LIVING ENVIORNMENT REGENTS Document

Living Environment Regents

The Living Environment Regents exam is a crucial component of the New York State education system, designed to assess students' understanding and mastery of biological sciences and environmental concepts. This comprehensive exam evaluates a student's knowledge of living organisms, ecological systems, human biology, and the scientific principles that underpin life sciences. As one of the core science assessments in the New York State Regents examinations, it prepares students not only for academic advancement but also for responsible citizenship in a world increasingly impacted by environmental challenges. This article delves into the structure, content, preparation strategies, and key topics related to the Living Environment Regents, providing a detailed guide for students, educators, and anyone interested in understanding this vital assessment.

Overview of the Living Environment Regents Exam

Purpose and Significance

The Living Environment Regents serves multiple purposes:

- Academic Assessment: Measures students' understanding of biology and environmental science standards.
- College and Career Readiness: Prepares students for further education in science fields.
- Environmental Awareness: Fosters understanding of ecological issues and sustainability.

Its significance extends beyond test scores; it encourages scientific literacy, critical thinking, and awareness of environmental issues affecting society today.

Format and Structure

The exam is typically divided into sections that include multiple-choice questions, short-answer questions, and a set of extended-response questions (essay format). The general format includes:

- Multiple-choice questions (50-55 questions)
- Short-answer questions (8-10 questions)
- Extended-response questions (2-3 questions)

The total duration is usually 3 hours, and students are advised to allocate their time accordingly to ensure they can complete all sections thoroughly.

Key Topics Covered in the Living Environment Regents

1. Characteristics of Living Things

Understanding what defines life is foundational in biology. Key points include:

- Cell structure and function
- Growth and development
- Reproduction (asexual and sexual)
- Response to stimuli
- Energy use and metabolism
- Adaptation and evolution

2. Cell Biology

A core area that encompasses:

- Types of cells (prokaryotic and eukaryotic)
- Cell organelles and their functions
- Cell membrane structure and transport mechanisms
- Cell division processes (mitosis and meiosis)

3. Genetics and Evolution

Students should grasp:

- Mendelian genetics (dominant and recessive traits)
- DNA structure and replication
- Protein synthesis
- Mutation and natural selection
- Evolutionary adaptations

4. Human Body Systems

Understanding how the body functions is critical:

- Circulatory, respiratory, digestive, nervous, and excretory systems
- Homeostasis
- Diseases and health maintenance

5. Ecology and Environmental Science

Environmental concepts are integral:

- Ecosystem components (producers, consumers, decomposers)
- Food chains and webs
- Biogeochemical cycles (carbon, nitrogen, water)
- Human impact on the environment
- Conservation and sustainability

6. Scientific Methods and Inquiry

Skills include:

- Formulating hypotheses
- Designing experiments
- Collecting and analyzing data
- Drawing conclusions
- Communicating scientific findings

Preparation Strategies for the Living Environment Regents

Effective Study Techniques

To excel, students should adopt strategic study habits:

- Review class notes and textbooks regularly
- Create flashcards for vocabulary and key concepts
- Engage in active recall and self-testing
- Participate in study groups for collaborative learning
- Utilize online practice exams and quizzes

Utilizing Practice Tests

Practicing with past Regents exams provides insight into question formats and difficulty levels:

- Identify recurring themes and question types
- Time yourself to improve pacing
- Review answers and understand mistakes
- Focus on weak areas for targeted review

Seeking Additional Resources

Supplementary materials can enhance understanding:

- Educational websites (e.g., Khan Academy, Regents Review sites)
- Study guides and review books specific to the Living Environment
- Teacher office hours or tutoring sessions
- Science videos and animations for visual learners

Key Skills and Question Types on the Exam

Multiple-Choice Questions

These assess factual knowledge and understanding of concepts. Example:

- Which organelle is responsible for energy production?
- a) Nucleus
- b) Mitochondria
- c) Ribosome
- d) Chloroplast

Short-Answer Questions

Require concise responses demonstrating understanding. Example:

- Describe the process of photosynthesis and explain its importance to plants and other organisms.

Extended-Response Questions

Involve more detailed explanations, data analysis, and application of concepts. Students may be asked to:

- Design an experiment
- Interpret data from a graph
- Write an essay explaining an ecological concept

Scoring and Passing Criteria

The passing score for the Living Environment Regents typically ranges from 65 to 70, depending on the year and policy updates. The exam is scored based on the number of correct responses, with certain questions weighted more heavily if they involve higher-order thinking.

Achieving a passing score demonstrates a solid understanding of the curriculum and readiness for subsequent coursework or assessments. Students who do not pass initially may retake the exam during subsequent testing periods.

