13. What are organs made of?
   A. large, individual cells
   B. specialized tissues
   C. muscle
   D. bone

14. Which two organs run parallel to each other?
   F. stomach and esophagus
   G. esophagus and intestine
   H. eyes and ears
   J. spinal cord and esophagus

15. Which is the main sense being used to catch the ball?
   A. hearing **C.** smell
   B. sight **D.** taste

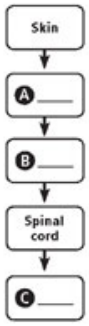


16. Which systems work together to provide the body's cells with nutrients?
   F. circulatory and digestive
   G. circulatory and respiratory
   H. respiratory and circulatory
   J. respiratory and nervous

Inquiry Skills

17. **Compare** digestion and respiration.

18. Draw and complete the graphic organizer to show the following order of events. A message from a touch receptor reaches the brain, which then directs a leg muscle to move. Use the completed graphic organizer to **infer** what happens when you touch something soft.



Critical Thinking

19. How would unhealthy teeth or gums affect digestion?

The Big Idea

20. Different body systems work together to keep us healthy. How are the digestive and circulatory systems related? Explain how the heart and lungs help each other provide oxygen to the body.

18. Graphic organizers should show an understanding of how sense information travels to the brain. Student inferences should reflect that when you touch something soft, sense information follows the same path as shown in the graphic organizer.

Critical Thinking (5 pts. each)

19. Chewing breaks down food into small particles. If dental health is poor, food can't be properly chewed. The rest of the digestive system has to work harder to break down food.

20. Nutrients pass through the villi in the small intestine into capillaries. Then the circulatory system carries the nutrients to the body's cells. The heart pumps blood from the veins to the capillaries that surround air sacs in the lungs. Carbon dioxide in the blood is released through the lungs, and the red blood cells capture oxygen. This oxygen-rich blood returns to the heart, which pumps blood throughout the body.

Chapter Test

See ***Assessment Guide*** pp. AG 19–24 for a Chapter Test and Performance Task, with Long Option rubric. Assessment options appear on page 162H.

Short Option Performance Assessment

Task

Digestive System

Have students work in pairs to make models or posters that explain how the digestive system breaks down an apple. Models or posters should include the parts of the digestive system, how the parts work together, and the final result of the apple being digested.

Rubric

Preparation Emphasize that students should first consider how they could best represent each step in the process of digestion.

Scoring Rubric—Performance Indicators

_____ Includes, on the poster or model, all parts of the digestive system.

_____ Correctly labels all parts of the digestive system.

_____ Describes or models how all parts of the digestive system work together.

_____ Describes the final result of digestion—nutrients the body's cells can use.

Observations and Rubric Scores

3 2 1 0