

# What Is an Animal?



## 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	25.1 Typical Animal Characteristics
1	25.2 Body Plans and Adaptations
0.5	Chapter Assessment

# Block Schedule Planning Guide 25.1

## Typical Animal Characteristics

pages 693–699

**National Science Content Standards:** UCP.1, UCP.2, UCP.5; A.1, A.2; C.1, C.5, C.6; G.1–3

### 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

- **Describe** the characteristics of animals.
- **Sequence** the development of a typical animal.

**Georgia QCC:** 1.1, 1.2, 1.3, 1.4, 2.1, 3.2, 9.2, 9.3, 9.4, 20.2, 21.2

### Lesson Resources

- \_\_\_\_\_ Section Focus Transparency 61 and Master
- \_\_\_\_\_ Basic Concepts Transparency 44 and Master
- \_\_\_\_\_ *BioLab and MiniLab Worksheets*, p. 113 *TCR*
- \_\_\_\_\_ *Reinforcement and Study Guide*, pp. 111–112 *TCR*
- \_\_\_\_\_ *Content Mastery*, p. 126 *TCR*
- \_\_\_\_\_ Reteaching Skills Transparency 38 and Master

- \_\_\_\_\_ **English/Spanish Audiocassettes**, Section 25.1
- \_\_\_\_\_ **BDOL Videodisc**, Disc 1, Side 2
- \_\_\_\_\_ *Using the Internet in the Science Classroom*, *TCR*
- \_\_\_\_\_ Glencoe Science Web Site:  
[ga.science.glencoe.com](http://ga.science.glencoe.com)

### Multimedia Resources

- \_\_\_\_\_ **BDOL CD-ROM** Section 25.1 Summary
- \_\_\_\_\_ **MindJogger Videoquizzes**, Ch. 25

### Optional Resources

- \_\_\_\_\_ *Laboratory Manual*, pp. 179–182 *TCR*
- \_\_\_\_\_ *Critical Thinking/Problem Solving*, p. 25 *TCR*
- \_\_\_\_\_ *Spanish Resources*

### Lesson Plan

Activity	Resources	Suggested Time
<b>Classroom Management</b> <ul style="list-style-type: none"> <li>• Distribute the corrected Chapter 24 tests while students complete the Bellringer for Section 25.1.</li> </ul>	Section Focus Transparency 61 and Master	5 minutes
<b>Discussion</b> <ul style="list-style-type: none"> <li>• Answer Chapter 24 test questions.</li> </ul>	<i>Chapter Assessment</i> , pp. 305–307 <i>TCR</i>	5 minutes
<b>Core Lesson</b> <ul style="list-style-type: none"> <li>• Introduce Chapter 25 with the Getting Started Demo.</li> <li>• Teach the main concepts of Section 25.1.</li> <li>• Use the Teaching Strategies to discuss the Inside Story.</li> <li>• Have students complete MiniLab 25-1.</li> </ul>	<i>TWE</i> , p. 692 <i>TWE</i> , pp. 693–699 <i>TWE</i> , p. 698 <i>SE</i> , p. 695	20 minutes
<b>In-Class Check</b> <ul style="list-style-type: none"> <li>• Discuss the MiniLab and assess students' results.</li> <li>• Reinforce Section 25.1 concepts with the Content Mastery worksheet.</li> <li>• Do the Check for Understanding and Reteach Strategies.</li> </ul>	<i>TWE</i> , p. 695 <i>Content Mastery</i> , p. 126 <i>TCR</i> <i>TWE</i> , p. 697	5 minutes
<b>Homework</b> <ul style="list-style-type: none"> <li>• Have students complete Section 25.1 Assessment.</li> <li>• Assign the Problem Solving Lab 25-1. Instruct students to answer the Thinking Critically questions in their journals.</li> <li>• Assign relevant questions from Chapter 25 Assessment.</li> </ul>	<i>SE</i> , p. 699 <i>SE</i> , p. 696 <i>SE</i> , pp. 709–711	5 minutes
<b>Closing</b> <ul style="list-style-type: none"> <li>• Assess students with the Close Activity.</li> </ul>	<i>TWE</i> , p. 699	5 minutes

[total = 45 minutes]

# Body Plans and Adaptations

pages 700–708

**National Science Content Standards:** UCP.1, UCP.2, UCP.4, UCP.5; A.1, A.2; C.3, C.5; E.1, E.2; F.4–6; G.1–3

## Objectives

- Compare and contrast radial and bilateral symmetry with asymmetry.
- Trace the phylogeny of animal body plans.
- Compare body plans of acoelomate, pseudocoelomate, and coelomate animals.

