

# Biology: The Study of Life

## 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.

Block	Content
0.5	1.2 The Methods of Biology
0.5	1.3 The Nature of Biology
0.5	Chapter Assessment

# Block Schedule Planning Guide 1.2

## The Methods of Biology

pages 11–18

### Pacing Guide

1/2 block

Lesson & MiniLab

**KEY:** *SE* = Student Edition, *TWE* = Teacher Wraparound Edition, *TCR* = Teacher Classroom Resources, *BDOL* = Biology: The Dynamics of Life, *URB* = Unit Resources Booklet

**National Science Content Standards:** UCP.2; A.1, A.2; B.2; C.6; E.2; G.1, G.2

### Objectives

- **Compare** different scientific methods.
- **Differentiate** among hypothesis, theory, and principle.

State/local objectives: \_\_\_\_\_

### Lesson Resources

- \_\_\_\_\_ Section Focus Transparency 2 and Master, *TCR/URB*
- \_\_\_\_\_ *MiniLab Worksheet*, p. 5 *URB*
- \_\_\_\_\_ *Reinforcement and Study Guide*, *URB* English, p. 15; Spanish, p. 19

\_\_\_\_\_ **Guided Reading Audio Summaries MP3**

\_\_\_\_\_ **Virtual Labs CD-ROM**

- \_\_\_\_\_ Virtual Lab: *Dependent and Independent Variables*
- \_\_\_\_\_ *Using the Internet in the Science Classroom*, *TCR*
- \_\_\_\_\_ Glencoe Science Web site: [bdol.glencoe.com](http://bdol.glencoe.com)

### Multimedia Resources

- \_\_\_\_\_ **Interactive Chalkboard CD-ROM:** Section 1.2 Presentation
- \_\_\_\_\_ **MindJogger Videoquizzes**, Ch. 1

### Optional Resources

- \_\_\_\_\_ *Laboratory Manual*, pp. 1–4 *TCR*
- \_\_\_\_\_ Project, *TWE* p. 16

### Lesson Plan

Activity	Resources	Suggested Time
<b>Core Lesson</b> <ul style="list-style-type: none"> <li>• Introduce Section 1.2 with the Quick Demo.</li> <li>• Teach the main concepts of Section 1.2.</li> <li>• Have students complete MiniLab 1.2.</li> </ul>	<i>TWE</i> , p. 12 <i>TWE</i> , pp. 11–18 <i>SE</i> , p. 14	20 minutes
<b>In-Class Check</b> <ul style="list-style-type: none"> <li>• Discuss the MiniLab and assess students' results.</li> <li>• Do the Check for Understanding and Reteach Strategies.</li> </ul>	<i>TWE</i> , p. 14 <i>TWE</i> , p. 18	10 minutes
<b>Homework</b> <ul style="list-style-type: none"> <li>• Have students complete Section 1.2 Assessment.</li> <li>• Assign the Problem Solving Lab 1.1. Instruct students to answer the Thinking Critically questions in their journals.</li> <li>• Assign relevant questions from Chapter 1 Assessment.</li> </ul>	<i>SE</i> , p. 18 <i>SE</i> , p. 16 <i>SE</i> , pp. 27–29	10 minutes
<b>Closing</b> <ul style="list-style-type: none"> <li>• Assess students with the Assessment activity.</li> </ul>	<i>TWE</i> , p. 23	5 minutes

[total = 45 minutes]

# Block Schedule Planning Guide

## 1.3

# The Nature of Biology

pages 19–23

**National Science Content Standards:** UCP.2; A.1, A.2; C.6; E.1, E.2; F.3, F.4, F.6; G.1, G.2

### Pacing Guide

1/2 block

Lesson & BioLab

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### Objectives

- Compare and contrast quantitative and qualitative information.
- Explain why science and technology cannot solve all problems.

State/local objectives: \_\_\_\_\_

### Lesson Resources

- \_\_\_\_\_ Section Focus Transparency 3 and Master, *TCR/URB*
- \_\_\_\_\_ *MiniLab Worksheet*, p. 7 *URB*
- \_\_\_\_\_ *Reinforcement and Study Guide*, *URB*  
English, p. 16; Spanish, p. 20

- \_\_\_\_\_ *MindJogger Videoquizzes*, Ch. 1
- \_\_\_\_\_ *Guided Reading Audio Summaries MP3*
- \_\_\_\_\_ **Virtual Labs CD-ROM**  
*Virtual Lab: Dependent and Independent Variables*
- \_\_\_\_\_ *Using the Internet in the Science Classroom*, *TCR*
- \_\_\_\_\_ Glencoe Science Web site: [bdol.glencoe.com](http://bdol.glencoe.com)

