



## 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
1	3.1 Communities
1	3.2 Biomes
0.5	Chapter Assessment

# Block Schedule Planning Guide

## 3.1

# Communities

pages 67–71

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

### Pacing Guide

1 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

- **Explain** how limiting factors and ranges of tolerance affect distribution of organisms.
- **Sequence** the stages of ecological succession.

**Georgia QCC:** 1.1, 1.3, 1.4, 2.1, 5.2, 25.1, 25.4

### Lesson Resources

- \_\_\_\_\_ Section Focus Transparency 6 and Master
- \_\_\_\_\_ Basic Concepts Transparency 3 and Master
- \_\_\_\_\_ *BioLab and MiniLab Worksheets*, p. 13 TCR
- \_\_\_\_\_ *Concept Mapping*, p. 3 TCR
- \_\_\_\_\_ *Reinforcement and Study Guide*, pp. 11–12 TCR
- \_\_\_\_\_ *Content Mastery*, p. 14 TCR
- \_\_\_\_\_ Reteaching Skills Transparency 4 and Master

- \_\_\_\_\_ *MindJogger Videoquizzes*, Ch. 3
- \_\_\_\_\_ *English/Spanish Audiocassettes*, Section 3.1
- \_\_\_\_\_ *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. 19–22 TCR
- \_\_\_\_\_ *Spanish Resources*

### Multimedia Resources

- \_\_\_\_\_ BDOL CD-ROM Section 3.1 Summary

### Lesson Plan

Activity	Resources	Suggested Time
<b>Classroom Management</b> <ul style="list-style-type: none"> <li>• Distribute the corrected Chapter 2 tests while students complete the Bellringer for Section 3.1.</li> </ul>	Section Focus Transparency 6 and Master	5 minutes
<b>Discussion</b> <ul style="list-style-type: none"> <li>• Answer Chapter 2 test questions.</li> </ul>	<i>Chapter Assessment</i> , pp. 239–241 TCR	5 minutes
<b>Core Lesson</b> <ul style="list-style-type: none"> <li>• Introduce Section 3.1 with the Quick Demo.</li> <li>• Teach the main concepts of Section 3.1.</li> <li>• Have students complete the Portfolio activity.</li> </ul>	TWE, p. 67 TWE, pp. 66–71 SE, p. 68	35 minutes
<b>In-Class Check</b> <ul style="list-style-type: none"> <li>• Have students do the MiniLab, and discuss their results.</li> <li>• Do the Check for Understanding and Reteach Strategies.</li> </ul>	SE and TWE, p. 69 TWE, p. 71	20 minutes
<b>Homework</b> <ul style="list-style-type: none"> <li>• Assign students to small groups, and have each group complete Problem-Solving Lab 3.1. Assess their answers to the Thinking Critically questions.</li> <li>• Have students complete Section 3.1 Assessment.</li> <li>• Assign relevant questions from Chapter 3 Assessment.</li> </ul>	SE and TWE, p. 70  SE, p. 71 SE, pp. 91–93	20 minutes
<b>Closing</b> <ul style="list-style-type: none"> <li>• Assess students with the Discussion Activity.</li> </ul>	TWE, p. 71	5 minutes

[total = 90 minutes]

# Block Schedule Planning Guide

## 3.2

# Biomes

pages 72–87

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

### Objectives

- **Compare and contrast** the photic and aphotic zones of marine biomes.
- **Identify** the major limiting factors affecting distribution of terrestrial biomes.
- **Distinguish** among terrestrial biomes.

**Georgia QCC:** 1.1, 1.2, 1.3, 1.4, 2.1, 3.2, 25.1, 25.2, 25.4, 25.5, 26.1, 26.2, 27.1, 27.2

### Lesson Resources

- \_\_\_\_\_ Section Focus Transparency 7 and Master
- \_\_\_\_\_ *BioLab and MiniLab Worksheets*, pp. 14–16 TCR
- \_\_\_\_\_ *Reinforcement and Study Guide*, pp. 13–14 TCR
- \_\_\_\_\_ *Content Mastery*, p. 15 TCR
- \_\_\_\_\_ Reteaching Skills Transparency 5 and Master

### Multimedia Resources

- \_\_\_\_\_ BDOL CD-ROM Section 3.2 Summary
- \_\_\_\_\_ MindJogger Videoquizzes, Ch. 3

- \_\_\_\_\_ English/Spanish Audiocassettes, Section 3.2
- \_\_\_\_\_ BDOL Videodisc, Disc 1, Side 1
- \_\_\_\_\_ *Using the Internet in the Science Classroom*, TCR
- \_\_\_\_\_ Glencoe Science Web Site:  
[ga.science.glencoe.com](http://ga.science.glencoe.com)

### Optional Resources

- \_\_\_\_\_ *Critical Thinking/Problem Solving*, p. 3 TCR
- \_\_\_\_\_ *Inside Story Poster*, User Guide p. 3–4 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 3.2.</li> <li>• Have students check homework answers.</li> </ul>	Section Focus Transparency 7 and Master TWE, pp. 71, 91–93	10 minutes
<b>Discussion</b> <ul style="list-style-type: none"> <li>• Answer homework questions.</li> </ul>	TWE, p. 71, 91–93	5 minutes
<b>Core Lesson</b> <ul style="list-style-type: none"> <li>• Teach the main concepts of Section 3.2.</li> <li>• Have students begin the Chapter 3 BioLab, including the Preparation and Steps 1–11 of the Procedure. (Note: this lab will take several weeks to complete. Be sure to check students' progress.)</li> </ul>	TWE, pp. 72–87 SE, pp. 88–89	40 minutes
<b>In-Class Check</b> <ul style="list-style-type: none"> <li>• Have students do Problem-Solving Lab 3.2 and answer the Thinking Critically questions.</li> <li>• Answer questions on Chapter 3 in preparation for the test.</li> </ul>	SE, p. 74 TWE, pp. 66–93	20 minutes
<b>Homework</b> <ul style="list-style-type: none"> <li>• Have students complete Section 3.2 Assessment.</li> <li>• Assign relevant questions from Chapter 3 Assessment.</li> </ul>	SE, p. 87 SE, pp. 91–93	10 minutes
<b>Closing</b> <ul style="list-style-type: none"> <li>• Assess students with the Close Activity.</li> </ul>	TWE, p. 87	5 minutes

[total = 90 minutes]

## Pacing Guide

1/2 period

Review/Assessment

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

### Assessment Resources

- \_\_\_\_\_ *Chapter Assessment*, Ch. 3 *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. 3
- \_\_\_\_\_ *ExamView® Pro Software*, Ch. 3
- \_\_\_\_\_ *BDOL Interactive CD-ROM* Ch. 3 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>TWE</i> , pp. 87, 91–93	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 3.</li> </ul>	<i>TWE</i> , pp. 87, 91–93 <i>TWE</i> , p. 66–93	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. 13–18 <i>TCR</i>	30–35 minutes
<b>Closing</b> <ul style="list-style-type: none"> <li>• As students complete the test, have them read the Chapter 4 Opener.</li> <li>• If students have time, let them explore the Internet connection for Chapter 4.</li> </ul>	<i>SE</i> , p. 95 <a href="http://ga.science.glencoe.com">ga.science.glencoe.com</a>	5 minutes

[total = 45 minutes]