

Summer Assignment
Introduction to Biology I-II
2020-2021
Dr. Romano

Due: Wednesday 8/26/2020. You will be submitting this to our learning management system for grading via uploading a file. You may either write this assignment out by hand, capture the written pages using a smartphone app such as OfficeLens, which will convert the images to PDF that can then be uploaded for submission as a single file. Or, you may answer complete this assignment electronically.

Description: Sometimes, we get overwhelmed with obligations that we forget to do fun things. This assignment is intended to bridge that gap. Each of the 5 tasks have sub-components that are left open-ended so that you can engage your creativity with thorough critical analysis to begin to develop the ability to “see” STEM all around you. Keep in mind the Honor Code and school appropriateness in your responses.

1. Watch a movie of *your choice*.
 - a. List the title and year of release, then explain why you made this choice.
 - b. Summarize in one paragraph, using your own words.
 - c. Describe which biological concepts can be found therein, in more than one paragraph.
2. Read a book of *your choice*.
 - a. List the title and author, then explain why you made this choice.
 - b. Summarize in one paragraph, using your own words.
 - c. Describe which biological concepts can be found therein, in more than one paragraph.
3. Listen to a song of *your choice*.
 - a. List the title and artist, then explain why you made this choice.
 - b. Summarize in one paragraph, using your own words.
 - c. Describe which biological concepts can be found therein, in more than one paragraph.
4. Do something creative/artistic of *your choice*.
 - a. List the activity, then explain why you made this choice.
 - b. Summarize in one paragraph, using your own words.
 - c. Describe which biological concepts can be found therein, in more than one paragraph.
5. Do something active of *your choice*.
 - a. List the activity, then explain why you made this choice.
 - b. Summarize in one paragraph, using your own words.
 - c. Describe which biological concepts can be found therein, in more than one paragraph.

Grading Rubric:

Criteria and Weight / Levels of Achievement (Grade)	Underdeveloped (50%)	Developing (65%)	Sufficient (75%)	Proficient (85%)	Advanced (93%)	Mastery (100%)
Subject Knowledge Depth "Completeness" (45%)	Very Few: All questions are fully explained in detail for a thorough explanation of the concepts with appropriate and sufficient evidence to support the claim. Background is given, as needed. APA resources are used to support evidence given.	Few: All questions are fully explained in detail for a thorough explanation of the concepts with appropriate and sufficient evidence to support the claim. Background is given, as needed.	Some: All questions are fully explained in detail for a thorough explanation of the concepts with appropriate and sufficient evidence to support the claim. Background is given, as needed.	Most: All questions are fully explained in detail for a thorough explanation of the concepts with appropriate and sufficient evidence to support the claim. Background is given, as needed.	Almost All: All questions are fully explained in detail for a thorough explanation of the concepts with appropriate and sufficient evidence to support the claim. Background is given, as needed.	All: All questions are fully explained in detail for a thorough explanation of the concepts with appropriate and sufficient evidence to support the claim. Background is given, as needed.
Subject Clarity "Accuracy" (45%)	Very Few: Information presented fully links together to form a comprehensive understanding of the topics using evidence tied to the claim by scientific principles without extraneous and/or incorrect ideas. Information presented is clear and easy assimilated for the material required.	Few: Information presented fully links together to form a comprehensive understanding of the topics using evidence tied to the claim by scientific principles without extraneous and/or incorrect ideas. Information presented is clear and easy assimilated for the material required.	Some: Information presented fully links together to form a comprehensive understanding of the topics using evidence tied to the claim by scientific principles without extraneous and/or incorrect ideas. Information presented is clear and easy assimilated for the material required.	Most: Information presented fully links together to form a comprehensive understanding of the topics using evidence tied to the claim by scientific principles without extraneous and/or incorrect ideas. Information presented is clear and easy assimilated for the material required.	Almost All: Information presented fully links together to form a comprehensive understanding of the topics using evidence tied to the claim by scientific principles without extraneous and/or incorrect ideas. Information presented is clear and easy assimilated for the material required.	All: Information presented fully links together to form a comprehensive understanding of the topics using evidence tied to the claim by scientific principles without extraneous and/or incorrect ideas. Information presented is clear and easy assimilated for the material required.
Conventions (10%)	Very Few: Organization, Flow, Visuals, and/or Mechanics of the submission assist in showcasing knowledge acquisition of the topic. Grammar, spelling, organization and/or vocabulary are appropriate for the format.	Few: Organization, Flow, Visuals, and/or Mechanics of the submission assist in showcasing knowledge acquisition of the topic. Grammar, spelling, organization and/or vocabulary are appropriate for the format.	Some: Organization, Flow, Visuals, and/or Mechanics of the submission assist in showcasing knowledge acquisition of the topic. Grammar, spelling, organization and/or vocabulary are appropriate for the format.	Most: Organization, Flow, Visuals, and/or Mechanics of the submission assist in showcasing knowledge acquisition of the topic. Grammar, spelling, organization and/or vocabulary are appropriate for the format.	Almost All: Organization, Flow, Visuals, and/or Mechanics of the submission assist in showcasing knowledge acquisition of the topic. Grammar, spelling, organization and/or vocabulary are appropriate for the format.	All: Organization, Flow, Visuals, and/or Mechanics of the submission assist in showcasing knowledge acquisition of the topic. Grammar, spelling, organization and/or vocabulary are appropriate for the format.