

BI launch and syllabus

Your goal: Orient to the Biomedical Innovations course and confirm access to the PLTW online shell and the daily evidence routine.

One product: Syllabus-and-login check confirming access to the PLTW shell, portfolio folder, and safety contract location.

Question: What can a written record show, and what still needs a real check?

Start the work

Link a specific goal to observed evidence, plan a check, and ask for missing permitted results.

1. Read the BI course commitments: a submission every day and a summative check every week.
2. Log in to the PLTW course shell and confirm you can open Problem 1.
3. Sign the safety contract acknowledgment and note where it lives in the portfolio.
4. Preview the design-process vocabulary: innovation, prototype, constraint, criterion, evidence.
5. Submit a syllabus-and-login check confirming access to every tool.

If the route is unavailable, save the dated written preparation locally and ask the teacher for help. Do not invent actual access, acknowledgment, a portfolio location or completion evidence.

Words you will use

innovation

A new or improved idea, method or product meant to solve a problem.

prototype

An early model used to examine an idea.

constraint

A boundary a design must stay within.

criterion

A requirement used to judge a design.

evidence

Information supporting a claim.

claim

A statement about what the evidence supports.

artifact

A piece of work produced by a task.

portfolio

An organized collection of work over time.

syllabus

The course guide explaining expectations and requirements.

commitment

A responsibility you agree to follow.

submission

Sending work to its assigned destination.

summative check

A check used to judge learning at a stated point.

access

Ability to open the assigned resource.

confirmation

Evidence that an intended action occurred.

acknowledgment

A person's confirmation that they reviewed or received something.

signature

A person's own acknowledgment on a required document.

revision

A change made after checking work.

limit

What the evidence cannot establish.

Still needed

Waiting for a required input or action.

not checked

No actual check has been performed.

routine

A repeatable sequence of actions.

course shell

The online space containing the enrolled course.

folder

A place used to organize files.

index

A list showing where entries can be found.

safety contract

The teacher-provided agreement about laboratory responsibilities.

clinical safety

Safety when a product or action is used in patient care.

hypothetical

Proposed for thinking or practice, rather than reported as an actual event.

screenshot

An image of what a screen actually displayed.

tracker

A record showing what assigned work you did and what you need next.

H1: Course commitments and today's routes

Today's lesson calls for one submission each day and one summative check each week. A submission sends work to its assigned place. A summative check judges learning at a stated point.

These commitments describe the lesson's routine. They do not supply a grading formula, penalty or full syllabus. The syllabus is the course guide; read the teacher's actual copy before acknowledging it.

An artifact is a piece of work. A portfolio is an organized collection of work over time. A claim states what you think is supported; evidence is the information you use to support it.

Opening example: a clipboard holds papers together and provides a firm writing surface. It can support record keeping in a clinic. This description does not prove faster care or better health.

Fictional opening check: a clipboard must hold one paper while standing upright. The supplied record says the paper stayed in place during that check. This supports that requirement only; repeated use and real clinic benefit were not tested.

Answer both opening questions: name this tool or another supplied example and its purpose; explain what evidence would show that a design meets a stated requirement.

Everyone completes the supplied vocabulary, S1 paper comparison, reflection and work-check record. Perform actual access and acknowledgment steps only through the teacher's route. If an input is missing, use the written preparation and ask for that input before taking the actual action.

E1: Access is one check, not every check

The intended destination is Problem 1 Design of an Effective Emergency Room in your enrolled Biomedical Innovations course. Access means being able to open the assigned resource. Confirmation is evidence that the intended action happened.

The teacher confirms the current myPLTW route and first activity. This page does not provide an account or sign you in. Do not send credentials, identifying screenshots or private records to a general chat.

If the teacher provides access, open the course, find Problem 1 and check the first activity as directed. Record only what actually opens. Opening a page does not complete that activity.

Without access, write the intended destination, the missing input and the next person or step needed. You can finish the supplied paper comparison without entering an account.

