



## 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.

Period	Content
1	14.1 The Record of Life
0.5	14.2 The Origin of Life
0.5	Chapter Assessment

# Block Schedule Planning Guide

## 14.1

# The Record of Life

pages 377–387

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

### Pacing Guide

1 period

Lesson & BioLab

**KEY:** SE = Student Edition, TWE = Teacher Wraparound Edition, TCR = Teacher Classroom Resources, NGS = National Geographic Society videodisc, BDOL = Biology: The Dynamics of Life

### Objectives

- Identify the different types of fossils and how they are formed.
- Summarize the major events of the Geologic Time Scale.

**Georgia QCC:** 1.1, 1.3, 1.4, 2.1, 3.2, 4.3, 4.4, 6.1, 6.2, 12.1, 12.2

### Lesson Resources

- \_\_\_\_\_ Section Focus Transparency 35 and Master
- \_\_\_\_\_ *BioLab and MiniLab Worksheets*, pp. 67–68 TCR
- \_\_\_\_\_ *Concept Mapping*, p. 14 TCR
- \_\_\_\_\_ *Reinforcement and Study Guide*, pp. 61–62 TCR
- \_\_\_\_\_ *Content Mastery*, p. 70 TCR
- \_\_\_\_\_ Reteaching Skills Transparency 23 and Master

- \_\_\_\_\_ **BDOL Videodisc**, Disc 1, Side 1, Side 2
- \_\_\_\_\_ *Using the Internet in the Science Classroom*, TCR
- \_\_\_\_\_ Glencoe Science Web Site:  
[ga.science.glencoe.com](http://ga.science.glencoe.com)

### Multimedia Resources

- \_\_\_\_\_ **BDOL CD-ROM** Section 14.1 Summary
- \_\_\_\_\_ **MindJogger Videoquizzes**, Ch. 14
- \_\_\_\_\_ **English/Spanish Audiocassettes**, Section 14.1

### Optional Resources

- \_\_\_\_\_ *Laboratory Manual*, pp. 99–100, 101–102 TCR
- \_\_\_\_\_ *Critical Thinking/Problem Solving*, p. 14 TCR
- \_\_\_\_\_ *Biology Projects*, pp. 17–20 TCR
- \_\_\_\_\_ *Spanish Resources*

### Lesson Plan

Activity	Resources	Suggested Time
<b>Classroom Management</b> <ul style="list-style-type: none"> <li>• Distribute the corrected Chapter 13 tests while students complete the Bellringer for Section 14.1.</li> </ul>	Section Focus Transparency 35	5 minutes
<b>Discussion</b> <ul style="list-style-type: none"> <li>• Answer Chapter 13 test questions.</li> </ul>	<i>Chapter Assessment</i> , pp. 272–274 TCR	5 minutes
<b>Core Lesson</b> <ul style="list-style-type: none"> <li>• Introduce Chapter 14 with the Brainstorming Activity.</li> <li>• Teach the main concepts of Section 14.1.</li> <li>• Have students complete the BioLab.</li> </ul>	TWE, p. 378 TWE, pp. 377–387 SE, pp. 394–395	45–55 minutes
<b>In-Class Check</b> <ul style="list-style-type: none"> <li>• Discuss the BioLab, and assess students' results.</li> <li>• Have students complete the Content Mastery worksheet.</li> <li>• Do the Check for Understanding and Reteach strategies.</li> </ul>	TWE, p. 394–395 <i>Content Mastery</i> , p. 70 TCR TWE, p. 386	15–25 minutes
<b>Homework</b> <ul style="list-style-type: none"> <li>• Have students complete Section 14.1 Assessment.</li> <li>• Assign the Assessment Portfolio for the BioLab.</li> <li>• Assign relevant questions from Chapter 14 Assessment.</li> </ul>	SE, p. 387 TWE, p. 395 SE, pp. 397–399	5 minutes
<b>Closing</b> <ul style="list-style-type: none"> <li>• Assess students with the Close Discussion.</li> </ul>	TWE, p. 387	5 minutes

[total = 90 minutes]

# Block Schedule Planning Guide

## 14.2

# The Origin of Life

pages 388–393

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

### Pacing Guide

1/2 period

Lesson & Problem-Solving Lab

**KEY:** SE = Student Edition, TWE = Teacher Wraparound Edition, TCR = Teacher Classroom Resources, NGS = National Geographic Society videodisc, BDOL = Biology: The Dynamics of Life

### Objectives

- **Analyze** early experiments that support the concept of biogenesis.
- **Compare and contrast** modern theories of the origin of life.
- **Relate** hypotheses about the origin of cells to the environmental conditions of early Earth.

