

# Cells, Tissues and Organs in Context

Use this worksheet after reading the lesson to practise the key ideas and prove you can meet the success criteria.

Name \_\_\_\_\_  
Date \_\_\_\_\_  
Class \_\_\_\_\_

## 1. Key Ideas

Students often know the words cell , tissue and organ , but mix them up. This lesson slows that down and separates them clearly using familiar plant and animal examples, with a constant focus on structure and function.

- cells, tissues and organs are different levels of organisation
- structure helps explain function

## 2. Success Criteria

By the end, you should be able to:

- cells, tissues and organs are different levels of organisation
- tissues are made from similar cells
- organs are made from different tissues working together

## 3. Key Terms

### Cell

The basic unit of living things.

### Specialised cell

A cell with structural features suited to a particular job.

### Tissue

A group of similar cells working together.

### Organ

A structure made of different tissues working together.

### Structure

What a part is like or how it is built.

### Function

What a part does or the job it carries out.

## 4. Activity: Build the Lesson Map

Use the lesson to complete the table. Keep answers brief but specific.

Prompt	Your answer
Main concept	
Important example	
Common mistake to avoid	
How this links to the next lesson	

## 5. Short Answer Questions

1. Explain this lesson goal in your own words: "cells, tissues and organs are different levels of organisation". Use one specific example from the lesson.

CORE

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2. Apply this idea to a new example: "tissues are made from similar cells". Show your reasoning clearly.

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3. Analyse why this idea matters for understanding Cells, Tissues and Organs in Context: "organs are made from different tissues working together".

REASONING

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## 6. Extend: Apply the Idea

**A student says, "I understand Cells, Tissues and Organs in Context because I memorised the definition."**

Explain why memorising a definition is not enough. Use an example from the lesson to show deeper understanding.

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## 7. Multiple Choice

1. What is the best first step when answering a question about Cells, Tissues and Organs in Context?

- A. Identify the key concept being tested
- B. Write every fact from memory
- C. Ignore the command word
- D. Skip examples and evidence

2. Which answer would show stronger understanding of Cells, Tissues and Organs in Context?

- A. An answer with accurate terms and reasoning
- B. A copied definition only
- C. A single-word response
- D. An answer with no example

3. What should you do if a question asks you to explain?

- A. Link the idea to a reason or cause
- B. List unrelated facts
- C. Only draw a diagram
- D. Write the shortest possible answer

## 8. Success Criteria Proof

Finish with evidence that you can do each success criterion.

### SUCCESS CRITERION 1

**Prove that you can: cells, tissues and organs are different levels of organisation**

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### SUCCESS CRITERION 2

**Prove that you can: tissues are made from similar cells**

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### SUCCESS CRITERION 3

**Prove that you can: organs are made from different tissues working together**

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**One thing I still need help with:**

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