



JOHN HAY BIOMEDICAL · FAMILY COURSE GUIDE · 2026 TO 2027

Medical Interventions

(Genetics of Disease)

Fight infection. Screen the genes. Conquer disease.

Fall (Semester 1) · Periods 3-4B

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mendozabiomed.org

77 class days
August 24 to December 18
One semester

*This guide holds the whole course: the real dates, how grading works, the state exam and its honest status, and every support on the class website. Read it together, then keep it where you can find it. **Go Hornets.***

Read this guide in ten minutes

Each section starts on its own page. The portal index at the back is the map you will come back to all semester.

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One line and one address per page	

77

Class days, every one dated

60

Learning centers for this course

488

Anki flashcards, free

23

Lab simulations

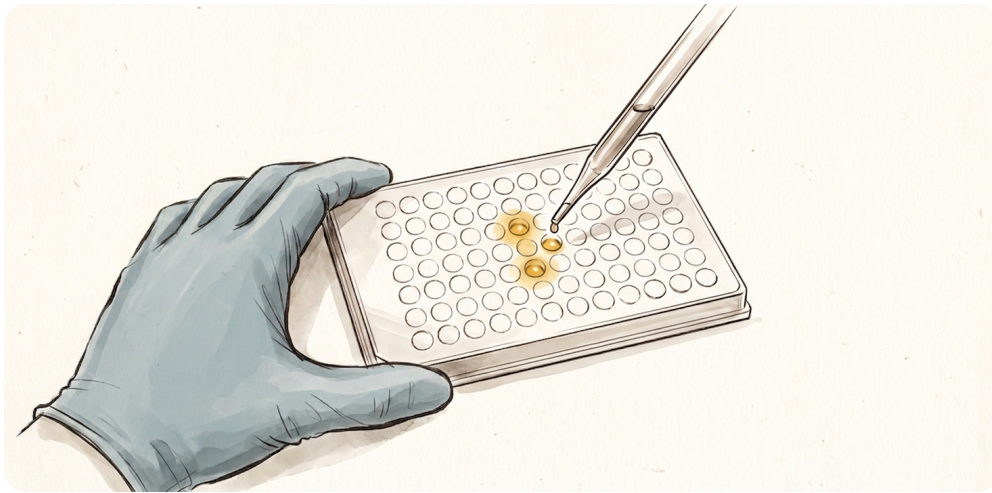
THE MISSION

Why this course

Your student spends this semester making the medical decisions. Track a mystery infection to its source, pick the right antibiotic and defend the choice, read an audiogram, screen genes and counsel a family, catch cancer early, engineer a protein, and decide who receives a donated organ.

One course, two names: PLTW publishes it as Medical Interventions, and Ohio tests it as Genetics of Disease (WebXam 072130). Same class, one story. It is also the fullest course in the pathway: 22 lesson groups where the other courses teach 17, which is why its calendar holds 77 class days and zero catch-up days. We plan like it, and this guide shows you exactly how.

Every intervention in this course ends the same way: a decision a student can defend with data.



Fall (Semester 1)

