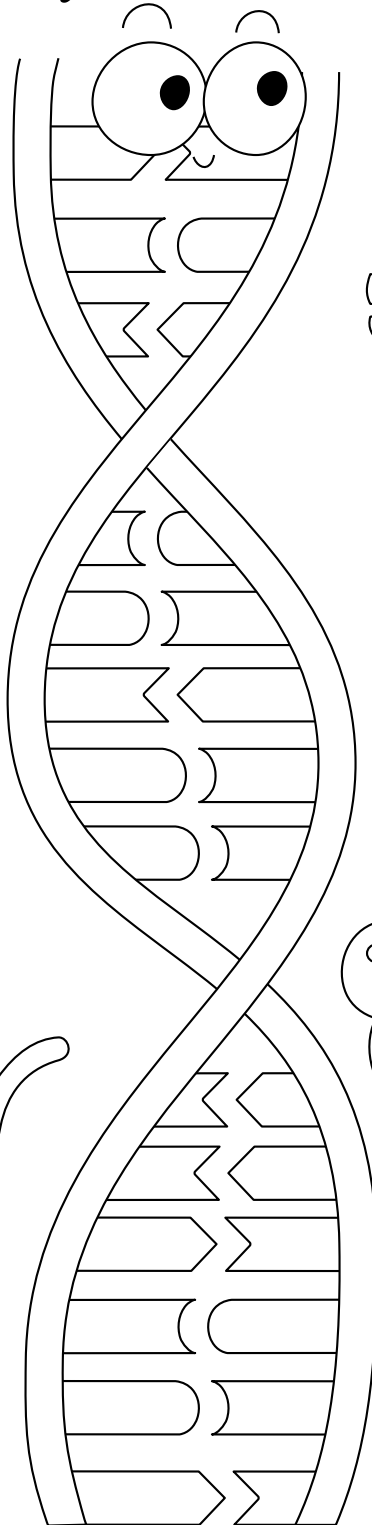


# BIOLOGY ONE

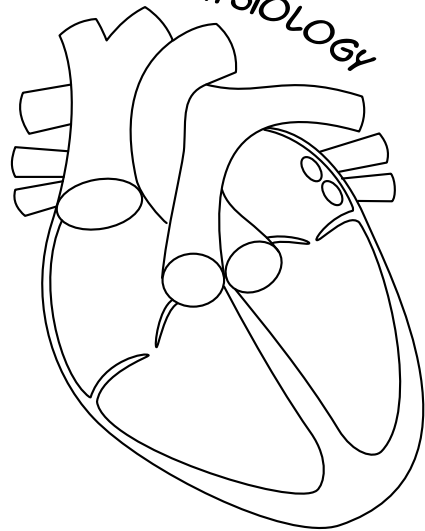
BIOMOLECULES



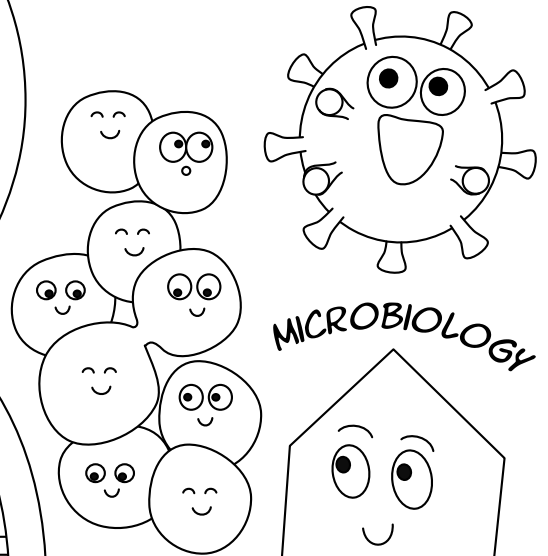
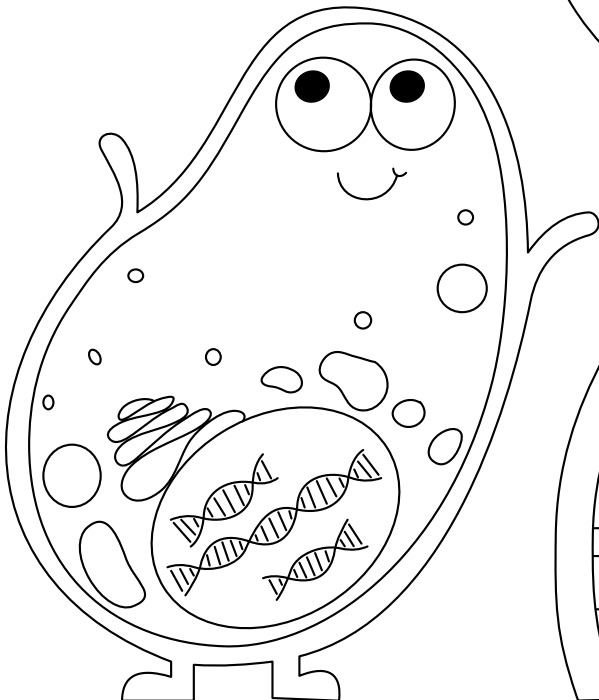
DIVERSITY OF LIFE



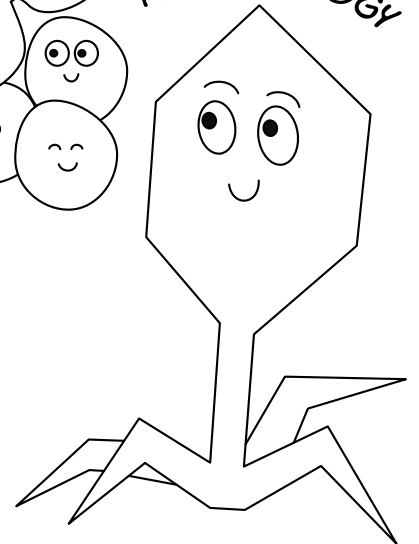
PHYSIOLOGY



CELLS



MICROBIOLOGY



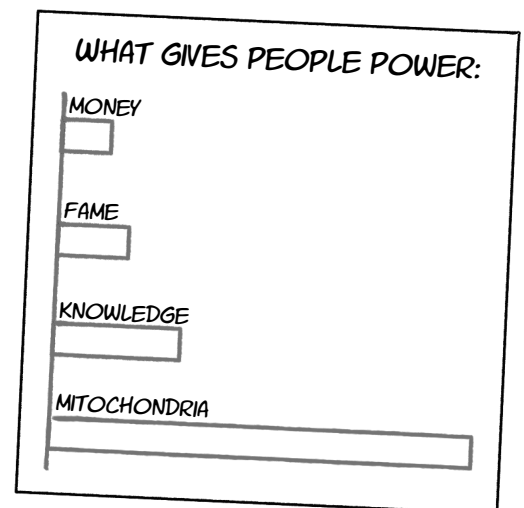
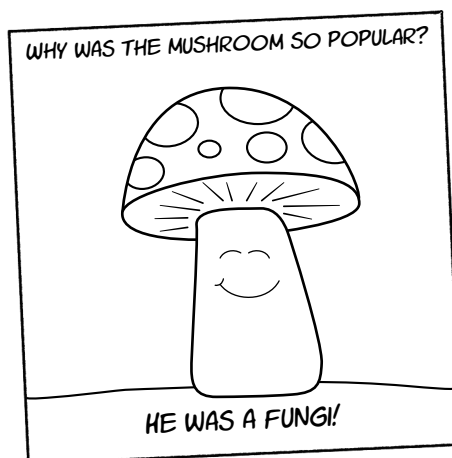
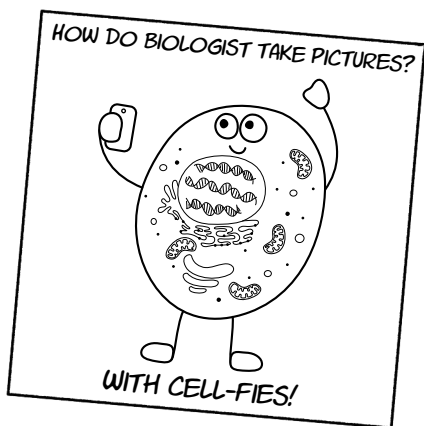
# BIOLOGY ONE

## ~ MICROBIOLOGY ~

	Lesson	Topic	Page(s)
Unit 1 Cells	1	It's alive! Or is it? <i>Characteristics of living things and why we study biology</i>	6-7
	3	The discovery of the cell <b>Laser Pointer Microscope</b>	8-11
	3	The Parts of the Cell <i>Meet the organelles. Prokaryotes &amp; Eukaryotes</i>	12-15
	4	Unicellular vs Multicellular life <i>A look at the incredible diversity of cellular life!</i>	16-17
	5	Cell Quiz Show <i>Practice Quiz 1</i>	18-21
Unit 2 Bio- molecules	6	Biomolecules <i>The molecules that make living things</i>	22-23
	7	Osmosis! <i>All about cell membranes and why we salt our food</i>	24-26
	8	Proteins and Enzymes <i>A deeper look at enzymes and cell proteins</i>	27-28
	9	Sugars and Carbohydrates <i>The main source of energy</i>	29
	10	DNA <i>The instructions for the cell</i>	30-31
	11	<b>Extract DNA from fruit</b> <i>Hands on science project</i>	32-35
	12	Mitosis and cell division <i>How one cell becomes two</i>	36-37
13	Biomolecules Quiz Show <i>Practice Quiz 2</i>	38-39	

