Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_ Per\_\_\_\_\_\_\_\_\_

**Biology Scavenger Hunt**

Notice that the book is organized into units. Each unit contains chapters and chapters are broken down into lessons. For example, Unit 1 has 3 chapters. Chapter 1 contains 3 lessons--lesson 1.1, lesson 1.2, and lesson 1.3. Notice that units can have more than 3 chapters and the chapters can have more than 3 lessons.

1. How many chapters make up unit 1?

2. What is each chapter (not lesson) called?

 3. Go to Lesson 2.1 and have the computer read the text aloud. Find the audio recording about radioactive isotopes and listen to the computer read the text aloud. How long is the recording?

4. Go to 3.1. Click on etext and go to page 2. What happens when you click on the Notebook?

5. Go to the Chapter 4 “chapter Opener”: *What is the case study about that opens Chapter 4?*

6. Go to lesson 5.1: “How Populations Grow”. Go to the lesson review and write the question for #4.

7. What is the “*Reading Check”* question in the etext of 6.3 (chapter 6 lesson 3)?

8. In the Chapter 8.4 *Interactivity*titled “Multicellular Life,” what is the title of the bar graph included in the activity?

9. If you go to the chapter 20 opener and click Biology Foundations, a document comes up with a resource for all lessons in this chapter. What may be useful about this document in comparison to the actual text in the book? Why do both exist?

10. In the Table of Contents, click on “Program Resources” near the bottom of the page. Click on “Appendices”then click on “Lab Skills Handbook”. Read pages A1-A3 and be ready for a simple “Science Safety” quiz tomorrow. (Yes it will actually be your first score in the gradebook)