

The BIG Four - Macromolecules Lab

Answer Key

1. What are the four most common macromolecules found in living things?

Name one example and one function of each, as well as what the building blocks (or monomers) are.

Macromolecule	Function	Building Block (or Monomer)	Example
Carbohydrate	Main Energy Source	Monosaccharide	Sucrose – Table Sugar
Protein	Growth & Repair	Amino Acids	Meat
Fat	Stored Energy	Triglyceride	Oil / Butter
Nucleic Acid	Carries Genetic Information	Nucleotide	Deoxyribonucleic Acid (DNA)

2. What macromolecule(s) will you NOT be testing in the lab?

Nucleic Acids – These do not come from food.

3. You will be determining which of three substances – milk, yogurt, or oatmeal – will work best to defend Earth from a zombie attack. Which macromolecule(s) should be present in the food you choose to defeat the zombies? Explain.

The zombies thrive off of simple sugars; however, they are defeated by complex carbohydrates. Carbohydrates and Protein must be present to defeat the zombies.

4. You will be determining which of three substances – milk, yogurt, or oatmeal – will work best to defend Earth from a zombie attack. Which macromolecule(s) should NOT be present in the food you choose to defeat the zombies? Explain.

Simple sugars should not be present in the food chosen, because it will cause the zombies to grow rapidly.

The effects of fat on zombies are not well known, so this macromolecule does not need to be present in the food.

Adapted from Macromolecules Lab made by Mrs. Smith, from Warner Township High School.

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College of Veterinary Medicine & Biomedical Sciences, Texas A&M University

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My History Lab Answer Key

Lori Waite Turner

A red circular graphic with a gradient, appearing as a partial circle or a stylized arrow pointing to the right, located on the right side of the slide.

My History Lab Answer Key:

Engaging the Past Elizabeth George, 2024-02-14 *Engaging the Past* Action and Interaction in the History Classroom provides practical steps toward using engaging strategies in the classroom to teach students to think historically. These strategies include an approach developed by the author called The You Decide Lecture and innovative ways to use board games and role playing games in the history classroom. The goal is not simply to add window dressing to fundamentally dull lessons but rather to re-examine how teachers think about students as learners of history. This book follows the growing trend within historical pedagogy to care less about content coverage and more about deep engagement student learning and the importance of historical thinking. The students in our classrooms today are the history teachers of tomorrow and awakening them to the exciting complexities of the past is critical to keep the study of history thriving.

Democracy's Data Dan Bouk, 2022-08-23 ONE OF THE NEW YORK TIMES BOOK REVIEW'S 100 NOTABLE BOOKS OF 2022 From the historian Dan Bouk, a lesson in reading between the lines of the U.S. census to uncover the stories behind the data. The census isn't just a data collection process; it's a ritual and a tool of American democracy. Behind every neat grid of numbers is a collage of messy human stories you just have to know how to read them. In *Democracy's Data*, the data historian Dan Bouk examines the 1940 U.S. census, uncovering what those numbers both condense and cleverly abstract: a universe of meaning and uncertainty of cultural negotiation and political struggle. He introduces us to the men and women employed as census takers, bringing us with them as they go door to door recording the lives of their neighbors. He takes us into the makeshift halls of the Census Bureau where hundreds of civil servants, not to mention machines, labored with pencil and paper to divide and conquer the nation's data. And he uses these little points to paint bigger pictures, such as of the ruling hand of white supremacy, the place of queer people in straight systems, and the struggle of ordinary people to be seen by the state as they see themselves. The 1940 census is a crucial entry in American history, a controversial dataset that enabled the creation of New Deal era social programs but that also, with the advent of World War Two, would be weaponized against many of the citizens whom it was supposed to serve. In our age of quantification, *Democracy's Data* not only teaches us how to read between the lines but gives us a new perspective on the relationship between representation, identity, and governance today.

Crazy Ex-Ghoulfriend Angela Roquet, *A zombie at prom*. What could go wrong? Janie Parker is in love with the boy next door, but he's dating Miss Popular. That is, until she wraps her car around a tree and bites the dust. Just when things settle down and Janie thinks that she might have a shot at going to prom with the boy next door, Miss Popular comes back from the grave and she's one crazy ex-ghoulfriend.

Crime Lab Report John M. Collins, 2019-09-17 *Crime Lab Report* compiles the most relevant and popular articles that appeared in this ongoing periodical between 2007 and 2017. Articles have been categorized by theme to serve as chapters, with an introduction at the beginning of each chapter and a description of the events that inspired each article. The author concludes the compilation with a reflection on *Crime Lab Report*, the retired periodical, and the future of forensic

science as the 21st Century unfolds Intended for forensic scientists prosecutors defense attorneys and even students studying forensic science or law this compilation provides much needed information on the topics at hand Presents a comprehensive look behind the curtain of the forensic sciences from the viewpoint of someone working within the field Educates practitioners and laboratory administrators providing talking points to help them respond intelligently to questions and criticisms whether on the witness stand or when meeting with politicians and or policymakers Captures an important period in the history of forensic science and criminal justice in America

