

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	6.1 Atoms and Their Interactions
0.5	6.2 Water and Diffusion
0.5	6.3 Life Substances
0.5	Chapter Assessment

Block Schedule Planning Guide 6.1

Atoms and Their Interactions

pages 141–151

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

Pacing Guide

1/2 block

Lesson & Problem-Solving Lab

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

Objectives

- **Relate** the structure of an atom to the identity of elements.
- **Relate** the formation of covalent and ionic chemical bonds to the stability of atoms.
- **Distinguish** mixtures and solutions.
- **Define** acids and bases and relate their importance to biological systems.

State/local objectives: _____

Lesson Resources

- _____ Section Focus Transparency 12 and Master, *TCR/URB*
- _____ Basic Concepts Transparencies 4, 5a, 5b and Masters, *TCR/URB*
- _____ *MiniLab Worksheet*, p. 3 *URB*
- _____ *BioLab Worksheet*, pp. 5–6 *URB*
- _____ *Reinforcement and Study Guide*, *URB* English, pp. 9–10; Spanish, pp. 13–14

Multimedia Resources

- _____ **Interactive Chalkboard CD-ROM:** Section 6.1 Presentation
- _____ **MindJogger Videoquizzes**, Ch. 6
- _____ **Guided Reading Audio Summaries MP3** *Using the Internet in the Science Classroom*, *TCR*
- _____ Glencoe Science Web site: bdol.glencoe.com

Lesson Plan

Activity	Resources	Suggested Time
Classroom Management <ul style="list-style-type: none"> • Distribute the corrected Chapter 5 tests while students complete the Bellringer for Section 6.1. 	Section Focus Transparency 12 and Master, <i>TCR/URB</i>	5 minutes
Discussion <ul style="list-style-type: none"> • Answer Chapter 5 test questions. 	<i>Chapter Assessment</i> , pp. 171–172 <i>URB</i>	0–5 minutes
Core Lesson <ul style="list-style-type: none"> • Introduce Chapter 6 with the Two-Minute Chapter Launcher. • Teach the main concepts of Section 6.1. • Have students complete the Portfolio: Diagramming Atomic Structure. 	<i>TWE</i> , p. 140 <i>TWE</i> , pp. 141–151 <i>TWE</i> , p. 148	20 minutes
In-Class Check <ul style="list-style-type: none"> • Review Section 6.1 concepts with the Basic Concepts Transparencies. • Use the Teaching Strategies to prepare students for Problem-Solving Lab 6.1. 	Basic Concepts Transparencies 4, 5a, 5b and Masters, <i>TCR/URB</i> <i>TWE</i> , p. 147	5–10 minutes
Homework <ul style="list-style-type: none"> • Have students complete Problem-Solving Lab 6.1. • Assign Section 6.1 Assessment. • Assign relevant questions from Chapter 6 Assessment. 	<i>SE</i> , p. 145 <i>SE</i> , p. 151 <i>SE</i> , pp. 167–169	5 minutes
Closing <ul style="list-style-type: none"> • Assess students with the Assessment activity. 	<i>TWE</i> , p. 151	5 minutes

[total = 45 minutes]

Block Schedule Planning Guide

6.2

Water and Diffusion

pages 152–156

National Science Content Standards: UCP.1, UCP.2, UCP.3; A.1, A.2; B.1–4, B.6; C.5; G.1–3

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

Objectives

- **Relate** water's unique features to water's polarity.
- **Identify** how the process of diffusion occurs and why it is important to cells.

State/local objectives: _____

Lesson Resources

- _____ Section Focus Transparency 13 and Master, *TCR/URB*
- _____ *MiniLab Worksheet*, p. 4 *URB*
- _____ *Concept Mapping*, p. 17 *URB*
- _____ *Reinforcement and Study Guide*, *URB* English, p. 11; Spanish, p. 15

Multimedia Resources

- _____ **Interactive Chalkboard CD-ROM:** Section 6.2 Presentation
- _____ **MindJogger Videoquizzes**, Ch. 6
- _____ **Guided Reading Audio Summaries MP3**
- _____ *Using the Internet in the Science Classroom*, *TCR*
- _____ Glencoe Science Web site: bdol.glencoe.com

Lesson Plan

Activity	Resources	Suggested Time
Classroom Management <ul style="list-style-type: none"> • Have students complete the Bellringer for Section 6.2. • Have students check homework answers. 	Section Focus Transparency 13 and Master, <i>TCR/URB</i> <i>TWE</i> , p. 151 <i>TWE</i> , pp. 167–169	5 minutes
Discussion <ul style="list-style-type: none"> • Answer homework questions. 	<i>TWE</i> , p. 151 <i>TWE</i> , pp. 167–169	0–5 minutes
Core Lesson <ul style="list-style-type: none"> • Introduce Section 6.2 with the Quick Demo. • Teach the main concepts of Section 6.2. • Have students complete MiniLab 6.2. 	<i>TWE</i> , p. 153 <i>TWE</i> , pp. 152–156 <i>SE</i> , p. 155	15–20 minutes
In-Class Check <ul style="list-style-type: none"> • Assess students' answers to MiniLab 6.2 Analysis questions, and discuss their results. • Do the Check for Understanding and Reteach strategies. 	<i>TWE</i> , p. 155 <i>TWE</i> , p. 156	10 minutes
Homework <ul style="list-style-type: none"> • Have students complete Section 6.2 Assessment. • Assign relevant questions from Chapter 6 Assessment. 	<i>SE</i> , p. 156 <i>SE</i> , pp. 167–169	5 minutes
Closing <ul style="list-style-type: none"> • Assess students with the Extension activity. 	<i>TWE</i> , p. 156	5 minutes

