



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	6.1 Atoms and Their Interactions
0.5	6.2 Water and Diffusion
0.5	6.3 Life Substances
0.5	Chapter Assessment

Block Schedule Planning Guide 6.1

Atoms and Their Interactions

pages 145–155

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

Objectives

- **Relate** the particle structure of an atom to the identity of elements.
- **Relate** the formation of covalent and ionic chemical bonds to the stability of atoms.
- **Distinguish** mixtures and solutions.
- **Define** acids and bases and relate their importance to biological systems.

Georgia QCC: 1.1, 1.2, 1.3, 2.1, 3.2, 5.1, 6.1, 6.2

Lesson Resources

- _____ Section Focus Transparency 12 and Master
- _____ Basic Concepts Transparencies 4, 5a, 5b and Masters
- _____ *BioLab and MiniLab Worksheets*, p. 27 TCR
- _____ *Reinforcement and Study Guide*, pp. 25–26 TCR
- _____ *Content Mastery*, p. 30 TCR

- _____ **MindJogger Videoquizzes**, Ch. 6
- _____ **English/Spanish Audiocassettes**, Section 6.1
- _____ **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 6.1 Summary

Optional Resources

- _____ *Spanish Resources*

Pacing Guide

1/2 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

Lesson Plan

Activity	Resources	Suggested Time
Classroom Management <ul style="list-style-type: none"> • Distribute the corrected Chapter 5 tests while students complete the Bellringer for Section 6.1. 	Section Focus Transparency 12 and Master	5 minutes
Discussion <ul style="list-style-type: none"> • Answer Chapter 5 test questions. 	<i>Chapter Assessment</i> , pp. 248–250 TCR	0–5 minutes
Core Lesson <ul style="list-style-type: none"> • Introduce Chapter 6 with the Getting Started Demo. • Teach the main concepts of Section 6.1. • Have students complete the Portfolio: Diagramming Atomic Structure. 	TWE, p. 144 TWE, pp. 145–155 TWE, p. 146	20 minutes
In-Class Check <ul style="list-style-type: none"> • Review Section 6.1 concepts with the Basic Concepts Transparencies. • Use the Teaching Strategies to prepare students for Problem-Solving Lab 6.1. 	Basic Concepts Transparencies 4, 5a, 5b and Masters TWE, p. 147	5–10 minutes
Homework <ul style="list-style-type: none"> • Have students complete Problem-Solving Lab 6.1. • Assign Section 6.1 Assessment. • Assign relevant questions from Chapter 6 Assessment. 	SE, p. 149 SE, p. 155 SE, pp. 171–173	5 minutes
Closing <ul style="list-style-type: none"> • Assess students with the Check for Understanding activity. 	TWE, p. 153	5 minutes

[total = 45 minutes]

Block Schedule Planning Guide

6.2

Water and Diffusion

pages 156–160

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

- **Relate** water's unique features to water's polarity.
- **Explain** how the process of diffusion occurs and why it is important to cells.

Georgia QCC: 1.1, 1.2, 1.3, 6.1, 6.3

Lesson Resources

- _____ Section Focus Transparency 13 and Master
- _____ *BioLab and MiniLab Worksheets*, p. 28 *TCR*
- _____ *Concept Mapping*, p. 6 *TCR*
- _____ *Reinforcement and Study Guide*, p. 27 *TCR*
- _____ *Content Mastery*, pp. 30–31 *TCR*

- _____ *MindJogger Videoquizzes*, Ch. 6
- _____ *English/Spanish Audiocassettes*, Section 6.2
- _____ *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 6.2 Summary

Optional Resources

- _____ *Spanish Resources*

Lesson Plan

Activity	Resources	Suggested Time
Classroom Management <ul style="list-style-type: none"> • Have students complete the Bellringer for Section 6.2. • Have students check homework answers. 	Section Focus Transparency 13 and Master <i>TWE</i> , p. 149 <i>TWE</i> , p. 155 <i>TWE</i> , pp. 171–173	5 minutes
Discussion <ul style="list-style-type: none"> • Answer homework questions. 	<i>TWE</i> , p. 149 <i>TWE</i> , p. 155 <i>TWE</i> , pp. 171–173	0–5 minutes
Core Lesson <ul style="list-style-type: none"> • Introduce Section 6.2 with the Quick Demos. • Teach the main concepts of Section 6.2. • Have students complete MiniLab 6.2. 	<i>TWE</i> , p. 157 <i>TWE</i> , pp. 156–160 <i>SE</i> , p. 159	15–20 minutes
In-Class Check <ul style="list-style-type: none"> • Assess students' answers to MiniLab 6.2 Analysis questions, and discuss their results. • Do the Check for Understanding and Reteach strategies. 	<i>TWE</i> , p. 159 <i>TWE</i> , p. 160	10 minutes
Homework <ul style="list-style-type: none"> • Have students complete Section 6.2 Assessment. • Assign Portfolio: The Importance of Water. • Assign relevant questions from Chapter 6 Assessment. 	<i>SE</i> , p. 160 <i>TWE</i> , p. 159 <i>SE</i> , pp. 171–173	5 minutes
Closing <ul style="list-style-type: none"> • Assess students with the Close Activity. 	<i>TWE</i> , p. 160	5 minutes

