Glencoe Science

Student Edition
Teacher Wraparound Edition
Interactive Teacher Edition CD-ROM
Interactive Lesson Planner CD-ROM
Lesson Plans
Content Outline for Teaching
Directed Reading for Content Mastery
Foldables: Reading and Study Skills
Assessment
  Chapter Review
  Chapter Tests
  ExamView Pro Test Bank Software
  Assessment Transparencies
  Performance Assessment in the Science Classroom
  The Princeton Review Standardized Test Practice Booklet
Directed Reading for Content Mastery in Spanish
Spanish Resources
Guided Reading Audio Program

Reinforcement
Enrichment
Activity Worksheets
Section Focus Transparencies
Teaching Transparencies
Laboratory Activities
Science Inquiry Labs
Critical Thinking/Problem Solving
Reading and Writing Skill Activities
Cultural Diversity
Laboratory Management and Safety in the Science Classroom
MindJogger Videoquizzes and Teacher Guide
Interactive Explorations and Quizzes CD-ROM
Vocabulary Puzzlemaker Software
Cooperative Learning in the Science Classroom
Environmental Issues in the Science Classroom
Home and Community Involvement
Using the Internet in the Science Classroom
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To the Teacher

Lesson planning guides are provided for each section of the chapter. Within the Lesson Plans you will see Student Edition features that may have an accompanying worksheet found in the Chapter Resources Booklet (CRB). These worksheets are shown in parentheses after the feature. For example:

_____ Before You Read, p. 37 (Foldables, p. 17, CRB)

The Foldables worksheet can be used with the Before You Read feature in the Student Edition.

Each Lesson Plan is divided into several parts:

- **Schedule** lists the recommended number of class sessions to be devoted to each section of the chapter. Both traditional and block scheduling recommendations are given.

- **Objectives** provides the section objectives. Here you will also find the correlations to National Science Standards for the section.

- **Motivate** lists various resources to introduce the chapter or section to the students.

- **Teach** lists Student Edition and Teacher Edition features that are used as you teach the material. You’ll also find worksheet pages and other resources such as transparencies or Professional Series Books that are appropriate to use with the section.

- **Assess** provides references to the section assessment in the Student Edition as well as useful pages from the *Performance Assessment in the Science Classroom*.

- **Reteach/Reinforce** is where you will find worksheets that provide students with additional reinforcement of the chapter content.

- **Enrich/Apply** provides opportunities to challenge students with materials that go beyond the chapter content.

- **Chapter Assessment** lists Student Edition, worksheet, and transparency resources that assess students’ knowledge of the chapter material.

- **Multimedia Options** pulls together the many multimedia materials that can be used as reinforcement, review, extension, and assessment with your students.
## Correlation to National Science Education Standards

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<th>Book, Chapter, and Section</th>
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<td>1. Systems, order, and organization</td>
<td>A1-4, A2-1, A2-2, A3-3, B2-1, B2-2, B3-1, B5-1, B5-2, D1-1, D1-2, D1-3, D2-2, D3-1, D4-1, D4-2, D5-1, D5-2, D6-1, D6-2, D7-1, E1-1, E1-2, E1-3, E2-1, E2-2, E2-3, E3-1, E3-2, E3-3, E5-1, E5-2</td>
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<tr>
<td>2. Evidence, models, and explanation</td>
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<td>3. Change, constancy, and measurement</td>
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<td><strong>(A) Science as Inquiry</strong></td>
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<td><strong>(B) Physical Science</strong></td>
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<td>2. Motion and forces</td>
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<td>2. Reproduction and heredity</td>
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<td>5. Diversity and adaptations of organisms</td>
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<td><strong>(F) Science in Personal and Social Perspectives</strong></td>
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<td>A2-3, A5-2, B1-2, C1-3, D1-3, D2-1, D2-2, D3-2, D3-3, D4-1, D4-2, D6-2, D6-3, D7-1, D7-2, D7-3, E4-2</td>
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<td>2. Populations, resources, and environments</td>
<td>C1-2, C2-1, C2-2, C2-4, C4-2, E2-1, E2-2, E2-3, E3-1, E3-3, E4-1, E4-2, E4-3, E5-1, E5-2</td>
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<td>3. Natural hazards</td>
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<td>A1-4, A4-3, A5-3, B1-2, B2-2, B3-3, B4-3, C3-4, E1-3, E4-1, E4-2, E4-3, E5-1, E5-2</td>
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<tr>
<td><strong>(G) History and Nature of Science</strong></td>
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<tr>
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<td>A1-1, A3-3, A4-3, A5-3, A6-1, A6-3, B2-2, B5-2, C2-4, C4-2, C5-2, D5-2, D7-3, E1-3, E3-3, E4-3</td>
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</tr>
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Section 1  •  The Skeletal System

Schedule
Block Schedule:  1 session  ( ■ denotes activities recommended for block schedule.)
Single Periods:  2 sessions

Objectives
1. Identify five functions of the skeletal system.
2. Compare and contrast movable and immovable joints.

