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Principles of ecology chapter 2 section 2.2 worksheet answers

Thank you for your participation! Name Date Principles of Ecology Section 2.1 Organisms and Their Environment Main Idea Details Skim Section 1 of your book. Write two questions that come to mind from the headings and illustration captions. Accept all reasonable responses. New Vocabulary abiotic biological community Use the vocabulary words in the left margin to complete the graphic organizer below. List the biological levels from largest to smallest. Levels of Organization biosphere ecosystem biotic commensalism ecology ecosystem biological community population Compare the terms in the tables by defining them side-by-side. habitat place where the niche all strategies and organism lives out its life adaptation a species uses in its environment; includes all biotic and abiotic interactions as an animal meets its needs for survival and reproduction abiotic the nonliving parts of biotic includes all the living an organism's environment such as soil, wind, moisture, light, and temperature organisms that inhabit an environment habitat mutualism niche parasitism population symbiosis permanent, close association between two or more organisms of different species commensalism mutualism both one species benefits species benefit and the other species is neither harmed nor benefits parasitism one species benefits and one is harmed Define the prefix eco- and the suffix -logy using your book. eco- means "environment" and -logy means "study of." 14 Organisms and Their Environment Copyright © Glencoe/McGraw-Hill, a division of The McGraw-Hill Companies, Inc. biosphere Name Date Section 2.1 Organisms and Their Environment Main Idea (continued) Details Sharing the World I found this information on page SE, p. 36 RE, p. 11 Identify the abiotic and biotic factors in this sequence. Write abiotic or biotic in each square. 1. lack of rainfall abiotic 2. dry soil 4. rivers dry up 5. animals do not reproduce abiotic 3. certain plants die biotic abiotic 6. the population of a species diminishes biotic biotic Describe the environment in a journal entry. Imagine that you are an ecologist. Choose one plant or animal in nature and write four observations of that organism. Journal Entry _____ Organism Copyright © Glencoe/McGraw-Hill, a division of The McGraw-Hill Companies, Inc. 1. Encourage students to demonstrate thoughtfulness and list aspects such as what the animal might eat, where it sleeps, Biosphere I found this information on page SE, pp. 36–38 RE, p. 11 3. 4. Levels of Organization I found this information on page SE, pp. 38–41 RE, pp. 11–13 Classify each level of organization that is described. population communities organism ecosystem a group of organisms all the same species interacting populations an individual living thing made of cells all the different populations in a community Principles of Ecology 15 Name Date Section 2.1 Organisms and Their Environment Main Idea Organisms in Ecosystems, Symbiosis (continued) Details Model a community with several organisms. Show two organisms occupying the same niche. Below your sketch, explain why those two organisms cannot usually occupy the same niche for very long. I found this information on page SE, pp. 42–45 RE, pp. 13–14 Two organisms cannot occupy the same niche for very long because they compete for the same resources. Eventually one species will out- Write your own example of mutualism, commensalism, and parasitism. 1. mutualism: Certain types of bacteria in our intestines help digest our food. 2. commensalism: Lichen grows on tree branches. 3. parasitism: A lamprey eel feeds on the blood of another fish. C. ONNECT Bacteria live inside our bodies. Discuss good, neutral, and harmful things that bacteria do while living in our bodies. Incorporate the terms parasitism, mutualism, habitat, and niche in you discussion. Accept all reasonable responses. While good bacteria use our body as their habitat, they occupy the niche and keep harmful bacteria out. The good bacteria may benefit us by keeping invaders at bay or by eating harmful substances, which is a mutualistic relationship. Bad bacteria may act as parasites by eating food we need, causing infections, or harming our bodily structures. 