*There are 5 projects in the course, each listed in bold in this table of contents. A supply list for all projects and activities can be found on page 5.*

	Lesson	Topic	Page(s)
Unit 3 Diversity of Life	14	Where does energy come from? <i>Eating vs making food</i>	40
	15	Animals & Fungi <i>Diversity of the consumers</i>	41-42
	16	Cellular Respiration <i>Making energy in the mitochondria</i>	43-44
	17	Plants <i>The big producers</i>	45-46
	18	Photosynthesis <i>Making sugars in the chloroplast</i>	47-48
	19	The Single-Celled Archaea <i>The most diverse groups of all</i>	49-50
	20	<b>DIY Petri Dishes</b> <i>Culture your own microorganisms</i>	51-53
	21	Diversity of Life Quiz Show <i>Practice Quiz 3</i>	54-55
Unit 4 Human Physiology  ↓	22	Systems of the human body <i>The body is made of different systems of cells</i>	56-57
	23	What is blood? <i>Introduction to circulatory system and different blood cells</i>	58-60
	24	Why we need to breathe <i>An introduction to the respiratory system</i>	61-62
	25	How nerves work <i>Introduction to the nervous system and the longest cells!</i>	63-64
	26	There's more of us than you! <i>Introduction to the digestive system and the microbiome</i>	65



	<b>Lesson</b>	<b>Topic</b>	<b>Page(s)</b>
↑ Unit 4 Human Physiology	27	The Immune System <i>An introduction to the body's most fascinating system</i>	66-68
	28	How Antibodies Work <i>The basic defenses and fighters against infections</i>	69
	29	You're Allergic to What? <i>How a misbehaving immune system causes allergies</i>	70-71
	30	What makes things poisonous? <i>What happens when things go wrong in the cell</i>	72-75
	31	<b>Physiology Art</b> <i>Hands on science project</i>	76
	32	Physiology Quiz Show <i>Practice Quiz 4</i>	77
Unit 5 Micro- biology	33	<b>Most Wanted Microbes</b> <i>An overview of viruses, fungi, bacteria, and parasites</i>	78-80
	34	Pre-industrial Medicine <i>A look at common 16<sup>th</sup> century treatments</i>	81-82
	35	Scurvy and Trials <i>The evolution of modern medicine</i>	83-85
	36	The Story of Smallpox <i>How a deadly disease led to the first vaccine</i>	86-89
	37	The Problem with Polio <i>An exercise in understanding and comparing risk</i>	90-91
	38	Elementary Epidemiology <i>Lessons from looking at diseases in large populations</i>	92-95
	39	Penicillin & the Discovery of Antibiotics <i>How a moldy dish led to medicine</i>	96-97
	40	MRSA and antibiotic resistance <i>How overuse of a good tool is breeding superbugs</i>	98-99
	41	<i>Final Quiz Show</i> <i>And a showcase of Most Wanted Microbe art from students.</i>	100
Appendix		Suggested Microbe List	101
		Most Wanted Microbe Template	102
		Body System Templates	103-106

Have questions, corrections, or suggestions?  
 Contact [jenny@science.mom](mailto:jenny@science.mom) or [serge@science.mom](mailto:serge@science.mom)

## Project Supply List

### Lesson 2 - Laser Pointer Microscope

- Laser pointer
- Paper clip or plastic pipette
- Tape
- Water from a stream, pond, or pet water dish

### Lesson 11 - Extract DNA from Fruit

- 2 fresh strawberries (or bananas or other fruit)
- ½ cup warm water
- 1 tsp salt
- Plastic bag or bowl and fork
- 2 tsp concentrated dish soap
- Rubbing alcohol (91%)
- Coffee filter
- Jar or cup
- Meat tenderizer (if using the split pea option)
- Blender (if using the split pea option)

### Lesson 21 - DIY Petri Dishes

- 8 oz boiling water
- 1 bouillon cube
- Cotton swabs
- 4 petri dishes (clean containers with lids)
- 1 Tbsp agar (or 1 packet unflavored gelatin)
- 2 tsp sugar
- Permanent marker

### Lesson 30 - Physiology Art Project

- Several pieces of waxed paper or tracing paper
- Pencil
- Markers
- Brads (paper fastener)

### Lesson 33 - Most Wanted Microbe Art Project

- Copies of the most wanted microbe template
- Pencil
- Markers
- Butter knife (optional)
- Ink and napkin (optional)

## Other (optional) Activities

### Lesson 16 - Respiration

- 2 Tbsp Yeast
- 2 Balloons
- 2 Water bottles
- Sugar

### Lesson 23 - What is Blood?

- 1/3 c measuring cup
- 6 L of water and two containers
- Timer or stopwatch

### Lesson 24 - Why We Breathe

- 2 balloons
- Plastic bottle with bottom cut off

### Lesson 25 - How Nerves Work

- Ruler

### Lesson 37 - The Problem with Polio

- 2 dice

## How to get the most from this course:

This course can be used in a variety of ways! You can participate passively by just watching the videos, or actively by filling out the notes and completing the projects. You can do the entire course at once or participate in one lesson or section at a time.

For BEST learning, we recommend:

- ✓ Read the pages that go with each lesson before watching the video. Take 10-15 minutes to see if you can fill in the blanks.
- ✓ On quiz show days, take the practice quiz before you watch the class!
- ✓ Complete each of the science activities, and then share your work with a family member or friend.
- ✓ Download the answer key for the notes, but don't look at the answers until after you give things a try yourself!

### Next Generation Science Standards

This class covers the following Next Generation Science Standards. Often referred to as NGSS, they are the United States education standards for science.

**MS-LS1-1:** Lessons 4, 5, and 6

*Living things are made of cells*

**MS-LS1-2:** Lessons 3 and 22

*The function of a cell as a whole and how the parts of a cell contribute to that function*

**MS-LS1-3:** Lessons 22, 23, 24, 25, and T

*The body is a system of interacting subsystems composed of groups of cells*

**MS-LS1-6:** Lessons 14, 17, and 18

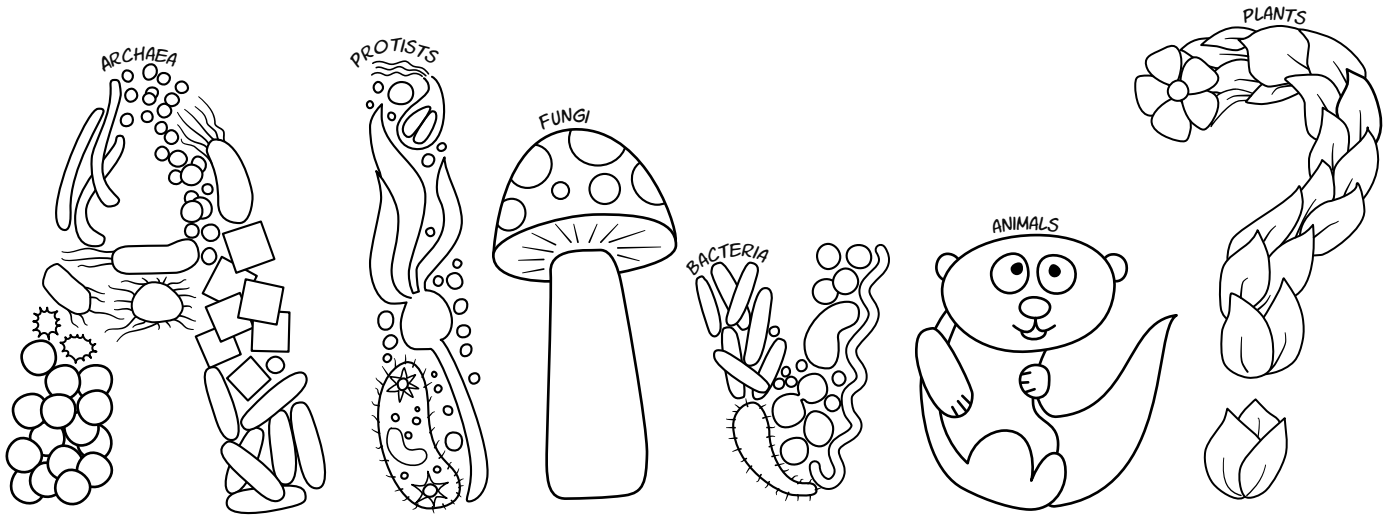
*Photosynthesis and its role in cycling matter and the flow of energy in and out of organisms*

**MS-LS1-7:** Lessons 14, 15, and 16

*How food is rearranged through chemical reactions to form new molecules that support growth and release energy*

**MS-LS1-8:** Lesson 25

*Sensory receptors respond to stimuli by sending messages to the brain*



What makes something alive? This is not an easy question to answer! Most definitions agree that living things include all the following qualities or abilities:

METABOLISM

HOMEOSTASIS

GROWTH

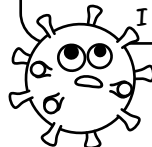
RESPONDS TO STIMULI

MADE OF CELLS

REPRODUCTION

HEY! WHAT ABOUT ME?  
I CAN REPRODUCE.

