**AP BIOLOGY 2021-22 March 30, 2022**

**Today’s Agenda (Day 133)**

1. Housekeeping Items

🡪

1. Homework Check:

🡪

1. Class Activity:

🡪QUIZ: Ch 54 & 55 Vocabulary

\*Go to [www.socrative.com](http://www.socrative.com) 🡪 enter room “MSBAPBIO” 🡪 enter ID #

🡪CONT’D: Chapters 54 PPT Review

1. Section 54.5 - Pathogens alter community structure locally and globally

🡪BEGIN: Chapters 55 PPT Review

1. Section 55.1 – Physical laws govern energy flow and chemical cycling in ecosystems
2. Section 55.2 – Energy and other limiting factors control primary production in ecosystems
3. Section 55.3 – Energy transfer between trophic levels is typically only 10% efficient
4. Section 55.4 – Biological and geochemical processes cycle nutrients and water in ecosystems
5. Section 55.5 – Restoration ecologists return degraded ecosystems to a more natural state

HOMEWORK:

* READ: Chapters 52 – 55, 43, 45, 49, 50
* STUDY: Chapter 54 & 55 Vocabulary Quiz

Chapters 54

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Aposematic  coloration | Batesian mimicry | Biomanipulation | Biomass | Bottom-up model | Character displacement |
| Commensalism | Community | Competitive exclusion | Disturbance | Dominant species | Ecological niche |
| Ecological succession | Ecosystem engineers | Ectoparasite | Endoparasite | Energetic hypothesis | evapotranspiration |
| Facilitation | Food web | Herbivory | Host | Intermediate disturbance hypothesis | Interspecific competition |
| Interspecific interactions | Invasive species | Keystone species | Mullerian mimicry | Mutualism | Nonequilibrium model |
| Parasite parasitism | Pathogens | Predation | Primary succession | Relative abundance | Secondary succession |
| Shannon diversity | Species diversity | Species richness | Species-area curve | Symbiosis | Top-down model |
| Trophic structure | Vector | Zoonotic pathogens |  |  |  |
|  |  |  |  |  |  |

Chapters 55

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Biogeochemical cycles | Biological augmentation | Bioremediation | Detritivores | Detritus | Gross primary production (GPP) |
| Law of conservation of mass | Limiting nutrient | Net ecosystem production (NEP) | Net primary production (NPP) | Primary consumers | Primary producers |
| Primary production | Production efficiency | Secondary consumers | Secondary production | Tertiary consumers | Trophic efficiency |
| Turnover time |  |  |  |  |  |

REMINDERS:

* TEST: Ch 54 & 55 🡪 March 31
* **QUIZ: Chapter 54 & 55 Vocabulary – March 30**

**AP BIOLOGY 2021-22 READING GUIDE**

# Chapter 43: The Immune System

Our students consider this chapter to be a particularly challenging and important one. Expect to work your way slowly through the first three concepts. Take particular care with Concepts 43.2 and 43.3. It is rewarding, however, in Concept 43.4 to put your new knowledge to work and truly understand the devastation caused by the destruction of helper T cells by HIV.

*Overview:* The immune responses of animals can be divided into *innate immunity* and *acquired immunity*. As an overview, complete this figure indicating the divisions of both innate and acquired immunity.

A picture containing chart

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## Concept 43.1 In innate immunity, recognition and response rely on shared traits of pathogens

1. We first encountered *phagocytosis* in Concept 7.5, but it plays an important role in the immune systems of both invertebrates and vertebrates. Review the process by briefly explaining the six steps to ingestion and destruction of a microbe by a phagocytic cell.

Diagram

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1. Explain the role of the *Toll receptor* in producing antimicrobial peptides.

