

3.01 Cell Division Virtual Lab Activity

Instructions: You are going to observe the different stages of cell division and discover which phase the cell spends the most time in. The Virtual Cell Division Lab is on the last page of your 3.01 lesson. On the lab image, it says "Continue". Click here and follow the instructions as you move through the lab. The lab activity will keep count of your data on the right, and you can record this into your data table below. Submit the lab using the instructions on the bottom of this lab report.



Title: Include the name of the lab and your name

Cell division by: blaise chevette

Objective(s): Write this *exactly* as you see it in your instructions at the top of this lab report. This describes or summarizes the purpose of the experiment

observe the different stages of cell division and discover which phase the cell spends the most time in.

Hypothesis: The hypothesis should make a prediction of the outcome of your experiment and should include an explanation of *why* you expect that outcome. Please use this format... **IF I observe 50 cells, then I predict that most cells would be in _____ because (evidence about the events in the phase that would make it longer)**

IF I observe 50 cells, then I predict that most cells would be in Interphase

Variables:

Independent- what you change, **Dependent-** what you measure (data), **Controlled-** stays the same

Independent Variable	What the cells function is
Dependent Variable	How many cells are in each phase
Controlled Variable(s)	The plant

Data:

Record the number of cells in each phase that you observed in the lab simulation.

Lab 5 Cell Division Pre Lab Test

A Loxley



Lab 5 Cell Division Pre Lab Test:

Laboratory Manual on Biotechnology P. M. Swamy,2008 Instructor's Manual for the Laboratory Manual for Starr and Taggart's Biology : The Unity and Diversity of Life and Starr's Biology Concepts and Applications James W. [et. al]. Perry,2002 Resources for Teaching Middle School Science Smithsonian Institution,National Academy of Engineering,National Science Resources Center of the National Academy of Sciences,Institute of Medicine,1998-04-30 With age appropriate inquiry centered curriculum materials and sound teaching practices middle school science can capture the interest and energy of adolescent students and expand their understanding of the world around them Resources for Teaching Middle School Science developed by the National Science Resources Center NSRC is a valuable tool for identifying and selecting effective science curriculum materials that will engage students in grades 6 through 8 The volume describes more than 400 curriculum titles that are aligned with the National Science Education Standards This completely new guide follows on the success of Resources for Teaching Elementary School Science the first in the NSRC series of annotated guides to hands on inquiry centered curriculum materials and other resources for science teachers The curriculum materials in the new guide are grouped in five chapters by scientific area Physical Science Life Science Environmental Science Earth and Space Science and Multidisciplinary and Applied Science They are also grouped by type core materials supplementary units and science activity books Each annotation of curriculum material includes a recommended grade level a description of the activities involved and of what students can be expected to learn a list of accompanying materials a reading level and ordering information The curriculum materials included in this book were selected by panels of teachers and scientists using evaluation criteria developed for the guide The criteria reflect and incorporate goals and principles of the National Science Education Standards The annotations designate the specific content standards on which these curriculum pieces focus In addition to the curriculum chapters the guide contains six chapters of diverse resources that are directly relevant to middle school science Among these is a chapter on educational software and multimedia programs chapters on books about science and teaching directories and guides to science trade books and periodicals for teachers and students Another section features institutional resources One chapter lists about 600 science centers museums and zoos where teachers can take middle school students for interactive science experiences Another chapter describes nearly 140 professional associations and U S government agencies that offer resources and assistance Authoritative extensive and thoroughly indexed and the only guide of its kind Resources for Teaching Middle School Science will be the most used book on the shelf for science teachers school administrators teacher trainers science curriculum specialists advocates of hands on science teaching and concerned parents **Laboratory Manual for Introductory Biology** Carl S. Lieb,Jerry D. Johnson,Lillian F. Mayberry,Reuven Lazarowitz,2002-06 Catalogue of the University of Texas University of Texas,1926 **Biology** ,1996
A Manual of Laboratory Experiences in Cell Biology C. Edward Gasque,Clayton Edward Gasque,1989 Lab World

,1978 Wallerstein Laboratories Communications on the Science and Practice of Brewing Wallerstein Laboratories,1937
Instructor's Manual for Perry and Morton's Laboratory Manual for Starr and Taggart's Biology, the Unity and Diversity of Life and Starr's Biology, Concepts and Applications Joy B. Perry,1992 **Catalogs of Courses** University of California, Berkeley,1995 Includes general and summer catalogs issued between 1878 1879 and 1995 1997 The 1982 Guide to the Evaluation of Educational Experiences in the Armed Services American Council on Education,1982 The Software Encyclopedia ,1988 **A Guide to the Evaluation of Educational Experiences in the Armed Services** ,2004 **Guide to the Evaluation of Educational Experiences in the Armed Services** American Council on Education,2000
Abstracts of Papers Southern California Academy of Sciences. Meeting,2003 **Catalogue** Kansas State Agricultural College,Kansas State College of Agriculture and Applied Science,Kansas State University,1930 **Audio-visual Guide** ,1952 **Genetics Abstracts** ,1996 *Biology* James W. Perry,Cecie Starr,David Morton,1995 This four color lab manual contains 38 lab exercises and is designed for both introductory majors and non majors courses Most of the exercises can be completed within two hours and require minimal input from the instructor To provide flexibility instructors can vary the length of most exercises many of which are divided into several parts by deleting portions of the procedure without sacrificing the overall purpose of the experiment

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