[total = 45 minutes]

Block Schedule Planning Guide

6.3

Life Substances

pages 157–163

National Science Content Standards: UCP.1, UCP.2, UCP.3; A.1, A.2; B.1–3, B.6; C.5; E.1, E.2; F.1, F.5; G.1–3

Pacing Guide

1/2 block

Lesson & BioLab

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

Objectives

- **Classify** the variety of organic compounds.
- **Describe** how polymers are formed and broken down in organisms.
- **Compare** the chemical structures of carbohydrates, lipids, proteins, and nucleic acids, and relate their importance to living things.
- **Identify** the effects of enzymes.

State/local objectives: _____

Lesson Resources

- _____ Section Focus Transparency 14 and Master, *TCR/URB*
- _____ *Reinforcement and Study Guide*, *URB* English, p. 12; Spanish, p. 16
- _____ Reteaching Skills Transparency 8 and Master, *TCR/URB*

- _____ **Guided Reading Audio Summaries MP3**
- _____ **Virtual Labs CD-ROM**
Virtual Lab: *Enzyme-Controlled Reactions*
- _____ *Using the Internet in the Science Classroom*, *TCR*
- _____ Glencoe Science Web site: bdol.glencoe.com

Multimedia Resources

- _____ **Interactive Chalkboard CD-ROM:**
Section 6.3 Presentation
- _____ **MindJogger Videoquizzes**, Ch. 6

Optional Resources

- _____ *Laboratory Manual*, pp. 27–34 *TCR*
- _____ *Real World BioApplications*, pp. 7–8 *URB*
- _____ *Critical Thinking/Problem Solving*, p. 18 *URB*

Lesson Plan

Activity	Resources	Suggested Time
Classroom Management <ul style="list-style-type: none"> • Have students complete the Bellringer for Section 6.3. • Have students check homework answers. 	Section Focus Transparency 14 and Master, <i>TCR/URB</i> <i>TWE</i> , pp. 156, 167–169	5 minutes
Discussion <ul style="list-style-type: none"> • Answer homework questions. 	<i>TWE</i> , pp. 156, 167–169	0–5 minutes
Core Lesson <ul style="list-style-type: none"> • Teach the main concepts of Section 6.3. • Have students complete the BioLab. 	<i>TWE</i> , pp. 157–163 <i>SE</i> , pp. 164–165	15–20 minutes
In-Class Check <ul style="list-style-type: none"> • Have students answer the Analyze and Conclude questions of the BioLab and discuss their results. • Answer questions on Chapter 6 in preparation for the test. 	<i>SE</i> , p. 165 <i>TWE</i> , pp. 141–169	10–15 minutes
Homework <ul style="list-style-type: none"> • Have students complete Section 6.3 Assessment. • Assign relevant questions from Chapter 6 Assessment. 	<i>SE</i> , p. 163 <i>SE</i> , pp. 167–169	5 minutes
Closing <ul style="list-style-type: none"> • Assess students with the Assessment activity. 	<i>TWE</i> , p. 156	5 minutes

[total = 45 minutes]

Pacing Guide

1/2 block

Review/Assessment

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Dynamics of Life, *URB* = Unit
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Assessment Resources

- _____ *Chapter Assessment*, Ch. 6 *URB*
- _____ *Performance Assessment in the Biology Classroom*, *TCR*
- _____ *Alternate Assessment in the Science Classroom*, *TCR*

Multimedia Resources

- _____ *MindJogger Videoquizzes*, Ch. 6
- _____ *ExamView® Pro Testmaker CD-ROM*, Ch. 6
- _____ *Interactive Chalkboard CD-ROM: Ch. 6 Assessment*

Lesson Plan

Activity	Resources	Suggested Time
Classroom Management <ul style="list-style-type: none"> • Have students check homework answers. 	<i>TWE</i> , p. 163 <i>TWE</i> , pp. 167–169	5 minutes
Reviewing the Chapter <ul style="list-style-type: none"> • Answer homework questions. • Answer any final questions about Chapter 6. 	<i>TWE</i> , pp. 141–169	5 minutes
Assessment <ul style="list-style-type: none"> • Distribute the test and allow students to work quietly. 	<i>Chapter Assessment</i> , pp. 31–36 <i>URB</i>	30–35 minutes
Closing <ul style="list-style-type: none"> • As students complete the test, have them read the Chapter 7 Opener. • If students have time, let them explore the Internet connection for Chapter 7. 	<i>SE</i> , p. 170 bdol.glencoe.com	0–5 minutes

[total = 45 minutes]