

## 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
1.5	38.1 Human Reproductive Systems
1	38.2 Development Before Birth
0.5	Chapter Assessment

# Block Schedule Planning Guide 38.1

## Human Reproductive Systems

pages 995–1004

### Pacing Guide

1 1/2 blocks

Lesson & Problem-Solving Lab

**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.1–3, UCP.5; A.1, A.2; C.1; F.1, F.5

### Objectives

- **Identify** the structures and functions of the male and female reproductive systems.
- **Summarize** the internal feedback control of reproductive hormones.
- **Sequence** the stages of the menstrual cycle.

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

### Lesson Resources

- \_\_\_\_\_ Section Focus Transparency 93 and Master, *TCR/URB*
- \_\_\_\_\_ Basic Concepts Transparencies 74–75 and Masters, *TCR/URB*
- \_\_\_\_\_ *Concept Mapping*, p. 181 *URB*
- \_\_\_\_\_ *Reinforcement and Study Guide*, *URB* English, pp. 173–174; Spanish, pp. 177–178
- \_\_\_\_\_ Reteaching Skills Transparency 55 and Master, *TCR/URB*

### Multimedia Resources

- \_\_\_\_\_ **Interactive Chalkboard CD-ROM:** Section 38.1 Presentation
- \_\_\_\_\_ **MindJogger Videoquizzes**, Ch. 38
- \_\_\_\_\_ **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

- \_\_\_\_\_ *Critical Thinking/Problem Solving*, p. 182 *URB*

### Lesson Plan

Activity	Resources	Suggested Time
<b>Classroom Management</b> <ul style="list-style-type: none"> <li>• Distribute the corrected Chapter 37 tests while students complete the Bellringer for Section 38.1.</li> </ul>	Section Focus Transparency 93 and Master, <i>TCR/URB</i>	5 minutes
<b>Discussion</b> <ul style="list-style-type: none"> <li>• Answer Chapter 37 test questions.</li> </ul>	<i>Chapter Assessment</i> , pp. 290–291 <i>URB</i>	5 minutes
<b>Core Lesson</b> <ul style="list-style-type: none"> <li>• Introduce Chapter 38 with the Two-Minute Chapter Launcher.</li> <li>• Teach the main concepts of Section 38.1.</li> <li>• Use the Teaching Strategy and Visual Learning aid to cover the Inside Story.</li> <li>• Have students complete Problem-Solving Lab 38.1 in small groups, and discuss their answers to the Thinking Critically questions.</li> </ul>	<i>TWE</i> , p. 995 <i>TWE</i> , pp. 995–1004 <i>TWE</i> , p. 1001  <i>SE</i> and <i>TWE</i> , p. 1003	50 minutes
<b>In-Class Check</b> <ul style="list-style-type: none"> <li>• Use the Reinforcement activities.</li> <li>• Have students do the Modified Assessment activity.</li> <li>• Use the Reteaching Skills Transparency.</li> </ul>	<i>TWE</i> , pp. 999, 1002 <i>TWE</i> , p. 1004 Reteaching Skills Transparency 55 and Master, <i>TCR/URB</i>	35 minutes
<b>Homework</b> <ul style="list-style-type: none"> <li>• Have students complete Section 38.1 Assessment.</li> <li>• Assign relevant questions from Chapter 38 Assessment.</li> </ul>	<i>SE</i> , p. 1004 <i>SE</i> , pp. 1019–1021	25 minutes
<b>Closing</b> <ul style="list-style-type: none"> <li>• Assess students with the Chalkboard Example.</li> </ul>	<i>TWE</i> , p. 1002	15 minutes

[total = 135 minutes]

# Block Schedule Planning Guide

## 38.2

# Development Before Birth

pages 1005–1011

### Pacing Guide

1 block

Lesson & BioLab

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

### Objectives

- **Describe** the processes of fertilization and implantation.
- **Summarize** the events during each trimester of pregnancy.

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

### Lesson Resources

- \_\_\_\_\_ Section Focus Transparency 94 and Master, *TCR/URB*
- \_\_\_\_\_ *MiniLab Worksheet*, pp. 167–168 *URB*
- \_\_\_\_\_ *BioLab Worksheet*, pp. 169–170 *URB*
- \_\_\_\_\_ *Reinforcement and Study Guide*, *URB* English, p. 175; Spanish, p. 179
- \_\_\_\_\_ Reteaching Skills Transparencies 56a–56b and Masters, *TCR/URB*