**Georgia QCC:** 1.1, 1.2, 2.1, 4.1, 4.2, 4.3, 4.4, 6.1, 6.2, 7.2, 12.1

### Lesson Resources

- \_\_\_\_\_ Section Focus Transparency 36 and Master
- \_\_\_\_\_ Basic Concepts Transparency 20 and Master
- \_\_\_\_\_ *BioLab and MiniLab Worksheets*, pp. 69–70 TCR
- \_\_\_\_\_ *Reinforcement and Study Guide*, pp. 63–64 TCR
- \_\_\_\_\_ *Content Mastery*, p. 71 TCR

- \_\_\_\_\_ *MindJogger Videoquizzes*, Ch. 14
- \_\_\_\_\_ *English/Spanish Audiocassettes*, Section 14.2
- \_\_\_\_\_ *Using the Internet in the Science Classroom*, TCR
- \_\_\_\_\_ Glencoe Science Web Site:  
[ga.science.glencoe.com](http://ga.science.glencoe.com)

### Multimedia Resources

- \_\_\_\_\_ BDOL CD-ROM Section 14.2 Summary

### Optional Resources

- \_\_\_\_\_ *Spanish Resources*

### Lesson Plan

Activity	Resources	Suggested Time
<b>Classroom Management</b> <ul style="list-style-type: none"> <li>• Have students complete the Bellringer for Section 14.2.</li> <li>• Have students check homework answers.</li> </ul>	Section Focus Transparency 36 and Master <i>TWE</i> , pp. 387, 397–399	5 minutes
<b>Discussion</b> <ul style="list-style-type: none"> <li>• Answer homework questions.</li> </ul>	pp. 387, 397–399	5 minutes
<b>Core Lesson</b> <ul style="list-style-type: none"> <li>• Introduce Section 14.2 with the Quick Demo.</li> <li>• Teach the main concepts of Section 14.2.</li> <li>• Have students complete Problem-Solving Lab 14-2, and discuss the Thinking Critically questions.</li> </ul>	<i>TWE</i> , p. 389 <i>TWE</i> , pp. 388–393 <i>SE</i> and <i>TWE</i> , p. 392	10–15 minutes
<b>In-Class Check</b> <ul style="list-style-type: none"> <li>• Do the Check for Understanding and Reteach strategies.</li> <li>• Answer questions on Chapter 14 in preparation for the test.</li> </ul>	<i>TWE</i> , pp. 392–393 <i>TWE</i> , pp. 376–399	10–15 minutes
<b>Homework</b> <ul style="list-style-type: none"> <li>• Have students complete Section 14.2 Assessment.</li> <li>• Assign relevant questions from Chapter 14 Assessment.</li> </ul>	<i>SE</i> , p. 393 <i>SE</i> , pp. 397–399	5 minutes
<b>Closing</b> <ul style="list-style-type: none"> <li>• Assess students with the Close Discussion.</li> </ul>	<i>TWE</i> , p. 393	5 minutes

[total = 45 minutes]

## Pacing Guide

1/2 period

Review/Assessment

**KEY:** *SE* = Student Edition,  
*TWE* = Teacher Wraparound  
Edition, *TCR* = Teacher Classroom  
Resources, *NGS* = National  
Geographic Society videodisc,  
*BDOL* = Biology: The Dynamics  
of Life

### Assessment Resources

- \_\_\_\_\_ *Chapter Assessment*, Ch. 14 *TCR*
- \_\_\_\_\_ *Performance Assessment in the Biology Classroom*, *TCR*
- \_\_\_\_\_ *Alternate Assessment in the Science Classroom*, *TCR*
- \_\_\_\_\_ *5 Days to the Georgia High School Graduation Test*, *TCR*

### Multimedia Resources

- \_\_\_\_\_ *MindJogger Videoquizzes*, Ch. 14
- \_\_\_\_\_ *ExamView® Pro Software*, Ch. 14
- \_\_\_\_\_ *BDOL Interactive CD-ROM* Ch. 14 quiz

### 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. 393 <i>TWE</i> , pp. 397–399	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 14.</li> </ul>	<i>TWE</i> , pp. 376–399	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. 79–84 <i>TCR</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 15.</li> </ul>	<a href="http://ga.science.glencoe.com">ga.science.glencoe.com</a>	0–5 minutes

[total = 45 minutes]