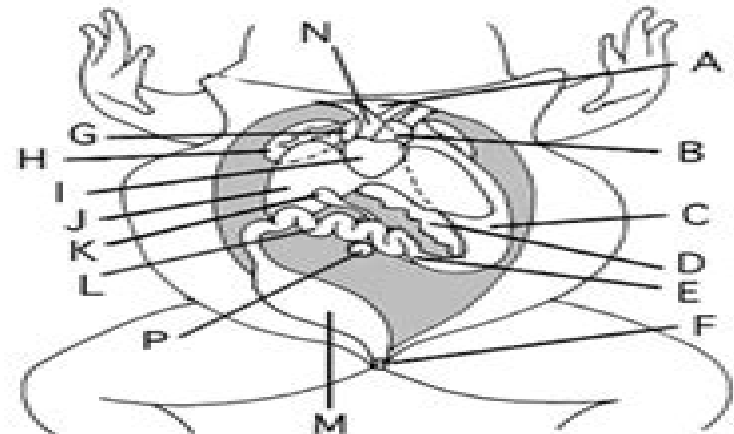


Post Lab Questions

1. The membrane holds the coils of the small intestine together: Mesentary
2. This organ is found under the liver, it stores bile: Gall Bladder
3. ~~What are the~~ lobes of the liver: Right lobe, Left posterior Lobe
4. The organ that is the first major site of chemical digestion: Stomach
5. Eggs, sperm, urine and wastes all empty into this structure: Cloaca
6. The small intestine leads to the: Large Intestine
7. The esophagus leads to the: Stomach
8. Yellowish structures that serve as an energy reserve: Fat
9. The first part of the small intestine (straight part): Duodenum
10. After food passes through the stomach it enters the: small Intestine
11. A spider web like membrane that covers the organs: Peritoneum
12. Regulates the exit of partially digested food from the stomach: Pyloric Sphincter
13. The digestive system ends at the opening called the: cloaca
14. Organ found within the mesentery that stores blood: Spleen
15. The largest organ in the body cavity: Liver

Label the Diagram

- A. Esophagus
- B. Left Atrium
- C. Stomach
- D. pancreas
- E. Small Intestine
- F. Cloaca
- G. Right atrium
- H. Lung
- I. Ventricle
- J. Liver
- K. Gall Bladder
- L. ileum
- M. Large Intestine
- N. Artery
- P. Artery



Frog Dissection Post Lab Questions

A. Daniel Johnson

A red circular graphic with a gradient, appearing as a semi-circle or a partial circle, located to the right of the name bar.

Frog Dissection Post Lab Questions:

40 Inquiry Exercises for the College Biology Lab A. Daniel Johnson, 2009 Drawing from the author's own work as a lab developer coordinator and instructor this one of a kind text for college biology teachers uses the inquiry method in presenting 40 different lab exercises that make complicated biology subjects accessible to major and nonmajors alike The volume offers a review of various aspects of inquiry including teaching techniques and covers 16 biology topics including DNA isolation and analysis properties of enzymes and metabolism and oxygen consumption Student and teacher pages are provided for each of the 16 topics *Catalog of Agricultural, Scientific, and Research-related Microcomputer Software at the National Agricultural Library* Robert Paul Anderson, 1989 *Special Reference Briefs*, 1983 **Biology/science**

Materials Carolina Biological Supply Company, 1991 *Graduate Research in Urban Education and Related Disciplines*, 1992 Modern Biology, 1991 Albert Towle, 1989 **Biology**, 1999 *Christian Home Educators' Curriculum Manual* Cathy Duffy, 1995-07 Cathy Duffy draws upon her many years of home education experience both in teaching and researching curriculum to bring us the most thorough and useful book available on teaching teenagers at home **Creating a Culture of Accessibility in the Sciences** Mahadeo A. Sukhai, Chelsea E. Mohler, 2016-11-29 Creating a Culture of Accessibility in the Sciences provides insights and advice on integrating students with disabilities into the STEM fields Each chapter features research and best practices that are interwoven with experiential narratives The book is reflective of the diversity of STEM disciplines life and physical sciences engineering and mathematics and is also reflective of cross disability perspectives physical sensory learning mental health chronic medical and developmental disabilities It is a useful resource for STEM faculty and university administrators working with students with disabilities as well as STEM industry professionals interested in accommodating employees with disabilities Offers a global perspective on making research or work spaces accessible for students with disabilities in the STEM fields Discusses best practices on accommodating and supporting students and demonstrates how these practices can be translated across disciplines Enhances faculty knowledge of inclusive teaching practices adaptive equipment accessibility features and accommodations in science laboratories which would enable the safe participation of students with disabilities Provides advice for students with disabilities on disclosure and mentoring

The Responsible Use of Animals in Biology Classrooms, 1990 This monograph discusses the care and maintenance of animals suggests some alternative teaching strategies and affirms the value of teaching biology as the study of living organisms rather than dead specimens The lessons in this monograph are intended as guidelines that teachers should adapt for their own particular classroom needs Chapter 1 What Every Life Science Teacher Should Know About Using Vertebrate Animals in the Classroom and in Science Projects discusses procurement and maintenance of animals accidents involving animals disposal of dead animals and diseases that can be transmitted from animals to humans Chapter 2 The 3 R's Reduction Refinement and Replacement includes biology teaching objectives alternatives that use the 3 R's and lessons that

use the 3 R s Chapter 3 Ethical Considerations presents a field guide to the animal rights controversy and lessons that explore ethics Chapter 4 Resources provides information on teaching materials publishers and vendors and selected organizations Copies of the National Association of Biology Teachers NABT policy statement on animals in biology classrooms and the NABT guidelines for the use of live animals are included Appendices include the following 1 principles and guidelines for the use of animals from the National Academy of Science the National Research Council the Institute of Laboratory Animal Resources and the Canadian Council on Animal Care and 2 rules of the International Science and Engineering Fair the Westinghouse Science Talent Search the Animal Welfare Institute and the Youth Science Foundation Lists of 70 references and 50 curriculum guides consulted are provided KR

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