

prentice hall the living environment review 2014 Complete Guide

Prentice Hall The Living Environment Review 2014

Introduction

Prentice Hall The Living Environment Review 2014 serves as a comprehensive resource designed to prepare students for the New York State Regents Examination in Living Environment, a key component of high school science education. As one of the most widely used textbooks and review guides in New York State, this publication aims to reinforce fundamental biological concepts, foster scientific literacy, and provide effective test-taking strategies. This article offers an in-depth analysis of the review, highlighting its structure, content, pedagogical approach, strengths, and areas for improvement to help educators, students, and parents understand its significance and utility.

Overview of Prentice Hall The Living Environment Review 2014

Purpose and Target Audience

The primary purpose of the review is to support students in mastering the essential concepts covered in the Living Environment course, which aligns with state curriculum standards. The target audience includes high school students preparing for the Regents exam, teachers seeking supplemental resources, and parents assisting their children in studying.

Format and Layout

The review typically features a combination of concise summaries, practice questions, detailed answer explanations, and test-taking tips. Its layout is user-friendly, with clear headings, tables, diagrams, and highlighted key points designed to facilitate quick review and active learning.

Content Coverage and Organization

Core Biological Concepts

The 2014 edition covers a broad range of biological topics, structured to mirror the course curriculum:

- **Cell Biology:** structure and function of cells, cellular processes, and microscopy.
- **Genetics:** heredity, DNA structure, genetic inheritance, and biotechnology.
- **Evolution and Diversity:** natural selection, classification, and the diversity of life forms.
- **Physiology and Human Body Systems:** circulatory, respiratory, digestive, nervous, and reproductive systems.
- **Ecology:** ecosystems, energy flow, cycles, and environmental issues.
- **Scientific Inquiry and Method:** experimental design, data analysis, and scientific reasoning.

Alignment with State Standards

The review is aligned with New York State Learning Standards, emphasizing both knowledge acquisition and application skills. It emphasizes understanding concepts rather than rote memorization, encouraging critical thinking and problem-solving.

Pedagogical Approach

Emphasis on Active Learning

The review incorporates multiple strategies to promote active engagement:

- Practice questions with step-by-step solutions
- Diagrams and visual aids for complex processes
- Concept maps to connect different topics
- Real-world applications to demonstrate relevance

Test-Taking Strategies

A significant feature of the 2014 edition is its focus on exam strategies:

- Time management tips
- Recognizing keywords in questions
- Process of elimination techniques
- Interpreting graphs and data

Strengths of Prentice Hall The Living Environment Review 2014

Comprehensive Content Coverage

The review provides thorough coverage of essential topics, ensuring students have a solid

foundation for the exam.

Clear and Organized Layout

Its structured format makes it easy for students to locate information quickly during review sessions, aiding efficient studying.

Practice and Reinforcement

The inclusion of multiple-choice questions, short-answer prompts, and practice exams helps reinforce learning and build confidence.

Visual Aids and Diagrams

The use of detailed illustrations enhances understanding of complex biological processes and structures.

Alignment with Curriculum

By aligning closely with the New York State syllabus, it ensures relevance and targeted preparation.

Limitations and Areas for Improvement

Depth of Content

While the review covers broad topics effectively, some areas may lack depth for students seeking advanced understanding or those interested in further exploration.

Interactive Elements

As a static print resource, it lacks digital or interactive components that could enhance engagement, such as online quizzes or animations.

Differentiation

The material may not cater sufficiently to diverse learning styles; incorporating varied instructional strategies could improve inclusivity.

Up-to-Date Scientific Developments

Given the rapid advancement in biological sciences, some content may be outdated or not reflect

the latest research and discoveries from post-2014 studies.

Impact and Reception

Student Outcomes

Many educators and students report that the review has positively impacted exam performance by consolidating key concepts and providing effective practice opportunities.

Teacher Utilization

Teachers often use it as a supplementary resource for class review, homework, or exam prep, appreciating its alignment with curriculum standards.

Parent Involvement

Parents find the review helpful in guiding their children's study routines, especially with its clear explanations and exam tips.