The daily product also names the portfolio folder and safety-contract location. Check each separately through the teacher's route. For any additional tool, ask for the actual required list; do not invent one.

The syllabus-and-login check may use a genuine screenshot or portfolio note as the teacher requires. Keep identifying evidence on the approved private route. A written plan to log in is not a completed login.

E2: Acknowledge only what you actually reviewed

An acknowledgment is a person's confirmation that they reviewed or received something. A signature belongs to the actual person. Reading this page cannot sign or return a safety contract.

Use the full teacher-provided safety contract and ask how the acknowledgment is recorded. January 25 preparation does not prove the actual contract was signed or stored.

If the full contract, signature process or portfolio location is missing, record the missing input and ask the teacher. This packet asks what you actually did or need next, not for a signature or personal information.

No equipment use, chemical procedure or room observation is assigned by this paper lesson. January 29 has its own safety-document work and requires its actual inputs.

V1: Five design words with examples

Innovation is a new or improved idea, method or product meant to solve a problem. Calling an idea innovative does not prove that it improves an outcome.

A prototype is an early model used to examine an idea. A paper display layout can be a prototype; it is not a finished medical product.

A criterion is a requirement used to judge a design. Example: each portfolio card must show a date, purpose and limit. A constraint is a boundary the design must stay within. Example: use only one page.

Evidence is information that supports a claim. In the paper exercise, the supplied description records which labels appear and how many pages are used. It does not report a real test with people.

Revision is a change after checking work. A limit states what the record cannot establish. Compare the same criterion and constraint for each option before choosing.

For each of the five words, give its meaning and one matching detail from S1. Compare your examples with a partner if available; otherwise compare with the supplied self-check. Do not invent a partner response.

S1: Complete fictional portfolio-card record

S1 is original, invented paper practice. It contains no real learner, patient, account or test result. Your task is to choose which described prototype meets the supplied requirements.

Purpose: help a reader find what a design entry records. Criterion: the card must have three labeled parts, date, purpose and limit. Constraint: the card must fit on one page.

Prototype A uses one page. It has a purpose label reading compare two paper layouts and a limit label reading no user test performed. It has no date label.

Prototype B uses one page. Its date label reads January 27, 2027. Its purpose label reads compare two paper layouts. Its limit label reads no user test performed.

These descriptions are the entire evidence record; no absent picture or external file is needed. Choose A or B and cite the labels and page count. Give one revision for A.

Explain why meeting these paper requirements cannot establish a real upload, an actual user benefit or clinical safety. A complete card documents work; it does not prove all claims about the work.

Q1: Solo check and recovery

For the five-word check: does each S1 detail you chose fit V1's meaning for that word? Check that your criterion, constraint and evidence examples each come from S1's own record.

S1 answer check: did you mark each required label present or missing for A and B, then check each page count against the one-page constraint separately? Revise the draft that misses a requirement with a truthful label; do not invent a real observation.

If stuck, mark each required label present or missing for A, then repeat for B. Compare the one-page constraint separately. Return to the full choice, evidence, revision and limit response.

Now explain the daily-submission and weekly-check routine using H1. A routine states when work is expected; it does not tell you an unknown grade formula. Ask the teacher for that policy.

Extension: write one hypothetical problem you might study. Give a visible criterion and a constraint you would use to examine a paper model. Label them proposed; you have not tested a real device or user.

If interrupted, return to your last unfinished written field. For actual access or acknowledgment, ask the teacher how to continue. Finish with one question you still have about the course.

P1: Keep the full daily product honest

Use separate rows for the actual syllabus/commitment review, course shell, Problem 1/first activity, safety acknowledgment, portfolio folder, safety-contract location and teacher-confirmed additional-tool list.

Also separate written preparation, required access evidence and Schoology submission. Give brief evidence of what you actually did or a next action you need. Only record completed when the actual action happened.

Open the linked BI January 27 assignment and follow its posted instructions and deadline. If access fails, save locally and ask the teacher for access help.

The authentic product is the syllabus-and-login check for shell access, portfolio folder and contract location. Keep evidence on the teacher-approved route. A fictional S1 card is not an actual access confirmation.

