**(AP) ENVIRONMENTAL SCIENCE 2022-23 September 14, 2022**

**Today’s Agenda (Day 21)**

1. Housekeeping Items

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1. Homework Check:

🡪 Chapter 3 Reading Guide

1. Class Activity:

🡪BEGIN: Chapter 3 PPT Review

1. **Section 3.1 - Making Decisions**
2. **Section 3.2 - Characterizing Risk**
3. Section 3.3 - Environmental Economics
4. Section 3.4 - Comparing Economic and Ecological Systems
5. Section 3.5 - Using Economic Tools to Address Environmental Issues
6. Section 3.6 - Economics and Sustainable Development

HOMEWORK:

* READ: Chapter 3 – Risk, Economics, and Environmental Concerns
* COMPLETE: Chapter 3 Vocabulary (abridged template)
* STUDY: Chapter 3

CHAPTER 3 VOCABULARY

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Cost-benefit analysis | Deferred costs | Demand | Economics | Ecosystem services | environmental costs |
| Extended product responsibility | External costs | Life cycle analysis | Natural resources | negligible risk | Nonrenewable resources |
| Opportunity costs | Pollution | Pollution costs | pollution prevention | price probability | Renewable resources |
| Resources | Risk | risk assessment | risk management | Subsidy | Supply |
| supply/demand curve | sustainable development |  |  |  |  |

REMINDERS:

* ACTIVITY: Lorax and Lorax v. Truax – Sept. 14
* **TEST:** **Ch 3** 🡪 **Sept. 20 Note change of date!**
* QUIZ: APES MATH REVIEW 🡪 Sept. 22

**(AP) ENVIRONMENTAL SCIENCE 2022-23 VIDEO ACTIVITY**

 **THE LORAX**

**Introduction:** *The Lorax is a fictional story about a man whose activities abused the environment and about what he learned from the experience. The story contains many common components found in the environmental problems and issues facing humans around the world.*

1) In the story of *“The Lorax”,* who does the **Once-ler** represent?

2) Who does ***“The Lorax”*** represent?

3) The Once-ler moved across the land in his wagon. He came upon a new region with an important natural resource. *What was this natural resource that the Once-ler found?*

4) Humans often appreciate the beauty of the natural world. Experiences such as finding seashells on a beach or seeing a rare bird often cause strong feelings. *Did the Once-ler have feelings about the region and natural resources that he found?* ***Explain.***

5) The Once-ler used the land’s natural resources to start a business, which made and sold a product. ***What was the product? How was it used by buyers?***

6) Pollution not only affects plant and animal species, but it also affects another living species, human beings. ***Explain whether the Once-ler’s factory and town was a safe and healthy place to be. Why or why not?***

7) The Once-ler’s business failed. Why? What happened to cause the failure of this business? ***What happens to the area where the business once was located?*** *Have you seen this in real-life?*

8) The Once-ler learned that he had made a serious mistake. What, in your opinion, was his mistake? ***What could he have done differently? (How could the Once-ler have managed his company to protect natural resources and not run out of trees)***

9) Explain, in your own words, ***what the Once-ler says must happen for the Lorax and his animals to return.***

10) Can you think of a real-life example of how man-made pollution affected a real ecosystem, its abiotics *(eg: temperature, water quality, air quality, etc.)* or its habitat? ***Explain.***

11) The use of technology requires the use of natural resources. The use of natural resources always has an effect on the environment. ***How did the production of Thneeds affect the Truffula trees, a key biotic natural resource?***

12) Threatened and endangered species are those plant and animal populations threatened by or becoming extinct. Often, this is a result of human activity. ***Can you name the threatened or endangered species in the story and describe why they faced this condition?***

13) Certain animals depended on Truffula trees. Name the animals. ***Explain why these animals needed Truffula trees.***

14) Often, technological production creates, “byproducts”. For example, a byproduct of sawing wood is sawdust. Sometimes the byproducts of technology are unwanted or dangerous and are pollutants in the environment. Sometimes byproducts are useful. **Name two byproducts that resulted from making Thneeds.**

1:

2:

15) What does the Once-ler mean by **UNLESS?** ***Explain.***

16) What does your Truffula Seed represent and what should you do with this knowledge and your seed? ***Be sure to tell why.***

17) Do you think it is possible to achieve sustainable development; to balance quality of life with quality of the environment?