National Content Standards
UCP1, A1, C1

Motivate
Explore Activity, p. 7
Before You Read, p. 7 (Foldables, p. 17, CRB)
Section Focus Transparency 1, TCR (Transparency Master and Study Guide, p. 46, CRB)

Teach
Content Background, pp. 6E–6F, TWE
Quick Demo, p. 9, TWE
Use Science Words, p. 9, TWE
Science Online, p. 10
Visual Learning, p. 10, TWE
Activity, p. 10, TWE
Inclusion Strategies, p. 10, TWE
Identifying Misconceptions, p. 10, TWE
Math Skills Activity, p. 11
Make a Model, p. 11, TWE
Science Journal, p. 12, TWE
Content Outline for Teaching, Section 1 (Note-taking Worksheet, pp. 33–36, CRB)
Spanish Resources, Section 1, CRB

Assess
Section Assessment, p. 13
Skill Builder Activities, p. 13
Performance Assessment in the Science Classroom, p. 89, TCR

Reteach/Reinforce
Directed Reading for Content Mastery, pp. 19, 20, CRB
Spanish Directed Reading for Content Mastery, pp. 23, 24, CRB
Reinforcement, p. 27, CRB
Mathematics Skill Activities, p. 17, TCR

Enrich/Apply
Enrichment, p. 30, CRB
Life Science Critical Thinking/Problem-Solving, p. 14, TCR

Multimedia Options
Vocabulary Puzzlemaker Software, Ch. 1
Guided Reading Audio Program (English & Spanish), Ch. 1
Interactive CD-ROM, Presentation Builder and Exploration, Ch. 1
Using the Internet in the Science Classroom, TCR
Science Web site: science.glencoe.com
## Section 2 - The Muscular System

### Schedule
Block Schedule: 1 session  ■ denotes activities recommended for block schedule.
Single Periods: 2 sessions

### Objectives
3. Identify the major function of the muscular system.
4. Compare and contrast the three types of muscles.
5. Explain how muscle action results in the movement of body parts.

### National Content Standards
UCP1, A1, C1, F1

### Motivate
Section Focus Transparency 2, TCR (Transparency Master and Study Guide, p. 47, CRB)

### Teach
- Visual Learning, pp. 16, 17, TWE
- Science Online, p. 15
- Discussion, p. 15, TWE
- Activity, pp. 15, 16, TWE
- Curriculum Connection, p. 15, TWE
- Teacher FYI, pp. 15, 17, TWE
- Extension, p. 16, TWE
- Lab Demonstration, p. 17, TWE
- Fun Fact, pp. 17, 19, TWE
- Identifying Misconceptions, p. 18, TWE
- Cultural Diversity, p. 18, TWE
- MiniLAB: Comparing Muscle Activity, p. 18 (MiniLAB Worksheet, p. 3, CRB)
- Content Outline for Teaching, Section 2 (Note-taking Worksheet, pp. 33–36, CRB)
- Teaching Transparency, TCR (Transparency Master and Study Guide, pp. 49–50, CRB)
- Laboratory Activity 1, pp. 9–11, CRB
- Home and Community Involvement, p. 49, TCR
- Spanish Resources, Section 2, CRB

### Assess
- Section Assessment, p. 19
- Skill Builder Activities, p. 19
- Performance Assessment in the Science Classroom, pp. 89, TCR

### Reteach/Reinforce
- Directed Reading for Content Mastery, p. 20, CRB
- Spanish Directed Reading for Content Mastery, p. 24, CRB
- Reinforcement, p. 28, CRB

### Enrich/Apply
- Enrichment, p. 31, CRB

### Multimedia Options
- Vocabulary Puzzlemaker Software, Ch. 1
- Guided Reading Audio Program (English & Spanish), Ch. 1
- Using the Internet in the Science Classroom, TCR
- Science Web site: science.glencoe.com
## Section 3 • The Skin

**Schedule**
Block Schedule: 1.5 sessions ( ■ denotes activities recommended for block schedule.)
Single Periods: 3 sessions

**Objectives**
6. Distinguish between the epidermis and dermis of the skin.
7. Identify the function of the skin.
8. Explain how skin protects the body from disease and how it heals itself.

**National Content Standards**
UCP1, A1, C1, C3, F1, G1, G2

**Motivate**
- Section Focus Transparency 3, TCR (Transparency Master and Study Guide, p. 48, CRB)

**Teach**
- Chemistry Integration, p. 21
- Visual Learning, p. 22, TWE
- MiniLAB: Recognizing Why You Sweat, p. 22 (MiniLAB Worksheet, p. 4, CRB)
- Earth Science Integration, p. 23
- Discussion, pp. 23, 28, TWE
- Activity: Measuring Skin Surfaces, p. 25 (Activity Worksheet, pp. 5–6, CRB)
- Activity: Similar Skeletons, pp. 26–27 (Activity Worksheet, pp. 7–8, CRB)
- Oops! Accidents in Science, pp. 28–29
- Content Outline for Teaching, Section 3
- (Note-taking Worksheet, pp. 33–36, CRB)
- Laboratory Activity 2, pp. 13–16, CRB
- Spanish Resources, Section 3, CRB

**Assess**
- Section Assessment, p. 24
- Skill Builder Activities, p. 24
- Performance Assessment in the Science Classroom, pp. 95, 119, 127, 145, 163, TCR

**Reteach/Reinforce**
- Directed Reading for Content Mastery, pp. 21, 22, CRB
- Spanish Directed Reading for Content Mastery, pp. 25, 26, CRB
- Reinforcement, p. 29, CRB

**Enrich/Apply**
- Enrichment, p. 32, CRB
- Cultural Diversity, p. 15, TCR

**Chapter Assessment**
- Chapter Study Guide, pp. 30–31
- Chapter Review, pp. 39–40, CRB
- Chapter Assessment, pp. 32–33
- Chapter Test, pp. 41–44, CRB
- Assessment Transparency, TCR, (Transparency Master and Study Guide, p. 51, CRB)
- Standardized Test Practice by The Princeton Review, pp. 11–14, TCR

**Multimedia Options**
- Vocabulary Puzzlemaker Software, Ch. 1
- Guided Reading Audio Program (English & Spanish), Ch. 1
- MindJogger Videoquiz, Ch. 1
- ExamView Pro Test Bank Software, Ch. 1
- Interactive CD-ROM, Quiz, Ch. 1
- Science Web site: science.glencoe.com
Section 1 • Nutrition

Schedule
Block Schedule: 1 session (denotes activities recommended for block schedule.)
Single Periods: 2 sessions

Objectives
1. Distinguish among the six classes of nutrients.
2. Identify the importance of each type of nutrient.
3. Explain the relationship between diet and health.