16 Organisms and Their Environment Copyright © Glencoe/McGraw-Hill, a division of The McGraw-Hill Companies, Inc. compete the other. Name Date Principles of Ecology Section 2.2 Nutrition and Energy Flow Main Idea Details Organize As you read this section, make a list of the ways in which organisms obtain energy. Accept all reasonable responses, such as using light energy, eating food, and breaking down dead organisms. Review Vocabulary energy New Vocabulary autotroph Copyright © Glencoe/McGraw-Hill, a division of The McGraw-Hill Companies, Inc. biomass decomposers food chain food web heterotrophs trophic level Academic Vocabulary annual community Use your book to define the following term. Then name the ultimate source of energy for Earth. the ability to cause change; the Sun Use your book to fill in vocabulary terms in this paragraph about food chains. Then make a sketch to illustrate at least five of the terms. In a food chain, matter and energy move from autotrophs to heterotrophs to decomposers. A food chain is made of many steps; each organism in the food chain represents a step called a trophic level. A model that shows all the possible feeding relation- ships at each trophic level is called a food web. If you were a scientist and you wanted to determine the weight of living matter at a certain trophic level, you would measure the biomass. Accept all reasonable sketches. One possibility is a sketch of a food chain that shows an autotroph, a heterotroph, and a decomposer with the trophic levels labeled. Define the following terms. yearly, occurring or returning once a year a social group of any size whose members reside in a specific locality, share a government, and often share cultural and historical heritage Principles of Ecology 17 Name Date Section 2.2 Nutrition and Energy Flow How Organisms Obtain Energy/Flow of Matter and Energy in Ecosystems I found this information on page SE, pp. 46–52 RE, pp. 17–20 Describe your own example of cycling. Energy is trapped in grass by the process of photosynthesis. When a cow eats the grass, it uses the energy for its own processes and the matter for its own body. Contrast a food chain with a food web. Food chains show how matter and energy move through an ecosystem. Food webs show all feeding relationships at each trophic level in a community. State two things that an ecological pyramid shows that food webs and food chains do not show. An ecological pyramid shows that energy decreases as you go up the trophic levels. There are more organisms in the lower trophic levels. 18 Nutrition and Energy Flow Copyright © Glencoe/McGraw-Hill, a division of The McGraw-Hill Companies, Inc. Main Idea (continued) Name Date Section 2.2 Nutrition and Energy Flow Main Idea Cycles in Nature I found this information on page SE, pp. 52–57 RE, pp. 20–21 (continued) Details Create mini-models for each cycle of matter in nature. Use words or pictures to sketch a simple cycle or two for each type to show the movement of matter. Accept all reasonable models. A. The Water Cycle B. The Carbon Cycle Models should show water falling from clouds as precipitation, moving through the earth and water table back into lakes and oceans, and evaporating again. Models may include tree transpiration. Models should show plants using carbon dioxide to make sugars, animals eating the sugars, respiration, and combustion putting carbon into the air. C. The Nitrogen Cycle D. The Phosphorus Cycle (short-term and long-term) Models should show bacteria fixing nitrogen from the air into the soil, plants using it, animals eating plants and making the nitrogen into proteins. Animals make urine that goes into soil. Die and decay back into soil. They may show bacteria putting nitrogen from soil back into air. Short-term models should show soil to plants to animals to decay back to soil. Long-term models should show rocks dissolving into the water table and precipitating back onto the rocks. C. ONNECT Describe current farming practices that are designed to make the best use of energy flow in ecosystems and cycles of matter. Accept all reasonable responses. Fertilizers are used to replace nitrogen, phosphorus, and other minerals that are lost from the soil when vegetable matter is harvested and removed. Pesticides and herbicides try to stop consumers from eating crops, and other plants from stealing the nutrients in the soil from the crop. Greenhouses are used to make the most of the Sun's energy. Principles of Ecology 19 1. Principles of Ecology Chapter 2 by: Andrea Bonde & Slideshow.net 2. 