

# Cornell Guided Notes

Human Anatomy & Physiology (Human Body Systems) | 2027-03-11

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