[total = 45 minutes]

Block Schedule Planning Guide

6.3

Life Substances

pages 161–167

Pacing Guide

1/2 period

Lesson & BioLab

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

Objectives

- **Classify** the variety of organic compounds.
- **Describe** how polymers are formed and broken down in organisms.
- **Compare** the chemical structures of carbohydrates, lipids, proteins, and nucleic acids, and relate their importance to living things.

Georgia QCC: 1.1, 1.2, 1.3, 2.1, 3.2, 6.1, 6.3, 6.4

Lesson Resources

- _____ Section Focus Transparency 14 and Master
- _____ *BioLab and MiniLab Worksheets*, pp. 29–30 TCR
- _____ *Reinforcement and Study Guide*, p. 28 TCR
- _____ *Content Mastery*, p. 31 TCR
- _____ Reteaching Skills Transparency 8 and Master

- _____ **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 6.3 Summary
- _____ **MindJogger Videoquizzes**, Ch. 6
- _____ **English/Spanish Audiocassettes**, Section 6.3

Optional Resources

- _____ *Laboratory Manual*, pp. 43–46 TCR
- _____ *Tech Prep Applications*, pp. 9–10 TCR
- _____ *Critical Thinking/Problem Solving*, p. 6 TCR
- _____ *Spanish Resources*

Lesson Plan

Activity	Resources	Suggested Time
Classroom Management <ul style="list-style-type: none"> • Have students complete the Bellringer for Section 6.3. • Have students check homework answers. 	Section Focus Transparency 14 and Master <i>TWE</i> , pp. 160, 171–173	5 minutes
Discussion <ul style="list-style-type: none"> • Answer homework questions. 	<i>TWE</i> , pp. 160, 171–173	0–5 minutes
Core Lesson <ul style="list-style-type: none"> • Teach the main concepts of Section 6.3. • Have students complete the BioLab. 	<i>TWE</i> , pp. 161–167 <i>SE</i> , pp. 168–169	15–20 minutes
In-Class Check <ul style="list-style-type: none"> • Have students answer the Analyze and Conclude questions of the BioLab and discuss their results. • Answer questions on Chapter 6 in preparation for the test. 	<i>SE</i> , p. 169 <i>TWE</i> , pp. 144–173	10–15 minutes
Homework <ul style="list-style-type: none"> • Have students complete Section 6.3 Assessment. • Assign relevant questions from Chapter 6 Assessment. 	<i>SE</i> , p. 167 <i>SE</i> , pp. 171–173	5 minutes
Closing <ul style="list-style-type: none"> • Assess students with the Discussion Activity. 	<i>TWE</i> , p. 167	5 minutes

[total = 45 minutes]

Pacing Guide

1/2 period

Review/Assessment

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of Life

Assessment Resources

- _____ *Chapter Assessment*, Ch. 6 *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. 6
- _____ *ExamView® Pro Software*, Ch. 6
- _____ *BDOL Interactive CD-ROM* Ch. 6 quiz

Lesson Plan

Activity	Resources	Suggested Time
Classroom Management <ul style="list-style-type: none"> • Have students check homework answers. 	<i>TWE</i> , p. 167 <i>TWE</i> , pp. 171–173	5 minutes
Reviewing the Chapter <ul style="list-style-type: none"> • Answer homework questions. • Answer any final questions about Chapter 6. 	<i>TWE</i> , pp. 144–173	5 minutes
Assessment <ul style="list-style-type: none"> • Distribute the test and allow students to work quietly. 	<i>Chapter Assessment</i> , pp. 31–36 <i>TCR</i>	30–35 minutes
Closing <ul style="list-style-type: none"> • As students complete the test, have them read the Chapter 7 Opener. • If students have time, let them explore the Internet connection for Chapter 7. 	<i>SE</i> , p. 174 ga.science.glencoe.com	0–5 minutes

[total = 45 minutes]