

Communities and Biomes

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
1	3.1 Communities
1	3.2 Biomes
0.5	Chapter Assessment

Block Schedule Planning Guide

3.1

Communities

pages 64–69

National Science Content Standards: UCP.1, UCP.3, UCP.4; A.1, A.2; C.4, C.5; D.3; F.5; G.3

Pacing Guide

1 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

Objectives

- **Identify** some common limiting factors.
- **Explain** how limiting factors and ranges of tolerance affect distribution of organisms.
- **Sequence** the stages of ecological succession.
- **Describe** the conditions under which primary and secondary succession take place.

State/local objectives: _____

Lesson Resources

- _____ Section Focus Transparency 6 and Master, *TCR/URB*
- _____ Basic Concepts Transparency 3 and Master, *TCR/URB*
- _____ *MiniLab Worksheet*, p. 41 *URB*
- _____ *BioLab Worksheet*, pp. 43–44 *URB*
- _____ *Concept Mapping*, p. 53 *URB*
- _____ *Reinforcement and Study Guide*, *URB*
English, pp. 45–46; Spanish, pp. 49–50
- _____ Reteaching Skills Transparency 4 and
Master, *TCR/URB*

Multimedia Resources

- _____ **Interactive Chalkboard CD-ROM:**
Section 3.1 Presentation
- _____ **MindJogger Videoquizzes**, Ch. 3
- _____ **Guided Reading Audio Summaries MP3**
Using the Internet in the Science Classroom, *TCR*
- _____ Glencoe Science Web site: bdol.glencoe.com

Optional Resources

- _____ *Laboratory Manual*, pp. 11–14 *TCR*

Lesson Plan

Activity	Resources	Suggested Time
Classroom Management <ul style="list-style-type: none"> • Distribute the corrected Chapter 2 tests while students complete the Bellringer for Section 3.1. 	Section Focus Transparency 6 and Master, <i>TCR/URB</i>	5 minutes
Discussion <ul style="list-style-type: none"> • Answer Chapter 2 test questions. 	<i>Chapter Assessment</i> , pp. 154–155 <i>URB</i>	5 minutes
Core Lesson <ul style="list-style-type: none"> • Introduce Section 3.1 with the Two-Minute Chapter Launcher. • Teach the main concepts of Section 3.1. 	<i>TWE</i> , p. 64 <i>TWE</i> , pp. 64–69	35 minutes
In-Class Check <ul style="list-style-type: none"> • Have students do the MiniLab, and discuss their results. • Do the Check for Understanding and Reteach Strategies. 	<i>SE</i> and <i>TWE</i> , p. 67 <i>TWE</i> , p. 69	20 minutes
Homework <ul style="list-style-type: none"> • Assign students to small groups, and have each group complete Problem-Solving Lab 3.1. Assess their answers to the Thinking Critically questions. • Have students complete Section 3.1 Assessment. • Assign relevant questions from Chapter 3 Assessment. 	<i>SE</i> and <i>TWE</i> , p. 68 <i>SE</i> , p. 69 <i>SE</i> , pp. 87–89	20 minutes
Closing <ul style="list-style-type: none"> • Assess students with the Extension activity. 	<i>TWE</i> , p. 69	5 minutes

[total = 90 minutes]

Block Schedule Planning Guide

3.2

Biomes

pages 70–83

Pacing Guide

1 block

Lesson & BioLab

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

Objectives

- **Compare and contrast** the photic and aphotic zones of marine biomes.
- **Identify** the major limiting factors affecting distribution of terrestrial biomes.
- **Distinguish** among terrestrial biomes.

State/local objectives: _____

Lesson Resources

- _____ Section Focus Transparency 7 and Master, *TCR/URB*
- _____ *MiniLab Worksheet*, p. 42 *URB*
- _____ *Reinforcement and Study Guide*, *URB*
English, pp. 47–48; Spanish, pp. 51–52
- _____ Reteaching Skills Transparency 5 and
Master, *TCR/URB*

- _____ *MindJogger Videoquizzes*, Ch. 3
- _____ **Guided Reading Audio Summaries MP3**
- _____ *Using the Internet in the Science Classroom*, *TCR*
- _____ Glencoe Science Web site: **bdol.glencoe.com**

Optional Resources

- _____ *Critical Thinking/Problem Solving*, p. 54 *URB*
- _____ *Inside Story Poster* *TCR*

Multimedia Resources

- _____ **Interactive Chalkboard CD-ROM:**
Section 3.2 Presentation

Lesson Plan

Activity	Resources	Suggested Time
Classroom Management <ul style="list-style-type: none"> • Have students complete the Bellringer for Section 3.2. • Have students check homework answers. 	Section Focus Transparency 7 and Master, <i>TCR/URB</i> <i>TWE</i> , pp. 69, 87–89	10 minutes
Discussion <ul style="list-style-type: none"> • Answer homework questions. 	<i>TWE</i> , pp. 69, 87–89	5 minutes
Core Lesson <ul style="list-style-type: none"> • Teach the main concepts of Section 3.2. • Have students begin the Chapter 3 BioLab, including the Preparation and Steps 1–11 of the Procedure. (Note: this lab will take several weeks to complete. Be sure to check students' progress.) 	<i>TWE</i> , pp. 70–83 <i>SE</i> , pp. 84–85	40 minutes
In-Class Check <ul style="list-style-type: none"> • Have students do Problem-Solving Lab 3.2 and answer the Thinking Critically questions. • Answer questions on Chapter 3 in preparation for the test. 	<i>SE</i> , p. 72 <i>TWE</i> , pp. 64–89	20 minutes
Homework <ul style="list-style-type: none"> • Have students complete Section 3.2 Assessment. • Assign relevant questions from Chapter 3 Assessment. 	<i>SE</i> , p. 83 <i>SE</i> , pp. 87–89	10 minutes
Closing <ul style="list-style-type: none"> • Assess students with the Extension activity. 	<i>TWE</i> , p. 83	5 minutes

[total = 90 minutes]

Pacing Guide

1/2 block

Review/Assessment

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Resources Booklet

Assessment Resources

- _____ *Chapter Assessment*, Ch. 3 *URB*
- _____ *Performance Assessment in the Biology Classroom*, *TCR*
- _____ *Alternate Assessment in the Science Classroom*, *TCR*

Multimedia Resources

- _____ *MindJogger Videoquizzes*, Ch. 3
- _____ *ExamView®Pro Testmaker CD-ROM*, Ch. 3
- _____ *Interactive Chalkboard CD-ROM*: Ch. 3
Assessment

Lesson Plan

Activity	Resources	Suggested Time
Classroom Management <ul style="list-style-type: none"> • Have students check homework answers. 	<i>TWE</i> , pp. 83, 87–89	5 minutes
Reviewing the Chapter <ul style="list-style-type: none"> • Answer homework questions. • Answer any final questions about Chapter 3. 	<i>TWE</i> , pp. 83, 87–89 <i>TWE</i> , pp. 64–89	5 minutes
Assessment <ul style="list-style-type: none"> • Distribute the test and allow students to work quietly. 	<i>Chapter Assessment</i> , pp. 63–68 <i>URB</i>	30–35 minutes
Closing <ul style="list-style-type: none"> • As students complete the test, have them read the Chapter 4 Opener. • If students have time, let them explore the Internet connection for Chapter 4. 	<i>SE</i> , p. 90 bdol.glencoe.com	5 minutes

[total = 45 minutes]