First day **Monday, August 24, 2026**

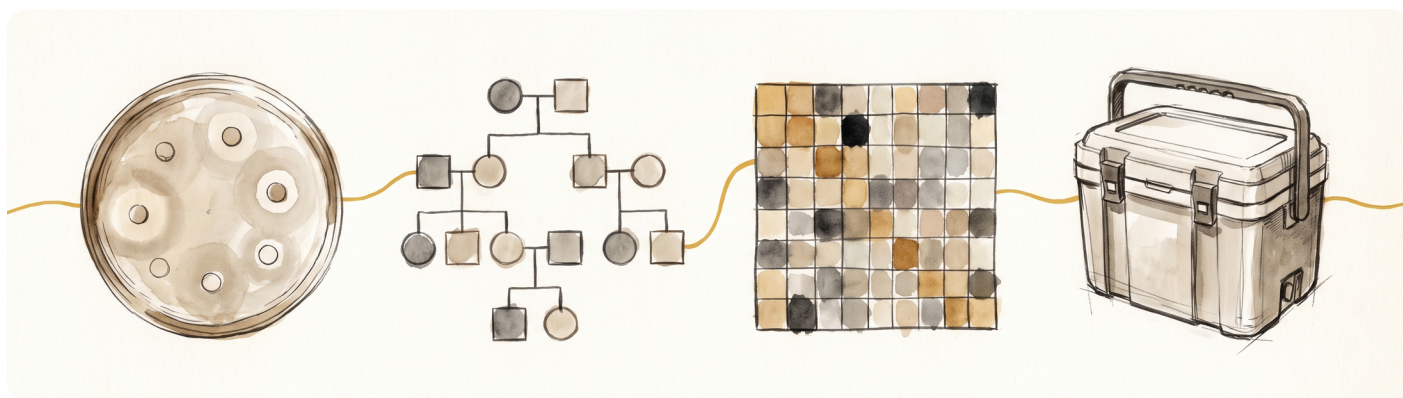
Periods 3-4B

Last curriculum day **Friday, December 18, 2026**

The course, unit by unit

These units and dates come straight from the class calendar engine, the same one that builds the website, so this table and the day pages can never disagree.

WHEN	UNIT
Aug 24 to Aug 28 · 5d	Course Orientation: how this class works, the website, Cornell notes, lab safety, and the WebXam pretest
Aug 31 to Sep 1 · 2d	Lab Safety and the SDS: safety practical, lab notebook, and portfolio launch
Sep 2 to Sep 9 · 5d	Framing an Outbreak Investigation: signs vs symptoms, pathogen categories, and the relationship map
Sep 10 to Sep 14 · 3d	Who Is the Culprit? Identifying a pathogen with DNA and BLAST
Sep 15 to Sep 18 · 4d	Getting Ready to Test: serial dilutions and the ELISA setup
Sep 21 to Sep 24 · 4d	Reading the Color: running an ELISA and trusting your controls
Sep 25 to Sep 28 · 2d	How antibiotics fight bacteria and why resistance is rising
Sep 29 to Oct 2 · 4d	Growing the Evidence: aseptic culturing and superbug data
Oct 5 to Oct 8 · 4d	Sound and Shields: audiograms, the immune response, and vaccines
Oct 12 to Oct 15 · 4d	Reading the Family Tree: genetic testing launch
Oct 16 to Oct 20 · 3d	From Sample to Bands: comparing testing methods
Oct 21 to Oct 23 · 3d	Heat Maps and Hunches: reading gene expression
Oct 26 to Oct 29 · 4d	Editing the Code: gene therapy and its ethics
Oct 30 to Nov 5 · 3d	Molecule to Patient: Unit 2 synthesis
Nov 6 to Nov 9 · 2d	When Cells Forget the Rules: cancer launch
Nov 10 to Nov 17 · 5d	From Biopsy to Plan: treating cancer
Nov 18 to Nov 20 · 3d	When Organs Fail: Unit 4 overview and final closeout
Nov 23 to Nov 30 · 3d	Building a Gene Factory: cloning basics
Dec 1 to Dec 4 · 4d	Glow and Purify: protein purification
Dec 7 to Dec 10 · 4d	Matching for Life: organ transplant and dialysis
Dec 11 to Dec 16 · 4d	Building Better Bodies: tissue engineering and beyond
Dec 17 to Dec 18 · 2d	Molecule to Patient: final portfolio



Calendar and key dates

Month by month, then the milestone dates every family should put on the refrigerator.