1. List the three innate defenses vertebrates share with invertebrates and the two defenses unique to vertebrates.

1. In the chart below, list five examples of *barrier defenses* and how they work.

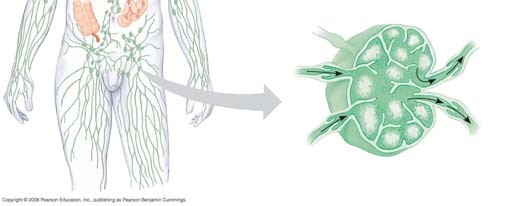
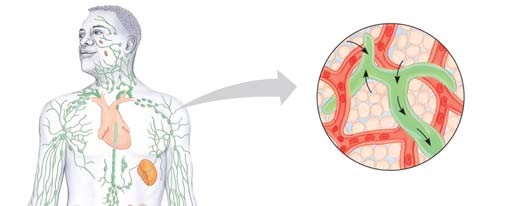
|  |  |
| --- | --- |
| **Barrier Defense** | **How the Barrier Repels Pathogens** |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

1. Explain how *Toll-like receptors* are used in cellular innate defenses, using TLR3 and TLR4 as examples.

1. In the chart below, explain the role of the four phagocytic cells.

|  |  |
| --- | --- |
| **Phagocytic Cell Type** | **Role in Innate Defense** |
| *Neutrophils* |  |
| *Macrophages* |  |
| *Eosinophils* |  |
| *Dendritic cells* |  |

1. In the figure below, trace the flow of lymph in four stages. For each stage, explain the role of the lymphatic system in innate defense.



1. Explain the role of the following two antimicrobial compounds.

**Interferon**

**Complement**

1. Use the figure below to explain the three steps of an *inflammatory response*.

Diagram

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1. What role do *natural killer* cells play in the immune system?

1. It might seem like pathogens have little hope of mounting an infection, but do not forget that pathogens are constantly evolving ways to circumvent our immune system. As examples, how do the pathogens that cause pneumonia and tuberculosis avoid our immune responses?

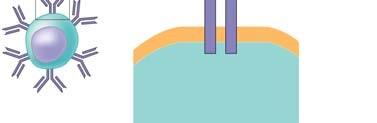
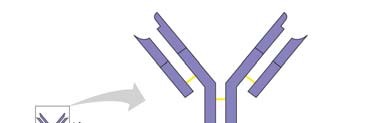
## Concept 43.2 In acquired immunity, lymphocyte receptors provide pathogen-specific recognition

1. From the first four paragraphs of this concept, summarize where *T cells* and *B cells* develop, and give an overview of their functions. (Note that they are a type of white blood cell known as a *lymphocyte*.)

1. What is *immunological memory*, and why is it important?

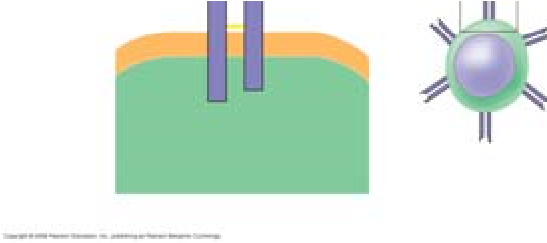
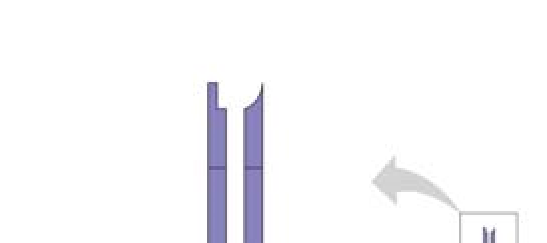
1. Explain how *cytokines* help coordinate the innate and acquired immune responses.

1. The following brief questions will serve as a primer for immune system recognition.
   1. What is an *antigen*?
   2. What is the relationship between an *antigen receptor*, an *antibody*, and an *immunoglobin*?
   3. How is an *epitope* related to an antigen? (Look at Figure 43.10.)
2. In the figure of a B cell below, label the *antigen-binding sites, light and heavy chains, variable and constant regions, transmembrane region*, and *disulfide bridges*.



1. What forms the specific *antigen-binding site*? (Be sure to note that each B cell produces only one type of antigen receptor. For any one cell, all antigen receptors or antibodies produced are identical.)

1. In the figure of a T cell below, label the *antigen-binding site, alpha and beta chain, variable and constant regions, transmembrane region*, and *disulfide bridge*.



