

Protection, Support, and Locomotion

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.

Block	Content
0.5	34.1 Skin: The Body's Protection
1	34.2 Bones: The Body's Support
1	34.3 Muscles for Locomotion
0.5	Chapter Assessment

Block Schedule Planning Guide

34.1

Skin: The Body's Protection

pages 893–898

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

Pacing Guide

1/2 block

Lesson & MiniLab

KEY: SE = Student Edition, TWE = Teacher Wraparound Edition, TCR = Teacher Classroom Resources, BDOL = Biology: The Dynamics of Life, URB = Unit Resources Booklet

Objectives

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

State/local objectives: _____

Lesson Resources

- _____ Section Focus Transparency 81 and Master, *TCR/URB*
- _____ Basic Concepts Transparency 61 and Master, *TCR/URB*
- _____ *MiniLab Worksheet*, p. 3 *URB*
- _____ *Reinforcement and Study Guide*, *URB* English, p. 11; Spanish, p. 15

Multimedia Resources

- _____ **Interactive Chalkboard CD-ROM:** Section 34.1 Presentation
- _____ **MindJogger Videoquizzes**, Ch. 34
- _____ **Guided Reading Audio Summaries MP3**
- _____ *Using the Internet in the Science Classroom*, *TCR*
- _____ Glencoe Science Web site: bdol.glencoe.com

Lesson Plan

Activity	Resources	Suggested Time
Classroom Management <ul style="list-style-type: none"> • Distribute the corrected Chapter 33 tests while students complete the Bellringer for Section 34.1. 	Section Focus Transparency 81 and Master, <i>TCR/URB</i>	5 minutes
Discussion <ul style="list-style-type: none"> • Answer Chapter 33 test questions. 	<i>Chapter Assessment</i> , pp. 177–178 <i>URB</i>	5 minutes
Core Lesson <ul style="list-style-type: none"> • Introduce Chapter 34 with the Two-Minute Chapter Launcher. • Teach the main concepts of Section 34.1. • Have students complete MiniLab 34.1. 	<i>TWE</i> , p. 892 <i>TWE</i> , pp. 893–898 <i>SE</i> , p. 895	15 minutes
In-Class Check <ul style="list-style-type: none"> • Do the Check for Understanding and Reteach strategies. 	<i>TWE</i> , p. 898	10 minutes
Homework <ul style="list-style-type: none"> • Have students complete Section 34.1 Assessment. • Assign relevant questions from Chapter 34 Assessment. 	<i>SE</i> , p. 898 <i>SE</i> , pp. 913–915	5 minutes
Closing <ul style="list-style-type: none"> • Assess students with the Assessment activity. 	<i>TWE</i> , p. 898	5 minutes

[total = 45 minutes]

Block Schedule Planning Guide

34.2

Bones: The Body's Support

pages 899–904

National Science Content Standards: UCP.1, UCP.2, UCP.5; A.1, A.2; D.1; E.1; F.1, F.5, F.6; G.2

Pacing Guide

1 block

Lesson & Problem-Solving Lab

KEY: SE = Student Edition, TWE = Teacher Wraparound Edition, TCR = Teacher Classroom Resources, BDOL = Biology: The Dynamics of Life, URB = Unit Resources Booklet

Objectives

- **Compare** the different types of movable joints.
- **Describe** how bone is formed.
- **Identify** the structure and functions of the skeletal system.

State/local objectives: _____

Lesson Resources

- _____ Section Focus Transparency 82 and Master, *TCR/URB*
- _____ Basic Concepts Transparencies 62–63 and Masters, *TCR/URB*
- _____ *Reinforcement and Study Guide*, *URB* English, pp. 12–13; Spanish, pp. 16–17

- _____ **Guided Reading Audio Summaries MP3**
- _____ **Virtual Labs CD-ROM**
- _____ Virtual Lab: *Bones, The Body's Support*
- _____ *Using the Internet in the Science Classroom*, *TCR*
- _____ Glencoe Science Web site: **bdol.glencoe.com**

Multimedia Resources

- _____ **Interactive Chalkboard CD-ROM:** Section 34.2 Presentation
- _____ **MindJogger Videoquizzes**, Ch. 34

Optional Resources

- _____ *Laboratory Manual*, pp. 223–226 *TCR*
- _____ *Real World BioApplications*, pp. 7–8 *URB*
- _____ *Critical Thinking/Problem Solving*, p. 20 *URB*

Lesson Plan

Activity	Resources	Suggested Time
Classroom Management <ul style="list-style-type: none"> • Have students complete the Bellringer for Section 34.2. • Have students check homework answers. 	Section Focus Transparency 82 and Master, <i>TCR/URB</i> <i>TWE</i> , pp. 898, 913–915	5 minutes
Discussion <ul style="list-style-type: none"> • Answer homework questions. 	<i>TWE</i> , p. 898 <i>TWE</i> , pp. 913–915	5 minutes
Core Lesson <ul style="list-style-type: none"> • Introduce Section 34.2 with the Quick Demo. • Teach the main concepts of Section 34.2. • Have students complete Problem-Solving Lab 34.2 in small groups, and discuss their answers to the Thinking Critically questions. 	<i>TWE</i> , p. 900 <i>TWE</i> , pp. 899–904 <i>SE</i> and <i>TWE</i> , p. 903	30 minutes
In-Class Check <ul style="list-style-type: none"> • Review the main ideas of Section 34.2 with the Basic Concepts Transparencies. • Do the Check for Understanding and Reteach strategies. 	Basic Concepts Transparencies 62–63 and Masters, <i>TCR/URB</i> <i>TWE</i> , p. 904	25 minutes
Homework <ul style="list-style-type: none"> • Have students complete Section 34.2 Assessment. • Assign relevant questions from Chapter 34 Assessment. 	<i>SE</i> , p. 904 <i>SE</i> , pp. 913–915	15 minutes
Closing <ul style="list-style-type: none"> • Assess students with the Word Origin activity. 	<i>TWE</i> , p. 901	10 minutes

