

UNIT 1 – INTRODUCTION TO BIOLOGY/SCIENTIFIC METHOD

1. Define: homeostasis and metabolism.

- Homeostasis - is the state of balance among all the body systems needed for the body to survive and function correctly.
- Metabolism - is the total sum of all chemical reactions that take place in the cells.

2. What are the 8 characteristics of life?

1. Organized/ Made of Cells
2. Reproduce
3. Grow and Develop
4. Maintain Homeostasis
5. Change over Time
6. Have DNA/RNA
7. Respond to Stimuli
8. Obtain and Use materials for Energy

3. Define: hypothesis, theory, conclusion, independent variable, and dependent variable.

- Hypothesis - A possible explanation for observations or the answer to a scientific question
- Theory - a explanation of the world that is constructed through the use of the scientific method
- Conclusion - Determine whether the hypothesis is supported or rejected based upon the experiment and answer the original scientific question
- Independent Variable - the variable that is changed by the experimenter
- Dependent Variable - the variable that changes in response to the independent variable

4. What is the difference between a control variable and a control trial? Provide an example of each.

A control variable is a variable that is kept constant throughout each group/trial of the experiment. On the other hand, a control group/trial is the group that is identical to the experimental groups but is not exposed to the variable being tested. For example in an experiment to see the effect of temperature on plant growth the control variable would be the amount of water given to each plant while the control group would be a plant that is kept at room temperature.

5. What are the 3 main parts of an atom? Draw a typical atom, showing the locations and charges associated with each.

Honors Biology Study Guide Answers Scientific Method

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Honors Biology Study Guide Answers Scientific Method:

Classroom Integration of Type II Uses of Technology in Education Cleborne Maddux, 2012-11-12 Develop new strategies for using computers in the classroom Educators have talked about using information technology to improve teaching since the beginning of the modern computer movement but true integration remains an elusive goal for most Classroom Integration of Type II Uses of Technology in Education finds teachers who have managed to take advantage of the sophistication power and affordability of today's technology to develop new and better strategies for learning despite the absence of an effective institutional infrastructure This unique book reviews effective Type II teaching applications and software used at all educational levels including Lego Logo technologies idea technologies graphics software laptop computers and handheld computers Information technology in schools has failed to fulfill its considerable potential because without a widespread instructional support system computers are generally poorly used and not integrated meaningfully into classroom activities But some educators have still been able to implement Type II applications of information technology in their educational settings Classroom Integration of Type II Uses of Technology in Education looks at their innovative methods of using computers to bring about more effective teaching and learning Classroom Integration of Type II Uses of Technology in Education examines computer activities of grade 1-5 students using Lego Logo technologies using Kid Pix graphics software for creative activities the Technology Integration Assessment Instrument TIAI gender disparity in computer oriented problem solving a three tiered idea technology classification system pre service teacher preparation assistive technology definitions legislation and implementation issues lesson plans and document techniques for laptop computers an action instructional model for using handheld wireless computers in the classroom Classroom Integration of Type II Uses of Technology in Education is an invaluable resource for academics working in information technology and education and for K-12 teachers and administrators at all levels **Biology**, 1984 Tools, Techniques, and Strategies for Teaching in a Real-World Context With Microbiology Davida Smyth, Nichole A. Broderick, Laura Bowater, Carlos C. Goller, 2021-12-02

Resources in Education, 1998 **Directory of Distance Learning Opportunities** Modoc Press, Inc., 2003-02-28 This book provides an overview of current K-12 courses and programs offered in the United States as correspondence study or via such electronic delivery systems as satellite cable or the Internet The Directory includes over 6 000 courses offered by 154 institutions or distance learning consortium members Following an introduction that describes existing practices and delivery methods the Directory offers three indexes Subject Index of Courses Offered by Level Course Level Index Geographic Index All information was supplied by the institutions Entries include current contact information a description of the institution and the courses offered grade level and admission information tuition and fee information enrollment periods delivery information equipment requirements credit and grading information library services and accreditation Monthly Catalog of United States Government Publications, Cumulative Index United States. Superintendent of Documents, 1980

Research in Education ,1972 *Scientific and Technical Aerospace Reports* ,1986 *Team-Based Learning* Larry K. Michaelsen, Arletta Bauman Knight, L. Dee Fink, 2023-07-03 This book describes team based learning TBL an unusually powerful and versatile teaching strategy that enables teachers to take small group learning to a whole new level of effectiveness It is the only pedagogical use of small groups that is based on a recognition of the critical difference between groups and teams and intentionally employs specific procedures to transform newly formed groups into high performance learning teams This book is a complete guide to implementing TBL in a way that will promote the deep learning all teachers strive for This is a teaching strategy that promotes critical thinking collaboration mastery of discipline knowledge and the ability to apply it Part I covers the basics beginning with an analysis of the relative merits and limitations of small groups and teams It then sets out the processes with much practical advice for transforming small groups into cohesive teams for creating effective assignments and thinking through the implications of team based learning In Part II teachers from disciplines as varied as accounting biology business ecology chemistry health education and law describe their use of team based learning They also demonstrate how this teaching strategy can be applied equally effectively in environments such as large classes mixed traditional and on line classes and with highly diverse student populations Part III offers a synopsis of the major lessons to be learned from the experiences of the teachers who have used TBL as described in Part II For teachers contemplating the use of TBL this section provides answers to key questions e g whether to use team based learning what it takes to make it work effectively and what benefits one can expect from it for the teacher as well as for the learners The appendices answer frequently asked questions include useful forms and exercises and offer advice on peer evaluations and grading A related Web site that allows readers to continue the conversation view video material access indexed descriptions of applications in various disciplines and post questions further enriches the book The editors claim that team based instruction can transform the quality of student learning is fully supported by the empirical evidence and examples they present An important book for all teachers in higher education **e-Learning Ecologies** Bill Cope, Mary Kalantzis, 2017-02-17 e Learning Ecologies explores transformations in the patterns of pedagogy that accompany e learning the use of computing devices that mediate or supplement the relationships between learners and teachers to present and assess learnable content to provide spaces where students do their work and to mediate peer to peer interactions Written by the members of the new learning research group this textbook suggests that e learning ecologies may play a key part in shifting the systems of modern education even as technology itself is pedagogically neutral The chapters in this book aim to create an analytical framework with which to differentiate those aspects of educational technology that reproduce old pedagogical relations from those that are genuinely innovative and generative of new kinds of learning Featuring case studies from elementary schools colleges and universities on the practicalities of new learning environments e Learning Ecologies elucidates the role of new technologies of knowledge representation and communication in bringing about change

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