

## Wylie ISD Curriculum

<b>Subject Area</b>	Science	<b>Bundle #:</b>	1
<b>Grade/Level</b>	7	<b>Weeks:</b>	1-3
<b>Overview</b>			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
<b>7.6 The student knows that there is a relationship between force and motion.</b>	<b>7.6B</b> Demonstrate that an object will remain at rest or move at a constant speed and in a straight line if it is not being subjected to an unbalanced force.	Including <ul style="list-style-type: none"> <li>• Newton’s 1<sup>st</sup> Law of motion</li> <li>• The role of friction as an unbalanced force</li> <li>• Types of friction</li> </ul>	
<b>7.8 The student knows that complex interactions occur between matter and energy.</b>	<b>7.8A</b> Illustrate examples of potential and kinetic energy in everyday life.	Including <ul style="list-style-type: none"> <li>• Potential energy (stored energy) <ul style="list-style-type: none"> <li>▪ Objects at rest</li> <li>▪ Changes in the level of potential energy <ul style="list-style-type: none"> <li>○ Pendulum swinging</li> </ul> </li> </ul> </li> <li>• Kinetic energy (movement) <ul style="list-style-type: none"> <li>▪ Movement of geologic faults</li> <li>▪ Falling water</li> </ul> </li> </ul>	

## Wylie ISD Curriculum

<b>Subject Area</b>	Science	<b>Bundle #:</b>	2
<b>Grade/Level</b>	7	<b>Weeks:</b>	4-6
<b>Overview</b>			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
<b>7.6 The student knows that there is a relationship between force and motion.</b>	<b>7.6A</b> Demonstrate basic relationships between force and motion using simple machines.	Including <ul style="list-style-type: none"> <li>• Mechanical advantage</li> <li>• Efficiency of simple machines</li> <li>• Simple Machines                             <ul style="list-style-type: none"> <li>▪ Pulleys</li> <li>▪ Levers</li> <li>▪ Wheels and axles</li> <li>▪ Inclined plane</li> <li>▪ Screw</li> <li>▪ Wedge</li> </ul> </li> <li>• Compound machines</li> <li>• Law of conservation of energy</li> <li>• Work                             <ul style="list-style-type: none"> <li>○ Work=force X distance</li> </ul> </li> </ul>	

## Wylie ISD Curriculum

<b>Subject Area</b>	Science	<b>Bundle #:</b>	3
<b>Grade/Level</b>	7	<b>Weeks:</b>	7-9
<b>Overview</b>			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
<p><b>7.7 The student knows that substances have physical and chemical properties.</b></p>	<p><b>7.7B</b> Describe physical properties of elements and identify how they are used to position an element on the periodic table.</p>	<p>Including</p> <ul style="list-style-type: none"> <li>• Physical properties of elements                             <ul style="list-style-type: none"> <li>▪ Density</li> <li>▪ Phases of matter                                     <ul style="list-style-type: none"> <li>○ Boiling point</li> <li>○ Melting point</li> </ul> </li> </ul> </li> <li>• Classification of elements                             <ul style="list-style-type: none"> <li>▪ Metals                                     <ul style="list-style-type: none"> <li>○ Luster (shiny)</li> <li>○ Conductivity (good)</li> <li>○ Ductile</li> <li>○ Malleable</li> <li>○ Magnetic</li> </ul> </li> <li>▪ Nonmetals                                     <ul style="list-style-type: none"> <li>○ Dull</li> <li>○ Mostly gases</li> <li>○ Brittle</li> <li>○ Reactive</li> </ul> </li> <li>▪ Metalloids                                     <ul style="list-style-type: none"> <li>○ Semiconductor</li> </ul> </li> </ul> </li> <li>• Placement on the periodic table                             <ul style="list-style-type: none"> <li>▪ Atomic number</li> <li>▪ Periods</li> <li>▪ Groups/families</li> <li>▪ Reactivity</li> </ul> </li> </ul>	

