Block Schedule Planning Guide

7

A View of the Cell

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	7.1 The Discovery of Cells
1	7.2 The Plasma Membrane
1	7.3 Eukaryotic Cell Structure
0.5	Chapter Assessment

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Block Schedule Planning Guide 7.1

The Discovery of Cells

pages 175–180

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

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

Objectives

- **Relate** advances in microscope technology to discoveries about cells and cell structure.
- **Compare** the operation of a compound light microscope with that of an electron microscope.
- **Identify** the main ideas of the cell theory.

Georgia QCC: 1.1, 1.2, 1.3, 1.4, 2.1, 4.2, 4.3, 4.4, 4.5

Lesson Resources

_____ Section Focus Transparency 15 and Master
_____ *BioLab and MiniLab Worksheets*, p. 31 *TCR*
_____ *Reinforcement and Study Guide*, p. 29 *TCR*
_____ *Content Mastery*, p. 34 *TCR*
_____ Reteaching Skills Transparency 9 and Master

Multimedia Resources

_____ **BDOL CD-ROM** Section 7.1 Summary
_____ **MindJogger Videoquizzes**, Ch.7
_____ **English/Spanish Audiocassettes**, Section 7.1
_____ **BDOL Videodisc**, Disc 1, Side 1
_____ *Using the Internet in the Science Classroom*, *TCR*
_____ Glencoe Science Web Site: **ga.science.glencoe.com**

Optional Resources

_____ *Laboratory Manual*, pp. 47–50, 51–54 *TCR*
_____ *Spanish Resources*

Lesson Plan

Activity	Resources	Suggested Time
Classroom Management • Distribute the corrected Chapter 6 tests while students complete the Bellringer for Section 7.1.	Section Focus Transparency 15 and Master	5 minutes
Discussion • Answer Chapter 6 test questions.	*Chapter Assessment*, pp. 251–253 *TCR*	5 minutes
Core Lesson • Introduce Chapter 7 with the Getting Started Demo. • Teach the main concepts of Section 7.1. • Have students complete MiniLab 7.1	*TWE*, p. 174 *TWE*, pp. 175–184 *SE*, p. 177	15 minutes
In-Class Check • Assess students' answers to MiniLab 7.1 and discuss their results. • Use the Teaching Strategies to discuss the Focus on Microscopes feature. • Have students complete the Portfolio activity: The Compound Microscope	*TWE*, p. 177 *TWE*, p. 178 *TWE*, p. 178	10 minutes
Homework • Have students complete Section 7.1 Assessment. • Assign the Biology Journal: Building Vocabulary • Assign relevant questions from Chapter 7 Assessment.	*SE*, p. 180 *TWE*, p. 176 *SE*, pp. 198–199	5 minutes
Closing • Assess students with the Close Activity.	*TWE*, p. 180	5 minutes

[total = 45 minutes]

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The Plasma Membrane

pages 181–184

Pacing Guide
1 period
Lesson & Problem-Solving Lab

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

Objectives

- **Explain** how a cell's plasma membrane functions.
- **Relate** the function of the plasma membrane to the fluid mosaic model.

Georgia QCC: 1.1, 3.2, 5.1, 5.2, 5.3, 6.3, 6.4

Lesson Resources

_____ Section Focus Transparency 16 and Master
_____ Basic Concepts Transparency 6 and Master
_____ *Reinforcement and Study Guide*, p. 30 *TCR*
_____ *Content Mastery*, p. 35 *TCR*

Multimedia Resources

_____ **BDOL CD-ROM** Section 7.2 Summary
_____ **MindJogger Videoquizzes**, Ch. 7
_____ **English/Spanish Audiocassettes**, Section 7.2
_____ *Using the Internet in the Science Classroom*, *TCR*
_____ Glencoe Science Web Site: **ga.science.glencoe.com**

