

# Cornell Guided Notes

Principles of Biomedical Technology (Principles of Biomedical Science) | 2026-10-21

Name

Period

Date

Lesson

## Lesson focus

Genetic testing ethics debate

## Key words and questions

## Prepared details and student notes

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

Students debate whether prospective parents should pursue carrier screening and prenatal genetic testing. Big idea: Who should decide whether a family pursues genetic testing, and what ethical duties come with that knowledge?

**My notes, examples, and questions**

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

- karyotype
- inheritance
- genotype
- phenotype
- carrier
- pedigree
- genetic risk

**My notes, examples, and questions**

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## Cornell Notes - Continued

### Key words and questions

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**Must-know ideas**  
**What should I understand by the end?**

- Carrier status and recessive inheritance patterns determine genetic risk for offspring.
- Informed consent and genetic privacy are core ethical principles in testing decisions.
- Genetic counselors help families weigh benefits, limitations, and emotional impacts of testing.

**My notes, examples, and questions**

**Process notes**  
**What happens during class?**

- 0-8 min: Hook: read the carrier couple case silently, annotate one question you have.
- 8-18 min: Define vocabulary: carrier, recessive, genetic risk, informed consent.
- 18-35 min: Stance selection and evidence gathering (2 points per side).
- 35-60 min: Structured debate in assigned roles; teacher facilitates with vocabulary prompts.
- 60-72 min: Individual reflection: write two sentences naming the strongest opposing argument.
- 72-80 min: Whole-class debrief and exit-ticket submission.

**My notes, examples, and questions**

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#### Steps and evidence What do I do and turn in?

- Read a short case: a couple learns both partners may carry a recessive disease allele.
- Pick a stance and gather two evidence points on benefits versus harms of testing.
- Define key terms: carrier, recessive inheritance, genetic risk, informed consent.
- Debate in assigned roles, citing autonomy, privacy, and potential discrimination.
- Write a two-sentence reflection naming the strongest opposing argument you heard.

Evidence: Exit ticket - Two-sentence written reflection naming the strongest opposing argument encountered during the debate.

#### My notes, examples, and questions

#### Checks for understanding How do I know I got it?

- Stake out a clear position supported by at least two evidence points.
- Use carrier and inheritance vocabulary accurately during the exchange.

#### My notes, examples, and questions

#### Lab or safety notes What must I handle carefully?

No special lab safety notes today. Follow normal classroom and digital-work expectations.

#### My notes, examples, and questions

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## Cornell Notes - Continued

### Summary

Today's lesson focused on Genetic testing ethics debate. The main target was: Students debate whether prospective parents should pursue carrier screening and prenatal genetic testing. The evidence of learning is Exit ticket: Two-sentence written reflection naming the strongest opposing argument encountered during the debate.. In my own words, the most important idea from today is:

**My summary**

**My final question or connection**