



JOHN HAY SCHOOL OF SCIENCE AND MEDICINE · SPRING, SEMESTER 2

Biotechnology for Health and Disease

This is the one where you design. An emergency room that works, an intervention that helps, a public health problem you actually move. You choose the problem, you build the evidence, and you defend it.

PLTW Biomedical Innovations · Ohio WebXam 072125 · Period 3-4B · Mr. Mendoza, Room 38



What this course is

This is the one where you design. An emergency room that works, an intervention that helps, a public health problem you actually move. You choose the problem, you build the evidence, and you defend it.

1,000

POINTS, WHOLE COURSE

16

WEEKS

72

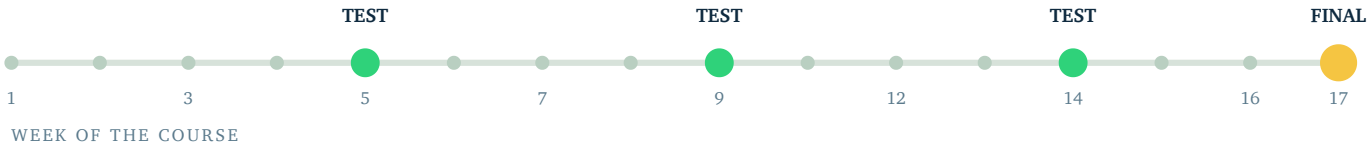
CLASS DAYS

133

GRADED ITEMS

This course runs one semester (Spring, Semester 2), meets Period 3-4B, and ends with the Ohio WebXam, state test code 072125. First class day 2027-01-19. Last 2027-05-14.

The semester at a glance



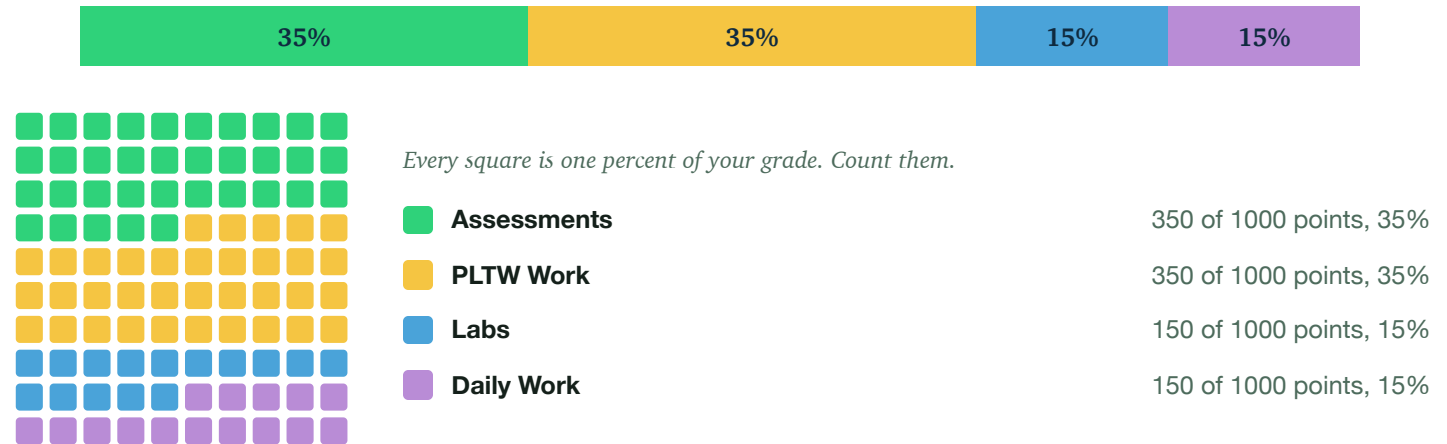
Green marks a unit test. Gold marks the final exam.

