

# Cornell Guided Notes

Genetics of Disease (Medical Interventions) | 2027-01-26

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**

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## 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**

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## Cornell Notes - Continued

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#### 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

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## 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**