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<b>Subject Area</b>	Science	<b>Bundle #:</b>	4
<b>Grade/Level</b>	7	<b>Weeks:</b>	10-12
<b>Overview</b>			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
<b>7.7 The student knows that substances have physical and chemical properties.</b>	<b>7.7A</b> Identify and demonstrate everyday examples of chemical phenomena.	Including <ul style="list-style-type: none"> <li>• Rusting and tarnishing of metals (oxidation)</li> <li>• Burning of wood</li> <li>• Law of conservation of mass and energy</li> </ul>	
<b>7.7 The student knows that substances have physical and chemical properties.</b>	<b>7.7C</b> Recognize that compounds are composed of elements.	Including <ul style="list-style-type: none"> <li>• Elements</li> <li>• <b>Pure substances</b> <ul style="list-style-type: none"> <li>○ Elements (atoms)</li> <li>○ <b>Molecule (2 or more atoms bonded together, could be the same element or different, i.e. O<sub>2</sub> or N<sub>2</sub> or H<sub>2</sub>O)</b></li> <li>○ <b>Compounds (2 or more elements bonded together, i.e. CO<sub>2</sub> or C<sub>6</sub>H<sub>12</sub>O<sub>6</sub>)</b></li> </ul> </li> <li>• <b>Not Pure</b> <ul style="list-style-type: none"> <li>○ <b>Mixtures (define only - two or more different elements or compounds combined into one non-pure substance. i.e.: milk, soda)</b> <ul style="list-style-type: none"> <li>▪ <b>Homogeneous</b>(Remove, not relevant)</li> <li>▪ <b>Heterogeneous</b>(Remove, not relevant)</li> </ul> </li> </ul> </li> <li>• Recognize compounds in everyday life               <ul style="list-style-type: none"> <li>▪ H<sub>2</sub>O</li> <li>▪ CO<sub>2</sub></li> <li>▪ C<sub>6</sub>H<sub>12</sub>O<sub>6</sub> - Glucose</li> </ul> </li> </ul>	

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<b>Subject Area</b>	Science	<b>Bundle #:</b>	5
<b>Grade/Level</b>	7	<b>Weeks:</b>	13-15
<b>Overview</b>			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
<b>7.13 The student knows components of our solar system.</b>	<b>7.13A</b> Identify and illustrate how the tilt of the Earth on its axis as it rotates and revolves around the Sun causes changes in seasons and the length of a day.	Including <ul style="list-style-type: none"> <li>• Seasons</li> <li>• Length of daylight</li> <li>• Hemispheres</li> <li>• Define:                             <ul style="list-style-type: none"> <li>▪ Rotation</li> <li>▪ Revolution</li> </ul> </li> </ul>	
<b>7.13 The student knows components of our solar system.</b>	<b>7.13B</b> Relate the Earth's movement and the moon's orbit to the observed cyclical phases of the moon.	Including <ul style="list-style-type: none"> <li>○ Positions that create phases of the moon                             <ul style="list-style-type: none"> <li>★ Waxing Crescent</li> <li>★ 1<sup>st</sup> Quarter</li> <li>★ Waxing Gibbous</li> <li>★ Full Moon</li> <li>★ Waning Gibbous</li> <li>★ 3<sup>rd</sup> Quarter</li> <li>★ Waning Crescent</li> <li>★ New Moon</li> </ul> </li> <li>○ Solar eclipse</li> <li>○ Lunar eclipse</li> </ul> <ul style="list-style-type: none"> <li>• Position of moon</li> <li>• Gravity effects at those positions</li> </ul>	

