

Science

	Living Environment	Earth Science	Environmental Science	Medical Science	Biology
Wednesday	I can describe the structure of DNA; I can define DNA replication; I can use base pairing rules to synthesize a DNA strand from its complementary	Students will be learning about the three types of landforms.	SWBAT interpret an Energy Pyramid	Grandman Jane CER Task: Students will complete a CER task on the final diagnosis of Grandma Jane	Matin: Dolly Cloned Sheep- Students will read a text on cloning and answer comprehension questions Pellegrino: SWBAT: explain DNA Structure & Replication Choice of Newsela Reading & Assignment or Guided Reading Assignment. Tunez: DNA/RNA review - students will code DNA to RNA. Will review differences between them.
Thursday	I can compare and contrast DNA and RNA; I explain the 2 steps of protein synthesis	Students will be comparing and contrasting the four different types of stream drainage.	SWBAT 1. Construct an Energy Pyramid 2: Differentiate between Abiotic & Biotic	Tibetan Vs. Han Case Study Day 1: Students will read text 1 and text 2 and answer comprehension questions	Matin: Sickle Cell Anemia- Students will read a text on sickle cell anemia and answer comprehension questions Pellegrino: SWBAT compare & contrast DNA & RNA and the 2 steps of protein synthesis Tunez: SWBAT to distinguish between abiotic and biotic factors.
Friday	I can define mutation; I can classify the 3 types of mutation; I can determine how a mutation in a DNA base sequence can <u>alter</u> (change) a protein and how it functions	I can identify the different landscape regions of NY State using the ESRT pg 2	SWBAT define ecological niche; differentiate between habitat and niche.	Tibetan Vs. Han Case Study Day 2: Students will read text 3 and text 4 and compare and contrast evolve vs. adaptation	Matin: Unit 6 Review- Students will do a quick review for a quiz on Monday Tunez: SWBAT to identify the different niches in a habitat. Pellegrino: SWBAT define mutation and classify the three types. Determine how a mutation in a DNA base sequence can alter a protein & how it functions.

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Monday	I can describe how scientists use selective breeding.	Students will practice regents questions on Unit 3- Landform and Surface Processes.	SWBAT determine the cause of Endangered Species	Tibetan Vs. Han Case Study Day 3: Students will read text 5 and text 6 and analyze data to predict which group will evolve and which group will acclimate.	<p>Matin: Unit 6 Quiz Students will take a Unit 6 quiz</p> <p>Tunez: SWBAT understand the different levels of a food chain. Identify primary, secondary, and tertiary consumer.</p> <p>Pellegrino: I can describe how scientists use selective breeding.</p>
Tuesday	Introduction to Biotechnology and CRISPR: Vox Video	Students will be starting a new topic, Unit 4 - Geological History and Evolution of Life! They will be learning how to determine the relative age of rocks.	SWBAT describe the benefit of genetic diversity	Tibetan Vs. Han Case Study CER: Students will write a CER on which groups of natives have either evolved or acclimated	<p>Matin:Chromosomal Disorder Case Study- Students will read about 3 chromosomal case studies and identify mystery patients.</p> <p>Tunez: SWBAT understand what a heterotroph is and how energy is transferred in food chain.</p> <p>Pellegrino: Introduction to Biotechnology & CRISPR: Vox Video</p>
Wednesday	Taking a Stance on Biotechnology : CRISPR Blog Assignment Research Step	Students will be learning about index fossils and what they are used for.	SWBAT choose an endangered species; research background info on the species	Sergio's Mini Case Study: Students will have to conduct research to determine Sergios diagnosis, bronchitis or pneumonia.	<p>Matin:Down Syndrome Research- Students will conduct research on down syndrome and create a fictional character</p> <p>Tunez: SWBAT make their own food chain and label with different components of energy levels and kinds of consumer.</p> <p>Pellegrino: SWBAT take a stance on Biotech: CRISPR Blog Assignment Research Step</p>
Thursday	Taking a Stance on Biotechnology : CRISPR Blog Assignment: Rough Draft	Students will learn about the laws of stratigraphy	SWBAT research the niche of their organism and why their organism is important to the ecosystem;	Tuberculosis Research: STudents will conduct research on transmission, symptoms and treatment of T.B.	<p>Matin:Designer Babies- Students will read and answer questions on the pros/cons of designer babies</p> <p>Tunez: SWBAT analyze a carrying capacity graph.</p> <p>Pellegrino: SWBAT Rough draft their Blog entry on CRISPR</p>
Friday	Taking a Stance on Biotechnology	Students will learn how to	SWBAT determine WHY this	Tuberculosis Data Analysis:	Matin:Designer Babies CER- Students will

	: CRISPR Blog Final Copy	interpret pg. 8 and 9 of the ESRT- Geological History of New York State	species is endangered; research what is being done to help save their organism	Students will analyze data on T.B. and explain the trend of it.	write CER on whether or not they support designer babies. Tunez: Students will read an article about an invasive species and understand the effects they have on their environment. Pellegrino: SWBAT submit their final copy of Taking a Stance on Biotechnology: CRISPR Blog
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