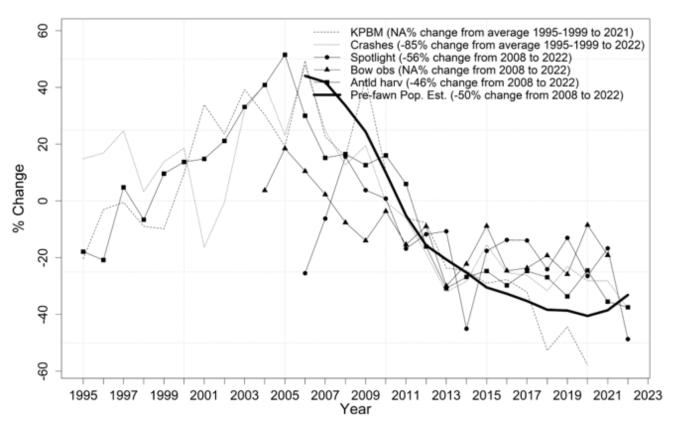
Science in Today's Classrooms

Upper Mississippi Valley River Conference October 17, 2024



Deer Population Change in Southwest Iowa

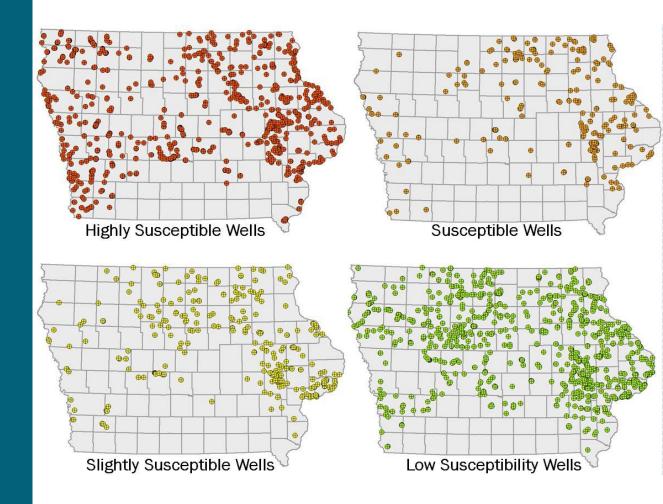


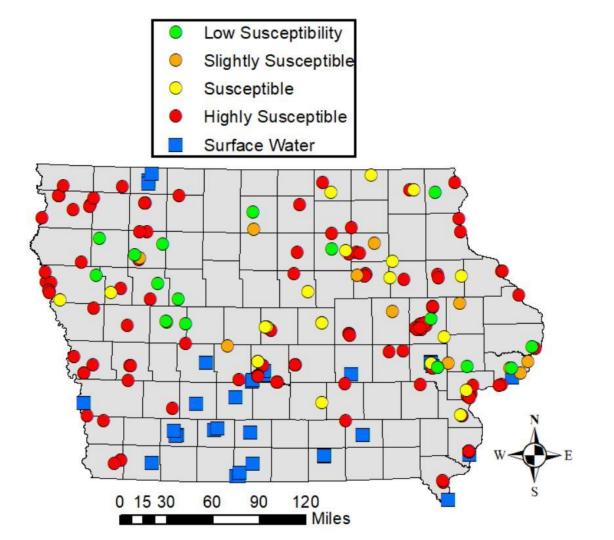


What notices to do you have about this graph?

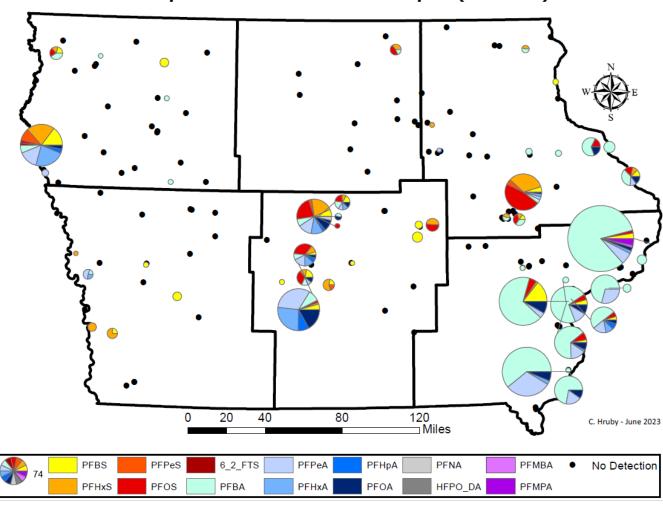
Model your thoughts.