What we work through

WHEN	WHAT WE COVER
Weeks 1 to 2	Orientation and how this class works
Weeks 2 to 3	BI launch, safety, design notebook, innovation portfolio, daily evidence routine
Weeks 3 to 4	Triage, patient flow, stakeholder needs, systems constraints. Debate
Weeks 4 to 5	Credible sources, prior art, citation, source bias, needs assessment
Weeks 5 to 6	Design brief, floor plan logic, staffing, process flow, safety, and human factors
Weeks 6 to 7	Evidence-based revision, Q&A, intro to physiology research design
Weeks 7 to 8	Experimental vs observational studies, sample size, graphing, mean, SD, t-test purpose
Weeks 8 to 9	Bias, error, graph choice, CER conclusion, limitations
Weeks 9 to 10	Literature review, decision matrices, validation metrics, MP1 data inflection
Weeks 10 to 12	Exposure pathways, toxins, dose, pollutants, public health risk
Week 12	Data tables, graphical claims, variables, outliers, correlation vs causation
Week 13	Outbreak line lists, incidence/prevalence, controls, intervention design
Weeks 13 to 14	Audience, privacy, usability, evidence-based recommendations, product revision
Weeks 14 to 15	Recombinant DNA workflow, restriction enzymes, ligation, transformation safety
Weeks 15 to 16	Transformation, antibiotic selection, plasmid extraction, restriction digest, gel interpretation
Weeks 16 to 17	Forensic chain-of-custody basics, independent project claim, final portfolio audit; no new curriculum after Dec 11

How your grade works

Your grade is built from four categories. Each is worth a fixed share no matter how many assignments it holds. The whole course is exactly 1,000 points, and the points are set so the totals match the percentages.



The formula, and one worked example

Your grade is a **weighted average of the four categories**, not a running total of points. Because the points were set to match the percentages, those two come out to the same number once every assignment has a score. Before that they can be far apart, and the next section is why.

$$\text{Grade} = (0.35 \times \text{Assessments}) + (0.35 \times \text{PLTW}) + (0.15 \times \text{Labs}) + (0.15 \times \text{Daily})$$

Maya, at the end of the semester, has 315 of 350 in Assessments (90%), 280 of 350 in PLTW work (80%), 135 of 150 in Labs (90%), and 120 of 150 in Daily work (80%).

$$\begin{aligned} & (0.35 \times 90) + (0.35 \times 80) + (0.15 \times 90) + (0.15 \times 80) \\ & = 31.5 + 28.0 + 13.5 + 12.0 = \mathbf{85.0, a B.} \end{aligned}$$

Good news: it does not matter which category you lose points in

Because the points are set to mirror the percentages, **100 points lost costs you exactly 10 points of grade no matter where you lose them.** Check it:

IF YOU LOSE 100 POINTS OUT OF	YOUR FINAL GRADE
Assessments (250 of 350 left)	90.0
PLTW work (250 of 350 left)	90.0
Labs (50 of 150 left)	90.0
Daily work (50 of 150 left)	90.0

That is on purpose. You should never have to do strategy math about which assignment to sacrifice. Do the work, and the points land where they should.

The catch: this only works at the end

Adding up points matches the percentages **only when all four categories are complete.** In the middle of the semester it does not, and the gap is big.

Week 3. You have been graded on one 15-point CER, 65 points of PLTW work, 8 points of Labs, and 20 points of Daily work. You aced everything except the CER, which you missed.

Add up the points: 93 out of 108 = **86%**. Looks like a B.

What the gradebook shows: Assessments is 0%, so $(0.35 \times 0) + (0.35 \times 100) + (0.15 \times 100) + (0.15 \times 100) = \mathbf{65\%}$. A D.

A 21-point gap, from one missing assignment in week 3. Neither number is a lie. The gradebook is right, and it will settle down as the categories fill. **Use the formula, not the point total.**

Two things the gradebook does that will break your prediction

1. A blank is not a zero, until it is. Work you have not turned in shows as blank and is left out of the math, so your grade looks higher than it is. Two weeks after a missing mark appears, the blank becomes a zero and your grade drops. Nothing about your work changed. Only the blank did. If you see blanks, that grade is not real yet.

