

DISTANCE LEARNING

CLASSIFICATION



Digital & Printable

NOTEBOOK



UNIT- CLASSIFICATION

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Ready-to-go Student copies!

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1:1 Classroom or Print Interactive Notebook!

Lesson- Dichotomous Key ☆ 📄
File Edit View Insert Format Slide Arrange Tools Add-ons Help Last edit was 22 minutes ago

Background Layout Theme Transition

1. The alien has two eyes (go to 2).
2. The alien does not have two eyes (go to 3).
2A. The alien has fingers (go to 4).
2B. The alien does not have fingers (go to 5).
3A. The alien has one eye (Uniuscus aliena).
3B. The alien does not have one eye (Lingua brachiola).
4A. The alien has teeth (go to 6).
4B. The alien does not have teeth (go to 7).
5A. The alien has two feet (Duos pedes).
5B. The alien does not have two feet (go to 8).
6A. The alien has spiral arms (Gyri arma).
6B. The alien does not have spiral arms (Non gyri).
7A. The alien has a star on its forehead (Stella pontificia).
7B. The alien does not have a star on its forehead (Non pontificia).
8A. The alien has three toes (Trium digitorum).
8B. The alien does not have three toes (Non digitorum).

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Lesson- Cladogram ☆ 📄
File Edit View Insert Format Slide Arrange Tools Add-ons Help Last edit was 21 minutes ago

Background Layout Theme Transition

Warm-ups

Directions: For each statement, state whether it is true or false. Then, defend why. Hint: you may want to change the underlined word.

7. Organisms with similar arm structures, such as a whale's flipper and a human arm, share a common descendant. Explain.
True/False AND WHY

8. Organisms to the right of the cladogram are ancient with less, shared characteristics with organisms to the left. Explain.
True/False AND WHY

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Click to add speaker notes



Lesson- Classification

- EDITABLE NOTES
- ACTIVITY
- 2 WARM-UPS
- EVALUATION
- PRESENTATION
- SLIDE

Title: Classification **Page:** _____
Standard/Benchmark: _____ **Date:** _____

Essential Question: Why and how are organisms classified? List the eight levels of classification. Explain scientific name.

Anticipation Guide: True or False? Strategy: "Think-pair-share"

- Humans and insects are in the same Kingdom *Animalia*. Explain.
- When two organisms can breed successfully, they are the same family. Explain.

Taxonomy
 Taxonomy is the scientific study of how living things are classified. Scientists like to organize living things by scientific name to help them communicate easier and understand what they are studying.

Taxa- Eight-level system
 The eight-level system of classification from broadest to most specific includes the following:

- Domain: Eukarya
- Kingdom: Animalia
- Phylum: Chordata
- Class: Reptilia
- Order: Squamata
- Family: Iguanidae
- Genus: *Iguana*
- Species: *iguana*

Quiz time!
 Ready: Number 1-5 behind notes
 Do: Write correct letter and mark if incorrect
 Back: Highlight, add to notes or drawings

Anticipation Guide Statements and Answers
 Check back to the unit cover or the "letter" section, state whether based on what was learned. Be prepared to explain in summary.

Quiz built-in!

- If two animals are in the same class, what can be inferred?
 A. They are in the same genus and species
 B. They share similar characteristics
 C. They are from different phyla
 D. They can breed successfully
- What is the scientific name for humans?
 A. Homo sapiens
 B. Neanderthal
 C. Animalia, Chordata
 D. Binomial nomenclature

Summary Starter

Warm-ups

Directions: For each statement, state whether it is true or false. Then, defend why. Hint: you may want to change the underlined word.

- Humans and insects are in the same Kingdom *Animalia*. Explain.
True! Humans and insects belong to the same Kingdom, but not same phylum.
- When two organisms can breed successfully, they are the same family. Explain.
False! In order for two organisms to breed successfully, they need to be from the same species.

Warm-ups

Directions: For each statement, state whether it is true or false. Then, defend why. Hint: you may want to change the underlined word.

- Humans and insects are in the same Kingdom *Animalia*. Explain.
- When two organisms can breed successfully, they are the same family. Explain.

Title: Classification **Page:** _____
Standard/Benchmark: _____ **Date:** _____

Essential Question: Why and how are organisms classified? List the eight levels of classification. Explain scientific name.

