



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

pp. 9732–982

2 class session(s)

### Section Objectives

- **Analyze** how nerve impulses travel within the nervous system.
- **Recognize** the functions of the major parts of the nervous system.
- **Compare** voluntary responses and involuntary responses.

### National Science Content Standards

UCP.1–3, UCP.5; A.1; B.1, B.3; C.1, C.5, C.6

### Georgia QCC

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

### Focus

- \_\_\_\_\_ Section Focus Transparency 87 and Master
- \_\_\_\_\_ Getting Started Demo, TWE p. 972
- \_\_\_\_\_ Bellringer, TWE p. 973

### Teach

- \_\_\_\_\_ Focus On Evolution of the Brain, SE p. 978
- \_\_\_\_\_ MiniLab 36-1, SE p. 980
- \_\_\_\_\_ BioTechnology, SE p. 998
- \_\_\_\_\_ Biology Journal, TWE pp. 974, 976, 977
- \_\_\_\_\_ Quick Demo, TWE pp. 975, 981
- \_\_\_\_\_ Portfolio, TWE p. 975
- \_\_\_\_\_ Alternative Lab, TWE p. 980
- \_\_\_\_\_ BioLab and MiniLab Worksheets, p. 159 TCR
- \_\_\_\_\_ Laboratory Manual, pp. 261–264 TCR
- \_\_\_\_\_ Basic Concepts Transparency 67 and Master
- \_\_\_\_\_ Spanish Resources

### Assess/Reteach

- \_\_\_\_\_ Section Assessment, SE p. 982
- \_\_\_\_\_ Check for Understanding, TWE p. 981
- \_\_\_\_\_ Reteach, TWE p. 982
- \_\_\_\_\_ Reinforcement and Study Guide, pp. 159–160 TCR
- \_\_\_\_\_ Content Mastery, pp. 177–178, 180 TCR

### Enrichment/Application

- \_\_\_\_\_ Tech Prep, TWE pp. 975, 976
- \_\_\_\_\_ Enrichment, TWE pp. 976, 977, 979
- \_\_\_\_\_ Project, TWE p. 977
- \_\_\_\_\_ Extension, TWE p. 982
- \_\_\_\_\_ Critical Thinking/Problem Solving, p. 36 TCR

### Close

- \_\_\_\_\_ Discussion, TWE p. 982

### Chapter Assessment

- \_\_\_\_\_ Assessment, TWE pp. 977, 980, 981, 982
- \_\_\_\_\_ Alternate Assessment in the Science Classroom, TCR
- \_\_\_\_\_ Performance Assessment in the Biology Classroom, TCR

### Multimedia Options

- \_\_\_\_\_ BDOL CD-ROM Section 36.1 Summary;
- \_\_\_\_\_ BioQuest: *Body Systems*; Animation: *Impulse Transmission in a Motor Neuron, Across a Synapse*
- \_\_\_\_\_ MindJogger Videoquizzes, Ch. 36 videotape
- \_\_\_\_\_ ExamView®Pro Software, Ch. 36
- \_\_\_\_\_ BDOL Videodisc: *Impulse Transmission*
- \_\_\_\_\_ Videodisc: *The Infinite Voyage: Fires of the Mind, Unseen Worlds*
- \_\_\_\_\_ NGS Videodisc: *STV: The 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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### Section Objectives

- **Define** the role of the senses in the human nervous system.
- **Recognize** how senses detect chemical, light, and mechanical stimulation.
- **Identify** ways in which the senses work together to gather information.

### National Science Content Standards

UCP.1–3, UCP.5; C.1, C.5, C.6

### Georgia QCC

1.1, 22.1, 23.1, 23.2, 24.1, 24.2

### Focus

\_\_\_\_\_ Section Focus Transparency 88 and Master  
 \_\_\_\_\_ Bellringer, TWE p. 983

### Teach

\_\_\_\_\_ Inside Story, SE p. 985  
 \_\_\_\_\_ Problem-Solving Lab 36-1, SE p. 986  
 \_\_\_\_\_ Biology Journal, TWE p. 984  
 \_\_\_\_\_ Quick Demo, TWE p. 984  
 \_\_\_\_\_ Portfolio, TWE p. 985

\_\_\_\_\_ Laboratory Manual, pp. 265–268 TCR  
 \_\_\_\_\_ Concept Mapping, p. 36 TCR  
 \_\_\_\_\_ Basic Concepts Transparencies 68, 69 and  
 Masters  
 \_\_\_\_\_ Spanish Resources

### Assess/Reteach

\_\_\_\_\_ Section Assessment, SE p. 987  
 \_\_\_\_\_ Check for Understanding, TWE p. 987  
 \_\_\_\_\_ Reteaching Skills Transparencies 52, 53 and  
 Masters

