

# Cornell Guided Notes

Genetics of Disease (Medical Interventions) | 2026-09-11

Name

Period

Date

Lesson

## Lesson focus

Bioethics debate: who gets the test

## Key words and questions

## Prepared details and student notes

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

Debate how a limited supply of a new diagnostic test should be distributed when not everyone can be tested. Big idea: How should society decide who gets access to a scarce medical resource when not everyone can have it?

**My notes, examples, and questions**

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

- antigen
- antibody
- ELISA
- serial dilution
- standard curve
- substrate
- absorbance

**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?**

- Triage principles (most need, most benefit, first-come) are three competing frameworks for resource allocation.
- Public health allocation decisions weigh individual benefit against community-level impact on disease spread.
- CER arguments must engage with the tradeoffs of a rule, not just its benefits.

**My notes, examples, and questions**

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

- 0-10 min: Read the scenario; note the three allocation frameworks (most need, most benefit, first-come) as options
- 10-25 min: Draft CER: claim (which rule), one reason, one evidence sentence
- 25-40 min: Partner trade: find someone with a different rule; record their strongest counterpoint
- 40-55 min: Write the rebuttal; revise your reasoning if the counterpoint exposed a gap
- 55-70 min: Post CER to the discussion board
- 70-80 min: Read two classmates' CERs and leave a one-sentence response to each

**My notes, examples, and questions**

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

- Read the scenario: a new test is in short supply during a fast-moving outbreak.
- Write your Claim: who should be tested first, and by what rule?
- Add one Reason and one piece of Evidence about fairness or public health impact.
- Trade claims with someone who chose a different rule and note their best point.
- Write a Rebuttal that answers that point.
- Post your CER to the discussion board and read two other rules classmates proposed.

Evidence: CER - Written CER on test-allocation rule: claim, evidence, reasoning, and rebuttal addressing the strongest opposing framework.

#### My notes, examples, and questions

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

- You will be able to argue a fair rule for allocating scarce tests.
- You will be able to support your rule with reasoning and evidence.
- You will be able to rebut an opposing allocation rule.

#### My notes, examples, and questions

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

Supplies:

- Micropipettes and tips
- Microcentrifuge tubes or microplate
- Stock antigen solution
- Buffer or diluent
- Microplate or tube rack
- Lab notebook for the dilution table

**My notes, examples, and questions**

### Summary

Today's lesson focused on Bioethics debate: who gets the test. The main target was: Debate how a limited supply of a new diagnostic test should be distributed when not everyone can be tested. The evidence of learning is CER: Written CER on test-allocation rule: claim, evidence, reasoning, and rebuttal addressing the strongest opposing framework.. In my own words, the most important idea from today is:

**My summary**

### My final question or connection