BUT ONLY IF  
YOU TAKE OVER  
A HOST CELL.



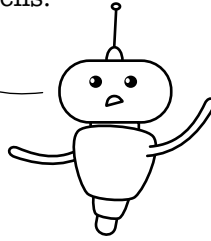
# COULD ARTIFICIAL INTELLIGENCE (AI) BE CONSIDERED ALIVE?

We can be programmed to have all of the characteristics of life!



So? Cells shouldn't even be on the list anyway.

Except being made of cells.



The question of whether or not AI is alive is currently being debated, and will be one of the more important questions of the century!

Write down three of the best reasons for each side of the argument and then share your opinion. What do *you* think?

What are 3 arguments for technology or AI to be considered **alive**?

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

What are 3 arguments for technology or AI to be considered **nonliving**?

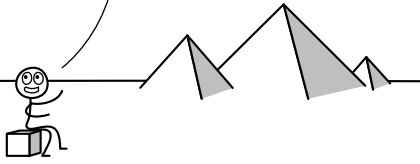
1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

What is your opinion?

# THE DISCOVERY OF THE CELL

FOR THOUSANDS OF YEARS, PEOPLE KNEW THAT CURVED GLASS MAGNIFIED DETAILS.

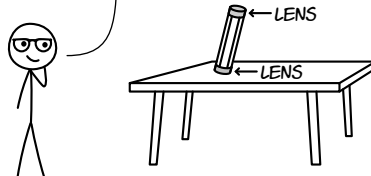
I WROTE ABOUT IT WAY BACK IN 160 BCE!



CLAUDIUS PTOLEMY  
Famous philosopher

THEN, IN 1590, TWO GLASS MAKERS CREATED THE FIRST COMPOUND MICROSCOPE.

IF WE PUT LENSES ON BOTH SIDES OF A TUBE, THE OBJECTS ON THE OTHER SIDE ARE EXTRA MAGNIFIED!



WE CAN SEE EVEN MORE! YIPPEE!

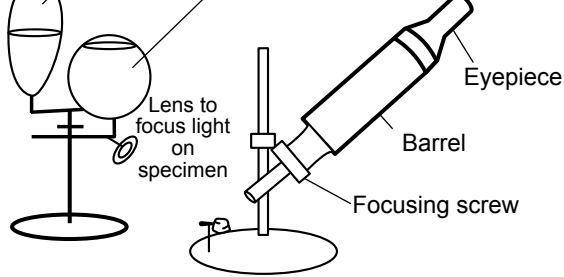
HANS & ZACHARIAS JANSSEN  
Dutch glassmakers

THE NEXT CENTURY SAW HUNDREDS OF EXPERIMENTS ON IMPROVING THE MAGNIFICATION OF MICROSCOPES AND MANY PUBLICATIONS ABOUT WHAT WAS OBSERVED UNDER THE LENS.

THE MOST FAMOUS OBSERVATIONS WERE MADE BY ROBERT HOOKE...

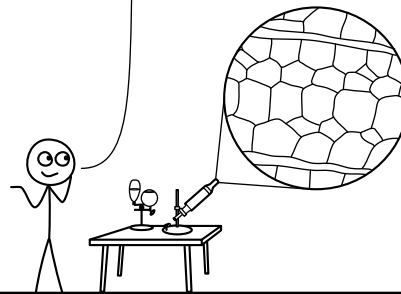
Oil lamp burns, creating light

Water flask diffuses the light

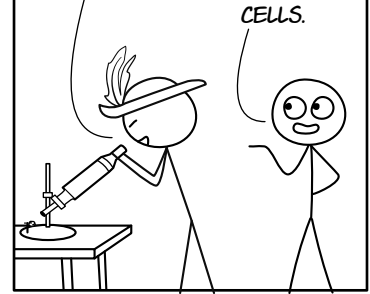


ROBERT HOOKE'S MICROSCOPE 1665

THIS SPECIMEN OF CORK PLANT IS FULL OF PORES! THEY LOOK LIKE THE PLAIN UNFURNISHED ROOMS OF MONKS.



YOU'RE RIGHT. THEY DO LOOK LIKE EMPTY ROOMS! WHAT WILL YOU CALL THEM?



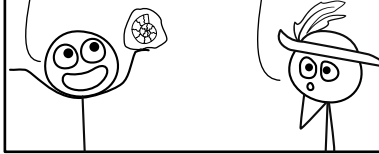
CELLS? THE SAME NAME FOR EMPTY ROOMS?

WHY NOT? THEY LOOK LIKE HONEYCOMB CELLS TOO.



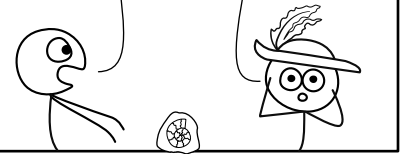
AND LOOK! THERE ARE EVEN CELLS IN FOSSILS!

I THOUGHT FOSSILS WERE JUST ROCKS.

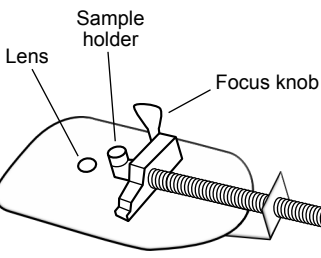


ROCKS THAT USED TO BE ALIVE!

BLIMEY!



...AND DUTCH SCIENTIST ANTON VON LEEUWENHOEK.

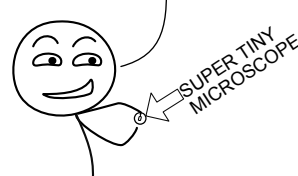


LEEUWENHOEK'S MICROSCOPE 1676

I MADE INCREDIBLY TINY LENSES BY MELTING, GRINDING, AND BLOWING GLASS.



THERE IS ONLY ONE LENS IN THIS MICROSCOPE, BUT THE QUALITY IS SO GOOD I CAN SEE WITH 200 TIMES MAGNIFICATION!

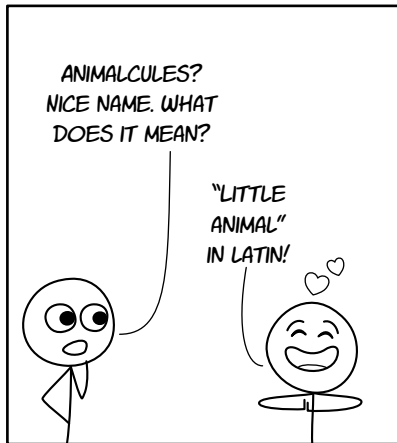
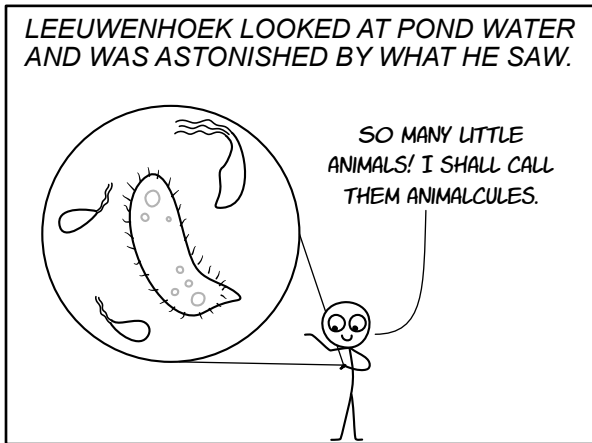


MY MICROSCOPE HAS BETTER MAGNIFICATION THAN HOOKE'S!



CONTINUED ON NEXT PAGE...





OVER THE NEXT 200 YEARS, MICROSCOPES BECAME POWERFUL ENOUGH TO SEE ATOMS AND WE DISCOVERED HOW THE PARTS OF CELLS WORKED!