The course page asks you to mark orientation complete after the actual login and Problem 1 checks. Confirm the teacher's tracker requirements first. Do not mark any official activity complete from this packet alone.

January 26 was the previous goal lesson. January 28 is catch-up; January 29 is the next lesson, Reading a Safety Data Sheet. No homework is due before this class. Finish prior requirements you have not yet done.

M1: a distinct fictional evidence check

M1 is an invented paper task about a folder index. Its criterion requires an entry title and page number. Its constraint allows no more than two entries. It is not an actual portfolio record.

The draft has one entry: paper-model comparison. No page number appears. My check says the one-entry constraint is met, but the page-number criterion is missing.

My revision is to add the page number after checking the fictional folder. The supplied folder record places this entry on page 3, so I add page 3.

My supported claim is that the revised index meets the stated two-part criterion and entry limit. It does not prove an actual folder exists, a file was submitted or a design works for users.

Use the same compare-and-limit method for S1. M1's index rule does not replace S1's three-label criterion.

Try the decision

Which S1 prototype meets the supplied criterion and constraint?

- Choose the prototype that shows all three required labels within the supplied one-page boundary, citing each label.
- Pick whichever prototype fits on one page, regardless of the label requirements.
- Either proves the real course login and submission are complete.

Explain your choice using the reading. Discuss it or say it to yourself. This practice does not add another submission.

Your 80-minute flow

0–10 minutes	Use H1 for both opening questions and the course commitment record.
10–25 minutes	Follow the actual teacher-provided access route, or use E1 to name the destination, missing input and next action.
25–40 minutes	Review the actual contract and acknowledgment process if supplied; otherwise use E2 to record missing inputs. Read M1 for the later paper comparison.
40–60 minutes	Use V1/S1 to define five words and compare the paper prototypes; use a partner or Q1 alone.
60–75 minutes	Complete the syllabus-and-login check, Q1 review and required access evidence through the linked assignment.
75–80 minutes	Write one remaining course question and why daily evidence matters.

Your response record

Use these labels on paper or in your document. The space below also works when this page is printed.

Both opening questions

Name the supplied clipboard tool and its purpose. Explain what evidence would show that a design meets a stated requirement.

Use only H1's tool description, stated requirement and fictional check. Explain what the record supports and one limit. No personal medical example is needed.

Use this space or the same labeled section in your existing document. Add paper when your table, graph or drawing needs more room.

Course routine and policy questions

State the daily-submission and weekly-summative routine. Name one responsibility you can carry out and one syllabus or policy detail that still needs confirmation.

H1 supplies the routine. Do not invent a penalty, grade weight or full syllabus.

Use this space or the same labeled section in your existing document. Add paper when your table, graph or drawing needs more room.

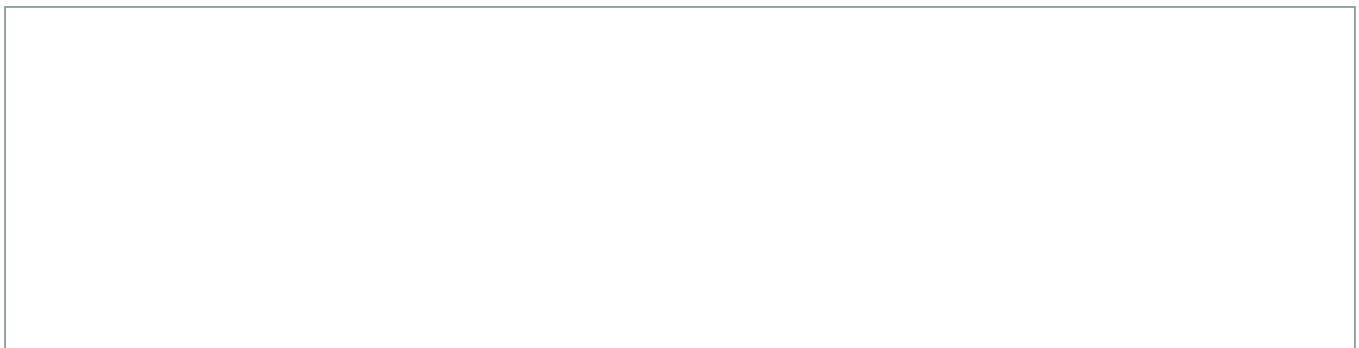


Five words and examples

For innovation, prototype, constraint, criterion and evidence, write the meaning and one matching S1 detail. Compare with a partner or use Q1 alone.