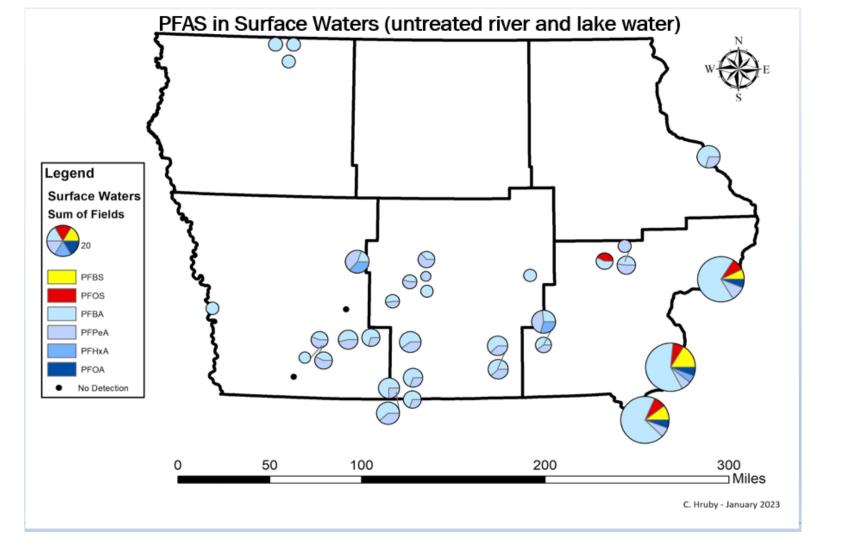
Something a little closer to home...





PFAS Compounds in Groundwater Samples (Tiers 1-4)





Matt Graesch

Environmental Specialist Senior in Contaminated Sites and Solid Waste.

Matt Graesch received his degrees (BS and MS, Iowa State University) in geology. Historical geology, geomorphology, and hydrogeology significantly impact how our valuable groundwater resources are understood and protected from past and future contamination.

In his time at DNR, he has worked with Leaking Underground Storage Tanks, Solid Waste (landfills), Contaminated Sites, Water Supply, Private Wells, and Fisheries. He uses a combination of stratigraphy, hydrogeology, computer mapping, and data analysis to help others at DNR make informed choices regarding their programs, as well as assist contaminated sites, for which he is responsible, to make the best choices for cleanup and remediation. He also works to ensure that the Statewide Standards used by DNR to assess risk from contaminants in drinking water and in soil are up to date with the latest scientific information on toxicology. Recently, he spent a large part of the last three years working on a state-wide reconnaissance project to understand the presence or absence of per and polyfluoroalkyl substances (PFAS) in aquifers, surface waters, and drinking water of lowa.

Building Coherence from the Student Perspective



Big Ideas

Instruction emphasizes a small set of powerful science principles. Ideas, terms, and details not necessary for the phenomenon under investigation are avoided.



Need-to-know

New ideas are introduced only when learners perceive that new learning is required in order to make sense of the phenomenon under investigation.



Phenomena

Learning is situated within explorations of rich phenomena/ problems that elicit and sustain student interest. These require at least several lessons to explore.

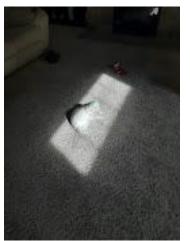


Knowledge-in-use

Students collaboratively engage in science practices as they use science ideas to make sense of phenomena under investigation.

