Agricultural Biology Lab Manual

A resource for connecting STANDARDS and LABS in California Agricultural Education.

Developed by:

The Agricultural Education Curriculum Project

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## Major Concepts

* Cell Biology
* Genetics
* Ecology
* Evolution
* Physiology

## Other Concepts Included

* Investigation

## Resources Referenced

Biology/Life Sciences - Grades Nine through Twelve Science Content Standards

[www.cde.ca.gov/be/st/ss/scbiology.asp](http://www.cde.ca.gov/be/st/ss/scbiology.asp)

Agriculture Content Standards Grades 9-12

<http://www.cde.ca.gov/ci/ct/sf/documents/ctestandards.pdf>

## How to use this Manual

A suggested year plan provides an outline to start planning your agricultural biology class for the year. Online and text resources are provided to enhance your program. The agricultural biology course has been broken into 5 major concepts, according to the Biology/Life Sciences standards. A concept of investigation is also included for a total of 6 concepts included in the manual. Under each concept you will find the standards as well as several labs which can be used to help students master the standards. It is the intent of this manual to provide labs that require minimal resources and practical set up time, which support the goals of the agricultural education program.

**Biology/Life Sciences Standards**

CONCEPT A: CELL BIOLOGY

1. The fundamental life processes of plants and animals depend on a variety of chemical reactions that occur in specialized areas of the organism's cells. As a basis for understanding this concept:
2. Students know cells are enclosed within semi permeable membranes that regulate their interaction with their surroundings.
3. Students know enzymes are proteins that catalyze biochemical reactions without altering the reaction equilibrium and the activities of enzymes depend on the temperature, ionic conditions, and the pH of the surroundings.
4. Students know how prokaryotic cells, eukaryotic cells (including those from plants and animals), and viruses differ in complexity and general structure.
5. Students know the central dogma of molecular biology outlines the flow of information from transcription of ribonucleic acid (RNA) in the nucleus to translation of proteins on ribosomes in the cytoplasm.
6. Students know the role of the endoplasmic reticulum and Golgi apparatus in the secretion of proteins.
7. Students know usable energy is captured from sunlight by chloroplasts and is stored through the synthesis of sugar from carbon dioxide.
8. Students know the role of the mitochondria in making stored chemical-bond energy available to cells by completing the breakdown of glucose to carbon dioxide.
9. Students know most macromolecules (polysaccharides, nucleic acids, proteins, lipids) in cells and organisms are synthesized from a small collection of simple precursors.
10. \*Students know how chemiosmotic gradients in the mitochondria and chloroplast store energy for ATP production.
11. \*Students know how eukaryotic cells are given shape and internal organization by a cytoskeleton or cell wall or both.

**Lab Reference: Cell Biology**

*Standards: 1a-j*

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| --- | --- | --- |
| STANDARD CONCEPT | LAB NAME | LAB NUMBER |
| Cells | Blood Typing | A-1 |
| Cells | Cell Model Project | A-2 |
| Cells | Fun with Fomites | A-3 |
| Cells | Leaf Anatomy | A-4 |
| Cells | Press Exerted by Germinating Seeds | A-5 |
| Cells | Root Anatomy | A-6 |
| Cells | Stem Anatomy | A-7 |
| Cells | The Cell | A-8 |
| Enzymes | Apple Browning | A-9 |
| Enzymes | Enzymes: Gelatin Lab | A-10 |
| Enzymes | Enzymes: Meat Tenderizer | A-11 |
| Fermentation | Pickle Fermentation | A-12 |
| Fermentation | Root Beer | A-13 |
| Macromolecules | Fat Cells: Raw vs. Homogenized Milk | A-14 |
| Macromolecules | Identifying Organic Compounds in Food | A-15 |
| Macromolecules | Macromolecule – Urinalysis | A-16 |
| Macromolecules | Sweet Talk | A-17 |
| Microscope | Using the Microscope | A-18 |
| Mitosis | Mitosis | A-19 |
| pH | Curds and Whey | A-20 |
| pH | Environmental pH | A-21 |
| Photosynthesis | A Scientific Play Starring… | A-22 |
| Photosynthesis | Photosynthesis Graphic Organizer | A-23 |
| Photosynthesis | Photosynthesis Products | A-24 |
| Photosynthesis | Plant & Animal Relationships/Snail Lab | A-25 |
| Plant Growth | Ag Sudoku | A-26 |
| Transpiration | Transpiration | A-27 |
| Transport | Osmosis | A-28 |
| Transport | Passive Transport | A-29 |

