

DEPARTMENT OF EDUCATION OF THE CITY OF NEW YORK
DR. DANIEL HALE WILLIAMS MIDDLE SCHOOL 180

“ A SCHOOL OF EXCELLENCE AND OPPORTUNITY”

700 Baychester Avenue, Bronx, New York 10475 TEL: (718) 904-5650 FAX: (718) 904-5655

Marlon Williams, *Principal*

Margaret Greeley
Tobi Goldberg
Assistant Principals

Jessica Astor
Corey Dicker
Assistant Principals

SCIENCE - Mrs. Garrido

MGarrido4@schools.nyc.gov

www.mgarrido4.weebly.com

- **CLASS OBJECTIVE:** Every student will be exposed to and obtain a general knowledge of science as per the science curriculum outlined for NYC Science Scope and Sequence grades 6-12.
- **MATERIALS NEEDED FOR CLASS:** Four spiral notebooks (1 per unit), 1 plastic folder, pens, pencils, highlighters, planner or small notebook to write down homework.
- **HOMEWORK:** Homework will be assigned every night whether a written assignment, reading or notes review. All class work and homework assignments should include a full heading & assignment number/title.

Example:

Name:

Date:

Class:

Teacher:

H.W. _____

- **TESTS AND QUIZZES:** There will be a quiz/test after each chapter/unit. Tests will be announced in advance and will include materials covered in the book, lab, and in class. All tests/quizzes must be signed and returned the day after. **Pop quizzes will be given with or without notice.**
- **LABS:** Labs will relate to topics covered in class. All students must keep their labs in a lab folder that will be provided.
- **ABSENCES:** It is the student's responsibility to copy notes from a peer and make up all missed work upon return to school. Students are encouraged to contact a classmate when class is missed. You can go to Mrs. Garrido's website for a list of assignments.
- **BEHAVIOR:** M.S 180 uses a PBIS (Positive Behavioral Interventions and Supports) system to track student behavior.
- **PARENT CONTACT:** Parents can contact me at MGarrido4@schools.nyc.gov or leave a message at (718) 904-5650.
- **GRADING POLICY:** 50%- Tests/Quizzes/Labs/Projects, 25%- Homework, 25%- Participation

Please tear off and return to Mrs. Garrido

I HAVE READ AND UNDERSTAND THE SCIENCE REQUIREMENTS LISTED ABOVE.

Student Name: _____

Parent Name: _____

Home Phone: _____

Cell phone: _____

E-Mail: _____

Parent/Guardian Signature: _____

Unit 1 – Geology

September- October (7 weeks)	Essential Questions:
<i>Unit Overview:</i> This unit studies the surface of planet Earth, as well as the natural phenomena that causes the surface to change over time. Students will be able to make different types of models representing the lithosphere that will best help them describe changes in the surface of the planet. In addition, they will analyze data from earthquakes and volcanoes, and charts that represent the long history of Earth, drawing conclusions about how these forces of nature provoke short-term, long-term, and permanent changes to the surface of the planet	How do different natural phenomena change the surface of the Earth over time? To what extent do natural occurrences affect the Earth over time? How do scientists use data and technology to make predictions about natural phenomena? How have environmental conditions influenced the changes in the Earth's surface?

Unit 2– Energy and Matter

November- January (12 weeks)	Essential Questions:
<i>Unit Overview:</i> Students will describe matter by its physical properties and will explain its behavior by using its chemical properties. Knowledge of physical and chemical changes will enable students to understand how matter and energy interact in many dynamic ways. As students understand these interactions between matter and energy, they should also be able to investigate and explain how pollutants enter and remain in the environment, and its consequences for living and nonliving things. Students should be able to propose ideas and ways to preserve a healthy living environment with a minimum amount of pollutants. [Refer to Appendix A for Conservation Day]	What makes matter? How does matter behave? How does matter relate to energy? How is energy transferred from one material to another? How is energy transformed? What materials are best to conserve and efficiently use energy? To what extent do chemicals affect living and nonliving things?

Unit 3– Dynamic Equilibrium: The Human Animal

February- March (8 weeks)	Essential Questions:
<i>Unit Overview:</i> Through this unit, students will understand the cell, the function of organs, and how these work together as a system. Students must be able to explain and conclude that, despite changes, the connection of organ systems, and the maintenance of a proper metabolism, will provide a dynamic equilibrium for life.	How do cells function to sustain human life? How do human body systems function to maintain homeostasis? How can environmental conditions affect human survival?

Unit 4– Dynamic Equilibrium: Other Organisms

May – June (8 weeks)	Essential Questions:
<i>Unit Overview:</i> This unit continues building understanding of the structure and function of other organisms, by exploring body systems of plants and other animals, including single-celled organisms and invertebrates. Students will compare and contrast how these organisms regulate and maintain homeostasis, drawing conclusions about their physical needs and how they maintain a dynamic equilibrium. [Refer to Appendix A for the Humane Treatment of Animals and Conservation Day]	How do differences in structures or functions promote biodiversity among living things? How do living things function to maintain a dynamic equilibrium? How do organisms adapt to their environment in order to survive? How do differences in structure and/or function influence biodiversity among living things?