2. Early in the semester, one score swings everything. A category is only counted once it has a score in it. In week 2, if the only Assessment score is one 15-point CER and you miss it, Assessments is 0% and 35% of your grade goes to zero on one assignment. By the end of the semester that same CER is worth about one and a half points. The grade is at its most jumpy exactly when students first look at it.

Letter grades

A	B	C	D	F
90 and above	80 up to 90	70 up to 80	60 up to 70	Below 60

Letters come from the unrounded percentage. An 89.9 is a B. **I never round a category percentage before weighting it, only the final number.** If you are within two points of a cut line, come talk to me, because a course grade is accurate to roughly plus or minus three points.

What each assignment is worth

Every graded item in this course, with its real point value. These are this course's numbers, counted from the actual assignment list.

Final exam		100 pts	1x
Unit test		25 pts	4x
CER writing		15 pts	10x
Lab (whole cycle)		10 pts	15x
PLTW activity		5 to 6 pts	67x
Friday reflection		4 pts	16x
Daily item		4 to 5 pts	20x

ASSIGNMENT	CATEGORY	POINTS	HOW MANY
Final exam, full-length WebXam practice	Assessments	100	1
Unit test	Assessments	25	4
CER writing (claim, evidence, reasoning)	Assessments	15	10
Lab, graded as one whole cycle	Labs	10	15
PLTW activity	PLTW work	5 to 6	67
Friday reflection	Daily work	4 to 5	16
Exit ticket, vocabulary, tracker	Daily work	4 to 5	20
Everything		1,000	133

Notice the shape of it. One full lab cycle is worth more than any single daily item, a CER is worth more than a lab, a unit test more than a CER, and the final alone matches all four unit tests put together. The points tell you where to put your effort.

The WebXam and your grade

This course ends with the Ohio WebXam, state test code 072125. It is scored 1 to 5. Passing it raises your course grade, because it is direct proof you mastered the course.

5	30%	68 becomes an 88
4	20%	68 becomes an 82
3	10%	68 becomes a 75
2 or 1	none	your grade stands

The raise is a percentage *of your coursework grade*, not thirty points added on. A 68 with a score of 5 is $68 \times 1.30 = 88.4$, which is an 88. A 68 with a 4 is $68 \times 1.20 = 81.6$, an 82. A 68 with a 3 is $68 \times 1.10 = 74.8$, a 75.

Two limits

The final grade is capped at 100. The raise applies to your coursework grade and cannot push you above 100.

Not passing does not erase the semester. Your grade is still built from assessments, PLTW work, labs, and daily work. The WebXam is an on-ramp, never a trap door.

Your final exam is a full-length WebXam practice

It is a complete, timed practice test worth 100 points, the largest single assignment in the course and the biggest piece of your Assessments grade. You will have seen the format four times before you sit it, because every unit test uses WebXam-style items. Nothing on the state exam should be the first of its kind you have ever seen.

Deadlines, late work, redos, and absences

The gradebook is updated at minimum every two weeks

You will never go more than fourteen days without seeing where you stand. Most weeks it is faster.

Late work is accepted for two weeks after the grade posts

The clock starts the day the missing mark becomes **visible to you in the gradebook**, not the day the work was due. You always get a full two weeks after you can see it is missing.

Late work without an excused absence loses 20 percent per week, compounding.

TURNED IN	MOST YOU CAN EARN	ON A 10 POINT LAB
On time	100%	10.0
Within the first week after it posts	80%	8.0
Within the second week after it posts	64%	6.4
After two weeks	Not accepted	0

Two weeks is the end of it. After that the score stands, and the way back is a redo, below.

Redos and retakes

Redo and retake chances are **limited**, and they are not automatic. They come after remediation, and remediation runs in this order:

1. **You ask.** You schedule a meeting with me. Not your parent, not your counselor. You. That is the whole first step and it is the one that matters.
2. **We build a remediation plan together.** What you missed, what you are going to do about it, and when.
3. **You do the plan.**
4. **Then you redo or retake.** Not before.

