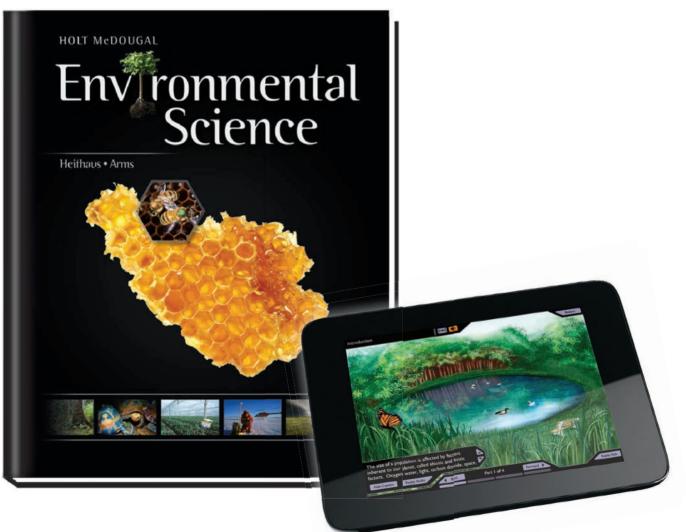


Houghton Mifflin

Harcourt.

## **Reviewer's Guide**



hmhco.com/FLscience

#### Tired of hauling your books back and forth from school to home?

## Less paper, more convenience,

**G**OGREEN

#### PLUS-

- 24/7 access to all of your program components
- Organized for easy access—right at point of use
- · Easy to modify and customize to fit your needs

<complex-block><complex-block><complex-block><complex-block>

## **EcoZine**—an exciting interactive online environmental science magazine

more support.



#### **Teacher Resources**

- Presentation Tools
- Teacher Edition Pages
- Labs and Field Studies with Teacher Notes
- Worksheets with Answers
- English Language Learners' Resources with Answers
- Quizzes and Tests
- Multimedia Activities and Resources
- Interactive Review
- Online Assessment and Remediation

### Try it now!

Just for teachers: Follow these steps to see how interactive and engaging online texts can be!

1	Go to: HMHScience.com
2	Click on <b>PREVIEW</b>
3	Enter Sample Word: FLHSSC19
4	Fill in the Required Personal Information and Click :
5	Write down your username and follow the on-screen instructions to set a password. Log in at: HMHScience.com

**eBook**– Online version of textbook

#### Student Resources

- Labs and Field Studies
- Worksheets
- English Language Learners' Resources
- Multimedia Activities and Resources
- Interactive Review

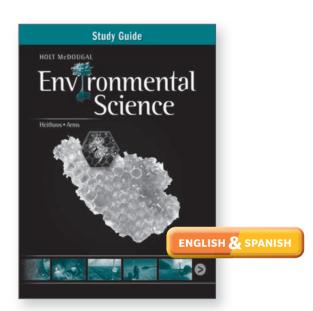
## Print components **designed**, and **aligned** for easy access.

HMH<sup>®</sup> Environmental Science enables you to reach all learners by providing time-saving, easy-to-use resources to help students of all abilities achieve understanding and success.



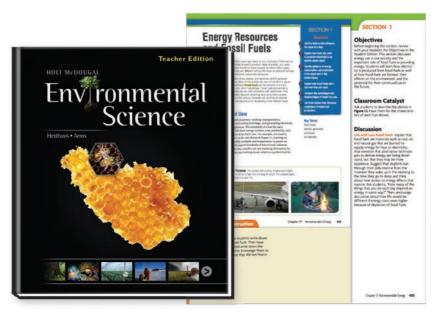
#### **Student Edition**

Written specifically for high school students. Engaging Case Studies, relevant feature articles, and in-text labs are all included to actively engage students.



#### **Study Guide**

Concept review worksheets for every chapter reinforce key terms and main ideas. Available in English and Spanish, in print and online.