2.1 Organisms and Their Environment Strand 4: Life Science 3.P.O.1. Identify the relationships among organisms within populations, communities, ecosystems, and biomes. 3.P.O.2. Describe how organisms are influenced by a particular combination of biotic and abiotic factors in an environment. 5.P.O.5. Describe the levels of organization of living things from organisms, populations, and communities to ecosystems. 3. -Ecology: Study of interactions between organisms and their environment. - Biosphere: Portion of Earth that supports living things. What is Ecology? 4. -Abiotic Factors: Nonliving parts of an organism's environment. -Examples: Air, water, light, wind, soil, pH, temperature, salinity, humidity, rocks, etc... Non-Living Environment 5. -Biotic Factors: Living parts of an organism's environment. -Examples: Other organisms, trees, plants, etc... Living Environment 6. Name the Abiotic and Biotic Factors! Living EnvironmentStudents Worksheet 7. Levels of Organization S O N G Song 8. Levels of Organization - Organism: Individual living thing that is made of cells, uses energy, reproduces, responds, grows, and develops. - Population: All the interbreeding members of a species in a community. - Community: Interacting populations in a certain area at a certain time. - Ecosystem: Interacting populations in a biological community and the community's abiotic factors. - Biosphere: Portion of Earth that supports living things. 9. Levels of Organization Biosphere Ecosystem Community Population Organism From Smallest to biggest, tell me the levels! Students Worksheet! 10. Organisms in Ecosystems - Habitat: The place where an organism lives out its life. - Different habitats have different organisms, populations, communities, and ecosystems. 11. Organisms in Ecosystems - Niche: All strategies and adaptations a species uses in its environment. Warbler Niches: Each of these warbler species has a different niche in its spruce tree habitat. By feeding in different areas of the tree, the birds avoid competing with one another for food. What would happen if two of the warbler species attempted to occupy the same niche? 12. Organisms in Ecosystems Life Under a Log: Niche - What are the animals found under the log? - Give a fact about each one. - Millipede (Poisonous, slow moving, black) - Salamander (Smooth skin, close to frogs, needs moisture, breathes through skin not lungs) - Fungus (Eats log) - Ants - Slender Salamander (camouflage/Adaptation), sharp teeth) - Spiders - What did he call the ecosystem? Why? - Microhabitat, it's a very small area. - What are the adaptations found under a log? - Armor (Millipede), No lungs (Salamander), Camouflage (Salamander) 14. Competition & Predation 15. • Natural selection favors predators with adaptations that increase their efficiency in finding, capturing, and killing prey. • Rattlesnakes have heat sensing pits, sharks sense electrical impulses from victim's muscles. • Both initiate hunt with excellent sense of smell. • Natural selection favors adaptations in prey that help it escape predators. Predation 16. Predation 17. If more than one species uses the same resource at the same time. More efficient species may outcompete others. Competition 18. • SYMBIOSIS: Relationship where there is a close and permanent association between different species. - PARASITISM: Predator lives on/in prey, harms it. - MUTUALISM: 2 species interact, help each other. - COMMENSALISM: One benefits, other unaware. Survival RelationshipsStudents Worksheet! 19. • In ecology, affecting one element of an ecosystem will affect all other components, living & non-living. • In Yellowstone, reintroduction of the wolf reduced the number of deer in the park. Birch trees grew along streams again, plants & animals associated with Birch returned to the park. • Reintroduction of 1 species (wolf) resulted in restoring proper ecologic balance to ecosystem, and the reappearance of 200 associated species. Ecological Changes 20. • What happens if we take away grass, water, or climate changes? Ecological Changes 21. End of 2.1 Work on: -Section Assessment 1-6 -Worksheets given out during this unit -Study for Quiz tomorrow over section! In addition to your 2.1 Section Assessment: -Consider the school as an ecosystem. Explain and give examples of populations and communities that live in this "Ecosystem." -Look around the classroom, give me a list of abiotic and biotic factors found. (3 of each please) 22. 