

# Cornell Guided Notes

Biotechnology for Health (Biomedical Innovations) | 2027-03-19

Name

Period

Date

Lesson

Lesson focus

Mitigation notes

Key words and questions

Prepared details and student notes

**Essential question**  
**What is today's target?**

Propose evidence-based strategies to reduce a community's exposure to a chosen pollutant. Big idea: Effective mitigation targets either the pollution source or the exposed population.

**My notes, examples, and questions**

**Key words**  
**What vocabulary unlocks the lesson?**

- toxin
- exposure
- dose
- pollutant
- bioaccumulation
- risk

**My notes, examples, and questions**

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## Cornell Notes - Continued

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**Must-know ideas**  
**What should I understand by the end?**

- Source-side mitigation reduces emissions; receptor-side mitigation reduces personal exposure.
- Every intervention has a cost-benefit tradeoff that affects real-world adoption.
- A recommendation must be justified by both risk reduction and practical feasibility.

**My notes, examples, and questions**

**Process notes**  
**What happens during class?**

- 0-5 min: Warm-up: name one thing Cleveland does or could do to reduce air pollution
- 5-20 min: State pollutant and at-risk population; identify two mitigation strategies
- 20-40 min: Predict dose reduction for each strategy with reasoning
- 40-55 min: Note one cost or feasibility tradeoff per strategy
- 55-70 min: Write recommendation with risk-to-cost justification
- 70-80 min: Exit ticket: which strategy would you fund first and why?

**My notes, examples, and questions**

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**Steps and evidence**  
**What do I do and turn in?**

- State the pollutant and the population most at risk.
- List two mitigation strategies, one at the source and one at the receptor.
- Predict how each strategy lowers dose.
- Note one cost or feasibility tradeoff per strategy.
- Recommend the strategy with the best risk-to-cost balance.

Evidence: CER - Mitigation notes with two strategies (source-side and receptor-side), dose-reduction predictions, feasibility tradeoffs, and a justified recommendation.

**My notes, examples, and questions**

**Checks for understanding**  
**How do I know I got it?**

- You proposed two distinct mitigation strategies.
- You justified a recommendation using risk and feasibility.

**My notes, examples, and questions**

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**Lab or safety notes**  
**What must I handle carefully?**

Supplies:

- Computer with internet access
- Printed or digital environmental dataset
- Design notebook
- Graph paper or spreadsheet
- Calculator
- Colored pencils for pathway diagram

**My notes, examples, and questions**

### Summary

Today's lesson focused on Mitigation notes. The main target was: Propose evidence-based strategies to reduce a community's exposure to a chosen pollutant. The evidence of learning is CER: Mitigation notes with two strategies (source-side and receptor-side), dose-reduction predictions, feasibility tradeoffs, and a justified recommendation.. In my own words, the most important idea from today is:

**My summary**

### My final question or connection