Pollution Notesheet C. Kohn, Waterford WI

Name: Hour Date:

Date Assignment is due: Why late? Score: + ✓ -
 Day of Week Date If your project was late, describe why

**NR-ES Units**

1. Lab Safety
2. Sustainability
3. Biodiversity
4. Habitats
5. Invasive Spec.
6. Quadrat Meas.
7. Pollution
8. Water Testing
9. Midterms
10. Wildlife Mgmt
11. Habitat Mgmt
12. TOC
13. Climate Chg
14. Survival
 **Weekly Schedule: See Board and record**
Mon

Tues

Wed

Thurs

Fri

What is pollution?

What are examples of pollution?

How are pollution and biodiversity related?

How can pollution lead to extinction? Explain multiple possibilities:

How can pollution directly affect people? Explain multiple possibilities:

*Page through this notesheet. Then answer the questions below:*
Circle one: *I need to review my notes & practice before the quiz.* Definitely – Yes – Sort of - No

Circle one: *I have never seen or heard of some of these concepts.* Definitely – Yes – Sort of - No

Circle one: *This may be a challenging unit for me personally.* Definitely – Yes – Sort of - No

Circle one: *I may need extra strategies for some topics/vocab.* Definitely – Yes – Sort of - No

**Directions**: Use the accompanying PowerPoint (*available online*) to complete this sheet. This sheet will be due upon the completion of the PowerPoint in class. These assignments are graded on a +/√/- scale.

1. Pollution is any form of (usually from ) that

\_
2. Why is waste normally associated only with human activity?

\_
3. When we consider pollution, is litter and garbage the main concern? Explain:

\_

\_
4. Pollution prevention is about

\_
5. What are four examples of pollution prevention?

\_

\_

\_

\_
6. What are two ways in which pollution costs people money?

\_

\_
7. Define each of the following:

Point Source Pollution: \_

Nonpoint Source Pollution: \_
8. List and summarize the six kinds of pollution:

\_ Description:

\_

\_ Description:

\_

\_ Description:

\_

\_ Description:

\_

\_ Description:

\_

\_ Description:

\_
9. Prior to the Industrial Revolution, what was the primary human-caused pollutant?

As the changed cities across the world by the early 1900s, waste from

\_ became much more evident.
10. What is the Cuyahoga River notable for?
11. In 1952, an event now called killed

people in London and as

pollutants and from mixed with heavy

\_ and .
12. *Silent Spring,* written by , was important for environmental protection.
13. In this book, Carson described how

and became
14. Carson concluded that even application of remained
15. Once in the environment, it could

and
16. Why were bald eagles especially affected by DDT?
17. \_ became the first state in the nation to ban DDT in . A federal ban

was enacted in .
18. T or F – bald eagles have returned to their natural population levels since the banning of DDT. Explain:
19. Summarize what happened at Love Canal and what major impact it had on society:
20. Summarize the outcome of each of the following pieces of legislation:

Clean Air Act of ‘63:

Clean Water Act:

Clean Air Act of 1970:

Pesticides Control Act of 1972:

Ocean Dumping Act of 1972:

Safe Drinking Water Act of 1974:

Toxic Substances Control Act of 1976:
Resource Conservation and Recovery Act of 1976:

The Comprehensive Environmental Response, Compensation, and Liability Act of 1980:
21. What is the Superfund?
22. Describe how lead affects the environment and human health:
23. Lead has the ability to bioaccumulate. What is bioaccumulation?
24. What four properties must a substance have in order to bioaccumulate?
25. Substances that can bioaccumulate are a concern because
26. How much more concentrated than the water did DDT become at each component of the food chain (based on the 1967 study):

Zooplankton: Small fish: Predator fish: Birds:
27. While concentrations of a biomagnifiable pollutant may be in the environment itself, these

concentrations will be times greater in the tissue of top

predators like .
28. Why are bioaccumulating pollutants an especially large concern for humans?
29. Describe how Chromium-6 affects the environment and human health:
30. Where does mercury come from?
31. Describe how mercury affects the environment and human health:
32. While is a naturally occurring of

\_ and , this can be considered a pollutant today

because of its current .
33. What was true of CO­2 production and absorption prior to the Industrial Revolution?
34. What is true about CO­2 production and absorption today?
35. For over 500,000 years, CO­2 levels hovered around .
36. What are CO2 levels at today? What impact does this have on the environment?

1

2

3
37. How do we know human activity is to blame for overly high CO2 levels?
38. \_ are the primary causes of
39. What is eutrophication?
40. Eutrophication begins when
41. As nutrients enter aquatic ecosystems, they cause what to grow on the surface?
42. As algae grows on the surface of the water,
43. While algae are thriving on the surface of the water,
44. Without to power , underwater
45. When underwater plants stop , they also stop the production of
46. As underwater plants stop photosynthesizing and die,
47. Decomposers use up as they .
48. More results in even less .
49. \_ -dependent species such as are lost

or leave, changing the and increasing the ability of

to take over.
50. Summarize the role of each of the following in eutrophication:

High nutrient levels cause

Dense mats of surface algae cause

When plants beneath the surface stop photosynthesizing,

Decomposers that break down dying plants also use up any remaining

Low oxygen levels drive out native species, interrupting the and increasing

the likelihood of the introduction of .

Unit Wrap-up C. Kohn, Agricultural Sciences - Waterford WI

1. Write the 3 topics that you most need to review before the quiz:

1\_

2\_

3\_
2. Create 3 **high-level questions** related to this material
(*These questions could be something you still don’t know or questions that reflect understanding that you have now that you did not have before.*)

1\_

2\_

3\_
3. List 6 **vocabulary words** that you did not know before or have not used very often prior to this unit:

1\_ 2 3

4 5 6

1. In the spaces below, fully write three strategies that will help you to remember specific vocabulary words or topics from this unit. **NOTE**: A strategy is *not* an activity such as reviewing your notes, studying hard, etc. A strategy is a mnemonic, rhyme, analogy, or other brain-based device that is specific to one item from the unit.

1.\_

2.\_

3.\_

1. Circle the most appropriate response. You will only be graded on whether or not you completed this section, so be entirely honest with yourself when completing this section.

Circle one: *I used my notes outside of class to prepare for the quiz.* Definitely – Yes – Sort of - No

Circle one: *I took extra notes in the margins for very difficult concepts.* Definitely – Yes – Sort of - No

Circle one: *I created a personal strategy for at least three difficult items.* Definitely – Yes – Sort of - No

Circle one: *I was very involved and actively studying during the quiz review.* Definitely – Yes – Sort of - No

Circle one: *I think I will be satisfied with the quiz grade I received this week.* Definitely – Yes – Sort of - No