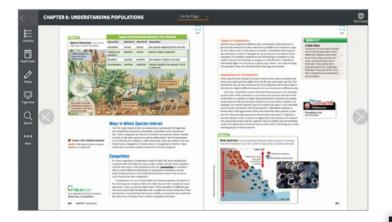
#### **Teacher Edition**

Teacher resources include:

- Support for reading, notetaking, labs, and activities
- Instructional Lesson Cycle: Focus and Motivate, Teach, and Assess and Reteach Structure
- Differentiated instruction strategies are included in each lesson

## How do you put your students in the moment? Digital tools that Motivate and Engage

Innovative technology engages today's students and gives environmental science topics real-world relevance.



#### **Interactive Online Edition**

Enjoy 24/7 access to ALL program components and encourage your students to "Go Green."



#### **Engaging Virtual Investigations**

Twenty-one multimedia lessons, each approximately 30 minutes in length, combine engaging presentations, interactive activities, and simulated scientific investigations to reinforce students' understanding of environmental science while strengthening inquiry and lab skills.



**EcoZine** interactive online magazine keeps students up to date, informed, and involved.

Give students access to current information from the community and the world, updated regularly with live news feeds and feature articles. **EcoZine** is a free online magazine that puts students on a fast track to what's happening in the ever-changing world of environmental science. Interactive features help to extend learning for advanced students and support comprehension for visual learners.

	WHAT EATS WHAT IN	AN ECOSYSTEM
	Energy source	Examples
Producer	makes its own food using light energy (photosynthesis) or chemical sources (chemosynthesis)	grasses, fems, cactuses, flowering plants, trees, algae, and some bacteria
Consumer	gets energy by eating producers or other consumers	mice, starfish, elephants, turtles, humans, and ants
	TYPES OF CONSUMERS	IN AN ECOSYSTEM
	Energy source	Examples
Herbivore	producers	cows, sheep, deer, and grasshoppers
Carnivore	other consumers	lions, hawks, snakes, spiders, sharks, and whales
Omnivore	both producers and consumers	bears, pigs, gorillas, rats, raccoons, cockroaches, some insects, and humans
Decomposer	breaks down organic matter from dead organisms	fungi and bacteria

#### **Power Presentations**

Editable PowerPoint<sup>®</sup> files offer engaging multimedia presentations that cover the core material of each chapter—a valuable resource for student-led instruction.



#### **Enhanced eBook**

This online version of the Student Edition, accessed via the "Book Pages" tab on HMHScience.com, enables students to access all the textbook pages on a desktop, laptop, or netbook computer. A separate tab offers access to the Study Guide, audio, and Key Terms definitions, and the "Tools" menu provides point-of-use access to the Smart Grapher, Periodic Table, full Glossary, FoldNotes, and other interactive features. Additional motivating functionality includes bookmarking, highlighting, notetaking, and keyword searching.

## -

Invironmental

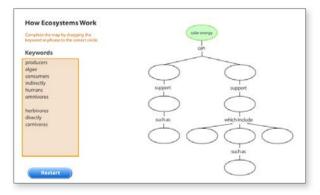
The Carbon Cycle

#### **Audio Files in English**

The entire Student Edition has been professionally recorded and is available online at point of use to help bolster comprehension.

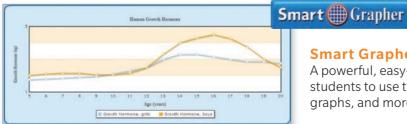
#### **Teaching Visuals**

More than 200 digital illustrations and diagrams (many from the textbook) support and enhance whole-class instruction.



#### **Interactive Concept Maps**

Available for every chapter, these interactive graphic organizers show the relationships among concepts and help students develop logical thinking and study skills.

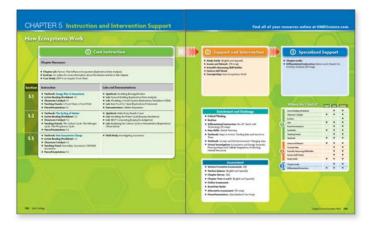


#### **Smart Grapher**

A powerful, easy-to-use online graphing tool enables students to use their own data to create line graphs, circle graphs, and more.