**(AP) ENVIRONMENTAL SCIENCE 2022-23 COMPARISON ACTIVITY**

 **THE LORAX and TRUAX DEBATE**

**Explore**: After reviewing The Lorax video and The Truax book, complete the comparison table below to highlight the Key Points from each story. Then read each statement, and highlight any sentences with which you agree.

|  |  |
| --- | --- |
| **Truax—Key Points** | **The Lorax—Key Points** |
|  |  |
|  |  |
|  |  |
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|  |  |
|  |  |

**Instructions**: Answer the following detailed questions regarding each story.

1. What type of harvest was done to the Truffula trees?
2. What did the Lorax warn would happen if you cut down the trees?
3. What did the Lorax promise if you were to plant the Truffula seeds?
4. What was the moral of The Lorax?
5. What could one do to harvest the Truffula trees to make all of the tree products but ensure there would be trees for the future? Give your advice to the narrator to sustain the Truffula forest while still using the trees.

**The Truax**

1. Why did Guardbark want people to not disturb the trees?
2. Why did Truax think that it was okay to harvest some of the trees?
3. What did Truax and his friends do to make sure that there are plenty of trees for the future (to sustain the forest)?
4. Truax and his friends use sustainable practices to make sure there are trees for the future, how does this make you feel?
5. How does The Truax story differ from The Lorax story? Which one do you believe is most realistic or comparable to how forests are managed in the U.S.?

**(AP) ENVIRONMENTAL SCIENCE 2022-23 READING GUIDE**

**CHAPTER 3**

REVIEW QUESTIONS

1. What factors are used to characterize a risk?

2. What tools are used to help characterize the risk of environmental factors such as toxins?

3. List three environmental factors that have major worldwide health impacts.

4. Give examples of risk management activities.

5. Define natural resources and give examples of renewable and nonrenewable resources.

6. Describe how the supply of a good or service and the demand for it interact to determine the price.

7. Define and give examples of ecosystem services.

8. Give environmental examples of deferred costs, external costs, and opportunity costs.

9. List four ways in which environmental systems differ from economic systems.

10. What is incorporated in a cost-benefit analysis?

11. What are some of the concerns about the use of cost-benefit analysis in environmental decision making?

12. Differentiate between pollution costs and pollution-prevention costs.

13. Define the problem of common property resource ownership. Provide some examples.

14. Give examples of subsidies, market-based instruments, and life cycle analysis.

15. What kinds of risks are most willingly accepted by people?

CRITICAL THINKING QUESTIONS [for APES students only]

1. If you were a regulatory official, what kind of information would you require to make a decision about whether a certain chemical was “safe” or not? What level of risk would you deem acceptable for society? For you and your family?

2. Why do you suppose some carcinogenic agents, such as those in cigarettes, are so difficult to regulate?

3. Imagine you were assessing the risk of a new chemical plant being built along the Mississippi River in Louisiana. Identify some of the risks that you would want to assess. What kinds of data would you need to assess whether or not the risk was acceptable? Do you think that some risks are harder to quantify than others? Why?

4. Granting polluting industries or countries the right to buy and sell emissions permits is a controversial idea. Some argue that the market is the best way to limit pollution. Others argue that trade in permits allows polluting industries to continue to pollute and concentrates that pollution. What do you think?

5. Imagine you are an independent economist who is conducting a costbenefit analysis of a hydroelectric project. What might be the costs of this project? The benefits? How would you quantify the costs of the project? The benefits? What kinds of costs and benefits might be hard to quantify or might be too tangential to the project to figure into the official estimates?

6. Do you think environmentalists should or should not stretch traditional cost-benefit analysis to include how development affects the environment? What are the benefits to this? The risks?

7. Looking at your own life, what kinds of risks do you take? What kinds are you unwilling to take? What criteria do you use to decide about acceptable and unacceptable risk?

8. Is current worldwide growth and development sustainable? If there were less growth, what would be the effect on developing countries? How could we achieve a just distribution of resources and still limit growth?

