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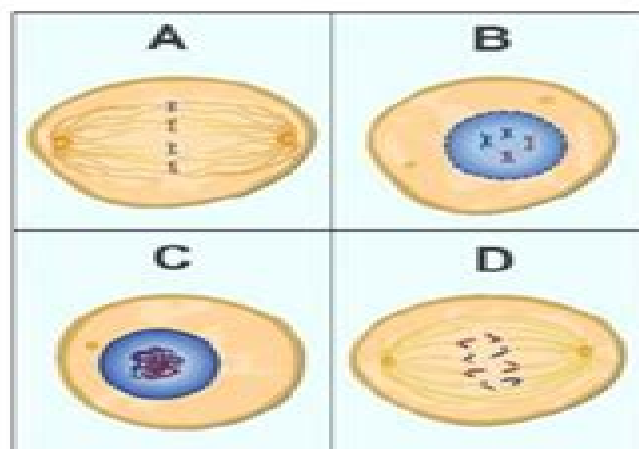


5/5

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Academic**

Questions & Answers

1. Place the four images from the cell cycle in the correct chronological order.



- A. Image A, image D, image B, image C
- B. Image C, image D, image B, image A
- C. Image C, image B, image A, image D
- D. Image B, image C, image D, image A

Correct Answer: C. Image C, image B, image A, image D

Explanation: Image C shows the cell in interphase. The cell's DNA is in the form of chromatin. Image B shows the cell in prophase. The chromosomes have thickened and can be seen individually. Outside the nucleus, spindle fiber is beginning to form between the centrioles. Image A shows the cell in metaphase. The chromosomes have lined up along the equator of the cell and are attached to spindle fibers at their centromere. Image

Explorelearning Gizmo Answers

Amanda Thomas

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

Explorelearning Gizmo Answers:

Teaching and Learning Online Franklin S. Allaire, Jennifer E. Killham, 2023-01-01 Science is unique among the disciplines since it is inherently hands on. However, the hands on nature of science instruction also makes it uniquely challenging when teaching in virtual environments. How do we as science teachers deliver high quality experiences to secondary students in an online environment that leads to age grade level appropriate science content knowledge and literacy but also collaborative experiences in the inquiry process and the nature of science? The expansion of online environments for education poses logistical and pedagogical challenges for early childhood and elementary science teachers and early learners. Despite digital media becoming more available and ubiquitous and increases in online spaces for teaching and learning, Killham et al 2014, Wong et al 2018, PreK-12 teachers consistently report feeling underprepared or overwhelmed by online learning environments. Molnar et al 2021, Seaman et al 2018. This is coupled with persistent challenges related to elementary teachers' lack of confidence and low science teaching self-efficacy. Brigido Borrachero Bermejo Gunning Duran Duran 2004. Ideal for undergraduate teacher candidates, graduate students, teacher educators, classroom teachers, parents, and administrators, this book addresses why and how teachers use online environments to teach science content and work with elementary students through a research-based foundation. Justice-Oriented Science Teaching and Learning David Steele, Alison K. Mercier, 2025-02-21 This textbook provides K-12 science teachers and educators innovative uses of anchoring phenomenon-based teaching approaches from a justice-oriented lens. Morales Doyle 2017. It discusses topics such as the use of anchoring phenomenon-based pedagogies, qualities of productive anchoring phenomena, and includes examples of unit plans that use anchoring phenomena and social justice science issues to create storylines to foster students' multiple pathways to knowing and learning in the science classrooms. The book is beneficial to K-12 science teachers and science educators who are interested in facilitating students' sense-making of a real-world phenomenon and engaging in three-dimensional science instruction. NGSS Lead States 2013. By providing examples of unit plans based on theoretical groundings of anchoring phenomenon-based instruction and justice-oriented science teaching, this book provides a great resource to students, professionals, teachers, and academics in science education. New Directions in Technological Pedagogical Content Knowledge Research Dr. Myint Swe Khine, 2015-05-01 In the past decades, wide-ranging research on effective integration of technology in instruction have been conducted by various educators and researchers with the hope that the affordances of technology might be leveraged to improve the teaching and learning process. However, in order to put the technology in optimum use, knowledge about how and in what way technology can enhance the instruction is also essential. A number of theories and models have been proposed in harnessing the technology in everyday lessons. Among these attempts, Technological and Pedagogical Content Knowledge (TPACK) framework introduced by Mishra and Koehler has emerged as a representation of the complex relationships between technology, pedagogy, and content knowledge. The TPACK framework

extends the concept of Shulman's pedagogical content knowledge PCK which defines the need for knowledge about the content and pedagogical skills in teaching activities. Since then the framework has been embraced by the educational technology practitioners, instructional designers and educators. TPACK research received increasing attention from education and training community covering diverse range of subjects and academic disciplines and significant progress has been made in recent years. This book attempts to bring the practitioners and researchers to present current directions, trends and approaches, convey experience and findings and share reflection and vision to improve science teaching and learning with the use of TPACK framework. A wide array of topics will be covered in this book including applications in teacher training, designing courses, professional development and impact on learning, intervention strategies and other complex educational issues. Information contained in this book will provide knowledge growth and insights into effective educational strategies in integration of technology with the use of TPACK as a theoretical and developmental tool. The book will be of special interest to international readers including educators, teacher trainers, school administrators, curriculum designers, policy makers and researchers and complement the existing literature and published works. **Creating Project-Based STEM**

