

Biology: Multiple Choice Tissues, Organs & Systems

1. When too much water is absorbed from the large intestine, the result is:

- A) dehydration B) kidney stones C) diarrhea D) constipation

ANS: D

1. When not enough water is absorbed from the large intestine, the result is:

- A) dehydration B) kidney stones C) diarrhea D) constipation

ANS: C

1. The four major types of tissue that animals have include all of the following, except:

- A) epithelial B) connective C) muscle D) brain

ANS: D

1. Various types of cells and fibres held together by a matrix are called:

- A) epithelial tissue B) muscle tissue C) nerve tissue D) connective tissue

ANS: D

1. The lungs, nose, and trachea are part of which organ system?

- A) Digestive B) Respiratory
C) Muscular D) Circulatory

ANS: B

1. The pancreas is part of the _____ system.

- A) digestive B) nervous C) respiratory D) cardiovascular

ANS: A

1. The frog has a ____ chambered heart.

- A) 5 B) 3 C) 4 D) 2

ANS: B

1. The blood cells that carry oxygen are the:

- A) platelets B) red blood cells C) white blood cells D) antigens

ANS: B

1. This heart chamber receives oxygen-poor blood.

- A) right atrium B) left atrium C) right ventricle D) left ventricle

Grade 12 Biology Multiple Choice Questions Ontario

D Kirk



Grade 12 Biology Multiple Choice Questions Ontario:

Resources in Education ,1997 **Student Assessment** ,1991 Science Education in Canadian Schools. Volume III. Case Studies of Science Teaching. Background Study 52 John Olson, Science Council of Canada, Ottawa (Ontario).,1984
Volume 3 of a three volume study of science education in Canadian schools reporting 8 case studies of science teaching in action in Canadian schools Sites for intensive study were selected to include a diversity of both regions and school settings and at each school site various kinds of information were collected to obtain as complete a picture as possible Major issues addressed include integration and options as forms of curriculum organization socialization as a priority the inquiry approach and understanding and the dynamics of change and dilemmas of practice **Canadiana** ,1991-05 *Measuring Achievement at the Senior Level* Merlin W. Wahlstrom, Raymond R. Danley, 1980 **Resources in Education** ,1996 **The Science Teacher** ,1996 Some issues are accompanied by a CD ROM on a selected topic **Molecular Biology of the Cell** ,2001 *Research in Education* ,1971 Active Learning: Theoretical Perspectives, Empirical Studies and Design Profiles Robert Cassidy, Elizabeth S. Charles, James D. Slotta, Nathaniel Lasry, 2019-07-11 This book represents the emerging efforts of a growing international network of researchers and practitioners to promote the development and uptake of evidence based pedagogies in higher education at something a level approaching large scale impact By offering a communication venue that attracts and enhances much needed partnerships among practitioners and researchers in pedagogical innovation we aim to change the conversation and focus on how we work and learn together i e extending the implementation and knowledge of co design methods In this first edition of our Research Topic on Active Learning we highlight two of the three types of publications we wish to promote First are studies aimed at understanding the pedagogical designs developed by practitioners in their own practices by bringing to bear the theoretical lenses developed and tested in the education research community These types of studies constitute the practice pull that we see as a necessary counterbalance to knowledge push in a more productive pedagogical innovation ecosystem based on research practitioner partnerships Second are studies empirically examining the implementations of evidence based designs in naturalistic settings and under naturalistic conditions Interestingly the teams conducting these studies are already exemplars of partnerships between researchers and practitioners who are uniquely positioned as in between straddling the two worlds As a result these publications represent both the rigours of research and the pragmatism of reflective practice In forthcoming editions we will add to this collection a third type of publication design profiles These will present practitioner developed pedagogical designs at varying levels of abstraction to be held to scrutiny amongst practitioners instructional designers and researchers alike We hope by bringing these types of studies together in an open access format that we may contribute to the development of new forms of practitioner researcher interactions that promote co design in pedagogical innovation **ENC Focus** ,2000 Digest of Education Statistics ,1989 Contains information on a variety of subjects within the field of education statistics including the

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