## Unparalleled resources for Differentiated Instruction

With a wealth of activities, strategies, and exciting features to ignite class discussion and critical thinking, the Teacher Edition is designed to help you reach **all levels of learners.** 

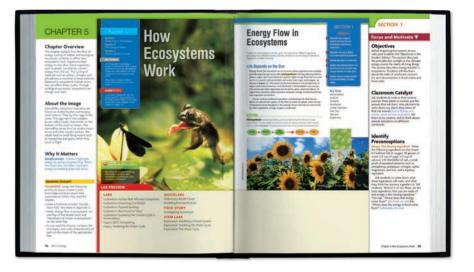


#### **Instruction and Intervention Support**

To simplify lesson planning, the **Instruction and Intervention Support** pages at the beginning of each chapter provide a full listing of the activities and classroom resources available for each section.

#### **Reading Toolkit**

A prereading activity includes **FoldNote** instructions to help students organize their ideas and improve comprehension and retention. Illustrations of how to construct various FoldNote designs are located in Appendix C. Animated illustrations demonstrating how to create the 10 FoldNote designs are available online.



#### **Differentiated Instruction**

Differentiated Instruction strategies are provided for every lesson to assist you in helping students with a wide range of needs. The strategies include:

- Below Level
- Group Activity
- Pre-AP
- English Learners
- Inclusion
- Teach with Technology

#### **Differentiated Instruction**

#### **GROUP ACTIVITY**

Bring in some pieces of poster board and photos of organisms associated with deep ocean hydrothermal vent communities. Ask students to draw individual pictures of creatures that depend on the bacteria associated with hydrothermal vents. Ask students to sketch bacterial colonies and the vents themselves. Tell students to clearly label each creature with its common and scientific name, if possible. Ask students to cut out their drawings and arrange them into communities on the pieces of poster board. After each community is constructed, have students explain how all the creatures interact with each other. If students are unsure of the role of some of the organisms, ask them to research these roles before the next class period.

#### **Options for Instruction**

A wealth of activities and teaching tips allow you to customize your classroom to fit your students' needs. These include:

- Career
- Citizen Science
- Classroom Catalyst
- Connect to...Biology, History, Language Arts, Math, Medicine, and more
- Global Awareness
- Homework
- Identify Preconceptions
- Interpret Data, Interpret Statistics
- Make It Relevant
- Reading Toolkit/Vocabulary
- Science in Action
- Teach from Visuals

#### **Scientific Reasoning Skill Builder**

The exercises in these practice worksheets help students to develop the thinking skills that form the building blocks of quantifying and comparing—and to integrate these thought modes into their reading, writing, and thinking. Skills covered include observing and describing; describing time; defining, classifying, and categorizing; cause-and-effect relationships; comparison; hypothesis; probability; prediction; generalizations; and analogies. The worksheets are especially useful for English language learners and students who are at risk.



To help students with the new vocabulary in this section, direct their attention to **Figure 1.4**. Read the table out loud, discussing each portion. Then use magazine photos and other visual aids to provide more examples of each type of organism. Check student comprehension by holding up various photos and asking students whether the organism shown is a producer or a consumer. If it is a consumer, ask them which type of consumer it is.

#### INCLUSION

Ask students to draw a picture of an imaginary ecosystem. The picture should include organisms that are producers and consumers as defined in **Figure 1.4**. The types of consumers and producers should be labeled clearly. The student may present their ecosystem to the class or small group to show their understanding of the concept.



## Online Resources for English Language Learners

#### **Spanish Study Guide**

Study Skills worksheets help ensure that students understand the key terms and main ideas in each chapter.

#### **Professional Reference for Teachers**

Three sections to support ELL instruction include:

- Teaching Science to Students with Limited English Proficiency
- Meeting the Needs of Standard English Learners
- Teaching Reading to English Language Learners in the Science Classroom

#### Spanish Section Quizzes

#### Spanish Chapter Test A

10-item quiz for each section

General-level chapter test



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ACIONAR é espacio en Manco, escribe la letra de la descripción que co dera e franc.	erengeanda major -
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2. estudio de crimo los sense viros interactilan unos	demanda
con otros y con el medio ambiente sin vida	6. "La tragedia

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   especias en un área
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- B. estado en el rual una población humana poel
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- 10. material natural que puede reemplanarse con relativa meldra par tracerse patrentes
- OPCIÓN MÚLTIPLE

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- a. fissca y quintera
   b. tóología y ciencias de la Tierra
   d. todas las autoriores
- McDouge Environmente Exercise 1 Carrola y media ambiente

