

What is an animal?

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	25.1 Typical Animal Characteristics
1	25.2 Body Plans and Adaptations
0.5	Chapter Assessment

Block Schedule Planning Guide 25.1

Typical Animal Characteristics

pages 673–679

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

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

Objectives

- **Identify** the characteristics of animals.
- **Identify** cell differentiation in the development of a typical animal.
- **Sequence** the development of a typical animal.

State/local objectives: _____

Lesson Resources

- _____ Section Focus Transparency 61 and Master, *TCR/URB*
- _____ Basic Concepts Transparency 44 and Master, *TCR/URB*
- _____ *MiniLab Worksheet*, p. 3 *URB*
- _____ *BioLab Worksheet*, pp. 5–6 *URB*
- _____ *Reinforcement and Study Guide* *URB* English, pp. 7–8; Spanish, pp. 11–12
- _____ Reteaching Skills Transparency 38 and Master, *TCR/URB*

Multimedia Resources

- _____ **Interactive Chalkboard CD-ROM:** Section 25.1 Presentation
- _____ **MindJogger Videoquizzes**, Ch. 25
- _____ **Guided Reading Audio Summaries MP3** *Using the Internet in the Science Classroom*, *TCR*
- _____ Glencoe Science Web site: bdol.glencoe.com

Optional Resources

- _____ *Probeware Labs*, pp. 21–24 *TCR*
- _____ *Critical Thinking/Problem Solving*, p. 16 *URB*

Lesson Plan

Activity	Resources	Suggested Time
Classroom Management <ul style="list-style-type: none"> • Distribute the corrected Chapter 24 tests while students complete the Bellringer for Section 25.1. 	Section Focus Transparency 61 and Master, <i>TCR/URB</i>	5 minutes
Discussion <ul style="list-style-type: none"> • Answer Chapter 24 test questions. 	<i>Chapter Assessment</i> , pp. 182–183 <i>URB</i>	5 minutes
Core Lesson <ul style="list-style-type: none"> • Introduce Chapter 25 with the Two-Minute Chapter Launcher. • Teach the main concepts of Section 25.1. • Use the Teaching Strategies to discuss the Inside Story. • Have students complete MiniLab 25.1. 	<i>TWE</i> , p. 672 <i>TWE</i> , pp. 673–679 <i>TWE</i> , p. 678 <i>SE</i> , p. 675	20 minutes
In-Class Check <ul style="list-style-type: none"> • Discuss the MiniLab and assess students' results. • Do the Check for Understanding and Reteach Strategies. 	<i>TWE</i> , p. 675 <i>TWE</i> , p. 679	5 minutes
Homework <ul style="list-style-type: none"> • Have students complete Section 25.1 Assessment. • Assign the Problem-Solving Lab 25.1. Instruct students to answer the Thinking Critically questions in their journals. • Assign relevant questions from Chapter 25 Assessment. 	<i>SE</i> , p. 679 <i>SE</i> , p. 676 <i>SE</i> , pp. 689–691	5 minutes
Closing <ul style="list-style-type: none"> • Assess students with the Modified Assessment activity. 	<i>TWE</i> , p. 679	5 minutes

[total = 45 minutes]

Block Schedule Planning Guide

25.2

Body Plans and Adaptations

pages 680–685

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

Pacing Guide

1 block

Lesson & BioLab

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Objectives

- **Compare and contrast** radial and bilateral symmetry with asymmetry.
- **Trace** the phylogeny of animal body plans.
- **Distinguish** among the body plans of acoelomate, pseudocoelomate, and coelomate animals.

State/local objectives: _____

Lesson Resources

- _____ Section Focus Transparency 62 and Master, *TCR/URB*
- _____ Basic Concepts Transparency 44 and Master, *TCR/URB*
- _____ *MiniLab Worksheet*, p. 4 *URB*
- _____ *Concept Mapping*, p. 15 *URB*
- _____ *Reinforcement and Study Guide*, *URB* English, pp. 9–10; Spanish, pp. 13–14

Multimedia Resources

- _____ **Interactive Chalkboard CD-ROM:** Section 25.2 Presentation
- _____ **MindJogger Videoquizzes**, Ch. 25
- _____ **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. 159–162 *TCR*

Lesson Plan

Activity	Resources	Suggested Time
Classroom Management <ul style="list-style-type: none"> • Have students complete the Bellringer for Section 25.2. • Have students check homework answers. 	Section Focus Transparency 62 and Master, <i>TCR/URB</i> <i>TWE</i> , pp. 697, 689–691	10 minutes
Discussion <ul style="list-style-type: none"> • Answer homework questions. 	<i>TWE</i> , pp. 697, 689–691	5 minutes
Core Lesson <ul style="list-style-type: none"> • Teach the main concepts of Section 25.2. • Have students complete MiniLab 25.2. 	<i>TWE</i> , pp. 680–685 <i>SE</i> , p. 683	35 minutes
In-Class Check <ul style="list-style-type: none"> • Have students begin the BioLab. (Note: this lab will take at least 1 week to complete. Be sure to check students' progress.) • Do the Check for Understanding and Reteach Strategies. • Answer questions on Chapter 25 in preparation for the test. 	<i>TWE</i> , pp. 686–687 <i>TWE</i> , p. 685	20 minutes
Homework <ul style="list-style-type: none"> • Have students complete Section 25.2 Assessment. • Assign relevant questions from Chapter 25 Assessment. 	<i>SE</i> , p. 685 <i>SE</i> , pp. 689–691	15 minutes
Closing <ul style="list-style-type: none"> • Assess students with the Assessment activity. 	<i>TWE</i> , p. 685	5 minutes

[total = 90 minutes]

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1/2 block

Review/Assessment

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Assessment Resources

- _____ *Chapter Assessment*, Ch. 25 *URB*
- _____ *Performance Assessment in the Biology Classroom*, *TCR*
- _____ *Alternate Assessment in the Science Classroom*, *TCR*

Multimedia Resources

- _____ *MindJogger Videoquizzes*, Ch. 25
- _____ *ExamView®Pro Testmaker CD-ROM*, Ch. 25
- _____ *Interactive Chalkboard CD-ROM*:
Ch. 25 Assessment

Lesson Plan

Activity	Resources	Suggested Time
Classroom Management <ul style="list-style-type: none"> • Have students check homework answers. 	<i>SE</i> , pp. 685, 689–691	5 minutes
Reviewing the Chapter <ul style="list-style-type: none"> • Answer homework questions. • Answer any final questions about Chapter 25. 	<i>TWE</i> , pp. 673–691	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 minutes
Closing <ul style="list-style-type: none"> • As students complete the test, have them read the Chapter 26 Opener. • If students have time, let them explore the Internet connection for Chapter 26. 	<i>SE</i> , p. 692 bdol.glencoe.com	5 minutes

[total = 45 minutes]