

# Lesson Plan 34.1

## Skin: The Body's Protection



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

pp. 922–928

1 class session(s)

### Section Objectives

- **Compare** the makeup and functions of the dermis and epidermis.
- **Recognize** the role of the skin in responding to external stimuli.
- **Outline** the healing process that takes place when the skin is injured.

### National Science Content Standards

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

### Georgia QCC

1.1, 2.1, 22.1, 22.2, 23.1, 23.2, 24.1, 24.2

### Focus

- \_\_\_\_\_ Section Focus Transparency 81 and Master Getting Started Demo, *TWE* p. 922
- \_\_\_\_\_ Bellringer, *TWE* p. 923

### Teach

- \_\_\_\_\_ Inside Story, *SE* p. 924
- \_\_\_\_\_ MiniLab 34-1, *SE* p. 925
- \_\_\_\_\_ Problem-Solving Lab 34-1, *SE* p. 926
- \_\_\_\_\_ Alternative Lab, *TWE* p. 924
- \_\_\_\_\_ Portfolio, *TWE* p. 926
- \_\_\_\_\_ Biology Journal, *TWE* p. 927
- \_\_\_\_\_ Quick Demo, *TWE* p. 927
- \_\_\_\_\_ *BioLab and MiniLab Worksheets*, p. 151 *TCR*
- \_\_\_\_\_ Basic Concepts Transparency 61 and Master *Spanish Resources*

### Assess/Reteach

- \_\_\_\_\_ Section Assessment, *SE* p. 928
- \_\_\_\_\_ Check for Understanding, *TWE* p. 928
- \_\_\_\_\_ Reteach, *TWE* p. 928
- \_\_\_\_\_ *Reinforcement and Study Guide*, p. 151 *TCR*
- \_\_\_\_\_ *Content Mastery*, pp. 169–170, 172 *TCR*

### Enrichment/Application

- \_\_\_\_\_ Tech Prep, *TWE* p. 926
- \_\_\_\_\_ Enrichment, *TWE* p. 927
- \_\_\_\_\_ Extension, *TWE* p. 928

### Close

- \_\_\_\_\_ Discussion, *TWE* p. 928

### Chapter Assessment

- \_\_\_\_\_ Assessment, *TWE* pp. 925, 926, 927, 928
- \_\_\_\_\_ *Performance Assessment in the Biology Classroom*, *TCR*
- \_\_\_\_\_ *Alternate Assessment in the Science Classroom*, *TCR*

### Multimedia Options

- \_\_\_\_\_ **BDOL CD-ROM** Section 34.1 Summary
- \_\_\_\_\_ **MindJogger Videoquizzes**, Ch. 34 videotape
- \_\_\_\_\_ **ExamView®Pro Software**, Ch. 34
- \_\_\_\_\_ **Videodisc:** *The Infinite Voyage: Miracles by Design*
- \_\_\_\_\_ *Using the Internet in the Science Classroom*, *TCR*
- \_\_\_\_\_ Glencoe Science Web Site:  
[ga.science.glencoe.com](http://ga.science.glencoe.com)

# Lesson Plan 34.2

## Bones: The Body's Support



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

pp. 929–934

2 class session(s)

### Section Objectives

- Identify the structure and functions of the skeleton.
- Compare the different types of movable joints.
- Recognize how bone is formed.

### National Science Content Standards

UCP.1, UCP.2, UCP.5; B.2, B.6; C.5; D.1; E.1; F.1, F.6

### Georgia QCC

1.1, 22.1, 23.1, 24.1, 24.2

### Focus

Section Focus Transparency 82 and Master Bellringer, TWE p. 929

### Teach

- \_\_\_\_\_ Problem-Solving Lab 34-2, SE p. 933
- \_\_\_\_\_ Physics Connection, SE p. 942
- \_\_\_\_\_ Cultural Diversity, TWE p. 930
- \_\_\_\_\_ Quick Demo, TWE pp. 930, 931, 932
- \_\_\_\_\_ Biology Journal, TWE p. 931
- \_\_\_\_\_ Portfolio, TWE p. 931

- \_\_\_\_\_ *Concept Mapping*, p. 34 TCR
- \_\_\_\_\_ *Laboratory Manual*, pp. 247–250 TCR
- \_\_\_\_\_ Basic Concepts Transparencies 62, 63 and Masters
- \_\_\_\_\_ *Spanish Resources*

### Assess/Reteach

- \_\_\_\_\_ Section Assessment, SE p. 934
- \_\_\_\_\_ Check for Understanding, TWE p. 934
- \_\_\_\_\_ Reteach, TWE p. 934
- \_\_\_\_\_ *Reinforcement and Study Guide*, pp. 152–153 TCR
- \_\_\_\_\_ *Content Mastery*, pp. 169, 171–172 TCR

