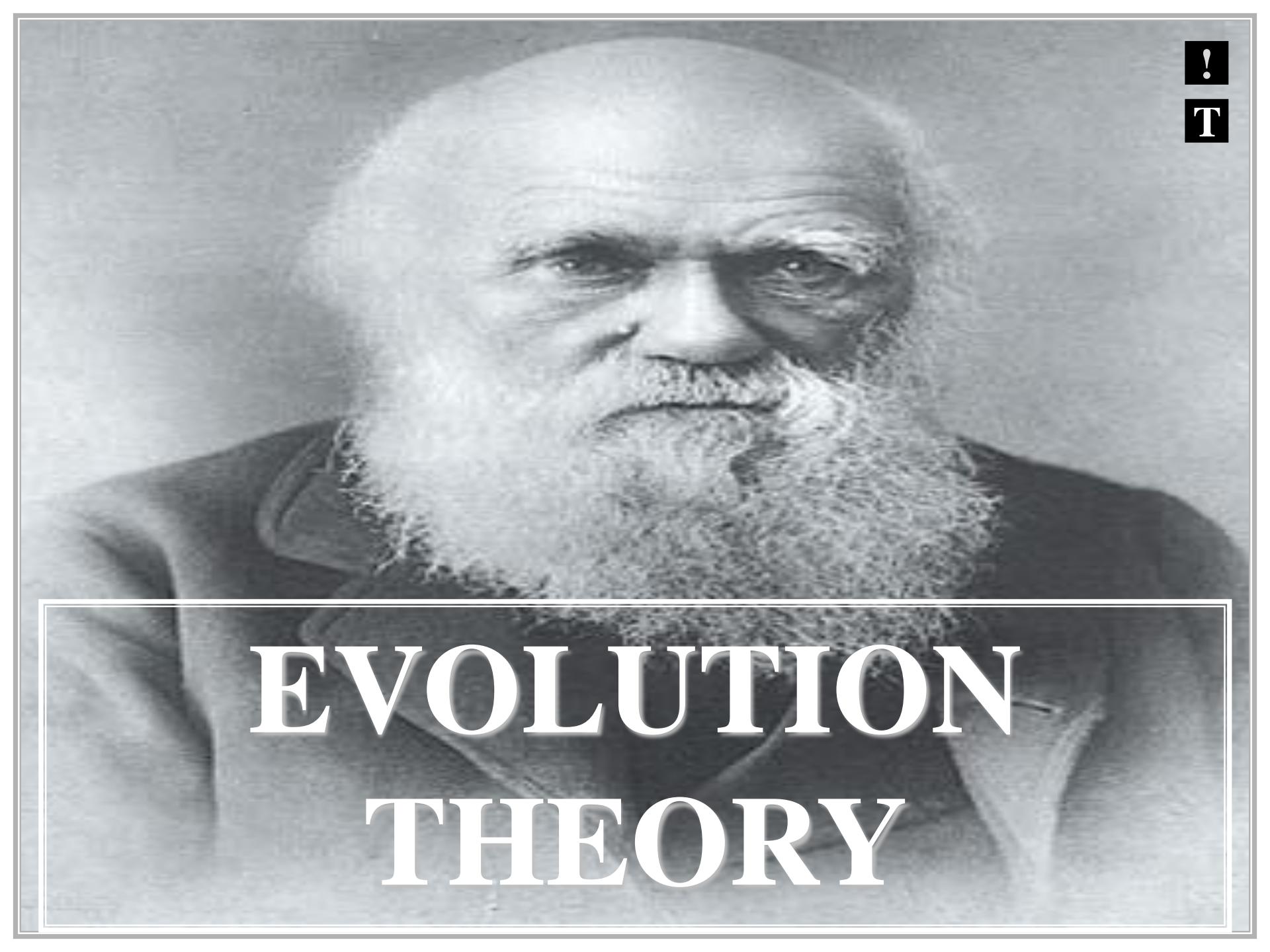
**“BIG BANG”
THEORY**



**“BIG BANG”
THEORY**

**“BIG BANG”
THEORY**

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T



EVOLUTION THEORY

THEORY

CANNOT ALWAYS BE
SUPPORTED BY
DIRECT
OBSERVATION

THEORY

+
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THEORY

