

# The Theory of Evolution

## 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.

<b>Block</b>	<b>Content</b>
1	15.1 Natural Selection and the Evidence for Evolution
1.5	15.2 Mechanisms of Evolution
0.5	Chapter Assessment

# Block Schedule Planning Guide 15.1

## Natural Selection and the Evidence for Evolution

pages 393–403

### 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

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

### Objectives

- **Summarize** Darwin’s theory of natural selection.
- **Explain** how the structural and physiological adaptations of organisms relate to natural selection.
- **Distinguish** among the types of evidence for evolution.

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

### Lesson Resources

- \_\_\_\_\_ Section Focus Transparency 37 and Master, *TCR/URB*
- \_\_\_\_\_ *MiniLab Worksheet*, p. 33 *URB*
- \_\_\_\_\_ *Concept Mapping*, p. 45 *URB*
- \_\_\_\_\_ *Reinforcement and Study Guide*, *URB*  
English, pp. 37–38; Spanish, pp. 41–42

- \_\_\_\_\_ *MindJogger Videoquizzes*, Ch. 15
- \_\_\_\_\_ **Guided Reading Audio Summaries MP3**
- \_\_\_\_\_ **Virtual Labs CD-ROM**  
*Virtual Lab: Natural Selection*
- \_\_\_\_\_ *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 15.1 Presentation

### Optional Resources

- \_\_\_\_\_ *Laboratory Manual*, pp. 87–88, 89–92 *TCR*
- \_\_\_\_\_ *Critical Thinking/Problem Solving*, p. 46 *URB*

### Lesson Plan

Activity	Resources	Suggested Time
<b>Classroom Management</b> <ul style="list-style-type: none"> <li>• Distribute the corrected Chapter 14 tests while students complete the Bellringer for Section 15.1.</li> </ul>	Section Focus Transparency 37 and Master, <i>TCR/URB</i>	5 minutes
<b>Discussion</b> <ul style="list-style-type: none"> <li>• Answer Chapter 14 test questions.</li> </ul>	<i>Chapter Assessment</i> , p. 145 <i>URB</i>	5 minutes
<b>Core Lesson</b> <ul style="list-style-type: none"> <li>• Introduce Chapter 15 with the Two-Minute Chapter Launcher.</li> <li>• Teach the main concepts of Section 15.1.</li> </ul>	<i>TWE</i> , p. 392 <i>TWE</i> , pp. 393–403	30–35 minutes
<b>In-Class Check</b> <ul style="list-style-type: none"> <li>• Have students complete MiniLab 15.1. Discuss their answers to the Analysis questions.</li> <li>• Have students complete the Portfolio: Evolution in small groups. Choose one member of each group to share their results with the class.</li> </ul>	<i>SE</i> and <i>TWE</i> , p. 398 <i>TWE</i> , p. 402	25–30 minutes
<b>Homework</b> <ul style="list-style-type: none"> <li>• Have students complete Section 15.1 Assessment.</li> <li>• Assign relevant questions from Chapter 15 Assessment.</li> </ul>	<i>SE</i> , p. 403 <i>SE</i> , pp. 417–419	10 minutes
<b>Closing</b> <ul style="list-style-type: none"> <li>• Assess students with the Extension activity.</li> </ul>	<i>TWE</i> , p. 403	10 minutes

[total = 90 minutes]

# Block Schedule Planning Guide

## 15.2

# Mechanisms of Evolution

pages 404–413

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

### Pacing Guide

1 1/2 blocks

Lesson & BioLab

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### Objectives

- **Summarize** the effects of the different types of natural selection on gene pools.
- **Relate** changes in genetic equilibrium to mechanisms of speciation.
- **Explain** the role of natural selection in convergent and divergent evolution.

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

### Lesson Resources

- \_\_\_\_\_ Section Focus Transparency 38 and Master, *TCR/URB*
- \_\_\_\_\_ Basic Concepts Transparencies 21–22 and Masters, *TCR/URB*
- \_\_\_\_\_ *MiniLab Worksheet*, p. 34 *URB*
- \_\_\_\_\_ *BioLab Worksheet*, pp. 35–36 *URB*
- \_\_\_\_\_ *Reinforcement and Study Guide*, *URB* English, pp. 39–40; Spanish, pp. 43–44
- \_\_\_\_\_ Reteaching Skills Transparency 24 and Master, *TCR/URB*

### Multimedia Resources

- \_\_\_\_\_ **Interactive Chalkboard CD-ROM:** Section 15.2 Presentation
- \_\_\_\_\_ **MindJogger Videoquizzes**, Ch. 15
- \_\_\_\_\_ **Guided Reading Audio Summaries MP3**
- \_\_\_\_\_ *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 Bellringer for Section 15.2.</li> <li>• Have students check homework answers.</li> </ul>	Section Focus Transparency 38 and Master, <i>TCR/URB</i> <i>TWE</i> , pp. 403, 417–419	10 minutes
<b>Discussion</b> <ul style="list-style-type: none"> <li>• Answer homework questions.</li> </ul>	<i>TWE</i> , pp. 403, 417–419	5 minutes
<b>Core Lesson</b> <ul style="list-style-type: none"> <li>• Introduce Section 15.2 with the Visual Learning strategy for Figure 15.12</li> <li>• Teach the main concepts of Section 15.2.</li> <li>• Do the Quick Demo.</li> </ul>	<i>TWE</i> , p. 405 <i>TWE</i> , pp. 404–413 <i>TWE</i> , p. 410	45 minutes
<b>In-Class Check</b> <ul style="list-style-type: none"> <li>• Have students read the BioLab and answer the Analyze and Conclude questions.</li> <li>• Answer questions on Chapter 15 in preparation for the test.</li> </ul>	<i>SE</i> , pp. 414–415 <i>TWE</i> , pp. 393–419	55 minutes
<b>Homework</b> <ul style="list-style-type: none"> <li>• Have students complete Section 15.2 Assessment.</li> <li>• Assign relevant questions from Chapter 15 Assessment.</li> </ul>	<i>SE</i> , p. 413 <i>SE</i> , pp. 417–419	10 minutes
<b>Closing</b> <ul style="list-style-type: none"> <li>• Assess students with the Extension activity.</li> </ul>	<i>TWE</i> , p. 413	10 minutes

[total = 135 minutes]

## Pacing Guide

1/2 block

Review/Assessment

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Dynamics of Life, *URB* = Unit  
Resources Booklet

### Assessment Resources

- \_\_\_\_\_ *Chapter Assessment*, Ch. 15 *URB*
- \_\_\_\_\_ *Performance Assessment in the Biology Classroom*, *TCR*
- \_\_\_\_\_ *Alternate Assessment in the Science Classroom*, *TCR*

### Multimedia Resources

- \_\_\_\_\_ *MindJogger Videoquizzes*, Ch. 15
- \_\_\_\_\_ *ExamView®Pro Testmaker CD-ROM*, Ch. 15
- \_\_\_\_\_ *Interactive Chalkboard CD-ROM*:  
Ch. 15 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>TWE</i> , p. 413 <i>TWE</i> , pp. 417–419	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 15.</li> </ul>	<i>TWE</i> , pp. 393–419	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. 55–60 <i>URB</i>	30–35 minutes
<b>Closing</b> <ul style="list-style-type: none"> <li>• As students complete the test, let them explore the Internet connection for Chapter 17.</li> </ul>	<b>bdol.glencoe.com</b>	0–5 minutes

[total = 45 minutes]