

Section 1 ■ Continental Drift

**Schedule**

Block Schedule: 1 session (■ denotes activities recommended for block schedule.)

Single Periods: 2 sessions

Objectives

1. Describe the hypothesis of continental drift.
2. Identify evidence supporting continental drift.

 **QCC Standards**

1, 2, 4, 9, 13

Motivate

- _____ Explore Activity, p. 275
- _____ Before You Read, p. 275 (Foldables, p. 17, **CRB**)
- _____ Section Focus Transparency 1, **TCR** (Transparency Master and Study Guide, p. 44, **CRB**)

Teach

- _____ Content Background, pp. 274E–274F, **TWE**
- _____ Science Journal, p. 274, **TWE**
- _____ Science Online, p. 277
- _____ Discussion, p. 277, **TWE**
- _____ Inclusion Strategies, p. 277, **TWE**
- _____ Use an Analogy, p. 277, **TWE**
- _____ Teacher FYI, p. 278, **TWE**
- _____ Fun Fact, p. 278, **TWE**
- _____ MiniLAB: Interpreting Fossil Data, p. 278 (MiniLAB Worksheet, p. 3, **CRB**)
- _____ Visual Learning, p. 279, **TWE**
- _____ Content Outline for Teaching, Section 1 (Note-taking Worksheet, pp. 33–35, **CRB**)
- _____ Laboratory Activity 1, pp. 9–11, **CRB**
- _____ Spanish Resources, Section 1, **CRB**

Assess

- _____ Section Assessment, p. 279
- _____ Skill Builder Activities, p. 279
- _____ Performance Assessment in the Science Classroom, pp. 99, 143, 147, **TCR**

Reteach/Reinforce

- _____ Directed Reading for Content Mastery, pp. 19, 20, **CRB**
- _____ Spanish Directed Reading for Content Mastery, pp. 23, 24, **CRB**
- _____ Reinforcement, p. 27, **CRB**

Enrich/Apply

- _____ Enrichment, p. 30, **CRB**

Multimedia Options

- _____ Vocabulary Puzzlemaker Software, Ch. 10
- _____ Guided Reading Audio Program (English & Spanish), Ch. 10
- _____ Interactive CD-ROM, Presentation Builder, Ch. 10
- _____ Using the Internet in the Science Classroom, **TCR**
- _____ Science Web site: science.glencoe.com