Recommendations for Use

Effective Study Strategies

- Use alongside class notes and textbooks for comprehensive review
- Focus on understanding concepts rather than memorization
- Practice with the included questions to gauge mastery
- Review explanations carefully to identify areas needing improvement

Supplementary Resources

To maximize preparation, users should consider integrating other resources:

- Online interactive quizzes
- Laboratory simulations
- Updated scientific articles and research summaries

Conclusion

Prentice Hall The Living Environment Review 2014 remains a valuable resource for high school

students preparing for the NYS Regents Examination. Its comprehensive coverage, clear organization, and focus on test strategies make it an effective tool for reinforcing biological concepts and building confidence. Despite some limitations related to depth and interactivity, its alignment with curriculum standards and practical approach continue to make it a popular choice in classrooms. For optimal results, it should be used as part of a diversified study plan that includes active learning, hands-on experiments, and access to current scientific developments. As science education evolves, future editions might benefit from integrating digital tools and updated content to further enhance student engagement and understanding.

Note: This review of the 2014 edition provides an in-depth analysis based on available information and typical features of the publication. For specific details or updates, consulting the actual textbook or official resources is recommended.

Prentice Hall The Living Environment Review 2014: An In-Depth Analysis of a Fundamental Educational Resource

The Prentice Hall The Living Environment Review 2014 stands as a significant educational tool designed to reinforce and deepen students' understanding of biology, ecology, and the overarching principles that govern life on Earth. As a comprehensive review resource, it aims to complement classroom instruction, preparing students for assessments while fostering scientific literacy. This review delves into the key features, pedagogical strengths, limitations, and overall impact of the 2014 edition, providing educators, students, and education stakeholders with an insightful evaluation of its role in science education.

Introduction to Prentice Hall The Living Environment Review 2014

Background and Context

Prentice Hall has long been a reputable publisher in the realm of educational materials, with its science series frequently cited for clarity, alignment with curriculum standards, and engaging content. The 2014 edition of The Living Environment review was crafted to serve as a supplementary resource for high school biology courses, aligning with the New York State Regents curriculum and broader national science standards.

This edition emerged during a period marked by increased emphasis on scientific literacy, critical thinking, and inquiry-based learning. It was designed not only to prepare students for standardized exams but also to cultivate a deeper appreciation for biological concepts and the interconnectedness of life systems.

Structure and Content Overview

Organization of the Review Material

The 2014 review is systematically organized into thematic sections that mirror core biological topics:

- Cell Biology
- Genetics and Evolution
- Ecology and Environment
- Human Body Systems
- Biotechnology and Ethical Issues

Each section is subdivided into concise chapters or units, with summaries, key concepts, and practice questions that reinforce learning.

Content Depth and Breadth

The review provides a balanced level of detail, offering foundational explanations suitable for high school students while also integrating advanced concepts to challenge eager learners. It emphasizes the following:

- Key Definitions and Vocabulary: Clear explanations of scientific terms.
- Diagrams and Visual Aids: Illustrations of cell structures, genetic diagrams, ecological pyramids, etc., to enhance comprehension.
- Data Interpretation: Graphs, charts, and experimental data for analysis.
- Practice Questions: Multiple-choice, short-answer, and essay-style questions modeled after exam formats.

Pedagogical Features and Teaching Strategies

Engagement and Interactivity

The 2014 edition incorporates features designed to actively engage students:

- Review Summaries: Concise recaps at the end of each section reinforce key points.
- Practice Tests: Full-length practice exams simulate test conditions.
- Critical Thinking Exercises: Thought-provoking questions encourage application and analysis.
- Real-World Connections: Examples linking biological principles to current issues like genetics, climate change, and biotechnology.

Alignment with Educational Standards

The review aligns closely with the Next Generation Science Standards (NGSS) and state-level curricula, ensuring relevance for classroom instruction and standardized assessments. It emphasizes inquiry, experimentation, and scientific practices.

Supplementary Resources

Additional features include online resources, such as:

- Interactive quizzes
- Flashcards
- Video tutorials
- Teacher guides for classroom integration

Strengths of the 2014 Edition

Comprehensive Coverage and Clarity

One of the review's standout features is its ability to distill complex biological concepts into accessible language without sacrificing accuracy. The logical progression from basic to advanced topics helps build student confidence.

Visual Aids and Illustrations

The high-quality diagrams, charts, and illustrations facilitate visual learning, making abstract concepts more tangible. For instance, detailed diagrams of cellular processes like mitosis or photosynthesis enhance understanding.