Additional Tips for Success

- Stay organized: Keep a dedicated notebook for biology concepts and notes.
- Attend review sessions: Many schools offer targeted review classes before the exam.
- Manage time during the exam: Allocate initial time for easier questions, then revisit more challenging ones.
- Stay calm and confident: A positive mindset can improve performance.

Conclusion

The Living Environment Regents is more than just an exam; it is an opportunity for students to demonstrate their understanding of vital biological and environmental principles that influence everyday life and the planet?s health. Success requires diligent study, effective use of resources, and a clear grasp of core concepts. By mastering the content and honing test-taking skills, students can confidently approach the exam, achieve their academic goals, and foster a deeper appreciation for the living world around them. Preparing thoroughly not only helps in passing the exam but also lays a foundation for lifelong scientific literacy and responsible environmental stewardship.

Living Environment Regents: An In-Depth Examination of Standards, Implementation, and Impact

The Living Environment Regents is a pivotal component of New York State?s educational assessment system, serving as a comprehensive measure of students? understanding of biological

sciences and environmental health. As an integral part of the New York State Education Department?s efforts to ensure science literacy, the Regents exam not only evaluates knowledge retention but also emphasizes critical thinking, application skills, and real-world relevance. In this article, we explore the origins of the Living Environment Regents, its structure and content, the pedagogical philosophies underpinning it, challenges faced by educators and students, and its broader societal implications.

Origins and Evolution of the Living Environment Regents

Historical Context

The Living Environment Regents traces its roots to the broader evolution of science assessments in New York State. Initially introduced in the early 20th century as part of standardizing science education, the exam has undergone significant revisions over the decades to align with advancements in biological sciences and educational standards.

In the 1970s, the exam shifted focus toward a more comprehensive understanding of biological concepts, moving beyond rote memorization to include reasoning and application. The 1990s saw the incorporation of environmental issues, reflecting growing societal concerns about ecological sustainability and human impact on ecosystems.

Recent Reforms and Standards

The most recent overhaul of the Living Environment Regents, initiated in the early 2000s, aimed to foster inquiry-based learning and scientific literacy. The New York State Learning Standards for Science emphasize not just content mastery but also skills such as data analysis, experimentation, and critical evaluation of scientific information.

In 2018, the exam was redesigned to better reflect Next Generation Science Standards (NGSS) principles, emphasizing interdisciplinary understanding, systems thinking, and real-world problem solving. These reforms have shaped the curriculum, instructional strategies, and assessment methodologies used today.

Structure and Content of the Living Environment Regents

Format and Components

The Living Environment Regents typically comprises:

- Multiple-choice questions

- Constructed-response items (short-answer questions)
- Laboratory and performance-based assessments (depending on the year)

The exam duration is approximately three hours, providing ample time for students to demonstrate both factual knowledge and analytical skills.

Key Content Areas

The exam covers a broad spectrum of biological and environmental topics, including but not limited to:

- Cell structure and function
- Genetics and evolution
- Ecology and ecosystems
- Human body systems
- Biotechnology and genetic engineering
- Environmental science and sustainability

The curriculum emphasizes understanding scientific principles and applying them to real-world scenarios, such as pollution management, conservation efforts, and health issues.

Sample Topics and Learning Objectives

- Describe the structure and function of prokaryotic and eukaryotic cells.
- Analyze inheritance patterns and genetic variation.
- Explain ecological relationships and energy flow in ecosystems.
- Assess human impacts on the environment and propose mitigation strategies.
- Design experiments and interpret data related to biological phenomena.

Pedagogical Approaches and Instructional Challenges

Inquiry-Based Learning

Modern teaching strategies for the Living Environment prioritize inquiry-based approaches that promote active student engagement. Hands-on experiments, simulations, and problem-solving activities are integral to developing scientific reasoning.

Curriculum Alignment and Teacher Preparation

Effective instruction requires alignment between curriculum content, instructional materials, and assessment standards. Teachers often undergo specialized training to deliver NGSS-aligned lessons, incorporate technology, and prepare students for the rigor of the Regents exam.

However, disparities in resource availability, class sizes, and teacher experience can impact instructional quality, posing challenges to equitable student outcomes.

Student Preparedness and Equity Issues

While many students excel through dedicated study and support, others face barriers such as language differences, learning disabilities, or limited access to quality science education. This disparity raises concerns about fairness and the exam?s role in college and career readiness.

To address these issues, schools implement tutoring programs, accommodations for students with disabilities, and supplementary instructional resources.

