

HOW IS THE FROG DIGESTIVE SYSTEM DIFFERENT FROM HUMANS

FROG DIGESTIVE SYSTEM

Frogs do not have strong teeth. They use their teeth to hold the prey.

Frogs swallow the prey without chewing.

During deglutition, frogs blink or close their eyes.

Frogs have two sets of teeth: maxillary teeth and vomerine teeth.

The tongue of frog is attached to the starting point of the mouth.

The tip of tongue is folded backwards.

The tongue is very sticky.

Frogs have a shorter small intestine. The two parts of the small intestine of frogs are duodenum and ileum.

The duodenum is involved in the digestion of carbohydrates, proteins, lipids, and nucleic acids.

The absorption of nutrients occurs in the ileum.

The elimination of undigested materials occur through the cloaca.

The urinary bladder also opens into the cloaca since frogs do not have a urethra.

Frogs do not have an appendix.

HUMAN DIGESTIVE SYSTEM

Humans have strong teeth. They use teeth to chew their food.

Chewing is a type of mechanical digestion in humans.

This is not seen in humans

Humans have one set of teeth in their oral cavity.

The tongue of humans is attached to the back of the mouth.

The tip of the human tongue is straight.

Human tongue is not sticky.

Humans have a long small intestine. It has three parts: duodenum, jejunum, and ileum.

Chemical digestion occurs in jejunum.

Absorption mainly occurs in the jejunum.

The elimination of undigested materials occur through rectum.

Humans have a separate urethra.

Humans have an appendix.

Difference Between Human And Frog Digestive System

Paul A. Harvey



Difference Between Human And Frog Digestive System:

Human Biology Activities Kit John R. Roland,1993-08-05 This collection of over 200 classroom tested activities and reproducible worksheets for students in grades 7 through 12 covers vital concepts in human biology and health including extensive coverage of AIDS These high interest lessons and worksheets get students actively involved in learning even students who are poorly motivated learning disabled or who lack English proficiency The lessons are written so you can easily accommodate your students various learning styles whether it s visual auditory and tactile Each lesson helps students make connections between new material and concepts they re already familiar with The book features 11 units covering all the body s systems such as circulatory digestive and immune systems and offers a detailed look at cells bones muscles and more Each unit provides enjoyable hands on activities that engage secondary students from building a cell model and testing foods for carbohydrates to dissecting a frog and making an action cartoon of a macrophage battling a microorganism For convenience the lessons are printed in a big spiral bound format that folds flat for photocopying **Catalog of Copyright**

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schools, and Islamic madaris in contemporary Pakistan Akhtar Hassan Malik,2015-04-12 This ethnographic study examines the role of differing school knowledge in reproducing various social classes in the society It was observed that an unequal availability of capital resources agents class habitus and the type of their cultural currency act as selection mechanisms that clearly favour some social groups over others The ruling classes ensure the transfer of their power and privilege to their children by providing them with quality education in elite schools The disadvantaged classes are excluded from these unique institutions by both social and economic sanctions They have no other option than to educate their children either in public schools or Islamic madaris As a result inequitable educational opportunities consolidate the existing social class hierarchy

Journal of Educational Psychology ,1924 *Physiology: the Science of Function as Applied to the Human, with the Aid of Comparative and General Physiology* Paul A. Harvey,1956 *CURRICULUM REFORM IN PAKISTAN* Amna

Afreen,2022-02-25 I have written this book in an effort to explore how the history of Pakistan has resulted in the critical problems weighing down its education system The book examines the questions Why and how has a small elite class come to rule Pakistan And how has their rule worsened the country s problems The focus will be to critically examine the elements of the Pakistani national curriculum and madrasas and their effects on Pakistani society The book represents the fusion of my experiences in Pakistan with extensive literature analysis interviews and textbook analysis This research began when I came to the United States in January 2015 through the SAR program I wanted to know the answers to profoundly unsettling questions How can a society be so intolerant that a scholar educated solely in Pakistan is disregarded and assassinated while many Western educated scholars with traditional insular thoughts are not only appreciated but flourishing I wanted to know

why Pakistani elites have so much power and freedom while lower classes are profoundly oppressed Elites who barely pay taxes have been in power for generations while those that pay taxes suffer from sky high inflation The influential religious leaders mostly belong to the elite class while their followers are mostly lower class Ruling families and social classes mostly control appointed positions Do those in power not have a responsibility to speak on issues of social justice rather than limiting themselves in claiming that theirs is the only true form of Islam Why don t they work to end the disparity of quality education between classes in Pakistan Instead many elites run their own lucrative elite Islamic schools More importantly why do the ulama which literally means those who possess knowledge ilm particularly of Islam maintain a tight hierarchical system in the madrasa Islamic seminary community that rarely allows poor intelligent students to attain leadership positions Why are the ulama silent in the face of ruthless murder of and discrimination against Pakistani minorities Book Review Pakistan Educational Reforms is a major study of education in Pakistan and its national and madrasa curriculum that fosters national and religious sectarian divisions intolerance and conflicts Dr Amna Afreen documents the political socio economic and religious causes limited government funding widespread poverty and illiteracy and the poor training and performance of teachers that have produced a failed educational system at urban and rural government and religious schools madrasa and offers a series of potential solutions and reforms John L Esposito University Professor and Founding Director of The Alwaleed Center for Muslim Christian Understanding Georgetown University

Biology and Human Life Benjamin Charles Gruenberg,1925 *Elementary Physiology* Oscar E. Tauber,1960 **A Laboratory Guide for Elementary Physiology** Oscar E. Tauber,1955 Educational Pamphlets ,1908 **The American Journal of Anatomy** ,1906 **Comprehensive Anatomy, Physiology, and Hygiene** John Clarence Cutter,1888 General Zoology Laboratory Manual ... Mary Dora Rogick,1947 **Teachers College Record** ,1906 Foundations of Biology Lorande Loss Woodruff,1922 **Biology Living Systems** Paul J. Hummer,1994 Introduction to Elementary Practical Biology Charles Wright Dodge,1894 **Physiology and Hygiene in the High School** John Thomas Patterson,1912 **Cambridge University Examination Papers** ,1880 Vertebrate Embryology Arthur Milnes Marshall,1898

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