CAN ONLY BE
SUPPORTED BY
INDIRECT
OBSERVATION

THEORY



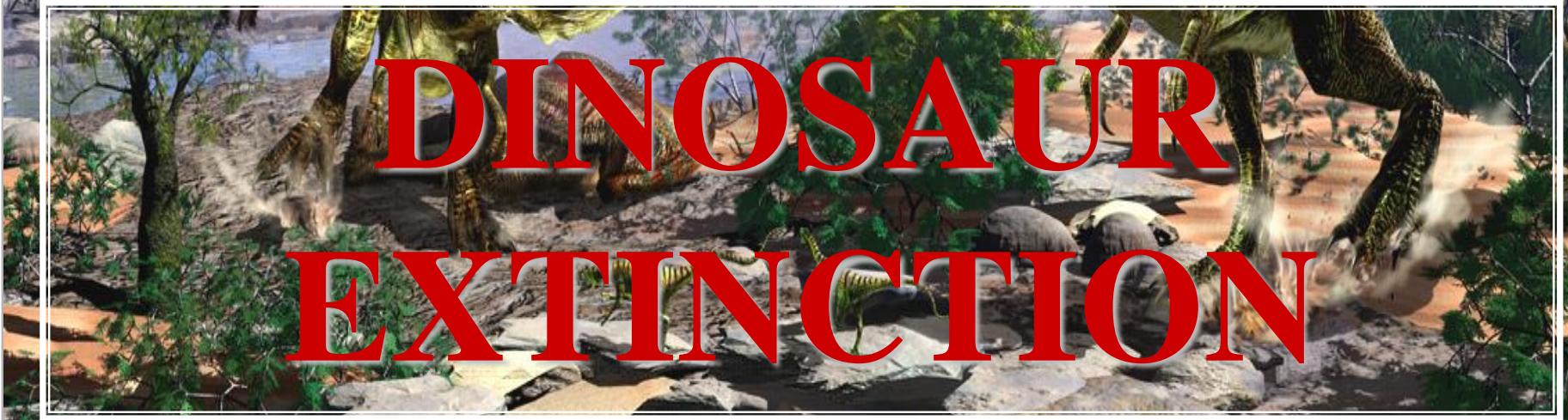
THEORY

CAN BE
SUPPORTED TO A
“RELATIVE CERTAINTY”
ONLY

THEORY

EXAMPLE

DINOSAUR
EXTINCTION



?

EXAMPLE

**CRETACEOUS
65 MYA**



QUESTION

WHAT IS THE MOST
ACCEPTED THEORY
FOR DINOSAUR
EXTINCTION?