August
6 CLASS DAYS
Course Orientation · Lab Safety and the SDS

September
21 CLASS DAYS
Lab Safety and the SDS · Framing an Outbreak Investigation · Who Is the Culprit? · Getting Ready to Test · Reading the Color · How Antibiotics Fight Bacteria · Growing the Evidence

October
21 CLASS DAYS
Growing the Evidence · Sound and Shields · Reading the Family Tree · From Sample to Bands · Heat Maps and Hunches · Editing the Code · Molecule to Patient

November
15 CLASS DAYS
Molecule to Patient · When Cells Forget the Rules · From Biopsy to Plan · When Organs Fail · Building a Gene Factory

December
14 CLASS DAYS
Glow and Purify · Matching for Life · Building Better Bodies · Molecule to Patient

Date	What happens
Mon, Aug 24, 2026	First day of school. Fall courses begin.
Aug 24 to 28, 2026	Fall WebXam pretest, taken in week one: the baseline before anything is taught.
Mon, Oct 12, 2026	Ohio's WebXam window opens. The state publishes one wide window for the whole year, October 12 to May 28, and Mr. Mendoza schedules our attempts inside it.
Dec 14 to 18, 2026	Planned first WebXam attempt for fall courses, in the final week of instruction. Exact days are confirmed in class.
Fri, Dec 18, 2026	Last curriculum day of Semester 1.
Jan 4 to 15, 2027	School testing block: WebXam retakes for fall courses.
Tue, Jan 19, 2027	Semester 2 begins. Spring courses start.
Wed, Apr 14, 2027	Spring parent-teacher conferences.
Fri, May 14, 2027	Last curriculum day of Semester 2.
May 17 to 28, 2027	WebXam window for spring courses. The state window closes May 28.
Mon, May 31, 2027	Memorial Day. No school.

Days off	Why
Mon, Sep 7	Labor Day
Fri, Oct 9	No school, district calendar
Mon-Tue, Nov 2-3	No school, district calendar
Wed, Nov 11	Veterans Day
Wed-Fri, Nov 25-27	Thanksgiving break
Dec 21 to Jan 1	Winter break

The workload, in numbers. 77 class days, 0 built-in catch-up days, 18 night-before assignments, and 3 weekend assignments. Catch-up days are regular school days where the class still meets; class days count new-content days only. All of it is printed on the [submission calendar](#) and checked by the website build, so the plan you see is the plan that runs. **With zero catch-up days, an absence in this course costs lesson time directly; attendance matters more here than in any other course.**

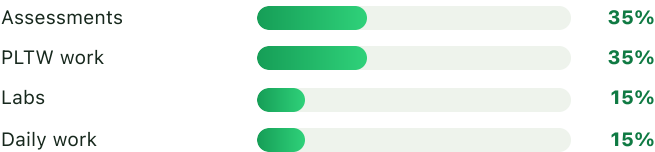
THE GRADE

How grading works

One grading system, all four courses: 35/35/15/15.

WHERE THE GRADE COMES FROM

Each course runs on 1,000 points, built so the categories land at these shares. The gradebook carries the same 35/35/15/15 weighting, so the split holds however you count it.



- A 90+
- B 80+
- C 70+
- D 60+
- Extra credit offered

The final exam is a full-length, timed WebXam practice worth 100 points, the largest single assignment in the course, sat in the final week. Daily work is exit tickets, vocabulary, trackers, and the Friday reflection: one double-sided sheet each week, 17 in total for this course, worth 5 points in Daily work. Extra credit is announced in class, is available to students turning in their Friday reflections, and is capped at 20 points per semester.

THE WEBXAM RAISE

Passing the state exam raises the course grade on a tiered scale. The WebXam is scored 1 to 5: a 5 adds 30 percent to the coursework grade, a 4 adds 20, a 3 adds 10, and the result is capped at 100. The raise is a percentage of the coursework grade, not points added on: a 68 with a top score becomes an 88, which is 68 plus 30 percent of 68.

Not passing never lowers the grade. The WebXam is an on-ramp, never a trap door. State scores can return after report cards post; when that happens, the raise is still applied, you hear it from me in writing, and the corrected grade goes on the transcript.

