

The History 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 |
|--------------|-------------------------|
| 1 | 14.1 The Record of Life |
| 0.5 | 14.2 The Origin of Life |
| 0.5 | Chapter Assessment |

Block Schedule Planning Guide

14.1

The Record of Life

pages 369–379

Pacing Guide

1 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

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

Objectives

- **Identify** the different types of fossils and how they are formed.
- **Summarize** the major events of the geologic time scale.

State/local objectives: _____

Lesson Resources

- _____ Section Focus Transparency 35 and Master, *TCR/URB*
- _____ *MiniLab Worksheet*, pp. 3–4 *URB*
- _____ *BioLab Worksheet*, pp. 5–6 *URB*
- _____ *Concept Mapping*, p. 15 *URB*
- _____ *Reinforcement and Study Guide*, *URB*
English, pp. 7–8; Spanish, pp. 11–12
- _____ Reteaching Skills Transparency 23 and Master,
TCR/URB

- _____ *MindJogger Videoquizzes*, Ch. 14
- _____ **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. 83–84, 85–86 *TCR*
- _____ *Critical Thinking/Problem Solving*, p. 16 *URB*

Multimedia Resources

- _____ **Interactive Chalkboard CD-ROM:**
Section 14.1 Presentation

Lesson Plan

| Activity | Resources | Suggested Time |
|---|--|----------------|
| Classroom Management <ul style="list-style-type: none"> • Distribute the corrected Chapter 13 tests while students complete the Bellringer for Section 14.1. | Section Focus Transparency 35, <i>TCR/URB</i> | 5 minutes |
| Discussion <ul style="list-style-type: none"> • Answer Chapter 13 test questions. | <i>Chapter Assessment</i> , pp. 189–190 <i>URB</i> | 5 minutes |
| Core Lesson <ul style="list-style-type: none"> • Teach the main concepts of Section 14.1. • Have students complete the BioLab. | <i>TWE</i> , pp. 369–379 <i>SE</i> , pp. 386–387 | 45–55 minutes |
| In-Class Check <ul style="list-style-type: none"> • Discuss the BioLab, and assess students' results. • Do the Check for Understanding and Reteach strategies. | <i>TWE</i> , p. 386–387 <i>TWE</i> , p. 379 | 15–25 minutes |
| Homework <ul style="list-style-type: none"> • Have students complete Section 14.1 Assessment. • Assign the Assessment Portfolio for the BioLab. • Assign relevant questions from Chapter 14 Assessment. | <i>SE</i> , p. 379 <i>TWE</i> , p. 387 <i>SE</i> , pp. 389–391 | 5 minutes |
| Closing <ul style="list-style-type: none"> • Assess students with the Reinforcement activity. | <i>TWE</i> , p. 378 | 5 minutes |

[total = 90 minutes]

Block Schedule Planning Guide

14.2

The Origin of Life

pages 380–385

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

Pacing Guide

1/2 block

Lesson & Problem-Solving Lab

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Objectives

- **Analyze** early experiments that support the concept of biogenesis.
- **Review, analyze, and critique** modern theories of the origin of life.
- **Relate** hypotheses about the origin of cells to the environmental conditions of early Earth.

State/local objectives: _____

Lesson Resources

- _____ Section Focus Transparency 36 and Master, *TCR/URB*
- _____ Basic Concepts Transparency 20 and Master, *TCR/URB*
- _____ *Reinforcement and Study Guide*, *URB* English, pp. 9–10; Spanish, pp. 13–14

Multimedia Resources

- _____ **Interactive Chalkboard CD-ROM:** Section 14.2 Presentation
- _____ **MindJogger Videoquizzes**, Ch. 14
- _____ **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 14.2. • Have students check homework answers. | Section Focus Transparency 36 and Master, <i>TCR/URB</i> <i>TWE</i> , pp. 379, 389–391 | 5 minutes |
| Discussion <ul style="list-style-type: none"> • Answer homework questions. | pp. 379, 389–391 | 5 minutes |
| Core Lesson <ul style="list-style-type: none"> • Introduce Section 14.2 with the Quick Demo. • Teach the main concepts of Section 14.2. • Have students complete Problem-Solving Lab 14.2, and discuss the Thinking Critically questions. | <i>TWE</i> , p. 381 <i>TWE</i> , pp. 380–385 <i>SE</i> and <i>TWE</i> , p. 384 | 10–15 minutes |
| In-Class Check <ul style="list-style-type: none"> • Do the Check for Understanding and Reteach strategies. • Answer questions on Chapter 14 in preparation for the test. | <i>TWE</i> , p. 385 <i>TWE</i> , pp. 369–391 | 10–15 minutes |
| Homework <ul style="list-style-type: none"> • Have students complete Section 14.2 Assessment. • Assign relevant questions from Chapter 14 Assessment. | <i>SE</i> , p. 385 <i>SE</i> , pp. 389–391 | 5 minutes |
| Closing <ul style="list-style-type: none"> • Assess students with the Discussion activity. | <i>TWE</i> , p. 383 | 5 minutes |

[total = 45 minutes]

Pacing Guide

1/2 block

Review/Assessment

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Resources Booklet

Assessment Resources

- _____ *Chapter Assessment*, Ch. 14 *URB*
- _____ *Performance Assessment in the Biology Classroom*, *TCR*
- _____ *Alternate Assessment in the Science Classroom*, *TCR*

Multimedia Resources

- _____ *MindJogger Videoquizzes*, Ch. 14
- _____ *ExamView® Pro Testmaker CD-ROM*, Ch. 14
- _____ *Interactive Chalkboard CD-ROM*:
Ch. 14 Assessment

Lesson Plan

| Activity | Resources | Suggested Time |
|---|---|----------------|
| Classroom Management <ul style="list-style-type: none"> • Have students check homework answers. | <i>TWE</i> , p. 385 <i>TWE</i> , pp. 389–391 | 5 minutes |
| Reviewing the Chapter <ul style="list-style-type: none"> • Answer homework questions. • Answer any final questions about Chapter 14. | <i>TWE</i> , pp. 369–391 | 5 minutes |
| Assessment <ul style="list-style-type: none"> • Distribute the test and allow students to work quietly. | <i>Chapter Assessment</i> , pp. 23–28 <i>URB</i> | 30–35 minutes |
| Closing <ul style="list-style-type: none"> • As students complete the test, let them explore the Internet connection for Chapter 15. | bdol.glencoe.com | 0–5 minutes |

[total = 45 minutes]