### Enrichment/Application

- \_\_\_\_\_ Enrichment, TWE p. 931
- \_\_\_\_\_ Tech Prep, TWE p. 933
- \_\_\_\_\_ Extension, TWE p. 934
- \_\_\_\_\_ *Critical Thinking/Problem Solving*, p. 34 TCR
- \_\_\_\_\_ *Tech Prep Applications*, pp. 43–44 TCR

### Close

- \_\_\_\_\_ Activity, TWE p. 934

### Chapter Assessment

- \_\_\_\_\_ Assessment, TWE pp. 932, 933, 934
- \_\_\_\_\_ *Performance Assessment in the Biology Classroom*, TCR
- \_\_\_\_\_ *Alternate Assessment in the Science Classroom*, TCR

### Multimedia Options

- \_\_\_\_\_ BDOL CD-ROM Section 34.2 Summary
- \_\_\_\_\_ MindJogger Videoquizzes, Ch. 34 videotape
- \_\_\_\_\_ ExamView®Pro Software, Ch. 34
- \_\_\_\_\_ Videodisc: *The Infinite Voyage: Miracles by Design*
- \_\_\_\_\_ NGS Videodisc: *STV: Human Body Vol. 2 Using the Internet in the Science Classroom*, TCR
- \_\_\_\_\_ Glencoe Science Web Site: [ga.science.glencoe.com](http://ga.science.glencoe.com)



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pp. 935–945

2 class session(s)

### Section Objectives

- Classify the three types of muscles.
- Analyze the structure of a myofibril.
- Interpret the sliding filament theory.

### National Science Content Standards

UCP.1–3, UCP.5; A.1, A.2; C.5; E.1, E.2; F.1, F.6; G.1

### Georgia QCC

1.1, 1.2, 2.1, 3.2, 22.1, 22.2, 23.1, 23.2, 24.1, 24.2

### Focus

Section Focus Transparency 83 and Master  
Bellringer, TWE p. 935

### Teach

- \_\_\_\_\_ Problem-Solving Lab 34-3, SE p. 936
- \_\_\_\_\_ MiniLab 34-2, SE p. 937
- \_\_\_\_\_ Inside Story, SE p. 938
- \_\_\_\_\_ Design Your Own BioLab, SE p. 940
- \_\_\_\_\_ Portfolio, TWE p. 936
- \_\_\_\_\_ Quick Demo, TWE p. 936
- \_\_\_\_\_ Biology Journal, TWE p. 937

- \_\_\_\_\_ Inside Story Poster, TCR
- \_\_\_\_\_ BioLab and MiniLab Worksheets, pp. 152–154  
TCR
- \_\_\_\_\_ Laboratory Manual, pp. 251–254, TCR
- \_\_\_\_\_ Basic Concepts Transparency 64 and Master
- \_\_\_\_\_ Spanish Resources

### Assess/Reteach

- \_\_\_\_\_ Section Assessment, SE p. 939
- \_\_\_\_\_ Check for Understanding, TWE p. 939
- \_\_\_\_\_ Reteach, TWE p. 939

- \_\_\_\_\_ Reteaching Skills Transparency 49 and Master  
Reinforcement and Study Guide, p. 154 TCR
- \_\_\_\_\_ Content Mastery, pp. 169, 171–172 TCR
- \_\_\_\_\_ 5 Days to the Georgia High School Graduation Test,  
TCR

### Enrichment/Application

- \_\_\_\_\_ Project, TWE p. 938
- \_\_\_\_\_ Extension, TWE p. 939

- \_\_\_\_\_ Tech Prep Applications, pp. 43–44 TCR

### Close

- \_\_\_\_\_ Discussion, TWE p. 939

### Chapter Assessment

- \_\_\_\_\_ Chapter Assessment, SE pp. 943–945
- \_\_\_\_\_ Assessment, TWE pp. 936, 937, 938, 939, 941
- \_\_\_\_\_ BDOL Interactive CD-ROM, Chapter 34 quiz
- \_\_\_\_\_ Chapter Assessment, pp. 199–204 TCR

- \_\_\_\_\_ Performance Assessment in the Biology Classroom,  
TCR
- \_\_\_\_\_ Alternate Assessment in the Science Classroom, TCR

### Multimedia Options

- \_\_\_\_\_ BDOL CD-ROM Section 34.3 Summary;  
Animation: Paired Skeletal Muscles, Sliding  
Filament Theory
- \_\_\_\_\_ MindJogger Videoquizzes, Ch. 34 videotape
- \_\_\_\_\_ ExamView®Pro Software, Ch. 34
- \_\_\_\_\_ BDOL Videodisc: Paired Skeletal Muscles,  
Sliding Filament Theory

- \_\_\_\_\_ NGS Videodisc: STV: Human Body, Vol. 2  
Videodisc: The Infinite Voyage: Unseen Worlds;  
The Secret of Life: X Ray
- \_\_\_\_\_ Using the Internet in the Science Classroom, TCR
- \_\_\_\_\_ Glencoe Science Web Site:  
[ga.science.glencoe.com](http://ga.science.glencoe.com)