

**CHAPTER**  
**17**

**Lesson  
Plans**

**Section 2 ■ The Nucleus**

**Schedule**

Block Schedule: 2 sessions (■ denotes activities recommended for block schedule.)  
Single Periods: 4 sessions

**Objectives**

4. **Describe** the process of radioactive decay.
5. **Explain** what is meant by half-life.
6. **Describe** how radioactive isotopes are used.

**National Standards**

UCP2, A1, B1, E2, G3

**Motivate**

- Section Focus Transparency 2, **TCR** (Transparency Master and Study Guide, p. 39, **CRB**)

**Teach**

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|---|--|
| _____ Science Online, pp. 522, 527  | ■ Activity: Half-Life, pp. 530–531<br>(Activity Worksheet, pp. 7–8, <b>CRB</b> )                 |
| _____ Activity, pp. 522, 523, 525, 528, <b>TWE</b>                                  | _____ Science and Society, pp. 532–533   |
| _____ Visual Learning, pp. 523, 528, <b>TWE</b>                                     | _____ Content Outline for Teaching, Section 2<br>(Note-taking Worksheet, pp. 27–28, <b>CRB</b> ) |
| _____ Quick Demo, p. 523, <b>TWE</b>  | _____ Science Inquiry Lab, p. 13, <b>TCR</b>   |
| _____ MiniLAB: Graphing Half-Life, p. 524<br>(MiniLAB Worksheet, p. 4, <b>CRB</b> ) | _____ Laboratory Activity 2, pp. 11–12, <b>CRB</b>   |
| _____ Math Skills Activity, p. 525  | _____ Home and Community Involvement, p. 39, <b>TCR</b>  |
| _____ Environmental Science Integration, p. 526                                     | _____ Spanish Resources, Section 2, <b>CRB</b>   |
| _____ Life Science Integration, p. 529  |  |

**Assess**

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| ■ Section Assessment, p. 529           | _____ Performance Assessment in the Science<br>Classroom, pp. 89, 111, 169, <b>TCR</b> |
| _____ Skill Builder Activities, p. 529 |  |

**Reteach/Reinforce**

- Directed Reading for Content Mastery, pp. 17, 18, **CRB**
- \_\_\_\_\_ Spanish Directed Reading for Content Mastery, pp. 21, 22, **CRB**
- Reinforcement, p. 24, **CRB**
- \_\_\_\_\_ Mathematics Skill Activities, p. 5, **TCR**

**Enrich/Apply**

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|---|---|
| _____ Enrichment, p. 26, <b>CRB</b>         | _____ Physical Science Critical Thinking/Problem-<br>Solving, p. 11, <b>TCR</b> |
| _____ Cultural Diversity, p. 69, <b>TCR</b> |   |

**Chapter Assessment**

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|---|--|
| ■ Chapter Study Guide, pp. 534–535      | ■ Assessment Transparency, <b>TCR</b> , (Transparency<br>Master and Study Guide, p. 43, <b>CRB</b> ) |
| ■ Chapter Review, pp. 31–32, <b>CRB</b> | _____ Standardized Test Practice by The Princeton<br>Review, pp. 73–76, <b>TCR</b>                   |
| ■ Chapter Assessment, pp. 536–537       |  |
| ■ Chapter Test, pp. 33–36, <b>CRB</b>   |  |

**Multimedia Options**

- \_\_\_\_\_ Vocabulary Puzzlemaker Software, Ch. 17
- \_\_\_\_\_ Guided Reading Audio Program (English & Spanish), Ch. 17
- \_\_\_\_\_ MindJogger Videoquiz, Ch. 17
- \_\_\_\_\_ ExamView Pro Test Bank Software, Ch. 17
- \_\_\_\_\_ Science Web site: [science.glencoe.com](http://science.glencoe.com)