

# Cornell Guided Notes

Genetics of Disease (Medical Interventions) | 2026-11-16

Name

Period

Date

Lesson

## Lesson focus

Trial-access debate

## Key words and questions

## Prepared details and student notes

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

Argue a position on who should get access to experimental cancer drugs through clinical trials and right-to-try laws. Big idea: Clinical trials gate access to unproven treatments, forcing trade-offs between patient autonomy and population safety.

**My notes, examples, and questions**

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

- biopsy
- staging
- chemotherapy
- radiation
- targeted therapy
- apoptosis
- side effect

**My notes, examples, and questions**

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## Cornell Notes - Continued

### Key words and questions

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

- Clinical trials test safety and efficacy before a drug reaches the market.
- Right-to-try laws allow terminal patients access outside normal trial pathways.
- Expanded access decisions involve medical, ethical, and economic stakeholders.

**My notes, examples, and questions**

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

- 0-8: Silent read of trial-access briefing; highlight one pro, one con
- 8-15: Choose stakeholder role; draft opening claim sentence
- 15-30: Build evidence list (2 facts using required vocabulary)
- 30-50: Pair debate: swap claims, write rebuttal
- 50-65: Class vote and full-group discussion of strongest arguments
- 65-80: Write final stance + patient-facing reason; exit ticket

**My notes, examples, and questions**

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

- Read the two-page trial-access briefing in the PLTW course shell and highlight one fact for and one against expanded early access.
- Pick a stakeholder role: patient, oncologist, drug maker, or insurer, and write your opening claim in one sentence.
- List two pieces of evidence that support your claim using the terms clinical trial and side effect.
- Trade claims with a partner role and write one respectful rebuttal to their strongest point.
- Vote on the class position and record your final stance plus the reason you would give a patient.

Evidence: Exit ticket - One-sentence final stance plus the patient-facing reason you would give for your position.

#### My notes, examples, and questions

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

- You'll be able to state who controls access to experimental cancer treatments and why.
- You'll be able to defend a position using clinical-trial evidence and counterargument.

#### 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

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## Cornell Notes - Continued

### Summary

Today's lesson focused on Trial-access debate. The main target was: Argue a position on who should get access to experimental cancer drugs through clinical trials and right-to-try laws. The evidence of learning is Exit ticket: One-sentence final stance plus the patient-facing reason you would give for your position.. In my own words, the most important idea from today is:

**My summary**

**My final question or connection**