

Cornell Guided Notes

Human Anatomy & Physiology (Human Body Systems) | 2027-03-18

Name

Period

Date

Lesson

Lesson focus

Hormone therapy bioethics debate

Key words and questions

Prepared details and student notes

Essential question
What is today's target?

Students will argue whether minors should access growth-hormone or hormone therapies based on medical and ethical criteria. Big idea: Medical decisions involve weighing benefits, risks, and patient rights, especially when the patient is a minor.

My notes, examples, and questions

Key words
What vocabulary unlocks the lesson?

- hormone
- endocrine gland
- feedback loop
- insulin
- glucagon
- homeostasis

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?

- Hormones are chemical messengers that regulate growth, metabolism, and reproduction.
- Medical ethics requires balancing patient autonomy, parental authority, and clinical judgment.
- Bioethical analysis uses a structured framework: identify stakeholders, map tradeoffs, justify a position.

My notes, examples, and questions

Process notes
What happens during class?

- 0-8: Hook poll: who should decide hormone treatment for a minor?
- 8-20: Teacher mini-lecture: endocrine overview and hormone therapy context
- 20-38: Small-group role prep: list 2 benefits and 2 risks from your stakeholder view
- 38-58: Structured cross-talk: each group delivers one claim, receives one rebuttal
- 58-72: Individual writing: one-sentence position with strongest supporting evidence
- 72-80: Share-out and exit-ticket submission

My notes, examples, and questions

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Steps and evidence What do I do and turn in?

- Open with a quick poll on who decides when hormone treatment is medically necessary.
- Assign small groups the roles of physician, parent, patient, and insurer.
- Each group lists two benefits and two risks of hormone intervention for minors.
- Hold a structured cross-talk where groups respond to one opposing claim.
- Close by writing one sentence stating your position and its strongest evidence.

Evidence: Exit ticket - One-sentence written position on minor hormone-therapy consent, citing one medical fact and naming one genuine tradeoff.

My notes, examples, and questions

Checks for understanding How do I know I got it?

- Each student states a clear position grounded in at least one medical fact.
- Groups identify a genuine tradeoff between benefit and risk.

My notes, examples, and questions

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Lab or safety notes
What must I handle carefully?

Supplies:

- Blood-sugar feedback model cards or tokens
- Whiteboard or chart paper
- Colored markers for glucose, insulin, glucagon
- Endocrine gland body diagram
- Lab notebook
- Simple glucose-level tracking sheet

My notes, examples, and questions

Summary

Today's lesson focused on Hormone therapy bioethics debate. The main target was: Students will argue whether minors should access growth-hormone or hormone therapies based on medical and ethical criteria. The evidence of learning is Exit ticket: One-sentence written position on minor hormone-therapy consent, citing one medical fact and naming one genuine tradeoff.. In my own words, the most important idea from today is:

My summary

My final question or connection