This applies to unit tests, the final, CERs, and labs. A redo is not extra credit and does not count against the 20 point extra credit cap. If your IEP or 504 plan gives you more, your plan comes first.

Absences, and starting the class late

- Work assigned before your enrollment date is **exempt**, not a zero. You do not start in a hole.
- For an **excused** absence, the work is posted and you get **two days for every one day you were out**,

with no penalty. Out three days, you have six days from the day you return.

- Out more than five days, or dealing with a hospital stay, a court date, a placement change, or a move: come see me and we write a make-up plan. No explanation is owed to the class. A make-up plan protects your grade. It does not erase the hours from your attendance record, so tell the attendance office too.
- If your IEP or 504 plan gives you extended time, **your plan comes first** and the two-week limit does not apply to you.

Extra credit

Extra credit is announced in class with its point value, is open to every student, and is capped at 20 points per semester. It is available to students turning in their Friday reflections, because the reflection is how we both know where you actually stand.

Attendance

Ohio counts attendance in **hours**, not days. The law changed in 2025, and every hour you miss now counts the same way, whether it is excused, medical, or unexcused. CMSD sets the hour count that triggers a written notice home, and that notice comes from the district, not from me. The current number is in the CMSD attendance policy, and the school will tell you if you are approaching it.

Truancy is a separate thing with a separate count, and it counts only hours missed without a legitimate excuse, across the whole school year rather than one semester. The school handles truancy through an absence intervention team and a plan, not me.

Attendance is reported as the law requires. **It is never used to raise or lower your grade.** Your grade reports what you know and what you turned in, nothing else.

Lab safety

This is a lab course. The rules below are not requests.

Eye protection is worn by everyone in the room during a lab, including people who are only watching. Ohio law (ORC 3313.643) covers observers and visitors, not just the students running the procedure. The school furnishes the eye protection at no cost to you.

Before your first lab you complete the safety training in class, and the safety acknowledgment form comes back signed by you and by a parent or guardian. Both signatures are required. It is an acknowledgment that you were trained, not a contract. This one is not flexible, because it is the document that says an adult at home knows what you will be handling.

If you cannot get the signature, come to me the same day. Do not wait and do not miss a lab over it. If you are in foster care, in a shelter, or on your own, tell me once and I will work with the school to get the right adult to sign. While we sort it out you do the supervised alternative for full credit, so the delay never costs you points.

Follow the written procedure. Read the safety data sheet before you handle anything. Safety data sheets, eyewash, shower, fire extinguisher, and first aid are located in the room and we walk to each one on day one.

A student who is unsafe is removed from the activity and completes the written alternative for full credit. Safety is handled as a safety matter, never as a grade penalty.

Dissection and animal tissue

Parts of this course may use preserved animal tissue. Ohio has no law giving students an automatic opt out, so this class states one: **if you do not wish to dissect, tell me privately or in writing and you will be given an alternative assignment of comparable rigor, for full credit, with no grade penalty and no explanation owed.** Ask before the lab if you can, but asking the morning of is fine.

Content review for families

Some units cover human reproduction, sexually transmitted infection, and vaccination. Families may review those materials before they are taught and may excuse their student in writing, in which case the student receives an alternative assignment for full credit. Contact me and I will send the materials and the dates.

Where your work goes

Four places, four different jobs. This is the question students ask most, so here it is in one place, using the exact words you will see on screen.

PLACE	WHAT IT IS FOR	WHAT "DONE" LOOKS LIKE
myPLTW	Where you do the PLTW activity	The activity is marked complete inside myPLTW
In class, or mendozabiomed.org	Where you turn in the work	Handed to me, or submitted on the class site
OneDrive	Where your files are stored	The file is saved in your course folder
Schoology	Where the work is graded , and only that	A score appears next to the assignment

Schoology is your grade. Do not turn work in there and assume I have it. If you are not sure a thing arrived, ask me. I would rather answer twice than have you take a zero for work you actually did.

