



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
2	10.1 Mendel's Laws of Heredity
1.5	10.2 Meiosis
0.5	Chapter Assessment

Block Schedule Planning Guide 10.1

Mendel's Laws of Heredity

pages 259–268

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

Objectives

- **Analyze** the results obtained by Gregor Mendel in his experiments with garden peas.
- **Predict** the possible offspring of a genetic cross by using a Punnett square.

Georgia QCC: 1.1, 1.3, 1.4, 2.1, 3.1, 10.1, 10.2, 19.3

Lesson Resources

- _____ Section Focus Transparency 24 and Master
- _____ Basic Concepts Transparency 14 and Master
- _____ *BioLab and MiniLab Worksheets*, p. 43 TCR
- _____ *Reinforcement and Study Guide*, pp. 43–44 TCR
- _____ *Content Mastery*, p. 50 TCR
- _____ Reteaching Skills Transparency 16 and Master

Multimedia Resources

- _____ BDOL CD-ROM Section 10.1 Summary
- _____ *MindJogger Videoquizzes*, Ch. 10

- _____ **English/Spanish Audiocassettes**, Section 10.1
- _____ **BDOL Videodisc**, Disc 1, Side 1
- _____ *Using the Internet in the Science Classroom*, TCR
- _____ Glencoe Science Web Site:
ga.science.glencoe.com

Optional Resources

- _____ *Critical Thinking/Problem Solving*, p. 10 TCR
- _____ *Biology Projects*, pp. 13–16 TCR
- _____ *Spanish Resources*

Pacing Guide

2 periods

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

Lesson Plan

Activity	Resources	Suggested Time
Classroom Management <ul style="list-style-type: none"> • Distribute the corrected Chapter 9 tests while students complete the Bellringer for Section 10.1. 	Section Focus Transparency 24 and Master	5 minutes
Discussion <ul style="list-style-type: none"> • Answer Chapter 9 test questions 	<i>Chapter Assessment</i> pp. 260–262 TCR	5 minutes
Core Lesson <ul style="list-style-type: none"> • Introduce Chapter 10 with the Getting Started Demo. • Teach the main concepts of Section 10.1. • Do the Quick Demo. • Have students complete MiniLab 10-1. • Use the Basic Concepts Transparency. 	TWE, p. 258 TWE, pp. 259–268 TWE, p. 265 SE, p. 260 Basic Concepts Transparency 14 and Master	65 minutes
In-Class Check <ul style="list-style-type: none"> • Do the Concept Development activities. • Have students complete Problem-Solving Lab 10-1 in small groups, and discuss the Thinking Critically questions. • Have students do the Content Mastery worksheet. • Do the Reinforcement activity. • Do the Check for Understanding and Reteach strategies. 	TWE, p. 264 SE and TWE, p. 268	65 minutes
	<i>Content Mastery</i> , p. 50 TCR TWE, p. 266 TWE, p. 267	10 minutes
Homework <ul style="list-style-type: none"> • Have students complete the Biology Journal: Punnett Square. • Assign Section 10.1 Assessment. • Assign relevant questions from Chapter 10 Assessment. 	TWE, p. 266 SE, p. 268 SE, pp. 283–285	25 minutes
Closing <ul style="list-style-type: none"> • Assess students with the Close Activity. 	TWE, p. 268	15 minutes

[total = 180 minutes]

Block Schedule Planning Guide

10.2

Meiosis

pages 269–279

Pacing Guide

1 1/2 periods

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

National Science Content Standards: UCP.1–3; C.1, C.2; E.1, E.2; F.6; G.1–3

Objectives

- **Analyze** how meiosis maintains a constant number of chromosomes within a species.
- **Infer** how meiosis leads to variation in a species.
- **Relate** Mendel's laws of heredity to the events of meiosis.

Georgia QCC: 1.1, 1.2, 1.3, 2.1, 3.2, 9.3, 9.4, 10.1, 10.2, 11.1, 11.2, 11.3

Lesson Resources

- _____ Section Focus Transparency 25 and Master
- _____ Basic Concepts Transparency 15 and Master
- _____ *BioLab and MiniLab Worksheets*, pp. 45–48 *TCR*
- _____ *Concept Mapping*, p. 10 *TCR*
- _____ *Reinforcement and Study Guide*, pp. 45–46 *TCR*
- _____ *Content Mastery*, p. 51 *TCR*
- _____ Reteaching Skills Transparency 17 and Master

- _____ *MindJogger Videoquizzes*, Ch. 10
- _____ *English/Spanish Audiocassettes*, Section 10.2
- _____ *BDOL Videodisc*, Disc 1, Side 1
- _____ *Using the Internet in the Science Classroom*, *TCR*
- _____ Glencoe Science Web Site:
ga.science.glencoe.com

Multimedia Resources

- _____ *BDOL CD-ROM* Section 10.2 Summary

Optional Resources

- _____ *Laboratory Manual*, pp. 69–70, 71–74 *TCR*
- _____ *Spanish Resources*

Lesson Plan

Objectives	Resources	Suggested Time
Classroom Management <ul style="list-style-type: none"> • Have students complete the Bellringer for Section 10.2. • Have students check homework answers. 	Section Focus Transparency 25 and Master <i>TWE</i> , pp. 268, 283–285	10 minutes
Discussion <ul style="list-style-type: none"> • Answer homework questions. 	<i>TWE</i> , pp. 268, 283–285	5 minutes
Core Lesson <ul style="list-style-type: none"> • Introduce Section 10.2 with the Discussion activity. • Teach the main concepts of Section 10.2. • Use the Visual Learning strategies to cover the Inside Story. 	<i>TWE</i> , p. 270 <i>TWE</i> , pp. 269–279 <i>TWE</i> , p. 277	50 minutes
In-Class Check <ul style="list-style-type: none"> • Have students read the BioLab and begin the experiment. (Note: this lab will take 3–4 weeks to complete.) • Answer questions on Chapter 10 in preparation for the test. 	<i>SE</i> , pp. 280–281 <i>TWE</i> , pp. 258–285	45 minutes
Homework <ul style="list-style-type: none"> • Have students complete Section 10.2 Assessment. • Assign relevant questions from Chapter 10 Assessment. 	<i>SE</i> , p. 279 <i>SE</i> , pp. 283–285	15 minutes
Closing <ul style="list-style-type: none"> • Assess students with the Close Discussion. 	<i>TWE</i> , p. 279	10 minutes

[total = 135 minutes]

Mendel and Meiosis

Pacing Guide

1/2 period

Review/Assessment

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

Assessment Resources

- _____ *Chapter Assessment*, Ch. 10, *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. 10
- _____ *ExamView® Pro Software*, Ch. 10
- _____ *BDOL Interactive CD-ROM* Ch. 10 quiz

Lesson Plan

Activity	Resources	Suggested Time
Classroom Management <ul style="list-style-type: none"> • Have students check homework answers. 	<i>TWE</i> , p. 279 <i>TWE</i> , pp. 283–285	5 minutes
Reviewing the Chapter <ul style="list-style-type: none"> • Answer homework questions. • Answer any final questions about Chapter 10. 	<i>TWE</i> , pp. 258–285	5 minutes
Assessment <ul style="list-style-type: none"> • Distribute the test and allow students to work quietly. 	<i>Chapter Assessment</i> , pp. 55–60 <i>TCR</i>	30–35 minutes
Closing <ul style="list-style-type: none"> • As students complete the test, let them explore the Internet connection for Chapter 11. 	ga.science.glencoe.com	5 minutes

[total = 45 minutes]