Main Idea Vocabulary
Taxonomy
 Taxonomy is the scientific study of how living things are classified. Scientists like to organize living things by scientific name to help them communicate easier and understand what they are studying.

Classification
 Classification is the process of grouping things based on their similarities.
 Analogy: A grocery store is organized into aisles: produce, meat, dairy, etc.

Scientific Name
 Scientists usually refer to organisms using a two-part naming system or binomial nomenclature: first name being the genus (capitalized) and second being the species (not capitalized). Example: *Homo sapiens*; common name: human

Species
 Any organism breeding successfully with another organism (offspring are fertile) is a species.

Taxa- Eight-level system
 The eight-level system of classification from broadest to most specific includes the following (example provided):

Common name	Green Iguana
1. Domain	Eukarya
2. Kingdom	Animalia
3. Phylum	Chordata
4. Class	Reptilia
5. Order	Squamata
6. Family	Iguanidae
7. Genus	<i>Iguana</i>
8. Species	<i>iguana</i>

Summary: In 3-5 sentences, answer the essential question(s).

Activity: Mnemonic for Classification

- Written Portion:** Create a mnemonic or memory aid to help you remember the order of classification for living things from broadest to specific. For example, "Dynamic King Philip Came Over For Good Spaghetti." Place your mnemonic in the front of the foldable (cut out triangle). Challenge! Research an organism to classify.
- Art:** Add an image for each part of your mnemonic.
- Reflection:** In 3-5 sentences using at least three different vocabulary words (highlight or underline), imagine you discovered a new organism. Describe the steps you would take to classify your new organism with other organisms. Starter sentence: "If I discovered a new organism, I would look for _____"

Student Work

Lesson Evaluation Sheet

Criteria	Description	Points possible	Student Evaluation	Teacher Evaluation
First Warm-up	True/False statement	1		
	Explanation or description	1		
Second Warm-up	True/False statement	1		
	Explanation or description	1		
Cornell Notes	Highlighted notes	1		
	Summary answering essential questions	1		
Activity	Activity	1		
	Image	1		
	Reflection			
Excellence	Quality piece of work demonstrating critical thinking completed on time			
Total Points		10		

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Lesson- Kingdoms of Life

- EDITABLE NOTES
- ACTIVITY
- 2 WARM-UPS
- EVALUATION
- PRESENTATION
- SLIDE

Title: Kingdoms of Life
Page: _____
Standard/Benchmark: _____
Date: _____

Essential Question: What are the six kingdoms of life? How are they different from each other? What characteristics make them similar?

Classification: Organisms are organized by their characteristics. All living things were once classified based on physical traits and their habitat into two, main categories: plants and animals.

3. Organisms are categorized based on physical traits and their habitat. Explain.

4. Mushrooms are in the plant kingdom because they make their own food using photosynthesis. Explain.

5. The plant kingdom consists of eukaryotic organisms with cell walls and make food through photosynthesis (sunlight + carbon dioxide = sugar). Examples: trees, roses, grasses, ferns.

Photosynthesis

Quiz built-in!

Quiz time!

Summary

Anticipation Guide Strategy: "Think-pair-share"

3. Organisms are categorized based on physical traits and their habitat. Explain.

4. Mushrooms are in the plant kingdom because they make their own food using photosynthesis. Explain.

5. The plant kingdom consists of eukaryotic organisms with cell walls and make food through photosynthesis (sunlight + carbon dioxide = sugar). Examples: trees, roses, grasses, ferns.

6. The Kingdom Animalia contains multicellular consumers with no cell walls, are usually able to move around, and have specialized sense organs (nose, ears, eyes, etc.). Examples: beetles, lobsters, fish, birds, and humans.

Summary: In 3-5 sentences, answer the essential question(s).

Warm-ups

Directions: For each statement, state whether it is true or false. Then, defend why. Hint: you may want to change the underlined word.

3. Animals are categorized based on physical traits and their habitat. Explain.
False! Animals are classified based on their evolutionary history (phylogeny).

4. Mushrooms are in the plant kingdom because they make their own food using photosynthesis. Explain.
False! Mushrooms are in the kingdom fungi because they absorb their food from dead plants and animals.

Warm-ups

Directions: For each statement, state whether it is true or false. Then, defend why. Hint: you may want to change the underlined word.