Practice and Assessment Tools

The inclusion of diverse practice questions and full-length practice exams allows students to assess their knowledge, identify weaknesses, and develop test-taking strategies.

Curriculum Integration

The resource's tight alignment with curriculum standards ensures teachers can seamlessly incorporate it into their lesson plans, making it a valuable supplementary tool.

Limitations and Areas for Improvement

Static Content in the Digital Age

While the 2014 review offers comprehensive printed materials, its static nature limits interactivity compared to newer digital platforms. The absence of dynamic simulations or virtual labs may reduce engagement, particularly for kinesthetic learners.

Limited Coverage of Contemporary Advances

Since its publication in 2014, rapid developments in biotechnology, genetics, and environmental science have occurred. The review's content may not fully reflect the latest discoveries or ethical debates, potentially requiring supplementing with current resources.

Accessibility and Differentiation

The material, while clear, may not sufficiently address diverse learning needs. Students with learning differences might benefit from additional scaffolding or multimedia resources.

Assessment of Higher-Order Thinking

Although the practice questions include some analytical tasks, there is room to enhance the emphasis on higher-order thinking skills such as synthesis, evaluation, and problem-solving.

Impact on Students and Educators

Student Outcomes

Feedback from educators and students indicates that the 2014 review effectively consolidates knowledge, boosts confidence ahead of exams, and fosters a deeper understanding of biological principles. Its structured approach helps students develop critical thinking skills necessary for scientific inquiry.

Teacher Utilization

Teachers often use the review as a review session tool, homework resource, or assessment preparation guide. Its alignment with standards and inclusion of practice questions make it a practical classroom aid.

Limitations in Digital Integration

Despite its strengths, the static format limits its utility in the increasingly digital classroom. Educators seeking interactive or adaptive learning experiences may need to supplement it with online platforms

or multimedia tools.

Evolution of the Resource Post-2014

While this review focuses on the 2014 edition, it is notable that educational publishers, including Prentice Hall, have continued to update their materials. Subsequent editions have integrated digital components, interactive features, and more current scientific content, reflecting the evolution of pedagogical strategies and scientific knowledge.

Conclusion: The Legacy and Future of Prentice Hall's The Living Environment Review

The Prentice Hall The Living Environment Review 2014 remains a valuable resource for high school biology students and educators, offering a well-structured, comprehensive, and accessible review of key biological concepts. Its strengths in clarity, visual aids, and alignment with curriculum standards make it a reliable supplement for exam preparation and conceptual reinforcement.

However, to maximize its effectiveness in today's digital and rapidly advancing scientific landscape, future editions could benefit from incorporating interactive digital features, updated scientific content, and accommodations for diverse learning styles. As a foundational resource, the 2014 review laid the groundwork for continued innovation in science education materials, emphasizing the importance of accessible, engaging, and current educational content.

In sum, while it may now serve as a historical snapshot of biology education circa 2014, its core principles—clarity, comprehensiveness, and alignment—continue to underpin effective science teaching and learning.

Question What are the key topics covered in the Prentice Hall The Living Environment Review 2014? The review covers fundamental biology concepts such as cell structure and function, genetics, evolution, ecology, and human biology, aligning with the New York State Living Environment curriculum. How can students best utilize the Prentice Hall The Living Environment Review 2014 for exam preparation? Students should focus on practicing multiple-choice questions, reviewing key concepts and vocabulary, and using practice tests included in the review to identify areas needing improvement. Are there any online resources associated with the Prentice Hall The Living Environment Review 2014? Yes, Prentice Hall often provides online supplements such as quizzes, flashcards, and interactive activities to complement the review, which can be accessed via the publisher's website or designated student portals. Does the 2014 review include practice questions similar to the actual Living Environment Regents exam? Yes, the review contains practice questions modeled after the Regents exam format to help students familiarize themselves with the types of questions they will encounter. Is the Prentice Hall The Living Environment Review 2014 suitable for both classroom use and independent study? Absolutely, its comprehensive content and

practice questions make it a valuable resource for classroom review and self-study alike. What strategies are recommended for using the 2014 review to improve test scores? Effective strategies include creating study schedules, focusing on weak areas identified through practice tests, and reviewing explanations for both correct and incorrect answers to deepen understanding. How does the 2014 review align with the NYS Living Environment curriculum standards? The review is designed to align closely with the NYS standards, covering essential topics and skills required for the Regents exam, ensuring students are well-prepared. Are there updated versions of the Prentice Hall The Living Environment Review beyond 2014? Yes, newer editions have been released to reflect curriculum updates, but the 2014 version remains a useful resource for foundational concepts and practice questions. Can teachers use the Prentice Hall The Living Environment Review 2014 for classroom assessments? Yes, teachers can incorporate questions from the review into quizzes and tests to evaluate student understanding and reinforce key concepts.

