



## 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	34.1 Skin: The Body's Protection
1	34.2 Bones: The Body's Support
1	34.3 Muscles for Locomotion
0.5	Chapter Assessment

# Block Schedule Planning Guide 34.1

## Skin: The Body's Protection

pages 923–928

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

### 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** the makeup and functions of the dermis and epidermis.
- **Recognize** the role of the skin in responding to external stimuli.
- **Outline** the healing process that takes place when the skin is injured.

**Georgia QCC:** 1.1, 2.1, 22.1, 22.2, 23.1, 23.2, 24.1, 24.2

### Lesson Resources

- \_\_\_\_\_ Section Focus Transparency 81 and Master Basic Concepts Transparency 61 and Master
- \_\_\_\_\_ *BioLab and MiniLab Worksheets*, p. 151 *TCR*
- \_\_\_\_\_ *Reinforcement and Study Guide*, pp. 151 *TCR*
- \_\_\_\_\_ *Content Mastery*, p. 170 *TCR*

- \_\_\_\_\_ *MindJogger Videoquizzes*, Ch. 34
- \_\_\_\_\_ *English/Spanish Audiocassettes*, Section 34.1
- \_\_\_\_\_ *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 34.1 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 33 tests while students complete the Bellringer for Section 34.1.</li> </ul>	Section Focus Transparency 81 and Master	5 minutes
<b>Discussion</b> <ul style="list-style-type: none"> <li>• Answer Chapter 33 test questions.</li> </ul>	<i>Chapter Assessment</i> , pp. 332–334 <i>TCR</i>	5 minutes
<b>Core Lesson</b> <ul style="list-style-type: none"> <li>• Introduce Chapter 34 with the Getting Started Demo.</li> <li>• Teach the main concepts of Section 34.1.</li> <li>• Have students complete MiniLab 34-1.</li> </ul>	<i>TWE</i> , p. 922 <i>TWE</i> , pp. 923–928 <i>SE</i> , p. 925	15 minutes
<b>In-Class Check</b> <ul style="list-style-type: none"> <li>• Have students do the Skill Assessment activities.</li> <li>• Do the Check for Understanding and Reteach strategies.</li> </ul>	<i>TWE</i> , pp. 927–928 <i>TWE</i> , p. 928	10 minutes
<b>Homework</b> <ul style="list-style-type: none"> <li>• Have students complete Section 34.1 Assessment.</li> <li>• Assign the Biology Journal: Writing a Story.</li> <li>• Assign relevant questions from Chapter 34 Assessment.</li> </ul>	<i>SE</i> , p. 928 <i>TWE</i> , p. 927 <i>SE</i> , pp. 943–945	5 minutes
<b>Closing</b> <ul style="list-style-type: none"> <li>• Assess students with the Close Discussion.</li> </ul>	<i>TWE</i> , p. 928	5 minutes

[total = 45 minutes]

# Block Schedule Planning Guide 34.2

## Bones: The Body's Support pages 929–934

**National Science Content Standards:** UCP.1, UCP.2, UCP.5; B.2, B.6; C.5, D.1, E.1; F.1, F.6

### Objectives

- Identify the structure and functions of the skeleton.
- Compare the different types of movable joints.
- Recognize how bone is formed.

**Georgia QCC:** 1.1, 22.1, 23.1, 24.1, 24.2

### Lesson Resources

- \_\_\_\_\_ Section Focus Transparency 82 and Master
- \_\_\_\_\_ Basic Concepts Transparency 62–63 and Master
- \_\_\_\_\_ *Concept Mapping*, p. 34 TCR
- \_\_\_\_\_ *Reinforcement and Study Guide*, pp. 152–153 TCR
- \_\_\_\_\_ *Content Mastery*, p. 171 TCR

### Multimedia Resources

- \_\_\_\_\_ BDOL CD-ROM Section 34.2 Summary
- \_\_\_\_\_ MindJogger Videoquizzes, Ch. 34

### Lesson Plan

Activity	Resources	Suggested Time
<b>Classroom Management</b> <ul style="list-style-type: none"> <li>• Have students complete the Bellringer for Section 34.2.</li> <li>• Have students check homework answers.</li> </ul>	Section Focus Transparency 82 and Master <i>TWE</i> , pp. 928, 943–945	5 minutes
<b>Discussion</b> <ul style="list-style-type: none"> <li>• Answer homework questions.</li> </ul>	<i>TWE</i> , p. 928 <i>TWE</i> , pp. 943–945	5 minutes
<b>Core Lesson</b> <ul style="list-style-type: none"> <li>• Introduce Section 34.2 with the Quick Demo.</li> <li>• Teach the main concepts of Section 34.2.</li> <li>• Have students complete Problem-Solving Lab 34-2 in small groups, and discuss their answers to the Thinking Critically questions.</li> </ul>	<i>TWE</i> , p. 930 <i>TWE</i> , pp. 929–934 <i>SE</i> and <i>TWE</i> , p. 933	30 minutes
<b>In-Class Check</b> <ul style="list-style-type: none"> <li>• Have students do the Meeting Individual Needs activity in pairs.</li> <li>• Review the main ideas of Section 34.2 with the Basic Concepts Transparencies.</li> <li>• Do the Check for Understanding and Reteach strategies.</li> </ul>	<i>TWE</i> , p. 932  Basic Concepts Transparency 62–63 and Master <i>TWE</i> , p. 934	25 minutes
<b>Homework</b> <ul style="list-style-type: none"> <li>• Have students complete Section 34.2 Assessment.</li> <li>• Assign the Portfolio: Joint Movement.</li> <li>• Assign relevant questions from Chapter 34 Assessment.</li> </ul>	<i>SE</i> , p. 934 <i>TWE</i> , p. 931 <i>SE</i> , pp. 943–945	15 minutes
<b>Closing</b> <ul style="list-style-type: none"> <li>• Assess students with the Close Activity.</li> </ul>	<i>TWE</i> , p. 934	10 minutes

