HBio Ecology Practice Test M&L

Multiple Choice
Identify the choice that best completes the statement or answers the question.

_____ 1. The branch of biology dealing with interactions among organisms and between organisms and their environment is called
   a. economy.
   b. modeling.
   c. recycling.
   d. ecology.

_____ 2. Which of the following descriptions about the organization of an ecosystem is correct?
   a. Communities make up species, which make up populations.
   b. Populations make up species, which make up communities.
   c. Species make up communities, which make up populations.
   d. Species make up populations, which make up communities.

_____ 3. The simplest grouping of more than one kind of organism in the biosphere is
   a. a population.
   b. a community.
   c. an ecosystem.
   d. a species.

_____ 4. The lowest level of environmental complexity that includes living and nonliving factors is the
   a. biome.
   b. community.
   c. ecosystem.
   d. biosphere.

_____ 5. Which of the following is NOT a basic method used by ecologists to study the living world?
   a. experimenting
   b. animal training
   c. modeling
   d. observing

_____ 6. Which ecological inquiry method is an ecologist using when he or she sets up a greenhouse and measures the effects of different levels of carbon dioxide on an endangered plant species?
   a. questioning
   b. observing
   c. experimenting
   d. modeling

_____ 7. A mathematical formula designed to predict population fluctuations in a community could be called a(n)
   a. biological experiment.
   b. biological system.
   c. ecological model.
   d. ecological observation.

_____ 8. Plants are
   a. primary producers.
   b. primary consumers.
   c. herbivores.
   d. omnivores.
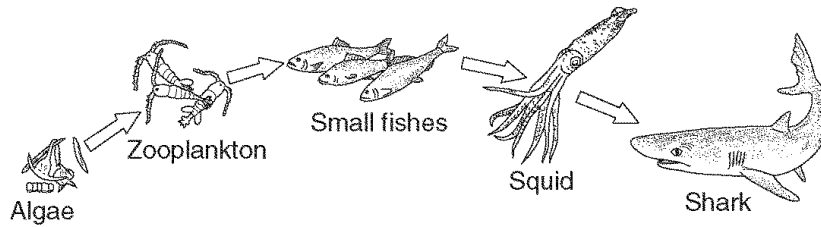
Figure 3–1

_____ 9. The algae at the beginning of the food chain in Figure 3–1 are
   a. primary consumers.
   b. decomposers.
   c. primary producers.
   d. heterotrophs.

_____ 10. How do most primary producers make their own food?
   a. by using light energy to make carbohydrates
   b. by using chemical energy to make carbohydrates
   c. by changing water into carbon dioxide
   d. by breaking down remains to make carbon dioxide

_____ 11. Which of the following organisms does NOT require sunlight to live?
   a. chemosynthetic bacteria
   b. algae
   c. trees
   d. photosynthetic bacteria

_____ 12. Compared to land, the open oceans
   a. are nutrient-rich environments.
   b. contain unlimited nitrogen.
   c. are nutrient-poor environments.
   d. are rich in silica and iron.

_____ 13. In which way are plants in a sunny mountain meadow and sulfur bacteria in a deep-sea volcanic vent alike?
   a. They both use photosynthesis to make their own food.
   b. They both produce carbohydrates and oxygen.
   c. They both use chemosynthesis to produce their own food.
   d. They both produce carbon and hydrogen.

_____ 14. Corn planted in a field that has been previously planted with legumes and then plowed under is likely to be
   a. less productive because legumes remove phosphorus from the soil.
   b. more productive because bacteria living on the roots of legumes fix nitrogen in the soil.
   c. more productive because nitrogen-fixing bacteria help to keep away pests.
   d. less productive because the legumes have already taken all the nitrogen, carbon, and phosphorus from the soil.

_____ 15. In what way are herbivores and carnivores alike?
   a. They both use photosynthesis to make their own food.
   b. They both obtain energy by consuming other organisms.
   c. They both directly consume producers.
   d. They both are considered to be autotrophs.

_____ 16. The total amount of living tissue within a given trophic level is called the
   a. organic mass.
   b. trophic mass.

c. energy mass.

d. biomass.

_____ 17. A model of the complex feeding interactions among organisms in a community from producers to decomposers is called a

    a. food web.

    b. ecosystem.

    c. food chain.

    d. population.

_____ 18. What animals eat both producers and consumers?

    a. herbivores

    b. omnivores

    c. chemotrophs

    d. autotrophs

_____ 19. What is the term for each step in the transfer of energy and matter within a food web?

    a. energy path

    b. food chain

    c. trophic level

    d. food pyramid

_____ 20. A bird stalks, kills, and then eats an insect. Based on its behavior, which pair of ecological terms describes the bird?

    a. herbivore, decomposer

    b. producer, heterotroph
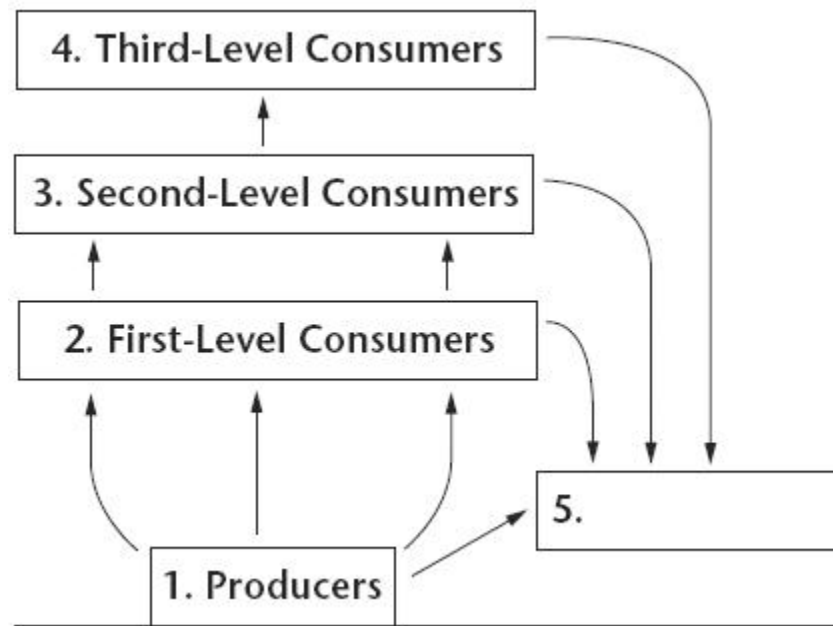
    c. carnivore, consumer

    d. autotroph, herbivore

Figure 3–2

_____ 21. What goes in Box 5 of the food web in Figure 3–2?

    a. herbivores

    b. scavengers

    c. carnivores

d. decomposers

____ 22. What are the three kinds of ecological pyramids?
    a. producer, consumer, and decomposer
    b. energy, nutrient, and trophic
    c. energy, biomass, and numbers
    d. biotic, abiotic, and nutrient

____ 23. Only 10 percent of the energy stored in an organism can be passed on to the next trophic level. Of the remaining energy, some is used for the organism's life processes, and the rest is
    a. used in reproduction.
    b. stored as body tissue.
    c. stored as fat.
    d. eliminated as heat.

____ 24. A word that means the same thing as *consumer* is
    a. producer.
    b. autotroph.
    c. heterotroph.
    d. carbohydrate.

____ 25. Matter can recycle through the biosphere because
    a. matter does not change into new compounds.
    b. matter is assembled into chemical compounds.
    c. biological systems do not use up matter, they transform it.
    d. biological systems use only carbon, oxygen, hydrogen, and nitrogen.

____ 26. The repeated movement of water between Earth's surface and the atmosphere is called
    a. the water cycle.
    b. the condensation cycle.
    c. precipitation.
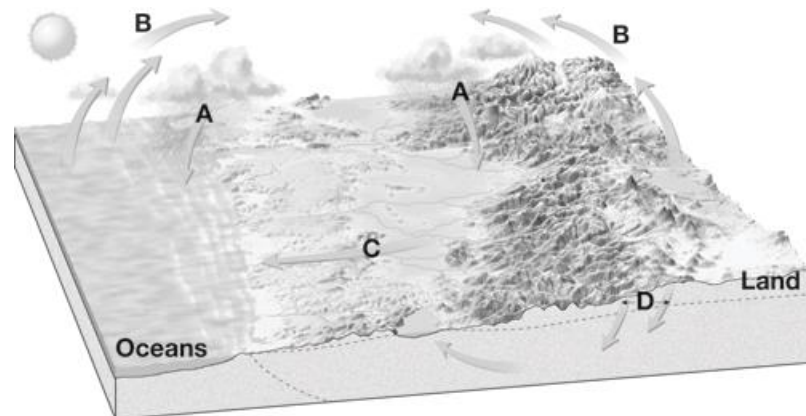   d. evaporation.