QUESTION

ASTEROID IMPACT THEORY

ASTEROID IMPACT THEORY CAUSED DINOSAUR EXTINCTION



ASTEROID IMPACT THEORY SUPPORTING EVIDENCE

ASTEROID





ASTEROID



ELEMENT **IRIDIUM**
ABUNDANT ON ASTEROIDS



**ELEMENT IRIDIUM
RARE ON EARTH**

EARTH

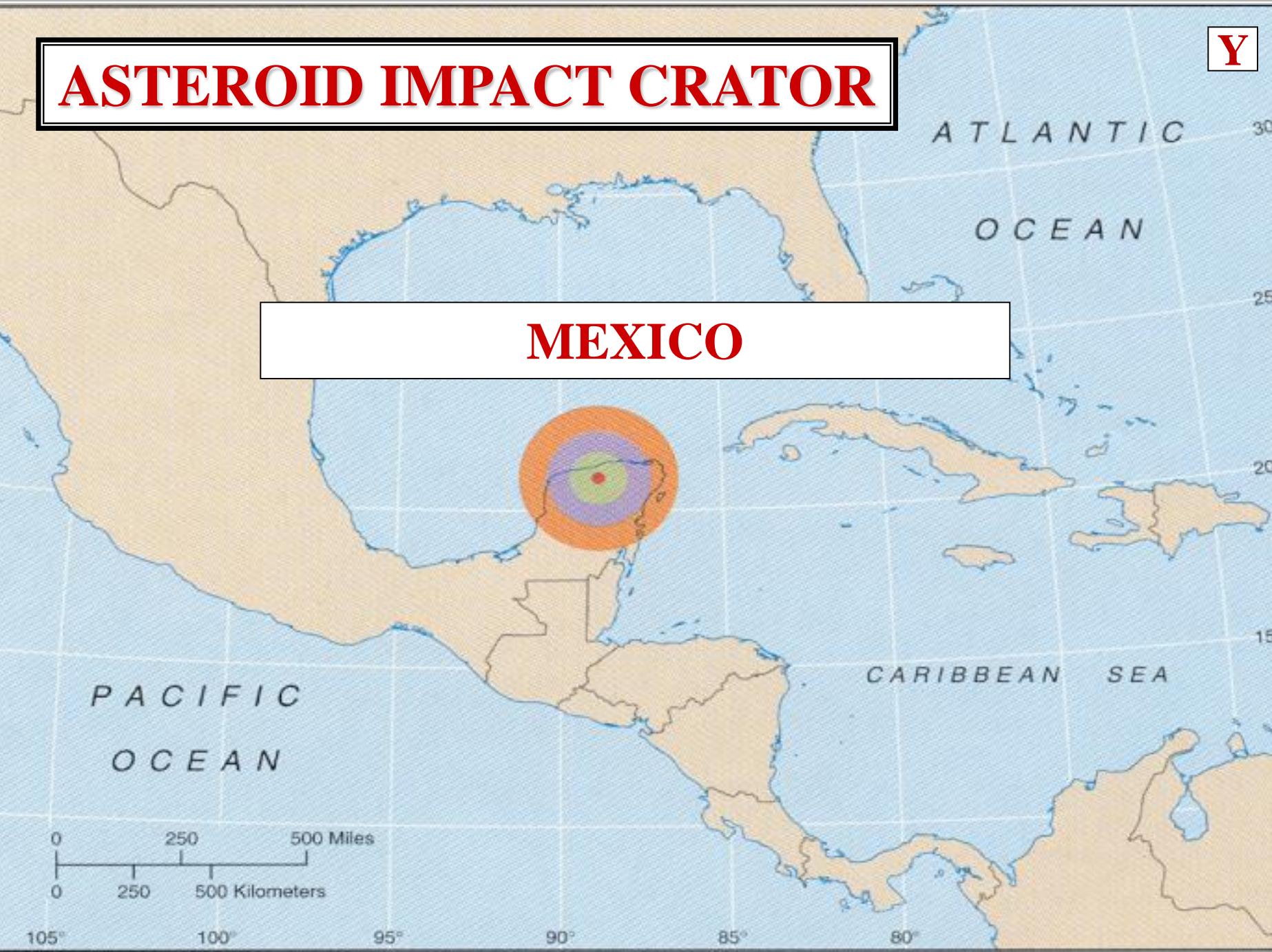


ASTEROID IMPACT

Y

ASTEROID IMPACT CRATOR

MEXICO



ASTEROID IMPACT CRATOR

MEXICO

YUCATAN PENINSULA



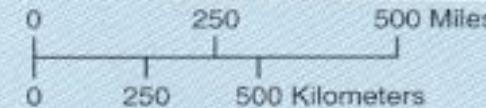
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ASTEROID IMPACT CRATOR