3. Animals are categorized based on physical traits and their habitat. Explain.

4. Mushrooms are in the plant kingdom because they make their own food using photosynthesis. Explain.

Title: Kingdoms of Life
Standard/Benchmark: _____

Essential Question: What are the six kingdoms of life? How are they different from each other? What characteristics make them similar?

Main Idea/Vocabulary: Student Notes: Highlight

Classification: Organisms are organized by their characteristics. All living things were once classified based on physical traits and their habitat into two, main categories: plants and animals.

Phylogeny: Phylogeny is used to link organisms through evolutionary history. Scientists categories living things into six kingdoms.

The Six Kingdoms

Archaea: 1. Archaea are one kind of prokaryotes. Prokaryotes are single-celled organisms with no nucleus. Most are known to live in extreme environments. Example: methanogens (found in swamps, cow stomachs).

Bacteria: 2. Bacteria are another type of prokaryote with a rod, sphere, or spiral shape. Bacteria can be found in soil, water, and even on and inside the human body.

Protista: 3. Protista commonly called protists, are single or multicellular organisms. Protista include amoebas (animal-like protists who catch their food) paramecium, and plankton (use photosynthesis).

Fungi: 4. Molds, mucor, and mushrooms are examples of the complex, multicellular members of the kingdom fungi. Fungi absorb nutrients from dead plants and animals.

Plantae: 5. The plant kingdom consists of eukaryotic organisms with cell walls and make food through photosynthesis (sunlight + carbon dioxide = sugar). Examples: trees, roses, grasses, and ferns.

Animalia: 6. The Kingdom Animalia contains multicellular consumers with no cell walls, are usually able to move around, and have specialized sense organs (nose, ears, eyes, etc.). Examples: beetles, lobsters, fish, birds, and humans.

Summary: In 3-5 sentences, answer the essential question(s).

Activity: Catchy Kingdoms

- Written Portion:** Construct a riddle, poem, or simile describing each of the six kingdoms.
- Art:** Include an image to represent an organism for each kingdom.
- Reflection:** In 3-5 sentences using at least three different vocabulary words (highlight), describe an organism(s) you are curious/confused about which organism belongs in a particular kingdom. Then, guess which kingdom you think it belongs to and why.
Starter sentence: "(Organism) is one I am confused/curious to find which kingdom it fits into. I think it would be categorized in (Kingdom) because ____ (explain)."

Lesson Evaluation Sheet

Criteria	Description	Points possible	Student Evaluation	Teacher Evaluation
First Warm-up	True/False statement	1		
	Explanation or description	1		
Second Warm-up	True/False statement	1		
	Explanation or description	1		
Cornell Notes	Highlighted notes	1		
	Summary answering essential questions	1		
Activity	Activity	1		
	Image	1		
	Reflection	1		
Excellence	Quality piece of work demonstrating critical thinking completed on time	1		
Total Points		10		

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Lesson- Dichotomous Key

- EDITABLE NOTES
- 2 WARM-UPS
- PRESENTATION
- ACTIVITY
- EVALUATION
- SLIDE

Quiz built-in!

Summary

Warm-ups

Directions: For each statement, state whether it is true or false. Then, defend why. Hint: you may want to change the underlined word.

- The science of identifying and classifying organisms into categories is called phylogeny. Explain.
- A dichotomous key is a tool used to classify organisms with similar characteristics. Explain.

Title: Dichotomous Key
Standard/Benchmark:

Essential Question: What is a dichotomous key? How do you use a dichotomous key? What is a scientific name?

Main Ideas/Vocabulary: Classification, Taxonomy, Dichotomous Key, Reading a Key, Scientific Name

Student Notes- Highlight!

Humans organize or classify organisms to keep track of all the various species and to try to identify relationships between them.

The field of biology involving identification and classification of organisms into categories is called taxonomy.

A dichotomous key is a tool for identifying organisms based on similar characteristics. It uses a series of paired, descriptive statements. Dichotomous means "divided into two names."

By observing a group of "like things," one can read a dichotomous key and identify an organism.

1. Observe the organism, read both descriptions, and choose one relates to the creature.
For example: "The creature has _____" and "The creature does not have _____."

2. Continue this process by reading the dichotomous key by working through the statements in order.

The identification of an unknown organism's scientific name will be revealed.

A scientific name is always the same for a specific kind of organism. The first part of a species' name is the genus name (capitalized). The second part of the name is the species name. For example: Homo sapiens (scientific name) or humans (common name)

Summary: In 3-5 sentences, answer the essential question(s).

