

Cornell Guided Notes

Genetics of Disease (Medical Interventions) | 2026-08-31

Name

Period

Date

Lesson

Lesson focus

Signs vs symptoms

Key words and questions

Prepared details and student notes

Essential question
What is today's target?

Tell the difference between signs and symptoms and use both to begin describing a mystery illness. Big idea: How do clinicians turn a patient's story into measurable evidence for a diagnosis?

My notes, examples, and questions

Key words
What vocabulary unlocks the lesson?

- pathogen
- symptom
- sign
- outbreak
- epidemiology
- reservoir
- vector

My notes, examples, and questions

Cornell Guided Notes

Genetics of Disease (Medical Interventions) | 2026-08-31

Cornell Notes - Continued

Key words and questions

Prepared details and student notes

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

- A sign is an objective, measurable finding (fever temperature, rash visible under a light); a symptom is subjective and reported by the patient (pain, fatigue).
- Clinicians use both signs and symptoms together because each type of clue catches things the other misses.
- Sorting clinical clues is the first step in building a differential diagnosis.

My notes, examples, and questions

Process notes
What happens during class?

- 0-10 min: Write your own definitions of sign and symptom; class compare and correct
- 10-30 min: Read three patient descriptions; underline signs (one color) and symptoms (another color)
- 30-45 min: Build the two-column sorting chart; note which clues are measurable vs patient-reported
- 45-60 min: Write one sentence explaining why both types matter for diagnosis
- 60-72 min: Predict one disease category that fits the clue pattern; share prediction with a partner
- 72-80 min: Exit check: read one partner's chart and mark any items they put in the wrong column

My notes, examples, and questions

Cornell Guided Notes

Genetics of Disease (Medical Interventions) | 2026-08-31

Cornell Notes - Continued

Key words and questions

Prepared details and student notes

Steps and evidence What do I do and turn in?

- Write your own definitions of sign and symptom, then check them against the class definition.
- Read three short patient descriptions and underline every sign in one color, symptom in another.
- Make a two-column chart sorting all the clues you found into signs and symptoms.
- Note which clues a doctor can measure versus which only the patient can report.
- Write one sentence explaining why both signs and symptoms matter for diagnosis.
- Predict one disease category that might fit the pattern of clues you sorted.

Evidence: Data table - Two-column signs-and-symptoms chart from three patient cases, plus a one-sentence disease category prediction.

My notes, examples, and questions

Checks for understanding How do I know I got it?

- You will be able to distinguish a sign from a symptom with examples.
- You will be able to sort clinical clues into signs and symptoms.
- You will be able to explain why both are useful for diagnosis.

My notes, examples, and questions

Lab or safety notes What must I handle carefully?

No special lab safety notes today. Follow normal classroom and digital-work expectations.

My notes, examples, and questions

Cornell Guided Notes

Genetics of Disease (Medical Interventions) | 2026-08-31

Cornell Notes - Continued

Summary

Today's lesson focused on Signs vs symptoms. The main target was: Tell the difference between signs and symptoms and use both to begin describing a mystery illness. The evidence of learning is Data table: Two-column signs-and-symptoms chart from three patient cases, plus a one-sentence disease category prediction.. In my own words, the most important idea from today is:

My summary

My final question or connection