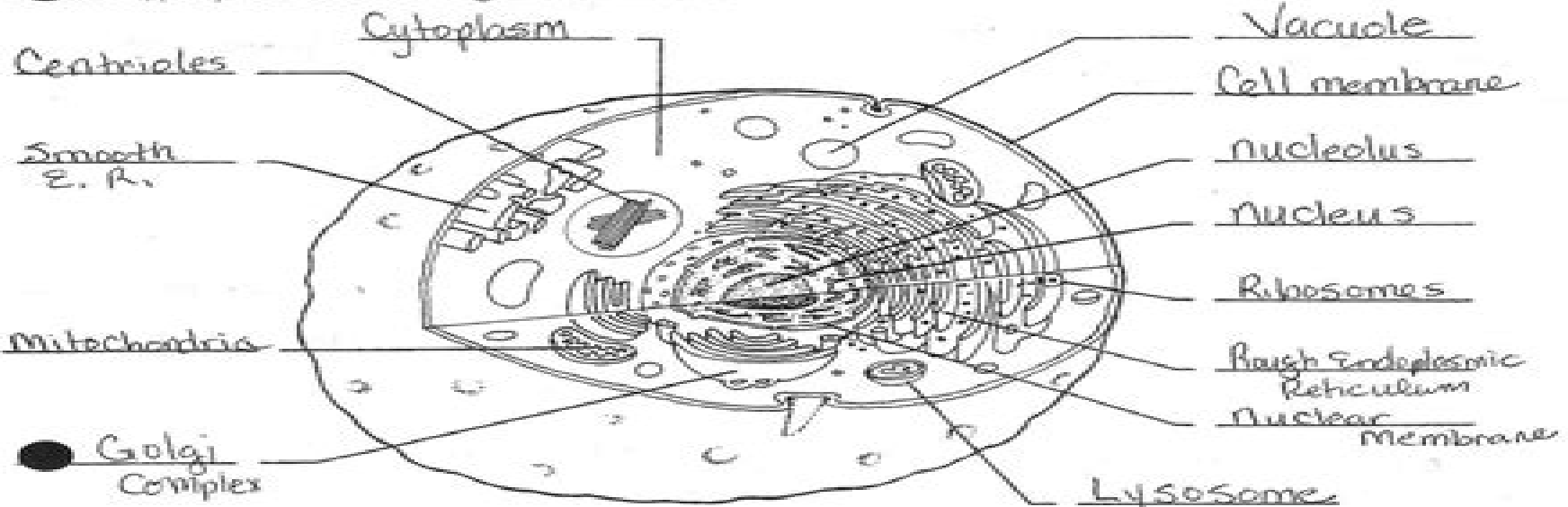


ANIMAL CELLS

Name _____

Label the organelles in the diagram below of a typical animal cell. Describe the function/purpose of each organelle in the cell.



- vacuole bubble like storage structure
- lysosome digests large particles
- ribosomes makes proteins
- Golgi complex stores and packages chemicals
- cytoplasm gel-like material that surrounds the organelles
- nucleus control center of the cell
- nucleolus contains genetic material
- nuclear membrane membrane that surrounds the nucleus
- cell (plasma) membrane membrane that surrounds the cell
- mitochondria makes energy (powerhouse of the cell)
- smooth endoplasmic reticulum internal transport system
- rough endoplasmic reticulum transport system with ribosomes
- centriole small dark long pieces used in cell division

Animal Cells Instructional Fair Key

Johns Hopkins University

A red circular graphic with a gradient, appearing as a partial circle or a thick arc, located to the right of the Johns Hopkins University text.

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Key Issues in Bioethics Ralph Levinson, Michael Jonathan Reiss, 2003 Young people are talking about complex issues such as animal rights and cloning and bring their views to bear in the classroom *Scientifica* David Sang, Peter Ellis, Derek McMonagle, 2004 Bring your science lessons to life with *Scientifica* Providing just the right proportion of reading versus doing these engaging resources are differentiated to support and challenge pupils of varying abilities **The Citizenship Co-ordinator's Handbook** Lee Jerome, Julie Easy, 2003 This comprehensive guide is for both Citizenship Co ordinators and Citizenship teachers and provides practical help and support on the everyday practicalities possible strategies and broader school policies of delivering Citizenship in a wide range of different school contexts This is a second edition of the Activate Teacher s Starter File **Resources in Education** , 1990-04 **Second Language Instruction/acquisition Abstracts** , 1997 **Science as Inquiry** Jack Hassard, 2000 Ideas strategies and approaches for teaching middle school science

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 The Spelling-book Superseded; Or, A New and Easy Method of Teaching the Spelling, Meaning, Pronunciation, and Etymology of All the Difficult Words in the English Language Robert Sullivan, 1865

Learner-Centered Teaching Terry Doyle, 2023-07-03 This book presents the research based case that Learner Centered Teaching LCT offers the best means to optimize student learning in college and offers examples and ideas for putting it into practice as well the underlying rationale It also starts from the premise that many faculty are much closer to being learner centered teachers than they think but don t have the full conceptual understanding of the process to achieve its full impact There is sometimes a gap between what we would like to achieve in our teaching and the knowledge and strategies needed to make it happen LCT keeps all of the good features of a teacher centered approach and applies them in ways that are in better harmony with how our brains learn It for instance embraces the teacher as expert as well as the appropriate use of lecture while also offering new effective ways to replace practices that don t optimizing student learning Neuroscience biology and cognitive science research have made it clear that it is the one who does the work who does the learning Many faculty do too much of the work for their students which results in diminished student learning To enable faculty to navigate this shift Terry Doyle presents an LCT based approach to course design that draws on current brain research on cognition and learning on addressing the affective concerns of students on proven approaches to improve student s comprehension and recall on transitioning from teller of knowledge to a facilitator of learning on the design of authentic assessment strategies such as engaging students in learning experiences that model the real world work they will be asked to do when they graduate and on successful communication techniques The presentation is informed by the questions and concerns raised by faculty from over sixty colleges with whom Terry Doyle has worked and on the response from an equal number of regional national and

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