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Activity: Dichotomous Key

- Written Portion:** Identify and label the scientific name of the aliens using the dichotomous key
- Art:** Add your own alien with a slightly different trait and give it a scientific name! Challenge! Find the actual Latin or Greek translation for your name.
- Reflection:** In 3-5 sentences using at least three different vocabulary words (highlight), explain how the dichotomous key would change if we were to add your created alien into the activity. *Starter sentence: "The dichotomous key would change by _____ (explain)."*

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1A. The alien has two eyes (go to 2)
1B. The alien does not have two eyes (go to 3)

2A. The alien has 4 fingers (go to 4)
2B. The alien does not have 4 fingers (go to 5)

3A. The alien has one eye (Unilucus aliena)
3B. The alien does not have one eye (Lingus brachiola)

4A. The alien has teeth (go to 6)
4B. The alien does not have teeth (go to 7)

5A. The alien has two feet (Duos pedes)
5B. The alien does not have two feet (go to 8)

6A. The alien has spiral arms (Gyri arma)
6B. The alien does not have spiral arms (Non gyri)

7A. The alien has a star on its forehead (Stella pontifia)
7B. The alien does not have a star on its forehead (Non pontifia)

8A. The alien has three toes (Trium digitorum)
8B. The alien does not have three toes (Non digitorum)

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- Lingus brachiola
- Non pontifia
- Stella pontifia
- Gyri arma
- Non gyri
- Unilucus aliena
- Trium digitorum
- Duos pedes
- Non digitorum

Key

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Lesson Evaluation Sheet

Criteria	Description	Points possible	Student Evaluation	Teacher Evaluation
First Warm-up	True/False statement	1		
	Explanation or description	1		
Second Warm-up	True/False statement	1		
	Explanation or description	1		
Cornell Notes	Highlighted notes	1		
	Summary answering essential questions	1		
Activity	Activity	1		
	Image	1		
	Reflection	1		
Excellence	Quality piece of work demonstrating critical thinking completed on time			
Total Points				

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Lesson- Cladogram

- EDITABLE NOTES
- ACTIVITY
- 2 WARM-UPS
- EVALUATION SLIDE
- PRESENTATION

Title: Cladogram
Standard/Benchmark:

Page:
Date:

Essential Question: What three things does a cladogram show? How is a cladogram organized? What does "common ancestor" mean?

Anticipation Guide: True or False? Strategy: "Think-pair-share"

7. Organisms with similar arm structures, such as a whale's flipper and a human arm, share a common descendant. Explain.

8. Organisms to the right of the cladogram are ancient with less, shared characteristics with organisms to the left. Explain.

Cladogram

A cladogram, or phylogenetic tree, is a classification method used to highlight differences between similar organisms and their evolutionary history based on derived similarities.

Example: Humans and apes share a common ancestor

Gorilla

Quiz built-in!

Quiz time!

Ready: Number 1-5 behind notes
Go: Write correct letter and mark if incorrect
Look: Highlight, add to notes or drawings

Clad

A clad is a group of organisms with a common ancestor and all of the descendants (offspring). They are represented at the tips of the stem of the tree.

Characteristics

Organisms are grouped based on characteristics displayed by all members of the group. This will be the branching point in which all members of the group share the characteristic to the right of it (X axis= solid square).

Which of the following organisms would be grouped closest together in a cladogram?

A. Crab and lobster
B. Bird and fish
C. Horse and snake
D. Octopus and spider

Anticipation Guide Statements and Answers

Cover: Check back to the unit cover or warm-up
Uncover: In the "after" section, state whether you agree or disagree based on what was learned and prepared to explain in summary

Summary

Warm-ups

Directions: For each statement, state whether it is true or false. Then, defend why. Hint: you may want to change the underlined word.

7. Organisms with similar arm structures, such as a whale's flipper and a human arm, share a common descendant. Explain.

8. Organisms to the right of the cladogram are ancient with less, shared characteristics with organisms to the left. Explain.

Title: Cladogram
Standard/Benchmark:

Essential Question: What three things does a cladogram show? How is a cladogram organized? What does "common ancestor" mean?

Main Ideas/ Vocabulary: Cladogram

Homologous Structures: Matching organs, skeletons, and other body structure are called homologous structures. For example, the front leg of a horse, flipper of a whale, wing of a bird, arm of a cat, and human arm are all homologous.