National Content Standards
UCP3, A1, C1, F1

Motivate
- Explore Activity, p. 35
- Before You Read, p. 35 (Foldables, p. 17, CRB)
- Section Focus Transparency 1, TCR (Transparency Master and Study Guide, p. 42, CRB)

Teach
- Content Background, pp. 34E–34F, TWE
- Discussion, pp. 37, 40, 42, 43, TWE
- Science Online, p. 38
- MiniLAB: Comparing the Fat Content of Foods, p. 39 (MiniLAB Worksheet, p. 3, CRB)
- Problem-Solving Activity, p. 40
- Visual Learning, pp. 41, 42, TWE
- Earth Science Integration, p. 43
- Activity: Identifying Vitamin C Content, p. 46 (Activity Worksheet, pp. 5–6, CRB)
- Content Outline for Teaching, Section 1 (Note-taking Worksheet, pp. 31–33, CRB)
- Teaching Transparency, TCR (Transparency Master and Study Guide, pp. 45–46, CRB)
- Laboratory Activity 1, pp. 9–11, CRB
- Spanish Resources, Section 1, CRB

Assess
- Section Assessment, p. 45
- Skill Builder Activities, p. 45
- Performance Assessment in the Science Classroom, pp. 66, 93, 97, 109, TCR

Reteach/Reinforce
- Directed Reading for Content Mastery, pp. 19, 20, CRB
- Spanish Directed Reading for Content Mastery, pp. 23, 24, CRB
- Reinforcement, p. 27, CRB
- Mathematics Skill Activities, p. 47, TCR

Enrich/Apply
- Enrichment, p. 29, CRB
- Life Science Critical Thinking/Problem-Solving, pp. 15, 16, TCR
- Cultural Diversity, pp. 6, 23, TCR

Multimedia Options
- Vocabulary Puzzlemaker Software, Ch. 2
- Guided Reading Audio Program (English & Spanish), Ch. 2
- Using the Internet in the Science Classroom, TCR
- Interactive CD-ROM, Presentation Builder and Exploration, Ch. 2
- Science Web site: science.glencoe.com

4 Nutrients and Digestion

TWE = Teacher Wraparound Edition, CRB = Chapter Resources Booklet, TCR = Teacher Classroom Resources
Section 2 - The Digestive System

Schedule
Block Schedule: 1.5 sessions (■ denotes activities recommended for block schedule.)
Single Periods: 3 sessions

Objectives
4. Distinguish the differences between mechanical digestion and chemical digestion.
5. Identify the organs of the digestive system and what takes place in each.
6. Explain how homeostasis is maintained in digestion.

National Content Standards
UCP1, A1, C1, C3, E2, F1

Motivate
■■■ Section Focus Transparency 2, TWE (Transparency Master and Study Guide, p. 43, CRB)

Teach
■■■ Discussion, pp. 48, 57, TWE
■■■ Quick Demo, pp. 48, 51, TWE
■■■ Visual Learning, pp. 49, 51, TWE
■■■ Science Online, p. 50
■■■ MiniLAB: Modeling Absorption in the Small Intestine, p. 52 (MiniLAB Worksheet, p. 4, CRB)
■■■ Environmental Science Integration, p. 53
■■■ Activity: Particle Size and Absorption, pp. 54–55 (Activity Worksheet, pp. 7–8, CRB)

Assess
■■■ Section Assessment, p. 53
■■■ Skill Builder Activities, p. 53
■■■ Performance Assessment in the Science Classroom, pp. 89, 93, 97, 115, TCR

Reteach/Reinforce
■■■ Directed Reading for Content Mastery, pp. 21, 22, CRB
■■■ Spanish Directed Reading for Content Mastery, pp. 25, 26, CRB
■■■ Reinforcement, p. 28, CRB

Enrich/Apply
■■■ Enrichment, p. 30, CRB

Chapter Assessment
■■■ Chapter Study Guide, pp. 58–59
■■■ Chapter Review, pp. 35–36, CRB
■■■ Chapter Assessment, pp. 60–61
■■■ Chapter Test, pp. 37–40, CRB
■■■ Assessment Transparency, TCR (Transparency Master and Study Guide, p. 47, CRB)
■■■ Standardized Test Practice by The Princeton Review, pp. 15–18, TCR

Multimedia Options
■■■ Vocabulary Puzzlemaker Software, Ch. 2
■■■ Guided Reading Audio Program (English & Spanish), Ch. 2
■■■ MindJogger Videoquiz, Ch. 2
■■■ ExamView Pro Test Bank Software, Ch. 2
■■■ Using the Internet in the Science Classroom, TCR
■■■ Interactive CD-ROM, Quiz, Ch. 2
■■■ Science Web site: science.glencoe.com
### Section 1 • The Circulatory System

#### Schedule
- **Block Schedule:** 1.5 sessions  (denotes activities recommended for block schedule.)
- **Single Periods:** 3 sessions

#### Objectives
1. **Compare and contrast** arteries, veins, and capillaries.  
2. **Explain** how blood moves through the heart.  
3. **Identify** the functions of the pulmonary and systemic circulation systems.