## Wide-range Support for reading and vocabulary

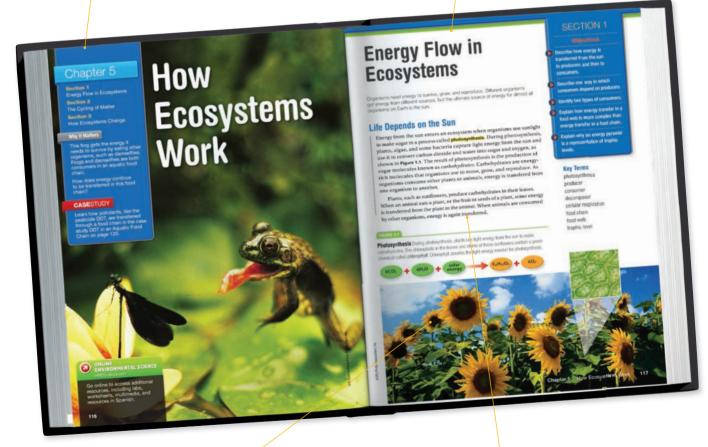
Your students will get the most out of their reading with numerous print and multimedia resources that enable them to build understanding and retain more information on key concepts. The Student Edition engages and supports students with labs and activities for hands-on involvement; review for test readiness; and reinforcement for building reading, writing, math, and science skills.

#### **Science in the Real World**

Each chapter introduces a **Why It Matters** strand that helps students connect environmental science topics to the world around them. Students are prompted to relate the topic to the photograph and the **Case Study**.

#### **Section Objectives and Key Terms**

Each section begins with lists of **Objectives and Key Terms** that focus student attention on the material they are about to read.



#### Learn from Visuals

The **charts**, **graphs**, **photographs**, and **illustrations** help students visualize key concepts. Many include questions to help students apply what they have learned.

#### **Check for Understanding**

To reinforce comprehension, **Check for Understanding** questions are placed strategically throughout the text.

#### Accessible Text

Easy navigation, outline-style headings, and manageable content sections keep students engaged in the material.

#### CHECK FOR UNDERSTANDING Recognize How do algal blooms harm aquatic ecosystems?





#### DDT in an Aquatic Food Chain

In the 1950s and 1950s, something strange was happening in the estuaries near Long Nation Sound, near New York and Connection Ends of preys auch as spreyris and eagles, that field on fish in the estuaries had high concentrations of the pesticide DDT in their bodies. But when the vaster in the estuaries was tested, if had low

What accounted do the the tight when, of COT is the basis. Phone the distance is the tight with DOT can become more concentration as ther more up a tool chain is a process called biologued magnification. When the particular starts where, dags and bacteria take in the pacies. When the eith a signa and bacterias, the periods distances to the tot of the link the data and the tool vorsi a starts. Taket that all before some starts where the data and the total taket. Match of the position remains in an animal to body core a starts. Taket that all before some starts where mangifield and that the taket function as its index of positions were magnified and and the total taket taket to total much the total starts the mality internet total much the top of the total others.



#### ECOFACT

#### **Minerals in Your Mouth**

Phosphorus is the 11th most abundant element in the Earth's crust and occurs naturally as phosphate in the mineral apatite. Apatite can exist in igneous, metamorphic, and sedimentary rocks as well as in your teeth and bones.

#### **EcoFacts**

**EcoFacts** present brief tidbits of interesting, related information to spark inquiry and exploration.

#### **Engaging Case Studies**

**Case Studies** make science relevant to students by presenting current real-world issues. Critical-thinking questions build students' analytical skills and help them make connections. Case Studies are introduced in Chapter Opener and revisited in Chapter Review.



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#### **High-Interest Features**

Relevant and engaging features designed to extend learning with real-world examples include **Maps in Action, Society and the Environment, Points of View**, and **Making a Difference**.

