

# living environment regents review 2014 Study Guide

## Living Environment Regents Review 2014

Preparing for the Living Environment Regents Exam can be a daunting task for students aiming to achieve a high score. The 2014 review materials provide a comprehensive foundation to understand key concepts, exam formats, and effective study strategies. This guide aims to serve as an essential resource for students, teachers, and parents seeking a detailed overview of the 2014 Living Environment Regents Review, with a focus on helping students excel in the exam.

## Overview of the Living Environment Regents Exam 2014

The Living Environment Regents Exam is a standardized test administered to high school students in New York State to assess their understanding of biology and environmental science topics. The 2014 version of the exam retained its focus on core biological concepts, scientific inquiry, and real-world applications.

## Exam Structure and Format

The 2014 Living Environment Regents comprised multiple sections designed to evaluate various cognitive skills:

- Multiple Choice Questions: Typically 50 questions assessing recall, comprehension, and application.
- Part B ? Short Answer Questions: 3 to 4 questions requiring concise, focused responses.
- Part C ? Extended Response: An essay or longer response question testing deeper understanding and critical thinking.

Key features:

- Total exam time: Approximately 3 hours
- Total points: 100
- Passing score: 65 (or as specified by NYSED standards)

## Major Content Areas Covered in 2014

The exam primarily focused on the following areas:

- Cell biology and structure
- Genetics and heredity
- Evolution and natural selection
- Ecology and environmental interactions
- Human body systems
- Scientific inquiry and experimental design
- Biotechnology and ethical considerations

## Core Topics and Concepts for Review

A successful review covers foundational knowledge and the ability to analyze and apply concepts. Here are the major topics to focus on:

### Cell Biology and Structure

Understanding the basic unit of life is essential. Key concepts include:

- Cell theory
- Types of cells: prokaryotic vs. eukaryotic
- Cell organelles and their functions
- Cell transport mechanisms: diffusion, osmosis, active transport
- Cell division: mitosis and meiosis

### Genetics and Heredity

This area emphasizes inheritance patterns and molecular biology:

- DNA structure and function
- Genes and chromosomes
- Mendelian genetics: dominant and recessive traits
- Punnett squares and probability
- Mutations and genetic variation

### Evolution and Natural Selection

Understanding how species change over time, including:

- Evidence for evolution (fossil record, comparative anatomy, molecular data)
- Natural selection and adaptation
- Speciation processes
- Evolutionary trees and classification

## **Ecology and Environmental Science**

Focuses on interactions among organisms and their environment:

- Ecosystems and biomes
- Food chains and webs
- Energy flow and nutrient cycling
- Biodiversity and conservation
- Human impact and pollution

## **Human Body Systems**

Study of major systems and their functions:

- Circulatory system
- Respiratory system
- Digestive system
- Nervous system
- Endocrine system
- Immune system

## **Scientific Inquiry and Experimental Design**

Skills include:

- Formulating hypotheses
- Designing experiments
- Collecting and analyzing data
- Drawing conclusions
- Identifying variables and controls

## **Biotechnology and Ethical Issues**

Key topics:

- Genetic engineering
- Cloning
- Ethical considerations in scientific advancements
- Applications in medicine and agriculture

## Effective Strategies for Living Environment Regents 2014 Review

Achieving success requires a strategic approach to studying and test-taking. Here are proven strategies aligned with the 2014 exam content:

### Develop a Study Schedule

- Break down topics into manageable sections
- Allocate time daily or weekly for review
- Include practice exams to simulate test conditions

### Utilize Review Materials

- Past Regents exams and answer keys
- Class notes and textbooks
- Review guides specific to the 2014 version
- Online resources and tutorials

### Practice with Past Exam Questions

- Focus on question types: multiple choice, short answer, extended response
- Review explanations for correct and incorrect answers
- Identify recurring themes and question patterns

### Master Key Vocabulary

- Create flashcards for scientific terms
- Understand definitions and context
- Use terms in practice explanations

## Enhance Critical Thinking Skills

- Practice analyzing diagrams and data
- Learn to interpret graphs and charts
- Develop the ability to apply concepts to real-world scenarios

## Prepare for the Extended Response

- Practice writing clear, concise essays
- Support answers with specific examples
- Review scoring rubrics to understand expectations

## Sample Topics and Practice Questions from 2014 Review

Below are representative questions similar to those found in the 2014 exam, with tips on how to approach them:

### Sample Multiple Choice Question

Which organelle is primarily responsible for energy production in a cell?

- A) Nucleus
- B) Mitochondrion
- C) Ribosome
- D) Chloroplast

Answer: B) Mitochondrion

Tip: Recall the function of each organelle and focus on energy-related processes.