How to get help, and what I owe you

WHAT YOU DO	WHAT I DO
Ask in class, any time, including "I do not get it"	Answer without making it a thing
Come to Room 381 before school or during lunch	Be there, or tell you in advance I cannot
Email me at manuel.mendoza@clevelandmetroschools.org	Reply within two school days
Tell me something at home is making school hard	Work out a plan with you, privately
Turn in the Friday reflection	Post grades at least every two weeks so it is fillable

Accommodations

If you have an IEP or a 504 plan, **your accommodations are provided as written, automatically.** You do not have to ask me for them, remind me, or explain them to me. If something in your plan is not happening, tell me or your case manager and I will fix it.

If you need something and do not have a plan, come talk to me anyway. That conversation is private.

Academic integrity, including AI

Turning in work that is not yours is not a shortcut, it is a hole in your own record of what you can do. On

any assignment I will tell you which of these applies: **no AI, AI to check your own work after you have written it, or AI allowed, cite what you used.** If I have not said, ask. Consequences follow the CMSD Code of Conduct, not a rule I invented.

Materials

The school provides everything required: lab equipment, PPE, the lab notebook, and PLTW access. Optional and helpful: a pen you like and a folder for handouts. **If any material is a barrier for you, see me privately and it is handled.** No student is graded on what their family can buy.

Nondiscrimination

This program is open to every student without regard to race, color, national origin, sex, disability, or age. Concerns go to the CMSD Title IX and Section 504 coordinators through the district office, and you may also raise them with me or with any administrator.

The record

This syllabus was distributed to students in class and posted at **mendozabiomed.org** on the first day of the course. Receipt is logged in class.

If anything here changes, I will announce it in class, post the updated version at the same address, and note the change date on this page. Nothing changes retroactively. A rule applies from the day you were told about it, not before.

The class calendar at mendozabiomed.org is the one true schedule. If any other paper or screen disagrees with it, the calendar wins.

The Friday reflection

One sheet per week, filled in and turned in on the last day we meet that week, usually Friday. It takes about ten minutes and we do it in class. It is worth 4 to 5 points in Daily work, the same as any other daily item. There is one sheet for every week of this course, 16 in all, and they are printed at the back of this syllabus. Extra sheets are in Room 381 and on mendozabiomed.org. A lost sheet is never a lost grade.

This is the single most evidence-backed thing we do. In John Hattie's synthesis of more than 250 influences on achievement, students accurately knowing and predicting their own performance carries an effect size of **1.44**, the largest in the list, against an average of 0.40. The mechanism is not writing your grade down. It is **predicting it first, comparing to the real number, then explaining the gap**. That is exactly how the sheet is built.

What is on it

- Your prediction for each category, written before you look at the gradebook
- The actual percentage for each category, copied from the gradebook
- The gap, and one sentence on why you were off
- What you turned in, and what is still missing with the date you will fix it
- A running tally of your four category percentages, week by week
- Absences this week and what you did to make up the work
- One goal for next week, and your signature

Signatures

Your signature is what is graded. The sheet is complete when you have filled it in and signed it.

There is also a line for a parent or guardian, because families should see this every week. A parent may sign, reply to my email, send a text, or check the portal instead. **Your grade, your extra credit, and your standing in this class never depend on whether an adult at home signs a piece of paper.** If no adult is available to sign, you are complete on your signature alone and you owe me no explanation.

If reflections are missing

One. I contact home and offer a make-up. **Two.** You, your family, and I sit down and work out what is getting in the way. **Four.** That is about a month of your own record keeping gone, the stretch where students stop noticing a problem until the grade is already final, so we build a plan.

A missing reflection costs the 4 to 5 points, the same as any other daily assignment. It is never a discipline referral.

Go Hornets.

Mr. Manuel Mendoza · John Hay Biomedical · Room 381 · manuel.mendoza@clevelandmetroschools.org · mendozabiomed.org

Friday Grade Reflection

NAME	PERIOD	WEEK	DATE
		1	

1 PREDICT FIRST, THEN LOOK

Fill the PREDICT column all the way down before you open the gradebook. This is the part that actually raises grades, so do not skip ahead.