9. Should our policies reflect an interest in preserving resources for future generations? If so, what level of resources should be preserved? What would you be willing to do without to save for the future?

10. If you owned a small business in the United States and were looking to expand your business within your home state, would you consider purchasing a contaminated piece of property in a downtown or urban area? Why or why not? Would you be concerned about the environmental liabilities associated with it? Would you be worried about the health and safety of your workers if you located there? Why? What might be your concerns, or how could you find out? Would you conduct an environmental assessment prior to applying for financing the purchase and construction? Knowing what you know now, what type of risk tolerance do you have concerning your finances, your workers’ health and safety, and the environment?

**APES 2022-23 MATH REVIEW**

 **AP Environmental Science Math Prep**

This year in APES you will hear the two words most dreaded by high school students…NO CALCULATORS! That’s right, you cannot use a calculator on the AP Environmental Science exam. Since the regular tests you will take are meant to help prepare you for the APES exam, you will not be able to use calculators on regular tests all year either. The good news is that most calculations on the tests and exams are written to be fairly easy calculations and to come out in whole numbers or to only a few decimal places. The challenge is in setting up the problems correctly and knowing enough basic math to solve the problems. With practice, you will be a math expert by the time the exam rolls around. So bid your calculator a fond farewell, tuck it away so you won’t be tempted, and start sharpening your math skills!

# Contents

Decimals Percentages Scientific Notation

Averages Metric Units Dimensional Analysis

# Reminders

1. Write out all your work, even if it’s something really simple. This is required on the APES exam so it will be required on all your assignments, labs, quizzes, and tests as well.
2. Include units in each step. Your answers always need units and it’s easier to keep track of them if you write them in every step.
3. Check your work. Go back through each step to make sure you didn’t make any mistakes in your calculations. Also check to see if your answer makes sense. For example, a person probably will not eat 13 million pounds of meat in a year. If you get an answer that seems unlikely, it probably is. Go back and check your work.

# Directions

Read each section below for review. Look over the examples and use them for help on the practice problems. When you get to the practice problems, write out all your work and be sure to include units on each step. Check your work.

Decimals

# Part I: The basics

Decimals are used to show fractional numbers. The first number behind the decimal is the tenths place, the next is the hundredths place, the next is the thousandths place. Anything beyond that should be changed into scientific notation (which is addressed in another section.)



# Part II: Adding or Subtracting Decimals

To add or subtract decimals, make sure you line up the decimals and then fill in any extra spots with zeros. Add or subtract just like usual. Be sure to put a decimal in the answer that is lined up with the ones in the problem.



# Part III: Multiplying Decimals

Line up the numbers just as you would if there were no decimals. DO NOT line up the decimals. Write the decimals in the numbers but then ignore them while you are solving the multiplication problem just as you would if there were no decimals at all. After you have your answer, count up all the numbers behind the decimal point(s). Count the same number of places over in your answer and write in the decimal.



# Part IV: Dividing Decimals

*Scenario One*: If the divisor (the number after the / or before the ) does not have a decimal, set up the problems just like a regular division problem. Solve the problem just like a regular division problem. When you have your answer, put a decimal in the same place as the decimal in the dividend (the number before the / or under the ).



*Scenario Two*: If the divisor does have a decimal, make it a whole number before you start. Move the decimal to the end of the number, then move the decimal in the dividend the same number of places.



Then solve the problem just like a regular division problem. Put the decimal above the decimal in the dividend. (See Scenario One problem).

Practice: Remember to show all your work, include units if given, and NO CALCULATORS! All work and answers go on your answer sheet.

1. 1.678 + 2.456 =
2. 344.598 + 276.9 =
3. 1229.078 + .0567 =
4. 45.937 – 13.43 =
5. 199.007 – 124.553 =
6. 90.3 – 32.679 =
7. 28.4 x 9.78 =
8. 324.45 x 98.4 =
9. 1256.93 x 12.38 =
10. 64.5 / 5 =
11. 114.54 / 34.5 =
12. 3300.584 / 34.67 =

## Averages

To find an average, add all the quantities given and divide the total by the number of quantities.

*Example*: Find the average of 10, 20, 35, 45, and 105.