### Sample Short Answer Question

Describe how a mutation in a gene could affect an organism's phenotype.

Approach: Explain that mutations can alter the DNA sequence, potentially leading to changes in protein structure and function, which may influence physical traits.

### Sample Extended Response Question

Explain the process of natural selection and how it contributes to evolution. Use examples to support your answer.

Approach: Define natural selection, describe how environmental pressures favor certain traits, and provide examples like antibiotic resistance in bacteria.

## **Additional Resources for 2014 Living Environment Regents Review**

To supplement your study, consider the following:

- Online Practice Tests: Many educational websites offer free practice exams modeled after the 2014 format.
- Study Groups: Collaborate with classmates to review challenging topics.
- Tutoring and Review Classes: Seek additional help if needed to clarify complex concepts.
- Educational Videos: Visual aids can enhance understanding of cellular processes and ecological interactions.

## **Conclusion: Mastering the 2014 Living Environment Regents**

Success on the Living Environment Regents Exam 2014 depends on a thorough understanding of biology concepts, strategic study habits, and consistent practice. By focusing on core topics such as cell biology, genetics, evolution, ecology, and human systems, and by honing your critical thinking skills, you can confidently approach the exam. Use available resources, practice past questions, and develop a disciplined study plan to maximize your performance. Remember, a well-prepared student not only aims for a passing score but strives for mastery that will serve as a strong foundation for future science coursework.

Start your review early, stay organized, and approach each topic systematically. Good luck!

Living Environment Regents Review 2014: An In-Depth Analysis of the 2014 Examination and Its Implications

The Living Environment Regents Review 2014 remains a pivotal point of reference for educators, students, and educators alike seeking to understand the scope, structure, and rigor of the standardized assessment administered in New York State during that year. As a comprehensive exam designed to evaluate students' mastery of biological sciences, the 2014 iteration offers insights into the evolving standards, question formats, and content focus that characterized that period's educational landscape. This article aims to dissect the exam thoroughly, providing a detailed review that encompasses content coverage, question types, themes, and pedagogical implications.

## Overview of the 2014 Living Environment Regents Examination

The 2014 Living Environment Regents served as a culmination of the curriculum prescribed by the New York State Education Department. It aimed to assess students' understanding of core biological concepts, including cell biology, genetics, ecology, evolution, human biology, and laboratory practices. The exam comprised multiple-choice questions, constructed-response questions, and a laboratory task, designed to evaluate not only rote memorization but also analytical thinking and application skills.

Key features of the 2014 exam included:

- Total duration: 3 hours
- Total points: 86
- Question distribution:
  - Multiple-choice: 50 questions
  - Short-answer: 13 questions
  - Laboratory task: 1 performance-based task

## Content Breakdown and Emphasis

Understanding the distribution of content areas within the 2014 exam is crucial for aligning review strategies and instructional focus.

### 1. Cell Biology and Biochemistry

This section constituted approximately 20% of the exam, emphasizing:

- Cell structure and function
- Differences between prokaryotic and eukaryotic cells
- The roles of organelles
- Enzymes and biochemical reactions
- Cellular transport mechanisms

Sample focus question:

\_"Describe how the structure of the cell membrane relates to its function in transporting materials."\_

### 2. Genetics and Heredity

Accounting for roughly 25%, this section addressed:

- Mendelian genetics
- Punnett squares
- DNA structure and replication
- Protein synthesis
- Mutations and genetic variation

Notable: Questions often involved interpreting genetic diagrams or predicting offspring traits.

### **3. Ecology and Environmental Science**

Making up about 15%, this area covered:

- Ecosystem dynamics
- Food chains and webs
- Biogeochemical cycles
- Human impact on the environment
- Conservation strategies

### **4. Evolution and Natural Selection**

Approximately 10% of the exam focused on:

- The theory of evolution
- Evidence supporting evolution
- Natural selection mechanisms
- Speciation

### **5. Human Biology**

This section, around 15%, included:

- Human systems (circulatory, respiratory, digestive, etc.)
- Homeostasis
- Disease prevention and control

## 6. Laboratory and Scientific Practices

Laboratory skills and scientific reasoning comprised the remaining 15%, emphasizing:

- Experimental design
- Data interpretation
- Safety procedures
- Use of scientific tools and measurements

## Question Format and Cognitive Expectations

The 2014 exam reflected a balanced approach to assessing various levels of cognitive skills, from recall to higher-order thinking.

### Multiple-Choice Questions

These questions tested factual knowledge and basic understanding. They often involved interpreting diagrams, graphs, or experimental scenarios.