Figure 3–3

____ 27. What is happening to water at D in Figure 3–3?
    a. Water is falling to the ground as precipitation.
    b. Water is evaporating from the ocean.
    c. Water is being taken up by plants through transpiration.
    d. Water is seeping into the ground to become groundwater.

____ 28. Which part of Figure 3–3 shows transpiration?
    a. A on the left

b. B on the left
c. A on the right
d. B on the right

____ 29. Carbon cycles through the biosphere in all of the following processes EXCEPT
    a. photosynthesis.
    b. transpiration.
    c. burning of fossil fuels.
    d. decomposition of plants and animals.

____ 30. Which part of the water cycle is a biological process?
    a. transpiration
    b. runoff
    c. precipitation
    d. condensation

____ 31. Nitrogen fixation is carried out primarily by
    a. humans.
    b. plants.
    c. bacteria.
    d. consumers.

____ 32. Animals get the most of the nitrogen they need
    a. by consuming plants or other animals.
    b. by breathing in atmospheric nitrogen.
    c. directly from bacteria in the soil.
    d. from the process of denitrification.

____ 33. Organisms need nutrients in order to
    a. utilize hydrogen and oxygen.
    b. carry out essential life functions.
    c. recycle chemical compounds.
    d. carry out nitrogen fixation.

____ 34. The movements of energy and nutrients through living systems are different because
    a. energy flows in one direction, and nutrients recycle.
    b. energy is limited in the biosphere, and nutrients are always available.
    c. nutrients flow in one direction, and energy recycles.
    d. energy forms chemical compounds, and nutrients are lost as heat.

____ 35. Because of biogeochemical cycling,
    a. human activity has no effect on elements, chemical compounds, and other forms of matter.
    b. living organisms are not limited by any one nutrient.
    c. nutrients are circulated throughout the biosphere.
    d. many nutrients do not reach toxic concentrations in the biosphere.

____ 36. If a lake receives a large input of a limiting nutrient, which of these would happen first?
    a. An algal bloom occurs.
    b. Algae begin to die and decomposers take over.
    c. Nitrogen compounds are recycled.
    d. The concentration of oxygen drops below the necessary level.

____ 37. Why can't the producers in some ecosystems make an unlimited supply of organic material?
    a. Temperatures are too hot for photosynthesis.
    b. Too many carnivores eat the producers.
    c. Energy needed to make organic material is lost as heat.
    d. One or more nutrients are in short supply.

____ 38. Phosphorus is very important for living things because living organisms need phosphorus to

a. make carbohydrates.
  b. form DNA and RNA.
  c. perform transpiration.
  d. cycle energy.

____ 39. Each of the following is an abiotic factor in the environment EXCEPT
  a. plant life.
  b. soil type.
  c. rainfall.
  d. temperature.

____ 40. Which is a biotic factor that affects the size of a population in a specific ecosystem?
  a. average temperature of the ecosystem
  b. type of soil in the ecosystem
  c. number and kinds of predators in the ecosystem
  d. concentration of oxygen in the ecosystem

____ 41. During a long period when there is no rainfall, a mountain lion may temporarily leave its usual hunting
    territory to drink from a farm pond. This behavior is due to
  a. its need to find different foods to eat.
  b. the change in an abiotic factor in its environment.
  c. its need to find a new habitat.
  d. the change in a biotic factor in its environment.

____ 42. Which is an example of how biotic and abiotic factors interact?
  a. Sunlight increases the temperature of pond water.
  b. Water and soil mix together to make mud.
  c. Tree roots split apart rocks in the ground.
  d. Humidity in the air forms fog in a valley.

____ 43. What is at the base of all ecological pyramids?
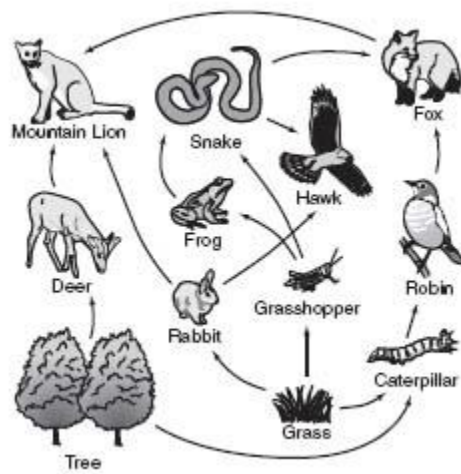 a. consumers
  b. decomposers
  c. producers
  d. scavengers

Figure 3–4

____ 44. Which of the following is a food chain in the food web shown in Figure 3–4?
  a. tree, rabbit, hawk, snake

b.   grass, grasshopper, snake, hawk
c.   grass, caterpillar, robin, hawk
d.   tree, deer, mountain lion, fox

____ 45. How does an area's weather differ from the area's climate?
a.   Weather involves temperature and precipitation and climate involves only temperature.
b.   An area's weather depends on where it is located on Earth and the area's climate does not.
c.   An area's weather does not change very much and an area's climate changes many times.
d.   Weather is the area's day-to-day conditions and climate is the area's average conditions.

____ 46. All of the following factors contribute to Earth's climate EXCEPT
a.   latitude.
b.   longitude.
c.   transport of heat by winds.
d.   shape and elevation of landmasses.

____ 47. The greenhouse effect is
a.   something that has only occurred for the last 50 years.
b.   a natural phenomenon that maintains Earth's temperature range.
c.   the result of the differences in the angle of the sun's rays.
d.   an unnatural phenomenon that causes heat energy to be radiated back into the atmosphere.

____ 48. Which of the following is a biological aspect of an organism's niche?
a.   the water in the area
b.   the way it gets food
c.   amount of sunlight
d.   composition of soil

____ 49. An organism's niche is
a.   the range of physical and biological conditions in which an organism lives and the way it obtains what it needs to survive and reproduce.
b.   all the physical and biological factors in the organism's environment.
c.   the range of temperatures that the organism needs to survive.
d.   a full description of the place an organism lives.

____ 50. Several species of warblers can live in the same spruce tree ONLY because they
a.   have different habitats within the tree.
b.   don't eat food from the tree.
c.   occupy different niches within the tree.
d.   can find different temperatures within the tree.

____ 51. Polar bears live in the arctic. The arctic is their
a.   niche.
b.   habitat.
c.   tolerance.
d.   microclimate.

____ 52. No two species can occupy the same niche in the same habitat at the same time
a.   because of the interactions that shape the ecosystem.
b.   unless the species require different abiotic factors.
c.   because of the competitive exclusion principle.
d.   unless the species require different biotic factors.

____ 53. An interaction in which an animal feeds on plants is called
a.   carnivory.
b.   herbivory.
c.   predation.
d.   symbiosis.
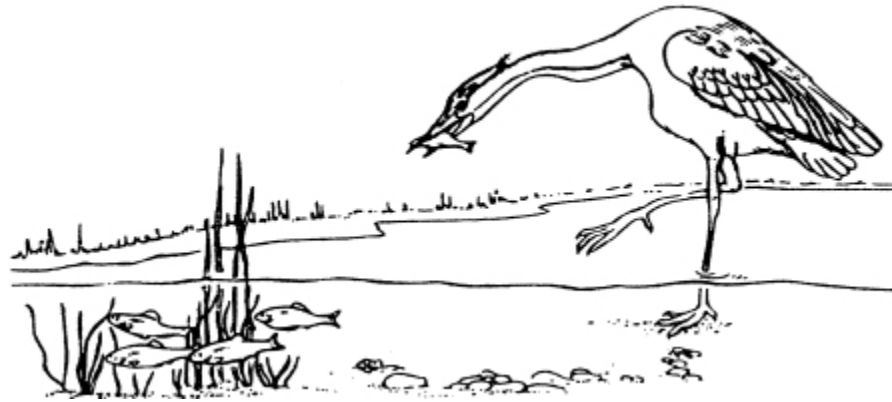
Figure 4–1

_____ 54. What would happen if the population of the bird species shown in the ecosystem in Figure 4–1 were to suddenly decrease?

    a. The grass population would increase.
    b. The fish population would increase.
    c. The fish would occupy the birds' niche.
    d. The grass and fish would compete for resources.

_____ 55. A wolf pack hunts, kills, and feeds on a moose. In this interaction, the wolves are
    a. hosts.
    b. prey.
    c. mutualists.
    d. predators.

_____ 56. A predator is an animal that
    a. kills and eats other animals
    b. eats plants.
    c. lives on another animal without harming it.
    d. lives inside another animal.

_____ 57. A symbiotic relationship in which both species benefit is
    a. commensalism.
    b. mutualism.
    c. predation.
    d. parasitism.

