

# Cornell Guided Notes

Genetics of Disease (Medical Interventions) | 2027-03-10

Name

Period

Date

Lesson

## Lesson focus

Genetic privacy debate

## Key words and questions

## Prepared details and student notes

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

Argue a CER position on who should be allowed to access a person's genetic test results.  
Big idea: Who owns the information written in your DNA, and who has the right to read it?

**My notes, examples, and questions**

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

- allele
- genotype
- phenotype
- pedigree
- SNP
- carrier
- genetic counseling

**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?**

- Genetic data is unique: it reveals information about biological relatives who never consented to testing.
- GINA (Genetic Information Nondiscrimination Act) limits employer and health-insurer access but does not cover life or disability insurance.
- A strong CER claim is falsifiable and supported by evidence that a skeptic would accept.

**My notes, examples, and questions**

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

- 0-5: Hook scenario and framing; review CER format
- 5-20: Silent read of genetic privacy case brief; draft two debate questions
- 20-35: CER draft: claim, two evidences, reasoning
- 35-65: Structured debate: affirmative/negative rounds on genetic privacy
- 65-75: Written reflection: name one counterargument and whether it changed your stance
- 75-80: Post CER and reflection to course shell

**My notes, examples, and questions**

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

- Read the genetic privacy case brief in the course shell before writing.
- Write two prepared questions about who should see genetic data: insurers, employers, or family.
- Draft a CER: a claim about genetic privacy, two pieces of evidence, and your reasoning.
- During the debate, capture one counterargument and decide whether it weakens your claim.
- Post your CER and a short reflection in the course shell.

Evidence: CER - One CER (claim, two evidences, reasoning) on genetic privacy access plus a short reflection naming one counterargument.

#### My notes, examples, and questions

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

- You'll be able to defend a position on genetic privacy with evidence.
- You'll be able to weigh a counterargument fairly.

#### 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 Genetic privacy debate. The main target was: Argue a CER position on who should be allowed to access a person's genetic test results. The evidence of learning is CER: One CER (claim, two evidences, reasoning) on genetic privacy access plus a short reflection naming one counterargument.. In my own words, the most important idea from today is:

**My summary**

**My final question or connection**