

### Unit 5: Classification

#### Essential questions:

- What are the current taxonomic categories used in biology?
- How are organisms on Earth grouped?
- What do phylogenetic trees tell us?
- How do viruses replicate?
- What processes in bacteria allow for genetic diversity and allow bacteria to evolve?
- Describe the unique characteristics of the Kingdom Fungi.

#### Key vocabulary:

- |                         |                   |                |
|-------------------------|-------------------|----------------|
| • Taxonomy              | • Lytic cycle     | • Hyphae       |
| • Phylogenetic tree     | • Lysogenic cycle | • Basidiospore |
| • Archaea               | • Conjugation     | • Ascospore    |
| • Eubacteria            | • Transformation  | • Saprotrophy  |
| • Binomial nomenclature | • Fungi           | • chitin       |
| • Virus                 | • Mycelium        |                |

#### Practice:

1. What is a group of organisms at any particular level in a classification system called?
2. What are the rules for writing the scientific name for an organism using binomial nomenclature?
3. Why are viruses are not included in the biological classification system?
4. Write the levels of taxonomic classification from most inclusive to least inclusive.
5. What is being shown on the following diagram? What does A represent? What does B represent?



6. What kingdoms do biologists currently recognize?
7. Describe the structure of a fungus.
8. How can bacteria pick up free pieces of DNA from the environment and incorporate them into their own genome?

# General Biology Second Semester Study Guide Answers

**Robert E. Yager**



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of Congress. Copyright Office,1973      General Test Guide for Civil Service Jobs Arco Publishing Company,1949      The Macmillan Guide to Correspondence Study Modoc Press,1996      **Explorations in Basic Biology** Stanley E.

Gunstream,John Stanley Babel,1978 Designed for use in the laboratory component of introductory general biology courses this lab manual contains 41 exercises that will allow students to work independently from the professor to enhance learning Each exercise in this lab manual States learning objectives Describes necessary background information to prepare students for the activities that will follow Lists the required material for each activity in the exercise Provides a laboratory report for each exercise so students can record observations data and conclusions The six diversity exercises include a minipracticum section on each laboratory report so students are challenged to identify organisms based on the recognition of characteristics Book jacket

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