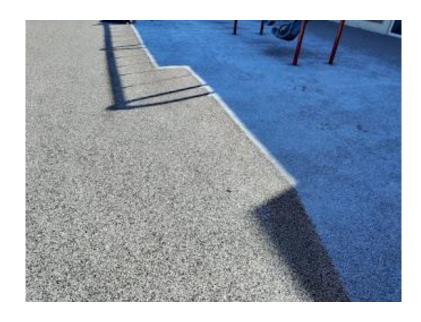
ATP and Energy	A Krobio Cycle (China Acid Cycle - CTA)
Alf and Energy	- Occurs in the miltochardral Matrix (center of the milochardria folds)
ATP: energy in a Molecule	- Storting movercoles : 2 pyroxiates and axygen
NO ATP: The cell will die	- Produces : NADH and FADH; and CO, and ATP molecules
The energy storage molecule	- Each Pyruvate goes torough the cycle to give 2 ATP total
HIP Haenosine triphosphare	
Cellular Respiration: an energy (ATP) creating & releasing process:	Acrobic Respiration Processes: (Step 3)
- Plants: Glucose - (C6 Hiz O6) produced during protosynthesis is	* Electron Transport Chain (ETC)
	Occurs in the inner membrane of the mitochondria-
-Animais: Glucose-(Co Hiz Oa) is broken down during digestive	- Uses the NADH and FADH, from the Kreb's cycle and another
So energy is released.	
Equation: C6 H12 O6 + 602 76H20 + 600z + energy	
Equation: 66 Miz 06 4002	- FADH2 and NADH, release H's so they can ottach to oxygen
* The WASTE PRODUCTS of cellular respiration, CO2 and water.	and produce water.
	theray (ATY) is mode when hydrogen's are pumped back
are the REACTANTS used in photosynthesis.	through the ATP Synthase Protein!
CO2 + H2O - C6 H12 O6 + O2	The state of the s
(Corbon (Water) Chlorophyll (Sugars) (Oxygen)	
* The PRODUCTS of photosynthesis are glucose (C6 H12 O6) and O2	useable by cells (ATP)
* The PRODUCTS of photosymmests are granded to	· Total net gain of ATP molecules per 1 glucose = 36 ATP's - if
3 steps of cellular respiration: Glycolysis:	
1. Glycolysis Occurs in the cytoplasm of	
2 Kreb's Cycle (Citric Acid cycle) 3 the cell Starting molecule: One molecule	Anearobic Respiration: NO OXYGEN IS PRESENT
3 Electron Transport Chain (ETC)). Starting molecule: One molecule Of glucose (Co H12 Oo)	· Occurs AFTER glycolysis, only if NO oxygen is present
OF GIVEOSE (CG II) 2 OG 1	No additional ATP is created after the ZATP's from glycolysis!
Aerobic Respiration: Oxygen is present (If there's oxygen)	9.1.1
· IF OXYGEN IS PRESENT, the products of glycolysis ENTER	Anearobic Respiration 2 types: Alcholic Fermentation and
The parnway of acrobic respirations	Lactic Acid Fermentation
· Produces LARGE amounts of ATP	
4_4	

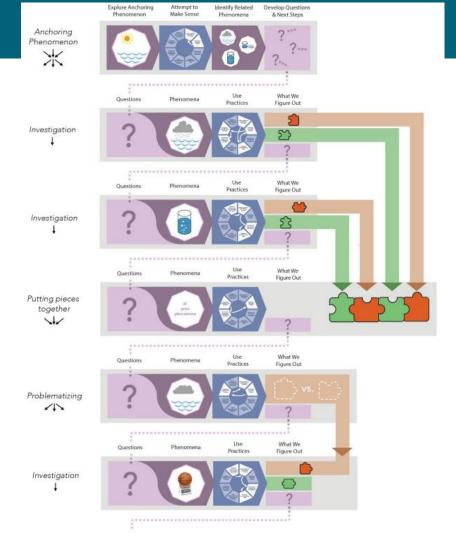






Iowa Science Phenomena





What does this look like in a classroom?

Thank You!!

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