Chapter 18 Classification Test

Multiple Choice

Identify the letter of the choice that best completes the statement or answers the question.

 Scientists assign each kind of organism a universally accepted name in the system known as a. traditional classification. e. binomial nomenclature. the three domains. d. cladistics. 2. For many species, there are often regional differences in their a. common names. binomial nomenclature. scientific names. The second part of a scientific name is unique to each a. order in its class. c. genus in its family. b. family in its order. d. species in its genus. 4. Which two kingdoms did Linnaeus recognize? a. bacteria and animals c. plants and animals b. plants and fungi d. protists and animals Traditional classifications tended to take into account primarily a. extinct organisms. e. DNA similarities. b. RNA similarities. general similarities in appearance. An analysis of derived characters is used to generate a family tree based on external appearance. family tree based on DNA structure. c. cladogram. d. traditional classification system. Biologists use a classification system to group organisms in part because organisms. a. are going extinct. b. are very numerous and diverse. e. are too much alike. d. share too many derived characters. The study of organisms requires the use of a. only large, general categories of organisms. b. only small, specific categories of organisms. both large and small categories of organisms. d. no categories of organisms. In binomial nomenclature, which of the two terms is capitalized? a. the first term only c. both the first and second terms d. neither the first nor the second term the second term only 10. In Linnaeus's system of classification, how many taxonomic categories were there? a. one e. five b. three d. seven 11. The procedure of grouping organisms based on their evolutionary history is called a. traditional classification. derived characters. b. binomial nomenclature. d. evolutionary classification. 12. Similar genes are evidence of a. binomial nomenclature. c. common ancestry. b. mutations. d. different anatomy. 13. What do all organisms have in common?

Teaching Resources Chapter 18 Classification Answer Key

Judd E. Hollander

Teaching Resources Chapter 18 Classification Answer Key:

Intermediate Accounting Donald E. Kieso, Jerry J. Weygandt, Terry D. Resources in Education ,2001-04 Warfield, 2016-03-28 This text is an unbound binder ready edition Kieso Weygandt and Warfield's Intermediate Accounting Sixteenth Edition continues to set the standard for students and professionals in the field The 16th edition builds on this legacy through new innovative student focused learning Kieso maintains the qualities for which the text is globally recognized including its reputation for accuracy comprehensiveness accessibility and quality problem material that best prepares students for success on the CPA exam and accounting careers The 16th edition offers the most up to date coverage of US GAAP IFRS in a format suited to the complex challenges of teaching intermediate accounting in these changing times **Resources for Teaching Middle School Science** Smithsonian WileyPLUS sold separately from text Institution, National Academy of Engineering, National Science Resources Center of the National Academy of Sciences, Institute of Medicine, 1998-04-30 With age appropriate inquiry centered curriculum materials and sound teaching practices middle school science can capture the interest and energy of adolescent students and expand their understanding of the world around them Resources for Teaching Middle School Science developed by the National Science Resources Center NSRC is a valuable tool for identifying and selecting effective science curriculum materials that will engage students in grades 6 through 8 The volume describes more than 400 curriculum titles that are aligned with the National Science Education Standards This completely new guide follows on the success of Resources for Teaching Elementary School Science the first in the NSRC series of annotated guides to hands on inquiry centered curriculum materials and other resources for science teachers The curriculum materials in the new guide are grouped in five chapters by scientific area Physical Science Life Science Environmental Science Earth and Space Science and Multidisciplinary and Applied Science They are also grouped by type core materials supplementary units and science activity books Each annotation of curriculum material includes a recommended grade level a description of the activities involved and of what students can be expected to learn a list of accompanying materials a reading level and ordering information The curriculum materials included in this book were selected by panels of teachers and scientists using evaluation criteria developed for the guide The criteria reflect and incorporate goals and principles of the National Science Education Standards The annotations designate the specific content standards on which these curriculum pieces focus In addition to the curriculum chapters the guide contains six chapters of diverse resources that are directly relevant to middle school science Among these is a chapter on educational software and multimedia programs chapters on books about science and teaching directories and guides to science trade books and periodicals for teachers and students Another section features institutional resources One chapter lists about 600 science centers museums and zoos where teachers can take middle school students for interactive science experiences Another chapter describes nearly 140 professional associations and U S government agencies that offer resources and assistance

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