Your notes:

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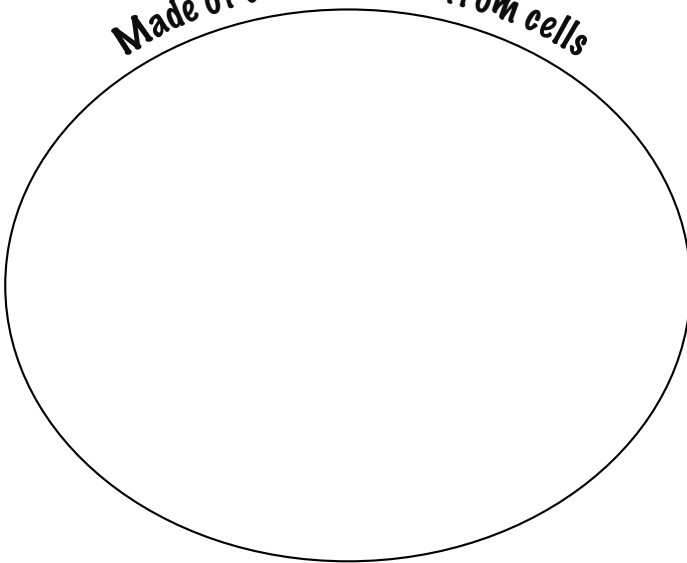
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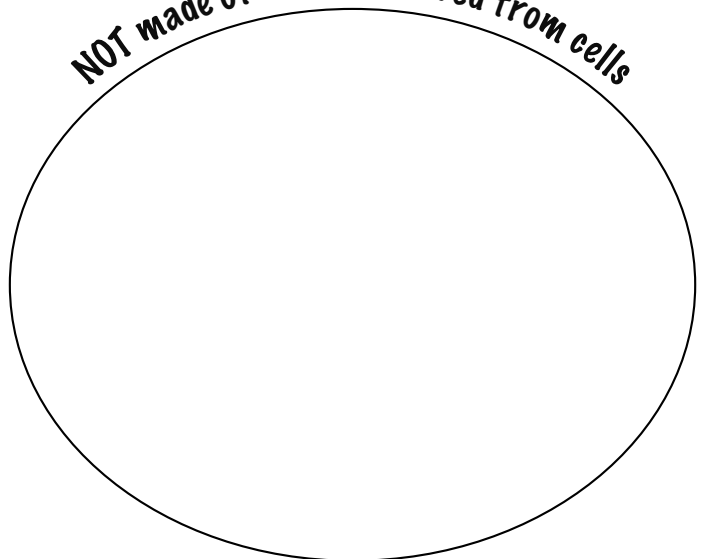
**IS IT MADE OF CELLS OR NOT?** Write the words below in the correct oval:

- |        |        |       |          |         |        |         |
|--------|--------|-------|----------|---------|--------|---------|
| salt   | tomato | wood  | cement   | mold    | sand   | cabbage |
| pepper | water  | onion | platypus | plastic | yogurt | grass   |

**Made of cells or came from cells**



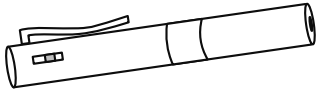
**NOT made of cells or derived from cells**



# Hands-on Science Project

## LASER POINTER MICROSCOPE

### MATERIALS:



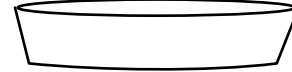
Laser Pointer



Paperclip



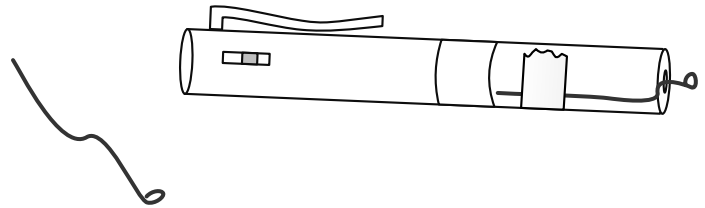
Tape



Water from a pond, dog dish, aquarium, or other source that will have microbial life.

### SAFETY WARNING

NEVER POINT A LASER BEAM AT ANYONE'S EYES. LOOKING DIRECTLY AT A LASER BEAM CAN PERMANENTLY DAMAGE YOUR EYES.



1. Straighten out a large paper clip and then bend one end so that it forms a small loop.

2. Test the loop to be sure that it holds a water droplet. When you dip it in water and then lift it out again, a drop of water should stay inside the loop. If the loop does not hold water then bend it again and make it smaller.

3. Attach the paperclip to the laser pointer with tape so that the loop is directly in the path of the beam.

4. Carefully dip the wire loop into a water source that will have bacteria and other microbial life. Pond water, aquarium water, or water from a pet drinking dish are all good choices.

5. Shine the laser toward a white surface. For best results, conduct this activity in a darkened room.

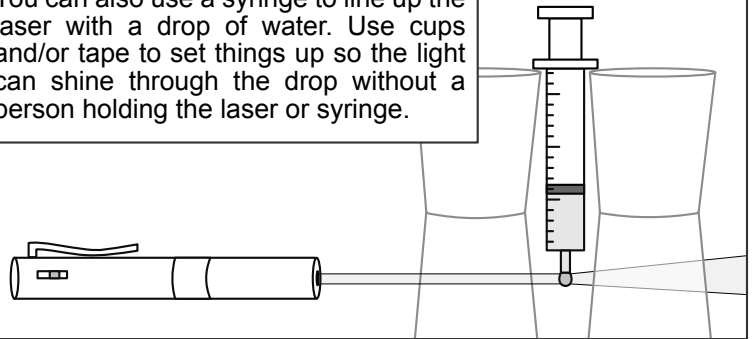
6. Observe your results and experiment with different sources of water.

### SAFETY TIP

WASH YOUR HANDS AFTER HANDLING SAMPLES OF WATER THAT COULD CONTAIN MICROBES.

### AN ALTERNATIVE APPROACH:

You can also use a syringe to line up the laser with a drop of water. Use cups and/or tape to set things up so the light can shine through the drop without a person holding the laser or syringe.



### For BEST results

Choose a source of water that is chlorine free and exposed to sunlight.



Observe multiple drops of water from different sources.

Set up the laser in a dark room and shine it on a flat white surface.

Arrange the laser so that no one is touching it. The less it moves, the better you'll see the microbes in the water.

Adjust the distance between the laser and flat white surface to see which distance gives you the best view.

# WHICH SOURCE OF WATER HAD THE MOST MICROBES?

It's time to go exploring! Gather some clean containers or plastic bags and collect water from several sources. If using the paper clip method, be sure to use different paper clips OR to clean your paperclip before testing each sample. If you gather a saliva sample, do NOT put the paperclip in your mouth! Spit into a container and sample the saliva from there. Before you gather your samples, make a prediction about which water will have the most microbes. Then, after observing each sample put a **check mark** by the type of water that had microbes, and a **zero** by water that was microbe-free. Put a **double check mark** by the water that had the MOST microbes. Write NA if you didn't test that type of water.

**YOUR PREDICTION:**

The water with the most microbes will be \_\_\_\_\_.

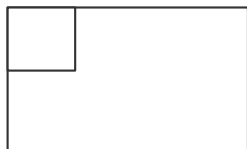
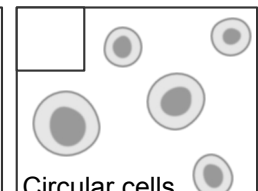
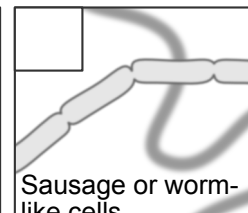


- Water from the kitchen sink.
- Water from a natural outdoor source that looks clean like a lake or river.
- Water from a natural outdoor source that looks dirty or scummy like a puddle, swamp, or pond.
- A drop of saliva.
- Water from a pet's water dish.
- Water from the tank (not the bowl!) of a toilet.
- Other: \_\_\_\_\_

**YOUR RESULT:**

The water with the most observed microbes was \_\_\_\_\_.

## WHICH OF THESE DID YOU OBSERVE USING YOUR LASER POINTER MICROSCOPE?

*Check all that apply.*

<input type="checkbox"/>  Clean water with no microbes.	<input type="checkbox"/>  Circular cells that drifted.	<input type="checkbox"/>  Sausage or worm-like cells.
<input type="checkbox"/>  A swimmer! A cell that is moving itself through the water rather than drifting.	<input type="checkbox"/>  Something with a tail or flagella.	

Your notes:

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# The Parts of a Cell

FILL IN THE BLANKS USING THESE WORDS:

DNA      proteins      living      organelles  
 plasma membrane      dead      cytoplasm      diversity

The cells that Robert Hooke saw in the bark of a cork tree were actually \_\_\_\_\_. This is why they looked so empty. \_\_\_\_\_ cells contain several important parts or \_\_\_\_\_ that help them survive. Ribosomes build \_\_\_\_\_. If the cell has a nucleus, it contains the \_\_\_\_\_. Mitochondria or chloroplasts are involved in digesting or creating food for the cell, and all of this activity is contained within a cell wall or \_\_\_\_\_. The liquid inside a cell is called the \_\_\_\_\_. Not every type of cell will contain all of these parts. There is incredible \_\_\_\_\_ between different types of cells!