**Biology/Life Sciences Standards**

1. Mutation and sexual reproduction lead to genetic variation in a population. As a basis for understanding this concept:

CONCEPT B: GENETICS

* 1. Students know meiosis is an early step in sexual reproduction in which the pairs of chromosomes separate and segregate randomly during cell division to produce gametes containing one chromosome of each type.
  2. Students know only certain cells in a multi cellular organism undergo meiosis.
  3. Students know how random chromosome segregation explains the probability that a particular allele will be in a gamete.
  4. Students know new combinations of alleles may be generated in a zygote through the fusion of male and female gametes (fertilization).
  5. Students know why approximately half of an individual's DNA sequence comes from each parent.
  6. Students know the role of chromosomes in determining an individual's sex.
  7. Students know how to predict possible combinations of alleles in a zygote from the genetic makeup of the parents.

1. A multi cellular organism develops from a single zygote, and its phenotype depends on its genotype, which is established at fertilization. As a basis for understanding this concept:
   1. Students know how to predict the probable outcome of phenotypes in a genetic cross from the genotypes of the parents and mode of inheritance (autosomal or X-linked, dominant or recessive).
   2. Students know the genetic basis for Mendel's laws of segregation and independent assortment.
   3. *\** Students know how to predict the probable mode of inheritance from a pedigree diagram showing phenotypes.
   4. \* Students know how to use data on frequency of recombination at meiosis to estimate genetic distances between loci and to interpret genetic maps of chromosomes.
2. Genes are a set of instructions encoded in the DNA sequence of each organism that specify the sequence of amino acids in proteins characteristic of that organism. As a basis for understanding this concept:
   1. Students know the general pathway by which ribosomes synthesize proteins, using tRNAs to translate genetic information in mRNA.
   2. Students know how to apply the genetic coding rules to predict the sequence of amino acids from a sequence of codons in RNA.
   3. Students know how mutations in the DNA sequence of a gene may or may not affect the expression of the gene or the sequence of amino acids in an encoded protein.
   4. Students know specialization of cells in multi cellular organisms is usually due to different patterns of gene expression rather than to differences of the genes themselves.
   5. Students know proteins can differ from one another in the number and sequence of amino acids.
   6. *\** Students know why proteins having different amino acid sequences typically have different shapes and chemical properties.
3. The genetic composition of cells can be altered by incorporation of exogenous DNA into the cells. As a basis for understanding this concept:
   1. Students know the general structures and functions of DNA, RNA, and protein.
   2. Students know how to apply base-pairing rules to explain precise copying of DNA during semi conservative replication and transcription of information from DNA into mRNA.
   3. Students know how genetic engineering (biotechnology) is used to produce novel biomedical and agricultural products.
   4. *\** Students know how basic DNA technology (restriction digestion by endonucleases, gel electrophoresis, ligation, and transformation) is used to construct recombinant DNA molecules.
   5. *\** Students know how exogenous DNA can be inserted into bacterial cells to alter their genetic makeup and support expression of new protein products.

**Lab Reference: Genetics**

*Standards: 2a-g, 3a-d, 4a-f, 5a-e*

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| STANDARD CONCEPT | LAB NAME | LAB NUMBER |
| Disorders | Genetic Disorder Fact Sheet | B-1 |
| DNA | Codon Bingo | B-2 |
| DNA | DNA Extraction: Strawberry | B-3 |
| DNA | DNA Goes to the Races | B-4 |
| DNA | Edible DNA | B-5 |
| DNA | Find DNA in Your Own Kitchen | B-6 |
| DNA | Gumdrop DNA | B-7 |
| DNA | Simulating Protein Synthesis | B-8 |
| Genetic Engineering | Genetic Engineering Radio Commercial | B-9 |
| Inheritance | Reebop Lab | B-10 |
| Inheritance | Scientific Selection of Agricultural Animals | B-11 |
| Mitosis | Mitosis Drawings | B-12 |
| Probability | Casino Day Probability | B-13 |
| Probability | Chance, Independent Assortment & Results | B-14 |
| Probability | Genetic Problems in Agriculture | B-15 |
| Probability | Predicting Genes of Offspring | B-16 |
| Reproduction | Boar Semen | B-17 |
| Reproduction | Flower Anatomy | B-18 |
| Reproduction | Pollination & Fertilization | B-19 |