**Georgia QCC:** 1.1, 1.2, 1.3, 1.4, 2.1, 3.2, 20.2, 21.2

## Lesson Resources

- \_\_\_\_\_ Section Focus Transparency 62 and Master
- \_\_\_\_\_ Basic Concepts Transparency 44 and Master
- \_\_\_\_\_ *BioLab and MiniLab Worksheets*, pp. 114–115 TCR
- \_\_\_\_\_ *Concept Mapping*, p. 25 TCR
- \_\_\_\_\_ *Reinforcement and Study Guide*, pp. 113–114 TCR
- \_\_\_\_\_ *Content Mastery*, p. 127 TCR

## Multimedia Resources

- \_\_\_\_\_ BDOL CD-ROM Section 25.2 Summary

- \_\_\_\_\_ *MindJogger Videoquizzes*, Ch. 25
- \_\_\_\_\_ *English/Spanish Audiocassettes*, Section 25.2
- \_\_\_\_\_ *Using the Internet in the Science Classroom*, TCR
- \_\_\_\_\_ Glencoe Science Web Site:  
[ga.science.glencoe.com](http://ga.science.glencoe.com)

## Optional Resources

- \_\_\_\_\_ *Laboratory Manual*, pp. 183–186 TCR
- \_\_\_\_\_ *Spanish Resources*

## Pacing Guide

1 period

Lesson & BioLab

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## Lesson Plan

Activity	Resources	Suggested Time
<b>Classroom Management</b> <ul style="list-style-type: none"> <li>• Have students complete the Bellringer for Section 25.2.</li> <li>• Have students check homework answers.</li> </ul>	Section Focus Transparency 62 and Master TWE, pp. 696, 699, 709–711	10 minutes
<b>Discussion</b> <ul style="list-style-type: none"> <li>• Answer homework questions.</li> </ul>	TWE, pp. 696, 699, 709–711	5 minutes
<b>Core Lesson</b> <ul style="list-style-type: none"> <li>• Teach the main concepts of Section 25.2.</li> <li>• Have students complete MiniLab 25-2.</li> </ul>	TWE, pp. 700–705 SE, pp. 703	35 minutes
<b>In-Class Check</b> <ul style="list-style-type: none"> <li>• Have students begin the BioLab. (Note: this lab will take at least 1 week to complete. Be sure to check students' progress.)</li> <li>• Do the Check for Understanding and Reteach Strategies.</li> <li>• Answer questions on Chapter 25 in preparation for the test.</li> </ul>	TWE, pp. 706–707 TWE, p. 705	20 minutes
<b>Homework</b> <ul style="list-style-type: none"> <li>• Have students complete Section 25.2 Assessment.</li> <li>• Assign relevant questions from Chapter 25 Assessment.</li> </ul>	SE, p. 705 SE, pp. 709–711	15 minutes
<b>Closing</b> <ul style="list-style-type: none"> <li>• Assess students with the Close Activity.</li> </ul>	TWE, p. 705	5 minutes

[total = 90 minutes]

# What Is an Animal?

## Pacing Guide

1/2 period

Review/Assessment

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of Life

### Assessment Resources

- \_\_\_\_\_ *Chapter Assessment*, Ch. 25 *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. 25
- \_\_\_\_\_ *ExamView® Pro Software*, Ch. 25
- \_\_\_\_\_ *BDOL Interactive CD-ROM* Ch. 25 quiz

### Lesson Plan

Activity	Resources	Suggested Time
<b>Classroom Management</b> <ul style="list-style-type: none"> <li>• Have students check homework answers.</li> </ul>	<i>SE</i> , pp. 705, 709–711	5 minutes
<b>Reviewing the Chapter</b> <ul style="list-style-type: none"> <li>• Answer homework questions.</li> <li>• Answer any final questions about Chapter 25.</li> </ul>	<i>TWE</i> , pp. 692–711	5 minutes
<b>Assessment</b> <ul style="list-style-type: none"> <li>• Distribute the test and allow students to work quietly.</li> </ul>	<i>Chapter Assessment</i> , pp. 145–150 <i>TCR</i>	30 minutes
<b>Closing</b> <ul style="list-style-type: none"> <li>• As students complete the test, have them read the Chapter 26 Opener.</li> <li>• If students have time, let them explore the Internet connection for Chapter 26.</li> </ul>	<i>SE</i> , p. 712  <a href="http://ga.science.glencoe.com">ga.science.glencoe.com</a>	5 minutes

[total = 45 minutes]