
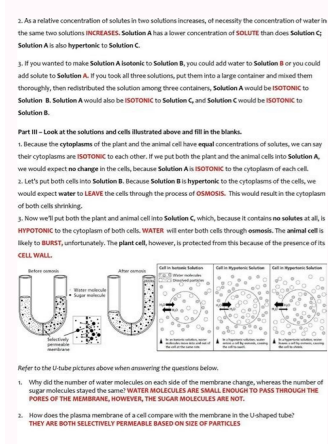


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Diffusion and osmosis challenge answer key

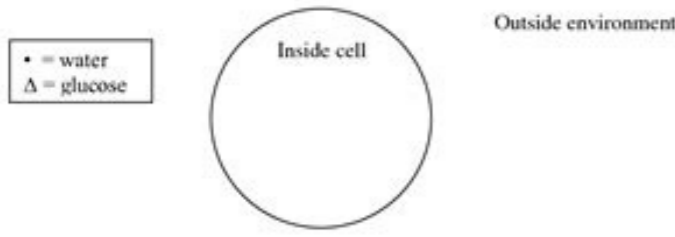


Diffusion, Osmosis, & Cell Transport Worksheet

1. During diffusion, how do the molecules physically get from one place to the other? (Spaceship tractor beam? Winged monkeys?)
2. Consider the solution in the drawing below, with the two sides divided by a perforated membrane. In the blank drawing on the right, show how the solution would look once it has reached equilibrium.



3. Suppose that a cell membrane is permeable to water but impermeable to glucose (sugar). The inside of the cell is hypertonic for glucose, in comparison to the external environment. (Using the diagram below, (1) draw what the concentrations of water and glucose would look like at the beginning of the experiment (NOTE: the symbols for each molecule shown below), and (2) indicate the direction of movement that would occur during osmosis. Which molecule would move?



How DNA Controls the Workings of the Cell

Below are two partial sequences of DNA bases (shown for only one strand of DNA). Sequence 1 is from a human and sequence 2 is from a cow. In both humans and cows, this sequence is part of a set of instructions for controlling a bodily function. In this case, the sequence contains the gene to make the protein insulin. Insulin is necessary for the uptake of sugar from the blood. Without insulin, a person cannot use digest sugars the same way others can, and they have a disease called diabetes.

Instructions:

1. Using the DNA sequences, make a complimentary RNA strand from both the human and the cow. Write the RNA directly below the DNA strand (remember to substitute U's for T's in RNA).
2. Use the codon table in your book to determine what amino acids are assembled to make the insulin protein in both the cow and the human. Write your amino acid chain directly below the RNA sequence.

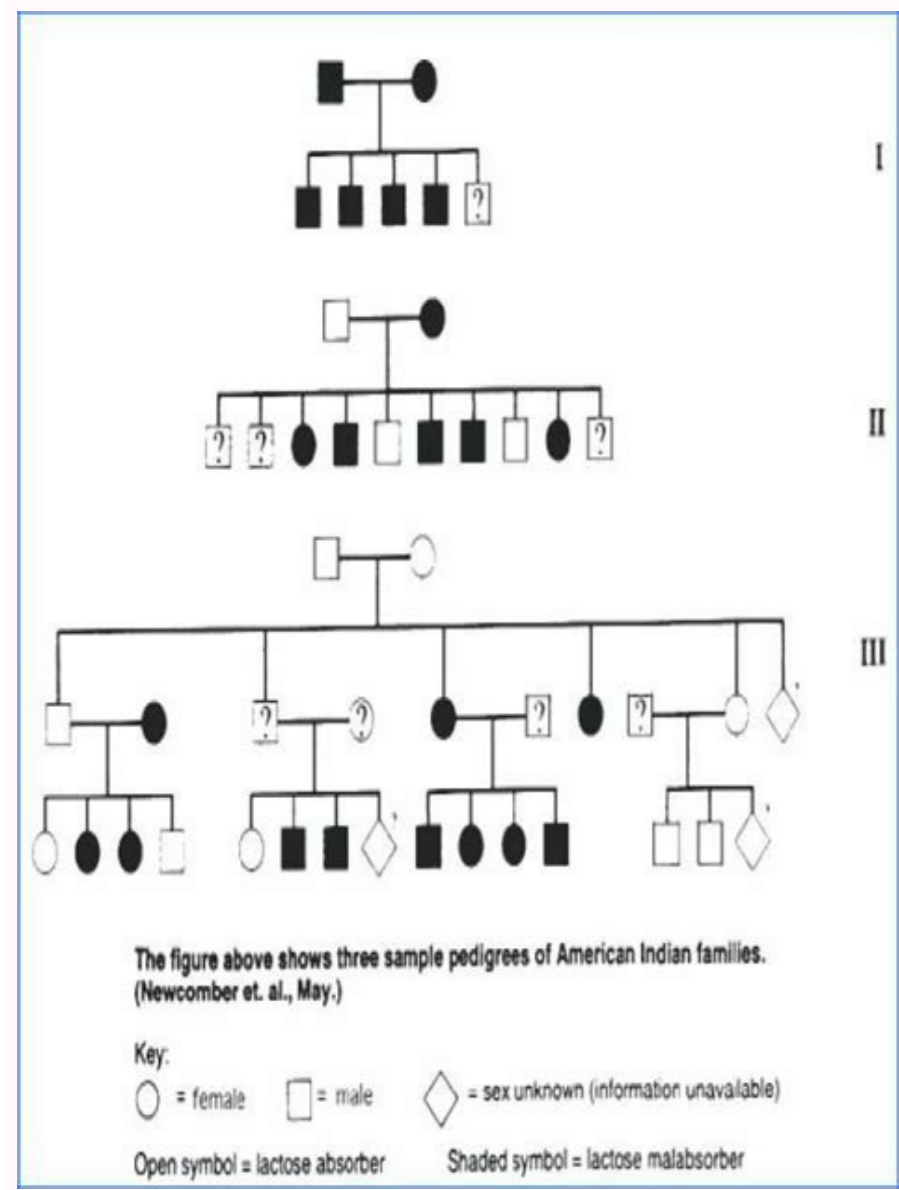
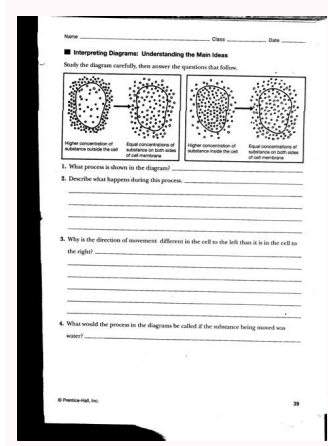
Sequence 1 - Human
 C C A T A G C A C G T T A C A A C G T G A A G G T A A
 RNA: G G U A U C C G G C C A A G U U G U A C U U C C A U U
 Amino Acids: Gly - Ile - Val - Gln - Cys - Cys - Thr - Ser - Ile