Skills Worksheet	the second s
Study Guide	
MATCHING	
	tion of the description that best matches the term
<ul> <li>I. practice of growing, brea and caring for plants and animals used for a variet</li> </ul>	
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2. study of how living thing	up Commons"
interact with each other a with their nonliving	e. spranne
any/inonoments	e. developed nation
long-tants welfare of soc	ciety & ecology
4. declining number and va of the species in an area	ariory h. developing nation i. renewable resource
5. field of study involving t physical, biological, and	the second s
social sciences 6. law describing the relation	
between an item's availa and its value.	anitay
<ol> <li>characterized by low population growth rate, I life expectancy, and dive</li> </ol>	high -
industrial comornies 8. characterized by high per	multiple much par
law energy use, and very	y low personal wealth
9. state is which a human p survive indefin	population can
10. satural materia	
quickly theory	Nata Class Dep
MULTIPLE CHOICE	Skills Worksheet
In the space provided, wr each statement or best a	Active Reading
IL Which of the I	
science?	Section 2: The Environment and Society
a. physics and b. biology and	Read the passage below and answer the questions that follow.
	The docisions and actions of all people in the world affect our environment. But the unequal distribution of wouldn and resources around the world influences the environmental problems that a worley faces and the choices it can make. The United Nations classifies counters as either dwarfueped or diveloping. Developed
Net Mittingel ( non-ner le	investria lare tight neuroge incomes, siver or grouped in gards, there in balance in the site of the site of the site of the site of the site of the site of the site of the site of the site of the site of the site of the site of the site of the difference of the site of the site of the site of the site of the difference of the site of the direct of the site of the site of the site of the site of the direct of the site of the site of the site of the site of the direct of the site of the site of the site of the site of the direct of the site of the site of the site of the site of the direct of the site of the site of the site of the site of the direct of the site of the site of the site of the site of the direct of the site of the
	One reading skill is the ability to identify the main idea of a passage. The main
	idea is the main focus or key idea. Prequently a main idea is accompanied by supporting information that offers detailed facts about main ideas.
	Read each question and write the answer in the space provided.
	1. What organization has classified countries as developing or developed?
	What experiation has classified countries as developing or developed?     213st two developed countries.
	2 List nes developed countries. VOCABULARY DEVELOPMENT
	2 List res developed countries.
	21.ist tree developed countries. VOCABULARY DEVELOPMENT In the space provided, write the letter of the phrase that best completes each solutions:
	21.Int two developed constitutes.     VOCABULARY DEVELOPMENT     In the appropriate, write the least of the planes that best completes each     vocame     . Developed constitute entre.     Developed constitute entre.
	2 Lint two denotinged evolutions. VOCAMANY OVECOMENT In the space provided write this faither of the phrase that best completes each statement. . Durchased evolution data

#### **Critical Thinking**

Ask students to use cognitive skills to draw well-reasoned conclusions.

#### **Active Reading Worksheets**

Help students learn to analyze text passages to build comprehension.

#### **Study Guide**

Ideal for homework, or in-class review- ensure that students understand key terms and concepts.

## **Convenient Access to** Labs, Data Analysis, and STEM

Because inquiry is the cornerstone of understanding science concepts, HMH Environmental Science offers the widest array of labs available in a high school program to promote hands-on exploration and application. All labs are accompanied by Teacher Notes, and are available online.

upplemental Teacher Materials	el sar	MeDOUGAL	Close
elect a category	Category contents		
Classroom Management Resources	Chapter 1: Hazards and Risk	POP	
Laboratory Manager's Professional Reference for Teachers	Management Chapter 2: A Basic Hazard		
Lesson Planner Professional Reference for Teachers	Assessment Method Chapter 3: Physical Hazards	1000	
Scientific Reasoning Skill Builder with	Chapter 4: Mechanical Hazards	100	
Answers	Chapter 5: Chemical Hazards	POP	
Materials List	Chapter 6: Noise Hazards	<b>POP</b>	
Field Study Guide	Chapter 7: Electrical Hazards	<b>PROFE</b>	
Lab Safety	Chapter 8: Thermal Hazards	<b>WOF</b>	
FoldNotes	Chapter 9: Other Hazards	100	
	Chapter 10: Legal Issues	<b>BOR</b>	
	Chapter 11: Additional Issues	100	
	Appendices	<b>PROFE</b>	

#### Laboratory Manager's Professional **Reference for Teachers\***

A must-have for anyone overseeing lab activities, this 150-page resource provides valuable guidelines and suggestions for managing student labs, including an overview of lab techniques, letters to parents/guardians, progress evaluation forms for students, science fair guide, and much more.

