



Name: Yonan Yiheyis

Date: 12/5

Student Exploration: Photosynthesis Lab

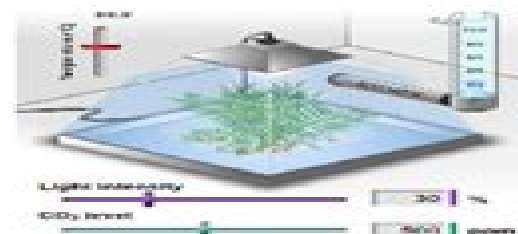
Directions: Follow the instructions to go through the simulation. Respond to the questions and prompts in the orange boxes.

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

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?

Oxygen

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?

It gives it more energy to photosynthesize.

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

A. How does temperature affect oxygen production?

More temperature, more oxygen.

B. How does CO₂ level affect oxygen production?

CO₂ gets changed into oxygen, the more CO₂ the more oxygen.

C. How does oxygen production relate to the rate of photosynthesis?

The more a plant photosynthesizes the

Photosynthesis Lab Answers Explore Learning

S Nieto



Photosynthesis Lab Answers Explore Learning:

Exploration and Meaning Making in the Learning of Science Bernard Zubrowski, 2009-08-14 Mountaineers Rock Climbers and Science Educators Around the 1920s rock climbing separated from mountaineering to become a separate sport At that time European climbers developed new equipment and techniques enabling them to ascend mountain faces and to climb rocks which were considered unassailable up to that time American climbers went further by expanding and improving on the equipment They even developed a system of quantification where points were given for the degree of difficulty of an ascent This system focused primarily on the pitch of the mountain and it even calculated up to de mals to give a high degree of quantification Rock climbing became a technical system Csikszentmihaly 1976 observed that the sole interest of rock climbers at that time was to climb the rock Rock climbers were known to reach the top and not even glance around at the scenery The focus was on reaching the top of the rock In contrast mountaineers saw the whole mountain as a single unit of perc tion The ascent to them is a gestalt including the aesthetic historical personal and physical sensations Csikszentmihaly 1976 p 486 This is an example of two contrasting approaches to the same kind of landscape and of two different groups of people Interestingly in the US Europe and Japan a large segment of the early rock climbers were young mathematicians and theoretical physicists while the mountaineers were a more varied lot

Assessment For Learning Black, Paul, Harrison, Chris, Lee, Clara, 2003-09-01 Assessment for Learning is based on a two year project involving thirty six teachers in schools in Medway and Oxfordshire After a brief review of the research background and of the project itself successive chapters describe the specific practices which teachers found fruitful and the underlying ideas about learning that these developments illustrate Later chapters discuss the problems that teachers encountered when implementing the new practices in their classroom and give guidance for school management and LEAs about promoting and supporting the changes from publisher description

Cultivating Curiosity: Encouraging Lifelong Learning and Exploration from Infancy to Adolescence Silas Mary, 2025-01-30 Curiosity is the driving force behind learning and fostering a child s natural desire to explore the world can lead to a lifelong love of learning Cultivating Curiosity provides parents with the tools to encourage their child s innate curiosity from infancy through adolescence This book shows you how to create an environment that nurtures exploration inquiry and creativity helping your child develop critical thinking skills independence and a growth mindset The book provides specific strategies to promote curiosity in different age groups including fostering open ended questions encouraging hands on experiences and using everyday moments as learning opportunities Cultivating Curiosity also explores how to balance guidance with freedom giving children the space to discover experiment and learn from their own experiences By helping your child develop a deep seated curiosity you lay the foundation for a lifetime of learning personal growth and achievement

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 **Towards Sustainable and Scalable Educational Innovations Informed by the Learning Sciences** Chee-Kit Looi,David H. Jonassen,Mitsuru Ikeda,2005 One of the basic principles that underpin the learning sciences is to improve theories of learning through the design of powerful learning environments that can foster meaningful learning Learning sciences researchers prefer to research learning in authentic contexts This book focuses on learning sciences in the Asia Pacific context **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 *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 *Learning and Awareness* Ference Marton,Shirley A. Booth,1997 This book stems from more than 25 years of systematic research into the experience of learning undertaken by a research team trying to account for the obvious differences between more or less successful instances of learning in educational institutions The

book offers an answer in terms of the discovery of critical differences in the structure of the learner's awareness and critical differences in the meaning of the learner's world. The authors offer a detailed account of the empirical findings that give rise to theoretical insights and discuss the particular form of qualitative research that has been employed and developed. The form of learning that is the object of study is considered to be the most fundamental form, namely a change in the learner's way of seeing, experiencing, handling, and understanding aspects of the world. The need for rigorous analysis of learning of specific subject matter, the individual construction of knowledge and its social and cultural embeddedness, the defining features of rival approaches into research on learning, are reconciled from the approach adopted here into an intertwined and whole experience of learning. The learner's experience is always one of learning something in some way and in some context by holding the learner's experience of learning as the focus of study throughout and not studying the learning of the content and the acts and the context as separate and distinct focuses. The content, the act, and the context remain united as constituents of the learner's experience. By empirically revealing critical differences in the ways of experiencing these aspects of learning and by developing a theoretical framework for the dynamics through which change comes about in the learner's awareness, this book gradually leads the reader to a powerful new view of learning. Equipped with the analytical tools and conceptual apparatus to be found in this book, the reader will be empowered to learn and to assist others to learn by creating environments conducive to the most fundamental form of learning: experiencing aspects of the world in new ways.

Thematic-Pattern-Based "Concept + Language Mapping" (CLM) Peichang He, 2025-05-19. This book explores the issue of integration in content and language integrated learning (CLIL) and addresses the need for effective content and language integration by proposing the thematic pattern-based Concept Language Mapping (CLM) approach. Peichang He explores effective integration of content and language learning during the instruction of content subjects using students' additional language as the medium of instruction. The volume introduces the contextual background of a large-scale school-university collaboration CLIL research project and builds the conceptual framework of a thematic pattern-based CLM pedagogy by drawing on the language-based theory of learning (Halliday 1993), the construct of thematic patterns (Lemke 1990), and the recent development of genre-based pedagogy (Lin 2016, Rose, Lemke, Lin 2019) and proposes a transdisciplinary plurilingual thematic pattern-based CLM approach. The book concludes with a discussion on some promising future research orientations, including a transdisciplinary plurilingual thematic pattern-based CLM approach for CLIL sustainability, catering for learner diversity in CLIL, and teacher professional development in thematic pattern-based CLM practice. The book shows readers the design of CLM materials and activities which are demonstrated through classroom interactions in lessons of different subjects and grades for students of diverse cognitive abilities and linguistic backgrounds. This insightful volume will be of interest to researchers and trainee teachers exploring pedagogical approaches to CLIL, plurilingual and transdisciplinary education, and will provide pedagogical implications for teachers of both language and content subjects in schools worldwide.

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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