**Course Description**: The first semester of 11th grade Biology is going to be focused around completing an East Side Community High School graduation requirement called the PBAT (Project Based Assessment Task).

The PBAT will require the student to research, design, implement, and analyze data from an experiment chosen independently. This is a great opportunity for each student to experience the very exciting and often challenging field of research science. Students will be expected to produce a formal lab report and will present their findings in front of a panel of judges before the end of this semester. Once completed, each student will be one step closer to graduation and ready for their final three semesters of science at East Side.

During the course of this semester the experiments that the students design may require some extra time outside of class, effort, and perhaps even extra materials. Please feel free to contact me at any point during the semester if you have any questions or difficulty obtaining any material necessary to complete the PBAT.

The content for this class may vary, depending on the subject area that is chosen by the class. The general format will be as follows:

* Part I: General content on sustainability and neuroscience
  + This Brief intro to each topic will give each student a basic understanding of the content of sustainability and neuroscience, and will aid in their decision of a topic for their PBAT.
* Part II: In-depth content
  + Objectives: Students will develop a deeper understanding of the content chosen for their PBAT. During this time the students will use current literature and studies to begin to develop the ideas for their PBAT.
  + Major Assessments: Student’s writing within the content will be assessed, along with daily warm-ups and objectives.
* Part III: PBAT background research and experimental design
  + Objectives: Use scientific literature to develop a testable question and to design an experiment.
  + Major Assessments: Experimental design worksheet, Procedure worksheet, etc.
* Part IV: Conducting the experiment
  + Objectives: Collect, run, and analyze the initially designed experiment.
  + Major Assessments: Data collection and successful completion of experiment.
* Part V: Writing the PBAT paper and creating a presentation.
  + Objectives: To accurately convey your research, data and findings in a scientific paper as well as present them to a panel of judges.
  + Major Assessments: Your completed PBAT paper, as well as your PBAT presentation will be assessed.

**Grading Policy:** Your grades in this class will be determined by a combination of the following categories:

|  |  |  |
| --- | --- | --- |
| **Category** | **Worth** | **Example Assignment** |
| Major assessments | 50% | * CER * PBAT Final paper * Content test |
| Classwork/Homework | 30% | * PBAT Experimental design worksheet * Any worksheet done during class that is graded |
| Professionalism | 20% | * Classwork/Homework completion * In-class behavior |

**Supplies Needed:**

* A place to write. A binder is nice because you can add more pages when you need them. A notebook is nice because the pages don’t fall out. Either one is fine, just make sure you have places to put notes.
* Calculator
* 1 or more highlighters

**Class Policies and Procedures:**

* 100% Respect.
* NO CELL PHONES OR ELECTRONICS! Have them OFF and away before you enter. There will be times that you can use your phone as a resource in class at the teacher’s discretion.
* Revisions to major assignments must take place in after school or breakfast study.
* Say “please” and “thank you”. It makes a difference!

Beginning Class

1. Enter class **silently** and take your assigned seat.
2. Complete the warm up.
3. If HW is assigned, write it down in your class calendar

During Class

1. During class discussion and lectures pay attention and participate. **Do not interrupt** Marc, another educator, or a classmate while they are speaking by yelling out or having a side conversation.
2. During independent work **do not disrupt** other students. No side conversations.
3. During group work, do your part/role to contribute to the task without distracting others.
4. When Marc has dismissed the class, **push in your chair** before you leave.

Bathroom or Water Pass

1. **Never** during class discussion or lecture.
2. Request only during independent or group work.
3. Raise your hand for permission.
4. Take the pass and return quickly.

Some Quick Facts about Your Teachers

Marc is left handed and does not like cilantro (it tastes like soap - it’s genetic, look it up). He has a dog named Melvin, who hates most people. He also really enjoys running and crossword puzzles, a lot.

Thai is born and raised in Brooklyn and was the first person in her family to graduate from college. She loves the walking dead, but does not like fear the walking dead. She also likes to run stairs, a lot.

HC lives in Westchester and commutes to East Side Community High School every morning. He enjoys to ride his bicycle in his free time but his last ride gave him a bad scar on his right knee. Though, it doesn’t stop him from riding his bike.

I look forward to a great semester that will result in every student presenting a Biology PBAT that they can be proud of.

Sincerely,

Marc Sole

11th grade Biology

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PLEASE KEEP THIS DOCUMENT FOR YOUR RECORDS