1. T cells also display only one type of antigen receptor on the surface of the cell. Compare and contrast a T cell with a B cell.
2. *B-cell receptors* recognize and bind to antigens whether they are free antigens (like a secreted toxin) or on the surface of a pathogen. Explain the role of the *major histocompatibility complex (MHC)* to *T-cell receptor* binding.

1. Explain how an infected host cell uses the MHC molecule to display an antigen.

1. Explain the differences between Class I and Class II MHC molecules, noting type of cells that display the molecule, types of diseases involved with each molecule, and what type of T cell recognizes the MHC molecules.

|  |  |  |  |
| --- | --- | --- | --- |
| **MHC Class** | **Displayed by?** | **Diseases associated with**  **(cancer, viral or bacterial)?** | **Recognized by which T cells?** |
| Class I MHC |  |  |  |
| Class II MHC |  |  |  |

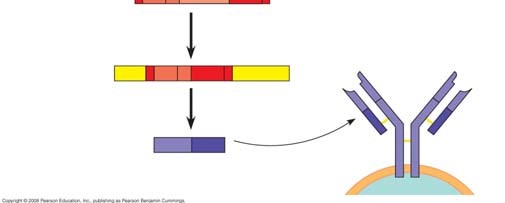
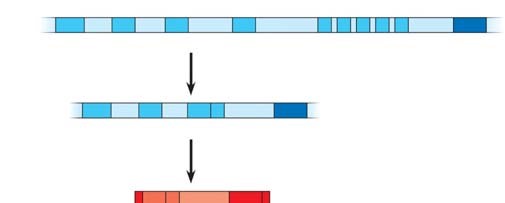
1. Using Figure 43.12 as a guide, label completely the figure below.

A picture containing diagram

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1. List three properties of the *acquired immune system*.

1. One of the early problems in immunology was trying to understand how an organism with a limited number of genes (for humans, about 20,500) could produce a million different B-cell protein receptors and 10 million different T-cell protein receptors! The answer resulted in a Nobel Prize and a startling exception to the notion that all cells have exactly the same DNA. Use the figure below to label and explain the four steps involved in producing genetically unique B-cell receptors.



1. Explain how the body develops *self-tolerance* in the immune system.

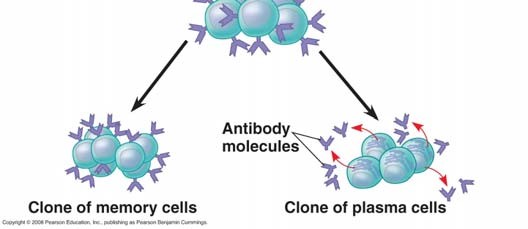
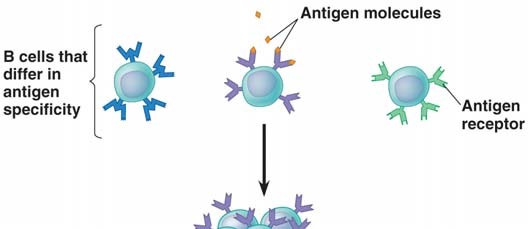
1. Define the following terms.

**Effector cells**

**Memory cells**

**Clonal selection**

1. Using the blue text in the margin of Figure 43.14, explain the four key events to clonal selection.



1. Graphs similar to the one below have been seen on several AP Biology exams. It depicts the primary and secondary immune response. The first arrow shows exposure to antigen A. The second arrow shows exposure to antigen A again, and also antigen B. Label this graph and then use it to explain the difference between a *primary* and *secondary immune response*.

Chart, line chart

Description automatically generated

## Concept 43.3 Acquired immunity defends against infection of body cells and fluids

1. Explain fully the function of the two divisions of acquired immunity.

**Humoral immune response**

**Cell-mediated immune response**

1. *Helper T cells* play a critical role in activation of both T cells and B cells. In full detail, label and explain the three steps involved using Figure 43.17. This is an important step!

Diagram

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1. Explain the role of *dendritic cells* and *macrophages* in starting a primary and secondary immune response.

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ are the effector cells in cell-mediated immunity.

1. What must occur for a *cytotoxic T cell* to become activated?
2. Completely label the diagram below. Then carefully explain the three primary steps that occur as a cytotoxic T cell destroys a target cell.