 *Step 1: Add all the quantities*. 10 + 20 + 35 + 45 + 105 = 215

 *Step 2: Divide the total by the number of given quantities*. 215 / 5 = 43

Practice: Remember to show all your work, include units if given, and NO CALCULATORS! All work and answers go on your answer sheet.

1. Find the average of the following numbers: 11, 12, 13, 14, 15, 23, and 29
2. Find the average of the following numbers: 124, 456, 788, and 343
3. Find the average of the following numbers: 4.56, .0078, 23.45, and .9872

## Percentages

**Introduction:**

Percents show fractions or decimals with a denominator of 100. Always move the decimal TWO places to the right go from a decimal to a percentage or TWO places to the left to go from a percent to a decimal.

 *Examples:* .85 = 85%. .008 = .8%

# Part I: Finding the Percent of a Given Number

To find the percent of a given number, change the percent to a decimal and MULTIPLY.

*Example: 30% of 400*

 *Step 1:* 30% = .30 *Step 2:*  400

 x .30 12000

 *Step 3:* *Count the digits behind the decimal in the problem and add decimal to the answer.*

 12000  120.00  120

# Part II: Finding the Percentage of a Number

To find what percentage one number is of another, divide the first number by the second, then convert the decimal answer to a percentage.

*Example:* What percentage is 12 of 25?

 *Step 1:* 12/25 = .48

 *Step 2:* .48 = 48% (12 is 48% of 25)

# Part III: Finding Percentage Increase or Decrease

To find a percentage increase or decrease, first find the percent change, then add or subtract the change to the original number. *Example:* Kindles have dropped in price 18% from $139. What is the new price of a Kindle?

 *Step 1:* $139 x .18 = $25

 *Step 2:* $139 - $25 = $114

# Part IV: Finding a Total Value

To find a total value, given a percentage of the value, DIVIDE the given number by the given percentage.

*Example:* If taxes on a new car are 8% and the taxes add up to $1600, how much is the new car?

 *Step 1:* 8% = .08

 *Step 2:* $1600 / .08 = $160,000 / 8 = $20,000 (*Remember when the divisor has a decimal, move it to the end to make it a whole number and move the decimal in the dividend the same number of places. .08 becomes 8, 1600 becomes 160000.)*

Practice: Remember to show all your work, include units if given, and NO CALCULATORS! All work and answers go on your answer sheet.

1. What is 45% of 900?
2. Thirteen percent of a 12,000 acre forest is being logged. How many acres will be logged?
3. A water heater tank holds 280 gallons. Two percent of the water is lost as steam. How many gallons remain to be used?
4. What percentage is 25 of 162.5?
5. 35 is what percentage of 2800?
6. 14,000 acres of a 40,000 acre forest burned in a forest fire. What percentage of the forest was damaged?
7. You have driven the first 150 miles of a 2000 mile trip. What percentage of the trip have you traveled?
8. Home prices have dropped 5% in the past three years. An average home in Indianapolis three years ago was

$130,000. What’s the average home price now?

1. The Greenland Ice Sheet contains 2,850,000 cubic kilometers of ice. It is melting at a rate of .006% per year. How many cubic kilometers are lost each year?
2. 235 acres, or 15%, of a forest is being logged. How large is the forest?
3. A teenager consumes 20% of her calories each day in the form of protein. If she is getting 700 calories a day from protein, how many calories is she consuming per day?
4. In a small oak tree, the biomass of insects makes up 3000 kilograms. This is 4% of the total biomass of the tree. What is the total biomass of the tree?

## Metric Units

Kilo-, centi-, and milli- are the most frequently used prefixes of the metric system. You need to be able to go from one to another without a calculator. You can remember the order of the prefixes by using the following sentence: *King Henry Died By Drinking Chocolate Milk*. Since the multiples and divisions of the base units are all factors of ten, you just need to move the decimal to convert from one to another.



