

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Student Exploration: Circulatory System

**Vocabulary:** artery, atrium, blood vessel, capillary, circulatory system, heart, heart valves, platelet, pulmonary artery, pulmonary vein, red blood cell, urea, ventricle, vein, white blood cell

**Prior Knowledge Questions** (Do these BEFORE using the Gizmo.)

1. Why do you need blood? It carries gasses and nutrients to and from our cells
2. What organ pushes blood through your body? Heart

### Gizmo Warm-up

The *Circulatory System* Gizmo shows the **heart** and **blood vessels** that make up the **circulatory system**. Look at the heart.



1. How many chambers does the heart have? 4
2. Turn on **Show labels**. What are the names of the chambers? Right atrium, right ventricle, left atrium, left ventricle

3. Do you see tiny "doors" that open and close as blood is pumped through the heart? yes

These are **heart valves**. Heart valves control the flow of blood through the heart.

4. Click **Heartbeat sound** and listen for the two parts of the heartbeat, nicknamed "lub" and "dub." Observe the heart. (Note: The recording is not in sync with the heart animation.)

What do you think causes heartbeat sounds? The opening and closing of valves in the heart

In fact, the "lub" sound is caused by valves from the **atria** to the **ventricles** closing, and the "dub" sound is caused by the valves from the ventricles to the blood vessels closing.

5. Challenge: Why do you think the left atrium and left ventricle are shown on the *right* side of the diagram? Because they are the left side of the body, but it is on the observers right

# Student Exploration Circulatory System Answer

**A Gutmann**



## **Student Exploration Circulatory System Answer:**

**Human Biology: Circulation** H. Craig Heller, 1999 *ENC Focus*, **The Brain in Space**, 1998 *Journeys-TM* J. Isaac Rajkumar, P. Yesudhas, M. Uma Maheshwari, Jyoti Swaroop, Geeta Oberoi, Vikram Mehta, Dr LC Sharma, Term Book

*Handbook of Research on Acquiring 21st Century Literacy Skills Through Game-Based Learning* Lane, Carol-Ann, 2022-01-07 Emerging technologies are becoming more prevalent in global classrooms Traditional literacy pedagogies are shifting toward game based pedagogy addressing 21st century learners Therefore within this context there remains a need to study strategies to engage learners in meaning making with some element of virtual design Technology supports the universal design learning framework because it can increase the access to meaningful engagement in learning and reduce barriers The Handbook of Research on Acquiring 21st Century Literacy Skills Through Game Based Learning provides theoretical frameworks and empirical research findings in digital technology and multimodal ways of acquiring literacy skills in the 21st century This book gains a better understanding of how technology can support learner frameworks and highlights research on discovering new pedagogical boundaries by focusing on ways that the youth learn from digital sources such as video games Covering topics such as elementary literacy learning indigenous games and student worker training this book is an essential resource for educators in K 12 and higher education school administrators academicians pre service teachers game developers researchers and libraries

**Resources for Teaching Elementary School Science** National Science Resources Center of the National Academy of Sciences and the Smithsonian Institution, 1996-03-28 What activities might a teacher use to help children explore the life cycle of butterflies What does a science teacher need to conduct a leaf safari for students Where can children safely enjoy hands on experience with life in an estuary Selecting resources to teach elementary school science can be confusing and difficult but few decisions have greater impact on the effectiveness of science teaching Educators will find a wealth of information and expert guidance to meet this need in **Resources for Teaching Elementary School Science** A completely revised edition of the best selling resource guide **Science for Children** **Resources for Teachers** this new book is an annotated guide to hands on inquiry centered curriculum materials and sources of help in teaching science from kindergarten through sixth grade Companion volumes for middle and high school are planned The guide annotates about 350 curriculum packages describing the activities involved and what students learn Each annotation lists recommended grade levels accompanying materials and kits or suggested equipment and ordering information These 400 entries were reviewed by both educators and scientists to ensure that they are accurate and current and offer students the opportunity to Ask questions and find their own answers Experiment productively Develop patience persistence and confidence in their own ability to solve real problems The entries in the curriculum section are grouped by scientific area Life Science Earth Science Physical Science and Multidisciplinary and Applied Science and by type core materials supplementary materials and science activity books Additionally a section of references for teachers provides

