



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

pp. 624–631

1 class session(s)

Section Objectives

- Identify the major types of plant cells.
- Distinguish among the functions of the different types of plant tissues.

National Science Content Standards

UCP.1, UCP.2, UCP.5; A.1, A.2; C.1, C.5

Georgia QCC

1.1, 1.2, 1.3, 1.4, 2.1, 19.2

Focus

- _____ Section Focus Transparency 55 and Master Getting Started Demo, *TWE* p. 624
- _____ Bellringer, *TWE* p. 625

Teach

- _____ Inside Story, *SE* p. 628
- _____ MiniLab 23-1, *SE* p. 629
- _____ Problem-Solving Lab 23-1, *SE* p. 630
- _____ Investigate BioLab, *SE* p. 646
- _____ Art Connection, *SE* p. 648
- _____ Quick Demo, *TWE* p. 626
- _____ Biology Journal, *TWE* p. 627
- _____ Portfolio, *TWE* p. 627
- _____ Alternative Lab, *TWE* p. 628
- _____ Cultural Diversity, *TWE* p. 630
- _____ *Concept Mapping*, p. 23 *TCR*
- _____ *BioLab and MiniLab Worksheets*, p. 105 *TCR*
- _____ *Spanish Resources*

Assess/Reteach

- _____ Section Assessment, *SE* p. 631
- _____ Check for Understanding, *TWE* p. 631
- _____ Reteach, *TWE* p. 631
- _____ Reteaching Skills Transparency 32 and Master *Reinforcement and Study Guide*, p. 101 *TCR*
- _____ *Content Mastery*, pp. 113–114, 116 *TCR*

Enrichment/Application

- _____ Extension, *TWE* p. 631

Close

- _____ Discussion, *TWE* p. 631

Chapter Assessment

- _____ Assessment, *TWE* pp. 627, 629, 630, 631
- _____ *Alternate Assessment in the Science Classroom*, *TCR*
- _____ *Performance Assessment in the Biology Classroom*, *TCR*

Multimedia Options

- _____ **BDOL CD-ROM** Section 23.1 Summary
- _____ **MindJogger Videoquizzes**, Ch. 23 videotape
- _____ **ExamView®Pro Software**, Ch. 23
- _____ *Using the Internet in the Science Classroom*, *TCR*
- _____ Glencoe Science Web Site: ga.science.glencoe.com



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

pp. 632–641

1 class session(s)

Section Objectives

- Identify the structures of roots, stems, and leaves.
- Describe the functions of roots, stems, and leaves.

National Science Content Standards

UCP.1–3, UCP.5; A.1, A.2; C.1, C.5

Georgia QCC

1.1, 1.3, 1.4, 19.2

Focus

- _____ Section Focus Transparency 56 and Master Bellringer, TWE p. 632

Teach

- _____ Problem-Solving Lab 23-2, SE p. 639
- _____ MiniLab 23-2, SE p. 640
- _____ Quick Demo, TWE p. 633
- _____ Portfolio, TWE p. 636
- _____ Biology Journal, TWE p. 639
- _____ *BioLab and MiniLab Worksheets*, p. 106 TCR
- _____ *Laboratory Manual*, pp. 161–170 TCR
- _____ Basic Concepts Transparencies 36, 37 and Masters
- _____ *Spanish Resources*

Assess/Reteach

- _____ Section Assessment, SE p. 641
- _____ Check for Understanding, TWE p. 641
- _____ Reteach, TWE p. 641
- _____ Reteaching Skills Transparencies 33, 34 and Masters
- _____ *Reinforcement and Study Guide*, pp. 102–103 TCR
- _____ *Content Mastery*, pp. 113–116 TCR

Enrichment/Application

- _____ Project, TWE p. 634
- _____ Enrichment, TWE pp. 635, 637
- _____ Tech Prep, TWE p. 635
- _____ Extension, TWE p. 641
- _____ *Critical Thinking/Problem Solving*, p. 23 TCR

Close

- _____ Discussion, TWE p. 641

Chapter Assessment

- _____ Assessment, TWE pp. 633, 639, 640, 641
- _____ *Alternate Assessment in the Science Classroom*, TCR
- _____ *Performance Assessment in the Biology Classroom*, TCR

Multimedia Options

- _____ BDOL CD-ROM Section 23.2 Summary; Animation: *Water Uptake in Roots*
- _____ **MindJogger Videoquizzes**, Ch. 23 videotape
- _____ **ExamView®Pro Software**, Ch. 23
- _____ **BDOL Videodisc**: *Water Uptake in Roots*
- _____ **NGS Videodisc**: *STV: Plants*
- _____ *Using the Internet in the Science Classroom*, TCR
- _____ Glencoe Science Web Site: ga.science.glencoe.com



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

pp. 642–651

2 class session(s)

Section Objectives

- Identify the major types of plant hormones.
- Analyze the different types of plant responses.

National Science Content Standards

UCP.1, UCP.2, UCP.5; A.1, A.2; C.1, C.5, C.6; G.1

Georgia QCC

1.1, 1.2, 1.3, 1.4, 2.1, 3.2, 19.2

Focus

_____ Section Focus Transparency 57 and Master
 _____ Bellringer, TWE p. 642

Teach

_____ Problem-Solving Lab 23-3, SE p. 644
 _____ Biology Journal, TWE p. 642
 _____ Quick Demo, TWE p. 643
 _____ Portfolio, TWE p. 644
 _____ BioLab and MiniLab Worksheets, pp. 107–108 TCR
 _____ Spanish Resources

Assess/Reteach

_____ Section Assessment, SE p. 645
 _____ Check for Understanding, TWE p. 645
 _____ Reteach, TWE p. 645
 _____ Reinforcement and Study Guide, p. 104 TCR
 _____ Content Mastery, pp. 113, 115–116 TCR
 _____ 5 Days to the Georgia High School Graduation Test, TCR

Enrichment/Application

_____ Extension, TWE p. 645

Close

_____ Biology Journal, TWE p. 645

Chapter Assessment

_____ Chapter Assessment, SE pp. 649–651
 _____ Assessment, TWE pp. 643, 644, 645, 647
 _____ BDOL Interactive CD-ROM, Chapter 23 quiz
 _____ Chapter Assessment, pp.133–138 TCR
 _____ Alternate Assessment in the Science Classroom, TCR
 _____ Performance Assessment in the Biology Classroom, TCR

Multimedia Options

_____ BDOL CD-ROM Section 23.3 Summary
 _____ MindJogger Videoquizzes, Ch.23 videotape
 _____ ExamView®Pro Software, Ch. 23
 _____ Using the Internet in the Science Classroom, TCR
 _____ Glencoe Science Web Site: ga.science.glencoe.com