CATEGORY	WEIGHT	PREDICT %	ACTUAL %	GAP
Assessments	35%			
PLTW work	35%			
Labs	15%			
Daily work	15%			
Overall grade	100%			

Overall grade = (0.35 × Assessments) + (0.35 × PLTW) + (0.15 × Labs) + (0.15 × Daily)

Adding raw points does not give your grade until the semester ends. Use the formula.

2 WHY WAS I OFF?

One or two sentences. If your prediction was close, say what you are tracking well.

3 THIS WEEK'S WORK

TURNED IN THIS WEEK	PTS	STILL MISSING	FIX BY

Late work is accepted for two weeks after the missing mark appears in the gradebook, not from the day it was due.

4 ABSENCES THIS WEEK, AND WHAT I DID ABOUT THEM

DAY MISSED	WHAT I MISSED	WHAT I DID TO MAKE IT UP

Write what work you missed and how you made it up. Do not write medical or personal reasons here; those go to the attendance office.

Running Record and Signatures

WEEK 1 · BACK

5 RUNNING TALLY: MY FOUR CATEGORIES, WEEK BY WEEK

Copy forward only the four category percentages. One row per week. This is your own record of the whole semester on one page.

WK	ASSESS. %	PLTW %	LABS %	DAILY %	OVERALL %	INIT.
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6 MY GOAL FOR NEXT WEEK

One thing, specific enough that we can both tell on Friday whether it happened.

7 SIGNATURES

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STUDENT SIGNATURE

DATE

PARENT OR GUARDIAN SIGNATURE (INVITED)

DATE

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		2	

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STUDENT SIGNATURE

DATE

PARENT OR GUARDIAN SIGNATURE (INVITED)

DATE

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Friday Grade Reflection

NAME	PERIOD	WEEK	DATE
		5	

1 PREDICT FIRST, THEN LOOK

Fill the PREDICT column all the way down before you open the gradebook. This is the part that actually raises grades, so do not skip ahead.

CATEGORY	WEIGHT	PREDICT %	ACTUAL %	GAP
Assessments	35%			
PLTW work	35%			
Labs	15%			
Daily work	15%			
Overall grade	100%			

Overall grade = (0.35 × Assessments) + (0.35 × PLTW) + (0.15 × Labs) + (0.15 × Daily)

Adding raw points does not give your grade until the semester ends. Use the formula.

2 WHY WAS I OFF?

One or two sentences. If your prediction was close, say what you are tracking well.

3 THIS WEEK'S WORK

TURNED IN THIS WEEK	PTS	STILL MISSING	FIX BY

Late work is accepted for two weeks after the missing mark appears in the gradebook, not from the day it was due.

4 ABSENCES THIS WEEK, AND WHAT I DID ABOUT THEM

DAY MISSED	WHAT I MISSED	WHAT I DID TO MAKE IT UP

Write what work you missed and how you made it up. Do not write medical or personal reasons here; those go to the attendance office.

Running Record and Signatures

5 RUNNING TALLY: MY FOUR CATEGORIES, WEEK BY WEEK

Copy forward only the four category percentages. One row per week. This is your own record of the whole semester on one page.

WK	ASSESS. %	PLTW %	LABS %	DAILY %	OVERALL %	INIT.
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6 MY GOAL FOR NEXT WEEK

One thing, specific enough that we can both tell on Friday whether it happened.