#### National Content Standards
- UCP1, A1, C1

#### Motivate
- Explore Activity, p. 63
- Before You Read, p. 63 (Foldables, p. 17, CRB)
- Section Focus Transparency 1, TCR (Transparency Master and Study Guide, p. 46, CRB)

#### Teach
- Content Background, pp. 62E–62F, TWE
- MiniLAB: Inferring How Hard the Heart Works, p. 65 (MiniLAB Worksheet, p. 3, CRB)
- Visual Learning, pp. 66, 70, **TWE**
- Physics Integration, p. 69
- Science Online, p. 70
- Discussion, p. 72, **TWE**
- Activity: The Heart as a Pump, p. 73 (Activity Worksheet, pp. 5–6, CRB)
- Math Skills Activity, p. 73
- Content Outline for Teaching, Section 1 (Note-taking Worksheet, pp. 33–37, CRB)
- Teaching Transparency, TCR (Transparency Master and Study Guide, pp. 49–50, CRB)
- Laboratory Activity 1, pp. 9–12, CRB
- Home and Community Involvement, p. 26, TCR
- Spanish Resources, Section 1, CRB

#### Assess
- Section Assessment, p. 72
- Skill Builder Activities, p. 72
- Performance Assessment in the Science Classroom, pp. 89, 95, 161, TCR

#### Reteach/Reinforce
- Directed Reading for Content Mastery, pp. 19, 20, CRB
- Spanish Directed Reading for Content Mastery, pp. 23, 24, **CRB**
- Reinforcement, p. 27, CRB

#### Enrich/Apply
- Enrichment, p. 30, CRB
- Life Science Critical Thinking/Problem-Solving, p. 17, **TCR**

#### Multimedia Options
- Vocabulary Puzzlemaker Software, Ch. 3
- Guided Reading Audio Program (English & Spanish), Ch. 3
- Interactive CD-ROM, Presentation Builder and Exploration, Ch. 3
- Using the Internet in the Science Classroom, TCR
- Science Web site: science.glencoe.com

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**TWE = Teacher Wraparound Edition,**  
**CRB = Chapter Resources Booklet,**  
**TCR = Teacher Classroom Resources**
## Section 2 • Blood

### Schedule

Block Schedule: 1 session  (■ denotes activities recommended for block schedule.)
Single Periods: 2 sessions

### Objectives

4. **Identify** the parts and functions of blood.  
5. **Explain** why blood types are checked before a transfusion.  
6. **Give examples** of diseases of blood.

### National Content Standards

UCP5, A1, C1, F1

### Motivate

■ Section Focus Transparency 2, TCR (Transparency Master and Study Guide, p. 47, CRB)

### Teach

___ Science Online, p. 75
___ Discussion, pp. 75, 76, TWE
___ Science Journal, pp. 75, 76, TWE
___ Make a Model, p. 75, TWE
___ Use an Analogy, p. 75, TWE
___ MiniLAB: Modeling Scab Formation, p. 76 (MiniLAB Worksheet, p. 4, CRB)
___ Visual Learning, p. 77, TWE
___ Extension, pp. 77, 78, TWE
___ Teacher FYI, pp. 77, 78, TWE
___ Problem-Solving Activity, p. 78
___ Chemistry Integration, p. 78
___ Content Outline for Teaching, Section 2 (Note-taking Worksheet, pp. 33–37, CRB)
___ Spanish Resources, Section 2, CRB

### Assess

■ Section Assessment, p. 79
___ Skill Builder Activities, p. 79
___ Performance Assessment in the Science Classroom, pp. 89, 123, TCR

### Reteach/Reinforce

■ Directed Reading for Content Mastery, p. 20, CRB
■ Spanish Directed Reading for Content Mastery, p. 24, CRB
___ Reinforcement, p. 28, CRB
___ Mathematics Skill Activities, p. 33, TCR

### Enrich/Apply

___ Enrichment, p. 31, CRB
___ Cultural Diversity, p. 18, TCR

### Multimedia Options

___ Vocabulary Puzzlemaker Software, Ch. 3
___ Guided Reading Audio Program (English & Spanish), Ch. 3
___ Using the Internet in the Science Classroom, TCR
___ Science Web site: science.glencoe.com
Section 3  •  The Lymphatic System

Schedule
Block Schedule: 1 session (■ denotes activities recommended for block schedule.)
Single Periods:  2 sessions

Objectives
7. Describe the functions of the lymphatic system.
8. Identify where lymph comes from.

National Content Standards
UCP5, A1, C1, F1, G3

Motivate
■ Section Focus Transparency 3, TCR (Transparency Master and Study Guide, p. 48, CRB)

Teach
____ Science Online, p. 81
____ Activity: Blood Type Reactions, pp. 82–83 (Activity Worksheet, pp. 7–8, CRB)
____ Science and History, pp. 84–85
____ Discussion, p. 85, TWE
____ Content Outline for Teaching, Section 3 (Note-taking Worksheet, pp. 33–37, CRB)
____ Spanish Resources, Section 3, CRB

Assess
____ Section Assessment, p. 81
____ Skill Builder Activities, p. 81
____ Performance Assessment in the Science Classroom, pp. 127, 143, 175, TCR

Reteach/Reinforce
____ Directed Reading for Content Mastery, pp. 21, 22, CRB
____ Spanish Directed Reading for Content Mastery, pp. 25, 26, CRB
____ Reinforcement, p. 29, CRB

Enrich/Apply
____ Enrichment, p. 32, CRB

Chapter Assessment
____ Chapter Study Guide, pp. 86–87
____ Chapter Review, pp. 39–40, CRB
____ Chapter Assessment, pp. 88–89
____ Chapter Test, pp. 41–44, CRB
____ Assessment Transparency, TCR, (Transparency Master and Study Guide, p. 49, CRB)
____ Standardized Test Practice by The Princeton Review, pp. 19–22, TCR

Multimedia Options
____ Vocabulary Puzzlemaker Software, Ch. 3
____ Guided Reading Audio Program (English & Spanish), Ch. 3
____ MindJogger Videoquiz, Ch. 3
____ ExamView Pro Test Bank Software, Ch. 3
____ Interactive CD-ROM, Quiz, Ch. 3
____ Using the Internet in the Science Classroom, TCR
____ Science Web site: science.glencoe.com
Section 1 - The Respiratory System

**Schedule**
Block Schedule: 1 session  (■ denotes activities recommended for block schedule.)
Single Periods: 2 sessions

**Objectives**
1. **Describe** the functions of the respiratory systems.
2. **Explain** how oxygen and carbon dioxide are exchanged in the lungs and in tissues.
3. **Identify** the pathway of air in and out of the lungs.
4. **Explain** the effect of smoking on the respiratory system.

