

Cornell Guided Notes

Human Anatomy & Physiology (Human Body Systems) | 2026-10-14

Name

Period

Date

Lesson

Lesson focus

Bioethics: drugs and driving

Key words and questions

Prepared details and student notes

Essential question
What is today's target?

Debate how society should treat slowed reaction times from legal drugs while driving, then post a CER. Big idea: Many legal medications slow neural signaling and increase reaction time; this creates a genuine public-safety and fairness conflict that society has not fully resolved.

My notes, examples, and questions

Key words
What vocabulary unlocks the lesson?

- reflex
- reaction time
- stimulus
- response
- myelin
- receptor
- effector

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?

- Depressants (antihistamines, benzodiazepines, opioids) reduce CNS activity by enhancing inhibitory neurotransmitters or blocking excitatory ones, slowing reaction time.
- Reaction time is the interval between a stimulus and the motor response; it depends on sensory neuron conduction speed, synapse processing time, and motor neuron conduction speed.
- Many prescription and over-the-counter medications warn against driving; the ethical question is whether legal use should change legal liability.

My notes, examples, and questions

Process notes
What happens during class?

- 0-5: Intro: how legal drugs affect neural conduction and reaction time
- 5-20: Independent reading and safety/fairness argument list
- 20-40: John Carroll bioethics debate
- 40-55: Draft claim and strongest evidence
- 55-75: Write and post CER
- 75-80: Class share: how did the science shape the ethics arguments?

My notes, examples, and questions

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Steps and evidence What do I do and turn in?

- Read the prompt: should drivers on legal drugs that slow reaction time face the same rules as impaired drivers?
- List two safety arguments and two fairness arguments.
- Choose a side and write a one-sentence claim with your reasoning.
- Debate in your John Carroll bioethics group and note the strongest counterpoint.
- Post a CER response on reaction time, drugs, and public safety.

Evidence: CER - One-paragraph CER taking a position on whether drivers impaired by legal medications should face the same rules as drivers impaired by alcohol.

My notes, examples, and questions

Checks for understanding How do I know I got it?

- You can take a position on legal drugs and driving rules.
- You can weigh public safety against individual fairness.

My notes, examples, and questions

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Lab or safety notes
What must I handle carefully?

Supplies:

- Reaction-time ruler or reaction timer app
- Reflex hammer
- Stopwatch or timing device
- Data table sheet
- Lab notebook
- Patient case clue cards

My notes, examples, and questions

Summary

Today's lesson focused on Bioethics: drugs and driving. The main target was: Debate how society should treat slowed reaction times from legal drugs while driving, then post a CER. The evidence of learning is CER: One-paragraph CER taking a position on whether drivers impaired by legal medications should face the same rules as drivers impaired by alcohol.. In my own words, the most important idea from today is:

My summary

My final question or connection