Related keywords: Prentice Hall, The Living Environment, review, 2014, biology textbook, NY Regents, science education, exam prep, review guide, student resources

Living and non living things multiple choice

living and non living things multiple choice questions are a common way to assess understanding of the fundamental differences between what constitutes living organisms and inanimate objects. These questions are widely used in school examinations, quizzes, and educational activities to help students grasp essential biological concepts and develop observational skills. Recognizing the characteristics that distinguish living from non-living things is crucial for students studying biology, environmental science, and general science education. In this article, we will explore the differences between living and non-living things through multiple-choice questions, their importance in education, and tips on how to approach such questions effectively.

Understanding Living and Non-Living Things

Before diving into multiple-choice questions, it's essential to understand the basic definitions and characteristics that differentiate living and non-living things.

What Are Living Things?

Living things, also known as organisms, are entities that exhibit certain biological processes. They are capable of growth, reproduction, response to stimuli, metabolism, and adaptation over time. Examples include humans, animals, plants, fungi, and microorganisms.

Characteristics of living things:

- **Growth and Development:** Living things grow in size and develop features over time.
- **Reproduction:** They produce new individuals of the same species.
- **Response to Stimuli:** They react to environmental changes, such as light, sound, or touch.
- **Metabolism:** They carry out chemical reactions to produce energy.
- **Homeostasis:** They maintain a stable internal environment.
- **Adaptation:** They evolve over generations to better survive in their environment.

What Are Non-Living Things?

Non-living things are objects or substances that do not possess the biological processes characteristic of living organisms. They do not grow, reproduce, respond to stimuli, or undergo metabolism.

Examples include:

- Rocks
- Water
- Air
- Furniture
- Buildings
- Plastic objects

Characteristics of non-living things:

- Do not grow or develop
- Do not reproduce
- Do not respond actively to stimuli
- Are not capable of metabolism
- Maintain a fixed composition

Common Multiple Choice Questions on Living and Non-Living Things

Multiple choice questions (MCQs) are an effective way to test knowledge in a quick and efficient manner. Here are some typical MCQs that can help reinforce understanding.

Sample Questions and Answers

- **Which of the following is a non-living thing?**

- a) Tree
- b) Dog
- c) Rock
- d) Fish

Answer: c) Rock

- **Which characteristic is common to all living things?**

- a) Responding to stimuli
- b) Having a backbone
- c) Being made of plastic
- d) Being found in water

Answer: a) Responding to stimuli

- **Which of these is NOT a characteristic of living organisms?**

- a) Growth
- b) Reproduction
- c) Movement
- d) Inability to respond to environment

Answer: d) Inability to respond to environment

- **Which of the following is an example of a living thing?**

- a) Air
- b) Mushroom
- c) Water
- d) Plastic bag

Answer: b) Mushroom

- **Which statement best describes non-living things?**

- a) They can reproduce
- b) They grow and develop
- c) They do not respond to stimuli

- d) They carry out life processes

Answer: c) They do not respond to stimuli

How to Approach Multiple Choice Questions on Living and Non-Living Things

Approaching MCQs effectively requires understanding the concepts and applying logical reasoning. Here are some tips:

1. Read the Question Carefully

Pay close attention to what the question asks. Look for keywords such as "which," "all," "except," or "most."

2. Recall Key Characteristics

Think about the defining features of living and non-living things. Remember that characteristics like growth, reproduction, response, and metabolism are exclusive to living things.

3. Eliminate Incorrect Options

Narrow down choices by ruling out options that do not fit the criteria. For example, if an option clearly lacks the ability to reproduce or respond, it's likely non-living.

4. Be Wary of Tricky Questions

Some questions may contain options that seem similar. Carefully analyze each choice, and consider real-world examples to guide your answer.

