Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**TEST DATE:**

**Science Unit 1: Classification of Organisms**

**STUDY GUIDE**

**Part 1: Vertebrates**

Be familiar with the characteristics of the 5 groups of vertebrates and give examples of each.

|  |  |  |
| --- | --- | --- |
| Vertebrate Groups | Characteristics | 3 Examples of Each |
| 1. mammals |  |  |
| 1. fish |  |  |
| 1. birds |  |  |
| 1. reptiles |  |  |
| 1. amphibians |  |  |

**Part 2: Invertebrates**

Be familiar with the characteristics of invertebrate groups and give examples of each.

|  |  |  |
| --- | --- | --- |
| Invertebrate Groups | Characteristics | 3 Examples of Each |
| 1. mollusks |  |  |
| 1. arthropods |  |  |
| 1. worms |  |  |

**Part 3: Vascular and Nonvascular Plants**

Know the differences between Vascular and Nonvascular Plants.

Be able to identify examples of each type of plant.

|  |  |  |
| --- | --- | --- |
| Type of Plant | Characteristics | Examples |
| **Vascular** |  |  |
| **Nonvascular** |  |  |

**Part 4: Unit Vocabulary**

Define each vocabulary word.

* **classification**
* **species**
* **kingdom**
* **vertebrates**
* **invertebrates**
* **gymnosperm**
* **angiosperm**
* **vascular tissue**
* **xylem**
* **phloem**

**Part 5: Unit Concepts**

Be able to explain why scientists use classification systems.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Describe the classification system of living things: kingdom, phylum, etc. (Textbook page 274)

(King Phillip Came Over For Green Soup ☺)

Be able to identify the function of specific structures.

For example:

[](http://www.google.com/imgres?imgurl=http://www.animalpicturesarchive.com/animal/clipart/CardinalClipart/RedBird-Clipart-Cardinal.gif&imgrefurl=http://www.animalpicturesarchive.com/animal/clipart/clipart.cgi%3Fdir%3DCardinalClipart&usg=__23TJqrj448tdR9gTRDNfw0TS7bQ=&h=348&w=428&sz=5&hl=en&start=5&zoom=1&itbs=1&tbnid=zzU1fvf4CnMGwM:&tbnh=102&tbnw=126&prev=/images%3Fq%3Dbird%2Bclip%2Bart%26tbnid%3DoTAPTXz4SaqaLM:%26tbnh%3D0%26tbnw%3D0%26hl%3Den%26safe%3Dactive%26gbv%3D2%26tbs%3Disch:1)Compare/contrast the beaks of these two birds. They have a similar purpose, but the structure and function are different.

[](http://www.google.com/imgres?imgurl=http://parenting.leehansen.com/downloads/clipart/Patriotic/images/bald-eagle.gif&imgrefurl=http://parenting.leehansen.com/downloads/clipart/Patriotic/pages/bald-eagle.htm&usg=__Sjv5EPjmkKEuhsBo13CDr1-AvHo=&h=211&w=200&sz=6&hl=en&start=75&zoom=1&itbs=1&tbnid=TXWamRWZ2Zoa7M:&tbnh=106&tbnw=100&prev=/images%3Fq%3Deagle%2Bclip%2Bart%26start%3D60%26tbnid%3DoTAPTXz4SaqaLM:%26tbnh%3D0%26tbnw%3D0%26hl%3Den%26safe%3Dactive%26sa%3DN%26gbv%3D2%26ndsp%3D20%26tbs%3Disch:1)