V1 defines all five. A solo comparison is sufficient; do not fabricate partner feedback.

Use this space or the same labeled section in your existing document. Add paper when your table, graph or drawing needs more room.



Choose using the complete S1 record

Choose A or B. Give the label evidence and page-count evidence, explain one revision for A, and state the limit of your choice.

Use S1 and M1. Actual system access is not needed for this paper decision.

Use this space or the same labeled section in your existing document. Add paper when your table, graph or drawing needs more room.

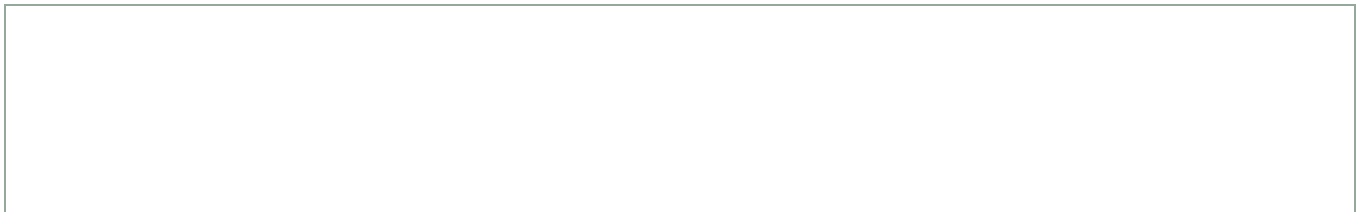


Check and recover

Use Q1 to check your five matches and S1 response. Repair one gap or explain why your answers meet the supplied rules.

The extension is optional: propose a problem, criterion and constraint. No actual device test is requested.

Use this space or the same labeled section in your existing document. Add paper when your table, graph or drawing needs more room.



Record the actual product and access route

Complete every P1 row with brief evidence of what you did or a next action you need. If access is missing, name the intended Problem 1 destination and the missing input.

Keep authentic syllabus, acknowledgment, folder, contract location, tool list, access evidence and upload separate. No identifying information belongs here.

Use this space or the same labeled section in your existing document. Add paper when your table, graph or drawing needs more room.

One course question

Write one question you still have and one sentence explaining why daily evidence matters.

H1 and S1 supply the reasoning. An artifact supports only the claims its evidence can justify.

Use this space or the same labeled section in your existing document. Add paper when your table, graph or drawing needs more room.

Check your product

- The five design terms have correct meanings and supplied examples.
- The S1 choice compares the exact criterion and constraint and states a supported limit.
- The work-check record distinguishes written preparation from actual access, acknowledgment, portfolio checks and submission.

Keep the limit: This original paper preparation supports a comparison with stated classroom requirements. It cannot prove actual access, acknowledgment, submission, official activity completion, user benefit or clinical safety.

Turn in your work

Use the linked BI assignment for the genuine syllabus-and-login check. Follow the teacher's required access-evidence directions and ask how this written preparation should accompany that work. After uploading, check that Schoology shows Submitted.

If the route is unavailable, save the dated written preparation locally and ask the teacher for help. Do not invent actual access, acknowledgment, a portfolio location or completion evidence.

[Open this assignment in Schoology.](#)

Carry forward

Compare evidence with the stated requirement, and keep access, acknowledgment and submission as separate checks.

On January 29, use the teacher-selected matching Safety Data Sheet and ask for any missing chemical-specific information. Which SDS heading would help you locate the information you need?

Sources and resources

[Open today's page](#)