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.

<table>
<thead>
<tr>
<th>Period</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2.1 Organisms and Their Environment</td>
</tr>
<tr>
<td>1</td>
<td>2.2 Nutrition and Energy Flow</td>
</tr>
<tr>
<td>0.5</td>
<td>Chapter Assessment</td>
</tr>
</tbody>
</table>
Organisms and Their Environment
pages 37–47

Objectives
• Distinguish between the biotic and abiotic factors in the environment.
• Compare the different levels of biological organization and living relationships important in ecology.
• Explain the difference between a niche and a habitat.

Georgia QCC: 1.1, 2.1, 3.1, 3.2, 25.1, 25.2, 25.5

Lesson Resources
- Section Focus Transparency 4 and Master
- BioLab and MiniLab Worksheets, p. 9 TCR
- Reinforcement and Study Guide, pp. 7–8 TCR
- Content Mastery, p. 10 TCR

Multimedia Resources
- BDOL CD-ROM Section 2.1 Summary
- MindJogger Videoquizzes, Ch. 2
- English/Spanish Audiocassettes, Section 2.1
- BDOL Videodisc, Disc 1, Side 1

Optional Resources
- Using the Internet in the Science Classroom, TCR
- Glencoe Science Web Site: ga.science.glencoe.com

Optional Resources
- Laboratory Manual, pp. 9–10 TCR
- Tech Prep Applications, pp. 3–4 TCR
- Critical Thinking/Problem Solving, p. 2 TCR
- Biology Projects, pp. 5–8 TCR
- Spanish Resources

Lesson Plan

Activity | Resources | Suggested Time
--- | --- | ---
**Classroom Management**
- Distribute the corrected Chapter 1 tests while students complete the Bellringer for Section 2.1.
  | Section Focus Transparency 4 and Master | 5 minutes

**Discussion**
- Answer Chapter 1 test questions.
  | Chapter Assessment, pp. 236–238 TCR | 5 minutes

**Core Lesson**
- Introduce Chapter 2 with the Getting Started Demo.
- Teach the main concepts of Section 2.1.
- Have students complete MiniLab 2-1.
  | TWE, p. 36
  | TWE, pp. 37–47
  | SE, p. 38 | 40 minutes

**In-Class Check**
- Discuss the MiniLab and assess students’ results.
- Reinforce Section 2.1 concepts with the Content Mastery worksheet.
- Do the Check for Understanding and Reteach Strategies.
  | TWE, p. 38
  | Content Mastery, p. 10, TCR | 15 minutes

**Homework**
- Have students complete Section 2.1 Assessment.
- Assign the Problem Solving Lab 2.1. Instruct students to answer the Thinking Critically questions in their journals.
- Assign relevant questions from Chapter 2 Assessment.
  | SE, p. 47
  | SE, p. 39
  | SE, pp. 63–65 | 15 minutes

**Closing**
- Assess students with the Close Activity.
  | TWE, p. 47 | 10 minutes

[total = 90 minutes]
Objectives
• Compare how organisms satisfy their nutritional needs.
• Trace the path of energy and matter in an ecosystem.
• Analyze how nutrients are cycled in the abiotic and biotic parts of the biosphere.


Lesson Plan

<table>
<thead>
<tr>
<th>Activity</th>
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<th>Suggested Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Management</td>
<td>Section Focus Transparency 5 and Master TWE, pp. 39, 47, 63–65</td>
<td>10 minutes</td>
</tr>
<tr>
<td></td>
<td>TWE, pp. 39, 47, 63–65</td>
<td></td>
</tr>
<tr>
<td>Discussion</td>
<td>TWE, pp. 39, 47, 63–65</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Core Lesson</td>
<td>TWE, pp. 48–56</td>
<td>30 minutes</td>
</tr>
<tr>
<td></td>
<td>TWE, p. 57</td>
<td></td>
</tr>
<tr>
<td>In-Class Check</td>
<td>TWE, pp. 60–61</td>
<td>25 minutes</td>
</tr>
<tr>
<td></td>
<td></td>
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</tr>
<tr>
<td>Homework</td>
<td>SE, p. 59</td>
<td>15 minutes</td>
</tr>
<tr>
<td></td>
<td>SE, pp. 63–65</td>
<td></td>
</tr>
<tr>
<td>Closing</td>
<td>TWE, p. 59</td>
<td>5 minutes</td>
</tr>
</tbody>
</table>

[total = 90 minutes]
Principles of Ecology

Assessment Resources

- Chapter Assessment, Ch. 2 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. 2
- ExamView® Pro Software, Ch. 2
- BDOL Interactive CD-ROM Ch. 2 quiz

Lesson Plan

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<thead>
<tr>
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<th>Suggested Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Management</td>
<td>TWE, pp. 59, 63–65</td>
<td>5 minutes</td>
</tr>
<tr>
<td>• Have students check homework answers.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reviewing the Chapter</td>
<td>TWE, pp. 37–65</td>
<td>5 minutes</td>
</tr>
<tr>
<td>• Answer homework questions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Answer any final questions about Chapter 2.</td>
<td></td>
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</tr>
<tr>
<td>Assessment</td>
<td>Chapter Assessment, pp. 7–12</td>
<td>30–35 minutes</td>
</tr>
<tr>
<td>• Distribute the test and allow students to work quietly.</td>
<td>TCR</td>
<td></td>
</tr>
<tr>
<td>Closing</td>
<td>SE, p. 67</td>
<td>5 minutes</td>
</tr>
<tr>
<td>• As students complete the test, have them read the Chapter 3 Opener.</td>
<td>ga.science.glencoe.com</td>
<td></td>
</tr>
<tr>
<td>• If students have time, let them explore the Internet connection for Chapter 3.</td>
<td>[total = 45 minutes]</td>
<td></td>
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</tbody>
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