[total = 90 minutes]

Block Schedule Planning Guide

34.3

Muscles for Locomotion

pages 905–909

Pacing Guide

1 block

Lesson & BioLab

KEY: *SE* = Student Edition, *TWE* = Teacher Wraparound Edition, *TCR* = Teacher Classroom Resources, *BDOL* = Biology: The Dynamics of Life, *URB* = Unit Resources Booklet

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

Objectives

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

State/local objectives: _____

Lesson Resources

- _____ Section Focus Transparency 83 and Master, *TCR/URB*
- _____ Basic Concepts Transparency 64 and Master, *TCR/URB*
- _____ *MiniLab Worksheet*, p. 4 *URB*
- _____ *BioLab Worksheet*, pp. 5–6 *URB*
- _____ *Reinforcement and Study Guide*, *URB* English, p. 14; Spanish, p. 18
- _____ Reteaching Skills Transparency 49 and Master, *TCR/URB*

Multimedia Resources

- _____ **Interactive Chalkboard CD-ROM:** Section 34.3 Presentation
- _____ **MindJogger Videoquizzes**, Ch. 34
- _____ **Guided Reading Audio Summaries MP3** *Using the Internet in the Science Classroom*, *TCR*
- _____ Glencoe Science Web site: bdol.glencoe.com

Optional Resources

- _____ *Probeware Labs*, pp. 25–28 *TCR*
- _____ *Real World BioApplications*, pp. 9–10 *URB*
- _____ *Inside Story Poster*, *TCR*

Lesson Plan

Activity	Resources	Suggested Time
Classroom Management <ul style="list-style-type: none"> • Have students complete the Bellringer for Section 34.3. • Have students check homework answers. 	Section Focus Transparency 83 and Master, <i>TCR/URB</i> <i>TWE</i> , pp. 904, 913–915	5 minutes
Discussion <ul style="list-style-type: none"> • Answer homework questions. 	<i>TWE</i> , pp. 904, 913–915	5 minutes
Core Lesson <ul style="list-style-type: none"> • Introduce Section 34.3 with the Quick Demo. • Teach the main concepts of Section 34.3. • Have students complete the BioLab. 	<i>TWE</i> , p. 906 <i>TWE</i> , pp. 905–909 <i>SE</i> , pp. 910–911	50–55 minutes
In-Class Check <ul style="list-style-type: none"> • Assess students' answers to the BioLab questions, and discuss their results. • Have students do the Concept Map activity. • Answer questions on Chapter 34 in preparation for the test. 	<i>TWE</i> , pp. 910–911 <i>TWE</i> , p. 905 <i>TWE</i> , pp. 893–915	15–20 minutes
Homework <ul style="list-style-type: none"> • Have students complete Section 34.3 Assessment. • Assign relevant questions from Chapter 34 Assessment. 	<i>SE</i> , p. 909 <i>SE</i> , pp. 913–915	5 minutes
Closing <ul style="list-style-type: none"> • Assess students with the Modified Assessment. 	<i>TWE</i> , p. 909	5 minutes

[total = 90 minutes]

Pacing Guide

1/2 block

Review/Assessment

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Resources, *BDOL* = Biology: The
Dynamics of Life, *URB* = Unit
Resources Booklet

Assessment Resources

- _____ *Chapter Assessment*, Ch. 34 *URB*
- _____ *Performance Assessment in the Biology Classroom*, *TCR*
- _____ *Alternate Assessment in the Science Classroom*, *TCR*

Multimedia Resources

- _____ *MindJogger Videoquizzes*, Ch. 34
- _____ *ExamView® Pro Testmaker CD-ROM*, Ch. 34
- _____ *Interactive Chalkboard CD-ROM*:
Ch. 34 Assessment

Lesson Plan

Activity	Resources	Suggested Time
Classroom Management <ul style="list-style-type: none"> • Have students check homework answers. 	<i>TWE</i> , pp. 909, 913–915	5 minutes
Reviewing the Chapter <ul style="list-style-type: none"> • Answer homework questions. • Answer any final questions about Chapter 34. 	<i>TWE</i> , pp. 893–915	5 minutes
Assessment <ul style="list-style-type: none"> • Distribute the test and allow students to work quietly. 	<i>Chapter Assessment</i> , pp. 35–40 <i>URB</i>	30–35 minutes
Closing <ul style="list-style-type: none"> • As students complete the test, let them explore the Internet connection for Chapter 35. 	bdol.glencoe.com	0–5 minutes

[total = 45 minutes]