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<b>Subject Area</b>	Science	<b>Bundle #:</b>	6
<b>Grade/Level</b>	7	<b>Weeks:</b>	16-18
<b>Overview</b>			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
<b>7.14 The student knows that natural events and human activity can alter Earth systems.</b>	<b>7.14B</b> Analyze effects of regional erosional deposition and weathering.	Including <ul style="list-style-type: none"> <li>• Weathering                             <ul style="list-style-type: none"> <li>▪ Mechanical</li> <li>▪ Chemical</li> </ul> </li> <li>• Erosion                             <ul style="list-style-type: none"> <li>▪ Wind</li> <li>▪ Water</li> <li>▪ Gravity</li> </ul> </li> <li>• Deposition</li> <li>• Soil formation</li> </ul>	
<b>7.14 The student knows that natural events and human activity can alter Earth systems.</b>	<b>7.14A</b> Describe and predict the impact of different catastrophic events on the Earth.	Including <ul style="list-style-type: none"> <li>• Flooding</li> <li>• Landslides</li> <li>• Forest fires</li> <li>• Drought</li> <li>• Desertification</li> <li>• Tornadoes</li> <li>• Volcanoes</li> <li>• Hurricanes</li> <li>• Earthquake</li> <li>• Tsunamis</li> </ul>	
<b>7.5 The student knows that equilibrium of a system may change.</b>	<b>7.5A</b> Describe how systems may reach equilibrium.	Including <ul style="list-style-type: none"> <li>• Earth systems                             <ul style="list-style-type: none"> <li>▪ Volcanic eruptions</li> </ul> </li> <li>• Forces in motion                             <ul style="list-style-type: none"> <li>▪ Balanced forces</li> </ul> </li> </ul>	

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<b>Subject Area</b>	Science	<b>Bundle #:</b>	7
<b>Grade/Level</b>	7	<b>Weeks:</b>	19-21
<b>Overview</b>			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
<p><b>7.9 The student knows the relationship between structure and function in living systems.</b></p>	<p><b>7.9A</b> Identify the systems of the human organism and describe their functions.</p>	<p>Including:</p> <ul style="list-style-type: none"> <li>• Circulatory/Cardiovascular system                             <ul style="list-style-type: none"> <li>▪ Heart</li> <li>▪ Blood vessels</li> <li>▪ Parts of the blood                                     <ul style="list-style-type: none"> <li>○ White cells</li> <li>○ Red cells</li> <li>○ Hemoglobin</li> <li>○ Platelets</li> </ul> </li> </ul> </li> <li>• Immune/Lymphatic system                             <ul style="list-style-type: none"> <li>▪ Pathogens</li> <li>▪ Bacteria and Viruses</li> </ul> </li> <li>• Respiratory system                             <ul style="list-style-type: none"> <li>▪ Nose</li> <li>▪ Pharynx</li> <li>▪ Epiglottis</li> <li>▪ Larynx</li> <li>▪ Trachea</li> <li>▪ Bronchi</li> <li>▪ Bronchioles</li> <li>▪ Alveoli</li> <li>▪ Diaphragm</li> <li>▪ Lungs</li> </ul> </li> <li>• Excretory/Urinary system                             <ul style="list-style-type: none"> <li>▪ Kidney</li> <li>▪ Ureter</li> <li>▪ Urinary bladder</li> <li>▪ Urethra</li> </ul> </li> <li>• Digestive system                             <ul style="list-style-type: none"> <li>▪ Mouth</li> </ul> </li> </ul>	

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		<ul style="list-style-type: none"> <li>▪ Salivary glands</li> <li>▪ Tongue</li> <li>▪ Esophagus</li> <li>▪ Stomach</li> <li>▪ Small intestine</li> <li>▪ Large intestine</li> <li>▪ Rectum</li> <li>▪ Liver</li> <li>▪ Gall bladder</li> <li>▪ Pancreas</li> <li>▪ Appendix</li> <li>▪ Importance of enzymes</li> <li>▪ Anus</li> <li>• Skeletal             <ul style="list-style-type: none"> <li>▪ Major bones and structure                 <ul style="list-style-type: none"> <li>○ Cartilage</li> <li>○ Ligaments</li> <li>○ Joints</li> </ul> </li> </ul> </li> <li>• Muscular             <ul style="list-style-type: none"> <li>▪ Major Muscles</li> <li>▪ Types of muscle fiber</li> <li>▪ Tendons</li> <li>▪ How muscles work</li> <li>    Movement</li> </ul> </li> </ul>
<p><b>7.6 The student knows that there is a relationship between force and motion.</b></p>	<p><b>7.6C</b> Relate forces to basic processes in living organisms.</p>	<p>Including</p> <ul style="list-style-type: none"> <li>• Use the concepts of force and energy to explain processes in living organisms             <ul style="list-style-type: none"> <li>▪ Flow of blood</li> <li>▪ <b>Heart(cardiac muscle) is force that pushes the blood through vessels</b></li> <li>▪ Body motion</li> </ul> </li> </ul>

