

pp. 443–449

1 class session(s)

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

Section 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.

National Science Content Standards

UCP.1, UCP.2, UCP.4; A.2; C.3, C.5; G.1-3

Focus

- _____ Section Focus Transparency 41 and Master, *TCR/URB*
- _____ Two-Minute Chapter Launcher, *TWE* p. 442
- _____ Bellringer, *TWE* p. 443

Teach

- _____ MiniLab 17.1, *SE* p. 446
- _____ Problem-Solving Lab 17.1, *SE* p. 446
- _____ Investigate BioLab, *SE* p. 460
- _____ Biology Journal, *TWE* p. 447
- _____ *MiniLab Worksheet*, p. 99 *URB*
- _____ *BioLab Worksheet*, pp. 101–102 *URB*
- _____ *Transparency Worksheet*, p. 115 *URB*
- _____ *Reading Essentials for Biology*, Section 17.1 *TCR*
- _____ *Laboratory Manual*, pp. 101–104 *TCR*
- _____ *Concept Mapping*, p. 113 *URB*

Assess/Reteach

- _____ Section Assessment, *SE* p. 449
- _____ Check for Understanding, *TWE* p. 449
- _____ Reinforcement, *TWE* p. 448
- _____ Reteach, *TWE* p. 449
- _____ *Reinforcement and Study Guide*, *URB*
English, pp. 105–106; Spanish, pp. 109–110

Enrichment/Application

- _____ Tech Prep, *TWE* p. 445
- _____ Extension, *TWE* p. 449
- _____ Enrichment, *TWE* p. 445
- _____ *Real World BioApplications*, pp. 103–104 *URB*
- _____ *Critical Thinking/Problem Solving*, p. 114 *URB*

Chapter Assessment

- _____ Assessment, *TWE* pp. 446, 447, 449
- _____ *Alternate Assessment in the Science Classroom*, *TCR*
- _____ *Performance Assessment in the Biology Classroom*, *TCR*

Multimedia Options

- _____ **Interactive Chalkboard CD-ROM:**
Section 17.1 Presentation
- _____ **MindJogger Videoquizzes**, Ch. 17 DVD/VHS
- _____ **ExamView® Pro Testmaker CD-ROM**, Ch. 17
- _____ **TeacherWorks™ CD-ROM**
- _____ **Guided Reading Audio Summaries MP3**
Using the Internet in the Science Classroom, *TCR*
- _____ Glencoe Science Web site: bdol.glencoe.com

pp. 450–459

3 class session(s)

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

Section Objectives

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

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

Focus

_____ Section Focus Transparency 42 and Master, TCR/URB
 _____ Bellringer, TWE p. 451

Teach

_____ MiniLab 17.2, SE p. 453
 _____ Problem-Solving Lab 17.2, SE p. 456
 _____ Biotechnology, SE p. 462
 _____ Additional Lab, TWE p. 454
 _____ Quick Demo, TWE p. 457
 _____ Cultural Diversity, TWE p. 458

_____ *MiniLab Worksheet*, p. 100 URB
 _____ *Transparency Worksheets*, pp. 116, 117–120 URB
 _____ *Reading Essentials for Biology*, Section 17.2 TCR
 _____ *Laboratory Manual*, pp. 105–108 TCR
 _____ Basic Concepts Transparency 24 and Master, TCR/URB

Assess/Reteach

_____ Section Assessment, SE p. 459
 _____ Check for Understanding, TWE p. 459
 _____ Reteach, TWE p. 459

_____ *Reinforcement and Study Guide*, URB
 English, pp. 107–108; Spanish, pp. 111–112
 _____ Reteaching Skills Transparency 25 and Master, TCR/URB

Enrichment/Application

_____ Project, TWE p. 457
 _____ Extension, TWE pp. 455, 459

Chapter Assessment

_____ Chapter Assessment, SE pp. 463–465
 _____ Assessment, TWE pp. 453, 455, 456, 459
 _____ **Interactive Chalkboard CD-ROM**, Chapter 17 Assessment
 _____ *Chapter Assessment*, pp. 121–126 URB
 _____ *Student Recording Sheet*, p. 127 URB

_____ *The Princeton Review: Reviewing Biology*, pp. 33–34 TCR
 _____ *Alternate Assessment in the Science Classroom*, TCR
 _____ *Performance Assessment in the Biology Classroom*, TCR

Multimedia Options

_____ **Interactive Chalkboard CD-ROM:** Section 17.2 Presentation
 _____ **MindJogger Videoquizzes**, Ch. 17 DVD/VHS
 _____ **ExamView® Pro Testmaker CD-ROM**, Ch. 17
 _____ **TeacherWorks™ CD-ROM**

_____ **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

Lesson Plan
BioDigest
Unit 5

Change Through Time

pp. 466–469

1/2 class session(s)

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.2–4; C.3; D.3; G.1

Focus

_____ Bellringer, *TWE* p. 466

Teach

_____ Focus on History—Pioneers, *SE* p. 467

_____ Focus on Adaptations—Adaptive Radiation in Galápagos Finches, *SE* p. 469

_____ Quick Demo, *TWE* p. 467

_____ Biology Journal, *TWE* pp. 467, 468

Assess/Reteach

_____ Check for Understanding, *TWE* p. 469

_____ Reteach, *TWE* p. 469

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

Enrichment/Application

_____ Extension, *TWE* p. 469

Assessment

_____ Assessment, *TWE* p. 469

Notes