

| Lab | Title | Materials and Equipment | Part No. | Qty |
|-----|-------------|--|--------------------|--|
| 4 | PLASMOLYSIS | <p>FOR EACH STUDENT STATION</p> <p>Data collection system</p> <p>PASCO Conductivity Sensor</p> <p><i>Microscope, 400× magnification</i></p> <p><i>Microscope slides and cover slips (4)</i></p> <p><i>Plastic pipet or eye dropper</i></p> <p><i>Three NaCl salt solutions of unknown concentration</i></p> <p><i>Red onion</i></p> <p><i>Water</i></p> <p><i>Paper towel</i></p> <p>TEACHER DEMONSTRATION</p> <p><i>Electronic balance</i></p> <p><i>Celery stalks</i></p> <p>ADDITIONAL EQUIPMENT FOR STUDENT-DESIGNED EXPERIMENTS</p> <p><i>Sucrose solutions (1.0 M)</i></p> <p><i>Distilled water</i></p> <p><i>Containers for preparing sucrose dilutions</i></p> <p><i>Electronic balance</i></p> <p><i>Small cups</i></p> <p><i>White potatoes</i></p> <p><i>Sweet potatoes or yams</i></p> <p><i>Celery, carrots, or other vegetables</i></p> <p><i>Apples or other fruits</i></p> | PS-2116A | <p>1</p> <p>1</p> <p>1</p> <p>4</p> <p>1</p> <p>Several drops</p> <p>Section</p> <p>Several drops</p> <p>1</p> <p>1</p> <p>2</p> <p>2 L</p> <p>600 mL</p> <p>As needed</p> <p>1</p> <p>As needed</p> <p>As needed</p> <p>As needed</p> <p>As needed</p> <p>As needed</p> |
| 5 | CELL SIZE | <p>FOR EACH STUDENT STATION</p> <p>Data Collection System</p> <p>PASCO Quad Temperature Sensor</p> <p>PASCO Fast-response temperature probes*</p> <p><i>Metric ruler</i></p> <p><i>Small knife or scalpel</i></p> <p><i>Cutting board or other appropriate surface</i></p> <p><i>Potato</i></p> <p><i>Plastic containers (for ice water), 24 oz or larger (approximately 700 mL)</i></p> <p><i>Water</i></p> <p><i>Toothpicks</i></p> <p><i>Permanent marker</i></p> <p><i>Tape</i></p> <p><i>Ice</i></p> <p>ADDITIONAL EQUIPMENT FOR STUDENT-DESIGNED EXPERIMENT</p> <p><i>Melon baller (to form spherical potato “cells”)</i></p> <p><i>Shortening (or similar solid fat source)</i></p> <p><i>Cork borer (to form cylindrical potato “cells”)</i></p> <p><i>Additional potatoes</i></p> | PS-2143 PS-2135 | <p>1</p> <p>1</p> <p>3</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>~500 mL</p> <p>2</p> <p>1</p> <p>As needed</p> <p>~100 mL</p> <p>1</p> <p>As needed</p> <p>1</p> <p>As needed</p> |

| Lab | Title | Materials and Equipment | Part No. | Qty |
|-----|----------------------|---|--|--|
| 6 | HOMEOSTASIS | <p>FOR EACH STUDENT STATION</p> <p>Data Collection System</p> <p>PASCO Quad Temperature Sensor</p> <p>PASCO Fast-response temperature probes *</p> <p><i>Large shallow bowl or pan² (for submerging a hand in ice water)</i></p> <p><i>Ice</i></p> <p><i>Water</i></p> <p><i>Adhesive bandages or medical tape for securing temperature probes to the skin</i></p> <p><i>Paper towel</i></p> <p>ADDITIONAL EQUIPMENT FOR STUDENT-DESIGNED EXPERIMENTS</p> <p><i>Non-latex disposable gloves</i></p> <p>PASCO physiology sensor(s) such as a hand-grip heart rate sensor, EKG sensor, spirometer sensor, and blood pressure sensor and cuff</p> | <p>PS-2143</p> <p>PS-2135</p> | <p>1</p> <p>1</p> <p>2</p> <p>1</p> <p>As needed</p> <p>As needed</p> <p>2 pieces</p> <p>As needed</p> <p>As needed</p> <p>As needed</p> |
| 7 | CELLULAR RESPIRATION | <p>FOR EACH STUDENT STATION</p> <p>Data Collection System</p> <p>PASCO Carbon Dioxide Gas Sensor</p> <p>Sensor extension cable*</p> <p>Sample bottle, 250 mL*</p> <p><i>Balance, readability: 0.01 g</i></p> <p><i>Paper towel</i></p> <p><i>Germinating pinto beans</i></p> <p>ADDITIONAL EQUIPMENT FOR STUDENT-DESIGNED EXPERIMENTS</p> <p>PASCO Fast-response Temperature Sensor</p> <p>PASCO Oxygen Gas Sensor</p> <p><i>Solutions of different pH or salinity levels</i></p> <p><i>Additional germinating pinto beans</i></p> <p><i>Germinating and dormant seeds of other species, or small animals³</i></p> | <p>PS-2110</p> <p>PS-2500</p> <p>PS-2135</p> <p>PS-2126A</p> | <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>20</p> <p>1</p> <p>1</p> <p>As needed</p> <p>As needed</p> <p>As needed</p> |

