



Chapter Pacing Guide

Please note that this pace is based on completing selected sections of the text in 90 classes, approximately 90 minutes each. Less time can be allotted for each chapter if you plan to teach the entire text.

Period	Content
0.5	1.2 The Methods of Biology
0.5	1.3 The Nature of Biology
0.5	Chapter Assessment

Block Schedule Planning Guide 1.2

The Methods of Biology

pages 11–20

National Science Content Standards: UCP.2; A.1, A.2; B.2, C.6; F.4, F.5; G.1, G.2

Pacing Guide

1/2 period

Lesson & MiniLab

KEY: SE = Student Edition, TWE = Teacher Wraparound Edition, TCR = Teacher Classroom Resources, NGS = National Geographic Society videodisc, BDOL = Biology: The Dynamics of Life

Objectives

- Compare different scientific methods.
- Differentiate among hypothesis, theory, and principle.

Georgia QCC: 1.1, 1.2, 1.3, 3.2

Lesson Resources

- _____ Section Focus Transparency 2 and Master
- _____ *BioLab and MiniLab Worksheets*, p. 3 TCR
- _____ *Reinforcement and Study Guide*, p. 3 TCR
- _____ *Content Mastery*, p. 3 TCR

Multimedia Resources

- _____ BDOL CD-ROM Section 1.2 Summary
- _____ *MindJogger Videoquizzes*, Ch. 1
- _____ *English/Spanish Audiocassettes*, Section 1.2

- _____ **BDOL Videodisc**, Disc 1, Side 1
- _____ *Using the Internet in the Science Classroom*, TCR
- _____ Glencoe Science Web Site:
ga.science.glencoe.com

Optional Resources

- _____ *Laboratory Manual*, pp. 1–4 TCR
- _____ *Tech Prep Applications*, pp. 1–2 TCR
- _____ *Biology Projects*, pp. 1–4 TCR
- _____ *Spanish Resources*

Lesson Plan

Activity	Resources	Suggested Time
Core Lesson <ul style="list-style-type: none"> • Introduce Section 1.2 with the Quick Demo. • Teach the main concepts of Section 1.2. • Have students complete MiniLab 1-2. 	<i>TWE</i> , p. 12 <i>TWE</i> , p. 13–23 <i>SE</i> , p. 14	20 minutes
In-Class Check <ul style="list-style-type: none"> • Discuss the MiniLab and assess students' results. • Reinforce section 1.2 concepts with the Content Mastery worksheet. • Do the Check for Understanding and Reteach Strategies. 	<i>TWE</i> , p. 14 <i>Content Mastery</i> , p. 3, TCR <i>TWE</i> , p. 20	10 minutes
Homework <ul style="list-style-type: none"> • Have students complete Section 1.2 Assessment. • Assign the Problem Solving Lab 1.2. Instruct students to answer the Thinking Critically questions in their journals. • Assign relevant questions from Chapter 1 Assessment. 	<i>SE</i> , p. 20 <i>SE</i> , p. 18 <i>SE</i> , pp. 29–31	10 minutes
Closing <ul style="list-style-type: none"> • Assess students with the Close Activity. 	<i>TWE</i> , p. 23	5 minutes

[total = 45 minutes]

Block Schedule Planning Guide 1.3

The Nature of Biology

pages 21–28

National Science Content Standards: UCP.2; A.1, A.2; E.1, E.2; F.3–5; G.1, G.2

Objectives

- Compare and contrast quantitative and descriptive research.
- Explain why science and technology cannot solve all problems.

Georgia QCC: 1.1, 1.2, 2.1, 3.1, 3.2, 4.1

Lesson Resources

- _____ Section Focus Transparency 3 and Master
- _____ *BioLab and MiniLab Worksheets*, p. 5 TCR
- _____ *Reinforcement and Study Guide*, p. 4 TCR
- _____ *Content Mastery*, p. 15 TCR

Multimedia Resources

- _____ BDOL CD-ROM Section 1.3 Summary
- _____ MindJogger Videoquizzes, Ch. 1

- _____ English/Spanish Audiocassettes, Section 1.3
- _____ *Using the Internet in the Science Classroom*, TCR
- _____ Glencoe Science Web Site:
ga.science.glencoe.com

Optional Resources

- _____ *Laboratory Manual*, pp. 5–8 TCR
- _____ *Biology Projects*, pp. 1–4 TCR
- _____ *Spanish Resources*

Pacing Guide

1/2 period

Lesson & BioLab

KEY: SE = Student Edition, TWE = Teacher Wraparound Edition, TCR = Teacher Classroom Resources, NGS = National Geographic Society videodisc, BDOL = Biology: The Dynamics of Life

Lesson Plan

Activity	Resources	Suggested Time
Classroom Management <ul style="list-style-type: none"> • Have students complete the Bellringer for Section 1.3. • Have students check homework answers. 	Section Focus Transparency 3 and Master TWE, pp. 18, 20, 29–31	10 minutes
Discussion <ul style="list-style-type: none"> • Answer homework questions. 	SE, pp. 18, 20, 29–31	5 minutes
Core Lesson <ul style="list-style-type: none"> • Introduce Section 1.3 with the Quick Demo. • Teach the main concepts of Section 1.3. 	TWE, p. 22 TWE, pp. 21–31	10 minutes
In-Class Check <ul style="list-style-type: none"> • Have students conduct the BioLab. • Do the Check for Understanding and Reteach Strategies. • Answer questions on Chapter 1 in preparation for the test. 	TWE, pp. 26–27 TWE, p. 24	10 minutes
Homework <ul style="list-style-type: none"> • Have students complete Section 1.3 Assessment. • Assign relevant questions from Chapter 1 Assessment. 	SE, p. 25 SE, pp. 29–31	5 minutes
Closing <ul style="list-style-type: none"> • Assess students with the Close Activity. 	TWE, p. 25	5 minutes

[total = 45 minutes]

Biology: The Study of Life

Pacing Guide

1/2 period

Review/Assessment

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TWE = Teacher Wraparound
Edition, *TCR* = Teacher Classroom
Resources, *NGS* = National
Geographic Society videodisc,
BDOL = Biology: The Dynamics
of Life

Assessment Resources

- _____ *Chapter Assessment*, Ch. 1 *TCR*
- _____ *Performance Assessment in the Biology Classroom*, *TCR*
- _____ *Alternate Assessment in the Science Classroom*, *TCR*
- _____ *5 Days to the Georgia High School Graduation Test*, *TCR*

Multimedia Resources

- _____ *MindJogger Videoquizzes*, Ch. 1
- _____ *ExamView® Pro Software*, Ch. 1
- _____ *BDOL Interactive CD-ROM* Ch. 1 quiz

Lesson Plan

Activity	Resources	Suggested Time
Classroom Management <ul style="list-style-type: none"> • Have students check homework answers. 	<i>SE</i> , pp. 25, 29–31	5 minutes
Reviewing the Chapter <ul style="list-style-type: none"> • Answer homework questions. • Answer any final questions about Chapter 1. 	<i>TWE</i> , pp. 1–31	5 minutes
Assessment <ul style="list-style-type: none"> • Distribute the test and allow students to work quietly. 	<i>Chapter Assessment</i> , pp. 5–10 <i>TCR</i>	30–35 minutes
Closing <ul style="list-style-type: none"> • As students complete the test, have them read the Chapter 2 Opener. • If students have time, let them explore the Internet connection for Chapter 2. 	<i>SE</i> , p. 36 ga.science.glencoe.com	5 minutes

[total = 45 minutes]