

Unit Topic: Cells

Essential Question: How do the components within a cell work together to maintain homeostasis from an organismal level all the way down to a cellular level?

Objectives

1. List the 3 principles of cell theory.
2. Describe the structures that distinguish animal cells from plant cells.
3. Describe the structures that distinguish prokaryotic cells from eukaryotic cells.
4. Describe the functions of the following organelles: plasma membrane, nucleus, nucleolus, rough and smooth ER, Golgi apparatus, vacuole, centrioles, cilia, flagella, mitochondrion, chloroplast, and cell wall.
5. Describe the roles of proteins and carbohydrates in the structure and function of the phospholipid bilayer.
6. Defend the claim that ribosomes are the most essential organelle in the cell. In your reasoning, include evidence of at least 3 organelles that support the ribosome in accomplishing its function for the cell.
7. Predict the effects of osmosis on a plant or animal cell based on a diagram or description.
8. Predict the consequences of the failure or absence of an organelle inside a eukaryotic cell.

Vocabulary:
Cell theory
Prokaryotic cell
Eukaryotic cell
Organelle

Objectives

1. Differentiate between dynamic and static equilibrium regions.
2. Describe the structures that distinguish animal cells from plant cells.
3. Describe the structures that distinguish prokaryotic cells from eukaryotic cells.
4. Describe the functions of the following organelles: plasma membrane, nucleus, nucleolus, rough and smooth ER, Golgi apparatus, vacuole, centrioles, cilia, flagella, mitochondrion, chloroplast, and cell wall.
5. Describe the roles of proteins and carbohydrates in the structure and function of the phospholipid bilayer.
6. Defend the claim that ribosomes are the most essential organelle in the cell. In your reasoning, include evidence of at least 3 organelles that support the ribosome in accomplishing its function for the cell.
7. Predict the effects of osmosis on a plant or animal cell based on a diagram or description.
8. Predict the consequences of the failure or absence of an organelle inside a eukaryotic cell.
9. Predict the effects of osmosis on a plant or animal cell based on a diagram or description.
10. Classify solutions as hypotonic, isotonic, and hypertonic solutions. You may use a picture to help you describe.
11. Classify a cell as prokaryotic or eukaryotic based on a diagram or description.
12. Classify a cell as plant or animal based on a diagram or description.
13. Classify a cell as prokaryotic or eukaryotic based on a diagram or description.
14. Classify a cell as plant or animal based on a diagram or description.
15. Classify a cell as prokaryotic or eukaryotic based on a diagram or description.
16. Classify a cell as plant or animal based on a diagram or description.
17. Classify a cell as prokaryotic or eukaryotic based on a diagram or description.
18. Classify a cell as plant or animal based on a diagram or description.
19. Classify a cell as prokaryotic or eukaryotic based on a diagram or description.
20. Classify a cell as plant or animal based on a diagram or description.

Vocabulary

Homeostasis
Solvent
Solute
Concentration

Concept 3

Cell Cycle and Cancer

Objectives

1. Summarize the order of events from egg formation to embryo.
2. Explain the difference between specialized cells and stem cells.
3. List the levels of organization from cell to organism that result from differentiation.
4. List the two main purposes for cell division.
5. Summarize the order of events from egg formation to embryo.
6. Explain the difference between specialized cells and stem cells.
7. List the levels of organization from cell to organism that result from differentiation.
8. Summarize how cells know when they need to divide. Include examples of the difference between internal and external regulation.
9. Explain the key roles of checkpoints and apoptosis in the regulation of the cell cycle.
10. Define tumor and differentiate between the two types.
11. List several potential causes of cancer.
12. Explain the difference between a normal cell and a cancer cell.
13. Explain the difference between a benign tumor and a malignant tumor.
14. Explain the difference between a primary tumor and a secondary tumor.
15. Explain the difference between a carcinoma and a sarcoma.
16. Explain the difference between a leukemia and a lymphoma.
17. Explain the difference between a melanoma and a basal cell carcinoma.
18. Explain the difference between a squamous cell carcinoma and an adenocarcinoma.
19. Explain the difference between a glioma and a meningioma.
20. Explain the difference between a neuroblastoma and a retinoblastoma.