2.2 Nutrition and Energy Flow Strand 4: Life Science 5.P.O.1. Compare the processes of photosynthesis and cellular respiration in terms of energy flow, reactants, and products. 5.P.O.3. Diagram the following biogeochemical cycles in an ecosystem: water, carbon, nitrogen. 5.P.O.4. Diagram the energy flow in an ecosystem through a food chain. 23. - Autotrophs: Make own food. Uses light energy or energy stored in chemical compounds to make energy-rich compounds. - Photosynthesizers: Plants, algae, bacteria. Use sunlight, CO2, and H2O to make sugars. - Chemosynthesizers: Bacteria. Use inorganic molecules to make sugars. - On land, plants are major producers. In aquatic environments, algae and bacteria are major producers. Producers 24. • Heterotrophs: Need to eat other organisms, or organic wastes. All animals, most protists, all fungi, many bacteria. • Herbivores: Eat plants; primary consumers. • Carnivores: Eat other consumers. Secondary consumers • Omnivores: Eat producers and consumers. • Detritivores: consumers that eat dead organisms, or their wastes. • Decomposers: Decay organic matter by breaking down molecules; release nutrients into the ecosystems. Consumers 25. Herba- : grass -vore : to devour Caro- : flesh Omniv- : all Auto- : self-troph : food Hetero- : other, different Etymology 26. Tell me if it is a Producer or a Consumer! Student Worksheet 27. Food Chain: A simple model that scientists use to show how matter and energy move through an ecosystem. Food ChainsSONG S O N G 28. Trophic Level: An organism's position in the sequence of energy transfers. Energy is lost in transfer from one level to the next. Energy Flow 29. Energy is lost due to heat being given off! Energy Flow 30. Feeding relationships in an ecosystem; made up of several overlapping food chains. FOOD WEB 31. Pyramid of Biomass showing the relative amounts of producers and consumers in an ecosystem. Biomass 32. - Water availability is a key factor regulating ecosystem productivity. - Evaporation: Adds water vapor to atmosphere. - Transpiration: Water released from ground through plants. - Precipitation: Water in atmosphere condenses, and falls back to earth. - Condensation: Water that collects as droplets on a cold surface when humid air is in contact with it. Water Cycle 33. Water Cycle 34. Student Worksheet 1. 1. 2. 3. 4. 35. • Photosynthesizers use CO2 and water from environment and sunlight to form sugars. • Sugars are stored in plants, algae, bacteria, and are passed on as producers are eaten. • Sugars are broken down in producers and consumers, usually with oxygen, to form CO2 and water. Carbon Cycle 36. Carbon Cycle 37. • Oxygen is released into the atmosphere by photosynthesis as sugars are made, and it is removed by respiration, as sugars are broken down. Oxygen Cycle 38. • Nitrogen is needed by all organisms to make DNA, RNA, and proteins. • Nitrogen gas is removed from the atmosphere (78% N2) by nitrogen-fixing bacteria, which live in soil and in the roots of some plants. • These bacteria convert N2 gas to ammonia, which is then distributed throughout the ecosystem by plant consumption & death. • Nitrifying bacteria convert ammonia to nitrates, which plants use to grow. • Denitrifying bacteria release the nitrogen back into the atmosphere. Nitrogen Cycle 39. Nitrogen Cycle 40. Phosphorus Cycle - Plants obtain phosphorus from the soil. - Animals obtain phosphorus from the soil. (SHORT TERM CYCLE) - Phosphates wash into water, rocks absorb them become part of the open air. (LONG TERM CYCLE) 41. End of 2.2 Work on: -Section Assessment 1-6 -Worksheets given out during this unit -Start working on review for this section! In addition to your 2.2 Section Assessment: -Explain the relationships between the words in each of the following pairs: - Autotroph – Producer - Heterotroph – Consumer - Recycling – Carbon - Bacteria – Nitrogen Cycle - Create a food chain based on the picture found on pages 48-49! There are many to choose from! 42. Chapter 2 Assessment Work on: -Chapter 2 Assessment -1-16 -Standardized Test Practice -17-24 In addition to your Chapter 2 Assessment & Standardized Test Practice -Get ready for your test! -Work on study guide for this chapter. -Make-up any missing work! answer key principles of ecology chapter 2 section 2.2 worksheet answers

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