LATE WORK AND UPDATES

Late work is accepted for two weeks after the grade posts, and never past the term's final grade deadline: work graded in the last two weeks of a term closes when semester grades are finalized. Late work without an excused absence loses 20 percent per week, compounding. The gradebook is updated at minimum every two weeks. Redos and retakes are limited and never automatic: they come after remediation, and they apply to unit tests, the final, CERs (Claim-Evidence-Reasoning write-ups, the course's evidence-based conclusions), and labs.

In this course, 18 assignments are due the morning after they are assigned, and 3 more span a weekend. Both counts are printed on the submission calendar, so nothing about homework is a surprise.

Learning is the goal; the grade is just the evidence. Your student's report-card grade appears in Schoology, and day-to-day work lives on mendozabiomed.org, where every lesson is posted with no login.

The WebXam, straight

Ohio WebXam 072130, Genetics of Disease. **CONFIRMED** The final form is 40 items, and the blueprint below is the live one the exam is built from, so class time is spent where the points are.

This exam assignment is confirmed: it is the exam Mr. Mendoza activates for this course in the school's WebXam program, and the one we prepare for all term.

WHAT THE EXAM TESTS (072130)	SHARE OF ITEMS
Molecular and Genetic Technology	57.73%
Culturing	16.49%
Laboratory Standard Operational Procedures	14.43%
Biotechnology Research and Experiments	11.34%

Over half the exam is molecular and genetic technique. The gels, the ELISA, the PCR work, and the culturing your student does in class are the test.

When the exam happens

Ohio publishes one wide WebXam window for the year, **October 12, 2026 to May 28, 2027**, and Mr. Mendoza schedules our attempts inside it. Fall courses take their first attempt in the final week of instruction, December 14 to 18, with the January 4 to 15 testing block reserved for retakes. Students also sit the exam as a pretest in week one: a baseline, taken before we have taught anything, that makes the end-of-course growth real and visible. The pretest is a separate practice sitting, not a scored state attempt; it never counts against a student.

Sitting	When
Pretest week one, a practice sitting	Aug 24 to 28, 2026
First attempt final week of instruction	Dec 14 to 18, 2026
Retakes school testing block	Jan 4 to 15, 2027

What passing can open

Passing raises the course grade (a 5 adds 30 percent, capped at 100) and can open college credit through Ohio's CTAV process (Career-Technical Articulation Verification), which lets state public colleges award transfer credit on qualifying WebXam results reported through the district. A second, separate route runs on PLTW's own exam, not the WebXam: PLTW ACE, under which a qualifying score carries a college-credit recommendation from the American Council on Education, and the college your student attends decides whether to award it. ACE covers this course. John Hay currently schedules only the WebXam; a student who wants the ACE route should tell Mr. Mendoza early so the PLTW National Assessment sitting can be arranged. We do not print college names or credit counts because no signed agreement is on file; the honest framing is potential worth pursuing with the school counselor once scores are in.

EXPECTATIONS

Expectations, in and out of the lab

The same routine every day, so the energy goes to the science.

The daily rhythm

Arrive	Charged school computer, something to write with, notebook out. No fees, ever: the school provides lab materials and goggles.
Open	The day page on mendozabiomed.org shows the date, the target, and the work, side by side.
Work	Cornell notes, the PLTW activity, the lab or the learning center, with help one tap away.
Close	Exit ticket, then use the one route named under Submit here. Submitted means the upload shows its thank-you receipt or Mr. Mendoza confirms the named physical handoff.

Lab safety comes first

Before anyone touches lab materials, every student reads and signs the safety contract and passes the safety exam at 100 percent. On wet-lab days: goggles on, closed-toe shoes, long hair tied back.

Phones and focus

No phones in school; phones are away and silent in class. We protect a calm, focused room because the work deserves one.

Honest work and AI tools

The work turned in must be the student's own. Sharing lab data with a team is expected; copying another student's answers is not. AI tools are allowed only where a task says so, and never to generate an answer a student submits as their own.