**National Content Standards**
UCP1, A1, C1, F1

**Motivate**
- Explore Activity, p. 91
- Before You Read, p. 91 (Foldables, p. 15, CRB)
- Section Focus Transparency 1, TCR (Transparency Master and Study Guide, p. 40, CRB)

**Teach**
- Content Background, pp. 90E–90F, TWE
- Earth Science Integration, p. 93
- Activity, pp. 93, 95, 97, TWE
- Quick Demo, p. 93, TWE
- Inclusion Strategies, p. 93, TWE
- Science Online, pp. 95, 98
- Use Science Words, pp. 95, 99, TWE
- Visual Learning, pp. 96, 97, TWE
- MiniLAB: Comparing Surface Area, p. 96 (MiniLAB Worksheet, p. 3, CRB)
- Lab Demonstration, 98, TWE
- Content Outline for Teaching, Section 1 (Note-taking Worksheet, pp. 29–31, CRB)
- Laboratory Activity 1, pp. 9–12, CRB
- Laboratory Activity 2, pp. 13–14, CRB
- Spanish Resources, Section 1, CRB

**Assess**
- Section Assessment, p. 100
- Skill Builder Activities, p. 100
- Performance Assessment in the Science Classroom, pp. 48, 101, 105, 143, TCR

**Reteach/Reinforce**
- Directed Reading for Content Mastery, pp. 17, 18, CRB
- Spanish Directed Reading for Content Mastery, pp. 21, 22, CRB
- Reinforcement, p. 25, CRB
- Reading and Writing Skill Activities, p. 39, TCR

**Enrich/Apply**
- Enrichment, p. 27, CRB
- Life Science Critical Thinking/Problem-Solving, p. 17, TCR

**Multimedia Options**
- Vocabulary Puzzlemaker Software, Ch. 4
- Guided Reading Audio Program (English & Spanish), Ch. 4
- Interactive CD-ROM, Presentation Builder and Exploration, Ch. 4
- Using the Internet in the Science Classroom, TCR
- Science Web site: science.glencoe.com
Section 2  •  The Excretory System

Schedule
Block Schedule: 1.5 sessions  (• denotes activities recommended for block schedule.)
Single Periods: 3 sessions

Objectives
5. Distinguish between the excretory and urinary systems.
6. Describe how the kidneys work.
7. Explain what happens when urinary organs don’t work.

National Content Standards
UCP1, A1, C1, F1, G3

Motivate
• Section Focus Transparency 2, TCR (Transparency Master and Study Guide, p. 41, CRB)

Teach
• Visual Learning, p. 102, TWE
• MiniLAB: Modeling Kidney Function, p. 103 (MiniLAB Worksheet, p. 7, CRB)
• Earth Science Integration, p. 105
• Activity: Kidney Structure, p. 107 (Activity Worksheet, pp. 5–6, CRB)
• Activity: Simulating the Abdominal Thrust Maneuver, pp. 108–109 (Activity Worksheet, pp. 7–8, CRB)
• Science and History, pp. 110–111
• Content Outline for Teaching, Section 2 (Note-taking Worksheet, pp. 29–31, CRB)
• Teaching Transparency, TCR (Transparency Master and Study Guide, pp. 43–44, CRB)
• Home and Community Involvement, p. 40, TCR
• Spanish Resources, Section 2, CRB

Assess
• Section Assessment, p. 106
• Skill Builder Activities, p. 106
• Performance Assessment in the Science Classroom, pp. 89, 91, 127, 143, 161, TCR

Reteach/Reinforce
• Directed Reading for Content Mastery, pp. 19, 20, CRB
• Spanish Directed Reading for Content Mastery, pp. 23, 24, CRB
• Reinforcement, p. 26, CRB
• Mathematics Skill Activities, p. 1, TCR

Enrich/Apply
• Enrichment, p. 28, CRB
• Cultural Diversity, p. 13, TCR

Chapter Assessment
• Chapter Study Guide, pp. 112–113
• Chapter Review, pp. 33–34, CRB
• Chapter Assessment, pp. 114–115
• Chapter Test, pp. 35–38, CRB
• Assessment Transparency, TCR, (Transparency Master and Study Guide, p. 45, CRB)
• Standardized Test Practice by The Princeton Review, pp. 23–26, TCR

Multimedia Options
• Vocabulary Puzzlemaker Software, Ch. 4
• Guided Reading Audio Program (English & Spanish), Ch. 4
• MindJogger Videoquiz, Ch. 4
• ExamView Pro Test Bank Software, Ch. 4
• Interactive CD-ROM, Quiz, Ch. 4
• Science Web site: science.glencoe.com
Section 1  •  The Nervous System

Schedule
Block Schedule:  1 session  ( ■ denotes activities recommended for block schedule.)
Single Periods:  2 sessions

Objectives
1. Describe the basic structure of a neuron and how an impulse moves across a synapse.
2. Compare the central and peripheral nervous systems.
3. Explain how drugs affect the body.