Optional Resources

_____ *Tech Prep Applications*, pp. 11–14 *TCR*
_____ *Spanish Resources*

Lesson Plan

Activity	Resources	Suggested Time
Classroom Management • Have students complete the Bellringer for Section 7.2. • Have students check homework answers.	Section Focus Transparency 16 and Master *TWE*, p. 180 *TWE*, pp. 198–199	5 minutes
Discussion • Answer homework questions.	*TWE*, p. 180 *TWE*, pp. 198–199	5 minutes
Core Lesson • Teach the main concepts of Section 7.2. • Do the Quick Demo. • Have students complete Problem-Solving Lab 7-1.	*TWE*, p. 181–184 *TWE*, p. 183 *SE*, p. 182	35 minutes
In-Class Check • Discuss students' answers to the Thinking Critically questions of Problem-Solving Lab 7-1. • Have students complete the Content Mastery worksheet. • Do the Check for Understanding and Reteach strategies.	*TWE*, p. 182 *Content Mastery*, p. 35 *TCR* *TWE*, p. 184	25 minutes
Homework • Have students complete Section 7.2 Assessment. • Assign the Portfolio: Plasma Membrane Structures. • Assign relevant questions from Chapter 7 Assessment.	*SE*, p. 184 *TWE*, p. 183 *SE*, pp. 198–199	10 minutes
Closing • Assess students with the Close Discussion.	*TWE*, p. 184	10 minutes

[total = 90 minutes]

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Block Schedule Planning Guide 7.3

Eukaryotic Cell Structures

pages 185–193

Pacing Guide
1 period
Lesson & BioLab

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

Objectives

- **Understand** the structure and function of the parts of a typical eukaryotic cell.
- **Explain** the advantages of highly folded membranes in cells.
- **Compare and contrast** the structure of plant and animal cells.

Georgia QCC: 1.1, 1.1, 1.2, 1.3, 1.4, 2.1, 4.2, 4.3, 4.4, 4.5, 6.4

Lesson Resources

_____ Section Focus Transparency 17 and Master
_____ Basic Concepts Transparency 7 and Master
_____ *BioLab and MiniLab Worksheets*, pp. 32–34 *TCR*
_____ *Concept Mapping*, p. 7 *TCR*
_____ *Reinforcement and Study Guide*, pp. 31–32 *TCR*
_____ *Content Mastery*, p. 35 *TCR*
_____ Reteaching Skills Transparency 10 and Master

Multimedia Resources

_____ **BDOL CD-ROM** Section 7.3 Summary
_____ **MindJogger Videoquizzes**, Ch. 7
_____ **English/Spanish Audiocassettes**, Section 7.3
_____ *Using the Internet in the Science Classroom*, *TCR*
_____ Glencoe Science Web Site: **ga.science.glencoe.com**

Optional Resources

_____ *Critical Thinking/Problem Solving*, p. 7 *TCR*
_____ *Inside Story Poster*, User Guide p. 192 *TCR*
_____ *Biology Projects*, pp. 9–12 *TCR*
_____ *Spanish Resources*

Lesson Plan

Activity	Resources	Suggested Time
Classroom Management • Have students complete the Bellringer for Section 7.3. • Have students check homework answers.	Section Focus Transparency 17 and Master *TWE*, pp. 184, 198–199	5 minutes
Discussion • Answer homework questions.	*TWE*, pp. 184, 198–199	5 minutes
Core Lesson • Teach the main concepts of Section 7.3. • Have students do the BioLab experiment and answer the Analyze and Conclude questions.	*TWE*, pp. 185–193 *SE*, pp. 194–195	40 minutes
In-Class Check • Assess students' answers to the BioLab, and discuss their results. • Answer questions on Chapter 7 in preparation for the test.	*TWE*, p. 195 *TWE*, pp. 174–199	20 minutes
Homework • Have students complete Section 7.3 Assessment. • Assign relevant questions from Chapter 7 Assessment.	*SE*, p. 193 *SE*, pp. 198–199	10 minutes
Closing • Assess students with the Close Discussion.	*TWE*, p. 193	10 minutes

[total = 90 minutes]

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Block Schedule Planning Guide
Review and Assessment

A View of the Cell

Pacing Guide
1/2 period
Review/Assessment

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Assessment Resources

_____ *Chapter Assessment*, Ch. 7 *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. 7
_____ **ExamView® Pro Software**, Ch. 7
_____ **BDOL Interactive CD-ROM** Ch. 7 quiz

Lesson Plan

Activity	Resources	Suggested Time
Classroom Management • Have students check homework answers.	*TWE*, p. 193 *TWE*, pp. 198–199	5 minutes
Reviewing the Chapter • Answer homework questions. • Answer any final questions about Chapter 7.	*TWE*, pp. 174–199	5 minutes
Assessment • Distribute the test and allow students to work quietly.	*Chapter Assessment*, pp. 37–42 *TCR*	30–35 minutes
Closing • As students complete the test, have them read the Chapter 8 Opener. • If students have time, let them explore the Internet connection for Chapter 8.	*SE*, p. 201 **ga.science.glencoe.com**	0–5 minutes

[total = 45 minutes]

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