## Wylie ISD Curriculum

<b>Subject Area</b>	Science	<b>Bundle #:</b>	8
<b>Grade/Level</b>	7	<b>Weeks:</b>	22-24
<b>Overview</b>			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
<b>7.9 The student knows the relationship between structure and function in living systems.</b>	<b>7.9A</b> Identify the systems of the human organism and describe their functions.	Including: <ul style="list-style-type: none"> <li>• Skin                             <ul style="list-style-type: none"> <li>▪ Layers</li> <li>▪ Function                                     <ul style="list-style-type: none"> <li>○ Protection</li> <li>○ Thermal regulation</li> </ul> </li> </ul> </li> <li>• Nervous system                             <ul style="list-style-type: none"> <li>▪ Brain</li> <li>▪ Spinal cord</li> <li>▪ Nerves (peripheral and central)</li> <li>▪ Sense organs</li> </ul> </li> <li>• Endocrine system                             <ul style="list-style-type: none"> <li>▪ Glands</li> <li>▪ Hormones</li> </ul> </li> <li>• Reproductive system: male and female                             <ul style="list-style-type: none"> <li>▪ Structures and functions</li> </ul> </li> </ul>	

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<b>Subject Area</b>	Science	<b>Bundle #:</b>	9
<b>Grade/Level</b>	7	<b>Weeks:</b>	25-27
<b>Overview</b>			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
<p><b>7.10 The student knows that species can change through generations and that the instructions for traits are contained in the genetic material of the organisms.</b></p>	<p><b>7.10A</b> Identify that sexual reproduction results in more diverse offspring and asexual reproduction results in more uniform offspring.</p>	<p>Including</p> <ul style="list-style-type: none"> <li>• Organisms vary because they have differences in inherited traits.</li> <li>• Sexual reproduction                             <ul style="list-style-type: none"> <li>▪ Genetic material is donated from two parents</li> <li>▪ Allows for more genetic variation in the offspring</li> <li>▪ Offspring differ from each parent and from each other</li> </ul> </li> <li>Advantages/disadvantages</li> <li>• Asexual reproduction                             <ul style="list-style-type: none"> <li>▪ Genetic material is donated from only one parent</li> <li>▪ Offspring are identical to the parent and to each other</li> <li>▪ Advantages/disadvantages</li> <li>▪ Some plants produce offspring asexually through vegetative propagation from:                                     <ul style="list-style-type: none"> <li>○ Roots</li> <li>○ Stems</li> <li>○ Leaves</li> </ul> </li> <li>▪ Some animals produce offspring asexually through:                                     <ul style="list-style-type: none"> <li>○ Binary fission (flatworms)</li> <li>○ Budding (hydra)</li> </ul> </li> </ul> </li> <li>• Mitosis/meiosis – introduction</li> </ul>	
<p><b>7.10 The student knows that species can change through generations and that the instructions for traits are contained in the genetic material of the organisms.</b></p>	<p><b>7.10C</b> Distinguish between dominant and recessive traits and recognize that inherited traits of an individual are contained in genetic material.</p>	<p>Including</p> <ul style="list-style-type: none"> <li>• Inherited traits of organisms are passed from parents to the offspring through genes.</li> <li>• Introduce terms:                             <ul style="list-style-type: none"> <li>▪ Allele</li> <li>▪ Dominant</li> <li>▪ Recessive</li> <li>▪ Homozygous/pure</li> <li>▪ Heterozygous/hybrid</li> <li>▪ Phenotype</li> <li>▪ Genotype</li> <li>▪ Pedigree</li> </ul> </li> <li>• Punnett squares are used to predict outcomes of monohybrid crosses</li> <li>• Recognize that physical characteristics of organisms are passed to the offspring through genes</li> </ul>	