National Content Standards
UCP1, A1, C1, C3

Motivate
_____ Explore Activity, p. 117
_____ Before You Read, p. 117 (Foldables, p. 17, CRB)
■ Section Focus Transparency 1, TCR (Transparency Master and Study Guide, p. 42, CRB)

Teach
_____ Content Background, pp. 116E–116F, TWE
_____ Discussion, pp. 119, 124, TWE
_____ Quick Demo, p. 119, TWE
_____ Visual Learning, pp. 120, 122, TWE
_____ Activity, pp. 120, 121, TWE
_____ Chemistry Integration, p. 122
_____ Science Online, pp. 123, 125
■ Activity: Improving Reaction Time, p. 127 (Activity Worksheet, pp. 5–6, CRB)
_____ Content Outline for Teaching, Section 1 (Note-taking Worksheet, pp. 31–33, CRB)
■ Teaching Transparency, TCR (Transparency Master and Study Guide, pp. 45–46, CRB)
_____ Laboratory Activity 1, pp. 9–12, CRB
_____ Spanish Resources, Section 1, CRB

Assess
■ Section Assessment, p. 126
_____ Skill Builder Activities, p. 126
_____ Performance Assessment in the Science Classroom, pp. 97, 123, 169, TCR

Reteach/Reinforce
■ Directed Reading for Content Mastery, pp. 19, 20, CRB
_____ Spanish Directed Reading for Content Mastery, pp. 23, 24, CRB
_____ Reinforcement, p. 27, CRB
_____ Mathematics Skill Activities, p. 9, TCR

Enrich/Apply
_____ Enrichment, p. 29, CRB
_____ Life Science Critical Thinking/Problem-Solving, pp. 2, 18, TCR

Multimedia Options
_____ Vocabulary Puzzlemaker Software, Ch. 5
_____ Guided Reading Audio Program (English & Spanish), Ch. 5
_____ Interactive CD-ROM, Presentation Builder, Ch. 5
_____ Using the Internet in the Science Classroom, TCR
_____ Science Web site: science.glencoe.com
# Section 2 - The Senses

## Schedule

- **Block Schedule:** 1.5 sessions (■ denotes activities recommended for block schedule.)
- **Single Periods:** 3 sessions

## Objectives

1. List the sensory receptors in each sense organ.
2. Explain what type of stimulus each sense organ responds to and how.
3. Explain why healthy senses are needed.

## National Content Standards

UCP1, A1, C1, C3, G1

## Motivate

■ Section Focus Transparency 2, TCR (Transparency Master and Study Guide, p. 43, CRB)

## Teach

- Astronomy Integration, p. 130
- Activity, pp. 130, 131, TWE
- Discussion, p. 131, TWE
- Visual Learning, p. 131, TWE
- MiniLAB: Observing Balance Control, p. 132 (MiniLAB Worksheet, p. 3, CRB)
- Math Skills Activity, p. 133
- MiniLAB: Comparing Sense of Smell, p. 134 (MiniLAB Worksheet, p. 4, CRB)
- Activity: Skin Sensitivity, pp. 618–619 (Activity Worksheet, pp. 7–8, CRB)
- Science and Language Arts, pp. 620–621
- Content Outline for Teaching, Section 2 (Note-taking Worksheet, pp. 31–33, CRB)
- Science Inquiry Lab, p. 59, TCR
- Laboratory Activity 2, pp. 13–16, CRB
- Home and Community Involvement, p. 28, TCR
- Spanish Resources, Section 2, CRB

## Assess

■ Section Assessment, p. 135
■ Skill Builder Activities, p. 135
■ Performance Assessment in the Science Classroom, pp. 66, 89, 97, 127, TCR

## Reteach/Reinforce

■ Directed Reading for Content Mastery, pp. 21, 22, CRB
■ Spanish Directed Reading for Content Mastery, pp. 25, 26, CRB
■ Reinforcement, p. 28, CRB
■ Reading and Writing Skill Activities, p. 17, TCR

## Enrich/Apply

■ Enrichment, p. 30, CRB
■ Cultural Diversity, p. 61, TCR

## Chapter Assessment

■ Chapter Study Guide, pp. 140–141
■ Chapter Review, pp. 35–36, CRB
■ Chapter Assessment, pp. 142–143
■ Chapter Test, pp. 37–40, CRB
■ Assessment Transparency, TCR, (Transparency Master and Study Guide, p. 47, CRB)
■ Standardized Test Practice by The Princeton Review, pp. 27–30, TCR

## Multimedia Options

■ Vocabulary Puzzlemaker Software, Ch. 5
■ Guided Reading Audio Program (English & Spanish), Ch. 5
■ MindJogger Videoquiz, Ch. 5
■ ExamView Pro Test Bank Software, Ch. 5
■ Interactive CD-ROM, Exploration and Quiz, Ch. 5
■ Science Web site: science.glencoe.com

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**Note:**

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## Section 1 • The Endocrine System

**Schedule**

Block Schedule: 1 session (denotes activities recommended for block schedule.)

Single Periods: 2 sessions

**Objectives**

1. **Define** how hormones function.
2. **Identify** different endocrine glands and the effects of the hormones they produce.
3. **Describe** how a feedback system works in your body.

**Motivate**

- Explore Activity, p. 145
- Before You Read, p. 145 (Foldables, p. 15, CRB)
- Section Focus Transparency 1, TCR (Transparency Master and Study Guide, p. 42, CRB)

**Teach**

- Content Background, pp. 144E–144F, TWE
- Earth Science Integration, p. 147
- Math Skills Activity, p. 147
- Visual Learning, pp. 148, 149, TWE
- Activity, p. 148, TWE
- Curriculum Connection, p. 148, TWE
- Use Science Words, p. 149, TWE
- Discussion, p. 150, TWE
- Content Outline for Teaching, Section 1 (Note-taking Worksheet, pp. 31–33, CRB)
- Teaching Transparency, TCR (Transparency Master and Study Guide, pp. 45–46, CRB)
- Laboratory Activity 1, pp. 9–11, CRB
- Spanish Resources, Section 1, CRB

**Assess**

- Section Assessment, p. 150
- Skill Builder Activities, p. 150
- Performance Assessment in the Science Classroom, pp. 97, 109, TCR

**Reteach/Reinforce**

- Directed Reading for Content Mastery, pp. 17, 18, CRB
- Spanish Directed Reading for Content Mastery, pp. 21, 22, CRB
- Reinforcement, p. 25, CRB
- Mathematics Skill Activities, p. 11, TCR

**Enrich/Apply**

- Enrichment, p. 28, CRB
- Cultural Diversity, p. 1, TCR

**Multimedia Options**

- Vocabulary Puzzlemaker Software, Ch. 6
- Guided Reading Audio Program (English & Spanish), Ch. 6
- Interactive CD-ROM, Presentation Builder, Ch. 6
- Using the Internet in the Science Classroom, TCR
- Science Web site: science.glencoe.com
Section 2  •  The Reproductive System

Schedule
Block Schedule: 1 session  (■ denotes activities recommended for block schedule.)
Single Periods: 2 sessions

Objectives
4. Identify the function of the reproductive system.
5. Compare and contrast the major structures of the male and female reproductive systems.
6. Sequence the stages of the menstrual cycle.

