

## Student Exploration: Cell Division

**Activity B:**  
**Duration of**  
**phases**

Get the Gizmo ready:

- Select the TABLE tab.



**Question:** What is the relative duration of each phase of the cell cycle?

- Collect data:** Set the **Cycle Length** to 10 hours and click **Play**. Click **Pause** when the maximum number of cells has been reached. On the **TABLE** tab, click **Record data**.

Record the number of cells in each phase of the cell cycle in the table below. Then click **Play**, wait for a while, and click **Record data** again. Repeat this process until you have recorded four sets of results, and then find the average number of cells in each phase.

Trial	Interphase	Prophase	Metaphase	Anaphase	Telophase	Cytokinesis
1	77	10	3	3	3	4
2	78	11	3	1	2	5
3	80	10	3	0	4	3
4	80	10	4	2	3	1
Avg.	78.75	10.25	3.25	1.5	3	3.25

- Analyze:** Which phase of the cell cycle is longest? **Interphase** Shortest? **Metaphase**

**Why:** Cells spend lots of time in interphase, so if we see a large number of them in interphase at any given moment, such as this one. Cells spend less time in metaphase, so the chance that we see many cells in that phase is very small.

- Calculate:** You can use your data to estimate the duration of each phase of the cell cycle. For example, if 8% of the cells were in prophase and the cell cycle was 10 hours long, then prophase would last 8% of 10 hours, or 0.8 hours (48 minutes).

Use percentages to estimate the duration of each phase of the cell cycle. Show your work.

**Interphase:**  $79 \cdot 10 = 7.9$  hours

**Prophase:**  $0.1025 \cdot 10 = 1.025$  hours

**Metaphase:**  $0.0325 \cdot 10 = 3.25$  hours

# Explore Learning Student Exploration Cell Division Answers

**American Society for Microbiology.  
General Meeting**



## Explore Learning Student Exploration Cell Division Answers:

**The American Biology Teacher**, 1938 Includes section Books *Science Education in Canada* Christine D. Tippett, Todd M. Milford, 2019-07-01 This book offers a meso level description of demographics science education and science teacher education Representing all 13 Canadian jurisdictions the book provides local insights that serve as the basis for exploring the Canadian system as a whole and function as a common starting point from which to identify causal relationships that may be associated with Canada s successes The book highlights commonalities consistencies and distinctions across the provinces and territories in a thematic analysis of the 13 jurisdiction specific chapters Although the analysis indicates a network of policy and practice issues warranting further consideration the diverse nature of Canadian science education makes simple identification of causal relationships elusive Canada has a reputation for strong science achievement However there is currently limited literature on science education in Canada at the general level or in specific areas such as Canadian science curriculum or science teacher education This book fills that gap by presenting a thorough description of science education at the provincial territorial level as well as a more holistic description of pressing issues for Canadian science education [The Software Encyclopedia](#), 1988 **Instructional Materials Film Catalog** Pennsylvania. Bureau of Instructional Media Services, 1971 **Microcomputer Software Directory**, 1983 *New Dictionary of Scientific Biography* Noretta Koertge, 2008 Also available online as part of the Gale Virtual Reference Library under the title Complete dictionary of scientific biography *Sightlines*, 1967 **More Strategies for Educating Everybody's Children** Robert W. Cole, 2001 This book presents a collection of papers offering practical strategies that teachers can use to enhance student performance at all levels The authors identify and describe the most effective teaching approaches for helping students learn history civics geography and science The book extends the notion of diversity by examining different populations that have been underserved by schools e g homeless and immigrant students After a Foreword Gene R Carter and Preface Robert W Cole and Helene Hodges the eight papers are 1 Overcoming a Pedagogy of Poverty Helene Hodges 2 Diverse Teaching Strategies for Homeless Children Evelyn Reed Victor and James H Stronge 3 Diverse Teaching Strategies for Immigrant Children JoAnn Crandall Ann Jaramillo Laurie Olsen and Joy Kreeft Peyton 4 Strategies for Increasing Achievement in Civics Mary Ellen Bafumo and Burton Cohen 5 Strategies for Increasing Achievement in Geography Mary E Haas 6 Strategies for Increasing Achievement in History Virginia E Causey and Beverly J Armento 7 Strategies for Increasing Achievement in Science Charles Watson Alvin Pettus and Steven Fairchild and 8 ASCD Talks Back educators respond to papers in this volume Papers contain references SM **Psychology and Life** Richard J Gerrig, Philip G Zimbardo, Andrew J Campbell, Steven R Cumming, Fiona J Wilkes, 2015-05-20 Bringing the science of psychology to life The 2nd Australasian edition of *Psychology and Life* emphasises the science of psychology with a special focus on applying that science to students everyday lives As a result the features of *Psychology and Life* support a central theme psychology as a science with a focus on

applying that science to real life experiences Australasian research examples and statistics help make the theory even more relevant for today s students Psychology and Life 2e provides a rigorous research centred survey of the discipline while offering students special features and learning aids that will make the science of psychology relevant spark their interest and excite their imaginations *Educational Film Locator of the Consortium of University Film Centers and R. R. Bowker*

*Company Consortium of University Film Centers,1978* **Film and Video Finder, 1997** ,1997 **Teaching**

**Sustainability** Wendy Petersen Boring,William Forbes,William Forbes (Professor of geography),2013 American colleges and universities have been relatively quick to address the challenge of sustainability in operations Ironically they have been slower to respond in regard to their core mission educating students Teaching sustainability aims to redress this shortcoming by opening doors to education for sustainability in the humanities and social sciences The essays in this collection are richly diverse They investigate ways sustainability education pushes back against traditional disciplines while it simultaneously benefits from the perspectives and skills these fields have to offer They also address big questions such as how to make education meaningful how to examine hidden assumptions underlying current curricula and how a focus on sustainability can answer critics of contemporary higher education The heart of teaching sustainability is reflection and advice on pedagogy From these richly diverse case studies important common themes emerge the symbiotic relationship between classroom and campus operations techniques for transforming the campus itself from merely a setting to a learning laboratory and the potential of community partners for teaching sense of place An equally significant theme is the overlap between sustainability education and emerging best practice in pedagogy Essays on theory and practice individual and collaborative projects service learning and consequential activities all exemplify how sustainability and deep learning go hand and hand Like sustainability itself the volume infuses theory with practical application The contributors demonstrate the ways in which a single course can serve as a powerful change agent for an entire campus how to build bridges between faculty and administrators and even how to move forward on modest budgets The authors themselves constitute a network of advisors

Publisher s description **Abstracts of the ... General Meeting of the American Society for Microbiology** American Society for Microbiology. General Meeting,2008 **Instructor** ,1970-08 **The Australian Mathematics Teacher** ,1998

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