5. Use Examples to Clarify

Relate options to familiar objects or organisms. For instance, if an option is "a plant," remember that plants are living organisms.

Importance of Differentiating Living and Non-Living Things in Education

Understanding the difference between living and non-living things is fundamental in science education for several reasons:

- **Foundation of Biological Science:** It helps students comprehend basic biological concepts and the classification of organisms.
- **Environmental Awareness:** Recognizing living and non-living components of ecosystems fosters environmental consciousness.
- **Scientific Observation:** It enhances skills in observation and critical thinking.
- **Preparation for Advanced Topics:** Concepts learned here form the basis for studying ecology, physiology, and evolution.

Incorporating multiple-choice questions into lessons encourages active participation, reinforces learning, and helps teachers assess students' understanding effectively.

Conclusion

Living and non-living things multiple choice questions serve as an essential tool in education to reinforce understanding of fundamental biological concepts. By recognizing the key differences—such as growth, reproduction, response to stimuli, and metabolism—students can better classify objects and organisms they encounter daily. Preparing for such questions involves understanding characteristics, practicing sample questions, and applying logical reasoning. Whether in classroom quizzes, competitive exams, or self-assessment, mastering these concepts ensures a solid foundation in science education and fosters curiosity about the natural world.

Remember: Always analyze each option carefully, recall the main features of living and non-living things, and relate questions to real-world examples for best results.

Living and Non-Living Things Multiple Choice: An In-Depth Exploration

Understanding the differences between living and non-living things is fundamental in the study of biology and environmental sciences. This knowledge helps us classify the myriad objects and organisms we encounter daily, fostering a deeper appreciation of the natural world. Multiple-choice questions (MCQs) are a common assessment tool used to evaluate comprehension of these concepts. In this article, we delve into the core characteristics that distinguish living from non-living things, explore typical MCQ formats, and provide insights on how to approach such questions effectively.

The Significance of Differentiating Living and Non-Living Things

Before exploring the mechanics of multiple-choice questions, it's essential to grasp why distinguishing between living and non-living entities matters. This understanding forms the foundation for various scientific disciplines, including biology, ecology, medicine, and environmental science.

- Biological Classification: Organisms are categorized based on their characteristics, aiding in scientific naming and study.
- Environmental Impact: Recognizing which objects or substances are living or non-living influences conservation efforts and ecological management.
- Daily Life Applications: From understanding household objects to recognizing natural phenomena, this knowledge informs everyday decisions.

Fundamental Characteristics of Living Things

Living things, also known as organisms, exhibit specific features that set them apart from non-living objects. Recognizing these features is crucial for answering MCQs accurately.

- Growth and Development

Living organisms grow and develop over time, increasing in size and undergoing various structural changes. For example, a seed germinating into a plant exemplifies growth and development.

- Reproduction

Living things have the ability to reproduce, creating new individuals of the same species. This can occur sexually (involving two parents) or asexually (single parent).

- Response to Stimuli

Organisms respond to environmental stimuli such as light, temperature, or touch. For instance, plants bend towards sunlight, and animals react to danger.

- Metabolism

Living entities carry out metabolic processes, involving chemical reactions that sustain life, such as respiration and digestion.

- Homeostasis

Maintaining a stable internal environment, or homeostasis, is characteristic of living organisms. Humans regulate body temperature, for example.

- Cellular Structure

All living things are made up of one or more cells, which are the basic units of life.

- Adaptation to Environment

Over generations, living organisms adapt to their surroundings through evolutionary changes.

Characteristics of Non-Living Things

Non-living objects do not possess the features listed above. They do not grow, reproduce, respond to stimuli in the biological sense, or undergo metabolic processes.

Key Features of Non-Living Things:

- Lack of Cellular Structure: They are not made up of cells.
- No Growth or Development: They do not grow or change over time unless physically altered.
- No Reproduction or Metabolism: They do not reproduce or carry out metabolic reactions.
- Inability to Respond to Stimuli: They do not respond to environmental changes biologically.
- Inanimate Nature: Examples include rocks, water, air, and man-made objects like chairs and buildings.

Common Multiple Choice Question Formats on Living and Non-Living Things

MCQs are designed to test knowledge, understanding, and application of concepts related to living and non-living things. Here are typical formats and how to approach them.

- Identification Questions

These ask students to identify whether an object or organism is living or non-living.