Diagram

Description automatically generated

1. How is B-cell antigen presentation unique?
2. Completely label the diagram below. Then carefully explain the three primary steps that occur in *B cell activation.*

Diagram

Description automatically generated

1. What is the difference between *plasma cells* and *memory cells* produced from the activation of B cells?

1. Explain how *monoclonal antibodies* are used in home pregnancy kits.

1. Why is the antibody response to a microbial infection *polyclonal*?

1. Explain these three ways antibodies can dispose of antigens.

**Viral neutralization**

**Opsonization**

**Activation of complement**

1. Using examples, explain the difference between *active and passive immunity*.

1. Describe how *immunizations* can serve as an example of active immunity.

1. Why is immune rejection an example of a healthy immune system?

1. Briefly describe the following features of immune rejection.
   1. Explain how antibodies against blood types are present.

* 1. What is the role of MHC in tissue and organ transplants?

* 1. Why are bone marrow transplants medically unique?

## Concept 43.4 Disruptions in immune system function can elicit or exacerbate disease

1. What are allergies?

1. Label Figure 43.23 and then use it to explain a typical allergic response.

Diagram

Description automatically generated

1. Explain what happens if a person experiences *anaphylactic shock*.

1. *Autoimmune diseases* occur when the immune system turns against particular molecules of the body. Describe the cause and symptoms of the following autoimmune diseases.

**Lupus**

**Rheumatoid arthritis**

**Type 1 diabetes mellitus**

**Multiple sclerosis**

1. Explain how *immunodeficiency diseases* are different from *autoimmune diseases*.

1. Just as our immune system has evolved to thwart pathogens, pathogens have evolved to thwart our immune system. Describe the following pathogen strategies.

**Antigenic variation**

**Latency**

**Attack on the immune system: HIV**

1. Explain how the high mutation rate in surface antigen genes in HIV has hampered development of a vaccine for AIDS. (You might take note that HIV—human immunodeficiency virus—is the virus that causes the disease AIDS—acquired immunodeficiency syndrome. These acronyms are often used incorrectly.)

**AP BIOLOGY 2021-22 READING GUIDE**

# Chapter 45: Hormones and the Endocrine System

***Overview***

1. What is a *hormone*?

1. Why does a hormone elicit a response only with *target cells*?

1. The body has two long-distance regulating systems. Which involves chemical signals by hormones?

1. What is the other major communication and control system?

***Concept 45.1 Hormones and other signaling molecules bind to target receptors, triggering specific response pathways***

1. Explain the difference between an *endocrine gland* and an *exocrine gland*. Give an example of each.

1. Several types of secreted signaling molecules are discussed in this chapter. Compare the action of each of the following, and give an example.

**hormones**

**local regulators**

**neurotransmitters**

**pheromones**

1. These figures show five different types of signals. Label and explain each one.

Graphical user interface, diagram, website

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1. Recall that target cells have receptors for specific hormones. Where are the receptors for lipid-soluble hormones found?

1. Where are the receptors for the water-soluble proteins found? Explain this difference for the two types of hormones.

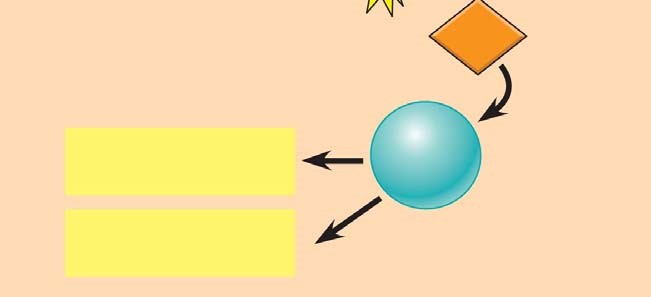
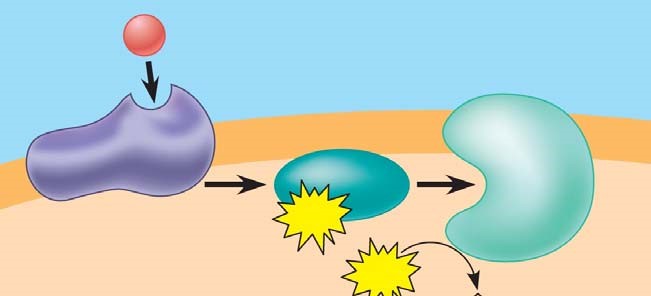
1. Carefully read the section *Cellular Response Pathways*, and use that information to complete this table.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Hormone Type** | **Method of Secretion** | **Mode of Travel in Bloodstream** | **Location of Receptors** | **Examples** |
| *water-soluble* |  |  |  |  |
| *lipid-soluble* |  |  |  |  |