*Example*: 55 centimeters = ? kilometers

 *Step 1: Figure out how many places to move the decimal. King Henry Died By Drinking… – that’s six places. (Count the one you are going to, but not the one you are on.)*

 *Step 2: Move the decimal five places to the left since you are going from smaller to larger.*

# *55 centimeters = .00055 kilometers*

*Example: 19.5 kilograms = ? milligrams*

 *Step 1: Figure out how many places to move the decimal. … Henry Died By Drinking Chocolate Milk – that’s six places. (Remember to count the one you are going to, but not the one you are on.) Step 2: Move the decimal six places to the right since you are going from larger to smaller. In this case you need to add zeros.*

## *19.5 kilograms = 19,500,000 milligrams*

Practice: Remember to show all your work, include units if given, and NO CALCULATORS! All work and answers go on your answer sheet.

1. 1200 kilograms = ? milligrams
2. 14000 millimeters = ? meters
3. 670 hectometers = ? centimeters
4. 6544 liters = ? milliliters
5. .078 kilometers = ? meters
6. 17 grams = ? kilograms

Scientific Notation **Introduction:**

Scientific notation is a shorthand way to express large or tiny numbers. Since you will need to do calculations throughout the year WITHOUT A CALCULATOR, we will consider anything over 1000 to be a large number. Writing these numbers in scientific notation will help you do your calculations much quicker and easier and will help prevent mistakes in conversions from one unit to another. Like the metric system, scientific notation is based on factors of 10. A large number written in scientific notation looks like this:

## 1.23 x 1011

The number before the x (1.23) is called the coefficient. The coefficient must be greater than 1 and less than 10. The number after the x is the base number and is always 10. The number in superscript (11) is the exponent.

### Part I: Writing Numbers in Scientific Notation

To write a large number in scientific notation, put a decimal after the first digit. Count the number of digits after the decimal you just wrote in. This will be the exponent. Drop any zeros so that the coefficient contains as few digits as possible.

*Example*: 123,000,000,000

 *Step 1: Place a decimal after the first digit.* 1.23000000000 *Step 2: Count the digits after the decimal…there are 11.*

 *Step 3: Drop the zeros and write in the exponent*. 1.23 x 1011

Writing tiny numbers in scientific notation is similar. The only difference is the decimal is moved to the left and the exponent is a negative. A tiny number written in scientific notation looks like this:

## 4.26 x 10-8

To write a tiny number in scientific notation, move the decimal after the first digit that is not a zero. Count the number of digits before the decimal you just wrote in. This will be the exponent as a negative. Drop any zeros before or after the decimal.

 *Example*: .0000000426

 *Step 1*: 00000004.26

 *Step 2: Count the digits before the decimal…there are 8.*

 *Step 3: Drop the zeros and write in the exponent as a negative*. 4.26 x 10-8

### Part II: Adding and Subtracting Numbers in Scientific Notation

To add or subtract two numbers with exponents, the exponents must be the same. You can do this by moving the decimal one way or another to get the exponents the same. Once the exponents are the same, add (if it’s an addition problem) or subtract (if it’s a subtraction problem) the coefficients just as you would any regular addition problem (review the previous section about decimals if you need to). The exponent will stay the same. Make sure your answer has only one digit before the decimal – you may need to change the exponent of the answer.

*Example*: 1.35 x 106 + 3.72 x 105 = ?

*Step 1: Make sure both exponents are the same. It’s usually easier to go with the larger exponent so you don’t have to change the exponent in your answer, so let’s make both exponents 6 for this problem.*

3.72 x 105  .372 x 106

 *Step 2: Add the coefficients just as you would regular decimals. Remember to line up the decimals.*

## 1.35



 *Step 3: Write your answer including the exponent, which is the same as what you started with.*

## 1.722 x 106

### Part III: Multiplying and Dividing Numbers in Scientific Notation

To multiply exponents, multiply the coefficients just as you would regular decimals. Then add the exponents to each other. The exponents DO NOT have to be the same.

*Example*: 1.35 x 106  X 3.72 x 105 = ?

 *Step 1: Multiply the coefficients.*

 1.35 x 3.72

 270 9450

 40500

 50220  5.022

 *Step 2: Add the exponents.*

5 + 6 = 11

 *Step 3*: *Write your final answer.*

# 5.022 x 1011

To divide exponents, divide the coefficients just as you would regular decimals, then subtract the exponents. In some cases, you may end up with a negative exponent.

*Example*: 5.635 x 103 / 2.45 x 106 = ?

