

# Organizing Life's Diversity

## 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>
0.5	17.1 Classification
1	17.2 The Six Kingdoms
0.5	Chapter Assessment

# Block Schedule Planning Guide 17.1

## Classification

pages 443–449

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

- **Evaluate** the history, purpose, and methods of taxonomy.
- **Explain** the meaning of a scientific name.
- **Describe** the organization of taxa in a biological classification system.

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

### Lesson Resources

- \_\_\_\_\_ Section Focus Transparency 41 and Master, *TCR/URB*
- \_\_\_\_\_ *MiniLab Worksheet*, p. 99 *URB*
- \_\_\_\_\_ *BioLab Worksheet*, pp. 101–102 *URB*
- \_\_\_\_\_ *Concept Mapping*, p. 113 *URB*
- \_\_\_\_\_ *Reinforcement and Study Guide*, *URB*
- \_\_\_\_\_ English, pp. 105–106; Spanish, pp. 109–110

- \_\_\_\_\_ **MindJogger Videoquizzes**, Ch. 17
- \_\_\_\_\_ **Guided Reading Audio Summaries MP3**
- \_\_\_\_\_ *Using the Internet in the Science Classroom*, *TCR*
- \_\_\_\_\_ Glencoe Science Web site: [bdol.glencoe.com](http://bdol.glencoe.com)

### Optional Resources

- \_\_\_\_\_ *Laboratory Manual*, p. 101–104 *TCR*
- \_\_\_\_\_ *Real World BioApplications*, pp. 103–104 *URB*
- \_\_\_\_\_ *Critical Thinking/Problem Solving*, p. 114 *URB*

### Multimedia Resources

- \_\_\_\_\_ **Interactive Chalkboard CD-ROM:**  
Section 17.1 Presentation

### Lesson Plan

Activity	Resources	Suggested Time
<b>Classroom Management</b> <ul style="list-style-type: none"> <li>• Distribute the corrected Chapter 15 tests while students complete the Bellringer for Section 17.1.</li> </ul>	Section Focus Transparency 41 and Master, <i>TCR/URB</i>	5 minutes
<b>Discussion</b> <ul style="list-style-type: none"> <li>• Answer Chapter 15 test questions.</li> </ul>	<i>Chapter Assessment</i> , pp. 150–151 <i>URB</i>	5 minutes
<b>Core Lesson</b> <ul style="list-style-type: none"> <li>• Introduce Chapter 17 with the Two-Minute Chapter Launcher.</li> <li>• Teach the main concepts of Section 17.1.</li> <li>• Have students do MiniLab 17.1, and check their answers to the Analysis questions.</li> </ul>	<i>TWE</i> , p. 442 <i>TWE</i> , pp. 443–449 <i>TWE</i> and <i>SE</i> , p. 446	10–15 minutes
<b>In-Class Check</b> <ul style="list-style-type: none"> <li>• Do the Performance Assessment activity for MiniLab 17.1.</li> <li>• Do the Check for Understanding and Reteach strategies.</li> </ul>	<i>TWE</i> , p. 446 <i>TWE</i> , p. 449	10–15 minutes
<b>Homework</b> <ul style="list-style-type: none"> <li>• Have students complete Problem-Solving Lab 17.1.</li> <li>• Assign Section 17.1 Assessment.</li> <li>• Assign relevant questions from Chapter 17 Assessment.</li> </ul>	<i>SE</i> , p. 446 <i>SE</i> , p. 449 <i>SE</i> , pp. 463–465	5 minutes
<b>Closing</b> <ul style="list-style-type: none"> <li>• Assess students with the Reinforcement activity.</li> </ul>	<i>TWE</i> , p. 448	5 minutes

[total = 45 minutes]

# Block Schedule Planning Guide

## 17.2

# The Six Kingdoms

pages 450–459

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

### 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

### Objectives

- Describe how evolutionary relationships are determined.
- Explain how cladistics reveals phylogenetic relationships.
- Compare the six kingdoms of organisms.

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

### Lesson Resources

- \_\_\_\_\_ Section Focus Transparency 42 and Master, *TCR/URB*
- \_\_\_\_\_ Basic Concepts Transparency 24 and Master, *TCR/URB*
- \_\_\_\_\_ *MiniLab Worksheet*, p. 100 *URB*
- \_\_\_\_\_ *Reinforcement and Study Guide*, *URB* English, pp. 107–108; Spanish, p. 111–112
- \_\_\_\_\_ Reteaching Skills Transparency 26 and Master, *TCR/URB*

- \_\_\_\_\_ *MindJogger Videoquizzes*, Ch. 17
- \_\_\_\_\_ **Guided Reading Audio Summaries MP3**
- \_\_\_\_\_ **Virtual Labs CD-ROM**  
Virtual Lab: *Classifying Using Biotechnology*
- \_\_\_\_\_ *Using the Internet in the Science Classroom*, *TCR*
- \_\_\_\_\_ Glencoe Science Web site: [bdol.glencoe.com](http://bdol.glencoe.com)

