Light Reactions Activity: Energy Conversion in Photosynthesis

High School (NGSS Aligned) Teacher Guide

Overview

This guide supports implementation of the Light Reactions Activity: Energy Conversion in Photosynthesis using the 5E instructional model.

Learning Objectives

- Students will model how light energy is converted to chemical energy
- Students will trace electron flow through the photosynthetic membrane
- Students will analyze factors affecting oxygen and ATP production

Standards Alignment

- **HS-LS1-5:** Use a model to illustrate how photosynthesis transforms light energy
- **HS-LS2-3:** Construct explanations of energy transfer in ecosystems
- **HS-LS2-4:** Use mathematical representations of energy flow

Prerequisites

- Basic understanding of photosynthesis
- Knowledge of ATP as energy currency
- Familiarity with electron movement

Time Estimate

50 minutes

Materials Needed

- Computer/tablet with internet access
- Student Activity Sheet
- Graph paper (optional)

Teaching Tips by Phase

Phase 1: ENGAGE (5-10 minutes)

- Start with the phenomenon or problem presented
- Elicit student predictions and prior knowledge
- Create cognitive dissonance if possible
- Build excitement for investigation

Phase 2: EXPLORE (15-20 minutes)

- Allow students to investigate with minimal guidance
- Circulate and ask probing questions
- Encourage systematic data collection
- Note common discoveries and difficulties

Phase 3: EXPLAIN (10-15 minutes)

- Have students share their findings first
- Build on their observations to introduce concepts
- Address misconceptions directly
- Connect to broader biological principles

Phase 4: ELABORATE (10 minutes)

- Apply knowledge to new scenarios
- Make real-world connections
- Encourage deeper investigation
- Support transfer of learning

Phase 5: EVALUATE (5-10 minutes)

- Use varied assessment strategies
- Focus on conceptual understanding
- Provide immediate feedback
- Plan follow-up based on results

NGSS Three-Dimensional Learning

- **Science Practices:** Developing and using models, analyzing data, constructing explanations
- **Crosscutting Concepts:** Patterns, cause and effect, systems thinking
- **Disciplinary Core Ideas:** See standards alignment above

> ### Remember:
>
> The goal is student discovery through guided inquiry. Resist the urge to explain concepts before students have explored them!