National Content Standards
UCP1, UCP3, A1, C1, C2, C3, F1

Motivate
■ Section Focus Transparency 2, TCR (Transparency Master and Study Guide, p. 43, CRB)

Teach
_____ Discussion, p. 152, TWE
_____ Curriculum Connection, p. 152, TWE
_____ Use an Analogy, p. 152, TWE
_____ Teacher FYI, pp. 152, 153, 154, TWE
_____ Science Online, p. 153
_____ Visual Learning, p. 153, TWE
_____ Science Journal, p. 153, TWE
_____ Identifying Misconceptions, p. 154, TWE
_____ MiniLAB: Graphing Hormone Levels, p. 154 (MiniLAB Worksheet, p. 3, CRB)
_____ Use Science Words, p. 154, TWE
_____ Quick Demo, p. 155, TWE
■ Activity: Interpreting Diagrams, p. 156 (Activity Worksheet, pp. 5–6, CRB)
_____ Content Outline for Teaching, Section 2 (Note-taking Worksheet, pp. 31–33, CRB)
_____ Spanish Resources, Section 2, CRB

Assess
■ Section Assessment, p. 155
_____ Skill Builder Activities, p. 155
_____ Performance Assessment in the Science Classroom, pp. 99, 159, 163, TCR

Reteach/Reinforce
■ Directed Reading for Content Mastery, p. 18, CRB
_____ Spanish Directed Reading for Content Mastery, p. 22, CRB
_____ Reinforcement, p. 26, CRB

Enrich/Apply
_____ Enrichment, p. 29, CRB

Multimedia Options
_____ Vocabulary Puzzlemaker Software, Ch. 6
_____ Guided Reading Audio Program (English & Spanish), Ch. 6
_____ Using the Internet in the Science Classroom, TCR
_____ Science Web site: science.glencoe.com
Section 3 - Human Life Stages

Schedule
Block Schedule: 1.5 sessions ( denotes activities recommended for block schedule.)
Single Periods: 3 sessions

Objectives
7. Describe the fertilization of a human egg.
8. List the major events in the development of an embryo and fetus.
9. Describe the developmental stages of infancy, childhood, adolescence, and adulthood.

National Content Standards
UCP5, A1, C1, C2, C3, F1

Motivate
Section Focus Transparency 3, TCR (Transparency Master and Study Guide, p. 44, CRB)

Teach
Visual Learning, pp. 158, 161, 169, TWE
Activity, pp. 160, 163, 168, TWE
MiniLAB: Interpreting Fetal Development, p. 160 (MiniLAB Worksheet, p. 4, CRB)
Science Online, p. 161
Discussion, pp. 162, 163, 168, TWE
Physics Integration, p. 164

Activity: Changing Body Properties, pp. 166–167 (Activity Worksheet, pp. 7–8, CRB)
Science Stats, pp. 168–169
Content Outline for Teaching, Section 3 (Note-taking Worksheet, pp. 31–33, CRB)
Home and Community Involvement, p. 43, TCR
Spanish Resources, Section 3, CRB

Assess
Section Assessment, p. 165
Skill Builder Activities, p. 165
Performance Assessment in the Science Classroom, pp. 97, 127, 139, 163, TCR

Reteach/Reinforce
Directed Reading for Content Mastery, pp. 19, 20, CRB
Spanish Directed Reading for Content Mastery, pp. 23, 24, CRB
Reinforcement, p. 27, CRB
Reading and Writing Skill Activities, p. 39, TCR

Enrich/Apply
Enrichment, p. 30, CRB
Life Science Critical Thinking/Problem-Solving, p. 19, TCR

Chapter Assessment
Chapter Study Guide, pp. 170–171
Chapter Review, pp. 35–36, CRB
Chapter Assessment, pp. 172–173
Chapter Test, pp. 37–40, CRB
Assessment Transparency, TCR, (Transparency Master and Study Guide, p. 47, CRB)
Standardized Test Practice by The Princeton Review, pp. 31–34, TCR

Multimedia Options
Vocabulary Puzzlemaker Software, Ch. 6
Guided Reading Audio Program (English & Spanish), Ch. 6
MindJogger Videoquiz, Ch. 6
ExamView Pro Test Bank Software, Ch. 6
Interactive CD-ROM, Exploration and Quiz, Ch. 6
Science Web site: science.glencoe.com
Lesson Plans

Section 1 - The Immune System

Schedule
Block Schedule: 1 session  (■ denotes activities recommended for block schedule.)
Single Periods: 2 sessions

Objectives
1. Describe the natural defenses your body has against disease.
2. Explain the difference between an antigen and an antibody.
3. Compare and contrast active and passive immunity.