| Lab | Title | Materials and Equipment | Part No. | Qty |
|-----|---------------|--|----------|------------|
| 11 | TRANSPIRATION | FOR EACH STUDENT STATION | | |
| | | <i>Data Collection System</i> | | 1 |
| | | <i>PASCO Barometer/Low Pressure Sensor</i> | PS-2113A | 1 |
| | | <i>PASCO Weather Sensor</i> | PS-2154A | 1 |
| | | <i>Sensor extension cables</i> | PS-2500 | 2 |
| | | <i>Quick-release connector*</i> | | 1 |
| | | <i>Clear plastic tubing, 40–50 cm*</i> | | 1 |
| | | <i>One-hole rubber stopper that goes on tubing</i> | | 1 |
| | | <i>Large tub or bucket (for water)</i> | | 1 |
| | | <i>Paraffin film or petroleum jelly (if available)</i> | | As needed |
| | | <i>Plant sample containing numerous leaves, such as ornamental pear, oleander, hydrangea, and gardenia</i> | | 1 |
| | | <i>Base and support rod</i> | | 1 |
| | | <i>3-finger clamps</i> | | 2 |
| | | <i>Test tube clamp</i> | | 1 |
| | | <i>Clear plastic bag, 1 gallon</i> | | 1 |
| | | <i>Spray bottle with water</i> | | 1 |
| | | <i>Electronic balance, centigram</i> | | 1 |
| | | <i>Small syringe, 60-mL or larger, without needle</i> | | 1 |
| | | <i>Pipet</i> | | 1 |
| | | <i>Metric ruler</i> | | 1 |
| | | <i>Large scissors or small pruning shears</i> | | 1 |
| | | ADDITIONAL EQUIPMENT FOR STUDENT-DESIGNED EXPERIMENTS | | |
| | | <i>PASCO EcoChamber containers, including stoppers</i> | ME-6667 | At least 2 |
| | | <i>PASCO Weather Sensor for each EcoChamber container</i> | PS-2154A | At least 2 |
| | | <i>PASCO Carbon Dioxide Gas Sensor</i> | PS-2110 | 1 |
| | | <i>Small plants that fit in the EcoChamber container, such as pansy, marigold, and impatiens</i> | | As needed |
| | | <i>Clear plastic bags and twist-ties to cover the root ball (or quart or gallon zip-close bags)</i> | | As needed |
| | | <i>Additional plant samples (different species) that fit in the tubing of the potometer²</i> | | As needed |
| | | <i>Electronic balance, centigram</i> | | 1 |
| | | <i>Small fan</i> | | 1 |
| | | <i>Lamp with incandescent or UV bulb that provides heat</i> | | 1 |
| | | <i>Lamp with a CFL bulb that remains cool</i> | | 1 |
| | | <i>Lamp with a CFL bulb that remains cool</i> | | 1 |