_____ 58. How is parasitism different from commensalism?
    a. Both organisms benefit in parasitism and only one organism benefits in commensalism.
    b. One organism benefits in parasitism and no organisms benefit in commensalism.
    c. One organism is harmed in parasitism and both organisms are harmed in commensalism.
    d. One organism is harmed in parasitism and no organisms are harmed in commensalism.

_____ 59. Primary succession would most likely occur after
    a. a forest fire.
    b. a lava flow.
    c. farm land is abandoned.
    d. a severe storm.

_____ 60. What is one difference between primary and secondary succession?
    a. Primary succession is rapid and secondary succession is slow.

    b.   Secondary succession begins on soil and primary succession begins on newly exposed surfaces.

    c.   Primary succession modifies the environment and secondary succession does not.

    d.   Secondary succession begins with lichens and primary succession begins with trees.

_____ 61. Which of the following occurs during the ecological succession of an ecosystem?

    a.   An ecosystem reaches a final, unchanging stage.

    b.   Animals move out of the ecosystem until succession is complete.

    c.   Living organisms modify their environment a little at a time.

    d.   Parts of communities split off to form new communities.

_____ 62. Which is a factor that could interrupt the progress of succession?

    a.   colonization of surfaces by lichens

    b.   different animals appearing at each stage

    c.   another natural disturbance

    d.   long-term fluctuations in climate
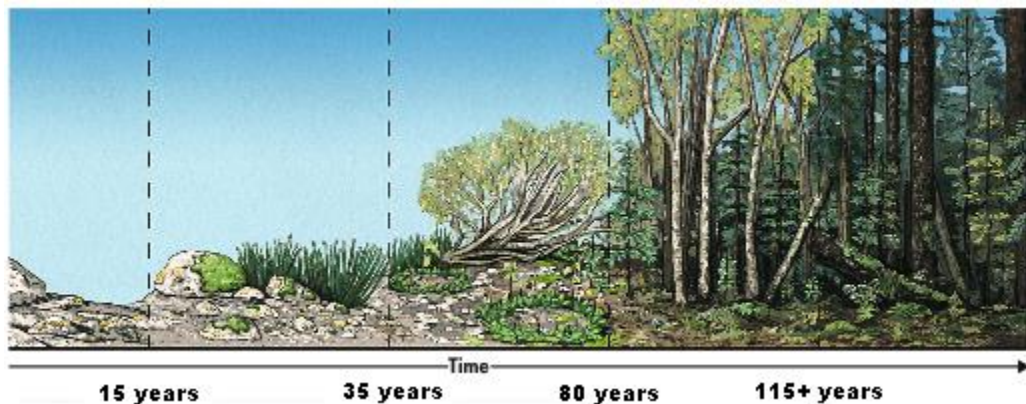
Figure 4–2

_____ 63. Figure 4–2 shows succession in an ecosystem. What organisms are found in the climax community for this ecosystem?

    a.   lichens and moss

    b.   trees and shrubs

    c.   weeds and grasses

    d.   volcanoes and soil

_____ 64. A tropical rain forest may be unable to be returned to its original climax community after which of the following disturbances?

    a.   burning of a forest fire

    b.   clearing and farming

    c.   volcanic eruption

    d.   flooding after a hurricane

_____ 65. An example of a human-caused disturbance is

    a.   a hurricane.

    b.   forest-clearing.

    c.   wildfires.

    d.   growing lichens.

_____ 66. Which of the following is NOT one of the factors that play a role in population growth rate?

    a.   immigration

b. death rate
c. emigration
d. demography

_____ 67. The movement of organisms into a range is called
a. immigration.
b. emigration.
c. population shift.
d. carrying capacity.

_____ 68. Which of the following could describe a population that is decreasing in size?
a. The birthrate and the death rate remain the same.
b. The death rate is becoming lower than the birthrate.
c. The death rate is constant and the birthrate is increasing.
d. The death rate is becoming higher than the birthrate.

_____ 69. If immigration and emigration numbers remain equal, which of these could cause a slowed growth rate?
a. increased birthrate
b. constant death rate
c. decreased birthrate
d. constant birthrate

_____ 70. Which are two ways a population can decrease in size?
a. immigration and emigration
b. increased death rate and immigration
c. decreased birthrate and emigration
d. emigration and increased birthrate
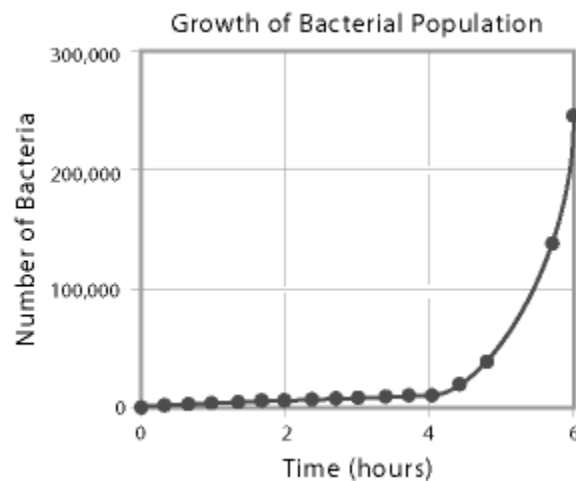
Figure 5–1

_____ 71. The graph in Figure 5–1 shows the growth of a bacterial population. Which of the following correctly
describes the growth curve?
a. logistic
b. limiting
c. demographic
d. exponential

_____ 72. Suppose that a species of toads is introduced into a new environment in an attempt to reduce the population of
insects. The toad has no natural predators in the new environment. The toad population would most likely
a. increase exponentially.

    b.   increase logistically.

    c.   decrease rapidly and die out.

    d.   remain the same.

_____ 73. Which of the following graphs is a graph showing exponential growth?

a.

b.

c.
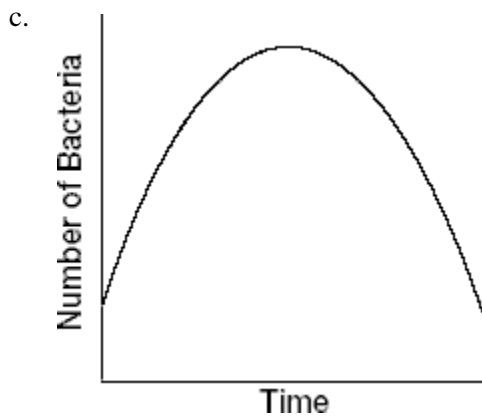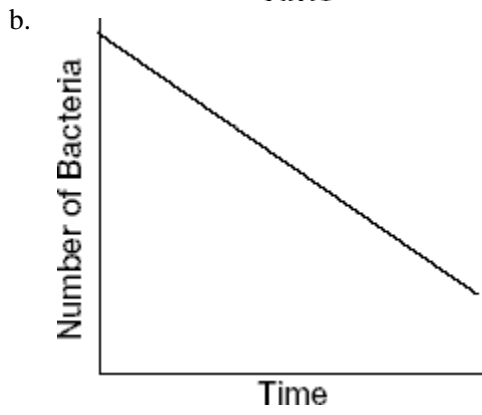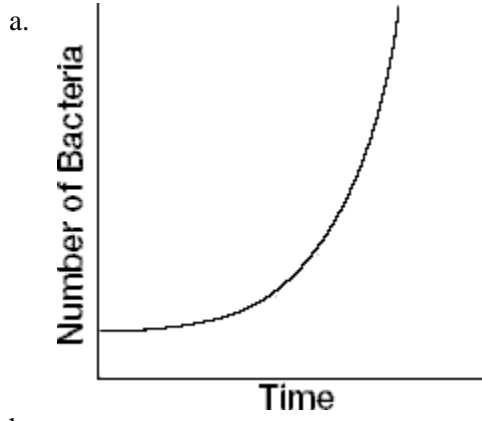
d.
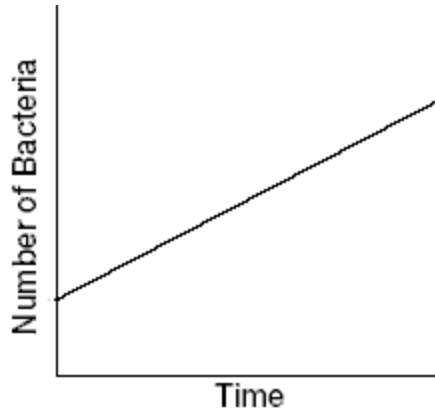
_____ 74. During some kinds of population growth, the size of each generation of offspring is larger than the generation before it. So, as the population gets larger, it grows more quickly. This situation is called
  a. logistic growth.
  b. growth density.
  c. exponential growth.
  d. multiple growth.

_____ 75. Which factor might NOT contribute to an exponential growth rate in a given population?
  a. lower death rates
  b. higher birthrates
  c. less competition
  d. reduced resources

_____ 76. The various growth phases through which most populations go are represented on
  a. a logistic growth curve.
  b. an exponential growth curve.
  c. a normal curve.
  d. a population curve.