MEXICO

YUCATAN PENINSULA

65 MILLION YEARS AGO



GR

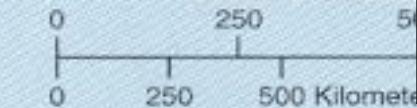
ASTEROID IMPACT CRATOR

MEXICO

YUCATAN PENINSULA

65 MILLION YEARS AGO

ASTEROID IMPACT



105° 100° 95° 90° 85° 80°

ASTEROID IMPACT CRATOR

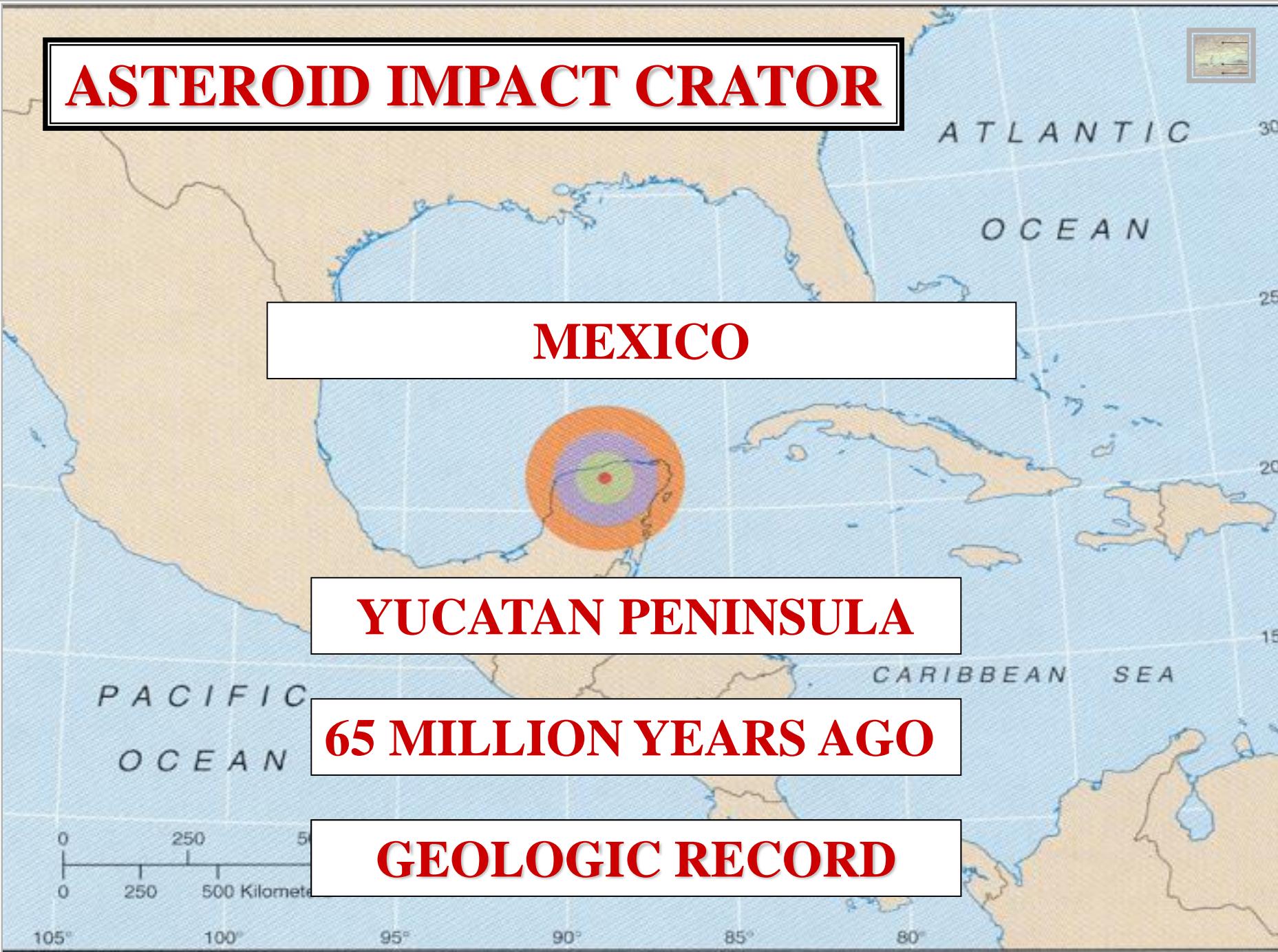