Example:

"A graph shows the effect of enzyme concentration on reaction rate. What conclusion can be drawn from this data?"

### Constructed-Response Questions

These required students to articulate understanding in written form, demonstrating reasoning, explanation, and application.

Common prompts included:

- Explaining biological processes
- Analyzing experimental results
- Drawing and labeling diagrams

### Laboratory Task

Students were evaluated on their ability to conduct experiments, make observations, and communicate findings. This task emphasized practical skills and scientific methodology.

## Analysis of the 2014 Exam: Strengths and Challenges

### Strengths of the 2014 Living Environment Regents

- Comprehensive coverage: The exam addressed a broad range of topics, reflecting the curriculum's scope.
- Application-focused questions: Many items required applying concepts to real-world scenarios, fostering critical thinking.
- Inclusion of laboratory skills: The practical component reinforced scientific inquiry and procedural understanding.
- Clear alignment with standards: The question types and content closely adhered to state learning standards.

### Challenges and Criticisms

- Question difficulty variability: Some questions were notably challenging, potentially disadvantaging students with less test-taking experience.
- Time constraints: The exam's length sometimes pressured students, especially on complex constructed-response items.
- Content breadth vs. depth: The extensive scope required students to have a broad but sometimes superficial knowledge base.
- Language complexity: Technical terminology, while necessary, occasionally posed comprehension difficulties for some students.

### Implications for Instruction and Review Strategies

Analyzing the 2014 exam reveals key insights for educators preparing students for future assessments:

- Prioritize understanding over memorization: Emphasize concept application, such as interpreting data and explaining processes.
- Integrate practical laboratory experiences: Hands-on activities reinforce theoretical knowledge and improve exam performance.
- Develop critical thinking: Use practice questions that challenge students to analyze and synthesize information.
- Time management skills: Practice with past exams to help students allocate time effectively across question types.

## Sample Review Topics Based on 2014 Exam Trends

To effectively prepare students, focus review sessions on:

- Cell membrane structure and function
- Genetic inheritance patterns and Punnett squares
- Environmental cycles and human impacts
- Evolutionary evidence and mechanisms
- Human body systems and homeostasis
- Scientific inquiry and data analysis

## Conclusion

The Living Environment Regents Review 2014 offers a comprehensive snapshot of the assessment standards during that year. Its emphasis on conceptual understanding, application, and practical skills underscores the importance of a balanced curriculum that prepares students for both the exam and future scientific endeavors. Educators and students should leverage insights from this review to tailor instruction, emphasizing areas of difficulty and promoting critical thinking. As the standards evolve, ongoing analysis of exam trends like those from 2014 remains essential for fostering effective teaching strategies and student success.

In summary, the 2014 Living Environment Regents exemplified a rigorous assessment that sought to measure a wide array of biological competencies. Its thorough review highlights the importance of strategic preparation, integrating content mastery with scientific reasoning skills, to succeed in standardized biology examinations.

**Question** What are the key topics covered in the 2014 Living Environment Regents Review? The review covers topics such as ecology, human body systems, genetics, evolution, biodiversity, and environmental issues, aligning with the 2014 exam framework. How can I effectively prepare for the Living Environment Regents exam from 2014? Create a study plan focusing on key concepts, review past exam questions, utilize flashcards for vocabulary, and practice with sample tests to identify areas needing improvement. What are common question types on the 2014 Living Environment Regents exam? Common question types include multiple-choice questions, data analysis, diagram labeling, and short-answer explanations related to biological processes and environmental scenarios. Are there specific laboratory skills emphasized in the 2014 Living Environment Regents review? Yes, the exam emphasizes experimental design, data collection and interpretation, and understanding laboratory safety procedures relevant to biological experiments. How does the 2014 Living Environment Regents exam test understanding of ecology? It includes questions on ecosystems, food chains and webs, population dynamics, and human impact on the environment, often presented through diagrams or data sets. What resources are

recommended for reviewing the 2014 Living Environment Regents content? Recommended resources include past exam papers, review books specific to the 2014 test, online practice quizzes, and class notes covering all major units. How important is understanding diagrams and charts for the 2014 Living Environment Regents? Very important, as many questions require interpreting diagrams of biological structures, ecological relationships, or data charts related to experiments and environmental data. What is the best approach to mastering vocabulary for the 2014 Living Environment Regents? Use flashcards, quiz yourself regularly, and incorporate key terms into explanations of concepts to ensure you understand and remember biological vocabulary effectively.

**Related keywords:** living environment, regents review, 2014, biology, high school exam, practice questions, test prep, NYS regents, environmental science, review materials

## 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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