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Friday Grade Reflection

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		6	

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Running Record and Signatures

WEEK 7 · BACK

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WK	ASSESS. %	PLTW %	LABS %	DAILY %	OVERALL %	INIT.
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Friday Grade Reflection

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		8	

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Friday Grade Reflection

NAME	PERIOD	WEEK	DATE
		9	

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Running Record and Signatures

WEEK 9 · BACK

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Friday Grade Reflection

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		10	

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Friday Grade Reflection

NAME	PERIOD	WEEK	DATE
		12	

1 PREDICT FIRST, THEN LOOK

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DAY MISSED	WHAT I MISSED	WHAT I DID TO MAKE IT UP

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Running Record and Signatures

WEEK 12 · BACK

5 RUNNING TALLY: MY FOUR CATEGORIES, WEEK BY WEEK

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WK	ASSESS. %	PLTW %	LABS %	DAILY %	OVERALL %	INIT.
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Friday Grade Reflection

NAME	PERIOD	WEEK	DATE
		13	

1 PREDICT FIRST, THEN LOOK

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Running Record and Signatures

WEEK 13 · BACK

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WK	ASSESS. %	PLTW %	LABS %	DAILY %	OVERALL %	INIT.
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Friday Grade Reflection

NAME	PERIOD	WEEK	DATE
		14	

1 PREDICT FIRST, THEN LOOK

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Friday Grade Reflection

NAME	PERIOD	WEEK	DATE
		15	

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Running Record and Signatures

WEEK 15 · BACK

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WK	ASSESS. %	PLTW %	LABS %	DAILY %	OVERALL %	INIT.
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Friday Grade Reflection

NAME	PERIOD	WEEK	DATE
		16	

1 PREDICT FIRST, THEN LOOK

Fill the PREDICT column all the way down before you open the gradebook. This is the part that actually raises grades, so do not skip ahead.

CATEGORY	WEIGHT	PREDICT %	ACTUAL %	GAP
Assessments	35%			
PLTW work	35%			
Labs	15%			
Daily work	15%			
Overall grade	100%			

Overall grade = (0.35 × Assessments) + (0.35 × PLTW) + (0.15 × Labs) + (0.15 × Daily)

Adding raw points does not give your grade until the semester ends. Use the formula.

2 WHY WAS I OFF?

One or two sentences. If your prediction was close, say what you are tracking well.

3 THIS WEEK'S WORK

TURNED IN THIS WEEK	PTS	STILL MISSING	FIX BY

Late work is accepted for two weeks after the missing mark appears in the gradebook, not from the day it was due.

4 ABSENCES THIS WEEK, AND WHAT I DID ABOUT THEM

DAY MISSED	WHAT I MISSED	WHAT I DID TO MAKE IT UP

Write what work you missed and how you made it up. Do not write medical or personal reasons here; those go to the attendance office.

Running Record and Signatures

WEEK 16 · BACK

5 RUNNING TALLY: MY FOUR CATEGORIES, WEEK BY WEEK

Copy forward only the four category percentages. One row per week. This is your own record of the whole semester on one page.

WK	ASSESS. %	PLTW %	LABS %	DAILY %	OVERALL %	INIT.
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
12						
13						
14						
15						
16						
17						

6 MY GOAL FOR NEXT WEEK

One thing, specific enough that we can both tell on Friday whether it happened.

7 SIGNATURES

Student signature is what is graded. This sheet is complete when you have filled it in and signed it. It is worth 4 to 5 points in Daily work.

Parent or guardian signature is invited, not required. Families should see this every week, and a parent may sign here, reply to my email, send a text, or check the portal instead. Your grade, your extra credit, and your standing in this class never depend on whether an adult at home signs. If no adult is available to sign, you are complete on your signature alone and you owe me no explanation.

STUDENT SIGNATURE

DATE

PARENT OR GUARDIAN SIGNATURE (INVITED)

DATE

If a reflection is missing. One missing: I contact home and offer a make-up. Two missing: you, your family, and I meet to work out what is getting in the way. Four missing: that is about a month of your own record keeping gone, which is the stretch where students stop noticing a problem until the grade is final, so we build a plan together. A missing reflection costs the 4 to 5 points, the same as any other daily assignment. It is never a discipline referral.

Friday Grade Reflection

NAME	PERIOD	WEEK	DATE
		17	

1 PREDICT FIRST, THEN LOOK

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Running Record and Signatures

WEEK 17 · BACK

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WK	ASSESS. %	PLTW %	LABS %	DAILY %	OVERALL %	INIT.
1						
2						
3						
4						
5						
6						
7						
8						
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