



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	4.1 Population Dynamics
0.5	4.2 Human Population Growth
0.5	Chapter Assessment

Block Schedule Planning Guide

4.1

Population Dynamics

pages 95–103

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

Pacing Guide

1 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

- Compare and contrast exponential and linear population growth.
- Relate the reproductive patterns of different populations of organisms to models of population growth.
- Predict effects of environmental factors on population growth.

Georgia QCC: 1.1, 1.2, 2.1, 25.1, 25.3, 25.5

Lesson Resources

- _____ Section Focus Transparency 8 and Master
- _____ *BioLab and MiniLab Worksheets*, p. 17 *TCR*
- _____ *Concept Mapping*, p. 4 *TCR*
- _____ *Reinforcement and Study Guide*, pp. 15–16 *TCR*
- _____ *Content Mastery*, p. 18 *TCR*
- _____ Reteaching Skills Transparency 6 and Master

- _____ English/Spanish Audiocassettes, Section 4.1
- _____ **BDOL Videodisc**, Disc 1, Side 1
- _____ *Using the Internet in the Science Classroom*, *TCR*
- _____ Glencoe Science Web Site:
ga.science.glencoe.com

Multimedia Resources

- _____ **BDOL CD-ROM** Section 4.1 Summary
- _____ **MindJogger Videoquizzes**, Ch. 4

Optional Resources

- _____ *Laboratory Manual*, pp. 23–26, 27–30 *TCR*
- _____ *Critical Thinking/Problem Solving*, p. 4 *TCR*
- _____ *Spanish Resources*

Lesson Plan

Activity	Resources	Suggested Time
Classroom Management <ul style="list-style-type: none"> • Distribute the corrected Chapter 3 tests while students complete the Bellringer for Section 4.1. 	Section Focus Transparency 8 and Master	5 minutes
Discussion <ul style="list-style-type: none"> • Answer Chapter 3 test questions. 	<i>Chapter Assessment</i> , pp. 242–244 <i>TCR</i>	5 minutes
Core Lesson <ul style="list-style-type: none"> • Introduce Chapter 4 with the Getting Started Demo. • Teach the main concepts of Section 4.1. • Use the Teaching Strategies for the Inside Story. 	<i>TWE</i> , p. 94 <i>TWE</i> , pp. 95–103 <i>TWE</i> , p. 101	35 minutes
In-Class Check <ul style="list-style-type: none"> • Have students complete Problem-Solving Lab 4.1 and discuss the Thinking Critically questions. • Review Section 4.1 concepts with the Reinforcement and Study Guide. • Have students complete the Portfolio Assessment to organize the main ideas of Section 4.1. 	<i>SE</i> , p. 99 <i>Reinforcement and Study Guide</i> , pp. 15–16 <i>TCR</i> <i>TWE</i> , p. 103	20 minutes
Homework <ul style="list-style-type: none"> • Have students complete Section 4.1 Assessment. • Assign the Biology Journal: Life as a Mosquito. • Assign relevant questions from Chapter 4 Assessment. 	<i>TWE</i> , p. 103 <i>TWE</i> , p. 99 <i>TWE</i> , pp. 111–113	15 minutes
Closing <ul style="list-style-type: none"> • Assess students with the Close Activity. 	<i>TWE</i> , p. 103	10 minutes

[total = 90 minutes]

Block Schedule Planning Guide 4.2

Human Population Growth

pages 104–107

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

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

Objectives

- **Relate** population characteristics to population growth rates.
- **Compare** the age structure of rapidly growing, slow-growing, and no-growth countries.
- **Hypothesize** about problems that can be caused by immigration and emigration.

Georgia QCC: 1.1, 1.2, 2.1, 3.1, 25.5, 27.1

Lesson Resources

- _____ Section Focus Transparency 9 and Master
- _____ *BioLab and MiniLab Worksheets*, pp. 18–20 TCR
- _____ *Reinforcement and Study Guide*, pp. 17–18 TCR
- _____ *Content Mastery*, p. 19 TCR

- _____ **English/Spanish Audiocassettes**, Section 4.2
- _____ *Using the Internet in the Science Classroom*, TCR
- _____ Glencoe Science Web Site:
ga.science.glencoe.com

Multimedia Resources

- _____ BDOL CD-ROM Section 4.2 Summary
- _____ *MindJogger Videoquizzes*, Ch. 4

Optional Resources

- _____ *Tech Prep Applications*, pp. 5–6 TCR
- _____ *Spanish Resources*

Lesson Plan

Activity	Resources	Suggested Time
Classroom Management <ul style="list-style-type: none"> • Have students complete the Bellringer for Section 4.2. • Have students check homework answers. 	Section Focus Transparency 9 and Master <i>TWE</i> , pp. 103, 111–113	5 minutes
Discussion <ul style="list-style-type: none"> • Answer homework questions. 	<i>TWE</i> , pp. 103, 111–113	5 minutes
Core Lesson <ul style="list-style-type: none"> • Introduce Section 4.2 with MiniLab 4-2. Assess students' answers and discuss their results. • Teach the main concepts of Section 4.2. 	<i>SE</i> and <i>TWE</i> , p. 105 <i>TWE</i> , pp. 104–107	20 minutes
In-Class Check <ul style="list-style-type: none"> • Do the Check for Understanding and Reteach Strategies. • Answer questions on Chapter 4 in preparation for the test. 	<i>TWE</i> , p. 107 <i>TWE</i> , pp. 94–113	5 minutes
Homework <ul style="list-style-type: none"> • Assign the Section 4.2 Assessment. • Assign relevant questions from Chapter 4 Assessment. 	<i>SE</i> , p. 107 <i>SE</i> , pp. 111–113	5 minutes
Closing <ul style="list-style-type: none"> • Assess students with the Close Activity. 	<i>TWE</i> , p. 107	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. 4 *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. 4
- _____ *ExamView® Pro Software*, Ch. 4
- _____ *BDOL Interactive CD-ROM* Ch. 4 quiz

Lesson Plan

Activity	Resources	Suggested Time
Classroom Management <ul style="list-style-type: none"> • Have students check homework answers. 	<i>TWE</i> , p. 107 <i>TWE</i> , pp. 111–113	5 minutes
Reviewing the Chapter <ul style="list-style-type: none"> • Answer homework questions. • Answer any final questions about Chapter 4. 	<i>TWE</i> , pp. 94–113	5 minutes
Assessment <ul style="list-style-type: none"> • Distribute the test and allow students to work quietly. 	<i>Chapter Assessment</i> , pp. 19–24 <i>TCR</i>	30–35 minutes
Closing <ul style="list-style-type: none"> • As students complete the test, have them read the Chapter 5 Opener. • If students have time, let them explore the Internet connection for Chapter 5. 	<i>SE</i> , p. 115 ga.science.glencoe.com	5 minutes

[total = 45 minutes]