Common Ancestor: When different organisms share a large number of homologous structures, this provides evidence these organisms are related and possibly share a common ancestor from the past (represented by open circles).

Clad: A clad is a group of organisms with a common ancestor and all of the descendants (offspring). They are represented at the tips of the stem of the tree.

Characteristics: Organisms are grouped based on characteristics displayed by all members of the group. This will be the branching point in which all members of the group share the characteristic to the right of it (X axis= solid square).

Time: The most ancient, common ancestor will be to the left of the cladogram moving towards the most recent species to the right (Y axis= time).

Evolutionary change: Distinct changes show evolutionary change. A species is just as likely to gain a new trait as it is to lose something.

Summary: In 3-5 sentences, answer the essential question(s).

Activity: Alien Cladogram

- Written Portion:** Complete the chart by determining which traits distinguish each alien. Then, place an "X" if the alien has the trait. Finally, create a Venn diagram placing your seven aliens in a group to show those characteristics they share.
- Art:** Using your Venn diagram, complete the cladogram by dragging the images representing the ancestry of these aliens. The cladogram should include the following: shared characteristics as time goes by, drawing of aliens, branches, squares, and circles.
- Reflection:** In 3-5 sentences using at least three different vocabulary words (highlight), describe how the cladogram would change if another alien was discovered. Where would it go? *Starter sentence: "If a new alien species was discovered, this would change the cladogram by..." (describe)*

Alien Cladogram

Traits	1	2	3	4	5	6	7
1.							
2.							
3.							
4.							
5.							
6.							
7.							

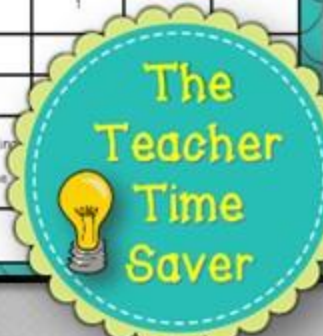
Alien Cladogram Key

Traits	1	2	3	4	5	6	7
1. Circle head	X	X	X	X	X	X	X
2. Smile with two teeth		X	X	X	X	X	X
3. One foot and antenna		X	X	X	X		
4. Two antennae		X		X	X		
5. Two feet		X			X	X	
6. Two arms		X					X
7. One eye							X

Alien Cladogram Key

Lesson Evaluation Sheet

Criteria	Description	Points possible	Student Evaluation	Teacher Evaluation
First Warm-up	True/False statement	1		
	Explanation or description	1		
Second Warm-up	True/False statement	1		
	Explanation or description	1		
Cornell Notes	Highlighted notes	1		
	Summary answering essential questions	1		
Activity	Activity	1		
	Image			
	Reflection			
Excellence	Quality piece of work demonstrating original thinking completed on time			
Total Points				



Project: e-Booklet

Special Assignment: Classification Booklet 20 Points Possible

Purpose: The task is to create a booklet to demonstrate your understanding on the unit: Classification. In addition, imagine you have discovered a new species! Include your new discovery in your book you are trying to sell. Use the following criteria below.

Directions: all four details for the five criteria must be met.

1. Booklet (+4)

- A. **Book Cover:** Creative title and front cover to attract attention.
- B. **Creative Binding:** Creatively bind your book together.
- C. **Synopsis:** Include a brief summary about your book.
- D. **3 Reviews:** Include three, real reviews from the audience and write what they thought about it.

2. Art (+4)

- A. **New Species:** include a drawing of your new species.
- B. **Vocabulary:** Include at least two images per vocabulary word.
- C. **Book Cover:** Include a drawing on the front of your book.
- D. **Color:** At least four different colors are used throughout the booklet.

3. Vocabulary (+4): include all vocabulary words from each section.

- A. **Levels of Organization:** Taxonomy, Classification system.
- B. **5 Kingdoms:** Animal, Plant, Protista, Archaea, Eukarya.
- C. **Dichotomous Key:** Description of how to use a dichotomous key.
- D. **Cladogram:** Description of how to use a cladogram.

4. Written Portion (+4)

- A. **New Species:** Describe where your newly discovered species lives, how it eats, and any adaptations helping it survive.
- B. **Explanation:** Describe how and where your new species lives, including its scientific name (you make up).
- C. **Dedication:** Dedicate your book to someone who inspires you.
- D. **Autobiography:** Include a 5-8 sentence autobiography about your life, family, hobbies, interests.

