AP BIOLOGY LAB: DIFFUSION AND OSMOSIS

In this lab, you will observe the process of osmosis and diffusion. You will also learn how to calculate water potential. If you are not familiar with these concepts, make sure that you have looked them up in your textbook. If you don't know what these terms mean, this lab is not going to make sense to you.

socross solution

distilled water

OBJECTIVES

- Investigate the processes of osmosis and diffusion in a model of a membrane system
- Investigate the effect of solute concentration on water potential as it relates to living plant tissues

EXERCISE 1

Obtain 6 strips of dialysis tubing and tie an knot in one end of each.

Pour approxiamately 25 mL of each of the following solutions into separate bags.

Distilled Water 0.4 M sucrose 0.8 M sucrose 0.2 M sucrose 0.6 M sucrose 1.0 M sucrose

- Remove most of the air from the bag (but leave a little bit of space) and tie the baggie.
- 4. Rinse the baggie carefully in distilled water to remove any sucrose that may have spilled and carefully blot.
- Recore the mass of each baggle and record.
- Fill six 250 mL beakers two-thirds full with distilled water and place a bag in each of them. Make sure that you record which baggie is which.
- 7. Let the bag sit for 20-30 minutes. (While this is running, you may want to begin exercise 3.)
- After 20-30 minutes, remove the baggies from the water, and carefully blot dry.

PREDICTION: Predict what you think will happen during the experiment. (Think about which bags will lose water and which will gain water.)

- Measure the mass of each baggle and record.
- To calculate: percent change in mass= (final mass-initial mass)/ initial mass. Then multiply answer by 100.
- Gather the data from the other groups in the class and find the class average for each baggie.

Contents in Bag	Initial Mass	Final Mass	Mass difference	% Change in Mass	Class Average
Distilled Water		1			

Biology Osmosis And Diffusion Lab Teacher Guide

Jiyuan Zhang

Biology Osmosis And Diffusion Lab Teacher Guide:

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 **Biology** ,1999 America's Lab Report National Research Council, Division of Behavioral and Social Sciences and Education, Center for Education, Board on Science Education, Committee on High School Laboratories: Role and Vision, 2006-01-20 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 student 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 **Resources in Education**, 1996

Choosing and Using Digital Games in the Classroom Katrin Becker, 2016-09-29 This book presents an in depth overview of the uses of digital games in education from K 12 up through post secondary Beginning with a look at the history of games in education and the context for digital games this book guides readers through various methods of serious game implementation including the Magic Bullet Model which focuses on the player s point of view of the game experience The book also includes methods of measuring the effects of games in education and guidance on creating digital game based learning lesson plans

Teacher's Wraparound Edition: Twe Biology Everyday Experience Albert Kaskel, 1994-04-19

Biology/science Materials Carolina Biological Supply Company, 1991 **Annotated Instructor's Edition for Exploring Biology** Wilke, 1996-04 **Investigating Biology** Judith Giles Morgan, 1999 Instructor's Manual and Resource Guide to Accompany Postlethwait, I.H./Hopson, I.L.: The Nature of Life Dennis Todd, 1992 Illinois Chemistry Teacher, 2006 The Science Teacher ,2006 **Biology Laboratory Manual** Sylvia S. Mader, 2000-07 Mader includes revised coverage of animal behaviour and ecology as well as a wealth of new focus boxes which highlight topics of high interest and relate biology to everyday life This text is linked to a web site offering extended chapter outlines The American Biology Teacher, 2007-08 Laboratory Manual for Cell Biology William J. Brett, 1967 **General Biology** Lab Manual Russell Skavaril, Mary Finnen, Steven Lawton, 1993 This laboratory manual suitable for biology majors or non majors provides a selection of lucid comprehensive experiments that include excellent detail illustration and pedagogy

The Software Encyclopedia 2001, 2001 The Agricultural Education Magazine, 1990 Laboratory Manual for Introductory Biology Carl S. Lieb, Jerry D. Johnson, Lillian F. Mayberry, Reuven Lazarowitz, 2002-06 Chapter Resource 4 Cells and Their Environment Biology Holt Rinehart & Winston, Holt, Rinehart and Winston Staff, 2004

Biology Osmosis And Diffusion Lab Teacher Guide: Bestsellers in 2023 The year 2023 has witnessed a remarkable surge in literary brilliance, with numerous captivating novels enthralling the hearts of readers worldwide. Lets delve into the realm of bestselling books, exploring the captivating narratives that have captivated audiences this year. The Must-Read: Colleen Hoovers "It Ends with Us" This poignant tale of love, loss, and resilience has gripped readers with its raw and emotional exploration of domestic abuse. Hoover skillfully weaves a story of hope and healing, reminding us that even in the darkest of times, the human spirit can prevail. Biology Osmosis And Diffusion Lab Teacher Guide: Taylor Jenkins Reids "The Seven Husbands of Evelyn Hugo" This intriguing historical fiction novel unravels the life of Evelyn Hugo, a Hollywood icon who defies expectations and societal norms to pursue her dreams. Reids compelling storytelling and compelling characters transport readers to a bygone era, immersing them in a world of glamour, ambition, and self-discovery. Biology Osmosis And Diffusion Lab Teacher Guide: Delia Owens "Where the Crawdads Sing" This mesmerizing coming-of-age story follows Kya Clark, a young woman who grows up alone in the marshes of North Carolina. Owens weaves a tale of resilience, survival, and the transformative power of nature, entrancing readers with its evocative prose and mesmerizing setting. These popular novels represent just a fraction of the literary treasures that have emerged in 2023. Whether you seek tales of romance, adventure, or personal growth, the world of literature offers an abundance of engaging stories waiting to be discovered. The novel begins with Richard Papen, a bright but troubled young man, arriving at Hampden College. Richard is immediately drawn to the group of students who call themselves the Classics Club. The club is led by Henry Winter, a brilliant and charismatic young man. Henry is obsessed with Greek mythology and philosophy, and he quickly draws Richard into his world. The other members of the Classics Club are equally as fascinating. Bunny Corcoran is a wealthy and spoiled young man who is always looking for a good time. Charles Tavis is a quiet and reserved young man who is deeply in love with Henry. Camilla Macaulay is a beautiful and intelligent young woman who is drawn to the power and danger of the Classics Club. The students are all deeply in love with Morrow, and they are willing to do anything to please him. Morrow is a complex and mysterious figure, and he seems to be manipulating the students for his own purposes. As the students become more involved with Morrow, they begin to commit increasingly dangerous acts. The Secret History is a exceptional and gripping novel that will keep you speculating until the very end. The novel is a warning tale about the dangers of obsession and the power of evil.

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