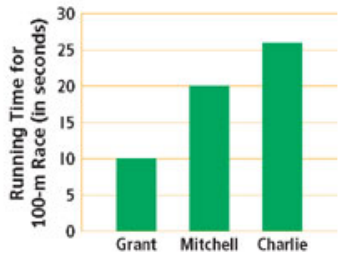
12. What makes Grant such a fast runner?



F. behavior
G. behavior and inherited traits
H. direct development
J. inherited traits

13. **COMPARE AND CONTRAST** Sexual and asexual production both result in more plants. What makes the product of asexual reproduction different?

A. The new plant is a different species.
B. The new plant is a clone.
C. The new plant cannot reproduce.
D. The new plant is a different color.

14. **SEQUENCE** Which stage is missing from this plant life cycle?



F. embryo **H.** leaves
G. flower **J.** roots

15. Which stage of a moss plant's life cycle produces sperm and eggs?

A. gametophyte **C.** seed
B. plant **D.** sporophyte

16. Which is the first stage of incomplete metamorphosis?

F. adult **H.** larva
G. egg **J.** nymph

Inquiry Skills

17. Describe an **experiment** that would help you **conclude** whether or not a plant needs water to grow.

18. Suppose you **observe** a tadpole grow into a frog. What can you **infer** about its life cycle?

Critical Thinking

19. How can you explain why the eyes of different humans can be many different colors?

The Big Idea

20. Humans need to be cared for until they can care for themselves. Why do you think humans need to be taken care of much longer than all other animals? List some of the things you need to learn before you can take care of yourself completely.

Inquiry Skills (5 pts. each)

17. You could grow one plant without water and see if it would grow.

18. Possible answer: It undergoes metamorphosis.

Critical Thinking (5 pts. each)

19. Eye color is controlled by several genes, each of which has more than one form.

20. Possible answers: Young humans need to learn to do a lot of things. We aren't born with the ability to take care of ourselves. Learning language, which other animals don't have to do, takes a long time. Possible answers: how to cook, how to run a household, how to work at a job to earn money

Chapter Test

See ***Assessment Guide*** pp. AG 7–12 for a Chapter Test and Performance Task, with Long Option rubric. Assessment options appear on page 86H.

Short Option Performance Assessment

Task

Life Cycles

Have students draw a picture of a flowering plant life cycle. Then have students draw a picture of an animal life cycle. Students then write one or two sentences comparing and contrasting the two life cycles.

Rubric

Preparation Provide students with colored pencils.

Scoring Rubric—Performance Indicators

_____ Students correctly draw and label the stages of the flowering plant life cycle.

_____ Students correctly draw and label the stages of an animal life cycle.

_____ Students describe how the plant and animal life cycles are alike.

_____ Students describe how the plant and animal life cycles are different.

Observations and Rubric Scores

3 2 1 0