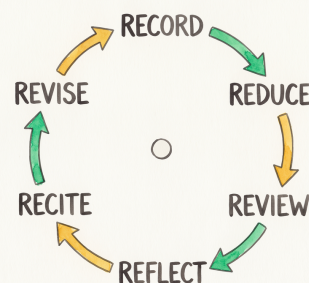
Absent? Nothing is a mystery.

The day's work is always on the website. For an excused absence, students get two school days for every day they were out to make up work and assessments for full credit, and the clock starts the day they return. See Mr. Mendoza the day you return.

The learning routine: Cornell notes and the 6 Rs

Every day follows the same rhythm so students can focus on the science instead of the logistics. Notes are Cornell style and run through the **6 Rs**: Record, Reduce, Review, Reflect, Recite, Revise. It is a habit, the same one in all four courses, and the notebook it produces is a graded artifact checked against the unit checklist.

Each lesson also carries a plain-language glossary, tap-to-hear vocabulary, WebXam practice for the day's idea, and a cumulative mixed review that keeps older units fresh.



THE SUPPORTS

Every support, one website

Everything below is free, public, and built for this course. No login, any device.

THE COURSE HUB

The course home: today's lesson, the week cards, and every support below, no login needed.

mendozabiomed.org/learn/pltw-gend

A PAGE FOR EVERY CLASS DAY

All 77 class days have a dated page: the target, the plan, the PLTW step, what is due, and the make-up plan. The address pattern is /learn/pltw-gend/day/YYYY-MM-DD.

mendozabiomed.org/learn/pltw-gend/day/2026-08-24

CALENDAR AND DAYS OFF

Every class day, catch-up day, and no-school day on real dates, plus /days-off for the term's holidays.

mendozabiomed.org/learn/pltw-gend/calendar

LEARNING CENTERS

60 centers for this course (265 across the pathway), each with three tiers: prerequisite, core, and advanced, with 189 practice problems for this course and verified videos. The get-unstuck-at-your-level surface.

mendozabiomed.org/learn/centers/pltw-gend

LAB SIMULATIONS

23 simulations for this course (72 across the pathway). Completing the sim is the ticket into the bench lab: it is the pre-lab gate.

mendozabiomed.org/learn/lab-sim/gend-elisa

LAB MANUALS

53 student lab manuals across the pathway: purpose, procedure, figures, and the conclusion frame, ready to bring to the bench.

mendozabiomed.org/learn/lab-manuals

THE ILLUSTRATED GLOSSARY

946 terms, each with a drawn illustration, plus a word-parts tab that teaches the prefixes and suffixes medicine is built from.

mendozabiomed.org/learn/glossary

CAREER CARDS

20 biomedical careers with real numbers and the honest path to each: nurse, genetic counselor, biomedical engineer, EMT, epidemiologist, and more.

mendozabiomed.org/learn/careers

ACTIVE STUDY

The study section for this course, plus the graphs-and-data guide and the study-guides library.

mendozabiomed.org/learn/study/pltw-gend

ANKI FLASHCARDS

488 cards for this course, 2,048 across the pathway, free to download. One tap installs the deck; ten minutes a day beats three hours the night before.

mendozabiomed.org/study-decks/PLTW_MI.apkg

SKILL HUBS

Applied Mathematics (20 topics) and ELA in Science (15 topics) at /learn/ela-science: the math and reading that carry the course.

mendozabiomed.org/learn/applied-math

PRINTABLES AND EXTRA CREDIT

A 5-file extra-credit pack hangs from the day pages; the cover sheet's full address is printed in the portal index.

mendozabiomed.org/learn/pltw-gend

WORKED EXEMPLARS

Day pages carry worked exemplars of what is due, at /day/DATE/exemplar, so a student can see what good looks like before they submit.