### Multimedia Resources

- \_\_\_\_\_ **Interactive Chalkboard CD-ROM:**  
Section 1.3 Presentation

### Optional Resources

- \_\_\_\_\_ *Laboratory Manual*, pp. 5–8 *TCR*

### Lesson Plan

Activity	Resources	Suggested Time
<b>Classroom Management</b> <ul style="list-style-type: none"> <li>• Have students complete the Bellringer for Section 1.3.</li> <li>• Have students check homework answers.</li> </ul>	Section Focus Transparency 3 and Master, <i>TCR/URB</i> <i>TWE</i> , pp. 23, 27–29	10 minutes
<b>Discussion</b> <ul style="list-style-type: none"> <li>• Answer homework questions.</li> </ul>	<i>SE</i> , pp. 23, 27–29	5 minutes
<b>Core Lesson</b> <ul style="list-style-type: none"> <li>• Introduce Section 1.3 with the Quick Demo.</li> <li>• Teach the main concepts of Section 1.3.</li> </ul>	<i>TWE</i> , p. 21 <i>TWE</i> , pp. 19–23	10 minutes
<b>In-Class Check</b> <ul style="list-style-type: none"> <li>• Have students conduct the BioLab.</li> <li>• Do the Check for Understanding and Reteach Strategies.</li> <li>• Answer questions on Chapter 1 in preparation for the test.</li> </ul>	<i>TWE</i> , pp. 24–25 <i>TWE</i> , p. 23	10 minutes
<b>Homework</b> <ul style="list-style-type: none"> <li>• Have students complete Section 1.3 Assessment.</li> <li>• Assign relevant questions from Chapter 1 Assessment.</li> </ul>	<i>SE</i> , p. 23 <i>SE</i> , pp. 27–29	5 minutes
<b>Closing</b> <ul style="list-style-type: none"> <li>• Assess students with the Assessment activity.</li> </ul>	<i>TWE</i> , p. 23	5 minutes

[total = 45 minutes]

# Biology: The Study of Life

## Pacing Guide

1/2 block

Review/Assessment

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Dynamics of Life, *URB* = Unit  
Resources Booklet

### Assessment Resources

- \_\_\_\_\_ *Chapter Assessment*, Ch. 1 *URB*
- \_\_\_\_\_ *Performance Assessment in the Biology Classroom*, *TCR*
- \_\_\_\_\_ *Alternate Assessment in the Science Classroom*, *TCR*

### Multimedia Resources

- \_\_\_\_\_ *MindJogger Videoquizzes*, Ch. 1
- \_\_\_\_\_ *ExamView®Pro Testmaker CD-ROM*, Ch. 1
- \_\_\_\_\_ *Interactive Chalkboard CD-ROM:*  
Ch. 1 Assessment

### 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>SE</i> , pp. 27–29	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 1.</li> </ul>	<i>TWE</i> , pp. 12–29	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. 27–32 <i>URB</i>	30–35 minutes
<b>Closing</b> <ul style="list-style-type: none"> <li>• As students complete the test, have them read the Chapter 2 Opener.</li> <li>• If students have time, let them explore the Internet connection for Chapter 2.</li> </ul>	<i>SE</i> , p. 34  <b>bdol.glencoe.com</b>	5 minutes

[total = 45 minutes]

# What is biology?

pages 30–31

## Pacing Guide

1/2 block

BioDigest

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**National Science Content Standards:** UCP.1, A.2, G.1, G.2

### Lesson Resources

\_\_\_\_\_ *Reinforcement and Study Guide, URB*  
English, pp. 35–36; Spanish, pp. 37–38

### Multimedia Resources

\_\_\_\_\_ *Using the Internet in the Science Classroom, TCR*  
\_\_\_\_\_ Glencoe Science Web site: [bdol.glencoe.com](http://bdol.glencoe.com)

### Lesson Plan

Activity	Resources	Suggested Time
<b>Classroom Management</b> <ul style="list-style-type: none"> <li>Have students complete the Focus: Bellringer activity.</li> </ul>	<i>TWE</i> , p. 30	5 minutes
<b>Discussion</b> <ul style="list-style-type: none"> <li>Answer Chapter 1 test questions.</li> </ul>	<i>Chapter Assessment</i> , pp. 49–50 <i>URB</i>	5 minutes
<b>Core Lesson</b> <ul style="list-style-type: none"> <li>Teach the main concepts of BioDigest 1.</li> </ul>	<i>TWE</i> , p. 30	10 minutes
<b>In-Class Check</b> <ul style="list-style-type: none"> <li>Review concepts with the Reinforcement and Study Guides.</li> <li>Do the Check for Understanding and Reteach strategies.</li> </ul>	<i>Reinforcement and Study Guide, URB</i> English, pp. 35–36; Spanish, pp. 37–38 <i>TWE</i> , p. 30	10 minutes
<b>Homework</b> <ul style="list-style-type: none"> <li>Assign the BioDigest Assessment.</li> </ul>	<i>SE</i> , p. 30	10 minutes
<b>Closing</b> <ul style="list-style-type: none"> <li>Assess students with the Assessment activity.</li> </ul>	<i>TWE</i> , p. 30	5 minutes

[total = 45 minutes]