#### **OuickLabs**

Minilabs that reinforce key concepts with simple, everyday materials and minimal planning.

#### **Field Studies**

Hands-on environment-focused activities referenced in each chapter and located in Student Resources at the back of the Student Edition.

#### **Exploration Labs**

Exercises that prompt students to explore a situation or phenomenon to improve their understanding of a new concept, and then produce a written analysis.

#### **STEM Labs**

Sixty STEM activities that bring the application of science, technology, engineering, and mathematics into your classroom.

#### **Inquiry Labs**

Student-developed labs that encourage students to perform their own procedure to solve a problem, often using a real-life example.



#### **21 Virtual Investigations**

each approximately 30 minutes in length, combine engaging multimedia presentations, interactive activities, and simulated scientific investigations to reinforce students' understanding of environmental science while strengthening inquiry and lab skills.

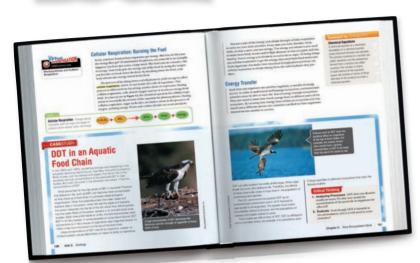
#### QUICKLAB 🚗 👄 🛔

#### Make Every Breath Count Procedure

- 1. Pour 100 mL of water from a graduated cylinder into a 250 mL beaker. Add several drops of bromthymol blue to the beaker of water. Make sure you add enough to make the solution a dark blue color
- 2. Exhale through a straw into the solution until the solution turns vellow. (CAUTION: Be sure not to inhale or ingest the solution.)
- 3. Pour the yellow solution into a large test tube that contains a sprig of Elodea.
- 4. Stopper the test tube, and place it

#### Hands-On Labs and Activities

QuickLabs provide short, hands-on experiences and require minimal materials. Field Activities give students the opportunity to observe and apply new knowledge in a realworld setting. Chapter Labs, including Exploration and Inquiry Labs, provide in-depth exploration of a concept using scientific methods.



#### **Expanded Case Studies**

in the Student Edition encourage students to take action. These compelling features are introduced in the Chapter Opener and revisited in the Chapter Review.



#### **Additional Lab Resources**

The Supplemental Teacher Materials link on the home screen provides a wide variety of resources to support your lab program, including:

- Materials List
- Field Study Guide
- Lab Safety

#### **Smart Grapher**

A powerful, easy-to-use online graphing tool enables students to use their own data to create line graphs, circle graphs, and more.

## Flexible Assessment Tools to track Student Progress

The comprehensive and varied assessment options located at HMHScience.com bring together all HMH Environmental Science assessment tools in one convenient place, helping you make the best selection for assessing every student.

Science Self-Check	
Chapter	r 5: How Ecosystems Work
1. E	nergy Flow in Ecosystems
1.	In living systems, almost all of the energy that is needed for vital processes comes from
	A. organic compounds in food.
	B. body cells.
	C. plants.
	D the sun.
2.	Which of the following statements best summarizes the process of photosynthesis?
	A. Light energy is made from chemical energy.
	B. Carbon dioxide, water, and solar energy are used to make sugar molecules.
	C. Sugar molecules are used to make food from starch and carbon dioxide.
	D. Light splits water to make carbon dioxide, which is used to make sugar molecules.
3.	Unlike autotrophs, heterotrophs must
	A. make food by using the energy in sunlight.
	B. make their own food by using the energy in inorganic compounds.
	C. get energy from eating food, such as other organisms or their remains.
	D. use energy to survive.

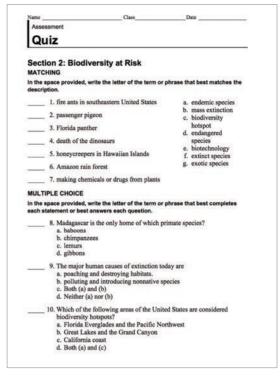
#### from eating food, such as other organisms or their remains. / to survive. Copyright © by Holt McDougal. All rights reserved.