Environments Jennifer Wilhelm, Ronald Wilhelm, Merryn Cole, 2019-02-05. This book models project-based environments that are intentionally designed around the United States Common Core State Standards CCSS 2010 for Mathematics, the Next Generation Science Standards NGSS Lead States 2013 for Science and the National Educational Technology Standards ISTE 2008. The primary purpose of this book is to reveal how middle school STEM classrooms can be purposefully designed for 21st Century learners and provide evidence regarding how situated learning experiences will result in more advanced learning. This Project-Based Instruction (PBI) resource illustrates how to design and implement interdisciplinary project-based units based on the REAL Realistic Explorations in Astronomical Learning Unit 1 and CREATES Chemical Reactions Engineered to Address Thermal Energy Situations Unit 2. The content of the book details these two PBI units with authentic student work, explanations and research behind each lesson, including misconceptions students might hold regarding STEM content, pre/post research results of unit implementation with over 40 teachers and thousands of students. In addition to these two units, there are chapters describing how to design one's own research-based PBI units incorporating teacher commentaries regarding strategies, obstacles overcome and successes as they designed and implemented their PBI units for the first time after learning how to create PBI STEM Environments the REAL way. *Science Units for Grades 9-12* Randy L. Bell, Joe Garofalo, 2005. Sample topics include cell division, virtual dissection, earthquake modeling, the Doppler Effect and more. 100 Brain-Friendly Lessons for Unforgettable Teaching and Learning (9-12) Marcia L. Tate, 2019-07-24. Use research and brain-based teaching to engage students and maximize learning. Lessons should be memorable and engaging. When they are, student achievement increases, behavior problems decrease and teaching and learning are fun. In *100 Brain-Friendly Lessons for Unforgettable Teaching and Learning*, 9-12 best-selling author and renowned educator and consultant

Marcia Tate takes her bestselling Worksheets Don't Grow Dendrites one step further by providing teachers with ready to use lesson plans that take advantage of the way that students really learn Readers will find 100 cross curricular sample lessons from each of the eight major content areas Earth Science Life Science Physical Science English Finance Algebra Geometry Social Studies Plans designed around the most frequently taught objectives found in national and international curricula Lessons educators can immediately replicate in their own classrooms or use to develop their own 20 brain compatible research based instructional strategies that work for all learners Five questions that high school teachers should ask and answer when planning brain compatible lessons and an in depth explanation of each of the questions Guidance on building relationships with students that enable them to learn at optimal levels It is a wonderful time to be a high school teacher This hands on resource will show you how to use what we know about educational neuroscience to transform your classroom into a place where success is accessible for all

[Common Core Standards for Elementary Grades K-2 Math & English Language Arts](#) Amber Evenson, Monette McIver, Susan Ryan, Amitra Schwols, 2013-05-20 Smart implementation of the Common Core State Standards requires both an overall understanding of the standards and a grasp of their implications for planning teaching and learning This Quick Start Guide provides a succinct all in one look at The content structure terminology and emphases of the Common Core standards for mathematics and English language arts and literacy in the lower elementary grades The meaning of the individual standards within each of the four ELA literacy strands and five math domains with an emphasis on areas that represent the most significant changes to business as usual How the standards connect across and within strands domains and grade levels to develop the foundational language arts literacy and mathematics understanding that will support a lifetime of successful learning Here teachers of grades K 2 and elementary school leaders will find information they need to begin adapting their practices to help all students master the new and challenging material contained in the standards A practical lesson planning process to use with the Common Core based on Classroom Instruction That Works 2nd Ed is included along with six sample lessons LEARN THE ESSENTIALS OF THE COMMON CORE The grade level and subject specific Quick Start Guides in the Understanding the Common Core Standards series edited by John Kendall are designed to help school leaders and school staffs turn Common Core standards into coherent content rich curriculum and effective classroom level lessons

Distance Learning for Elementary STEM Amanda Thomas, 2022-08-17 This practical guide outlines a vision for online and distance STEM learning at the elementary level with creative activities based on eight STEM themes Online and distance learning may sound fairly straightforward Instead of learning in a classroom setting students learn at home with the assistance of online resources But classroom learning does not always translate easily to online settings particularly at the elementary level where children should be actively engaging in activities exploration and discussion From designing a zoo to learning to garden to exploring the night sky you'll find eight STEM lessons that are creative hands on and engaging for elementary learners Written for teachers and parents the book unpacks STEM

integration across multiple subjects with connections to the ISTE Standards The book also includes play based lessons for young learners and ideas for innovative design challenges Each of the eight lessons includes An overview of materials resources time and supervision needed Suggested resources to explore such as simulations and virtual field trips Supplementary learning materials such as questions and quizzes Ideas for games and reinforcement Hands on activities and engineering design challenges Connections to various content areas as well as children s books movies and art to keep the learning going after the lesson is completed Concluding with a model for designing online and distance STEM learning for elementary aged children this book will support teachers and parents in designing the types of resources and learning experiences they need for elementary students distance learning *Journal of Indian Education* ,2006

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