\_\_\_\_\_ Reinforcement and Study Guide, p. 161 TCR  
 \_\_\_\_\_ Content Mastery, pp. 177, 179–180 TCR

### Enrichment/Application

\_\_\_\_\_ Project, TWE p. 983  
 \_\_\_\_\_ Enrichment, TWE p. 984  
 \_\_\_\_\_ Extension, TWE p. 987  
 \_\_\_\_\_ Tech Prep Applications, pp. 47–48 TCR

### Close

\_\_\_\_\_ Discussion, TWE p. 987

### Chapter Assessment

\_\_\_\_\_ Assessment, TWE pp. 984, 986, 987  
 \_\_\_\_\_ Alternate Assessment in the Science Classroom, TCR  
 \_\_\_\_\_ Performance Assessment in the Biology Classroom, TCR

### Multimedia Options

\_\_\_\_\_ **BDOL CD-ROM** Section 36.2 Summary;  
 Animation: *The Sense of Sight, The Sense of  
 Hearing*  
 \_\_\_\_\_ **MindJogger Videoquizzes**, Ch. 36 videotape  
 \_\_\_\_\_ **ExamView®Pro Software**, Ch. 36  
 \_\_\_\_\_ **BDOL Videodisc:** *The Sense of Sight, The Sense  
 of Hearing*

\_\_\_\_\_ **Videodisc:** *The Infinite Voyage: A Taste of  
 Health*  
 \_\_\_\_\_ *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. 988–1001

2 class session(s)

### Section Objectives

- **Recognize** the medicinal uses of drugs.
- **Identify** the different classes of drugs.
- **Interpret** the effect of drug misuse and abuse on the body.

### National Science Content Standards

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

### Georgia QCC

1.1, 1.2, 1.3, 1.4, 2.1, 3.2, 22.1, 23.1, 23.3, 24.1, 24.2

### Focus

- \_\_\_\_\_ Section Focus Transparency 89 and Master  
 \_\_\_\_\_ Bellringer, TWE p. 988

### Teach

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| _____ Problem-Solving Lab 36-2, SE p. 989    | _____ Cultural Diversity, TWE p. 991                     |
| _____ Careers in Biology, SE p. 990          | _____ Portfolio, TWE p. 993                              |
| _____ MiniLab 36-2, SE p. 991                | _____ <i>BioLab and MiniLab Worksheets</i> , pp. 160–162 |
| _____ Design Your Own BioLab, SE p. 996      | _____ TCR  |
| _____ Quick Demo, TWE p. 990                 | _____ <i>Spanish Resources</i>                           |
| _____ Biology Journal, TWE pp. 990, 992, 994 |  |

### Assess/Reteach

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|---|--|
| _____ Section Assessment, SE p. 995       | _____ <i>Reinforcement and Study Guide</i> , p. 162 TCR              |
| _____ Check for Understanding, TWE p. 994 | _____ <i>Content Mastery</i> , pp. 177, 180 TCR                      |
| _____ Reteach, TWE p. 994                 | _____ <i>5 Days to the Georgia High School Graduation Test</i> , TCR |

### Enrichment/Application

- \_\_\_\_\_ Enrichment, TWE pp. 992, 994  
 \_\_\_\_\_ Extension, TWE p. 994  
 \_\_\_\_\_ *Tech Prep Applications*, pp. 49–50 TCR

### Close

- \_\_\_\_\_ Discussion, TWE p. 995

### Chapter Assessment

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| _____ Chapter Assessment, SE pp. 999–1001              | _____ <i>Alternate Assessment in the Science Classroom</i> , TCR   |
| _____ Assessment, TWE pp. 989, 991, 992, 995, 997      | _____ <i>Performance Assessment in the Biology Classroom</i> , TCR |
| _____ <i>Chapter Assessment</i> , pp. 211–216 TCR      |  |
| _____ <b>BDOL Interactive CD-ROM</b> , Chapter 36 quiz |  |

### Multimedia Options

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| _____ <b>BDOL CD-ROM</b> Section 36.3 Summary  | _____ <i>Using the Internet in the Science Classroom</i> , TCR  |
| _____ <b>MindJogger Videoquizzes</b> , Ch. 36 videotape  | _____ Glencoe Science Web Site:<br><a href="http://ga.science.glencoe.com">ga.science.glencoe.com</a> |
| _____ <b>ExamView®Pro Software</b> , Ch. 36  |   |
| _____ <b>Videodisc: <i>The Infinite Voyage</i></b> : Prisoners of the Brain, Fires of the Mind |   |