Special Assignment: Classification Booklet 20 Points Possible

Rubric: Evaluate yourself under "S." Highlight specific criteria if missing. Then, turn in your rubric with project. "T" is for teacher evaluation.

Directions & Rubric

	2	1	S	T
Missing 2: A. Book Cover B. Creative Binding C. Synopsis D. 3 Reviews		Missing 3: A. Book Cover B. Creative Binding C. Synopsis D. 3 Reviews		
Missing 2: A. New Species B. Vocabulary C. Book Cover D. Color		Missing 3: A. New Species B. Vocabulary C. Book Cover D. Color		
Missing at 8-5 vocabulary words from a section (e): A. Levels of Organization B. 5 Kingdoms C. Dichotomous Key D. Cladogram		Missing 9 or more vocabulary words from a section (e): A. Levels of Organization B. 5 Kingdoms C. Dichotomous Key D. Cladogram		
Missing 2: A. New Species B. Explanation C. Dedication D. Autobiography		Missing 3: A. New Species B. Explanation C. Dedication D. Autobiography		
Missing 2: A. Header/footer B. Quality C. Completion		Missing 3: A. Header/footer B. Quality C. Completion		

Project- Classification e-Booklet

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Background Layout Theme Transition

Special Assignment: Classification Booklet
20 Points Possible

Booklet (+4)

Art (+4)

Vocabulary (+4)

Written Portion (+4)

Special Assignment: Classification Booklet
20 Points Possible

Challenges (+1)

Student Total Points: 20

Teacher Total Points: 20

Book Title:

Booklet Picture

Synopsis:

Book Dedication

Image

Newly Discovered Species (Genus species):

New Species Picture

Habitat:

Explanation and Adaptations:

Levels of Organization

Taxonomy

Classification

Image

5 Kingdoms

Animal and Plants

Archea

Image

Dichotomous Key

Description:

Image

Cladogram

Description:

Image

Review #1

Review #2

Review #3

/20
/20



Test- Socratic

(code provided & Editable)

➤ TRUE OR FALSE

➤ SHORT ANSWER

➤ MULTIPLE CHOICE

➤ INSTANT DATA!

#19
The center of the sun is called the _____.

ANSWER CHOICE

A Core
B Chromosphere
C Photosphere
D Core

#20
The scientist who helped together prove the planets orbited in an elliptical path was _____.

ANSWER CHOICE

A Ptolemy
B Brahe
C Copernicus
D Galileo

#21
Compare the surface of Mars and Earth.

Explanation:
The surface of Earth has water in the Great Lakes, Earth also has mountains, valleys, plains, and volcanoes. While Mars also has mountains, valleys, and volcanoes, it does not have water.

#22
Compare the atmosphere of the outer planets.

Explanation:
The atmospheres of the outer planets are gaseous, which consists of mostly hydrogen and helium. Jupiter has an atmosphere of mostly hydrogen and helium.

Name ↑	Score (%)	1	2	3	4	5	6	7	8	9	10
*****	90%	C	A	D	A	C	B	A	A	C	D
*****	80%	C	A	D	A	C	A	B	D	C	D
*****	90%	C	A	A	A	C	B	A	D	C	D
*****	60%	C	B	D	A	C	D	C	A	C	D
*****	60%	C	B	A	A	C	A	C	D	C	D
*****	70%	C	D	A	A	C	B	A	D	B	D
*****	90%	C	A	D	C	C	B	A	D	C	D
*****	90%	C	D	D	A	C	B	A	D	C	D
*****	70%	C	A	D	A	C	B	A	B	B	C
*****	90%	C	A	D	A	C	A	A	D	C	D
*****	60%	C	A	D	A	C	B	C	A	A	B
*****	90%	C	A	D	C	C	B	A	D	C	D
*****	100%	C	A	D	A	C	B	A	D	C	D
*****	30%	B	D	A	A	A	C	A	A	C	C
*****	100%	C	A	D	A	C	B	A	D	C	D
*****	50%	C	A	A	A	A	B	A	A	B	C
*****	100%	C	A	D	A	C	B	A	D	C	D
*****	70%	C	D	D	A	C	B	A	B	B	D
Class Total	94%	67%	72%	89%	89%	72%	78%	61%	72%	78%	