Impact and Criticisms of the Living Environment Regents

Assessing Scientific Literacy

The exam aims to ensure students possess a foundational understanding of biological sciences, fostering informed citizens capable of engaging with environmental and health issues. Success on the Regents can lead to increased interest in STEM careers and better preparedness for higher education.

Critiques and Controversies

Despite its intended benefits, the Living Environment Regents has faced criticism on several fronts:

- Overemphasis on memorization: Critics argue that the exam encourages rote learning rather than deep understanding.
- Standardized testing pressures: The high-stakes nature of the exam can induce anxiety and detract from inquiry-based learning.
- Equity concerns: Socioeconomic disparities can influence student performance, raising questions about fairness.
- Curriculum rigidity: Some educators feel the exam constrains instructional flexibility and innovation.

Recent Initiatives and Reforms

In response to criticisms, the State Education Department has introduced:

- Performance-based assessments to evaluate practical skills.
- Practice exams and test-preparation resources to support diverse learners.
- Opportunities for curriculum feedback and teacher input to refine assessment standards.

The Broader Societal Significance of Living Environment Education

Fostering Environmental Stewardship

By integrating environmental issues into science education, the Living Environment Regents encourages students to become environmentally conscious citizens. Topics such as climate change, pollution, and conservation are woven into the curriculum, fostering awareness and responsibility.

Preparing for a Sustainable Future

Understanding ecological systems and human impacts prepares students to participate in societal efforts toward sustainability. This knowledge is vital as policymakers, scientists, and communities grapple with complex environmental challenges.

Linking Education to Public Policy

The exam?s emphasis on real-world applications aligns with policy initiatives promoting science-based decision-making. An informed populace can better advocate for environmental policies and health initiatives.

Conclusion: The Road Ahead for the Living Environment Regents

The Living Environment Regents remains a cornerstone of science education in New York State, serving as both an assessment tool and a catalyst for curriculum development. While it has evolved to incorporate contemporary scientific standards and pedagogical practices, ongoing debates about its efficacy, fairness, and impact continue.

Future improvements may focus on:

- Expanding assessment formats to include more authentic, performance-based tasks.
- Enhancing support systems for underserved student populations.
- Integrating emerging scientific topics such as genomics, climate science, and technological innovations.

Ultimately, the goal is to cultivate scientifically literate individuals capable of understanding complex environmental issues and contributing meaningfully to society?s sustainability efforts. As education continues to evolve, the Living Environment Regents will likely adapt to meet these societal needs, balancing assessment rigor with the promotion of curiosity, critical thinking, and lifelong learning.

In summary, the Living Environment Regents is more than an exam; it is a reflection of educational priorities, societal values, and the ongoing quest to prepare students for a complex and interconnected world. Its ongoing review and reform are essential to ensure it remains relevant, equitable, and effective in achieving its vital educational mission.

QuestionAnswer What topics are covered in the Living Environment Regents exam? The Living Environment Regents exam covers topics such as ecology, human body systems, genetics, evolution, cell biology, and biological diversity. How can I best prepare for the Living Environment Regents exam? Effective preparation includes reviewing key concepts, practicing past exam questions, understanding scientific terminology, and using study guides or flashcards to reinforce learning. What is the format of the Living Environment Regents exam? The exam typically consists of multiple-choice questions, short-answer questions, and a few longer, constructed-response questions that test understanding and application of biological concepts. Are there any specific topics that are frequently tested on the Regents exam? Yes, common topics include cell structure and function, genetics, evolution, ecology, and human body systems, often appearing in multiple question formats. When is the Living Environment Regents exam usually administered? The exam is typically administered in June, with some additional testing sessions in August or January for certain students or makeup exams. What resources are recommended for studying for the Living Environment Regents? Recommended resources include class notes, review books, online practice exams, educational videos, and teacher-provided study guides. How are the questions on the Living Environment Regents graded? Questions are graded based on accuracy and completeness, with a specific point value assigned to each question, and a passing score is usually around 65-70%. What are some common mistakes students make on the Living Environment Regents? Common mistakes include misreading questions, failing to explain answers thoroughly, neglecting to review key vocabulary, and insufficient practice with past exam questions. Can I use a calculator during the Living Environment Regents exam? Generally, a calculator is not required or allowed for the Living Environment Regents exam, but it's best to check specific testing guidelines from your school or testing authority. What is the passing score for the Living Environment Regents exam? The passing score is typically around 65-70%, but this can vary slightly depending on the year's scoring standards and grading policies.

Related keywords: living environment regents, biology regents, science regents, high school regents, regents exam, living environment review, biology test prep, regents practice questions, biology curriculum, science education

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.

QuestionAnswer 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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