

# Cornell Guided Notes

Genetics of Disease (Medical Interventions) | 2027-01-25

Name

Period

Date

Lesson

## Lesson focus

Bioethics debate: isolation vs autonomy

## Key words and questions

## Prepared details and student notes

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

Debate whether public health can require isolation during an outbreak, weighing community safety against personal freedom. Big idea: When does a community's right to safety outweigh an individual's right to freedom?

**My notes, examples, and questions**

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

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

**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?**

- Isolation separates people who are confirmed ill; quarantine separates those exposed but not yet symptomatic.
- A CER argument has three parts: Claim (your position), Evidence (facts that support it), and Reasoning (why the evidence matters).
- Public health law grants governments limited authority to restrict movement when a communicable disease threatens others.

**My notes, examples, and questions**

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

- 0-10 min: Read the isolation scenario and define isolation vs quarantine in your notebook
- 10-25 min: Draft your CER: write claim, one reason, one evidence sentence
- 25-45 min: Partner exchange: find someone who disagrees; record their strongest counterpoint
- 45-60 min: Write your rebuttal sentence; revise claim or reasoning if the counterpoint exposed a gap
- 60-72 min: Post your CER to the discussion board
- 72-80 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 contagious outbreak begins and officials consider mandatory isolation.
- Write your Claim: should isolation be required, voluntary, or never forced?
- Add one Reason and one piece of Evidence (think about how the disease spreads).
- Find a partner who disagrees and exchange your strongest reasons calmly.
- Add a Rebuttal sentence that answers your partner's best point.
- Post your finished CER to the discussion board and read two classmates' positions.

Evidence: CER - Written CER on mandatory isolation: claim, evidence, reasoning, and a rebuttal addressing one opposing point.

#### My notes, examples, and questions

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

- You will be able to argue a position on isolation using a CER structure.
- You will be able to weigh community safety against individual autonomy.
- You will be able to respond to an opposing argument with a rebuttal.

#### 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 Bioethics debate: isolation vs autonomy. The main target was: Debate whether public health can require isolation during an outbreak, weighing community safety against personal freedom. The evidence of learning is CER: Written CER on mandatory isolation: claim, evidence, reasoning, and a rebuttal addressing one opposing point.. In my own words, the most important idea from today is:

**My summary**

**My final question or connection**