## Wylie ISD Curriculum

<b>Subject Area</b>	Science	<b>Bundle #:</b>	10
<b>Grade/Level</b>	7	<b>Weeks:</b>	28-30
<b>Overview</b>			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
<b>7.8 The student knows that complex interactions occur between matter and energy.</b>	<b>7.8B</b> Identify that radiant energy from the Sun is transferred into chemical energy through the process of photosynthesis.	Including <ul style="list-style-type: none"> <li>• Identify the components of the process of photosynthesis</li> <li>• Recognize the equation for photosynthesis</li> <li>• Recognize the process of photosynthesis is unique to plants and other plantlike organisms</li> </ul>	
<b>7.12 The student knows that there is a relationship between organisms and the environment.</b>	<b>7.12A</b> Identify components of an ecosystem.	Including <ul style="list-style-type: none"> <li>• Species</li> <li>• Population</li> <li>• Community</li> <li>• Biosphere</li> <li>• Determine which components of an ecosystem are biotic or abiotic</li> </ul>	
<b>7.12 The student knows that there is a relationship between organisms and the environment.</b>	<b>7.12B</b> Observe and describe how organisms live together in an environment and use existing resources.	Including <ul style="list-style-type: none"> <li>• Producers</li> <li>• Consumers</li> <li>• Decomposers</li> <li>• Food chain</li> <li>• Food web <ul style="list-style-type: none"> <li>▪ Follow the transfer of energy</li> <li>▪ Apply the 10% rule</li> </ul> </li> <li>• Sun is the energy source that drives an ecosystem</li> <li>• Predator/Prey</li> <li>• Scavengers</li> </ul>	
<b>7.12 The student knows that there is a relationship between organisms and the environment.</b>	<b>7.12D</b> Observe and describe the role of ecological succession in ecosystems.	Including <ul style="list-style-type: none"> <li>• Define types of ecological succession <ul style="list-style-type: none"> <li>▪ Primary succession <ul style="list-style-type: none"> <li>○ Pioneer species</li> </ul> </li> <li>▪ Secondary succession <ul style="list-style-type: none"> <li>○ Environmental disturbances</li> </ul> </li> <li>▪ Recognize climax communities</li> </ul> </li> </ul>	
<b>7.5 The student knows that equilibrium of a system may change.</b>	<b>7.5B</b> Observe and describe the role of ecological succession in maintaining equilibrium in an ecosystem.	Including <ul style="list-style-type: none"> <li>• Climax communities</li> <li>• Stages of ecological succession <ul style="list-style-type: none"> <li>▪ Primary succession</li> <li>▪ Secondary succession</li> </ul> </li> <li>• Erosion</li> <li>• Effects of commercial development</li> </ul>	

