

### What's in the News?

Important advances are being made in science, especially Biology, every day. These advances and discoveries are being published and shared throughout the scientific community and general population... if you only

Your Job:

1. Find a scientific article (published paper, scientific journal/magazine, research paper) that shares a new advancement or discovery in Biology.
2. Print or copy the article. If the article is more than 2 pages long, just print the first 2 pages.
3. You will then answer the following questions, typed on a separate sheet of paper:
  - a. In 1-2 paragraphs, summarize the article.
  - b. How has or will this specific change in Biology affect society? Why or why not?
  - c. Do you support or disagree with this article? Explain your position and why.
  - d. What questions do you have after reading the article? (None is not acceptable)
4. Individually, each Friday (1 student/Friday) will spend ~10 minutes presenting their article, their findings, their position and their questions. Please feel free to communicate your enlightenment to your classmates any way you wish.

Name: \_\_\_\_\_ Period: \_\_\_\_\_

### WHAT'S IN THE NEWS?

Assessment Categories	5 = Exceptional (WOW!)	4 = Advanced	3 = Proficient	2 = Developing	1 = Beginning
<b>Communication (S1 C4 PO4)</b>	Clearly and <i>succinctly</i> reviews the main points of the article in a different way from the article itself (i.e. in your own words)	Clearly reviews the main points of the article in a different way from the article itself	Simply repeats the main points as they appear in the article	Some main points not mentioned	Review of main points simply implied
<b>Analysis (S2 C1 PO3)</b>	The relationship between the change in science and its affect on society is discussed and logically analyzed. Predictions are made about what might happen if one side of the relationship is changed/altered.	The relationship between the change in science and its affect on society is discussed. Predictions are made about what might happen if one side of the relationship is changed/altered.	The relationship between the change in science and its affect on society is briefly discussed. Predictions are briefly mentioned about what might happen if one side of the relationship is changed/altered.	The relationship between the change in science and its affect on society is briefly discussed. Predictions are not made about what might happen if one side of the relationship is changed/altered.	The relationship between the change in science and its affect on society is simply implied. Predictions are not made about what might happen if one side of the relationship is changed/altered.
<b>Taking A Position (S3 C2 PO3)</b>	Clearly and analytically states your position and includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that supports your position.	Clearly and analytically states your position and includes 2 pieces of evidence (facts, statistics, examples, real-life experiences) that supports your position.	Clearly and analytically states your position and includes 1 piece of evidence (facts, statistics, examples, real-life experiences) that supports your position.	Clearly and analytically states your position but does not include any pieces of evidence (facts, statistics, examples, real-life experiences) that supports your position.	Your position implied and does not include any pieces of evidence (facts, statistics, examples, real-life experiences) that supports your position.
<b>Further Research (S1 C3 PO7)</b>	Identify at least 4 reasonable, insightful, creative ideas/questions to pursue when doing further research based upon findings in the investigation/article.	Identify at least 3 reasonable, insightful, creative ideas/questions to pursue when doing further research based upon findings in the investigation/article.	Identify at least 2 reasonable, insightful, creative ideas/questions to pursue when doing further research based upon findings in the investigation/article.	Identify at least 1 reasonable, insightful, creative ideas/questions to pursue when doing further research based upon findings in the investigation/article.	Implies further research based upon findings in the investigation/article but too vague.
<b>Presentation</b>	Ability to present information in a manner with clear, accurate, and detailed information.	Ability to present information with most points elaborated with clear and detailed information; may contain minor factual errors.	Adequately presented information; some points elaborated; may contain factual errors or irrelevant information.	Awkward presentation; points are general, factual errors present, and may stray from topic.	Unprepared presentation with little or no specific details, off topic.
<b>BONUS:</b> <input type="checkbox"/> <i>Creative presentation (up to 5 pts)</i>					
<b>TOTAL:</b> /25 + /5 = /30					