# Cornell Guided Notes

Principles of Biomedical Technology (Principles of Biomedical Science) | 2026-10-08

| Name | Period | Date | Lesson |
|---|---|---|---|
| | | 2026-10-08 | |

**Lesson focus**

Simulated bloodwork data

| Key words and questions | Prepared details and student notes |
|---|---|

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

Collect and chart simulated bloodwork data over time following an SOP. Big idea: A time-series graph of clinical data makes the difference between a trend and a one-time reading visible, which is the foundation of chronic-disease monitoring.

**My notes, examples, and questions**

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

- blood glucose
- cholesterol
- risk factor
- telehealth
- wearable
- monitoring
- normal range

**My notes, examples, and questions**

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## Cornell Notes - Continued

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| **Must-know ideas**<br>**What should I understand by the end?** | - A time-series graph has time on the x-axis and the measured variable on the y-axis; data points are connected with a line to show change over time.<br>- The normal range band (shaded or bounded by two horizontal lines) provides the visual reference for whether each data point represents a concern.<br>- Limitations of a simulated dataset include the absence of confounding variables, missing data points, and values that may not reflect real patient variability.<br><br>**My notes, examples, and questions** |
| **Process notes**<br>**What happens during class?** | - 0:00: Review how to build a time-series graph (quick demo with an example dataset)<br>- 0:10: Open the simulated patient dataset; read the SOP for data recording<br>- 0:18: Record all glucose and cholesterol values with their time points in a data table<br>- 0:32: Build a labeled line graph for your chosen marker: title, x-axis (time), y-axis (marker + units), data points connected<br>- 0:52: Mark the normal range band on the graph; annotate any points outside the range<br>- 1:02: Record one dataset limitation and one source of error in the notebook<br>- 1:10: Pair-compare graphs; preview Thursday trend analysis<br><br>**My notes, examples, and questions** |

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| **Steps and evidence**<br>**What do I do and turn in?** | - Read the data-collection SOP and open the simulated patient dataset.<br>- Record glucose and cholesterol values across several time points.<br>- Build a labeled line graph of one marker over time.<br>- Mark the normal range band on your graph.<br>- Record one limitation and one source of error in the dataset.<br><br>Evidence: Data table - Simulated bloodwork data table (all time points for glucose and cholesterol) and a labeled time-series graph for one marker with the normal range band marked and at least one annotated out-of-range point.<br><br>**My notes, examples, and questions** |
| **Checks for understanding**<br>**How do I know I got it?** | - I can collect and chart longitudinal bloodwork data.<br>- I can mark normal ranges on a time-series graph.<br><br>**My notes, examples, and questions** |

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| **Lab or safety notes**<br>**What must I handle carefully?** | Supplies:<br>- Simulated blood panel data sheets<br>- Normal-range reference chart<br>- Calculator<br>- Glucose meter demonstration kit<br>- Wearable device or fitness tracker (demo)<br>- Lab notebook for the monitoring plan<br><br>**My notes, examples, and questions** |

## Summary

Today's lesson focused on Simulated bloodwork data. The main target was: Collect and chart simulated bloodwork data over time following an SOP. The evidence of learning is Data table: Simulated bloodwork data table (all time points for glucose and cholesterol) and a labeled time-series graph for one marker with the normal range band marked and at least one annotated out-of-range point.. In my own words, the most important idea from today is:

**My summary**

## My final question or connection