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**Family Involvement in Education** ,1998 **Teaching to Learn, Learning to Teach** Alan J. Singer,2013-07-24 Teaching to Learn Learning to Teach uniquely addresses three problems that frequently concern pre service and beginning teachers classroom control satisfying state and federal mandates and figuring out exactly what is the role of the teacher Integrating practical theoretical and critical teaching considerations it presents a model student centered approach for designing lessons developing personal connections with students and building classroom communities PRO CLASS Practices Planning Relationships Organization Community Leadership Assessment Support Struggle Pre service teachers are encouraged to reinterpret the principles and continually redefine them as they develop their own reflective practice Changes in the Second Edition Updates throughout with attention to the Common Core State Standards high stakes testing the possibilities and limitations of technology use in the classroom and preparing for the job market Fully revised chapter on literacy New interviews with teachers Companion Website Supplemental planning teaching and assessment materials 32 extended essays including a number of the author s widely read Huffington Post columns interviews with beginning and veteran teachers Ideas for Your Professional Portfolio Resume and Cover Letter Recommended Websites for Teachers

**Sparkling Student Creativity** Patti Drapeau,2014-09-23 Teaching isn t merely transmitting knowledge to students it s also about teaching students to approach learning in engaging and unexpected ways In Sparkling Student Creativity Practical Ways to Promote Innovative Thinking and Problem Solving author and researcher Patti Drapeau explores and explains research related to creativity and its relevance in today s standards based critical thinking focused classroom The book vividly and comprehensively shows How creative lessons can meet and extend the expectations of curriculum standards such as the Common Core State Standards How to incorporate creativity and assessment into daily classroom practices How to develop a Creativity Road Map to guide instruction and How to design lessons that prompt and support creative thinking In addition the book includes 40 grab and go ideas that infuse lesson plans with a spirit of exploration No matter what grade levels or content areas you teach Sparkling Student Creativity will help you to produce creative lesson components that directly address critical content target specific standards and require thoughtful products from students as they grow into independent learners and become successful students and adults

**Middle**

**School Science & Technology**, 1994      Intentional and Targeted Teaching Douglas Fisher, Nancy Frey, Stefani Arzonetti Hite, 2016-05-04

What is FIT Teaching What is a FIT Teacher The Framework for Intentional and Targeted Teaching or FIT Teaching is a research based field tested and experience honed process that captures the essentials of the best educational environments In contrast to restrictive pedagogical prescriptions or formulas FIT Teaching empowers teachers to adapt the most effective planning instructional and assessment practices to their particular context in order to move their students learning from where it is now to where it should be To be a FIT Teacher is to make a heroic commitment to learning not just to the learning of every student in the classroom but to the professional learning necessary to grow inspire and lead This book introduces the powerful FIT Teaching Tool which harnesses the FIT Teaching approach and presents a detailed continuum of growth and leadership It s a close up look at what intentional and targeting teaching is and what successful teachers do to Plan with purpose Cultivate a learning climate Instruct with intention Assess with a system Impact student learning Designed to foster discussion among educators about what they are doing in the classroom the FIT Teaching Tool can be used by teachers for self assessment by teacher peers for collegial feedback in professional learning communities by instructional coaches to focus on the skills teachers need both onstage and off and by school leaders to highlight their teachers strengths and value Join authors Douglas Fisher Nancy Frey and Stefani Arzonetti Hite for an examination of what makes great teachers great and see how educators at all grade levels and all levels of experience are taking intentional steps toward enhanced professional practice      Understanding and Developing Science Teachers' Pedagogical Content Knowledge J. John Loughran, Amanda Berry, Pamala Mulhall, 2006-01-01

There has been a growing interest in the notion of a scholarship of teaching Such scholarship is displayed through a teacher s grasp of and response to the relationships between knowledge of content teaching and learning in ways that attest to practice as being complex and interwoven Yet attempting to capture teachers professional knowledge is difficult because the critical links between practice and knowledge for many teachers is tacit Pedagogical Content Knowledge PCK offers one way of capturing articulating and portraying an aspect of the scholarship of teaching and in this case the scholarship of science teaching The research underpinning the approach developed by Loughran Berry and Mulhall offers access to the development of the professional knowledge of science teaching in a form that offers new ways of sharing and disseminating this knowledge Through this Resource Folio approach comprising CoRe and PaP eRs a recognition of the value of the specialist knowledge and skills of science teaching is not only highlighted but also enhanced The CoRe and PaP eRs methodology offers an exciting new way of capturing and portraying science teachers pedagogical content knowledge so that it might be better understood and valued within the profession This book is a concrete example of the nature of scholarship in science teaching that is meaningful useful and immediately applicable in the work of all science teachers preservice in service and science teacher educators It is an excellent resource for science teachers as well as a guiding text for teacher education      *Understanding and Developing Science Teachers'*

