

Skills Worksheet

Chapter 5 Concept Review

MATCHING

In the space provided, write the letter of the term or phrase that best matches the description.

- | | |
|---|--------------------------------|
| _____ 1. two types of consumers | a. photosynthesis |
| _____ 2. a diagram showing the many feeding relationships that are in an ecosystem | b. rabbit and coyote |
| _____ 3. the process in which energy from the sun is used by plants to make sugar molecules | c. fossil fuels |
| _____ 4. illustrates the loss of energy from one trophic level to the next | d. producers |
| _____ 5. organisms that get their energy by eating other organisms | e. food web |
| _____ 6. stored carbon from the remains of plants and animals that died millions of years ago | f. consumers |
| _____ 7. organisms that make their own food | g. atmospheric CO ₂ |
| _____ 8. change that occurs on an abandoned farm | h. energy pyramid |
| _____ 9. a part of the carbon cycle | i. algal bloom |
| _____ 10. results from excessive use of fertilizers | j. atmospheric N ₂ |
| _____ 11. organisms that transform atmospheric nitrogen into usable nitrogen compounds | k. food chain |
| _____ 12. part of the nitrogen cycle | l. old-field succession |
| _____ 13. transfer of energy from one organism to another | m. nitrogen-fixing bacteria |

Holt Environmental Science Answer Key Chapter 4

Lingjun Ying



Holt Environmental Science Answer Key Chapter 4:

Holt Science and Technology Holt Rinehart & Winston, Holt, Rinehart and Winston Staff, 2001 **Forthcoming Books**
Rose Arny, 2003-04 **Books in Print Supplement**, 2002 **Children's Books in Print, 2007**, 2006 **The Science of Behavior and the Image of Man** Isidor Chein, 2017-07-05 Does a proper respect for science require psychologists to view man as an impotent reactor whose responses are completely determined by his physical constitution and the forces impinging upon him In this wise and well argued book Isidor Chein invites his readers to lift their eyes from experimental research for a time to consider the relationship between science and the image of man Few psychologists even the most gifted and dedicated among them pause to consider the philosophical underpinnings of their work It is almost as though the humanist secretly lurking in each of them is fearful of the bad news he might finally be forced to accept that man is essentially an exquisitely complicated robot This fear is misplaced and harmful It is largely responsible for the disturbing fact that scientific psychology has produced in Chein's estimate so little that is relevant to the humanities so little as he puts it that has lived up to psychology's promise to itself What must be more widely understood is that it does not follow that behavioral law is reducible to physiological law or that physiological law is reducible to physical law With an uncompromising commitment to scientific method Chein shows that when closely analyzed there is actually no need to assume an unbridgeable gap between scientific psychology and psychoanalytic humanistic psychology This is a lucid and powerful theoretical work of importance for scholars in all fields sharing the belief that the proper study of mankind is man The Science of Behavior and the Image of Man is written by the most intellectually stimulating and respected representative of scientific humanistic psychology Robert B Holt Professor of Psychology Graduate School of Arts and Sciences New York University **Videodisc Correlatn GD Modern Biology 99** Holt Rinehart & Winston, 1998-02 **Te HS&T 2007 Shrt Crs M** Holt Rinehart & Winston, 2007 Children's Books in Print R R Bowker Publishing, Bowker, 1999-12 *Holt Biology* Rob DeSalle, Holt Rinehart and Winston, 2008 Holt Biology Student Edition 2008 **Resources for Teaching Middle School Science** Smithsonian Institution, National Academy of Engineering, National Science Resources Center of the National Academy of Sciences, Institute of Medicine, 1998-04-30 With age appropriate inquiry centered curriculum materials and sound teaching practices middle school science can capture the interest and energy of adolescent students and expand their understanding of the world around them Resources for Teaching Middle School Science developed by the National Science Resources Center NSRC is a valuable tool for identifying and selecting effective science curriculum materials that will engage students in grades 6 through 8 The volume describes more than 400 curriculum titles that are aligned with the National Science Education Standards This completely new guide follows on the success of Resources for Teaching Elementary School Science the first in the NSRC series of annotated guides to hands on inquiry centered curriculum materials and other resources for science teachers The curriculum materials in the new guide are grouped in five chapters by

scientific area Physical Science Life Science Environmental Science Earth and Space Science and Multidisciplinary and Applied Science They are also grouped by type core materials supplementary units and science activity books Each annotation of curriculum material includes a recommended grade level a description of the activities involved and of what students can be expected to learn a list of accompanying materials a reading level and ordering information The curriculum materials included in this book were selected by panels of teachers and scientists using evaluation criteria developed for the guide The criteria reflect and incorporate goals and principles of the National Science Education Standards The annotations designate the specific content standards on which these curriculum pieces focus In addition to the curriculum chapters the guide contains six chapters of diverse resources that are directly relevant to middle school science Among these is a chapter on educational software and multimedia programs chapters on books about science and teaching directories and guides to science trade books and periodicals for teachers and students Another section features institutional resources One chapter lists about 600 science centers museums and zoos where teachers can take middle school students for interactive science experiences Another chapter describes nearly 140 professional associations and U S government agencies that offer resources and assistance Authoritative extensive and thoroughly indexed and the only guide of its kind Resources for Teaching Middle School Science will be the most used book on the shelf for science teachers school administrators teacher trainers science curriculum specialists advocates of hands on science teaching and concerned parents

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