mendozabiomed.org/learn/pltw-gend/day/2026-09-01/exemplar

THE NOTEBOOKLM NOTEBOOK

Every lesson in this course opens with one of 19 NotebookLM notebooks (also called the Gemini notebooks), from a 54-notebook library, some serving more than one course, with audio and video overviews. Start with "Course Orientation: How This Class Works and How to Study". Opening one takes a free Google sign-in.

notebooklm.google.com/notebook/976a8007-e356-40c0-8249-087fdfe66987

CLUBS AND BEYOND THE CLASSROOM

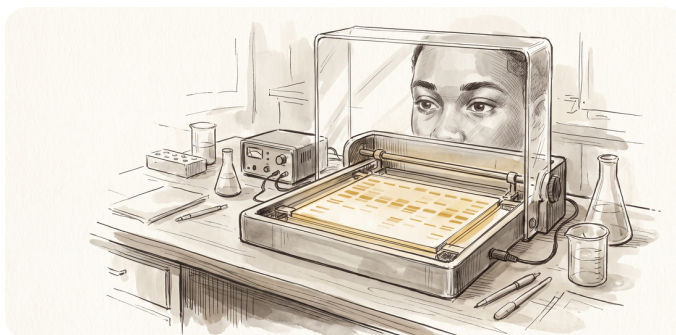
HOSA, the Youth Leadership club, Brain Stormers with Cleveland Clinic neurosurgery, the Dilemmas in Differential Diagnosis program, Cleveland Clinic onboarding, and work-based learning hours. The portal index on the next pages lists every club page.

mendozabiomed.org/learn/groups/hosa

THE THREE FAMILY ARTICLES

The combined John Hay Biomedical Family Syllabus carries three short articles worth reading together: how to study and prepare, what a semester course asks of a family, and where the WebXam can lead. Ask Mr. Mendoza for the printed copy, John-Hay-Biomedical-Family-Syllabus-2026-2027.pdf; the address below is the online how-it-works explainer.

mendozabiomed.org/learn/how-this-class-works



HOW WORK IS TURNED IN, IN FOUR STEPS

- 1 **Do the activity in myPLTW.** The project curriculum lives there; students reach it through Clever with the district sign-in.
- 2 **Use the one route named under Submit here on the day page.** A digital item uses that page's upload and the student's district Microsoft sign-in. A physical item is handed to Mr. Mendoza only when the day page names that route. Doing the activity is not the same as turning it in.
- 3 **The file lands in Mr. Mendoza's district OneDrive.** Private, and where grading happens.
- 4 **Schoology carries the report-card grade and nothing else.** Students read it there and never submit there.

Every submission lands in one of six folders: Exit Tickets, Lab Notebooks, Class Records, Data Tables, Lab Reports, and Claim Evidence Reasoning (the CER).

The printed companion is the [MI Submission Calendar](#): every due date on real dates, the same file the class website is built from.

THE MAP

Portal index: the map of everything

One line per page. Addresses that start with a slash live on mendozabiomed.org.

