

Name:

Date:

Student Exploration: Photosynthesis Lab

Directions: Follow the instructions to go through the simulation. Respond to the questions and prompts in the orange boxes.

Vocabulary: carbon dioxide, chlorophyll, glucose, limiting factor, nanometer, photosynthesis, wavelength

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

- To survive, what gas do we need to breathe in?
- Where is this gas produced?

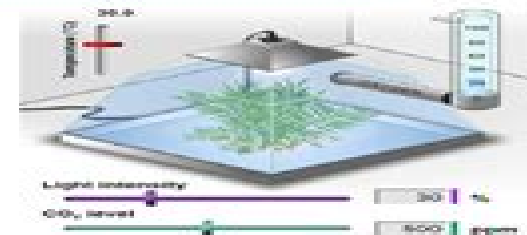
To survive, we need to breathe in oxygen.

Oxygen gas is produced in plants through photosynthesis.

Gizmo Warm-up

During **photosynthesis**, plants use the energy of light to produce **glucose** ($C_6H_{12}O_6$) from **carbon dioxide** (CO_2), and water (H_2O). Glucose is a simple sugar that plants use for energy and as a building block for larger molecules.

A by-product of photosynthesis is oxygen. Plants use some of the oxygen they produce, but most of it is released. In the *Photosynthesis Lab* Gizmo, you can monitor the rate of photosynthesis by measuring oxygen production.



1. Observe the left pane closely. What do you think the bubbles are?

I think the bubbling on the left pane are bubbles of oxygen gas.

2. Select the **BAR CHART** tab. On the graph, notice the **Oxygen production** bar. Move the **Light intensity** slider back and forth. How does light intensity affect oxygen production?

As the light intensity increases, the oxygen production also increases.

3. Experiment with the vertical **Temperature** slider (upper left) and the **CO₂ level** slider.

A. How does temperature affect oxygen production?

When the temperature is below 17 or rises over 31 degrees, the oxygen production decreases. But if the temperature is between 17-31 degrees, the oxygen production will increase.

Explore Learning Student Learning Photosynthesis Lab Answers

RJ Shavelson



Explore Learning Student Learning Photosynthesis Lab Answers:

Creating Project-Based STEM Environments Jennifer Wilhelm, Ronald Wilhelm, Merryn Cole, 2019-02-05 This book models project based environments that are intentionally designed around the United States Common Core State Standards CCSS 2010 for Mathematics the Next Generation Science Standards NGSS Lead States 2013 for Science and the National Educational Technology Standards ISTE 2008 The primary purpose of this book is to reveal how middle school STEM classrooms can be purposefully designed for 21st Century learners and provide evidence regarding how situated learning experiences will result in more advanced learning This Project Based Instruction PBI resource illustrates how to design and implement interdisciplinary project based units based on the REAL Realistic Explorations in Astronomical Learning Unit 1 and CREATES Chemical Reactions Engineered to Address Thermal Energy Situations Unit 2 The content of the book details these two PBI units with authentic student work explanations and research behind each lesson including misconceptions students might hold regarding STEM content pre post research results of unit implementation with over 40 teachers and thousands of students In addition to these two units there are chapters describing how to design one s own research based PBI units incorporating teacher commentaries regarding strategies obstacles overcome and successes as they designed and implemented their PBI units for the first time after learning how to create PBI STEM Environments the REAL way

Teaching and Learning about Climate Change Daniel P. Shepardson, Anita Roychoudhury, Andrew S. Hirsch, 2017-02-17 Responding to the issues and challenges of teaching and learning about climate change from a science education based perspective this book is designed to serve as an aid for educators as they strive to incorporate the topic into their classes The unique discussion of these issues is drawn from the perspectives of leading and international scholars in the field The book is structured around three themes theoretical philosophical and conceptual frameworks for climate change education and research research on teaching and learning about global warming and climate change and approaches to professional development and classroom practice *Learning and Teaching with Technology* Som Naidu, 2003-12-16 Exploring the creative opportunities opened up by ICT in the modern classroom this text presents an authoritative survey of ICT s impact upon core teaching functions and draws from the experiences of leading practitioners in the field

Resources in Education , 1998 *Ask, Explore, Write!* Troy Hicks, Jeremy Hyler, Wiline Pangle, 2020-02-12 Discover how to effectively incorporate literacy instruction into your middle or high school science classroom with this practical book You ll find creative inquiry based tools to show you what it means to teach science with and through writing and strategies to help your students become young scientists who can use reading and writing to better understand their world Troy Hicks Jeremy Hyler and Wiline Pangle share helpful examples of lessons and samples of students work as well as innovative strategies you can use to improve students abilities to read and write various types of scientific nonfiction including argument essays informational pieces infographics and more As all three authors come to the work of science and literacy

from different perspectives and backgrounds the book offers unique and wide ranging experiences that will inspire you and offer you insights into many aspects of the classroom including when why and how reading and writing can work in the science lesson Featured topics include Debates and the current conversation around science writing in the classroom and society How to integrate science notebooks into teaching Improving nonfiction writing by expanding disciplinary vocabulary and crafting scientific arguments Incorporating visual explanations and infographics Encouraging collaboration through whiteboard modeling Professional development in science and writing The strategies are all aligned to the Next Generation Science Standards and Common Core State Standards for ease of implementation From science teachers to curriculum directors and instructional supervisors this book is essential for anyone wanting to improve interdisciplinary literacy in their school