DRAW LINES TO CONNECT THE NAME & DESCRIPTION WITH THE CORRESPONDING PICTURE

## Cytoplasm

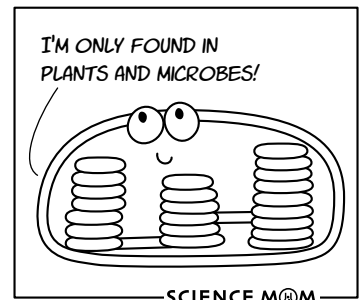
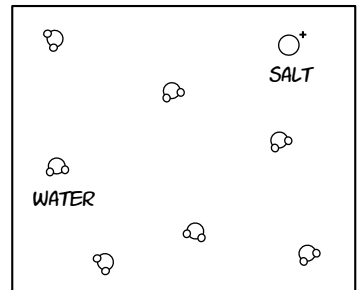
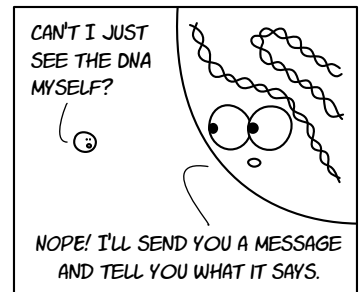
The liquid inside the cell.  
It's mostly water.

## Nucleus

Keeps the DNA separate  
from the rest of the cell.

## Chloroplast

Uses CO<sub>2</sub> and sunlight to  
create sugars.



## Plasma Membrane

Keeps the cytoplasm inside the cell.

## Cell Wall

Keeps the cytoplasm inside the cell.

## Flagella

Helps the cell move. Works like a little paddle or tail to push it through the water.

## Ribosome

The thing that makes the proteins.

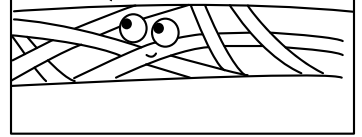
## DNA

The instructions for making proteins and other stuff for the cell.

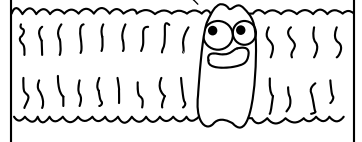
## Mitochondria

Uses oxygen and sugar to create energy for the cell.

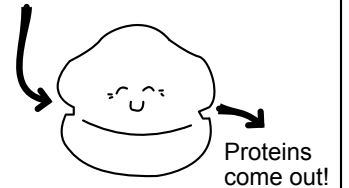
I'M EVEN STRONGER THAN A CELL MEMBRANE!



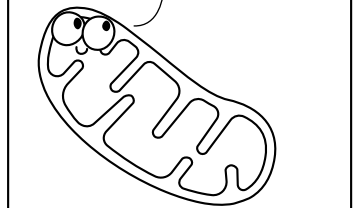
NO ONE GETS PAST ME! EXCEPT THE STUFF I WANT TO GET PAST.



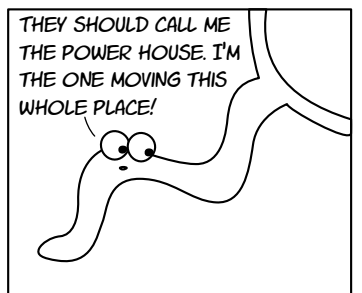
Instructions from DNA go in.



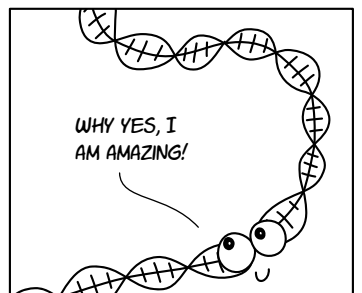
THEY CALL ME THE POWERHOUSE OF THE CELL!



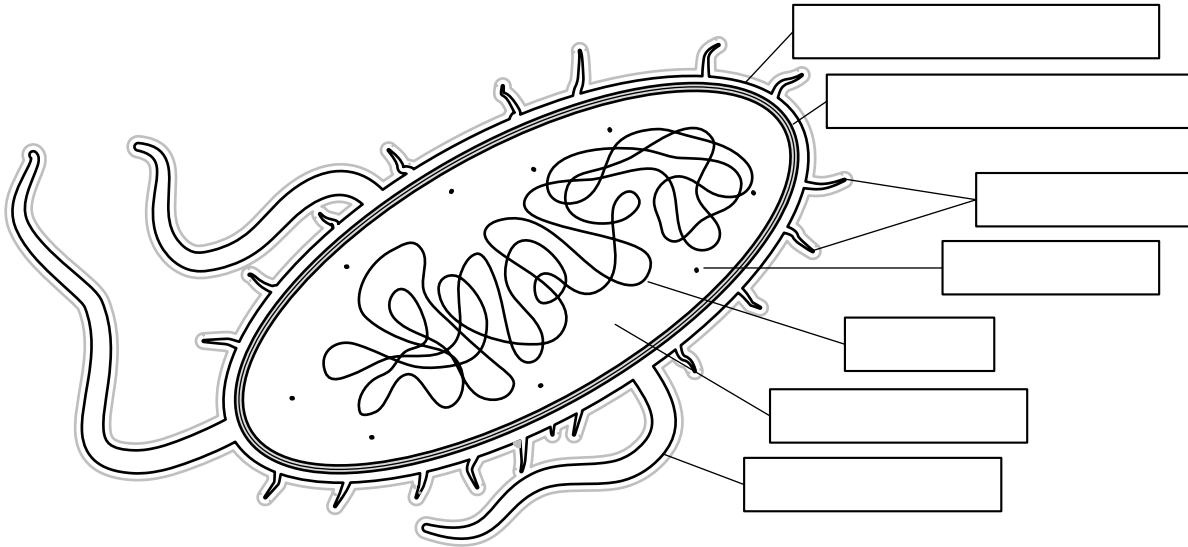
THEY SHOULD CALL ME THE POWER HOUSE. I'M THE ONE MOVING THIS WHOLE PLACE!



WHY YES, I AM AMAZING!



# PROKARYOTIC CELLS



Example: Salmonella  
Size: 2-5 Microns long

FILL IN THE LABELS ABOVE  
USING THESE WORDS:

CYTOPLASM	CELL WALL	PLASMA MEMBRANE	DNA	CILLIA
		FLAGELLUM	RIBOSOME	

Your notes:

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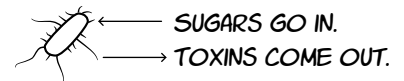
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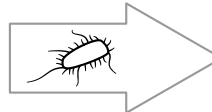
IS SOMETHING AS SMALL AS A SALMONELLA BACTERIUM REALLY ALIVE? LET'S CHECK:

**METABOLISM ✓**

IT EATS FOOD AND PRODUCES WASTE.



**RESPONDS TO STIMULI ✓**



WILL MOVE TOWARD A WETTER AND BETTER ENVIRONMENT

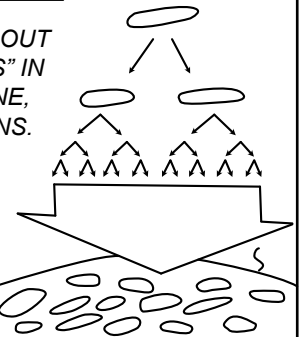
WHEN IT FINDS A GREAT LOCATION IT FORMS A **BIOFILM**, A COLONY OF CELLS STUCK TOGETHER WITH SLIME.