PAGE	ADDRESS	WHAT IT IS
GENETICS OF DISEASE		
Course hub	mendozabiomed.org/learn/pltw-gend	Today's lesson, week cards, every support.
Calendar	mendozabiomed.org/learn/pltw-gend/calendar	Every class day and day off, on real dates.
Day pages	mendozabiomed.org/learn/pltw-gend/day/2026-08-24	One dated page per class day (pattern /day/YYYY-MM-DD).
Story	mendozabiomed.org/learn/pltw-gend/story	The course as one running story, same dates.
Comic	mendozabiomed.org/learn/pltw-gend/comic	The graphic-novel telling of the course, week by week.
Progress	mendozabiomed.org/learn/pltw-gend/progress	Self-tracking against the course plan.
Reserve track	mendozabiomed.org/learn/pltw-gend/reserve	Optional extra-credit units that open mid-term.
Days off	mendozabiomed.org/learn/pltw-gend/days-off	Every no-school day for the term.
Submission calendar	mendozabiomed.org/calendars/MI-Submission-Calendar.pdf	The printed due-date calendar the site is built from.
Learning centers	mendozabiomed.org/learn/centers/pltw-gend	60 centers, three tiers each.
Active Study	mendozabiomed.org/learn/study/pltw-gend	Course study tools.
Anki deck	mendozabiomed.org/study-decks/PLTW_MI.apkg	488 flashcards, one-tap install.
Printables and extra credit	mendozabiomed.org/mi-extra-credit/00_Extra_Credit_Pack_Cover_Sheet.pdf	The extra-credit pack cover sheet; the packets hang from the day pages.
STUDY AND PRACTICE		
Student hub	mendozabiomed.org/learn	The front door to everything.
Active Study	mendozabiomed.org/learn/study	Study tools for all four courses.
Graphs and data guide	mendozabiomed.org/learn/study/graphs	How to build and read scientific graphs.
Study guides	mendozabiomed.org/learn/study-guides	The study-guide library.
Applied Mathematics hub	mendozabiomed.org/learn/applied-math	20 math topics that carry the courses.
ELA in Science hub	mendozabiomed.org/learn/ela-science	15 reading and writing topics, lab reports to CER.
All Anki decks	mendozabiomed.org/study-decks/PLTW_All_Anki_Decks.zip	2,048 cards, every course, one download.
REFERENCE		
Learning centers hub	mendozabiomed.org/learn/centers	All 265 centers, by course.
Centers by career	mendozabiomed.org/learn/centers/careers	The same skills, grouped by the careers that use them.
Video library	mendozabiomed.org/learn/centers/videos	Every verified center video in one place.
Illustrated glossary	mendozabiomed.org/learn/glossary	946 illustrated terms plus word parts.
Career cards	mendozabiomed.org/learn/careers	20 biomedical careers with real numbers.
Lab manuals	mendozabiomed.org/learn/lab-manuals	53 student lab manuals.
Molecular simulations	mendozabiomed.org/learn/molecular-simulations	Interactive molecular models.
Lab simulations	mendozabiomed.org/learn/lab-sim/pbs-differential-diagnosis	72 sims; address pattern /learn/lab-sim/ID.
ASSESSMENT		
How this class works	mendozabiomed.org/learn/how-this-class-works	Grading, submission, and the year, explained.
Family guide PDF	mendozabiomed.org/how-this-class-works/How-This-Class-Works-Family-Guide.pdf	The printable how-it-works guide.

PAGE	ADDRESS	WHAT IT IS
Exam Answer Portal	mendozabiomed.org/exams/index.html	Where in-class assessment answers are entered.
DDI plan	mendozabiomed.org/learn/ddi-plan	How assessment data steers reteaching. Grades live in Schoology.
SAFETY		
Safety hub	mendozabiomed.org/learn/safety	The rules, the contract, and the test.
Safety contract	mendozabiomed.org/learn/safety/contract	Read and sign before any lab.
Safety test	mendozabiomed.org/learn/safety/test	Pass at 100 percent before the bench.
COMMUNITY		
HOSA	mendozabiomed.org/learn/groups/hosa	Future Health Professionals chapter.
Youth Leadership	mendozabiomed.org/learn/groups/youth-leadership	The Buzz: public speaking and leadership.
Youth Leadership kit	mendozabiomed.org/learn/youth-leadership-kit	The club launch kit.
Brain Stormers	mendozabiomed.org/learn/groups/brain-stormers	Neurosurgery club with Cleveland Clinic, Room 381.
Differential Diagnosis	mendozabiomed.org/learn/groups/ddx	Cleveland Clinic Dilemmas in Differential Diagnosis.
Clinic onboarding	mendozabiomed.org/learn/groups/clinic-onboarding	The step-by-step Cleveland Clinic placement path.
Work Ready	mendozabiomed.org/learn/groups/work-ready	WBL hours toward the 250-hour goal, plus the skills path to the OhioMeansJobs seal.
WebXam group	mendozabiomed.org/learn/groups/webxam	WebXam progress surface.
Bioethics debate	mendozabiomed.org/learn/groups/bioethics-debate	Monthly bioethics seminars with John Carroll University.
Cancer Kids First	mendozabiomed.org/learn/groups/cancer-kids-first	Childhood-cancer service and fundraising.
Chess Team	mendozabiomed.org/learn/groups/chess	GCSCCL chess.
Membership	mendozabiomed.org/learn/membership	Join a club.
Bulletin	mendozabiomed.org/learn/bulletin	Announcements.
Discussion	mendozabiomed.org/learn/discuss	The class discussion board.
RESEARCH		
Craniofacial Research Track	mendozabiomed.org/learn/research/craniofacial	Year-long research with Dr. Atit's lab at Case Western.
Biomedical research	mendozabiomed.org/learn/biomedical-research	The research hub.
PROGRAM		
About the pathway	mendozabiomed.org/learn/about	What John Hay Biomedical is.
Site map	mendozabiomed.org/learn/map	The illustrated map of the whole site.