National Content Standards
UCP1, A1, C1, C3, C5, F1

Motivate
■ Explore Activity, p. 175
■ Before You Read, p. 175 (Foldables, p. 15, CRB)
■ Section Focus Transparency 1, TCR (Transparency Master and Study Guide, p. 42, CRB)

Teach
■ Content Background, pp. 174E–174F, TWE
■ Science Journal, p. 174, TWE
■ Discussion, p. 177, TWE
■ Visual Learning, p. 177, TWE
■ Activity, p. 177, TWE
■ Identifying Misconceptions, p. 177, TWE
■ Science Online, p. 178
■ Extension, p. 178, TWE
■ Teacher FYI, p. 178, TWE
■ Curriculum Connection, p. 179, TWE
■ MiniLAB: Determining Reproduction Rates, p. 179 (MiniLAB Worksheet, p. 3, CRB)
■ Content Outline for Teaching, Section 1 (Note-taking Worksheet, pp. 31–33, CRB)
■ Teaching Transparency, TCR (Transparency Master and Study Guide, pp. 45–46, CRB)
■ Laboratory Activity 1, pp. 9–12, CRB
■ Spanish Resources, Section 1, CRB

Assess
■ Section Assessment, p. 180
■ Skill Builder Activities, p. 180
■ Performance Assessment in the Science Classroom, pp. 89, 97, 161, TCR

Reteach/Reinforce
■ Directed Reading for Content Mastery, pp. 17, 18, CRB
■ Spanish Directed Reading for Content Mastery, pp. 21, 22, CRB
■ Reinforcement, p. 25, CRB

Enrich/Apply
■ Enrichment, p. 28, CRB

Multimedia Options
■ Vocabulary Puzzlemaker Software, Ch. 7
■ Guided Reading Audio Program, (English & Spanish), Ch. 7
■ Interactive CD-ROM, Presentation Builder and Exploration, Ch. 7
■ Using the Internet in the Science Classroom, TCR
■ Science Web site: science.glencoe.com
Section 2  Infectious Diseases

Schedule
Block Schedule:  1 session  (■ denotes activities recommended for block schedule.)
Single Periods:  2 sessions

Objectives
4. Describe the work of Pasteur, Koch, and Lister in the discovery and prevention of disease.
5. Identify diseases caused by viruses and bacteria.
6. List sexually transmitted diseases, their causes, and treatments.
7. Explain how HIV affects the immune system.

Motivate
■ Section Focus Transparency 2, TCR (Transparency Master and Study Guide, p. 43, CRB)

Teach
■ Earth Science Integration, p. 182
■ Quick Demo, p. 182, TWE
■ Lab Demonstration, p. 182, TWE
■ Visual Learning, pp. 183, 184, TWE
■ Activity, p. 184, TWE
■ MiniLAB: Observing Antiseptic Action, p. 184 (MiniLAB Worksheet, p. 4, CRB)
■ Problem-Solving Activity, p. 185
■ Use Science Words, p. 185, TWE
■ Science Online, p. 187
■ Discussion, pp. 187, 188, TWE
■ Activity: Microorganisms and Disease, p. 189 (Activity Worksheet, pp. 5–6, CRB)
■ Content Outline for Teaching, Section 2 (Note-taking Worksheet, pp. 31–33, CRB)
■ Spanish Resources, Section 2, CRB

Assess
■ Section Assessment, p. 188
■ Skill Builder Activities, p. 188
■ Performance Assessment in the Science Classroom, pp. 89, 97, 159, TCR

Reteach/Reinforce
■ Directed Reading for Content Mastery, p. 19, CRB
■ Spanish Directed Reading for Content Mastery, p. 23, CRB
■ Reinforcement, p. 26, CRB
■ Mathematics Skill Activities, p. 1, TCR
■ Reading and Writing Skill Activities, pp. 25, 31, TCR

Enrich/Apply
■ Enrichment, p. 29, CRB
■ Cultural Diversity, p. 17, TCR

Multimedia Options
■ Vocabulary Puzzlemaker Software, Ch. 7
■ Guided Reading Audio Program (English & Spanish), Ch. 7
■ Using the Internet in the Science Classroom, TCR
■ Science Web site: science.glencoe.com
Section 3 - Noninfectious Diseases

Schedule
Block Schedule: 1.5 sessions (denotes activities recommended for block schedule.)
Single Periods: 3 sessions

Objectives
8. Define noninfectious diseases and list causes of them.
9. Describe the basic characteristics of cancer.
10. Explain what happens during an allergic reaction.

National Content Standards
UCP4, A1, C1, C3, C5, E1, E2, F1, F4, G1

Motivate
Selection Focus Transparency 3, TCR (Transparency Master and Study Guide, p. 44, CRB)

Teach
Inclusion Strategies, pp. 191, 193, TWE
Discussion, pp. 192, 194, 198, TWE
Visual Learning, pp. 192, 199, TWE
Activity, pp. 192, 193, 198, TWE
Environmental Science Integration, p. 193
Use Science Words, p. 194, TWE
Activity: Defensive Saliva, pp. 196–197
(Activity Worksheet, pp. 7–8, CRB)

Assess
Section Assessment, p. 195
Skill Builder Activities, p. 195
Performance Assessment in the Science Classroom, pp. 48, 89, 109, 145, TCR

Reteach/Reinforce
Directed Reading for Content Mastery, pp. 19, 20, CRB
Spanish Directed Reading for Content Mastery, pp. 23, 24, CRB
Reinforcement, p. 27, CRB

Enrich/Apply
Enrichment, p. 30, CRB
Life Science Critical Thinking/Problem-Solving, pp. 4, 17, TCR

Chapter Assessment
Chapter Study Guide, pp. 200–201
Chapter Review, pp. 35–36, CRB
Chapter Assessment, pp. 202–203
Chapter Test, pp. 37–40, CRB
Assessment Transparency, TCR, (Transparency Master and Study Guide, p. 47, CRB)
Standardized Test Practice by The Princeton Review, pp. 35–38, TCR

Multimedia Options
Vocabulary Puzzlemaker Software, Ch. 7
Guided Reading Audio Program (English & Spanish), Ch. 7
MindJogger Videoquiz, Ch. 7
ExamView Pro Test Bank Software, Ch. 7
Interactive CD-ROM, Quiz, Ch. 7
Using the Internet in the Science Classroom, TCR
Science Web site: science.glencoe.com