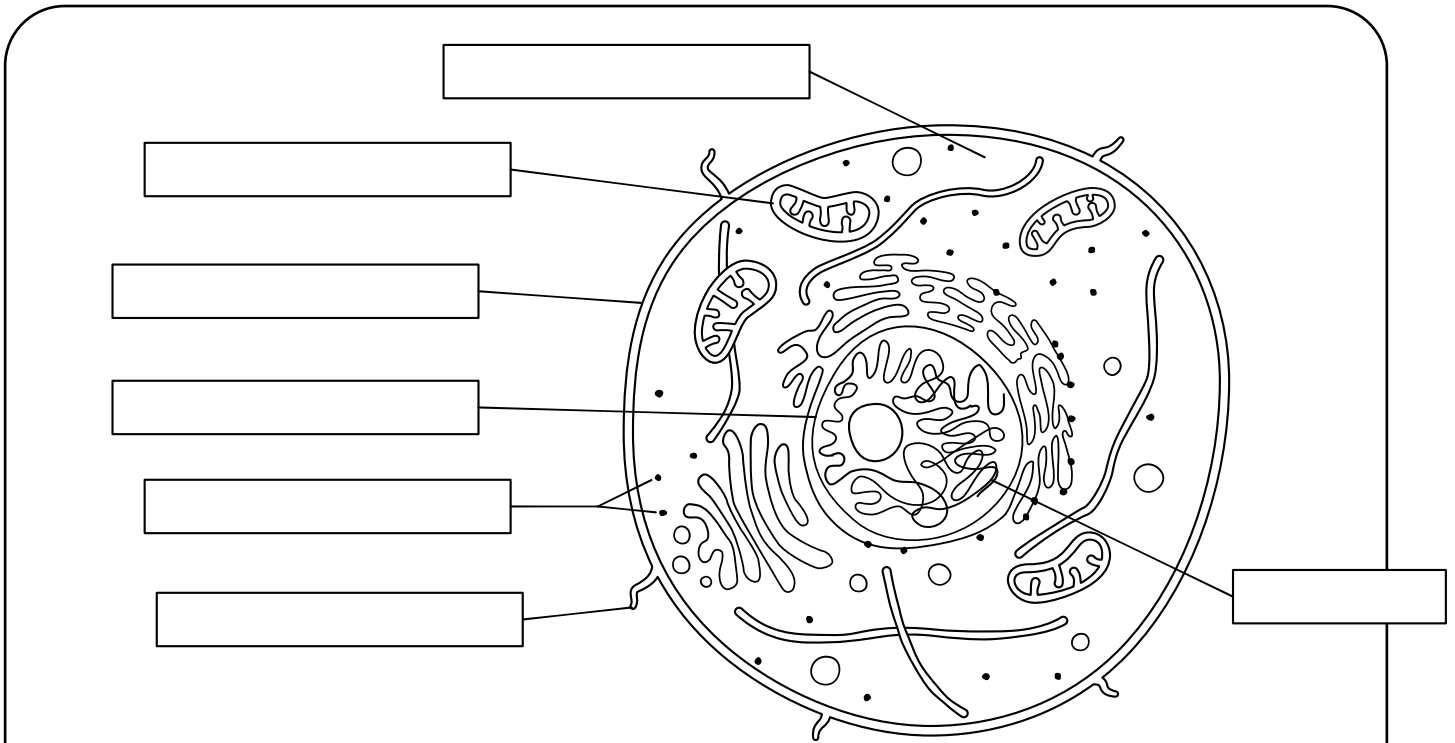
HA HA! THEY'LL NEVER GET RID OF US NOW! TEAM WORK MAKES THE DREAM WORK!

**GROWTH ✓ REPRODUCES ✓**

THIS IS WHY YOU HEAR ABOUT SALMONELLA "OUTBREAKS" IN FOOD. FIRST YOU HAVE ONE, THEN TWO... THEN MILLIONS.



# EUKARYOTIC CELLS



FILL IN THE LABELS ABOVE USING THESE WORDS:

MITOCHONDRIA PLASMA MEMBRANE

RIBOSOMES DNA CILLIA NUCLEUS CYTOPLASM

Example: Animal cell  
Size: 10-20 Microns long

Your notes:

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Eukaryotic cells can have incredibly different shapes and parts, but they will always contain:



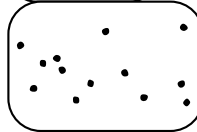
A NUCLEUS which holds the DNA



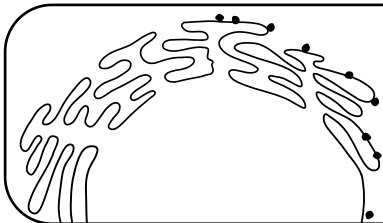
MITOCHONDRIA which provide energy



MEMBRANE which surrounds the cell



RIBOSOMES which make proteins

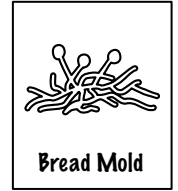
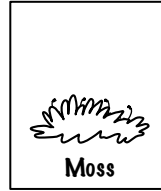
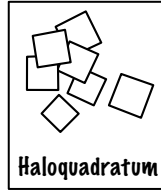
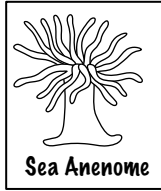
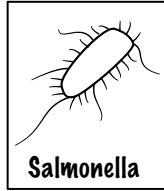
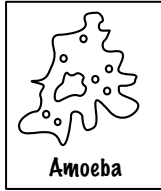


## BONUS ORGANELLE!

What is the crazy-shaped thing around the nucleus with ribosomes stuck to it? It's called the **endoplasmic reticulum** and it helps make proteins. We won't be talking about it more in this class, but of all the organelles, it has one of the coolest names!

# Cellular Life

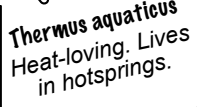
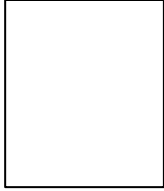
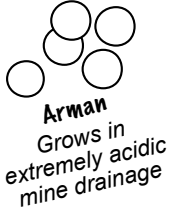
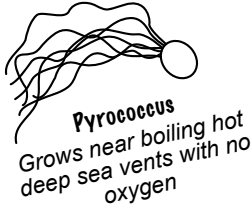
Can you place each of these organisms in their matching category?



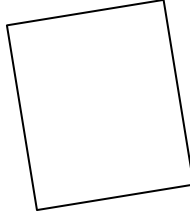
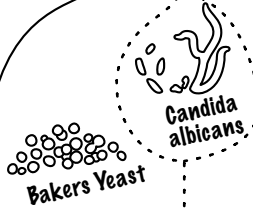
## Unicellular

## Multicellular

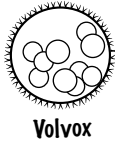
### ARCHAEA



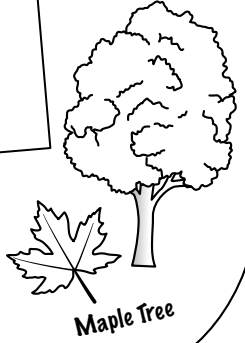
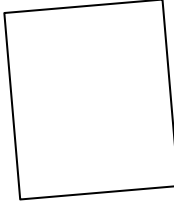
### FUNGI



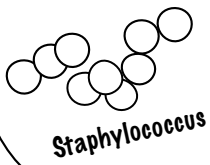
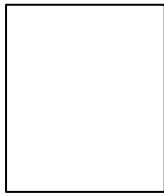
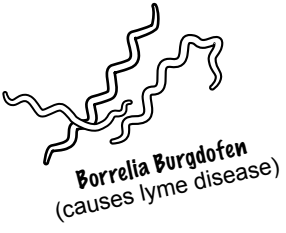
### PROTISTS



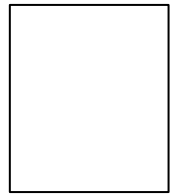
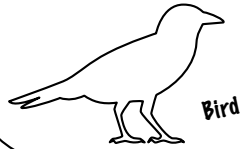
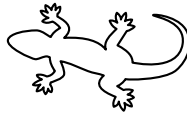
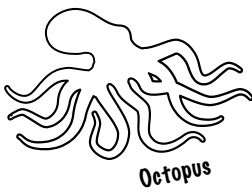
### PLANTS



### BACTERIA



### ANIMALS



**Taxonomy** is the study of classifying groups of organisms based on shared characteristics. Classification systems have changed a lot in recent years thanks to the ability to compare DNA sequences. We'll learn more about taxonomy in Biology 2.



## Five misclassified marvels

Scientists group things into categories to better understand them, but some organisms don't exactly fit! This page is dedicated to five organisms that people often mistake for something else. One is already filled out as an example. Choose 4 more from these lists to fill in the remaining blocks!

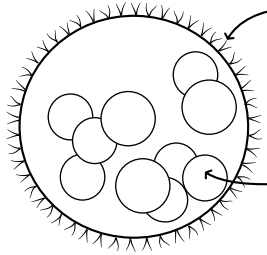
**Plant or Fungus?** *Caloplaca marina* (Orange Sea Lichen), *Sarcodes sanguina* (Snow Flower), *Monotropa uniflora* (Ghost Pipe), or *Clathrus archeri* (Octopus Stinkhorn);

**Animal or Plant?** *Diploria labyrinthiformis* (Brain Coral), *Xestospongia muta* (Giant barrel sponge), *Elysia chlorotica* (Emerald Elysia), or *Pseudocolochirus violaceus* (Sea Apple)

**What in the world?** *Caulerpa taxifolia*, *Acetabularia*, and *Volvox*.

### Volvox!

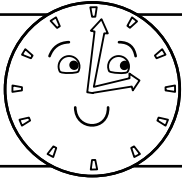
*Volvox barberi*  
AN ALGAE COLONY  
MADE OF THOUSANDS  
OF COOPERATING  
CELLS!



THOUSANDS OF CELLS ARRANGE THEMSELVES SO THAT THEY FORM A SPHERE WITH WITH FLAGELLA FACING OUT.

THE DAUGHTER COLONIES INSIDE HAVE THEIR FLAGELLA FACING TOWARD THE INSIDE AND WILL TURN THEMSELVES INSIDE OUT WHEN THEY GROW UP!

THE FIRST PEOPLE WHO WROTE ABOUT VOLVOX THOUGHT IT WAS A TINY ANIMAL, PERHAPS RELATED TO A JELLYFISH!