_____ 77. As resources in a population become less available, the population
  a. declines rapidly.
  b. increases slowly.
  c. reaches carrying capacity.
  d. enters a phase of exponential growth.

_____ 78. In a logistic growth curve, exponential growth is the phase in which the population
  a. reaches carrying capacity.
  b. grows quickly.
  c. growth begins to slow down.
  d. growth stops.

_____ 79. When the exponential phase of a logistic growth curve of a population ceases,
  a. the size of the population drops.
  b. the size of the population stays the same.
  c. population growth begins to slow down.
  d. population growth begins to speed up.

_____ 80. How are Phase 1 and Phase 2 of logistic growth similar?
  a. A population is increasing, moving toward its carrying capacity during both phases.
  b. A population is at its carrying capacity during both phases.
  c. The death rate is higher than the birth rate during both phases.
  d. The emigration rate is higher than the immigration rate during both phases.

_____ 81. Something that controls the growth or size of a population is

a. the carrying capacity.
b. the growth rate.
c. a limiting factor.
d. a growth factor.

_____ 82. Sea otters live in the ocean. Which of the following is NOT likely to be a limiting factor on the sea otter population?
a. disease
b. competition
c. drought
d. predation

_____ 83. Which will reduce competition within a species' population?
a. fewer individuals
b. higher birthrate
c. fewer resources
d. higher population density

_____ 84. If a population grows larger than the carrying capacity of the environment, which of these is most likely to happen?
a. The death rate may rise.
b. The birthrate may rise.
c. The death rate must fall.
d. The birthrate must fall.

_____ 85. Water lilies do not grow in desert sand because water availability to these plants in a desert is
a. a limiting factor.
b. the carrying capacity.
c. a competition factor.
d. the logistic growth curve.
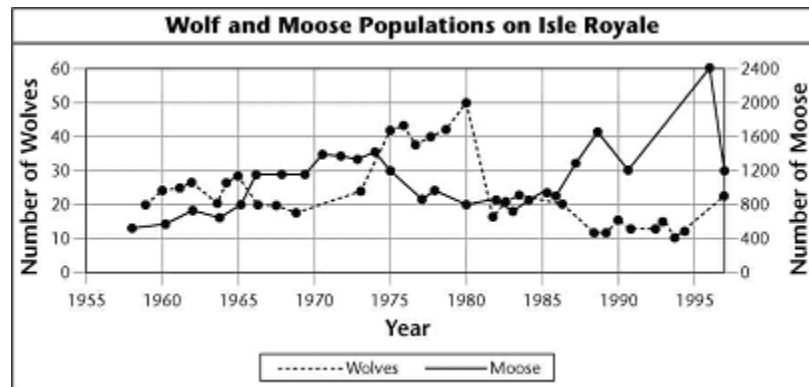
Figure 5–2

_____ 86. Using Figure 5–2, what is the most likely cause of the decrease in moose population immediately after 1995?
a. Poisonous plants killed off many moose.
b. Many moose reached old age and died.
c. Overcrowding caused competition in the moose population.
d. A decrease in predators caused competition in the moose population.

_____ 87. A developer wants to build new a new housing development in or around a large city. Which of the following plans would be LEAST harmful to the environment?
a. Clearing a forested area outside of the city to build houses.
b. Building apartments at the site of an abandoned factory in the city.

    c.   Building a neighborhood in a meadow at the edge of the city.
    d.   Filling a wetland area and building oceanfront condominiums.

____ 88. What is one negative consequence of the Industrial Revolution?
    a.   fewer jobs for people living in cities
    b.   more expensive clothes
    c.   environmental harm from the burning of fossil fuels
    d.   people working longer hours at their jobs

____ 89. An example of a renewable resource is
    a.   oil.
    b.   natural gas.
    c.   coal.
    d.   trees.

____ 90. Ideally, sustainable development should
    a.   put the protection of the environment ahead of human needs.
    b.   provide for human needs at the expense of the environment.
    c.   use more natural resources to make goods to meet human needs.
    d.   preserve ecosystems while providing for human needs.

____ 91. Breathable air and drinkable water are
    a.   always free to everyone.
    b.   examples of ecosystem goods and services.
    c.   not easy to find in healthy ecosystems.
    d.   provided by city governments.

____ 92. Which of the following is true about nonrenewable resources?
    a.   They can be replaced through sustainable development.
    b.   There are plenty for people to use for a very long time.
    c.   Using them up will help keep the environment healthy.
    d.   They cannot be replaced after they are used up.

____ 93. Using environmental resources in a way that does not cause long-term environmental harm is like
    a.   spending only as much money as you earn.
    b.   borrowing money that you cannot pay back for a long time.
    c.   printing more money when you need it.
    d.   lending money to people who can't pay it back.

____ 94. Which of the following is NOT considered a sustainable-development strategy for management of Earth's resources?
    a.   contour plowing
    b.   desertification
    c.   crop rotation
    d.   selective harvesting of trees

____ 95. Farmers can reduce soil erosion by
    a.   increasing irrigation.
    b.   contour plowing.
    c.   grazing cattle on the land.
    d.   plowing up roots.

____ 96. An example of sustainable resource use is the use of predators and parasites to
    a.   harm natural resources.
    b.   pollinate plants.
    c.   control pest insects.
    d.   eat unwanted plants.

____ 97. DDT was used to

    a. fertilize soil.
    b. kill insects.
    c. form ozone.
    d. feed animals.

____ 98. One property that makes DDT hazardous over the long run is that DDT is
    a. an insecticide.
    b. a perfect pesticide.
    c. subject to biological magnification.
    d. deadly to herbivores.

____ 99. As DDT moves up the trophic levels in food chains or food webs its concentration
    a. stays the same.
    b. increases.
    c. decreases.
    d. is eliminated.

____ 100. The sulfur and nitrogen compounds in smog combine with water to form
    a. ozone.
    b. ammonia.
    c. acid rain.
    d. chlorofluorocarbons.
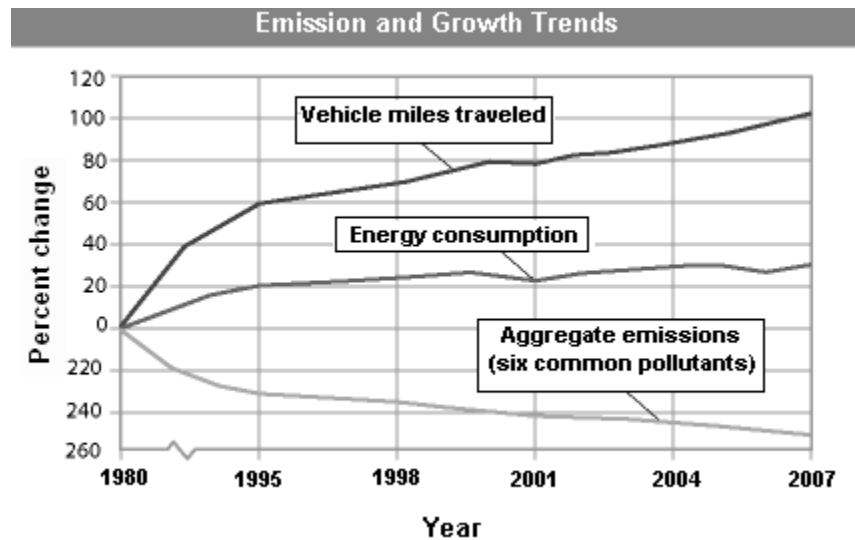
Figure 6–3

____ 101. What is a valid conclusion that can be drawn from the graph in Figure 6–3 above?
    a. Less energy is used when people travel farther by car.
    b. Although people are traveling more by car, pollution has decreased.
    c. Pollution increases as energy consumption increases.
    d. Energy consumption has changed more than total emissions.

____ 102. Raising cattle and farming rice contribute to air pollution by
    a. releasing sulfur compounds that form acid rain.
    b. producing particulates into the air.
    c. producing smog which reacts to form dangerous ozone gas.
    d. releasing the greenhouse gas methane into the atmosphere.

____ 103. Air and water pollution have been reduced by

a. using fossil fuels in factories.
b. using only unleaded gasoline.
c. raising more cattle for food.
d. increasing biological magnification.

____ 104. The number of different species in the biosphere or in a particular area is called
a. biodiversity.
b. ecosystem diversity.
c. genetic diversity.
d. species diversity.