[total = 90 minutes]

### Pacing Guide

1 period

Lesson & Problem-Solving Lab

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

- \_\_\_\_\_ **English/Spanish Audiocassettes**, Section 34.2
- \_\_\_\_\_ *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. 247–250 TCR
- \_\_\_\_\_ *Tech Prep Applications*, pp. 43–44 TCR
- \_\_\_\_\_ *Critical Thinking/Problem Solving*, p. 34 TCR
- \_\_\_\_\_ *Spanish Resources*

# Block Schedule Planning Guide

## 34.3

# Muscles for Locomotion

pages 935–939

### Pacing Guide

1 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

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

### Objectives

- Classify the three types of muscles.
- Analyze the structure of a myofibril.
- Interpret the sliding filament theory.

**Georgia QCC:** 1.1, 1.2, 2.1, 3.2, 22.1, 22.2, 23.1, 23.2, 24.1, 24.2

### Lesson Resources

- \_\_\_\_\_ Section Focus Transparency 83 and Master
- \_\_\_\_\_ Basic Concepts Transparency 64 and Master
- \_\_\_\_\_ *BioLab and MiniLab Worksheets*, pp. 152–154 *TCR*
- \_\_\_\_\_ *Reinforcement and Study Guide*, pp. 154 *TCR*
- \_\_\_\_\_ *Content Mastery*, p. 171 *TCR*
- \_\_\_\_\_ Reteaching Skills Transparency 49 and Master

- \_\_\_\_\_ English/Spanish Audiocassettes, Section 34.3
- \_\_\_\_\_ **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 34.3 Summary
- \_\_\_\_\_ **MindJogger Videoquizzes**, Ch. 34

### Optional Resources

- \_\_\_\_\_ *Laboratory Manual*, pp. 251–254 *TCR*
- \_\_\_\_\_ *Tech Prep Applications*, pp. 43–44 *TCR*
- \_\_\_\_\_ *Inside Story Poster*, User Guide p. 17 *TCR*
- \_\_\_\_\_ *Spanish Resources*

### Lesson Plan

Activity	Resources	Suggested Time
<b>Classroom Management</b> <ul style="list-style-type: none"> <li>• Have students complete the Bellringer for Section 34.3.</li> <li>• Have students check homework answers.</li> </ul>	Section Focus Transparency 83 and Master <i>TWE</i> , pp. 934, 943–945	5 minutes
<b>Discussion</b> <ul style="list-style-type: none"> <li>• Answer homework questions.</li> </ul>	<i>TWE</i> , pp. 934, 943–945	5 minutes
<b>Core Lesson</b> <ul style="list-style-type: none"> <li>• Introduce Section 34.3 with the Quick Demo.</li> <li>• Teach the main concepts of Section 34.3.</li> <li>• Have students complete the BioLab.</li> </ul>	<i>TWE</i> , p. 936 <i>TWE</i> , pp. 935–939 <i>SE</i> , pp. 940–941	50–55 minutes
<b>In-Class Check</b> <ul style="list-style-type: none"> <li>• Assess students' answers to the BioLab questions, and discuss their results.</li> <li>• Have students do the Concept Development activity.</li> <li>• Answer questions on Chapter 34 in preparation for the test.</li> </ul>	<i>TWE</i> , pp. 940–941 <i>TWE</i> , p. 938 <i>TWE</i> , pp. 922–945	15–20 minutes
<b>Homework</b> <ul style="list-style-type: none"> <li>• Have students complete Section 34.3 Assessment.</li> <li>• Assign relevant questions from Chapter 34 Assessment.</li> </ul>	<i>SE</i> , p. 939 <i>SE</i> , pp. 943–945	5 minutes
<b>Closing</b> <ul style="list-style-type: none"> <li>• Assess students with the Close Discussion.</li> </ul>	<i>TWE</i> , p. 939	5 minutes

[total = 90 minutes]

## Pacing Guide

1/2 period

Review/Assessment

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

### Assessment Resources

- \_\_\_\_\_ *Chapter Assessment*, Ch. 34 *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. 34
- \_\_\_\_\_ *ExamView® Pro Software*, Ch. 34
- \_\_\_\_\_ *BDOL Interactive CD-ROM* Ch. 34 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. 939, 943–945	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 34.</li> </ul>	<i>TWE</i> , pp. 922–945	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. 199–204 <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 35.</li> </ul>	<a href="http://ga.science.glencoe.com">ga.science.glencoe.com</a>	0–5 minutes

[total = 45 minutes]