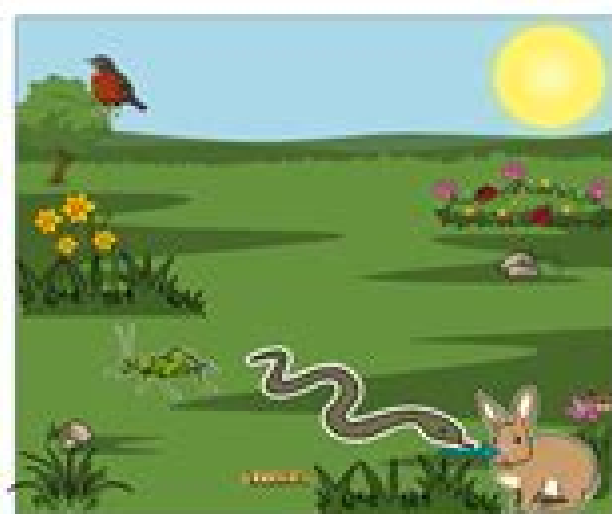


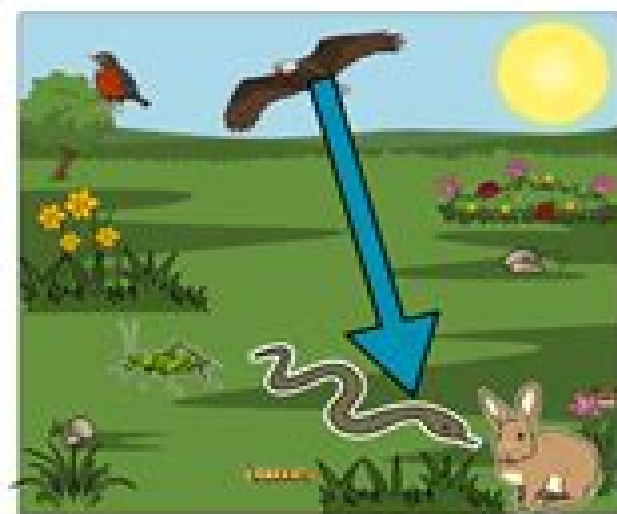
Through the process of photosynthesis plants use sunlight which is energy to make sugar. Plants are producers which is the base of a trophic system. They convert the rest of the trophic system with energy. The first use of the ecosystem says that energy cannot be created or destroyed but can change from one form to another. 10% of energy is lost each trophic level goes down and the rest is taken back which is how energy changes before. Energy flow is an ecosystem is not really ecological efficient because since only 10% of energy goes passed so that other 90% is being in heat, which is not efficient to be wasting energy.



Primary consumers will eat the producers. For example the bunny will eat the flowers. The bunny will use the 10% of energy that gets passed on from the producers for growth, reproduction, waste, waste defense, daily maintenance. All organisms in any trophic level will use energy for those reasons, daily maintenance. Primary consumers have lots of biomass which is all the living things within a given trophic level. Biomass is the energy that gets passed onto the next trophic level.



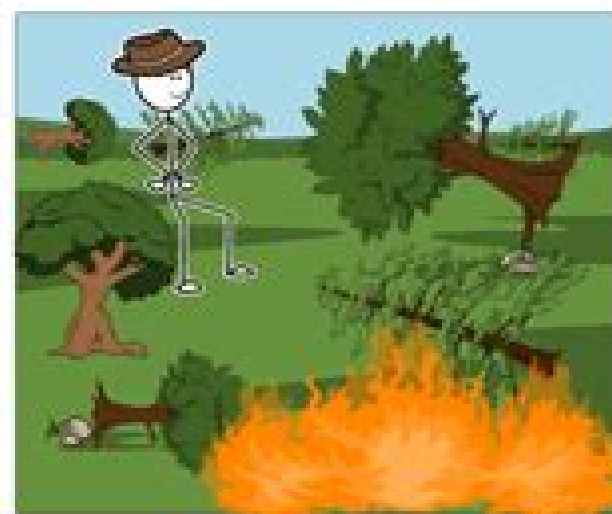
Secondary consumers will eat primary consumers. The snake will eat the bunny. Secondary consumers are important because they keep the primary consumer population size in control. They eat them for energy.



Tertiary consumers will eat secondary consumers. The hawk will eat the snake. Tertiary consumers are the apex predator they are found at the top of the food chain. They have no predator after them, but when they die they will be broken down by decomposers. Consumers only get energy from the organisms they consume.



When an organism dies a decomposer such as bacteria or fungus will break it down and the nutrients and energy will return to the soil. That nutrients can then be recycled for producers to use.



Energy flow is an ecosystem is not really ecological efficient because since only 10% of energy goes passed so that other 90% is being in heat, which is not efficient to be wasting energy.

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**Raffaela Di Napoli**



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**Authorization Act for Fiscal Year 2015** United States. Congress. House. Committee on Armed Services,2014 *Howard P. "Buck" McKeon National Defense Authorization Act for Fiscal Year 2015* United States. Congress. House. Committee on Armed Services,2014 **Howard P. "Buck" McKeon National Defense Authorization Act for Fiscal Year 2015, May 13, 2014, 113-2 House Report 113-446** ,2014 *Industrial & Mining Standard* ,1904 *Report* Illinois Farmers'

Institute,1926 **Annual Report** Illinois Farmers' Institute,1926 Contains Proceedings of the 24th 36th annual meeting together with reports of Institute work **Moving the Needle on Children's Physical Activity - How to Best Promote More Movement?** Mirko Brandes ,Jennifer Sacheck,2024-07-24 Globally physical inactivity is on the rise in most countries and according to the WHO it is considered one of the leading major public health risks As children s physical activity behaviors are conveyed into adulthood many interventions focus on establishing healthy physical activity habits in children to prevent the potential negative health outcomes associated with low physical activity over the life course The school environment provides an opportunity to reach the majority of children however physical activity promotion in schools can often be a challenge Barriers to the success of physical activity interventions include the physical social and economic environment competencies and workload of teachers as well as the perception that physical activity may interfere with the primary task of schools which is education Moreover the evaluation of physical activity interventions for children is challenging raising a discussion on how to best evaluate these interventions **Mining and Engineering World** ,1907

*Using Google Earth™: Bring the World into Your Classroom Levels 3-5* JoBea Holt,2012-02-01 Learn to use Google Earth and add technological richness across the content areas in grades 3 5 with this highly engaging easy to use resource that offers flexibility for authentic 21st century learning This teacher friendly book provides step by step instructions lessons and activities that integrate this technology into social studies science mathematics and English language arts curriculum All lessons are differentiated for a variety of learning styles and activities are leveled for all learners In addition suggestions for flexible groupings and for extension activities are also included Using Google Earth tm Bring the World Into Your Classroom shows teachers how to help their students start their own kmz folders and fill them with layers of locations that connect their own lives to the curriculum and to build cross curricular connections The included Teacher Resource CD includes templates plus clear easy to follow directions to lead students and teachers to see a global view by starting with their own neighborhoods and then moving outward This resource is aligned to the interdisciplinary themes from the Partnership for

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