## Wylie ISD Curriculum

<b>Subject Area</b>	Science	<b>Bundle #:</b>	11
<b>Grade/Level</b>	7	<b>Weeks:</b>	31-33
<b>Overview</b>			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
<b>7.12 The student knows that there is a relationship between organisms and the environment.</b>	<b>7.12C</b> Describe how different environments support different varieties of organisms.	Including <ul style="list-style-type: none"> <li>• Biomes                             <ul style="list-style-type: none"> <li>▪ Characteristics                                     <ul style="list-style-type: none"> <li>○ Climate</li> <li>○ Vegetation</li> <li>○ Location</li> </ul> </li> <li>▪ Animal adaptations</li> <li>▪ Plant adaptations</li> </ul> </li> </ul>	
<b>7.10 The student knows that species can change through generations and that the instructions for traits are contained in the genetic material of the organisms.</b>	<b>7.10B</b> Compare traits of organisms of different species that enhance their survival and reproduction.	Including <ul style="list-style-type: none"> <li>• Adaptations</li> <li>• Animal examples:                             <ul style="list-style-type: none"> <li>▪ Appendages</li> <li>▪ Mouth structures</li> <li>▪ Speed of development</li> <li>▪ Reproductive behavior</li> <li>▪ Response to danger</li> <li>▪ Camouflage</li> </ul> </li> <li>• Plant examples                             <ul style="list-style-type: none"> <li>▪ Types of roots</li> <li>▪ Types of leaves</li> <li>▪ Seed dispersal</li> <li>▪ Attraction of pollinators</li> <li>▪ Vascular tissue</li> </ul> </li> </ul>	

## Wylie ISD Curriculum

<b>Subject Area</b>	Science	<b>Bundle #:</b>	12
<b>Grade/Level</b>	7	<b>Weeks:</b>	34-36
<b>Overview</b>			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
<b>7.5 The student knows that equilibrium of a system may change.</b>	<b>7.5A</b> Describe how systems may reach equilibrium.	Including: <ul style="list-style-type: none"> <li>• Human Systems <ul style="list-style-type: none"> <li>◦ Homeostasis</li> </ul> </li> </ul>	
<b>7.9 The student knows the relationship between structure and function in living systems.</b>	<b>7.9B</b> Describe how organisms maintain stable internal conditions while living in changing external environments.	Including: <ul style="list-style-type: none"> <li>• Homeostasis</li> <li>• Changes in metabolism <ul style="list-style-type: none"> <li>▪ Hibernation</li> <li>▪ Estivation</li> </ul> </li> <li>• Regulating body temperature <ul style="list-style-type: none"> <li>▪ Sweating</li> <li>▪ Shivering</li> <li>▪ Panting</li> </ul> </li> </ul>	
<b>7.11 The student knows that the responses of organisms are caused by internal or external stimuli.</b>	<b>7.11A</b> Analyze changes in organisms.	Including <ul style="list-style-type: none"> <li>• A fever or vomiting</li> <li>• Hunger or thirst</li> <li>• Hormones</li> <li>• Homeostasis</li> </ul>	
<b>7.6 The student knows that there is a relationship between force and motion.</b>	<b>7.6C</b> Relate forces to basic processes in living organisms	Including <ul style="list-style-type: none"> <li>• Use the concepts of force and energy to explain processes in living organisms <ul style="list-style-type: none"> <li>▪ Emergence of seedlings</li> </ul> </li> </ul>	
<b>7.11 The student knows that the responses of organisms are caused by internal or external stimuli.</b>	<b>7.11B</b> Identify responses in organisms to external stimuli found in the environment.	Including <ul style="list-style-type: none"> <li>• The presence or absence of light</li> <li>• Availability of water, food and space</li> <li>• Temperature</li> </ul>	
<b>7.14 The student knows that natural events and human activity can alter Earth systems.</b>	<b>7.14C</b> Make inferences and draw conclusions about effects of human activity on Earth's renewable, non-renewable, and inexhaustible resources.	Including <ul style="list-style-type: none"> <li>• Destructive activities <ul style="list-style-type: none"> <li>▪ Deforestation</li> <li>▪ Ozone depletion</li> <li>▪ Global warming</li> <li>▪ Burning of fossil fuels</li> <li>▪ Over population</li> <li>▪ Over fishing</li> <li>▪ Pollution</li> </ul> </li> <li>• Conservation methods <ul style="list-style-type: none"> <li>▪ Water</li> <li>▪ Recycling</li> <li>▪ Alternate energy source</li> <li>▪ Global Initiative</li> <li>▪ Crop Rotations</li> </ul> </li> </ul>	