



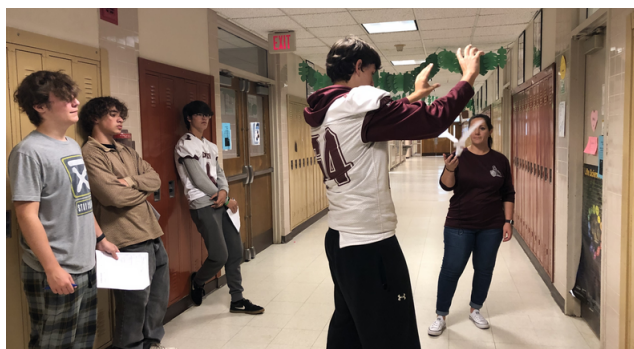
TECH WRITING MEETS BIOTECHNOLOGY

Stacy Waitner and Morgan Bardetti joined forces on a two-week project so that students in Tech Writing and Biotechnology could learn how to keep a proper engineer's notebook.

Together, students followed the engineering process to build paper helicopters. Their goal was to create a prototype that hovered for the longest time from a 5-foot drop.

This project supports the curriculum goals for both the Business and Biotechnology pathways.

"IT WAS SO MUCH BETTER TO LEARN BY BUILDING HELICOPTERS THAN SITTING IN CLASS." - NATE DIRADO



Brayden Coelho, Peter Leone, Robbie Peterson, and Nate DiRado drop their first prototype.

DIRTY WATER

"[THIS PROJECT HAS] CAUSED ME TO UNDERSTAND THE CONTAMINANTS IN THE WATER WE DRINK AND USE IN OUR LIVES. I HAVE ENJOYED LEARNING AND WORKING ON THIS PROJECT." - EMILY EAKINS



Abigail Pflaumer and Jay Bonnie participate in the final phase of the filtration lab.

Mrs. Cornock's students are identifying an area in the world that does not have access to clean water, then determining what contaminants are present in the water and what type of filtration is needed to remove those contaminants.

They have had the opportunity to learn about different filtration methods in the lab along with a water quality testing lab where they are able to bring samples of their water from home and the school for testing.

Finally students design a filter that can be used to provide people with clean drinking water and present it to the public.

PBL & PATHWAYS

PBL Practices support Pathways Curriculum by fostering

- an appropriate mixture of individual and team work time, whole group and small group instruction.
- critique and revision, persistence, rigorous thinking, and pride in doing high-quality work.
- regular & formal reflection on what and how students are learning.
- "Key success skills taught using a variety of tools and strategies" (PBLWorks).

