

# 1-1 (pp. 16–17)

## 1 Introduce

**STUDY HINT** Before students begin this lesson, have them copy the subheads into their notebooks. Tell students to leave plenty of space between the subheads so that they can add information. As students read the lesson, have them include career information in their notes. Encourage students to add additional careers as they continue their study of life science.

**Linking Prior Knowledge** Ask students what they think science is. Discuss all responses. Relate that people use science to try to understand the world in which they live. Explain that scientists observe what is going on in the world and try to figure out why and how things happen.

## 2 Teach

**Discussion** Write the term *specialist* on the board. Guide students to recognize that a specialist is a person who studies, or works in, only one part of a particular field. Ask students to name specialists with whom they are familiar. If they have difficulty, point out a few of the medical specialists with whom they may have dealt, such as pediatricians or dermatologists. Then, ask students to name life science specialists who work in areas other than medicine. Ask how the work of these specialists affects students' lives.

### Answers to questions

- ▶ **LIST:** Accept any two of the following: botany, physiology, zoology, ecology, microbiology, or anatomy.
- ▶ **DESCRIBE:** studying or working in only one part of a particular subject
- ▶ **EXPLAIN:** The study of life science provides information about medicine and the making of foods.

# 1-1 What is life science?

### Objective

Identify and describe what is studied in some of the branches of life science.

### Key Term

**specialization** (speh-shi-uhl-uh-zay-shuh-nay-zay-shun) studying or working in only one part of a subject

**Studying Life Science** Science is an organized collection of knowledge about the world. It is a way of finding out why things happen as they do. Scientists try to solve problems by testing possible answers to see if they work. Science knowledge is based on testing and observations.

The scientific study of the areas of science that deal with living things is called life science. Life science is divided into many different branches. One branch is anatomy, or the study of the parts of the body. Another branch is physiology, or the study of how the whole body functions. Some of the other branches of life science are described in Figure 1-2.

▶ **USE:** What are two branches of life science?

**Specialization** As more and more is learned about the world, people can choose specific

subjects to study. This is called specialization. A person who studies or works in one part of a subject is called a specialist. There are many science specialists. For example, some scientists study only one group of animals. Some scientists study diseases that affect only animals. In science, some scientists study diseases in plants.

▶ **DESCRIBE:** What is specialization?

**Importance of Life Science** The study of living things affects your life in many ways. Medicine you might use for acne was developed through scientific study. The causes and ways signs of cancer were learned from science research. Doctors can perform operations because they know about the parts of the human body and how they work.

Some of the foods you eat were gotten by using information about plants. The making of a food also uses knowledge of life science. All cheeses could not be made without molds. You could not be made without bacteria. People have learned about bacteria and molds to use them to make these foods.

▶ **EXPLAIN:** How is life science part of your life?



▲ Figure 1-2

## Teaching Options

### EXTENDING THE LESSON

#### Relating to Personal Experience

Have students examine Figure 1-2 and share their experience interacting with someone in one of these listed careers. If students need prompting, ask them about taking pets to the veterinarian or interacting with park rangers.

### ESL/ELL STRATEGY

**Using Visuals** Show students pictures of living things, such as plants, animals, and bacteria. Have students classify the pictures by the branches of life science that study them.

### COOPERATIVE LEARNING

**Playing 20 Questions** Have students work in pairs to play a game of 20 questions about the branches of life science. Some sample questions are: What scientist should I ask about roses? (botanist) What scientist should I ask about zebras? (zoologist) Have students take turns asking the questions. Learning styles: verbal, interpersonal

### ONGOING ASSESSMENT

Have students give examples to other students of how life science is part of their lives.

# Concepts And Challenges In Science 1

**Michael Hoelscher, Regina A.  
List, Alexander Ruser, Stefan Toepler**

## Concepts And Challenges In Science 1:

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objective is to present as clearly and completely as possible the nature and characteristics of IoT devices The book will help beginners and graduate students to gain the important concepts and ideas about IoT      **Canadiana** ,1982      **A**

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