____ 105. How are species diversity and genetic diversity different?
a. Species diversity is evaluated only in ecosystems, while genetic diversity is evaluated in the entire biosphere.
b. Species diversity measures the number of species in the biosphere, while genetic diversity measures the variety of genes in the biosphere, including genetic variation within species.
c. Species diversity measures the number of individuals of a species, while genetic diversity measures the total variety of species.
d. Conservation biology is concerned with species diversity, but not with genetic diversity.

____ 106. Biodiversity is valuable partly because it
a. gives us interesting things to look at.
b. tells us about many other species.
c. contributes to medicine and agriculture.
d. provides humans with resistance to disease.

____ 107. Introduced species can threaten biodiversity because they can
a. cause desertification.
b. cause biological magnification.
c. crowd out native species.
d. reduce the amount of fertile land.

____ 108. All of the following are threats to biodiversity EXCEPT
a. biological magnification of toxic compounds.
b. habitat fragmentation.
c. introduced species.
d. habitat preservation.

____ 109. One of the greatest threats today to biodiversity is
a. old-growth forests.
b. ozone depletion.
c. altered habitats.
d. sustainable development.

____ 110. A major factor that negatively affects biodiversity is
a. biological magnification.
b. habitat fragmentation.
c. contour plowing.
d. nonrenewable resources.

____ 111. Protecting an entire ecosystem ensures that
a. captive breeding programs will succeed.
b. existing parks and reserves will expand.
c. governments will set aside land.
d. interactions among many species will be preserved.
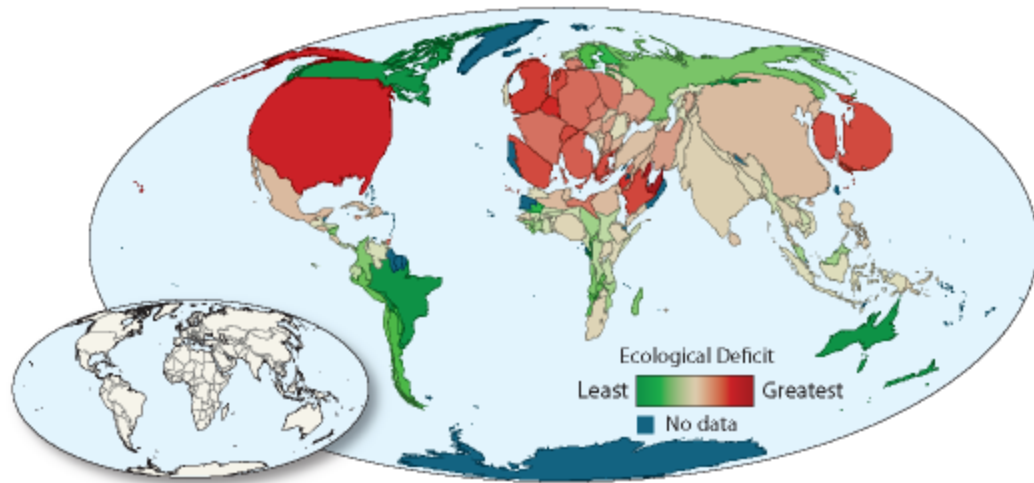
Figure 6–4

_____ 112. The map in Figure 6–4 above shows the ecological footprints of most of the countries in the world. What conclusion can be drawn from this map?
   a. Most countries have ecological footprints of approximately the same size.
   b. Antarctica has the smallest ecological footprint of all continents shown.
   c. The ecological footprint of North America is small compared to the ecological footprint of other continents.
   d. The ecological footprint of the United States is large compared to the ecological footprints of other countries.

_____ 113. When calculating a population's ecological footprint, one has to take into account the
   a. average height of the people in the population.
   b. location of the population.
   c. resources needed to clean up the population's waste.
   d. biodiversity of the population.

_____ 114. The first step to using ecology to solve environmental problems is to
   a. ban the burning of fossil fuels.
   b. close businesses that pollute.
   c. use alternative fuels.
   d. identify the problem.

_____ 115. Success at solving an environmental problem is more likely when researchers follow the basic principles of ecology because
   a. ecological solutions to problems are usually very easy to implement and can be done quickly.
   b. most people in the world are more interested in saving the environment than in their own comfort and convenience.
   c. ecology uses scientific research to identify the cause of the problem and the best practices to solve the problem.
   d. ecologists are very good at influencing government officials into changing laws to improve the environment.

_____ 116. Changing behavior is the third step in using ecology to move toward a sustainable future. Which of the following is the most successful example of environmental improvement due to changed behavior?
   a. Fish populations are increasing because of the widespread use of aquaculture.

b. Climate change has stopped because of the use of electric cars.
c. The hole in the ozone layer is getting smaller because of decreased CFC use.
d. Tropical rainforests are growing in size because new trees are being planted.

Change in Global Land-Surface Air Temperature, 1850–2005
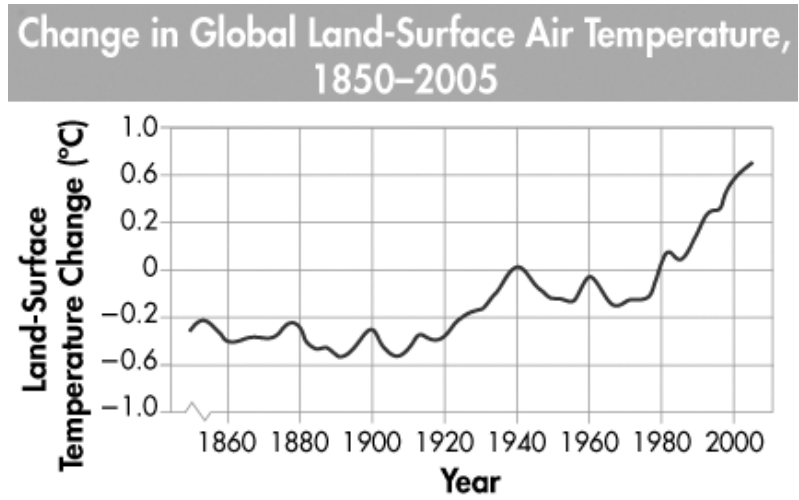
Figure 6–5

_____ 117. The data in the graph in Figure 6–5 above helped ecologists identify which environmental problem?
a. the hole in the ozone layer
b. global warming
c. habitat fragmentation
d. desertification

LTIPLE CHOICE

1. ANS: D   PTS: 1   DIF: L1   REF: p. 65
   OBJ: 3.1.1 Describe the study of ecology.   STA: SC.912.N.1.2
   TOP: Foundation Edition   MSC: knowledge
2. ANS: D   PTS: 1   DIF: L2   REF: p. 64 | p. 65
   OBJ: 3.1.1 Describe the study of ecology.   STA: SC.912.N.1.2
   TOP: Foundation Edition   MSC: comprehension
3. ANS: B   PTS: 1   DIF: L2   REF: p. 64
   OBJ: 3.1.1 Describe the study of ecology.   STA: SC.912.N.1.2
   TOP: Foundation Edition   MSC: application
4. ANS: C   PTS: 1   DIF: L2   REF: p. 65
   OBJ: 3.1.1 Describe the study of ecology.   STA: SC.912.N.1.2
   TOP: Foundation Edition   MSC: application
5. ANS: B   PTS: 1   DIF: L1   REF: p. 68
   OBJ: 3.1.3 Describe the methods used to study ecology.
   STA: SC.912.N.1.1.2 | SC.912.N.1.2 | SC.912.N.3.5   TOP: Foundation Edition
   MSC: knowledge
6. ANS: C   PTS: 1   DIF: L2   REF: p. 68
   OBJ: 3.1.3 Describe the methods used to study ecology.
   STA: SC.912.N.1.1.2 | SC.912.N.1.2 | SC.912.N.3.5   TOP: Foundation Edition
   MSC: comprehension
7. ANS: C   PTS: 1   DIF: L2   REF: p. 68
   OBJ: 3.1.3 Describe the methods used to study ecology.
   STA: SC.912.N.1.1.2 | SC.912.N.1.2 | SC.912.N.3.5   MSC: application
8. ANS: A   PTS: 1   DIF: L1   REF: p. 69
   OBJ: 3.2.1 Define primary producers.   STA: SC.912.L.17.9
   TOP: Foundation Edition   MSC: knowledge
9. ANS: C   PTS: 1   DIF: L2   REF: p. 73
   OBJ: 3.2.1 Define primary producers.   STA: SC.912.L.17.9
   TOP: Foundation Edition   MSC: application
10. ANS: A   PTS: 1   DIF: L3   REF: p. 69 | p. 70
   OBJ: 3.2.1 Define primary producers.   STA: SC.912.L.17.9
   MSC: synthesis
11. ANS: A   PTS: 1   DIF: L2   REF: p. 70
   OBJ: 3.2.1 Define primary producers.   STA: SC.912.L.17.9
   TOP: Foundation Edition   MSC: application
12. ANS: C   PTS: 1   DIF: L1   REF: p. 86
   OBJ: 3.4.4 Describe how the availability of nutrients affects the productivity of ecosystems.
   STA: SC.912.L.17.2   TOP: Foundation Edition
   MSC: knowledge
13. ANS: B   PTS: 1   DIF: L3   REF: p. 69 | p. 70
   OBJ: 3.2.1 Define primary producers.   STA: SC.912.L.17.9
   MSC: analysis
14. ANS: B   PTS: 1   DIF: L3   REF: p. 84 | p. 86
   OBJ: 3.4.4 Describe how the availability of nutrients affects the productivity of ecosystems.
   STA: SC.912.L.17.2   MSC: synthesis
15. ANS: B   PTS: 1   DIF: L2   REF: p. 71
   OBJ: 3.2.2 Describe how consumers obtain energy and nutrients.
   STA: SC.912.L.17.9   TOP: Foundation Edition
   MSC: comprehension