 *Step 1: Divide the coefficients.*

5.635 / 3.45 = 2.3

 *Step 2: Subtract the exponents.*

# 3 – 6 = -3

 *Step 3: Write your final answer.*

## 2.3 x 10-3

Practice: Remember to show all your work, include units if given, and NO CALCULATORS! All work and answers go on your answer sheet.

*Write the following numbers in scientific notation:*

1. 145,000,000,000
2. 13 million
3. 435 billion
4. .000348
5. 135 trillion
6. 24 thousand

*Complete the following calculations:*

1. 3 x 103 + 4 x 103
2. 4.67 x 104 + 323 x 103
3. 7.89 x 10-6 + 2.35 x 10-8
4. 9.85 x 104 – 6.35 x 104
5. 2.9 x 1011 – 3.7 x 1013
6. 1.278 x 10-13 – 1.021 x 10-10
7. three hundred thousand plus forty-seven thousand
8. 13 million minus 11 thousand
9. 1.32 x 108 X 2.34 x 104
10. 3.78 x 103 X 2.9 x 102
11. three million times eighteen thousand
12. one thousandth of seven thousand
13. eight ten-thousandths of thirty-five million
14. 3.45 x 109 / 2.6 x 103
15. 1.98 x 10-4 / 1.72 x 10-6
16. twelve thousand divided by four thousand

### Dimensional Analysis Introduction

Dimensional analysis is a way to convert a quantity given in one unit to an equal quantity of another unit by lining up all the known values and multiplying. It is sometimes called factor-labeling. The best way to start a factor-labeling problem is by using what you already know. In some cases you may use more steps than a classmate to find the same answer, but it doesn’t matter. Use what you know, even if the problem goes all the way across the page!

In a dimensional analysis problem, start with your given value and unit and then work toward your desired unit by writing equal values side by side. Remember you want to cancel each of the intermediate units. To cancel a unit on the top part of the problem, you have to get the unit on the bottom. Likewise, to cancel a unit that appears on the bottom part of the problem, you have to write it in on the top.

Once you have the problem written out, multiply across the top and bottom and then divide the top by the bottom.

*Example*: 3 years = ? seconds

 *Step 1: Start with the value and unit you are given. There may or may not be a number on the bottom.*

3 years

 *Step 2: Start writing in all the values you know, making sure you can cancel top and bottom. Since you have years on top right now, you need to put years on the bottom in the next segment. Keep going, canceling units as you go, until you end up with the unit you want (in this case seconds) on the top.*

3 years 365 days 24 hours 60 minutes 60 seconds 1 year 1 day 1 hour 1 minute

 *Step 3: Multiply all the values across the top. Write in scientific notation if it’s a large number. Write units on your answer.*

# 3 x 365 x 24 x 60 x 60 = 9.46 x 107 seconds

*Step 4: Multiply all the values across the bottom. Write in scientific notation if it’s a large number. Write units on your answer if there are any. In this case everything was cancelled so there are no units.* 1 x 1 x 1 x 1 = 1

 *Step 5: Divide the top number by the bottom number. Remember to include units.*

 9.46 x 107 seconds / 1 = 9.46 x 107 seconds

*Step 6: Review your answer to see if it makes sense. 9.46 x 107 is a really big number. Does it make sense for there to be a lot of seconds in three years? YES! If you had gotten a tiny number, then you would need to go back and check for mistakes.*

In lots of APES problems, you will need to convert both the top and bottom unit. Don’t panic! Just convert the top one first and then the bottom.

*Example:* 50 miles per hour = ? feet per second

 *Step 1: Start with the value and units you are given. In this case there is a unit on top and on bottom.*

50 miles

1 hour

 *Step 2: Convert miles to feet first.*

#  50 miles 5280 feet 1 hour 1 mile

 *Step 3: Continue the problem by converting hours to seconds.*

50 miles 5280 feet 1 hour 1 minute

 1 hour 1 mile 60 minutes 60 seconds

 *Step 4: Multiply across the top and bottom. Divide the top by the bottom. Be sure to include units on each step. Use scientific notation for large numbers.*

# 50 x 5280 feet x 1 x 1 = 264000 feet 1 x 1 x 60 x 60 seconds = 3600 seconds

264000 feet / 3600 seconds = 73.33 feet/second

Practice: Remember to show all your work, include units if given, and NO CALCULATORS! All work and answers go on your answer sheet. Use scientific notation when appropriate.

