Cornell Guided Notes

Genetics of Disease (Medical Interventions) | 2026-08-26

Name	Period	Date	Lesson
		2026-08-26	

Lesson focus

Intervention inventory

Key words and questions	Prepared details and student notes

Essential question
What is today's target?

Build a starter list of medical interventions and sort them so you can see the landscape of this course. Big idea: How do scientists and doctors decide which kind of intervention to use against a disease?

My notes, examples, and questions

Key words
What vocabulary unlocks the lesson?

- intervention
- diagnosis
- prognosis
- evidence
- safety
- PPE

My notes, examples, and questions

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Cornell Notes - Continued

Key words and questions	Prepared details and student notes
Must-know ideas **What should I understand by the end?**	- Medical interventions fall into three categories: prevention (stop disease from starting), diagnosis (identify what is wrong), and treatment (fight or manage the disease). - The same disease may require interventions from all three categories at different stages. - This course focuses on molecular and genetic tools used in diagnosis and treatment. **My notes, examples, and questions**
Process notes **What happens during class?**	- 0-10 min: Brainstorm: individually list at least eight interventions you have heard of - 10-25 min: Write one sentence per intervention explaining the problem it solves and how it works - 25-40 min: Sort the list into prevention, diagnosis, and treatment columns; flag uncertain ones - 40-55 min: Partner trade: add two interventions from your partner's list that you missed - 55-70 min: Class share-out: build a collective list on the board and discuss the hardest ones to classify - 70-80 min: Write a one-sentence prediction about which category the course starts with and why **My notes, examples, and questions**

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Cornell Notes - Continued

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Steps and evidence **What do I do and turn in?**	- List eight interventions you have heard of, from vaccines to antibiotics to gene therapy. - For each, write one sentence: what problem does it solve and roughly how? - Sort your list into prevention, diagnosis, and treatment columns. - Mark any intervention you are unsure how to classify and flag it with a question mark. - Trade lists with a partner and add two interventions you did not have. - Write one prediction about which category we will study first and why. Evidence: Tracker entry - Three-column intervention inventory (prevention, diagnosis, treatment) with at least ten entries and one written prediction. **My notes, examples, and questions**
Checks for understanding **How do I know I got it?**	- You will be able to give examples of prevention, diagnosis, and treatment interventions. - You will be able to classify a medical intervention by its purpose. - You will be able to connect an intervention to the problem it addresses. **My notes, examples, and questions**

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Cornell Notes - Continued

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Lab or safety notes **What must I handle carefully?**	Supplies: - Splash goggles (ANSI Z87) - Nitrile gloves - Lab apron - Printed or online SDS for the assigned chemical - Class set of GHS pictogram reference - Known location of eyewash, shower, extinguisher, sharps/biohazard bin **My notes, examples, and questions**

Summary

Today's lesson focused on Intervention inventory. The main target was: Build a starter list of medical interventions and sort them so you can see the landscape of this course. The evidence of learning is Tracker entry: Three-column intervention inventory (prevention, diagnosis, treatment) with at least ten entries and one written prediction.. In my own words, the most important idea from today is:

My summary

My final question or connection