Reshaping Learning Ronghuai Huang, Kinshuk, J. Michael Spector, 2012-12-20 This edited volume with selected papers from extinguished experts and professors in the field of learning technology and the related fields who are far sighted and have his her own innovative thoughts on the development of learning technology This book will addresses the main issues concerned with the trend and future development of learning processes innovative pedagogies changes effects of new technologies on education future learning content Learning technology has been affected by advances in technology development and changes in the field of education Nowadays we cannot afford to sense the changes and then make adaption to it What we should do is to predict the changes and make positive and active reactions to help the trend go smoothly and in a more beneficial way This book aims to gather the newest ideas on the frontiers and future development of learning education from the aspects of learning pedagogies and technologies in learning in order to draw a picture of learning education in the near future

Handbook of Research on Educational Communications and Technology David Jonassen, Michael J. Spector, Marcy Driscoll, M. David Merrill, Jeroen van Merriënboer, Marcy P. Driscoll, 2008-09-25 First Published in 2008 Sponsored by the Association of Educational Communication and Technology AECT the third edition of this groundbreaking Handbook continues the mission of its predecessors to provide up to date summaries and syntheses of recent research pertinent to the educational uses of information and communication technologies In addition to updating this new edition has been expanded from forty one to fifty six chapters organized into the following six sections foundations strategies technologies models design and development and methodological issues In response to feedback from users of the second edition the following changes have been built into this edition More Comprehensive topical coverage has been expanded from forty one to fifty six chapters and includes many more chapters on technology than in previous editions Restructured Chapters this edition features shorter chapters with introductory abstracts keyword definitions and extended bibliographies More International more than 20% of the contributing authors and one of the volume editors are non American Theoretical Focus Part 1 provides expanded cross disciplinary theoretical coverage Methodological Focus an extended methodological chapter begins with a comprehensive overview of research methods followed by lengthy separately authored sections

devoted to specific methods Research and Development Focus another extended chapter with lengthy separately authored sections covers educational technology research and development in different areas of investigation e g experimental methods to determine the effectiveness of instructional designs technology based instructional interventions in research research on instructional design models

Student Centered Investigative Labs for Middle School Science Walter L. Saunders, 2003-06 This resource book is intended for experienced middle school science teachers who are seeking ways to incorporate a more student centered approach to investigative lab activities New teachers can also benefit from this manual This resource book is based upon a teaching philosophy known as the Learning Cycle In the Learning Cycle LC model of teaching science students work together in groups of three or four with limited teacher guidance to develop lab procedures for the investigation of questions which can be studied in the laboratory or field

Resources for Teaching Middle School Science Smithsonian Institution, National Academy of Engineering, National Science Resources Center of the National Academy of Sciences, Institute of Medicine, 1998-04-30 With age appropriate inquiry centered curriculum materials and sound teaching practices middle school science can capture the interest and energy of adolescent students and expand their understanding of the world around them Resources for Teaching Middle School Science developed by the National Science Resources Center NSRC is a valuable tool for identifying and selecting effective science curriculum materials that will engage students in grades 6 through 8 The volume describes more than 400 curriculum titles that are aligned with the National Science Education Standards This completely new guide follows on the success of Resources for Teaching Elementary School Science the first in the NSRC series of annotated guides to hands on inquiry centered curriculum materials and other resources for science teachers The curriculum materials in the new guide are grouped in five chapters by scientific area Physical Science Life Science Environmental Science Earth and Space Science and Multidisciplinary and Applied Science They are also grouped by type core materials supplementary units and science activity books Each annotation of curriculum material includes a recommended grade level a description of the activities involved and of what students can be expected to learn a list of accompanying materials a reading level and ordering information The curriculum materials included in this book were selected by panels of teachers and scientists using evaluation criteria developed for the guide The criteria reflect and incorporate goals and principles of the National Science Education Standards The annotations designate the specific content standards on which these curriculum pieces focus In addition to the curriculum chapters the guide contains six chapters of diverse resources that are directly relevant to middle school science Among these is a chapter on educational software and multimedia programs chapters on books about science and teaching directories and guides to science trade books and periodicals for teachers and students Another section features institutional resources One chapter lists about 600 science centers museums and zoos where teachers can take middle school students for interactive science experiences Another chapter describes nearly 140 professional associations and U S government agencies that offer

resources and assistance Authoritative extensive and thoroughly indexed and the only guide of its kind Resources for Teaching Middle School Science will be the most used book on the shelf for science teachers school administrators teacher trainers science curriculum specialists advocates of hands on science teaching and concerned parents *Differentiated Assessment for Middle and High School Classrooms* Deborah Blaz, 2013-10-31 This book shows middle and high school teachers in differentiated classrooms how to integrate assessment into the teaching and learning process With examples from real classrooms this book demonstrates how to use a wide variety of assessment to better address the needs of your students with regard to their learning style level of cognitive ability skill level interests etc Included are detailed examples of both formative and summative assessments

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