Vocabulary:
Cell cycle
Chromosome

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Uil High School Science Study Guide

Lauren Gardner



Uil High School Science Study Guide:

Re-Envisioning and Restructuring Blended Learning for Underprivileged Communities Bosch, Chantelle, Laubscher, Dorothy Joy, Kyei-Blankson, Lydia, 2021-05-14 Challenges in the educational arena are not new phenomena. However, with the recent outbreak of the COVID 19 pandemic, researchers and educators have been made even more aware of the need for a paradigm shift in education. Blended learning, as opposed to fully online learning or traditional face-to-face teaching, has been well researched and has been found to have the potential to provide better educational solutions in challenging contexts. These contexts range from pandemic situations where social distancing is the order of the day to financial and time constraints regarding full-time study as well as limited physical capacity at institutions. Blended learning solutions are often designed for resourceful institutions and cannot be easily implemented in developing countries and in communities where resources are limited. Typical issues like connectivity, accessibility, lack of suitable devices, and affordability need to be taken into consideration and in cognizance of blended learning interventions. These challenges are often neglected in blended learning research but are critical discussions to be had. *Re-Envisioning and Restructuring Blended Learning for Underprivileged Communities* shares how institutions in the developing world and less privileged communities have reimagined and restructured blended education to enhance teaching and learning for underprivileged communities. This book aims to address blended learning solutions across institutional, program, course, and activity levels. The chapters will cover a variety of learning environments from rural settings to less developed countries and more and explore the programs and courses designed to improve student success and accessibility in diverse student populations. This book is ideally intended for teachers, administrators, teacher educators, practitioners, stakeholders, researchers, academicians, and students who are interested in blended learning opportunities in less privileged settings and to underserved and marginalized populations. Constitution and Contest Rules University Interscholastic League (Tex.), 2001 **Dinero para la universidad** Cynthia Ruiz McKee, 1994 **Popular Science**, 1919-01 Popular Science gives our readers the information and tools to improve their technology and their world. The core belief that Popular Science and our readers share: The future is going to be better and science and technology are the driving forces that will help make it better. *Chronicle Financial Aid Guide*, 2000 **Popular Science**, 1948-02 Popular Science gives our readers the information and tools to improve their technology and their world. The core belief that Popular Science and our readers share: The future is going to be better and science and technology are the driving forces that will help make it better. *Contemporary Sport Management 6th Edition* Pedersen, Paul M., Thibault, Lucie, 2019 Thoroughly updated *Contemporary Sport Management Sixth Edition* offers a complete and contemporary overview of the field. It addresses the professional component, topical areas that must be mastered for COSMA accreditation, and it comes with an array of ancillaries that make instruction organized and easy. **A Systematic Analysis of Choral Sightreading Materials Adopted for Use in Texas Middle Schools from 1988-1999**

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Hydraulic Research in the United States and Canada United States. National Bureau of Standards, 1978

Contemporary Sport Management Paul M. Pedersen, Lucie Thibault, 2018-11-07 Contemporary Sport Management returns with a new edition that makes this popular introductory text stronger and more applicable than ever for students who plan to enter or are considering entering the field of sport management The sixth edition of Contemporary Sport Management offers the knowledge of 58 highly acclaimed contributors 25 of them new to this work Together they present a wide array of cultural and educational backgrounds offer a complete and contemporary overview of the field and represent the diversity that is noteworthy of this profession This latest edition offers much new and updated material A new chapter on analytics in the sport industry New and updated international sidebars for each of the book's 21 chapters with accompanying questions in the web study guide New professional profiles showcasing the diversity in the field Streamlined chapters on sport management history and sociological aspects of sport management emphasizing the issues most relevant to today's sports managers Updated sidebars and learning features including Historical Moment sections chapter objectives key terms social media sidebars sections on applied practice and critical thinking and more In addition Contemporary Sport Management offers an array of student and instructor ancillaries A revamped web study guide that contains over 200 activities presented through recurring features such as Day in the Life Job Opportunities and Learning in Action An instructor guide that houses a sample syllabus instruction on how to use the web study guide a section on promoting critical thinking in sport management lecture outlines chapter summaries and case studies from the journal Case Studies in Sport Management to help students apply the content to real world situations A test package and chapter quizzes that combine to offer 850 questions in true false fill in the blank short answer and multiple choice formats A presentation package of 350 slides covering the key points of each chapter as well as an image bank of the art tables and content photos from the book This new edition addresses each of the common professional component topical areas that COSMA the Commission on Sport Management Accreditation considers essential for professional preparation sport management foundations functions environment experiential learning and career development Contemporary Sport Management is organized into four parts Part I provides an overview of the field and the important leadership concepts associated with it Part II details the major settings in which many sport management positions are carried out In part III readers learn about the key functional areas of sport management including sport marketing sport consumer behavior sport communication sport facility and event management and more And in part IV readers examine current sport management issues including how sport management

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