**Biology/Life Sciences Standards**

CONCEPT C: ECOLOGY

1. Stability in an ecosystem is a balance between competing effects. As a basis for understanding this concept:
   1. Students know bio diversity is the sum total of different kinds of organisms and is affected by alterations of habitats.
   2. Students know how to analyze changes in an ecosystem resulting from changes in climate, human activity, introduction of nonnative species, or changes in population size.
   3. Students kno*w* how fluctuations in population size in an ecosystem are determined by the relative rates of birth, immigration, emigration, and death.
   4. Students know how water, carbon, and nitrogen cycle between abiotic resources and organic matter in the ecosystem and how oxygen cycles through photosynthesis and respiration.
   5. Students know a vital part of an ecosystem is the stability of its producers and decomposers.
   6. Students know at each link in a food web some energy is stored in newly made structures but much energy is dissipated into the environment as heat. This dissipation may be represented in an energy pyramid.
   7. \* Students know how to distinguish between the accommodation of an individual organism to its environment and the gradual adaptation of a lineage of organisms through genetic change.

**Lab Reference: Ecology**

*Standards: 6a-g*

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| STANDARD CONCEPT | LAB NAME | LAB NUMBER |
| Cycles | Respiration in Roots | C-1 |
| Cycles | Transpiration | C-2 |
| Decomposers | Decomposers in Soil | C-3 |
| Ecosystem Change | A Snail’s Pace | C-4 |
| Ecosystem Change | Biome Project | C-5 |
| Ecosystem Change | Every Plant for Itself | C-6 |
| Ecosystem Change | Let’s Go Fishing | C-7 |
| Ecosystem Change | Plant Reactions to Environment | C-8 |
| Ecosystem Change | Soil Media Propagation | C-9 |
| Ecosystem Change | Using a Mini-Ecosystem | C-10 |
| Food Web | Accumulation of Toxins in a Food Web | C-11 |
| Pollution | Interspecific Competition | C-12 |
| Pollution | Maintaining Air Quality | C-13 |
| Pollution | Thermal Pollution | C-14 |
| Population | Making Casts of Animal Tracks | C-15 |
| Population | Mites on Cotton | C-16 |
| Population | Population Pressures and Succession | C-17 |
| Population | Presence/Absence Sampling | C-18 |
| Population | Sweep Method | C-19 |
| Succession | Ecological Succession | C-20 |
| Water | Comparing Water-holding Capacities | C-21 |
| Water | Water Conservation | C-22 |

**Biology/Life Sciences Standards**

CONCEPT D: EVOLUTION

1. The frequency of an allele in a gene pool of a population depends on many factors and may be stable or unstable over time. As a basis for understanding this concept:
   1. Students know why natural selection acts on the phenotype rather than the genotype of an organism.
   2. Students know why alleles that are lethal in a homozygous individual may be carried in a heterozygote and thus maintained in a gene pool.
   3. Students kno*w* new mutations are constantly being generated in a gene pool.
   4. Students know variation within a species increases the likelihood that at least some members of a species will survive under changed environmental conditions.
   5. *\** Students know the conditions for Hardy-Weinberg equilibrium in a population and why these conditions are not likely to appear in nature.
   6. *\** Students know how to solve the Hardy-Weinberg equation to predict the frequency of genotypes in a population, given the frequency of phenotypes.
2. Evolution is the result of genetic changes that occur in constantly changing environments. As a basis for understanding this concept:
   1. Students know how natural selection determines the differential survival of groups of organisms.
   2. Students know a great diversity of species increases the chance that at least some organisms survive major changes in the environment.
   3. Students know the effects of genetic drift on the diversity of organisms in a population.
   4. Students know reproductive or geographic isolation affects speciation.
   5. Students know how to analyze fossil evidence with regard to biological diversity, episodic speciation, and mass extinction.
   6. *\** Students know how to use comparative embryology, DNA or protein sequence comparisons, and other independent sources of data to create a branching diagram (cladogram) that shows probable evolutionary relationships.
   7. *\** Students know how several independent molecular clocks, calibrated against each other and combined with evidence from the fossil record, can help to estimate how long ago various groups of organisms diverged evolutionarily from one another.