Sequence 2 - Cow
 C C G T A G C A T G T T A C A A C G G A A G G C A C
 RNA: G G C A U C G U A C A A U G U G G C G C U U C C G U G
 Amino Acids: Gly - Ile - Val - Gln - Cys - Ala - Ser - Val

Analysis

1. Comparing the human gene to the cow gene, how many of the codons are exactly the same? 5
2. How many of the amino acids in the sequence are exactly the same? 7
3. Could two humans (or two cows) have some differences in their DNA sequences for insulin, yet still make the exact same insulin proteins? Explain.

They could still make the exact same insulin proteins if the sequences coded for the same amino acids as those in the insulin protein.



Diffusion and osmosis practice problems answer key. Diffusion and osmosis quiz answer key. Osmosis problems answer key. Osmosis and diffusion practice answer key.

The capillaries provide the site where the materials are exchanged between cells and blood. The worksheet begins by evaluating previous knowledge with students who must list which substances are present in the blood. Which waste substances will now be added (carbon dioxide). Give a good sensation. I think it is useful to start with the components and the function of the blood - the things you are transporting. Finally, we think about how the blood of different people can vary. So we examine a blood sample after centrifugation and students list which substances and cells are present in each fraction. Fish have a single circulatory system. Overview of the circulatory system: the circulatory system is a series of connected pipes that connect the main organs of the body. What are the advantages of a double circulation system? Add a little urea (yellow balls) from the liver. He blows a little oxygen in the mixture. Now how can we get these substances to the cells at our feet? Many adaptations are explained by the fact that in a circulation closed the volume of the blood that flows through any transversal section of the circulatory system for time units (V) is constant, $V = A \times R$ (Yip, 1998). The unflant context requires students to truly understand the function of ships and the heart to answer this question and therefore provides an excellent setting to provide feedback. The writing process also offers students the opportunity to structure and reorganize their ideas to build a deep sense. Further readings are à € à € Back to Biology Teaching Resources This activity offers a more demanding way to introduce what can be a low level task of labeling a heart. This resource was made in collaboration with Thomas Kitwood. You could also add amino acids (glitter) and lipids The arteries transport blood away from the heart, with high pressure. Students label four heart diagrams and evaluate the models from the prospects of di individuals. From the great idea: organisms are organized on a cellular basis and have a limited life for life: pressure, particles, solutions, breathing, specialized cells, renal misunderstanding [scientific idea]: the blood is made in the heart [the blood is done in the bone marrow]; Blood is a cell [blood is a tissue]; Blood flows slowly through the capillaries because of their narrow light [the flow of blood is lower on the capillary network due to its large total transversal area (1000 x that of the aorta)]. The heart pumps the blood around these pipes in a double system circulation. Why do they do not have a transport system? The circulatory system offers a great opportunity to teach students the important relationship between structure and function in biology. Key concept: the blood moves from a pressure More high at a low pressure through the circulatory system and reagent transport and breathing products, digestion products, hormones and white blood cells around the body. Now add some white blood cells (polystyrene), red blood cells (colored cheerios with red coloring) and platelets (students). (PDF) which refer structure to work in the circulatory system of GCSE writing activities relating to the structure with The function of the blood vessels and the heart. This activity explores the NG students of the circulatory system through the context of giraffes. GCSE blood components and working sheet in phase 3 key by looking at the different components of the blood. (PDF) GCSE WORK OF WORK OF GCSE structure on the cardiac structure of the labeling. Bring this blood to the "stomach", add some salts (nacl) and glucose (sugar). Once the students are sure of how oxygen, glucose, water and carbon dioxide travel around the body, you can explore other blood components hormones, urea, platelets and lipids. Take a jug - fill it with water (plasma). The structure of the blood vessels and the heart are related to their Students use different pipes to help them understand how veins, capillaries and arteries are adapted. The veins transport the blood that is returning to the heart under a lowest pressure and therefore have the veins to prevent the flow of blood backwards. A key function of the circulatory system is to transport reagents and products for breathing. The right ventricle pumps the blood to the lungs, while the left ventricle, with its most thick muscle wall, pumps the blood to the remaining body. (PDF) Adaptations of veins, arteries and capillaries GCSE working sheet on adaptations of veins, capillaries and arteries. What are the minimum requirements of a transport system? This activity is designed so that students first have a general understanding of the bloodstream and how to connect to breathing. Mammals have a double circulation system. (PDF) thinking more deeply what are the advantages and disadvantages of an organism with small red blood cells compared to the larger ones? those?

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