### Optional Resources

- \_\_\_\_\_ *Laboratory Manual*, pp. 105–108 *TCR*

### Multimedia Resources

- \_\_\_\_\_ **Interactive Chalkboard CD-ROM:**  
Section 17.2 Presentation

### Lesson Plan

Activity	Resources	Suggested Time
<b>Classroom Management</b> <ul style="list-style-type: none"> <li>• Have students complete the Bellringer for Section 17.2.</li> <li>• Have students check homework answers.</li> </ul>	Section Focus Transparency 42 and Master, <i>TCR/URB</i> <i>TWE</i> , pp. 449, 463–465	5 minutes
<b>Discussion</b> <ul style="list-style-type: none"> <li>• Answer homework questions.</li> </ul>	<i>TWE</i> , pp. 449, 463–465	5 minutes
<b>Core Lesson</b> <ul style="list-style-type: none"> <li>• Introduce Section 17.2 with the Quick Demo.</li> <li>• Teach the main concepts of Section 17.2.</li> </ul>	<i>TWE</i> , p. 457 <i>TWE</i> , pp. 450–459	30–35 minutes
<b>In-Class Check</b> <ul style="list-style-type: none"> <li>• Have students read the BioLab, follow the Procedure, and answer the Analyze and Conclude questions.</li> <li>• Answer questions on Chapter 17 in preparation for the test.</li> </ul>	<i>SE</i> , pp. 460–461 <i>TWE</i> , pp. 443–465	35–40 minutes
<b>Homework</b> <ul style="list-style-type: none"> <li>• Have students complete Section 17.2 Assessment.</li> <li>• Assign relevant questions from Chapter 17 Assessment.</li> </ul>	<i>SE</i> , p. 459 <i>SE</i> , pp. 463–465	5 minutes
<b>Closing</b> <ul style="list-style-type: none"> <li>• Assess students with the Brainstorming activity.</li> </ul>	<i>TWE</i> , p. 458	5 minutes

[total = 90 minutes]

## Pacing Guide

1/2 block

Review/Assessment

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

### Assessment Resources

- \_\_\_\_\_ *Chapter Assessment*, Ch. 17 *URB*
- \_\_\_\_\_ *Performance Assessment in the Biology Classroom*, *TCR*
- \_\_\_\_\_ *Alternate Assessment in the Science Classroom*, *TCR*

### Multimedia Resources

- \_\_\_\_\_ *MindJogger Videoquizzes*, Ch. 17
- \_\_\_\_\_ *ExamView® Pro Testmaker CD-ROM*, Ch. 17
- \_\_\_\_\_ *Interactive Chalkboard CD-ROM*:  
Ch. 17 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. 459 <i>TWE</i> , pp. 463–465	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 17.</li> </ul>	<i>TWE</i> , pp. 443–465	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. 121–126 <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 18.</li> </ul>	<b>bdol.glencoe.com</b>	0–5 minutes

[total = 45 minutes]

# Change Through Time

pages 466–469

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

## Pacing Guide

1/2 block

BioDigest

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

### Lesson Resources

\_\_\_\_\_ *Reinforcement and Study Guide, URB*  
English, pp. 129–130; Spanish, pp. 131–132

### 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. 466	5 minutes
<b>Discussion</b> <ul style="list-style-type: none"> <li>If the BioDigest is being used as an introduction for Unit 5 or in place of Unit 5, return Chapter 13 tests and answer any test questions.</li> </ul>	<i>Chapter Assessment</i> , p. 165 <i>URB</i>	5 minutes
<b>Core Lesson</b> <ul style="list-style-type: none"> <li>Introduce BioDigest 5 with the Quick Demo.</li> <li>Teach the main concepts of BioDigest 5.</li> </ul>	<i>TWE</i> , p. 467 <i>TWE</i> , pp. 466–469	15–20 minutes
<b>In-Class Check</b> <ul style="list-style-type: none"> <li>Have students complete the Reinforcement and Study Guide worksheets in small groups.</li> <li>Do the Check for Understanding and Reteach strategies.</li> </ul>	<i>Reinforcement and Study Guide, URB</i> English, pp. 129–130; Spanish, pp. 131–132 <i>TWE</i> , p. 469	5–10 minutes
<b>Homework</b> <ul style="list-style-type: none"> <li>Have students complete the Biology Journal: Patterns of Evolution.</li> <li>Assign the Assessment.</li> </ul>	<i>TWE</i> , p. 467 <i>SE</i> , p. 469	5 minutes
<b>Closing</b> <ul style="list-style-type: none"> <li>Assess students with the Microscopic Fossils activity.</li> </ul>	<i>TWE</i> , p. 468	5 minutes

[total = 45 minutes]