1. What endocrine gland secretes *epinephrine*?

1. What are the two intracellular responses in the liver to epinephrine? How do these help the body deal with short-term stress?

1. Use the following figure to explain the *signal transduction* pathway for *epinephrine.* (You may need to review signal transduction in Chapter 11).



1. *Lipid-soluble hormones*, such as estradiol, bind to *intracellular receptors*. Explain the action of this *steroid* in the following figure.

Diagram

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1. One hormone can have several different effects. For example, epinephrine can cause the release of glucose from liver cells, dilate blood vessels to skeletal muscles, and constrict intestinal blood vessels. All these effects prepare the body for “fight or flight.” Explain how these multiple effects are possible.

1. There are some interesting effects of a couple of *local regulators* discussed in your text. Explain how the local regulator *nitric oxide (NOO)* is affected by Viagra, a drug used to treat male erectile dysfunction.

1. Now read about *prostaglandins* and explain why they contribute to menstrual cramps in females.

***Concept 45.2 Negative feedback and antagonistic hormone pairs are common features of the endocrine system***

1. Throughout this course, we have emphasized *feedback loops*. What occurs in a *negative feedback* loop?

1. Complete the following chart for this pair of *antagonistic* hormones.

|  |  |  |
| --- | --- | --- |
| **Hormone** | **Secreted by** | **Action** |
| *insulin* |  |  |
| *glucagon* |  |  |

Make sure you specifically noted *alpha cells or beta cells* in the chart above.

1. On the AP Biology exam, you will be expected to explain a feedback loop. Use this figure to explain the control of blood glucose by *insulin* and *glucagon*. This is a commonly used example, and one you should know.

Diagram

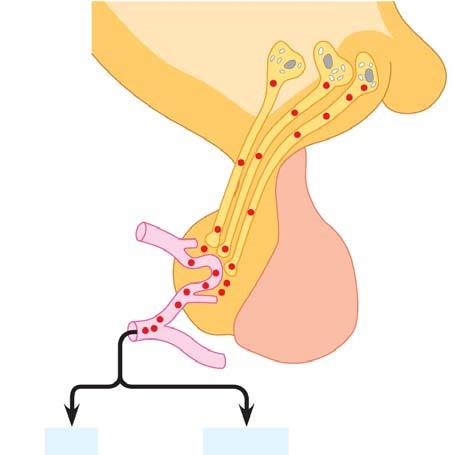
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1. What occurs in *diabetes mellitus*?
2. Distinguish between *type 1 diabetes* and *type 2 diabetes*.

1. Which type of diabetes is correlated with obesity?

***Concept 45.3 The endocrine and nervous systems act individually and together in regulating animal physiology***

1. The *hypothalamus* directly secretes hormones that travel to the *posterior pituitary* and regulating hormones that affect secretions of hormones by the *anterior pituitary*. On this sketch, label *hypothalamus, anterior pituitary*, and *posterior pituitary* and the two hormones secreted from the posterior pituitary.



Anterior pituitary hormones

1. Return to the figure above, and list the hormones secreted by the anterior pituitary.
2. You will find it useful to be able to link hormones with the tissue that secretes them, and know their functions. Pull together the information from this chapter to complete the following chart.

|  |  |  |
| --- | --- | --- |
| **Hormone** | **Secreted by** | **Action and/or Effect of Hypo- or Hypersecretion** |
| *growth hormone* |  |  |
| *FSH, LH* |  |  |
| *TRH* |  |  |
| *prolactin* |  |  |
|  | thyroid |  |
|  | parathyroid |  |
|  | alpha cells of pancreas |  |
| *insulin* |  |  |
| *testosterone* |  |  |
| *estradiol* |  |  |
| *cortisone* |  |  |
| *epinephrine* |  |  |
| *aldosterone* |  |  |
| *cortisol* |  |  |

A picture containing person, clothing, swimsuit

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1. Let’s pull out a few more details from this section. How is *oxytocin* an example of a hormone that is under *positive regulation*?