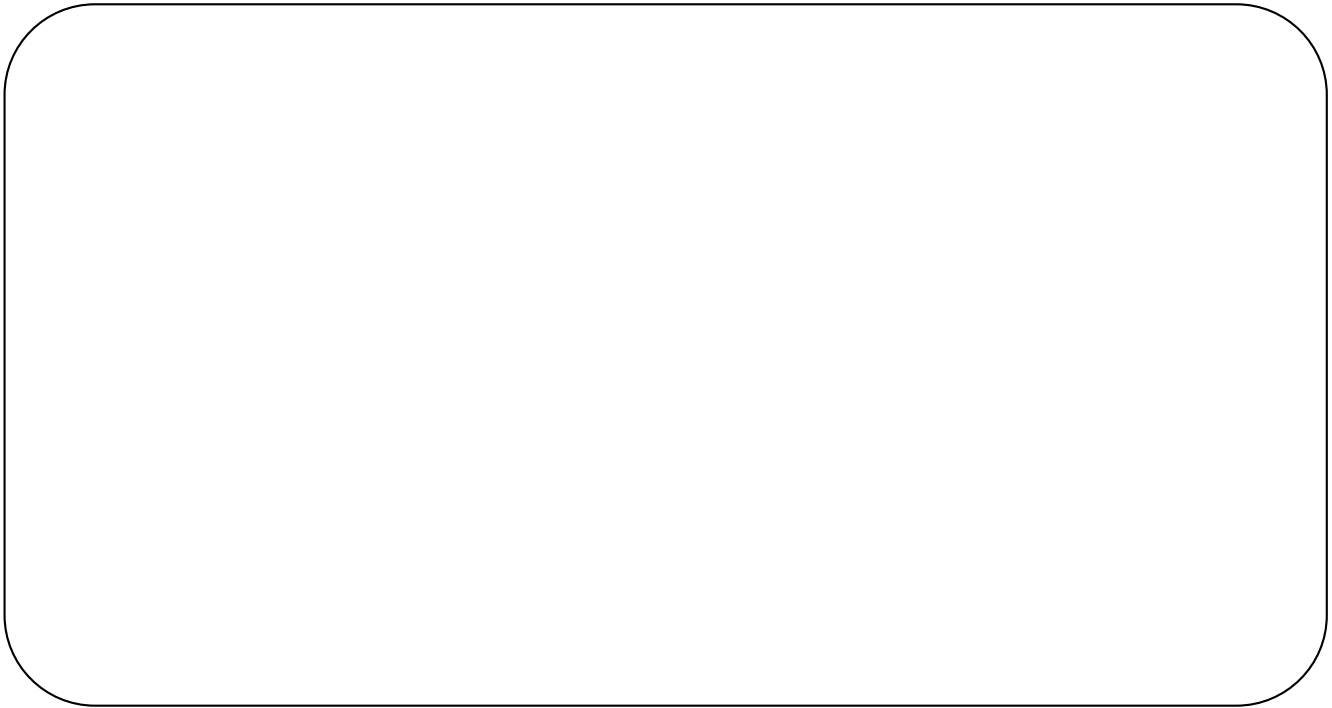
# Quiz Time!

ANSWER THE QUESTIONS TO  
SEE WHAT YOU LEARNED  
ABOUT CELLULAR LIFE!

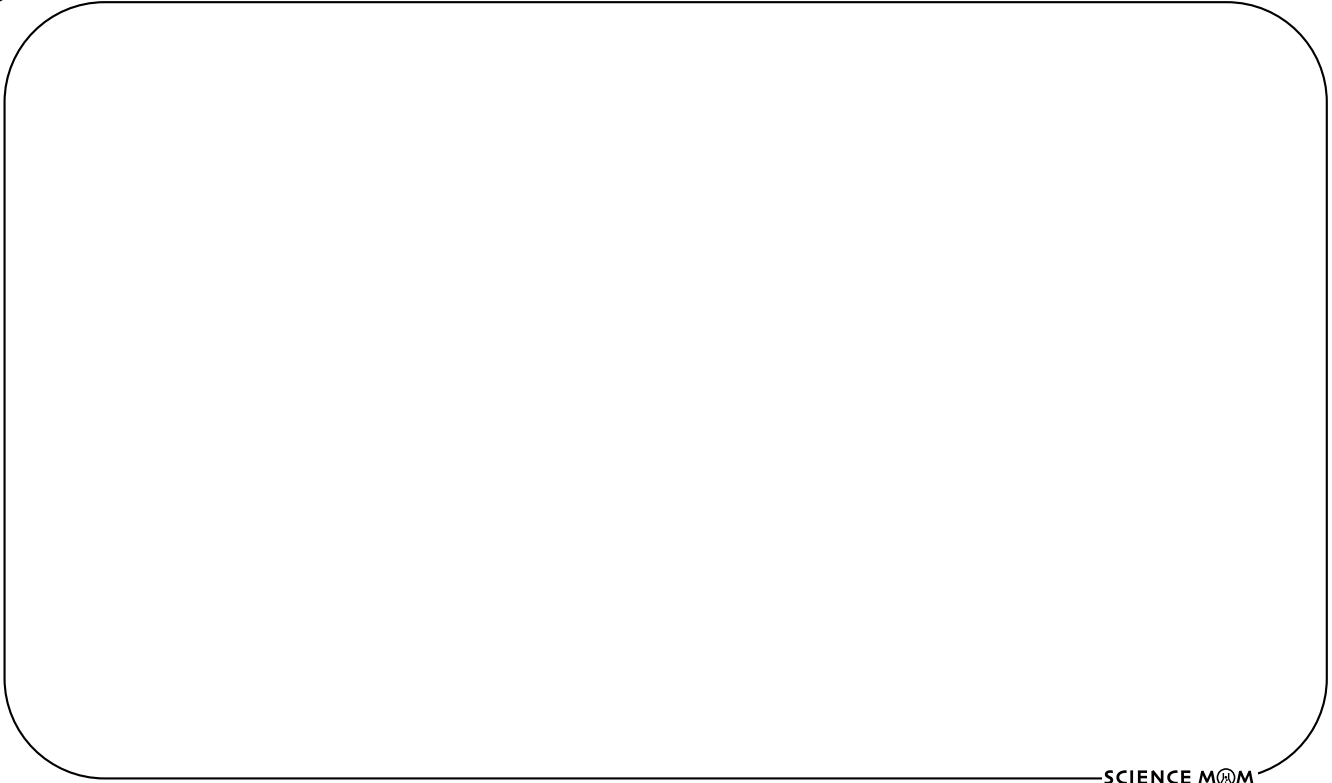
- 1 Which of these is the best simple definition for the word homeostasis?
  - A. The ability to regulate internal conditions.
  - B. The ability to use energy.
  - C. The ability to reproduce.
  - D. The ability to respond to a stimulus.
- 2 What are two characteristics of living things?  
\_\_\_\_\_, \_\_\_\_\_
- 3 When did humans invent a microscope that can see structures inside a cell that are smaller than the wavelength of light (< 500 nanometers)?
  - A. 1665
  - B. 1850
  - C. 1903
  - D. 1951
- 4 No cell is large enough to be viewed without the help of a microscope.
  - A. True
  - B. False
- 5 Which type of cell has a nucleus?
  - A. Prokaryotic
  - B. Eukaryotic
- 6 Fungi are plants, but plants are not fungi.
  - A. True
  - B. False
- 7 Which domains of life have both single-celled and multi-celled organisms?
  - A. Only protists
  - B. Archaea and eubacteria
  - C. Fungi and protists
  - D. Only archaea
  - E. Only fungi
- 8 Which of the following are prokaryotic?
  - A. Bacteria and archaea
  - B. Fungi, animals, and plants
- 9 Protists are which type of cell?
  - A. Prokaryotic
  - B. Eukaryotic
- 10 A cell can only have one nucleus.
  - A. True
  - B. False
- 11 The average prokaryotic cell is \_\_\_\_\_ than the average eukaryotic cell.
  - A. 2 to 5 times smaller
  - B. 20 to 100 times smaller
  - C. More than 1,000 times smaller
- 12 Which organelle is responsible for making proteins in the cell?
  - A. Mitochondria
  - B. Ribosome
  - C. Plasma membrane
  - D. Endoplasmic reticulum
- 13 Which of the following are made of cells?
  - A. Wood
  - B. Plastic
  - C. Tomato
  - D. Polyester fabric
- 14 Which organelle uses oxygen and sugar to create energy for the cell?
  - A. Mitochondria
  - B. Chloroplast
  - C. Nucleus
  - D. Flagella
- 15 Which of the following statements is true?
  - A. Some living things are too small to see.
  - B. Animals are made of prokaryotic cells.
  - C. Fungi contain chloroplasts.
  - D. Every cell has a nucleus.
- 16 Which organelle is only found in plants or protists?
  - A. Chloroplasts
  - B. Mitochondria
- 17 Eukaryotic cells are bigger than prokaryotic cells.
  - A. True
  - B. False

- 18) Which of these is the best simple definition for the word metabolism?
- A. The ability to regulate internal conditions
  - B. The ability to use energy
  - C. The ability to reproduce
  - D. The ability to respond to a stimulus

19) Draw a simple bacterial cell. Label the plasma membrane, cell wall, DNA, ribosomes, and flagella.



