



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
0.5	29.1 Echinoderms
0.5	Chapter Assessment

Block Schedule Planning Guide 29.1

Echinoderms

pages 787–793

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

Objectives

- **Compare** similarities and differences among the classes of echinoderms.
- **Interpret** the evidence biologists have for determining that echinoderms are close relatives of chordates.

Georgia QCC: 1.1, 1.2, 1.3, 1.4, 2.1, 20.1, 20.2, 20.3

Lesson Resources

- _____ Section Focus Transparency 71 and Master
- _____ Basic Concepts Transparency 50–51 and Master
- _____ *BioLab and MiniLab Worksheets*, p. 129 TCR
- _____ *Reinforcement and Study Guide*, pp. 127–129 TCR
- _____ *Content Mastery*, p. 142 TCR

Multimedia Resources

- _____ BDOL CD-ROM Section 29.1 Summary
- _____ **MindJogger Videoquizzes**, Ch. 29
- _____ **English/Spanish Audiocassettes**, Section 29.1

- _____ **BDOL Videodisc**, Disc 2, Side 1
- _____ *Using the Internet in the Science Classroom*, TCR
- _____ Glencoe Science Web Site:
ga.science.glencoe.com

Optional Resources

- _____ *Laboratory Manual*, pp. 205–208, 209–210 TCR
- _____ *Critical Thinking/Problem Solving*, p. 29 TCR
- _____ *Biology Projects*, pp. 29–32 TCR
- _____ *Spanish Resources*

Pacing Guide

1/2 period

Lesson & MiniLab

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

Lesson Plan

Activity	Resources	Suggested Time
Classroom Management <ul style="list-style-type: none"> • Distribute the corrected Chapter 28 tests while students complete the Bellringer for Section 29.1. 	Section Focus Transparency 71 and Master	5 minutes
Discussion <ul style="list-style-type: none"> • Answer Chapter 28 test questions. 	<i>Chapter Assessment</i> , pp. 317–319 TCR	5 minutes
Core Lesson <ul style="list-style-type: none"> • Introduce Chapter 29 with the Getting Started Demo. • Teach the main concepts of Section 29.1. • Use the Teaching Strategies to discuss the Inside Story. • Have students complete MiniLab 29-1. 	TWE, p. 786 TWE, pp. 787–793 TWE, p. 790 SE, p. 788	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. • Answer questions on Chapter 29 in preparation for the test. 	TWE, p. 788 TWE, p. 793 TWE, pp. 786–805	5 minutes
Homework <ul style="list-style-type: none"> • Have students complete Section 29.1 Assessment. • Assign relevant questions from Chapter 29 Assessment. 	SE, p. 793 SE, pp. 803–805	5 minutes
Closing <ul style="list-style-type: none"> • Assess students with the Close Activity. 	TWE, p. 793	5 minutes

[total = 45 minutes]

Echinoderms and Invertebrate Chordates

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. 29 *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. 29
- _____ *ExamView® Pro Software*, Ch. 29
- _____ *BDOL Interactive CD-ROM* Ch. 29 quiz

Lesson Plan

Activity	Resources	Suggested Time
Classroom Management <ul style="list-style-type: none"> • Have students check homework answers. 	<i>TWE</i> , pp. 793, 803–805	5 minutes
Reviewing the Chapter <ul style="list-style-type: none"> • Answer homework questions. • Answer any final questions about Chapter 29. 	<i>TWE</i> , pp. 786–805	5 minutes
Assessment <ul style="list-style-type: none"> • Distribute the test and allow students to work quietly. 	<i>Chapter Assessment</i> , pp. 169–174 <i>TCR</i>	30 minutes
Closing <ul style="list-style-type: none"> • As students complete the test, have them read the Chapter 30 Opener. • If students have time, let them explore the Internet connection for Chapter 30. 	SE, p. 816 ga.science.glencoe.com	5 minutes

[total = 45 minutes]