16. ANS: D   PTS: 1   DIF: L2   REF: p. 78
    OBJ: 3.3.2 Identify the three types of ecological pyramids.   STA: SC.912.L.17.9
    TOP: Foundation Edition   MSC: knowledge
17. ANS: A   PTS: 1   DIF: L3   REF: p. 68 | p. 74
    OBJ: 3.1.3 Describe the methods used to study ecology.
    STA: SC.912.N.1.1.2 | SC.912.N.1.2 | SC.912.N.3.5   MSC: analysis
18. ANS: B   PTS: 1   DIF: L2   REF: p. 71
    OBJ: 3.2.2 Describe how consumers obtain energy and nutrients.
    STA: SC.912.L.17.9   TOP: Foundation Edition
    MSC: comprehension
19. ANS: C   PTS: 1   DIF: L2   REF: p. 77
    OBJ: 3.3.1 Trace the flow of energy through living systems.   STA: SC.912.L.17.9
    TOP: Foundation Edition   MSC: knowledge
20. ANS: C   PTS: 1   DIF: L3   REF: p. 71
    OBJ: 3.2.2 Describe how consumers obtain energy and nutrients.
    STA: SC.912.L.17.9   MSC: analysis
21. ANS: D   PTS: 1   DIF: L2   REF: p. 71 | p. 74
    OBJ: 3.3.1 Trace the flow of energy through living systems.   STA: SC.912.L.17.9
    TOP: Foundation Edition   MSC: application
22. ANS: C   PTS: 1   DIF: L2   REF: p. 77 | p. 78
    OBJ: 3.3.2 Identify the three types of ecological pyramids.   STA: SC.912.L.17.9
    TOP: Foundation Edition   MSC: knowledge
23. ANS: D   PTS: 1   DIF: L1   REF: p. 77
    OBJ: 3.3.2 Identify the three types of ecological pyramids.   STA: SC.912.L.17.9
    MSC: knowledge
24. ANS: C   PTS: 1   DIF: L1   REF: p. 71
    OBJ: 3.2.2 Describe how consumers obtain energy and nutrients.
    STA: SC.912.L.17.9   TOP: Foundation Edition
    MSC: knowledge
25. ANS: C   PTS: 1   DIF: L2   REF: p. 79
    OBJ: 3.4.1 Describe how matter cycles among the living and nonliving parts of an ecosystem.
    STA: SC.912.L.17.10   TOP: Foundation Edition
    MSC: knowledge
26. ANS: A   PTS: 1   DIF: L1   REF: p. 81
    OBJ: 3.4.2 Describe how water cycles through the biosphere.   STA: SC.912.L.17.10
    TOP: Foundation Edition   MSC: knowledge
27. ANS: D   PTS: 1   DIF: L2   REF: p. 81
    OBJ: 3.4.2 Describe how water cycles through the biosphere.   STA: SC.912.L.17.10
    TOP: Foundation Edition   MSC: application
28. ANS: D   PTS: 1   DIF: L2   REF: p. 81
    OBJ: 3.4.2 Describe how water cycles through the biosphere.   STA: SC.912.L.17.10
    MSC: application
29. ANS: B   PTS: 1   DIF: L3   REF: p. 82 | p. 83
    OBJ: 3.4.1 Describe how matter cycles among the living and nonliving parts of an ecosystem.
    STA: SC.912.L.17.10   MSC: application
30. ANS: A   PTS: 1   DIF: L3   REF: p. 81
    OBJ: 3.4.2 Describe how water cycles through the biosphere.   STA: SC.912.L.17.10
    MSC: synthesis
31. ANS: C   PTS: 1   DIF: L1   REF: p. 84
    OBJ: 3.4.3 Explain why nutrients are important in living systems.
    STA: SC.912.L.17.10   TOP: Foundation Edition
    MSC: knowledge
32. ANS: A   PTS: 1   DIF: L2   REF: p. 84
    OBJ: 3.4.3 Explain why nutrients are important in living systems.
    STA: SC.912.L.17.10   TOP: Foundation Edition

MSC: application
33. ANS: B   PTS: 1   DIF: L1   REF: p. 82
    OBJ: 3.4.3 Explain why nutrients are important in living systems.
    STA: SC.912.L.17.10   TOP: Foundation Edition
    MSC: knowledge
34. ANS: A   PTS: 1   DIF: L2   REF: p. 73 | p. 82
    OBJ: 3.4.3 Explain why nutrients are important in living systems.
    STA: SC.912.L.17.10   TOP: Foundation Edition
    MSC: comprehension
35. ANS: C   PTS: 1   DIF: L3   REF: p. 79 | p. 80 | p. 82
    OBJ: 3.4.1 Describe how matter cycles among the living and nonliving parts of an ecosystem.
    STA: SC.912.L.17.10   TOP: Foundation Edition
    MSC: analysis
36. ANS: A   PTS: 1   DIF: L2   REF: p. 86
    OBJ: 3.4.4 Describe how the availability of nutrients affects the productivity of ecosystems.
    STA: SC.912.L.17.2   TOP: Foundation Edition
    MSC: comprehension
37. ANS: D   PTS: 1   DIF: L2   REF: p. 85
    OBJ: 3.4.4 Describe how the availability of nutrients affects the productivity of ecosystems.
    STA: SC.912.L.17.2   TOP: Foundation Edition
    MSC: synthesis
38. ANS: B   PTS: 1   DIF: L2   REF: p. 85
    OBJ: 3.4.3 Explain why nutrients are important in living systems.
    STA: SC.912.L.17.10   TOP: Foundation Edition
    MSC: comprehension
39. ANS: A   PTS: 1   DIF: L1   REF: p. 66
    OBJ: 3.1.2 Explain how biotic and abiotic factors influence an ecosystem.
    STA: SC.912.L.17.7   TOP: Foundation Edition
    MSC: knowledge
40. ANS: C   PTS: 1   DIF: L2   REF: p. 66
    OBJ: 3.1.2 Explain how biotic and abiotic factors influence an ecosystem.
    STA: SC.912.L.17.7   TOP: Foundation Edition
    MSC: application
41. ANS: B   PTS: 1   DIF: L3   REF: p. 66 | p. 67
    OBJ: 3.1.2 Explain how biotic and abiotic factors influence an ecosystem.
    STA: SC.912.L.17.7   MSC: analysis
42. ANS: C   PTS: 1   DIF: L2   REF: p. 67
    OBJ: 3.1.2 Explain how biotic and abiotic factors influence an ecosystem.
    STA: SC.912.L.17.7   TOP: Foundation Edition
    MSC: application
43. ANS: C   PTS: 1   DIF: L2   REF: p. 77 | p. 78
    OBJ: 3.3.2 Identify the three types of ecological pyramids.   STA: SC.912.L.17.9
    TOP: Foundation Edition   MSC: analysis
44. ANS: B   PTS: 1   DIF: L3   REF: p. 74
    OBJ: 3.3.1 Trace the flow of energy through living systems.   STA: SC.912.L.17.9
    MSC: application
45. ANS: D   PTS: 1   DIF: L2   REF: p. 96
    OBJ: 4.1.1 Differentiate between weather and climate.   TOP: Foundation Edition
    MSC: analysis
46. ANS: B   PTS: 1   DIF: L2   REF: p. 96 | p. 97 | p. 98
    OBJ: 4.1.2 Identify the factors that influence climate.   TOP: Foundation Edition
    MSC: comprehension
47. ANS: B   PTS: 1   DIF: L2   REF: p. 97
    OBJ: 4.1.2 Identify the factors that influence climate.   TOP: Foundation Edition
    MSC: comprehension