#### **Section Self-Quizzes**

Eight to ten questions for each section provide immediate feedback for students.

#### **Review for Test-Readiness**

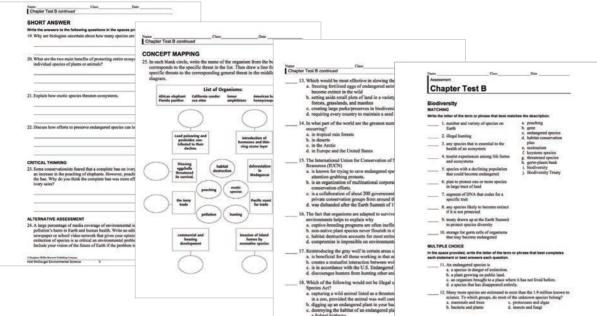
- The Chapter Review connects the Case Study and Why It Matters strand to the section objectives.
- Each **Chapter Summary** highlights key terms and concepts to help students study for the **Chapter Review.**
- Each section ends with **Formative Assessment** questions that enable students to check their understanding and apply problem-solving skills.
- A **StudySkill**, included in the Chapter Review, helps students practice study and test-taking skills.



#### **Section Quiz**

Use this quick comprehension check to guide your reteaching options.

Analyzing Data		and the second second
Use the data in the table bel	ow to answer questions	CASESTUDY
34-35.	•	38. Compare energy transfer in a food chain and a food web with the transfer of pollutants in a food chain and a food web.
PERCENTAGE USE PE	OF FERTILIZER	39. How can a change in an ecosystem impact
Region of the World	Percentage	the biogeochemical cycles, for example the carbon cycle?
North America	17	
Asia	48	Why It Matters
Africa	2	40. How does a change in a food web relate
Europe	14	to energy flow within an ecosystem?
Latin America and the Caribbean	18	
Oceania	1	
<ol> <li>Making Calculations tons of fertilizer is used many million metric to</li> </ol>	worldwide per year, how	
<ol> <li>Graphing Data Make the percentage of fertile worldwide per year.</li> </ol>	a bar graph that compares izer use in different regions	STUDYSKILL
Making Connection		Taking Multiple-Choice Tests When you take multiple-choice tests, be sure to read all of the choices before you pick the correct answer. Be patient, and eliminate choices
36. Communicating Mai	Ideas Describe	that are obviously incorrect.



#### **Chapter Tests A and B**

Each chapter has two tests—for general and advanced levels—which can be edited directly or customized in ExamView.

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#### **ExamView®** Test Banks

All chapter and section quizzes are available in these banks online at **HMDScience.com** or on the **Teacher One Stop DVD**. Use them to create customized tests, and use questions with classroom clickers.



#### **Check for Understanding**

To reinforce comprehension, **Check for Understanding** questions are placed strategically throughout the text.

CHECK FOR UNDERSTANDING Recognize How do algal blooms harm aquatic ecosystems?

	ASSIGNMENTS	CALENDAR	REPORTS	PREFERE			ssianmentt			
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For teachers who prefer to deliver online testing with automatic scoring, this option offers a 20-item multiple-choice test for every chapter, different from the quizzes available in ExamView.

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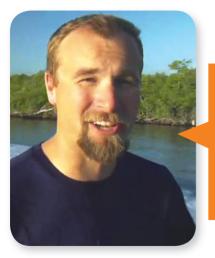
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Materials List Online Assessment PowerPresentations Project Resources Scientific Reasoning Skill Builder Section Quizzes (available in Spanish) Section Self-Check Quizzes Smart Grapher Student Edition Study Guide (available in Spanish) Teacher Edition Teacher Edition Virtual Investigations

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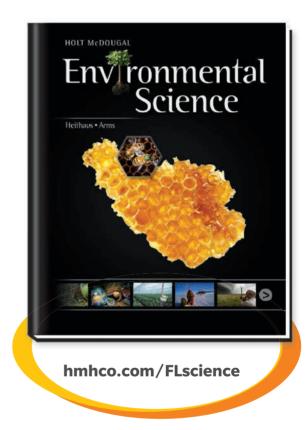
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