

Answer Key with Questions

Lesson Check: Levels of Organization

1) Groups of cells work together as tissue. Groups of tissues form organ systems.

- ☐ True
- ☐ False

Correct Answer

False

2) What makes up tissue?

- ☐ A) a group of cells
- ☐ B) a group of muscles
- ☐ C) a group of organs
- ☐ D) a group of organ systems

Correct Answer

A) a group of cells

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3) A group of organs that work together to perform a specific task is called a(n) _____.

- ☐ **A)** cell system
- ☐ **B)** tissue system
- ☐ **C)** organ system
- ☐ **D)** organ vessel

Correct Answer

C) organ system

4) Every living thing is made up of one or more _____.

Correct Answer

cells

5) An organ _____ is a group of organs that work together to do a job.

Correct Answer

system

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6) List the order of the body's organization, starting with the cell.

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Correct Answer

Answers may vary.

Explanation

cell, tissue, organ, organ system

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7) What is an effect of the organization of tissues into groups?

- ☐ A) They can carry out more complex functions.
- ☐ B) They can form new organisms.
- ☐ C) They can develop more than one cell type.
- ☐ D) They can carry out all functions required for life.

Correct Answer

A) They can carry out more complex functions.

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8) List four types of tissue that form the stomach, an organ.

Correct Answer

Answers may vary.

Explanation

epithelial, connective, nervous, muscle

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9) Identify three organ systems in the human body.

Correct Answer

Answers may vary.


Explanation

Sample response: circulatory, respiratory, digestive

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- 10)** Describe how you would make a drawing or visual model to show the relationship between the following levels of organization in the human body: cells, tissues, organs, organ systems. Then, provide evidence to support an argument that your model accurately represents the relationships between these levels of organization.



Correct Answer

Answers may vary.

Explanation

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I would use a flow chart to show cells forming tissues, tissues forming organs, and organs forming organ systems. The flow chart would show how one level is used to form the next. The human digestive system provides evidence to support my model. Cells form the four different types of tissue in the digestive system: muscle, epithelial, nervous, and connective. Those tissues in turn form organs such as the stomach. The stomach along with other organs, such as the large and small intestine, form the digestive system.

Extended-Response Rubric

	Level of Understanding	Evidence of Understanding
3	Demonstrating Expected Understanding	<p>Student response provides clear evidence of using the dimensions* to make sense of scientific phenomena and/or to design solutions to problems. Student is able to:</p> <ul style="list-style-type: none"> ▪ describe a drawing or visual model that accurately reflects the relationship between cells, tissues, organs, and organ systems <p>AND</p> <ul style="list-style-type: none"> ▪ provide evidence to support the argument that their model accurately reflects the relationships between the different levels of organization
2	Progressing toward Understanding	<p>Student response provides partial evidence of using the dimensions* to make sense of scientific phenomena and/or to design solutions to problems. The response lacks some critical information and details or contains some errors. Student is able to:</p> <ul style="list-style-type: none"> ▪ describe a drawing or visual model that accurately reflects the relationship between cells, tissues, organs, and organ systems <p>BUT cannot provide evidence to support the model;</p> <p>OR</p> <ul style="list-style-type: none"> ▪ describes a model with some errors BUT the evidence used to support the argument reflects an understanding of the relationships between the different levels of organization
1	Beginning to Develop Understanding	<p>Student response is incomplete or provides minimal evidence of using the dimensions* to make sense of scientific phenomena and/or to design solutions to problems.</p>
0	Not Showing Understanding	<p>Student does not respond or student response is inaccurate, irrelevant, or contains insufficient evidence of using the dimensions* to make sense of scientific phenomena and/or to design solutions to problems.</p>
<p><i>*As outlined in the Performance Expectations (PE) of the NGSS, the three dimensions are the disciplinary core ideas (DCI), science and engineering practices (SEP), and crosscutting concepts (CCC). Note that due to the complexity of the PEs, individual assessment items may not address all three dimensions.</i></p>		

Scoring Notes:

Possible answers include:

I would use a flow chart to show cells forming tissues, tissues forming organs, and organs forming organ systems. The flow chart would show how one level is used to form the next. The human digestive system provides evidence to support my model. Cells form the four different types of tissue in the digestive system: muscle, epithelial, nervous, and connective. Those tissues in turn form organs such as the stomach. The stomach along with other organs, such as the large and small intestine, form the digestive system.