48. ANS: B   PTS: 1   DIF: L2   REF: p. 100
    OBJ: 4.2.1 Define niche.   TOP: Foundation Edition
    MSC: analysis
49. ANS: A   PTS: 1   DIF: L1   REF: p. 100
    OBJ: 4.2.1 Define niche.   TOP: Foundation Edition
    MSC: knowledge
50. ANS: C   PTS: 1   DIF: L2   REF: p. 101
    OBJ: 4.2.2 Describe the role competition plays in shaping communities.
    STA: SC.912.L.17.6   TOP: Foundation Edition
    MSC: application
51. ANS: B   PTS: 1   DIF: L2   REF: p. 99
    OBJ: 4.2.1 Define niche.   TOP: Foundation Edition
    MSC: application
52. ANS: C   PTS: 1   DIF: L2   REF: p. 101
    OBJ: 4.2.2 Describe the role competition plays in shaping communities.
    STA: SC.912.L.17.6   TOP: Foundation Edition
    MSC: analysis
53. ANS: B   PTS: 1   DIF: L1   REF: p. 102
    OBJ: 4.2.3 Describe the role predation and herbivory play in shaping communities.
    STA: SC.912.N.1.1.6 | SC.912.L.17.6   TOP: Foundation Edition
    MSC: knowledge
54. ANS: B   PTS: 1   DIF: L2   REF: p. 102
    OBJ: 4.2.3 Describe the role predation and herbivory play in shaping communities.
    STA: SC.912.N.1.1.6 | SC.912.L.17.6   MSC: synthesis
55. ANS: D   PTS: 1   DIF: L2   REF: p. 102
    OBJ: 4.2.3 Describe the role predation and herbivory play in shaping communities.
    STA: SC.912.N.1.1.6 | SC.912.L.17.6   TOP: Foundation Edition
    MSC: comprehension
56. ANS: A   PTS: 1   DIF: L1   REF: p. 102
    OBJ: 4.2.3 Describe the role predation and herbivory play in shaping communities.
    STA: SC.912.N.1.1.6 | SC.912.L.17.6   TOP: Foundation Edition
    MSC: knowledge
57. ANS: B   PTS: 1   DIF: L1   REF: p. 103
    OBJ: 4.2.4 Identify the three types of symbiotic relationships in nature.
    STA: SC.912.L.17.6   TOP: Foundation Edition
    MSC: knowledge
58. ANS: D   PTS: 1   DIF: L2   REF: p. 104
    OBJ: 4.2.4 Identify the three types of symbiotic relationships in nature.
    STA: SC.912.L.17.6   TOP: Foundation Edition
    MSC: analysis
59. ANS: B   PTS: 1   DIF: L1   REF: p. 106
    OBJ: 4.3.1 Describe how ecosystems recover from a disturbance.
    STA: SC.912.L.17.4   TOP: Foundation Edition
    MSC: knowledge
60. ANS: B   PTS: 1   DIF: L2   REF: p. 106 | p. 107
    OBJ: 4.3.1 Describe how ecosystems recover from a disturbance.
    STA: SC.912.L.17.4   TOP: Foundation Edition
    MSC: comprehension
61. ANS: C   PTS: 1   DIF: L3   REF: p. 106 | p. 107
    OBJ: 4.3.1 Describe how ecosystems recover from a disturbance.
    STA: SC.912.L.17.4   MSC: comprehension
62. ANS: C   PTS: 1   DIF: L2   REF: p. 108
    OBJ: 4.3.1 Describe how ecosystems recover from a disturbance.
    STA: SC.912.L.17.4   TOP: Foundation Edition
    MSC: application

63. ANS: B   PTS: 1   DIF: L2   REF: p. 108
     OBJ: 4.3.1 Describe how ecosystems recover from a disturbance.
     STA: SC.912.L.17.4   TOP: Foundation Edition
     MSC: application
64. ANS: B   PTS: 1   DIF: L3   REF: p. 107 | p. 108 | p. 109
     OBJ: 4.3.2 Compare succession after a natural disturbance with succession after a human-caused disturbance.   STA: SC.912.L.17.4 | SC.912.L.17.16   MSC: analysis
65. ANS: B   PTS: 1   DIF: L1   REF: p. 109
     OBJ: 4.3.2 Compare succession after a natural disturbance with succession after a human-caused disturbance.   STA: SC.912.L.17.4 | SC.912.L.17.16   TOP: Foundation Edition
     MSC: comprehension
66. ANS: D   PTS: 1   DIF: L1   REF: p. 132
     OBJ: 5.1.2 Identify factors that affect population growth.   STA: SC.912.L.17.5
     TOP: Foundation Edition   MSC: knowledge
67. ANS: A   PTS: 1   DIF: L1   REF: p. 132
     OBJ: 5.1.2 Identify factors that affect population growth.   STA: SC.912.L.17.5
     TOP: Foundation Edition   MSC: knowledge
68. ANS: D   PTS: 1   DIF: L2   REF: p. 132
     OBJ: 5.1.2 Identify factors that affect population growth.   STA: SC.912.L.17.5
     TOP: Foundation Edition   MSC: comprehension
69. ANS: C   PTS: 1   DIF: L3   REF: p. 132
     OBJ: 5.1.2 Identify factors that affect population growth.   STA: SC.912.L.17.5
     TOP: Foundation Edition   MSC: analysis
70. ANS: C   PTS: 1   DIF: L2   REF: p. 132
     OBJ: 5.1.2 Identify factors that affect population growth.   STA: SC.912.L.17.5
     TOP: Foundation Edition   MSC: application
71. ANS: D   PTS: 1   DIF: L2   REF: p. 133
     OBJ: 5.1.3 Describe exponential growth.   STA: SC.912.N.1.1.6 | SC.912.L.17.5
     TOP: Foundation Edition   MSC: application
72. ANS: A   PTS: 1   DIF: L2   REF: p. 133
     OBJ: 5.1.3 Describe exponential growth.   STA: SC.912.N.1.1.6 | SC.912.L.17.5
     TOP: Foundation Edition   MSC: application
73. ANS: A   PTS: 1   DIF: L2   REF: p. 133
     OBJ: 5.1.3 Describe exponential growth.   STA: SC.912.N.1.1.6 | SC.912.L.17.5
     TOP: Foundation Edition   MSC: analysis
74. ANS: C   PTS: 1   DIF: L1   REF: p. 132
     OBJ: 5.1.3 Describe exponential growth.   STA: SC.912.N.1.1.6 | SC.912.L.17.5
     TOP: Foundation Edition   MSC: knowledge
75. ANS: D   PTS: 1   DIF: L3   REF: p. 132 | p. 133
     OBJ: 5.1.3 Describe exponential growth.   STA: SC.912.N.1.1.6 | SC.912.L.17.5
     MSC: analysis
76. ANS: A   PTS: 1   DIF: L1   REF: p. 134 | p. 135
     OBJ: 5.1.4 Describe logistic growth.   STA: SC.912.N.1.1.6 | SC.912.L.17.5
     TOP: Foundation Edition   MSC: knowledge
77. ANS: C   PTS: 1   DIF: L2   REF: p. 135
     OBJ: 5.1.4 Describe logistic growth.   STA: SC.912.N.1.1.6 | SC.912.L.17.5
     TOP: Foundation Edition   MSC: comprehension
78. ANS: B   PTS: 1   DIF: L2   REF: p. 134
     OBJ: 5.1.4 Describe logistic growth.   STA: SC.912.N.1.1.6 | SC.912.L.17.5
     TOP: Foundation Edition   MSC: comprehension
79. ANS: C   PTS: 1   DIF: L2   REF: p. 134
     OBJ: 5.1.4 Describe logistic growth.   STA: SC.912.N.1.1.6 | SC.912.L.17.5
     TOP: Foundation Edition   MSC: comprehension
80. ANS: A   PTS: 1   DIF: L3   REF: p. 134 | p. 135
     OBJ: 5.1.4 Describe logistic growth.   STA: SC.912.N.1.1.6 | SC.912.L.17.5