20) Draw a simple animal cell. Label the plasma membrane, DNA, ribosomes, mitochondria, and nucleus.



# Cellular Word Search

There are a lot of new words to learn when studying biology. Repetition is the best way to learn them, and word games can be part of that! Find each of the hidden words in the word-search. The words can run in any direction: horizontal or diagonal, and the letters might go left to right or right to left!

METABOLISM

MEMBRANE

RIBOSOME

MITOCHONDRIA

DEOXYRIBONUCLEIC ACID

CYTOPLASM

NUCLEUS

CHLOROPLAST

FLAGELLA

ARCHAEA

PROKARYOTIC

UNICELLULAR

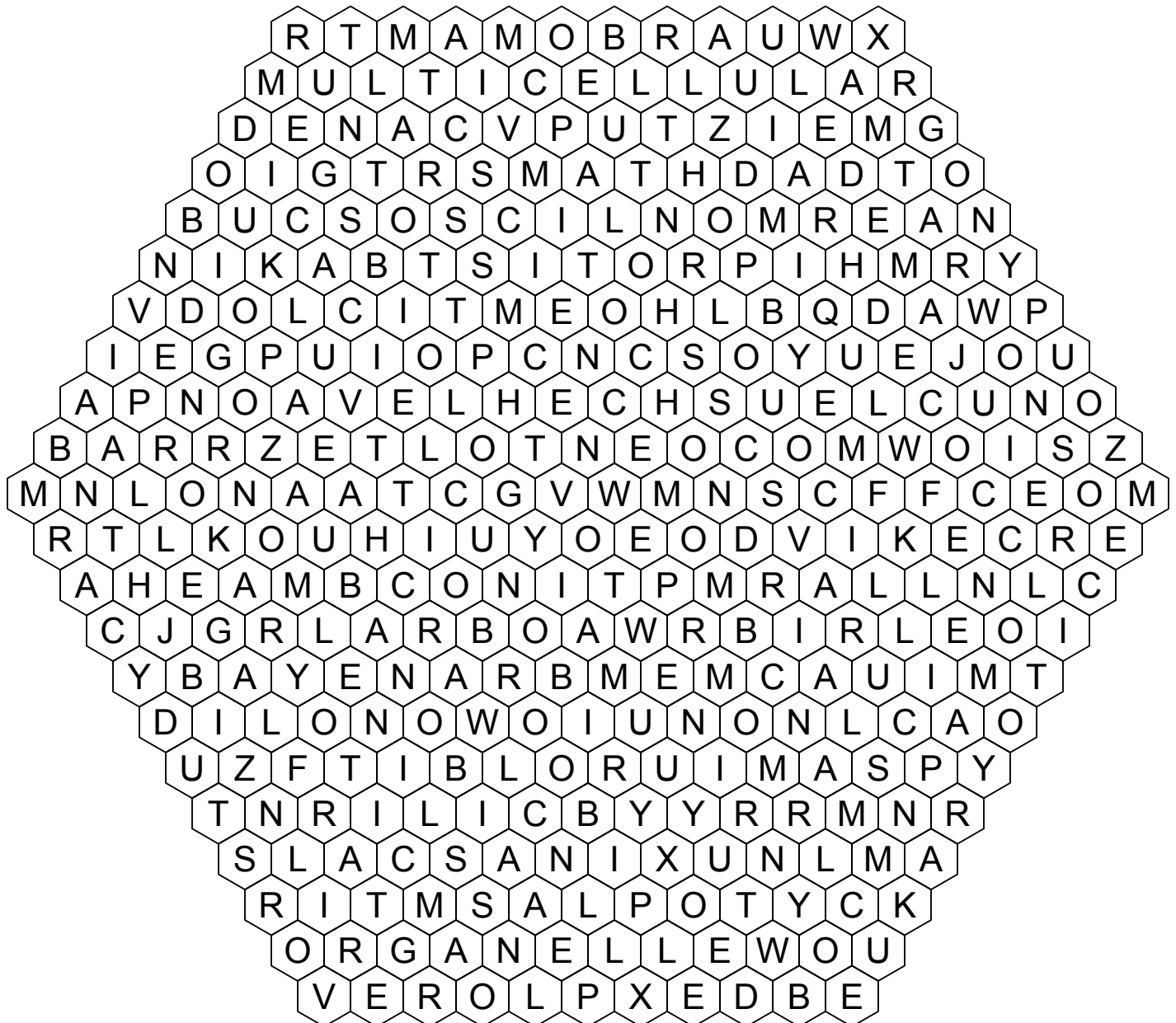
MULTICELLULAR

EUKARYOTIC

PROTIST

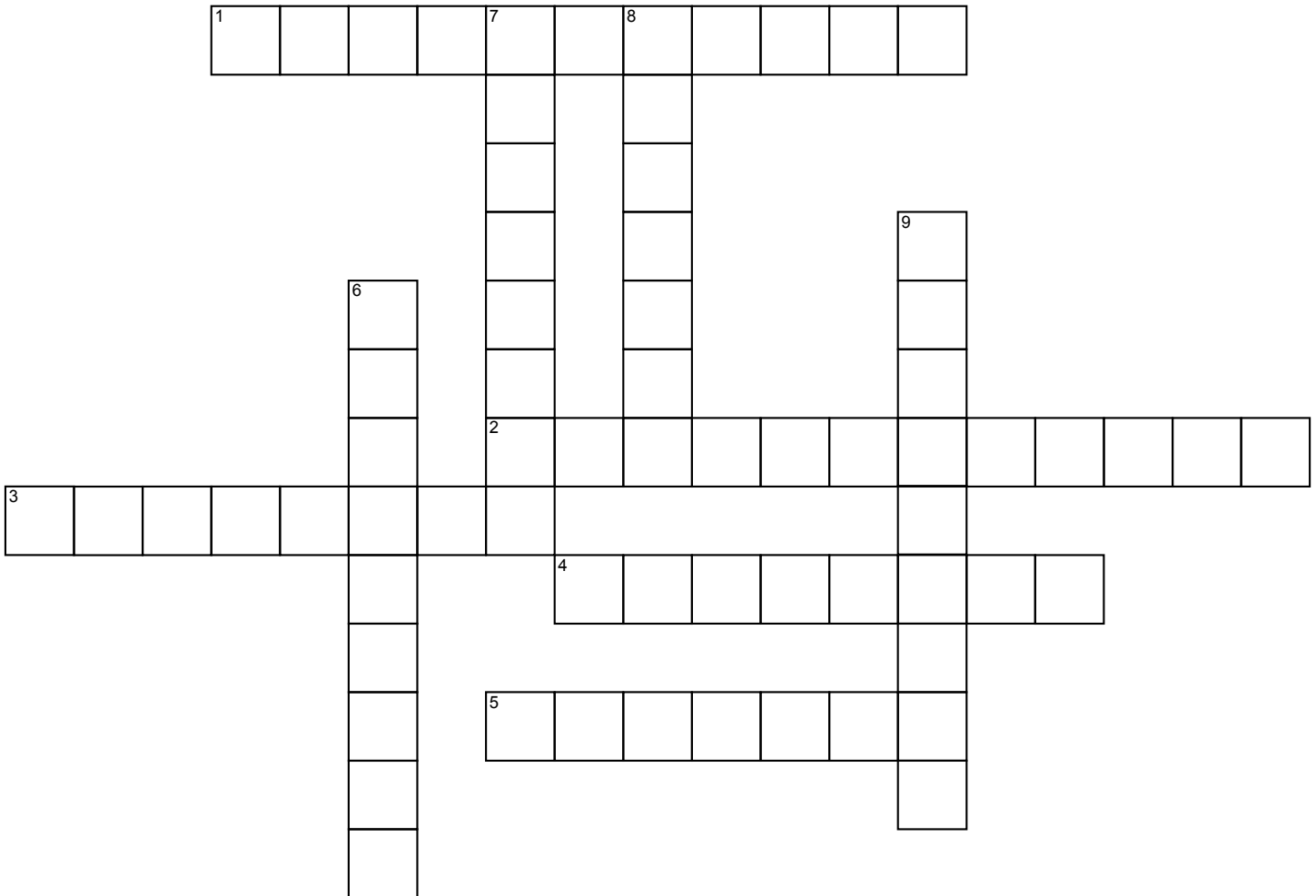
CILLIA

ORGANELLE



# Biology Crossword

Use the clues below to fill in the crossword puzzle.



## Horizontal Words

1. The organelle that performs photosynthesis.
2. The 'powerhouse' of the cell.
3. Keeps the cell intact by surrounding the cell.
4. A tail that some cells use to travel through fluid.
5. The central feature of most plant, fungus, or animal cells.

## Vertical Words

6. A structure within a living cell.
7. Organelles that assist the function of DNA, very common throughout the cell.
8. An organism that is eukaryotic but not a fungus, animal, or plant.
9. Contains all of the organelles.