| Lab | Title | Materials and Equipment | Part No. | Qty |
|-----|---------|--|----------|--|
| 12 | MITOSIS | <p>FOR EACH STUDENT STATION</p> <p><i>Dissection scissors</i></p> <p><i>Forceps</i></p> <p><i>Razor blade or scalpel</i></p> <p><i>Glass test tube</i></p> <p><i>Glass microscope slides</i></p> <p><i>Cover slips</i></p> <p><i>Compound microscope with 400× magnification</i></p> <p><i>Disposable pipets 1-mL</i></p> <p><i>Plastic cup, 16-oz</i></p> <p><i>Spot plate</i></p> <p><i>Personal protective equipment: Disposable gloves and chemical apron</i></p> <p><i>Carbol fuchsin solution</i></p> <p><i>1 M Warm hydrochloric acid (HCl), 1 mL</i></p> <p><i>Onion bulb (green onion, small white onion, or garlic)</i></p> <p><i>Paper towel</i></p> <p><i>Large toothpicks</i></p> <p><i>Pencil with eraser</i></p> <p><i>Plastic wrap</i></p> <p><i>Disposable plastic gloves</i></p> <p><i>Permanent marker</i></p> <p><i>Distilled water</i></p> <p>ADDITIONAL EQUIPMENT FOR STUDENT-DESIGNED EXPERIMENTS</p> <p>Data Collection System</p> <p>PASCO Conductivity Sensor</p> <p>PASCO pH Sensor</p> <p><i>Herbicide samples</i></p> <p><i>Additional onion bulbs, or other plant samples (such as garlic)</i></p> <p><i>Plant food samples: fertilizers or root growth stimulants</i></p> | | <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>3</p> <p>2</p> <p>1</p> <p>2</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1 mL</p> <p>1 mL</p> <p>1</p> <p>As needed</p> <p>4</p> <p>1</p> <p>As needed</p> <p>1 pair</p> <p>1</p> <p>As needed</p> <p>1</p> <p>1</p> <p>1</p> <p>As needed</p> <p>As needed</p> <p>As needed</p> <p>As needed</p> |
| 13 | MEIOSIS | <p>FOR EACH STUDENT STATION</p> <p><i>Drosophila Chromosome Sheet (included in the lab)</i></p> <p><i>Karyotype of Offspring Fly Sheet (included in the lab)</i></p> <p><i>Scissors</i></p> <p><i>Tape</i></p> <p><i>Pop beads for chromosomes (4), 2 colors, 2 sizes, plus enough to make sister chromatids</i></p> <p><i>String, approximately 1 m and 0.5 m</i></p> <p><i>Cards with images or photographs of Sordaria asci (Cards with images or photographs can be purchased from supply companies such as Flinn Scientific or Ward's Science.)</i></p> <p style="text-align: center;"><i>or</i></p> <p><i>Sordaria crossing over kit (Crossing-over kits can be purchased from many different science supply companies. Refer to the documentation included with the kit for additional preparation directions if students prepare their own slides to observe asci.)</i></p> | | <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>150 (75 of each color)</p> <p>2 pieces</p> <p>As specified</p> <p>1</p> |

| Lab | Title | Materials and Equipment | Part No. | Qty |
|-----|---|--|----------|---|
| 15 | UNDERSTANDING INHERITED MITOCHONDRIAL DISORDERS | <p>FOR TEACHER PREPARATION</p> <p>Mitochondrial Genetics Kit (BP-6946)</p> <p><i>Erlenmeyer flasks, 500-mL</i></p> <p><i>Large beaker or container, 3-L (to dilute buffer)</i></p> <p><i>Balance</i></p> <p><i>Microwave or hot plate</i></p> <p><i>Heat-resistant gloves</i></p> <p><i>Gel casting trays</i></p> <p><i>Scissors</i></p> <p><i>Plastic wrap or aluminum foil</i></p> <p><i>Distilled water, 3 L</i></p> <p>ADDITIONAL EQUIPMENT FOR STUDENT-DESIGNED EXPERIMENTS</p> <p>QuickStrip™ DNA samples</p> <p>InstaStain® Blue card</p> <p><i>Horizontal gel electrophoresis apparatus</i></p> <p><i>DC power supply</i></p> <p><i>Automatic micropipet, 5 to 50 µL, with tips</i></p> <p><i>Tray with 0.8% agarose gel</i></p> <p><i>Plastic tray for gel staining</i></p> <p><i>Plastic wrap</i></p> <p><i>Graduated cylinder, 100-mL</i></p> <p><i>Waste receptacles (for used tips)</i></p> <p><i>Disposable gloves</i></p> <p><i>Distilled water or buffer for staining</i></p> <p>OPTIONAL</p> <p><i>Camera (USB or other)</i></p> <p><i>Permanent marker</i></p> <p><i>Transparency film (for tracing the results)</i></p> <p>ONE PER CLASS</p> <p><i>DNA visualization system (white light)</i></p> <p><i>Spatula</i></p> | | <p>1</p> <p>2</p> <p>1</p> <p>1</p> <p>1</p> <p>1 pair</p> <p>1 per group</p> <p>1</p> <p>1</p> <p>3 liters</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1 pair</p> <p>75–100 mL</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> |

