

Recovery Assignment for Ecology Test 6A

This recovery assignment is your 'ticket in the door' for the recovery test on March 30th. This assignment needs to be completed in full to take the test. There are no exceptions.
Directions: Answer the questions on the left hand side of the page. On the right hand side of the page provide an explanation/scientific concept why your answer is correct.

The Earth's Ecosystems MULTIPLE CHOICE

Write the letter of the correct answer in the space provided.

1. Which of the following is a biotic factor in a biome?
 - a. kinds of birds
 - b. amount of rainfall
 - c. types of rocks
 - d. bodies of water

2. The speed of water is an important abiotic factor in a freshwater ecosystem because
 - a. a tributary has different plants than a river.
 - b. faster water has a higher salt content.
 - c. animals must adapt so they are not washed away.
 - d. animals cannot live in fast-moving water.

3. One important abiotic factor in marine ecosystems is the
 - a. amount of plankton.
 - b. water depth.
 - c. kinds of algae.
 - d. size of animals.

4. Most of the nutrients in a tropical rain forest are found in plants, so
 - a. the rain forest soil is very rich.
 - b. there are few plants in the rain forest.
 - c. there are few animals in the rain forest.
 - d. the rain forest soil is poor in nutrients.

5. From where do plankton get food?
 - a. small fish
 - b. insects
 - c. photosynthesis
 - d. whales

6. What may happen as sediment and decaying organisms build up in a pond?
 - a. The pond may become a lake.
 - b. More fish may live in the pond.
 - c. The water may have more salt.
 - d. The pond may become a forest.

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Chapter Test A continued

7. How can the littoral zone of a lake or pond be described?
a. an area with no sunlight
b. an area with no animal life
c. an area with no plant life
d. an area closest to the edge of a lake or pond

MATCHING

Match the correct description with the correct term. Write the letter in the space provided.

8. has permafrost; in the Arctic or Antarctic
9. has many trees that do not change much seasonally
10. has organisms with special adaptations to a hot, dry climate
11. has clumps of trees and seasonal rains
12. is found above the tree line of mountains
13. has many trees that lose all of their leaves to save water
14. has grass, but few trees due to fires, drought, and grazing
- a. temperate deciduous forest
b. coniferous forest
c. temperate grassland
d. savanna
e. desert
f. polar tundra
g. alpine tundra

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Match the correct description with the correct term. Write the letter in the space provided.

15. is made of the skeletons of small animals
 16. contains huge, floating rafts of algae
 17. is a wetland that is often in shallow areas along shores
 18. has icy waters that are rich in nutrients
 19. has a constantly changing amount of salt in the water
 20. is a wetland that has trees and is often found in low-lying areas
 21. includes mudflats, sandy beaches, and rocky shores

- a. intertidal area
 b. coral reef
 c. estuary
 d. Sargasso Sea
 e. polar ice
 f. marsh
 g. swamp

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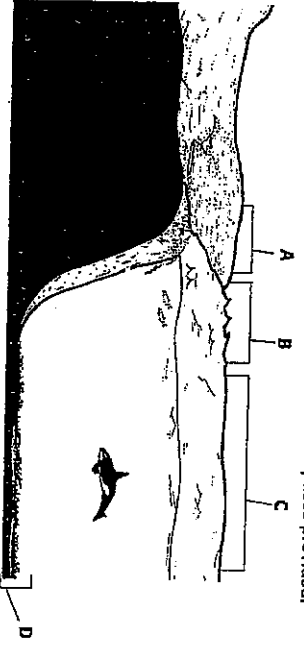
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Class _____

Date _____

Chapter Test A continued

Match the labels to the drawing. Write the letters in the spaces provided.



- _____ 22. Oceanic zone: contains the deep water of the open ocean and animals such as whales and sharks
- _____ 23. Benthic zone: deepest parts get no sunlight; animals, such as crabs, have adapted to the deep, dark water
- _____ 24. Neritic zone: water is warm and receives a lot of sunlight; sea turtles and dolphins live here
- _____ 25. Intertidal zone: animals must adapt to crashing waves and exposure to air

Chapter Test A

Interactions of Living Things

MULTIPLE CHOICE

Write the letter of the correct answer in the space provided.

