

Cornell Guided Notes

Human Anatomy & Physiology (Human Body Systems) | 2026-11-06

Name

Period

Date

Lesson

Lesson focus

Heavy-metal exposure debate

Key words and questions

Prepared details and student notes

Essential question
What is today's target?

Students will debate the ethics of testing heavy-metal toxicity and who bears responsibility for environmental exposure. Big idea: Environmental toxins affect human health at the cellular level, and society must decide who is responsible for preventing and remediating exposure.

My notes, examples, and questions

Key words
What vocabulary unlocks the lesson?

- heavy metal
- toxicology
- hypothesis
- data table
- graph
- limitation
- conclusion

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?

- Heavy metals such as lead and arsenic interfere with enzyme function and disrupt cellular homeostasis.
- Environmental health connects to pathophysiology: toxin exposure can cause organ system dysfunction.
- Ethical analysis of environmental harm requires identifying who benefits, who is harmed, and who has power to act.

My notes, examples, and questions

Process notes
What happens during class?

- 0-8: Read the heavy-metal contamination scenario; assign stakeholder groups
- 8-22: Group prep: list 2 arguments about responsibility from your stakeholder view
- 22-40: Debate round 1: each group states its strongest argument
- 40-55: Rebuttal round: each group responds to one opposing claim
- 55-70: Individual writing: state your position with one supporting reason
- 70-80: Pair-share and submit exit ticket

My notes, examples, and questions

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Steps and evidence What do I do and turn in?

- Read a brief scenario on heavy-metal contamination.
- Form groups for industry, regulators, and affected residents.
- List two arguments about responsibility for cleanup.
- Trade one rebuttal with another group.
- State your position with one supporting reason.

Evidence: Exit ticket - Written position on heavy-metal exposure responsibility, citing one factual reason and naming one genuine tradeoff in regulation.

My notes, examples, and questions

Checks for understanding How do I know I got it?

- Each student takes a reasoned position on responsibility.
- Groups name one genuine tradeoff in regulation.

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:

- C. elegans plates or validated heavy-metal simulation
- Heavy-metal solution or simulated treatment cards
- Stereo microscope or simulation device
- Data table and graph paper or graphing app
- Gloves and goggles
- Lab notebook

My notes, examples, and questions

Summary

Today's lesson focused on Heavy-metal exposure debate. The main target was: Students will debate the ethics of testing heavy-metal toxicity and who bears responsibility for environmental exposure. The evidence of learning is Exit ticket: Written position on heavy-metal exposure responsibility, citing one factual reason and naming one genuine tradeoff in regulation.. In my own words, the most important idea from today is:

My summary

My final question or connection