MSC: analysis
81. ANS: C   PTS: 1   DIF: L1   REF: p. 137
    OBJ: 5.2.1 Identify factors that determine carrying capacity.   STA: SC.912.L.17.5
    TOP: Foundation Edition   MSC: knowledge
82. ANS: C   PTS: 1   DIF: L2   REF: p. 138 | p. 140
    OBJ: 5.2.1 Identify factors that determine carrying capacity.   STA: SC.912.L.17.5
    TOP: Foundation Edition   MSC: application
83. ANS: A   PTS: 1   DIF: L2   REF: p. 138
    OBJ: 5.2.1 Identify factors that determine carrying capacity.   STA: SC.912.L.17.5
    TOP: Foundation Edition   MSC: analysis
84. ANS: A   PTS: 1   DIF: L2   REF: p. 140
    OBJ: 5.2.1 Identify factors that determine carrying capacity.   STA: SC.912.L.17.5
    TOP: Foundation Edition   MSC: comprehension
85. ANS: A   PTS: 1   DIF: L3   REF: p. 137
    OBJ: 5.2.1 Identify factors that determine carrying capacity.   STA: SC.912.L.17.5
    MSC: analysis
86. ANS: C   PTS: 1   DIF: L2   REF: p. 138
    OBJ: 5.2.2 Identify the limiting factors that depend on population density.
    STA: SC.912.N.1.1.6 | SC.912.L.17.5 | SC.912.L.17.6   MSC: evaluation
87. ANS: B   PTS: 1   DIF: L3   REF: p. 156
    OBJ: 6.1.1 Describe human activities that can affect the biosphere.
    STA: SC.912.L.17.16 | SC.912.L.17.18   MSC: synthesis
88. ANS: C   PTS: 1   DIF: L2   REF: p. 156
    OBJ: 6.1.1 Describe human activities that can affect the biosphere.
    STA: SC.912.L.17.16 | SC.912.L.17.18   TOP: Foundation Edition
    MSC: analysis
89. ANS: D   PTS: 1   DIF: L2   REF: p. 157
    OBJ: 6.1.2 Describe the relationship between resource use and sustainable development.
    STA: SC.912.L.17.11 | SC.912.L.17.12 | SC.912.L.17.19   TOP: Foundation Edition
    MSC: comprehension
90. ANS: D   PTS: 1   DIF: L3   REF: p. 157
    OBJ: 6.1.2 Describe the relationship between resource use and sustainable development.
    STA: SC.912.L.17.11 | SC.912.L.17.12 | SC.912.L.17.19   MSC: synthesis
91. ANS: B   PTS: 1   DIF: L2   REF: p. 156
    OBJ: 6.1.2 Describe the relationship between resource use and sustainable development.
    STA: SC.912.L.17.11 | SC.912.L.17.12 | SC.912.L.17.19   MSC: comprehension
92. ANS: D   PTS: 1   DIF: L2   REF: p. 157
    OBJ: 6.1.2 Describe the relationship between resource use and sustainable development.
    STA: SC.912.L.17.11 | SC.912.L.17.12 | SC.912.L.17.19   TOP: Foundation Edition
    MSC: comprehension
93. ANS: A   PTS: 1   DIF: L1   REF: p. 157
    OBJ: 6.1.2 Describe the relationship between resource use and sustainable development.
    STA: SC.912.L.17.11 | SC.912.L.17.12 | SC.912.L.17.19   TOP: Foundation Edition
    MSC: application
94. ANS: B   PTS: 1   DIF: L2   REF: p. 160
    OBJ: 6.2.1 Describe how human activities affect soil and land.
    STA: SC.912.L.17.12 | SC.912.L.17.16 | SC.912.L.17.17   TOP: Foundation Edition
    MSC: comprehension
95. ANS: B   PTS: 1   DIF: L1   REF: p. 160
    OBJ: 6.2.1 Describe how human activities affect soil and land.
    STA: SC.912.L.17.12 | SC.912.L.17.16 | SC.912.L.17.17   TOP: Foundation Edition
    MSC: knowledge
96. ANS: C   PTS: 1   DIF: L2   REF: p. 162
    OBJ: 6.2.2 Describe how human activities affect water resources.
    STA: SC.912.L.17.12 | SC.912.L.17.16 | SC.912.L.17.17   TOP: Foundation Edition

MSC: comprehension
 97. ANS: B   PTS: 1   DIF: L1   REF: p. 161
     OBJ: 6.2.2 Describe how human activities affect water resources.
     STA: SC.912.L.17.12 | SC.912.L.17.16 | SC.912.L.17.17   TOP: Foundation Edition
     MSC: knowledge
 98. ANS: C   PTS: 1   DIF: L1   REF: p. 161
     OBJ: 6.2.2 Describe how human activities affect water resources.
     STA: SC.912.L.17.12 | SC.912.L.17.16 | SC.912.L.17.17   TOP: Foundation Edition
     MSC: knowledge
 99. ANS: B   PTS: 1   DIF: L3   REF: p. 161
     OBJ: 6.2.2 Describe how human activities affect water resources.
     STA: SC.912.L.17.12 | SC.912.L.17.16 | SC.912.L.17.17   MSC: synthesis
100. ANS: C   PTS: 1   DIF: L2   REF: p. 164
     OBJ: 6.2.3 Describe how human activities affect air resources.
     STA: SC.912.L.17.12 | SC.912.L.17.16 | SC.912.L.17.17   MSC: knowledge
101. ANS: B   PTS: 1   DIF: L3   REF: p. 165
     OBJ: 6.2.3 Describe how human activities affect air resources.
     STA: SC.912.L.17.12 | SC.912.L.17.16 | SC.912.L.17.17   MSC: evaluation
102. ANS: D   PTS: 1   DIF: L2   REF: p. 164
     OBJ: 6.2.3 Describe how human activities affect air resources.
     STA: SC.912.L.17.12 | SC.912.L.17.16 | SC.912.L.17.17   MSC: application
103. ANS: B   PTS: 1   DIF: L2   REF: p. 165
     OBJ: 6.2.3 Describe how human activities affect air resources.
     STA: SC.912.L.17.12 | SC.912.L.17.16 | SC.912.L.17.17   TOP: Foundation Edition
     MSC: application
104. ANS: D   PTS: 1   DIF: L1   REF: p. 166
     OBJ: 6.3.1 Define biodiversity and explain its value.   STA: SC.912.L.15.3
     TOP: Foundation Edition   MSC: knowledge
105. ANS: B   PTS: 1   DIF: L2   REF: p. 166
     OBJ: 6.3.1 Define biodiversity and explain its value.   STA: SC.912.L.15.3
     TOP: Foundation Edition   MSC: analysis
106. ANS: C   PTS: 1   DIF: L2   REF: p. 167
     OBJ: 6.3.1 Define biodiversity and explain its value.   STA: SC.912.L.15.3
     TOP: Foundation Edition   MSC: analysis
107. ANS: C   PTS: 1   DIF: L1   REF: p. 169
     OBJ: 6.3.2 Identify current threats to biodiversity. STA: SC.912.L.17.8 | SC.912.L.17.16
     TOP: Foundation Edition   MSC: comprehension
108. ANS: D   PTS: 1   DIF: L2   REF: p. 161 | p. 168 | p. 169 | p. 170
     OBJ: 6.3.2 Identify current threats to biodiversity. STA: SC.912.L.17.8 | SC.912.L.17.16
     TOP: Foundation Edition   MSC: comprehension
109. ANS: C   PTS: 1   DIF: L2   REF: p. 168
     OBJ: 6.3.2 Identify current threats to biodiversity. STA: SC.912.L.17.8 | SC.912.L.17.16
     TOP: Foundation Edition   MSC: comprehension
110. ANS: B   PTS: 1   DIF: L2   REF: p. 168
     OBJ: 6.3.2 Identify current threats to biodiversity. STA: SC.912.L.17.8 | SC.912.L.17.16
     TOP: Foundation Edition   MSC: application
111. ANS: D   PTS: 1   DIF: L3   REF: p. 170
     OBJ: 6.3.3 Describe how biodiversity can be preserved.   STA: SC.912.L.17.17
     MSC: evaluation
112. ANS: D   PTS: 1   DIF: L2   REF: p. 174
     OBJ: 6.4.1 Explain the concept of ecological footprint.   STA: SC.912.L.17.13 | SC.912.L.17.20
     MSC: evaluation
113. ANS: C   PTS: 1   DIF: L2   REF: p. 173
     OBJ: 6.4.1 Explain the concept of ecological footprint.   STA: SC.912.L.17.13 | SC.912.L.17.20
     TOP: Foundation Edition   MSC: comprehension

114. ANS: D   PTS: 1   DIF: L1   REF: p. 174
     OBJ: 6.4.2 Identify the role of ecology in a sustainable future.   STA: SC.912.L.17.12 | SC.912.L.17.13
     TOP: Foundation Edition   MSC: synthesis
115. ANS: C   PTS: 1   DIF: L3   REF: p. 174
     OBJ: 6.4.2 Identify the role of ecology in a sustainable future.   STA: SC.912.L.17.12 | SC.912.L.17.13
     MSC: comprehension
116. ANS: C   PTS: 1   DIF: L2   REF: p. 175
     OBJ: 6.4.2 Identify the role of ecology in a sustainable future.   STA: SC.912.L.17.12 | SC.912.L.17.13
     TOP: Foundation Edition   MSC: analysis
117. ANS: B   PTS: 1   DIF: L2   REF: p. 177
     OBJ: 6.4.2 Identify the role of ecology in a sustainable future.   STA: SC.912.L.17.12 | SC.912.L.17.13
     TOP: Foundation Edition   MSC: analysis