"Why Won't You Just Tell Us the Answer?"
Bruce Lesh, 2023-10-10 Every major measure of students historical understanding since 1917 has demonstrated that students do not retain understand or enjoy their school experiences with history Bruce Lesh believes that this is due to the way we teach history lecture and memorization Over the last fifteen years Bruce has refined a method of teaching history that mirrors the process used by historians where students are taught to ask questions of evidence and develop historical explanations And now in his new book Why Won't You Just Tell Us the Answer he shows teachers how to successfully implement his methods in the classroom Students may think they want to be given the answer Yet when they are actively engaged in investigating the past the way professional historians do they find that history class is not about the boring memorization of names dates and facts Instead it's challenging fun Historical study that centers on a question where students gather a variety of historical sources and then develop and defend their answers to that question allows students to become actual historians immersed in an interpretive study of the past Each chapter focuses on a key concept in understanding history and then offers a sample unit on how the concept can be taught Readers will learn about the following Exploring Text Subtext and Context President Theodore Roosevelt and the Panama Canal Chronological Thinking and Causality The Rail Strike of 1877 Multiple Perspectives The Bonus March of 1932 Continuity and Change Over Time Custer's Last Stand Historical Significance The Civil Rights Movement Historical Empathy The Truman MacArthur Debate By the end of the book teachers will have learned how to teach history via a lens of interpretive questions and interrogative evidence that allows both student and teacher to develop evidence based answers to history's greatest questions

Digital History and Hermeneutics Andreas Fickers, Juliane Tatarinov, 2022-06-21 As a result of rapid advancements in computer science during recent decades there has been an increased use of digital tools methodologies and sources in the field of digital humanities While opening up new opportunities for scholarship many digital methods and tools now used for humanities research have nevertheless been developed by computer or data sciences and thus require a critical understanding of their mode of operation and functionality The novel field of digital hermeneutics is meant to provide such a critical and reflexive frame for digital humanities research by acquiring digital literacy and skills A new knowledge for the assessment of digital data research infrastructures analytical tools and interpretative methods is needed providing the humanities scholar with the necessary munition for doing critical research The Doctoral Training Unit Digital History and Hermeneutics at the University of

Luxembourg applies this analytical frame to 13 PhD projects By combining a hermeneutic reflection on the new digital practices of humanities scholarship with hands on experimentation with digital tools and methods new approaches and opportunities as well as limitations and flaws can be addressed *(Re)Imagining Elementary Social Studies* Sarah B. Shear, Christina M. Tschida, Elizabeth Bellows, Lisa Brown Buchanan, Elizabeth E. Saylor, 2018-01-01 The field of elementary social studies is a specific space that has historically been granted unequal value in the larger arena of social studies education and research This reader stands out as a collection of approaches aimed specifically at teaching controversial issues in elementary social studies This reader challenges social studies education i e classrooms teacher education programs and research to engage controversial issues those topics that are politically religiously or are otherwise ideologically charged and make people especially teachers uncomfortable in profound ways at the elementary level This reader meant for elementary educators preservice teachers and social studies teacher educators offers an innovative vision from a new generation of social studies teacher educators and researchers fighting against the forces of neoliberalism and the marginalization of our field The reader is organized into three sections 1 pushing the boundaries of how the field talks about elementary social studies 2 elementary social studies teacher education and 3 elementary social studies teaching and learning Individual chapters either A conceptually unpack a specific controversial issue e g Islamophobia Indian Boarding Schools LGBT issues in schools and how that issue should be is incorporated in an elementary social studies methods courses and classrooms or B present research on elementary preservice teachers or how elementary teachers and students engage controversial issues This reader unpacks specific controversial issues for elementary social studies for readers to gain critical content knowledge teaching tips lesson ideas and recommended resources Endorsement *Re Imagining Elementary Social Studies* is a timely and powerful collection that offers the best of what social studies education could and should be Grounded in a politics of social justice this book should be used in all elementary social studies methods courses and schools in order to develop the kinds of teachers the world needs today Wayne Au Professor University of Washington Bothell Editor *Rethinking Schools Prospect*, 2007 Colonial Routes Heather Flynn Roller, 2010 History of Met Lab Section C-I Glenn Theodore Seaborg, 1977 *HIT Lab Report* University of Michigan. Highway Safety Research Institute, 1974

Transactions of the Section on Ophthalmology of the American Medical Association at the ... Annual Session, Held at ... American Medical Association. Section on Ophthalmology. Session, 1923 History of Europe from the Fall of Napoleon, in 1815, to the Accession of Louis Napoleon, in 1852 Sir Archibald Alison, 1878 *Youth's Companion*, 1927

Records & Briefs New York State Appellate Division , Annual Report of the Secretary of the State Horticultural Society of Michigan Michigan State Horticultural Society, 1997 Netscape Navigator 6 Gary B. Shelly, Thomas J. Cashman, Jeffrey J. Webb, 2001 Netscape Navigator 6 provides the novice as well as the experienced user a window with which to look into the World Wide Web and tap an abundance of resources This book is intended for use in a

one credit three to five week course or in combination with other books in an introductory computer concepts or applications course Specific objectives of this book are as follows to teach students how to use Netscape Navigator 6 to expose students to various World Wide Web resources to acquaint students with the more popular search engines to show students how to do research using the World Wide Web and to teach students how to communicate with other Internet users Pref

Instructor's Manual to Accompany The Fitness Triad Lori Waite Turner,1991 **American Book Publishing Record**
,1963 Collections for a History of Staffordshire ,1936 Minutes of meetings of the society appear in most of the vols

The book delves into My History Lab Answer Key. My History Lab Answer Key is an essential topic that must be grasped by everyone, from students and scholars to the general public. This book will furnish comprehensive and in-depth insights into My History Lab Answer Key, encompassing both the fundamentals and more intricate discussions.

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The book is crafted in an easy-to-understand language and is complemented by engaging illustrations. It is highly recommended for anyone seeking to gain a comprehensive understanding of My History Lab Answer Key.

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