



**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.

<b>Period</b>	<b>Content</b>
0.5	31.1 Reptiles
0.5	31.2 Birds
0.5	Chapter Assessment

# Block Schedule Planning Guide

## 31.1

# Reptiles

pages 841–851

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

### Pacing Guide

1/2 period

Lesson

**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** the characteristics of different groups of reptiles.
- **Explain** how reptile adaptations make them suited to life on land.

**Georgia QCC:** 1.1, 2.1, 3.2, 12.1, 21.1, 21.2, 21.3

### Lesson Resources

- \_\_\_\_\_ Section Focus Transparency 75 and Master
- \_\_\_\_\_ Basic Concepts Transparencies 54–55 and Masters
- \_\_\_\_\_ *Reinforcement and Study Guide*, pp. 137–138 *TCR*
- \_\_\_\_\_ *Content Mastery*, p. 154 *TCR*
- \_\_\_\_\_ Reteaching Skills Transparency 45 and Master

- \_\_\_\_\_ *MindJogger Videoquizzes*, Ch. 31
- \_\_\_\_\_ *English/Spanish Audiocassettes*, Section 31.1
- \_\_\_\_\_ *BDOL Videodisc*, Disc 2, Side 1
- \_\_\_\_\_ *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 31.1 Summary

### Optional Resources

- \_\_\_\_\_ *Spanish Resources*

### Lesson Plan

Activity	Resources	Suggested Time
<b>Classroom Management</b> <ul style="list-style-type: none"> <li>• Distribute the corrected Chapter 30 tests while students complete the Bellringer for Section 31.1.</li> </ul>	Section Focus Transparency 75 and Master	5 minutes
<b>Discussion</b> <ul style="list-style-type: none"> <li>• Answer Chapter 30 test questions.</li> </ul>	<i>Chapter Assessment</i> , pp. 323–325 <i>TCR</i>	5 minutes
<b>Core Lesson</b> <ul style="list-style-type: none"> <li>• Introduce Chapter 31 with the Discussion.</li> <li>• Teach the main concepts of Section 31.1.</li> <li>• Use the Visual Learning Strategies.</li> </ul>	<i>TWE</i> , p. 842 <i>TWE</i> , pp. 841–849 <i>TWE</i> , pp. 844–845	15 minutes
<b>In-Class Check</b> <ul style="list-style-type: none"> <li>• Have students complete the Portfolio Assessment in small groups, then have each group share their announcements with the class.</li> <li>• Use the Reteaching Skills Transparency.</li> </ul>	Reteaching Skills Transparency 45 and Master <i>TWE</i> , p. 847	10 minutes
<b>Homework</b> <ul style="list-style-type: none"> <li>• Have students complete Section 31.1 Assessment.</li> <li>• Assign the Portfolio: Comparing Alligators and Crocodiles.</li> <li>• Assign relevant questions from Chapter 31 Assessment.</li> </ul>	<i>SE</i> , p. 849 <i>TWE</i> , p. 847 <i>SE</i> , pp. 863–865	5 minutes
<b>Closing</b> <ul style="list-style-type: none"> <li>• Assess students with the Close Activity.</li> </ul>	<i>TWE</i> , p. 849	5 minutes

[total = 45 minutes]

# Block Schedule Planning Guide

## 31.2

# Birds

pages 852–859

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

### Objectives

- Interpret the phylogeny of birds.
- Explain how bird adaptations make them suited to life on land.
- Relate bird adaptations to their ability to fly.

**Georgia QCC:** 1.1, 1.2, 1.3, 1.4, 2.1, 3.2, 21.2, 21.3

### Lesson Resources

- \_\_\_\_\_ Section Focus Transparency 76 and Master
- \_\_\_\_\_ Basic Concepts Transparencies 56–57 and Masters
- \_\_\_\_\_ *BioLab and MiniLab Worksheets*, pp. 139–142 *TCR*
- \_\_\_\_\_ *Concept Mapping*, p. 31 *TCR*
- \_\_\_\_\_ *Reinforcement and Study Guide*, pp. 139–140 *TCR*
- \_\_\_\_\_ *Content Mastery*, p. 155 *TCR*
- \_\_\_\_\_ Reteaching Skills Transparency 46 and Master

### Multimedia Resources

- \_\_\_\_\_ **BDOL CD-ROM** Section 31.2 Summary
- \_\_\_\_\_ **MindJogger Videoquizzes**, Ch. 31

- \_\_\_\_\_ **English/Spanish Audiocassettes**, Section 31.2
- \_\_\_\_\_ **BDOL Videodisc**, Disc 2, 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

- \_\_\_\_\_ *Laboratory Manual*, pp. 219–224, 225–228 *TCR*
- \_\_\_\_\_ *Tech Prep Applications*, pp. 39–40 *TCR*
- \_\_\_\_\_ *Critical Thinking/Problem Solving*, p. 31 *TCR*
- \_\_\_\_\_ *Spanish Resources*

### Pacing Guide

1/2 period

Lesson & MiniLab

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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 31.2.</li> <li>• Have students check homework answers.</li> </ul>	Section Focus Transparency 76 and Master <i>TWE</i> , pp. 849, 863–865	5 minutes
<b>Discussion</b> <ul style="list-style-type: none"> <li>• Answer homework questions.</li> </ul>	<i>TWE</i> , pp. 849, 863–865	5 minutes
<b>Core Lesson</b> <ul style="list-style-type: none"> <li>• To introduce Section 31.2, have students complete MiniLab 31-1 and share their results with the class.</li> <li>• Teach the main concepts of Section 31.2.</li> </ul>	<i>SE</i> , p. 853 <i>TWE</i> , pp. 852–859	10–15 minutes
<b>In-Class Check</b> <ul style="list-style-type: none"> <li>• Do the Check for Understanding strategy.</li> <li>• Answer questions on Chapter 31 in preparation for the test.</li> </ul>	<i>TWE</i> , p. 858 <i>TWE</i> , pp. 840–865	10–15 minutes
<b>Homework</b> <ul style="list-style-type: none"> <li>• Have students complete Section 31.2 Assessment.</li> <li>• Assign relevant questions from Chapter 31 Assessment.</li> </ul>	<i>SE</i> , p. 859 <i>SE</i> , pp. 863–865	5 minutes
<b>Closing</b> <ul style="list-style-type: none"> <li>• Assess students with the Close Activity.</li> </ul>	<i>TWE</i> , p. 859	5 minutes

[total = 45 minutes]

## Pacing Guide

1/2 period

Review/Assessment

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*BDOL* = Biology: The Dynamics  
of Life

### Assessment Resources

- \_\_\_\_\_ *Chapter Assessment*, Ch. 31 *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. 31
- \_\_\_\_\_ *ExamView® Pro Software*, Ch. 31
- \_\_\_\_\_ *BDOL Interactive CD-ROM* Ch. 31 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. 859, 863–865	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 31.</li> </ul>	<i>TWE</i> , pp. 840–865	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. 181–186 <i>TCR</i>	30–35 minutes
<b>Closing</b> <ul style="list-style-type: none"> <li>• As students complete the test, let them explore the Internet connection for Chapter 32.</li> </ul>	<a href="http://ga.science.glencoe.com">ga.science.glencoe.com</a>	0–5 minutes

[total = 45 minutes]