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Respiration in plants, as in all living organisms, is essential to provide metabolic energy and carbon skeletons for growth and maintenance. As such, respiration is an essential component of a plant ' s carbon budget. Depending on species and environmental conditions, it consumes 25-75% of all the carbohydrates produced in photosynthesis – even more at extremely slow growth rates. Respiration in

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plants can also proceed in a manner that produces neither metabolic energy nor carbon skeletons, but heat. This type of respiration involves the cyanide-resistant, alternative oxidase; it is unique to plants, and resides in the mitochondria. The activity of this alternative pathway can be measured based on a difference in fractionation of oxygen isotopes between the cytochrome and the alternative oxidase. Heat production is important in some flowers to attract pollinators; however, the alternative oxidase also plays a major role in leaves and roots of most plants. A common thread throughout this volume is to link respiration, including alternative oxidase activity, to plant functioning in different environments.

Explore real-world questions in your class! Exploring real-life applications of science concepts helps students relate academic material to their own experiences. Explanations of high-interest topics allow students to make meaningful connections between class work and the world. This title is correlated to National Science Education Standards to ensure that learning goals are addressed and features answers to the following questions and more: Why don't they use normal air in racecar tires; how does a microwave heat food; and what if you fell out of an airplane without a parachute?

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Biology for AP® courses covers the scope and sequence requirements of a typical two-semester Advanced Placement® biology course. The text provides comprehensive coverage of foundational research and core biology concepts through an evolutionary lens. Biology for AP® Courses was designed to meet and exceed the requirements of the College Board's AP® Biology framework while allowing significant flexibility for instructors. Each section of the book includes an introduction based on the AP® curriculum and includes rich features that engage students in scientific practice and AP® test preparation; it also highlights careers and research opportunities in biological sciences.

Despite their name, Wisconsin Fast Plants (members of the cabbage and mustard family) are used by teachers all over the United States -- because they are ideally suited to short semesters, youthful impatience, and small spaces. This spiral-bound lab book demonstrates all aspects of plant growth and development, while teaching scientific investigation. Activities focus on points in the plant's life cycle, variation and inheritance concepts, and environmental factors. A Science Exploration Flowchart in each activity stresses important process skills.

Drawing from the author's own work as a lab developer, coordinator, and instructor, this one-of-a-kind text for college biology teachers uses the inquiry method in presenting 40 different lab exercises that make complicated biology subjects accessible to major and nonmajors alike. The volume offers a review of various

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aspects of inquiry, including teaching techniques, and covers 16 biology topics, including DNA isolation and analysis, properties of enzymes, and metabolism and oxygen consumption. Student and teacher pages are provided for each of the 16 topics.

Laboratory experiences as a part of most U.S. high school science curricula have been taken for granted for decades, but they have rarely been carefully examined. What do they contribute to science learning? What can they contribute to science learning? What is the current status of labs in our nation's high schools as a context for learning science? This book looks at a range of questions about how laboratory experiences fit into U.S. high schools: What is effective laboratory teaching? What does research tell us about learning in high school science labs? How should student learning in laboratory experiences be assessed? Do all students have access to laboratory experiences? What changes need to be made to improve laboratory experiences for high school students? How can school organization contribute to effective laboratory teaching? With increased attention to the U.S. education system and student outcomes, no part of the high school curriculum should escape scrutiny. This timely book investigates factors that influence a high school laboratory experience, looking closely at what currently takes place and what the goals of those experiences are and should be. Science educators, school administrators, policy makers, and parents will all benefit from a better understanding of the need for laboratory experiences to be an integral part of the science curriculum and how that can be accomplished.

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