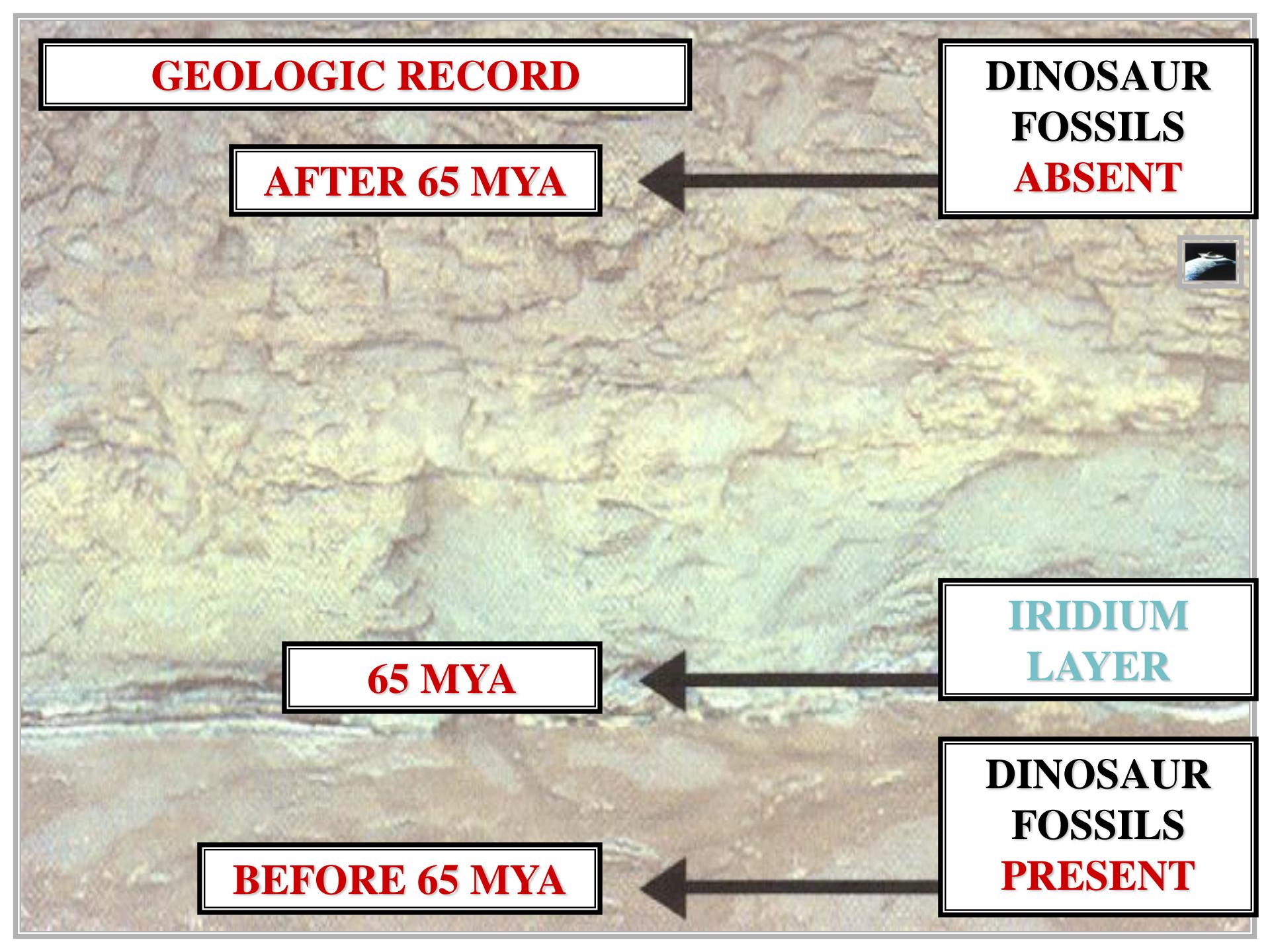
MEXICO

YUCATAN PENINSULA

65 MILLION YEARS AGO

GEOLOGIC RECORD





GEOLOGIC RECORD

**DINOSAUR
FOSSILS
ABSENT**

AFTER 65 MYA

65 MYA

BEFORE 65 MYA

**IRIDIUM
LAYER**

**DINOSAUR
FOSSILS
PRESENT**

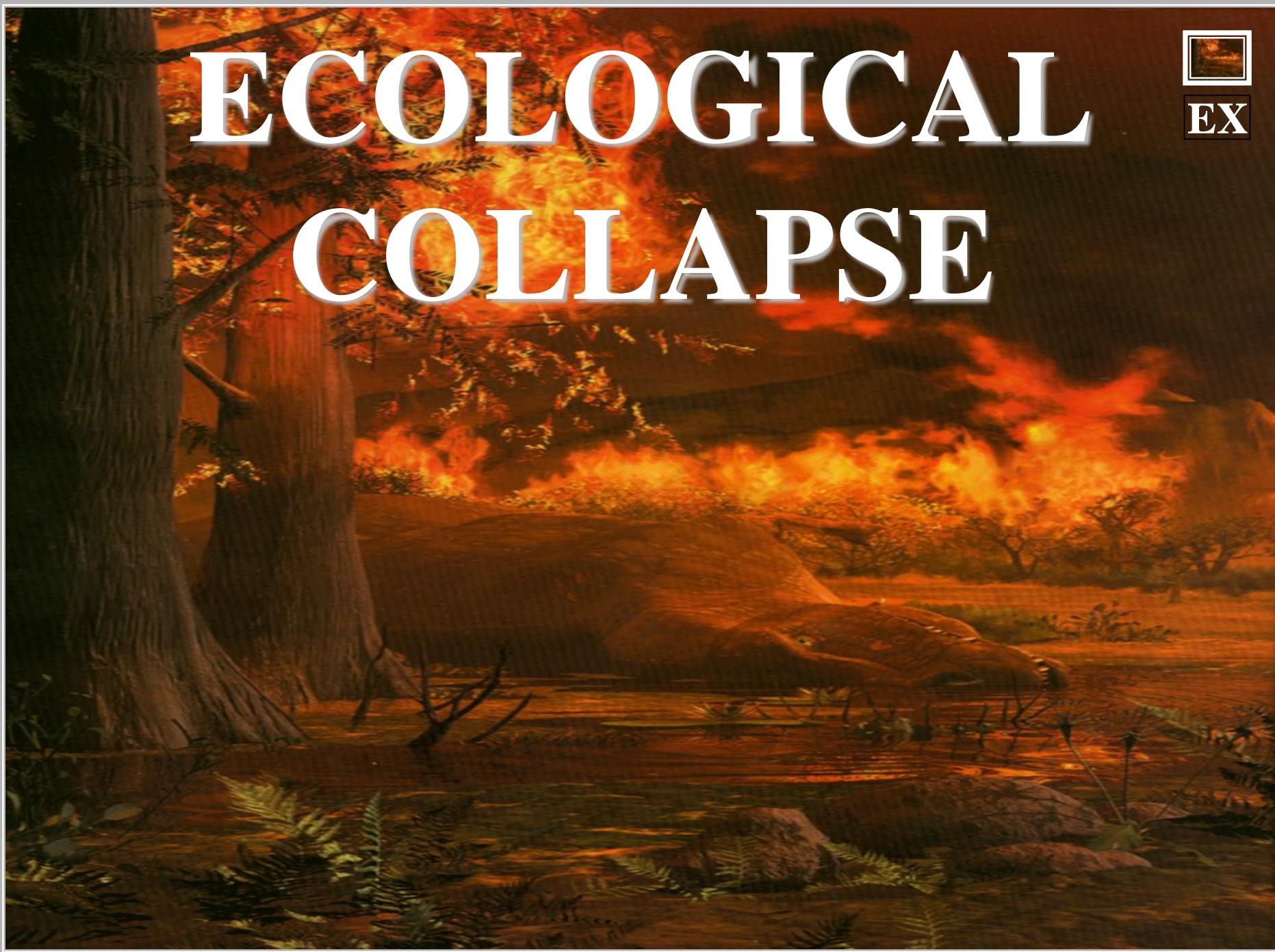