1. What are *tropic hormones*? Give three examples and tell what each hormone regulates.

1. What two hormones are antagonistic controllers of blood calcium levels?

1. How does *parathyroid hormone (PTH)* raise blood calcium? (three ways)

1. Why are *glucocorticoids* effective in treating arthritis?What is the problem with their long-term use?

1. The chart you just completed does not cover all the hormones, but it will give you a good start in learning this complex system. To extend this exercise, label the endocrine organs on the figure below and then, next to each organ, list a hormone or hormones secreted by the organ.

**AP BIOLOGY 2021-22 READING GUIDE**

# Chapter 54: Community Ecology

***Concept 54.1 Community interactions are classified by whether they help, harm, or have no effect on the species involved.***

1. What is a ***community****?* List six organisms that would be found in your schoolyard community.

1. This section will look at *interspecific* interactions. Be clear on the meaning of the prefix! To begin, distinguish between ***intraspecific competition***and ***interspecific competition****.* Give an example of each.

|  |  |  |
| --- | --- | --- |
| **Type of**  **Competition** | **Explanation** | **Example** |
| Intraspecific competition |  |  |
| Interspecific competition |  |  |

1. What is G. F. Gause’s ***competitive exclusion principle***? Give one example.
2. Define ***ecological niche***.
3. Several species of *Anolis* lizards live in the same types of trees and have a similar diet. Discuss ***resource partitioning***to explain how interspecific competition is reduced. (Study Figure 54.2.)

1. What is the difference between the ***fundamental niche***and the ***realized niche***?
2. Study Figure 54.5, and then explain what is meant by ***character displacement***. (To do this, you will have to learn or review the difference between ***sympatric***populations and ***allopatric***populations. You will find this information in Chapter 24.)

1. ***Predation***is a term that you probably already know. Can you give examples of some predator-prey combinations as listed below?

|  |  |  |
| --- | --- | --- |
| **Predator** | **Prey** | **Example** |
| Animal | Animal |  |
| Animal | Plant |  |
| Fungus | Animal |  |
| Bacteria | Animal |  |
| Fungus | Plant |  |

1. List three special adaptations that predator species possess for obtaining food.

1. List three ways prey species elude predators.

1. Compare the two types of mimicry.

|  |  |  |
| --- | --- | --- |
| **Type of Mimicry** | **Description** | **Example** |
| *Batesian* |  |  |
| *Müllerian* |  |  |

1. What is ***herbivory***?
2. Did you list any special herbivore adaptations for predation in your response to question 9? Or plant adaptations to avoid herbivory? List two adaptations for each category here.

1. Describe and give an example of each of the following interactions:

|  |  |  |
| --- | --- | --- |
| **Type of**  **Interaction** | **Description** | **Example** |
| *symbiosis* |  |  |
| *parasitism* |  |  |
| *commensalism* |  |  |
| *mutualism* |  |  |

1. Which category above includes the other three? Note that other texts may define this term more narrowly.

1. Your text uses +/– symbols to indicate how interspecific interactions affect survival and reproduction of the two species. Use this notation for each of these interactions.

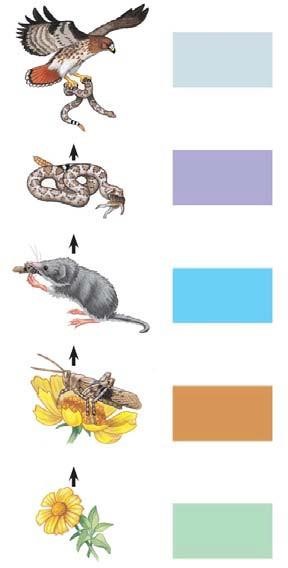
|  |  |
| --- | --- |
| **Type of Interaction** | **+/+, +/–, –/–, +/0** |
| *predation* |  |
| *commensalism* |  |
| *mutualism* |  |
| *parasitism* |  |
| *interspecific competition* |  |
| *herbivory* |  |

***Concept 54.2 Diversity and trophic structure characterize biological communities***

1. What is ***species diversity***? What are its two components? Why is it important?
2. How does diversity effect invasive species?
3. What is the trophic structure of a community?