| Lab | Title | Materials and Equipment | Part No. | Qty |
|-----|-----------------|---|--|---|
| 17 | ENERGY DYNAMICS | <p>FOR EACH STUDENT STATION</p> <p>Data Collection System</p> <p>PASCO Carbon Dioxide Gas Sensor</p> <p>Sensor extension cable*</p> <p>EcoChamber container, with lid and stoppers</p> <p><i>Electronic balance, centigram</i></p> <p><i>Weigh boat</i></p> <p><i>Plastic pipet, 1-mL</i></p> <p><i>Disposable gloves</i></p> <p><i>Small knife (for cutting fruit)</i></p> <p><i>Filter paper or coffee filter (9 cm diameter)</i></p> <p><i>Yeast suspension or water (yeast is used in 2 of the 3 chamber configurations, water is used in the third)</i></p> <p><i>Mealworms (used in 2 of the 3 chamber configurations)</i></p> <p><i>Detritus: organic material such as apples and banana peels</i></p> <p><i>Plastic wrap (ditritus of one of the two control chambers is wrapped in plastic wrap)</i></p> <p>ADDITIONAL EQUIPMENT FOR STUDENT-DESIGNED EXPERIMENTS</p> <p>Additional sensors such as a PASCO Oxygen Gas Sensor or PASCO Temperature Sensor</p> <p>Additional EcoChamber containers</p> <p><i>Different detritivores (earwigs, earthworms, crickets, ants, and similar organisms)</i></p> <p><i>Different sources of detritus (various fruit or vegetable scraps such as potato)</i></p> | <p>PS-2110</p> <p>PS-2500</p> <p>ME-6667</p> <p>PS-2126A or PS-2102</p> <p>ME-6667</p> | <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>At least 1 per class</p> <p>1</p> <p>1</p> <p>1 pair</p> <p>1</p> <p>1</p> <p>5 mL</p> <p>20</p> <p>60 g</p> <p>As needed</p> <p>One or more</p> <p>One or more</p> <p>As needed</p> <p>60 g per chamber</p> |

| Lab | Title | Materials and Equipment | Part No. | Qty |
|-----|------------------------------------|---|----------|---|
| 21 | MATHEMATICAL MODELING OF EVOLUTION | FOR EACH STUDENT STATION <i>Computer</i> Mathematical model spreadsheet file: ABI Mathematical Modeling Spreadsheet.xlsx <i>Spreadsheet program (such as Microsoft Excel®, Numbers¹, or Google Docs^{TM2})</i> | | 1 1 1 |
| 22 | ANIMAL BEHAVIOR | FOR EACH STUDENT STATION <i>Clear drinking straw</i> <i>Droppers</i> <i>Cotton swabs</i> <i>Timer</i> <i>Sheet of white paper</i> <i>Wingless fruit flies , or similar small organism</i> <i>Mashed ripe banana</i> <i>Mashed unripe banana</i> <i>Distilled water</i> ADDITIONAL EQUIPMENT FOR STUDENT-DESIGNED EXPERIMENTS <i>Cold and warm packs</i> <i>Aluminum foil</i> <i>Light source</i> <i>Condiments (such as ketchup and mustard)</i> <i>Solution with low pH (HCl)</i> <i>Solution with high pH (NaOH)</i> <i>Ammonia</i> <i>Soil or sand</i> | | 1 2 10 1 1 10 10 mL 10 mL 10 mL 1 As needed As needed As needed As needed As needed As needed As needed |

* These items are included with the specific kit, apparatus, or sensor used in the experiment.

¹ Numbers is a trademark of Apple Inc., registered in the U.S. and other countries.

² © 2012 Google Inc. All rights reserved. Google Docs is a trademark of Google Inc.