*Pedagogical Content Knowledge* John Loughran, Amanda Berry, Pamela Mulhall, 2012-07-31 There has been a growing interest in the notion of a scholarship of teaching. Such scholarship is displayed through a teacher's grasp of and response to the relationships between knowledge of content teaching and learning in ways that attest to practice as being complex and interwoven. Yet attempting to capture teachers' professional knowledge is difficult because the critical links between practice and knowledge for many teachers is tacit. Pedagogical Content Knowledge (PCK) offers one way of capturing, articulating, and portraying an aspect of the scholarship of teaching, and in this case the scholarship of science teaching. The research underpinning the approach developed by Loughran, Berry, and Mulhall offers access to the development of the professional knowledge of science teaching in a form that offers new ways of sharing and disseminating this knowledge. Through this Resource Folio approach comprising CoRe and PaP eRs, a recognition of the value of the specialist knowledge and skills of science teaching is not only highlighted but also enhanced. The CoRe and PaP eRs methodology offers an exciting new way of capturing and portraying science teachers' pedagogical content knowledge so that it might be better understood and valued within the profession. This book is a concrete example of the nature of scholarship in science teaching that is meaningful, useful, and immediately applicable in the work of all science teachers, preservice, in-service, and science teacher educators. It is an excellent resource for science teachers as well as a guiding text for teacher education. Understanding teachers' professional knowledge is critical to our efforts to promote quality classroom practice. While PCK offers such a lens, the construct is abstract. In this book, the authors have found an interesting and engaging way of making science teachers' PCK concrete, useable, and meaningful for researchers and teachers alike. It offers a new and exciting way of understanding the importance of PCK in shaping and improving science teaching and learning. Professor Julie Gess-Newsome, Dean of the Graduate School of Education, Willamette University. This book contributes to establishing CoRes and PaP eRs as immensely valuable tools to illuminate and describe PCK. The text provides concrete examples of CoRes and PaP eRs completed in real-life teaching situations that make stimulating reading. The authors show practitioners and researchers alike how this approach can develop high-quality science teaching. Dr. Vanessa Kind, Director, Science Learning Centre, North East School of Education, Durham University.

**Design Recommendations for Intelligent Tutoring Systems** Dr. Robert A. Sottile, US Army Research Laboratory, Dr. Arthur Graesser, University of Memphis, Dr. Xiangen Hu, University of Memphis, Dr. Heather Holden, US Army Research Laboratory, 2013-08-01 *Design Recommendations for Intelligent Tutoring Systems* explores the impact of computer-based tutoring system design on education and training. Specifically, this volume, *Learner Modeling*, examines the fundamentals of learner modeling and identifies best practices, emerging concepts, and future needs to promote efficient and effective tutoring. Part of our design recommendations include current, projected, and needed capabilities within the Generalized Intelligent Framework for Tutoring (GIFT), an open-source modular service-oriented architecture developed to promote simplified authoring, reuse, standardization, automated instruction, and evaluation of

tutoring technologies      *Im Lab Manual-Explore Life* Hopson,Postlethwait,2003-09      Society Without People Christopher Pieper,Justin Nelson,2025-06-16 Society Without People is the first major scholarly analysis of the profound social and cultural effects of emerging technologies such as generative AI and the Metaverse Using an approachable style and compelling scenarios Pieper and Nelson examine the potential ways these technologies will shape identity institutions relationships communities power and personhood itself in the near future Introducing the theory of Gamism the authors suggest that the logic of games could serve as the new ideology governing this strange exciting world One question underlies each chapter how can humans flourish in the midst of such rapid and deep changes It is a must read for anyone concerned about the future of society and technology      *Teaching with Purpose* Ann K. Fathman,John E. Penick,David T. Crowther,Robin Lee Harris,2006 Making a case for a research based teaching rationale Elements of a research based rationale Developing a research based rationale Implementing your rationale and becoming a mentor      *Glencoe Earth Science* Ralph M. Feather,1999 Earth science is the study of Earth and space It is the study of such things as the transfer of energy in Earth s atmosphere the evolution of landforms patterns of change that cause weather the scale and structure of stars and the interactions that occur among the water atmosphere and land Earth science in this book is divided into four specific areas of study geology meteorology astronomy and oceanography p 8 9      Bulletin of the Atomic Scientists ,1970-06 The Bulletin of the Atomic Scientists is the premier public resource on scientific and technological developments that impact global security Founded by Manhattan Project Scientists the Bulletin s iconic Doomsday Clock stimulates solutions for a safer world      *Collins International Primary Science - International Primary Science Teacher's Guide: Stage 6* Collins,2021-06-14 Spark scientific curiosity from a young age with this six level course through an enquiry based approach and active learning Collins International Primary Science fully meets the requirements of the Cambridge Primary Science Curriculum Framework from 2020 and has been carefully developed for a range of international contexts

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