ASTEROID IMPACT 65 MYA



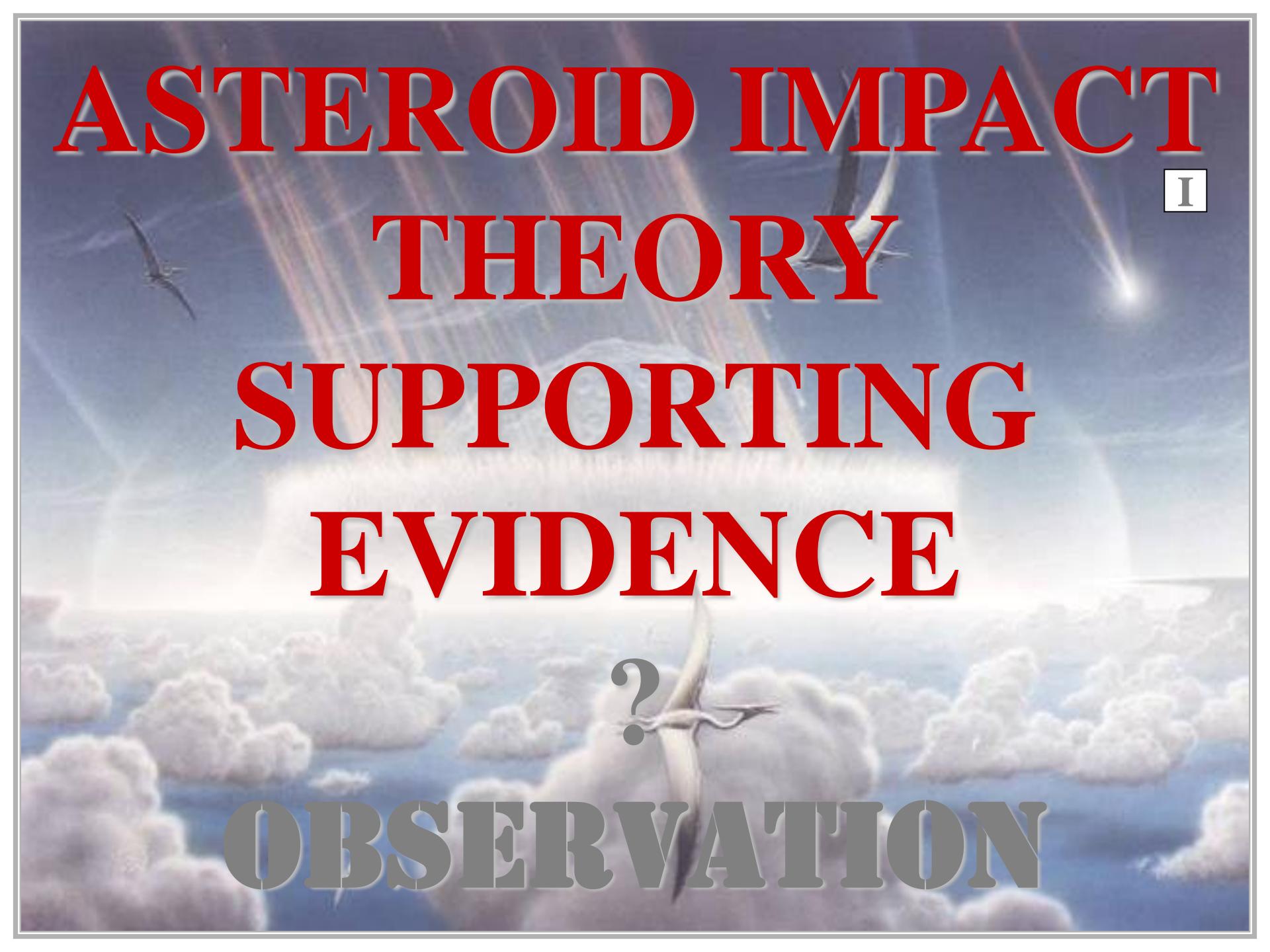
ECOLOGICAL COLLAPSE





ECOLOGICAL COLLAPSE

DINOSAUR EXTINCTION



I

ASTEROID IMPACT THEORY SUPPORTING EVIDENCE

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OBSERVATION

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ASTEROID IMPACT THEORY SUPPORTING EVIDENCE INDIRECT OBSERVATION



ASTEROID IMPACT

THEORY

SUPPORTING

EVIDENCE

“RELATIVE CERTAINTY”

ONLY

HYPOTHESIS



QUESTION

WHAT IS A HYPOTHESIS?

QUESTION



“MAD SCIENTIST”

HYPOTHESIS