### Multimedia Resources

- \_\_\_\_\_ **Interactive Chalkboard CD-ROM:** Section 38.2 Presentation
- \_\_\_\_\_ **MindJogger Videoquizzes**, Ch. 38
- \_\_\_\_\_ **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 38.2.</li> <li>• Have students check homework answers.</li> </ul>	Section Focus Transparency 94 and Master, <i>TCR/URB</i> <i>TWE</i> , pp. 1004, 1019–1021	5 minutes
<b>Discussion</b> <ul style="list-style-type: none"> <li>• Answer homework questions.</li> </ul>	<i>TWE</i> , pp. 1004, 1019–1021	5 minutes
<b>Core Lesson</b> <ul style="list-style-type: none"> <li>• Introduce Section 38.2 with the Quick Demo.</li> <li>• Teach the main concepts of Section 38.2.</li> <li>• Have students read the BioLab, follow the Procedure, and answer the Analyze and Conclude questions.</li> </ul>	<i>TWE</i> , p. 1007 <i>TWE</i> , pp. 1005–1011 <i>SE</i> , pp. 1016–1017	55–60 minutes
<b>In-Class Check</b> <ul style="list-style-type: none"> <li>• Assess students' answers to the BioLab, and discuss their results.</li> <li>• Do the Check for Understanding and Reteach strategies.</li> <li>• Answer questions on Chapter 38 in preparation for the test.</li> </ul>	<i>TWE</i> , pp. 1016–1017 <i>TWE</i> , p. 1009 <i>TWE</i> , pp. 995–1021	10–15 minutes
<b>Homework</b> <ul style="list-style-type: none"> <li>• Have students complete Section 38.2 Assessment.</li> <li>• Assign relevant questions from Chapter 38 Assessment.</li> </ul>	<i>SE</i> , p. 1011 <i>SE</i> , pp. 1019–1021	5 minutes
<b>Closing</b> <ul style="list-style-type: none"> <li>• Assess students with the Discussion.</li> </ul>	<i>TWE</i> , p. 1008	5 minutes

[total = 90 minutes]

## Pacing Guide

1/2 block

Review/Assessment

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

### Assessment Resources

- \_\_\_\_\_ *Chapter Assessment*, Ch. 38 *URB*
- \_\_\_\_\_ *Performance Assessment in the Biology Classroom*, *TCR*
- \_\_\_\_\_ *Alternate Assessment in the Science Classroom*, *TCR*

### Multimedia Resources

- \_\_\_\_\_ *MindJogger Videoquizzes*, Ch. 38
- \_\_\_\_\_ *ExamView®Pro Testmaker CD-ROM*, Ch. 38
- \_\_\_\_\_ *Interactive Chalkboard CD-ROM*:  
Ch. 38 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> , pp. 1011, 1019–1021	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 38.</li> </ul>	<i>TWE</i> , pp. 995–1021	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. 197–202 <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 the Chapter 38 BioLab.</li> </ul>	<b>bdol.glencoe.com</b>	0–5 minutes

[total = 45 minutes]

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**National Science Content Standards:** UCP.1, UCP.5; C.5

**Lesson Resources**

\_\_\_\_\_ *Reinforcement and Study Guide, URB*  
English, pp. 245–246 Spanish, pp. 247–248

**Multimedia Resources**

\_\_\_\_\_ *Using the Internet in the Science Classroom, TCR*  
\_\_\_\_\_ Glencoe Science Web site: **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. 1048	10 minutes
<b>Discussion</b> <ul style="list-style-type: none"> <li>If the BioDigest is being used as an introduction for Unit 10 or in place of Unit 10, return Chapter 38 tests and answer any test questions.</li> </ul>	<i>Chapter Assessment</i> , p. 306 <i>URB</i>	5 minutes
<b>Core Lesson</b> <ul style="list-style-type: none"> <li>Introduce BioDigest 10 with the Quick Demo.</li> <li>Teach the main concepts of BioDigest 10.</li> <li>Use the Chalkboard Activity and the Chalkboard Example.</li> <li>Do the Quick Demo.</li> <li>Use the Reinforcement activity.</li> <li>Have students do research in the school library for the Project: Tobacco and Cancer.</li> </ul>	<i>TWE</i> , p. 1051 <i>TWE</i> , pp. 1048–1055 <i>TWE</i> , pp. 1051–1052 <i>TWE</i> , pp. 1053–1054 <i>TWE</i> , p. 1054 <i>TWE</i> , p. 1053	120 minutes
<b>In-Class Check</b> <ul style="list-style-type: none"> <li>Use the Reinforcement and Study Guide.</li> <li>Do the Check for Understanding and Reteach strategies.</li> <li>Have students begin their essays for the Project: Tobacco and Cancer.</li> </ul>	<i>Reinforcement and Study Guide, URB</i> English, pp. 245–246; Spanish, pp. 247–248 <i>TWE</i> , p. 1055 <i>TWE</i> , p. 1053	75 minutes
<b>Homework</b> <ul style="list-style-type: none"> <li>Assign the Assessment.</li> <li>Have students complete their essays for the Project: Tobacco and Cancer.</li> <li>Assign the Portfolio: Daily Calorie Intake.</li> </ul>	<i>SE</i> , p. 1055 <i>TWE</i> , p. 1053  <i>TWE</i> , p. 1051	45 minutes
<b>Closing</b> <ul style="list-style-type: none"> <li>Assess students with the Chalkboard Example.</li> </ul>	<i>TWE</i> , p. 1052	15 minutes

[total = 270 minutes]