**Lab Reference: Evolution**

*Standards: 7a-f, 8a-g*

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| --- | --- | --- |
| STANDARD CONCEPT | LAB NAME | LAB NUMBER |
| Natural Selection | Bird Beak Adaptation | D-1 |
| Natural Selection | Naked Bunny | D-2 |
| Natural Selection | Natural Selection | D-3 |
| Natural Selection | Natural Selection Limbo | D-4 |
| Natural Selection | Natural Selection: Wooly Worms | D-5 |
| Natural Selection | Survival of the Fittest on Tree Island | D-6 |
| Origin of Species | 1000 mm of Time | D-7 |

**Biology/Life Sciences Standards**

CONCEPT E: PHYSIOLOGY

1. As a result of the coordinated structures and functions of organ systems, the internal environment of the human body remains relatively stable (homeostatic) despite changes in the outside environment. As a basis for understanding this concept:
   1. Students know how the complementary activity of major body systems provides cells with oxygen and nutrients and removes toxic waste products such as carbon dioxide.
   2. Students know how the nervous system mediates communication between different parts of the body and the body's interactions with the environment.
   3. Students know how feedback loops in the nervous and endocrine systems regulate conditions in the body.
   4. Students know the functions of the nervous system and the role of neurons in transmitting electrochemical impulses.
   5. Students know the roles of sensory neurons, interneurons, and motor neurons in sensation, thought, and response.
   6. *\** Students know the individual functions and sites of secretion of digestive enzymes (amylases, proteases, nucleases, lipases), stomach acid, and bile salts.
   7. *\** Students know the homeostatic role of the kidneys in the removal of nitrogenous wastes and the role of the liver in blood detoxification and glucose balance.
   8. *\** Students know the cellular and molecular basis of muscle contraction, including the roles of actin, myosin, Ca+2 , and ATP.
   9. *\** Students know how hormones (including digestive, reproductive, osmoregulatory) provide internal feedback mechanisms for homeostasis at the cellular level and in whole organisms.
2. Organisms have a variety of mechanisms to combat disease. As a basis for under-standing the human immune response:
   1. Students know the role of the skin in providing nonspecific defenses against infection.
   2. Students know the role of antibodies in the body's response to infection.
   3. Students know how vaccination protects an individual from infectious diseases.
   4. Students know there are important differences between bacteria and viruses with respect to their requirements for growth and replication, the body's primary defenses against bacterial and viral infections, and effective treatments of these infections.
   5. Students know why an individual with a compromised immune system (for example, a person with AIDS) may be unable to fight off and survive infections by microorganisms that are usually benign.
   6. *\** Students know the roles of phagocytes, B-lymphocytes, and T-lymphocytes in the immune system.

**Lab Reference: Physiology**

*Standards: 9a-i, 10a-f*

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| --- | --- | --- |
| STANDARD CONCEPT | LAB NAME | LAB NUMBER |
| Bacteria | Bactericide | E-1 |
| Digestion | Ruminant Digestion | E-2 |
| Digestion | Simple Digestion | E-3 |
| Disease Control | Fun with Fomites | E-4 |
| Disease Control | Simulating an Epidemic | E-5 |
| Disease Control | Temperature Pulse Respiration | E-6 |
| Nutrients | Nutrients in Feed | E-7 |
| Nutrients | The Great Feed Trial Lab | E-8 |
| Organs | Heart Dissection | E-9 |
| Parasites | External Parasites | E-10 |
| Pathogens | Pathogens | E-11 |
| Tissues | Chicken Wing | E-12 |

**Agriculture and Natural Resources Industry Sector Foundation Standards**

CONCEPT F: INVESTIGATION

*1.2 Science -* Specific applications of Investigation and Experimentation standards (grades nine through twelve):

(1.a) Select and use appropriate tools and technology (such as computer-linked probes, spreadsheets, and graphing calculators) to perform tests, collect data, analyze relationships, and display data.

(1.c) Identify possible reasons for inconsistent results, such as sources of error or uncontrolled conditions.

(1.d) Formulate explanations by using logic and evidence.

(1.f) Distinguish between hypothesis and theory as scientific terms.

(1.j) Recognize the issues of statistical variability and the need for controlled tests.

(1.l) Analyze situations and solve problems that require combining and applying concepts from more than one area of science.

(1.m) Investigate a science-based societal issue by researching the literature, analyzing data, and communicating the findings. Examples of issues include irradiation of food, cloning of animals by somatic cell nuclear transfer, choice of energy sources, and land and water use decisions in California

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**Lab Reference: Investigation**

*Standards: Ag Foundation 1.2 Science*

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| STANDARD CONCEPT | LAB NAME | LAB NUMBER |
| Investigation | Rising Water | F-1 |
| Investigation | Scientific Method | F-2 |
| Experimentation | Virtual Greenhouse Experimentation | F-3 |

Contributing Teachers

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