

Cornell Guided Notes

Genetics of Disease (Medical Interventions) | 2027-01-21

Name

Period

Date

Lesson

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

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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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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