Conversions:

1 square mile = 640 acres

1 hectare (Ha) = 2.47 acres

1 kw-hr = 3,413 BTUs

1 barrel of oil = 159 liters

1 metric ton = 1000 kg

1. 134 miles = ? inches
2. 8.9 x 105 tons = ? ounces
3. 1.35 kilometers per second = ? miles per hour
4. A city that uses ten billion BTUs of energy each month is using how many kilowatt-hours of energy?
5. A 340 million square mile forest is how many hectares?
6. If one barrel of crude oil provides six million BTUs of energy, how many BTUs of energy will one liter of crude oil provide?
7. Fifty eight thousand kilograms of solid waste is equivalent to how many metric tons?

# Data for plotting graphs

**Graphing Practice Problem #1:** Ethylene is a plant hormone that causes fruit to mature. The data above concerns the amount of time it takes for fruit to mature from the time of the first application of ethylene by spraying a field of trees.

|  |  |  |  |
| --- | --- | --- | --- |
| **Amount of ethylene in ml/m2**  | **Wine sap Apples: Days to Maturity**  | **Golden Apples: Days to Maturity**  | **Gala Apples: Days to Maturity**  |
| **10**  | **14**  | **14**  | **15**  |
| **15**  | **12**  | **12**  | **13**  |
| **20**  | **11**  | **9**  | **10**  |
| **25**  | **10**  | **7**  | **9**  |
| **30**  | **8**  | **7**  | **8**  |
| **35**  | **8**  | **7**  | **7**  |

1. Make a line graph of the data.
2. What is the dependent variable?
3. What is the independent variable?

**Graphing Practice Problem #2:** A clam farmer has been keeping records concerning the water temperature and the number of clams developing from fertilized eggs. The data is recorded below.

|  |  |
| --- | --- |
| **Water Temperature in oC**  | **Number of developing clams**  |
| **15**  | **75**  |
| **20**  | **90**  |
| **25**  | **120**  |
| **30**  | **140**  |
| **35**  | **75**  |
| **40**  | **40**  |
| **45**  | **15**  |
| **50**  | **0**  |

1. Make a line graph of the data.
2. What is the dependent variable?
3. What is the independent variable?
4. What is the optimum (best) temperature for clam development?

**Graphing Practice Problem #3:** The thickness of the annual rings indicate what type of environmental situation was occurring at the time of its development. A thin ring, usually indicates a rough period of development. Lack of water, forest fires, or a major insect infestation. On the other hand, a thick ring indicates just the opposite.

|  |  |  |
| --- | --- | --- |
| **Age of the tree in years**  | **Average thickness of the annual rings in cm.** **Forest A**  | **Average thickness of the annual rings in cm.** **Forest B**  |
| **10**  | **2.0**  | **2.2**  |
| **20**  | **2.2**  | **2.5**  |
| **30**  | **3.5**  | **3.6**  |
| **35**  | **3.0**  | **3.8**  |
| **50**  | **4.5**  | **4.0**  |
| **60**  | **4.3**  | **4.5**  |

1. Make a line graph of the data.
2. What is the dependent variable?
3. What is the independent variable?
4. What was the average thickness of the annual rings of 40 year old trees in Forest A?
5. Based on this data, what can you conclude about Forest A and Forest B?

**Graphing Practice Problem #4:**

|  |  |
| --- | --- |
| **pH of water**  | **Number of tadpoles**  |
| **8.0**  | **45**  |
| **7.5**  | **69**  |
| **7.0**  | **78**  |
| **6.5**  | **88**  |
| **6.0**  | **43**  |
| **5.5**  | **23**  |

1. Make a line graph of the data.
2. What is the dependent variable?
3. What is the independent variable?
4. What is the average pH in this experiment?
5. What is the average number of tadpoles per sample?
6. What is the optimum water pH for tadpole development?
7. Between what two pH readings is there the greatest change in tadpole number?
8. How many tadpoles would we expect to find in water with a pH reading of 5.0?