1. What does an ecologist summarize in a ***food web***?

1. Know the levels of trophic structure in food chains. Give a food chain here, including four links that might be found in a prairie community, and tell the level for each organism.
2. Name every organism in the pictured food chain and give the trophic level in the box.



1. According to the ***energetic hypothesis***, why are food chains limited in length? How much energy is typically transferred to each higher level?

1. What is a ***dominant species***? For the area where you live, what would be considered a dominant tree species?

1. How is a ***keystone species***different from a dominant species?

1. Name one keystone species and explain the effect its removal has on the ecosystem.

1. Explain ***facilitator***or ***foundation species***and give an example.

You may omit bottom-up and top-down controls.

***Concept 54.3 Disturbance influences species diversity and composition***

1. What is the ***intermediate disturbance hypothesis***? Give an example of a disturbance event and explain the effect it has on the community.

1. ***Ecological succession***is the changes in species that occupy an area after a disturbance. What is the difference between ***primary succession***and ***secondary succession***?

**AP BIOLOGY 2021-22 READING GUIDE**

# Chapter 55: Ecosystems

***Overview:***

1. What is an ***ecosystem***?

1. Where does energy enter most ecosystems? How is it converted to chemical energy and then passed through the ecosystem? How is it lost? Remember this: ***energy cannot be recycled***.

1. Besides the energy flow that you described in question 2, chemicals such as carbon and nitrogen *cycle*through ecosystems. So energy \_\_\_\_\_\_\_\_\_\_\_\_\_ through an ecosystem and matter \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

## Concept 55.1 Physical laws govern energy flow and chemical cycling in ecosystems

1. Both energy and matter can be neither \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ nor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
2. We can measure the efficiency of energy conversion in an ecosystem, as well as whether a given nutrient is being gained or lost from an ecosystem. Let us take a second look at ***trophic levels***. What trophic level supports all others?
3. List three groups of organisms that are ***photosynthetic autotrophs***.

1. What are the ***primary producers*** of the deep-sea vents?

1. This concept reviews trophic relationships. Know all terms in your textbook that are bolded.

What are ***trophic levels***? What is always at the first trophic level?

1. What are ***detritivores***? What is their importance in chemical cycling? Give some examples of detritivores.

1. State the trophic level of each of the following:

cow \_\_\_\_\_\_\_\_\_\_ grass \_\_\_\_\_\_\_\_\_\_ man \_\_\_\_\_\_\_\_\_\_ mushroom \_\_\_\_\_\_\_\_\_\_

## Concept 55.2 Energy and other limiting factors control primary production in ecosystems

1. What is *primary production*? Distinguish between ***gross primary production*** and ***net primary production***.

1. Write an equation here that shows the relationship between gross and net primary production.

1. You may recall from Chapter 54 that ***biomass*** is the total mass of all individuals in a trophic level. Another way of defining net primary production is as the amount of *new* biomass added in a given period of time. Why is net primary production, or the amount of new biomass/unit of time, the key measurement to ecologists?

1. Which ecosystem would tend to have a greater biomass/unit area, a prairie or a tropical rain forest? Explain.

1. Describe a technique for measuring net primary production in an aquatic environment.

(We will use this technique for AP Lab 12, *Dissolved Oxygen and Aquatic Primary Productivity*.)

1. What are some factors that limit primary productivity in aquatic ecosystems?
2. What is a ***limiting nutrient***? What is the limiting nutrient off the shore of Long Island, New York? In the Sargasso Sea?

1. Phytoplankton growth can be increased by additional nitrates and phosphates. What are common sources of each of these?