1. Rocks, temperature, and water are what part of the environment?
 - a. biotic
 - b. abiotic
 - c. population
 - d. living
2. What do several different populations living together make?
 - a. a biosphere
 - b. an organism
 - c. a community
 - d. an ecosystem
3. Which is an example of an abiotic element changing an area?
 - a. introducing a new type of grass
 - b. water flooding the area
 - c. two species of birds competing
 - d. algae growing on crabgrass
4. Grass that gains energy from the sun is an example of a
 - a. consumer.
 - b. parasite.
 - c. decomposer.
 - d. producer.
5. A diagram with arrows showing energy flow from grass, to a rabbit, to a fox is
 - a. an energy pyramid.
 - b. a food web.
 - c. a food chain.
 - d. a population chart.
6. In a food web, arrows point in just one direction because they show
 - a. which animal is digger.
 - b. which animals are related.
 - c. how energy goes to the animal that is eating.
 - d. how energy goes to the animal that is eaten.
7. After one species disappears, the other species in the ecosystem
 - a. benefit.
 - b. are thrown out of balance.
 - c. die.
 - d. are unaffected.

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8. Limiting factors determine an area's carrying capacity because
- a. the number of animals is limited.
 - b. ecosystems are small.
 - c. animals need resources to survive.
 - d. the number of animals is unlimited.
9. Two members of the same species fight over who gets a certain food. Members of different species try to take over a certain nesting area. These are both examples of
- a. community.
 - b. competition.
 - c. mutualism.
 - d. commensalism.
10. In which type of symbiosis do organisms help each other?
- a. parasitism
 - b. mutualism
 - c. community
 - d. commensalism
11. What is the lowest level of environmental organization that three male egrets would all belong in together?
- a. individual organism
 - b. population
 - c. community
 - d. ecosystem
12. If scientists are studying the egrets, herons, marsh crabs, and cordgrass, but not the water or rocks in a salt marsh, what level of organization would they be studying?
- a. individual organism
 - b. population
 - c. community
 - d. ecosystem
13. An environmental study reporting on the way temperature, water quality, and minerals affect the animals in a salt marsh would be considering which level of organization?
- a. individual organism
 - b. population
 - c. community
 - d. ecosystem

8.	THIS will be covered in the next part of the unit
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MATCHING

Match the correct description with the correct term. Write the letter in the space provided.

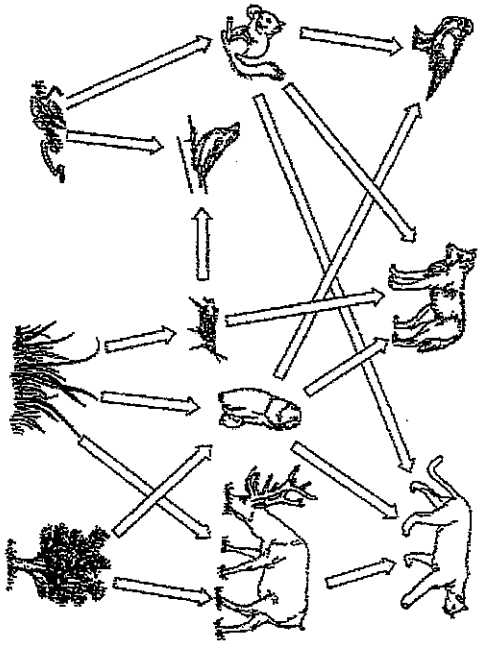
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|--|-------------------|
| _____ 14. an animal that eats many foods, including fish and berries | a. mutualism |
| _____ 15. a triangular diagram that shows how energy is lost as animals eat other living things | b. ecosystem |
| _____ 16. symbiosis in which one organism hurts another to benefit itself | c. ecology |
| _____ 17. the depths of the oceans to the heights of the air | d. biosphere |
| _____ 18. the level of environmental organization in which biotic and abiotic parts of the environment are all considered together | e. omnivore |
| _____ 19. symbiosis in which one organism gives the other food and receives protection | f. energy pyramid |
| _____ 20. the term used to describe a sparrow that has been caught by an eagle | g. prey |
| _____ 21. the study of how living organisms and nonliving factors in the environment interact | h. parasitism |

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Chapter Test A continued

MULTIPLE CHOICE

Use the art below to answer questions 22 through 25. Write the letter of the correct answer in the space provided.



22. Three organisms on the food web have arrows pointing away from them and no arrows pointing toward them. They are
- omnivores.
 - herbivores.
 - decomposers.
 - producers.
23. Three organisms on the food web have arrows pointing toward them but no arrows pointing away from them. This is because
- they make their own food.
 - they give energy to others.
 - nothing shown eats them.
 - they need no energy.
24. The arrows on the food web show that
- prairie dogs eat grass.
 - deer eat prairie dogs.
 - squirrels eat grass.
 - squirrels eat coyotes.
25. What does the arrow between the grasshopper and the coyote represent?
- energy flowing from producers to consumers
 - energy flowing from consumers to producers
 - energy flowing from the coyote to the grasshopper
 - energy flowing from the grasshopper to the coyote

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