Every address above was checked live on August 7, 2026 and answered. Counts were measured the same day from the website's own code. If a page ever fails to load, tell Mr. Mendoza; the site is maintained weekly.

Questions? I answer families within one school day.

Email manuel.mendoza@clevelandmetroschools.org, or call the John Hay main office and ask that a message reach Room 381. Con gusto me comunico con usted en español.

Go Hornets.

Bioethics with John Carroll University

Medical Interventions



This fall your student's class partners with the **Philosophy4Kidz** program at **John Carroll University**. A John Carroll facilitator leads a bioethics debate in Room 381 for the whole class period, **Thursdays 9:26 to 10:49 (Period 3-4B)**. The program runs eleven weeks, from **September 21** through **December 3**.

These sessions **replace** ethics debates that were already part of the course. This is not extra work added on top of the schedule. It is the same kind of work, led by a philosopher.

What your student does each week

- **A preparation assignment goes out the Friday before**, about twenty minutes: background reading, one video or podcast, and questions that ask them to think the ethics through before they argue.
- **They will not know which side they are arguing until the day of.** That is deliberate, and it is why the preparation asks them to build both sides. It is hard to hold a position honestly until you have had to argue against it.
- **Optional extensions** are included for students who want to go further. They are never required.

IF YOUR STUDENT WOULD RATHER NOT DEBATE

Any student may choose the written route instead, for any reason, and does not have to explain why. They write a one-page report in APA format summarizing both sides of the case, plus a page of citations, in their own words. It earns the same credit as taking part. Speaking in front of a room is not what this program is measuring.

The eleven cases

WK	CASE	PREP GOES OUT	DEBATE DAY
1	Should ELISA testing be mandatory?	Fri, Sep 18	Thu, Sep 24
2	Should we ban antibiotic use in livestock?	Fri, Sep 25	Thu, Oct 1
3	Should we limit antibiotic prescriptions?	Fri, Oct 2	Thu, Oct 8 (no session)
4	Euthanasia to reduce antibiotic use	Thu, Oct 8	Thu, Oct 15
5	Is super hearing good for humanity?	Fri, Oct 16	Thu, Oct 22
6	Cochlear implants before the age of consent	Fri, Oct 23	Thu, Oct 29
7	Two videos: controlling genetics, and what gives life meaning	Fri, Oct 30	Thu, Nov 5
8	Should vaccination be mandatory?	Fri, Nov 6	Thu, Nov 12
9	Prosecuting health misinformation	Fri, Nov 13	Thu, Nov 19
10	Should vaping be labeled unhealthy?	Fri, Nov 20	Thu, Nov 26 (no session)
11	Genetic Defect Prevention and the Vargo request	Tue, Nov 24	Thu, Dec 3

Days off: John Carroll is on fall break Thursday, October 8. Monday, November 2 is a no-school day at John Hay. Both schools are closed for Thanksgiving. In any week the class does not meet, the preparation assignment is still the graded piece.