1. What is ***eutrophication***? What are factors that contribute to eutrophication?

## Concept 55.3 Energy transfer between trophic levels is typically only 10% efficient

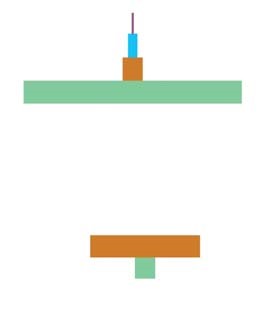
1. What is ***trophic efficiency***?

1. Generally, what percentage of energy available at one trophic level is available at the next?

|  |  |  |
| --- | --- | --- |
|  | |  | | --- | | *This is important! Remember it.* | |

1. Consider a food chain with 1,000 *joules* (an energy unit) available at the producer level. If this food chain is grass 🡪 grasshopper 🡪 lizard 🡪 crow, how much energy is found at the level of the crow? (See answer at the end of this Reading Guide.) Show your work here.

1. Notice that most biomass pyramids have greatest biomass on the bottom of the pyramid. Label the trophic levels on the figure. Explain why the second pyramid of biomass is inverted.



1. Why do people who have limited diets in overpopulated parts of the world eat low on the food chain?

## Concept 55.4 Biological and geochemical processes cycle nutrients between organic and inorganic parts of an ecosystem

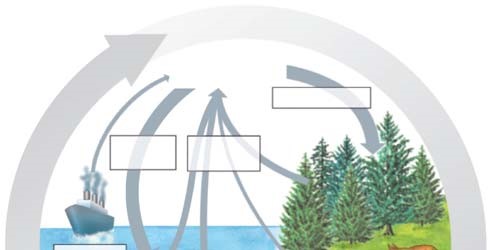
Pay particular attention to the nutrient cycles in Figure 55.14. Note the key processes in each cycle.

1. Use the figure below to describe the water cycle. Specify the roles of ***evaporation***, ***transpiration***, and***rainfall***.

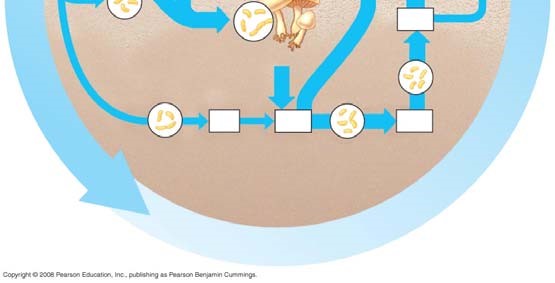
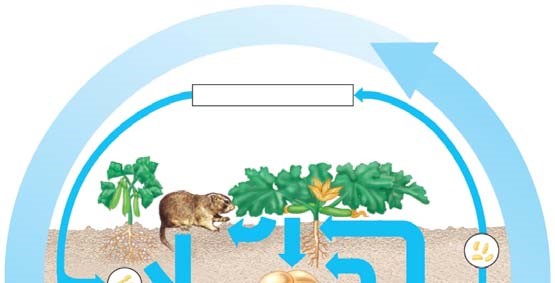
1. Use the second figure on the following page to describe the carbon cycle. In doing so, explain how carbon enters the living system and how it leaves, indicate the role of microorganisms in the cycle, and identify the reservoir for carbon.

Write the equation for photosynthesis here: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Write the equation for cellular respiration here: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



1. Use the diagram below to describe the nitrogen cycle. In doing so, indicate the role of microorganisms in ***nitrogen fixation***, ***nitrification***, and ***denitrification***.



1. Review the *Case Study*: *Nutrient Cycling in the Hubbard Brook Experimental Forest*. What effect has deforestation been shown to have on chemical cycling?

## Concept 55.5 Human activities now dominate most chemical cycles on Earth

This section looks at human impact on ecosystems.

1. How has agriculture affected nitrogen cycling? What are some negative consequences of nutrient enrichment?

1. In what ways have human activities contributed to acid precipitation? What are some negative consequences of acid precipitation?

1. Explain the process of biological magnification. Discuss at least one example.

1. What is meant by the ***greenhouse effect***? What would life on Earth be like without this effect?

1. What is contributing to the great increase in atmospheric carbon dioxide? What are potential effects of this increase?

1. How is atmospheric ozone depleted? What are projected effects of this depletion?