Example:

Which of the following is a living thing?

a) Rock

b) Tree

c) Water

d) Air

Correct Answer: b) Tree

Tip: Focus on the features like growth, reproduction, and cellular structure to distinguish living from non-living options.

- Statement-Based Questions

These present statements about characteristics, requiring the test-taker to judge their truthfulness.

Example:

Which of the following statements is true?

a) A car can grow and reproduce.

b) A fish responds to touch and can reproduce.

c) A book responds to stimuli.

d) A mountain can carry out respiration.

Correct Answer: b) A fish responds to touch and can reproduce.

Tip: Remember, only living things can perform biological functions like response and reproduction.

- Application and Scenario Questions

These involve applying knowledge to real-life situations or hypothetical scenarios.

Example:

An organism is observed to respond to light, grow over time, and reproduce. Which category does it belong to?

a) Non-living object

- b) Living organism
- c) Man-made object
- d) Non-living natural object

Correct Answer: b) Living organism

Tip: Use the key characteristics to analyze the scenario rather than relying solely on appearance.

- True or False Questions

Quick assessments of understanding.

Example:

All non-living things are made up of cells. (True/False)

Answer: False

Strategies for Answering Multiple Choice Questions Effectively

To excel in MCQs on living and non-living things, consider the following strategies:

- Read Each Question Carefully: Pay attention to keywords like "always," "never," or "reproduce."
- Eliminate Clearly Wrong Options: Narrow down choices to improve chances of selecting the correct answer.
- Recall Key Characteristics: Use your knowledge of the features that define living and non-living entities.
- Look for Clues in the Wording: Sometimes the phrasing hints at the correct answer.
- Practice Regularly: Familiarity with common question types boosts confidence and accuracy.

Sample Multiple Choice Questions with Explanations

Here are some sample MCQs to test your understanding:

- Which of the following is NOT a characteristic of living things?

- a) Growth
- b) Response to stimuli
- c) Inability to move
- d) Reproduction

Answer: c) Inability to move

Explanation: While many living things can move, some, like plants, do not move freely. However, the key point is that movement is a common characteristic, and inability to move in itself is not a hallmark of non-living things.

- A rock is an example of a:

- a) Living thing
- b) Non-living thing
- c) Dead organism
- d) Reproducing organism

Answer: b) Non-living thing

Explanation: Rocks do not grow, reproduce, respond biologically, or metabolize.

- Which feature is shared by both living and non-living things?

- a) Respond to stimuli
- b) Made up of cells
- c) Can reproduce
- d) Can grow

Answer: a) Respond to stimuli

Explanation: Non-living things can respond to stimuli in a physical or chemical way (e.g., a mirror reflecting light). However, biological response is characteristic of living things.

The Educational Importance of Understanding Living and Non-Living Things

Mastering the distinctions through MCQs and related exercises enhances scientific literacy. It allows students and enthusiasts to:

- Better understand ecosystems and biodiversity.
- Recognize natural phenomena versus man-made objects.
- Develop critical thinking skills by analyzing characteristics rather than superficial appearances.
- Prepare effectively for exams and assessments.

Conclusion

Distinguishing between living and non-living things is more than an academic exercise; it is a window into understanding the natural world. Multiple-choice questions serve as an accessible means to test and reinforce this knowledge, emphasizing key characteristics such as growth, reproduction, response to stimuli, and cellular structure. By familiarizing oneself with these features and practicing various question formats, learners can confidently navigate the concepts that underpin biology and environmental science.

Remember, the core difference lies in the presence of life processes. Living things grow, reproduce, respond, and adapt; non-living things do not. Recognizing these fundamental traits is essential, whether you're answering quiz questions or simply marveling at the complexity of nature around you.

Question Answer Which of the following is a living thing? A plant Which characteristic is NOT typical of living things? They do not grow Which of these is an example of a non-living thing? A rock What do living things need to survive? Food, water, and air Which of the following is NOT a living thing? A chair Which characteristic helps distinguish living things from non-living things? Living things can grow and reproduce Which of the following is a non-living thing? A bicycle Which of these is a non-living object? A computer Living things can do which of the following? Carry out life processes like growth and movement Which of the following is a non-living thing that can be found in nature? A mountain

Related keywords: living things, non-living things, characteristics, plants, animals, objects, biotic factors, abiotic factors, classification, examples

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