Cornell Guided Notes

Principles of Biomedical Technology (Principles of Biomedical Science) | 2026-11-17

Name	Period	Date	Lesson
		2026-11-17	

Lesson focus

Epidemiology tools notes

Key words and questions	Prepared details and student notes
Essential question **What is today's target?**	Students take notes on line lists, maps, epidemic curves, and incidence versus prevalence, then complete the PLTW online task. Big idea: Epidemiologists turn raw case data into visual stories: a curve, a map, and a line list together reveal where, when, and how an outbreak spread. **My notes, examples, and questions**
Key words **What vocabulary unlocks the lesson?**	- epidemiology - line list - epidemic curve - incubation - prevalence - incidence - causative agent **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?**	- Incidence = new cases in a defined period; prevalence = all cases at a single point in time. - An epidemic curve's shape (point-source, propagated, continuous) reveals the transmission pattern. - A spot map clusters cases geographically to reveal a common exposure source. **My notes, examples, and questions**
Process notes **What happens during class?**	- 0-5 min: Warm-up: guess what a steep, narrow epidemic curve versus a flat, wide one might mean. - 5-28 min: Teacher-led notes: incidence vs. prevalence with worked examples; line-list structure. - 28-45 min: Notes: epidemic curve shapes and transmission patterns; spot-map interpretation. - 45-55 min: Practice: sketch a point-source epidemic curve from a small example data set. - 55-75 min: PLTW online activity on outbreak data tools (individual, self-paced). - 75-80 min: Exit check: write the formula for incidence rate in your own words. **My notes, examples, and questions**

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Steps and evidence **What do I do and turn in?**	- Annotate notes defining incidence and prevalence with worked examples. - Describe how a line list organizes case-level data for analysis. - Explain what the shape of an epidemic curve reveals about transmission. - Connect spot maps to identifying a common exposure source. - Complete the assigned PLTW online activity on outbreak data tools. Evidence: Notebook check - Annotated notes with worked incidence/prevalence examples, epidemic curve shape sketches labeled by transmission type, and a spot-map interpretation note. **My notes, examples, and questions**
Checks for understanding **How do I know I got it?**	- Distinguish incidence from prevalence with a correct example. - Submit the PLTW online task fully completed. **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: - Line-list data set - Graph paper or spreadsheet - Agar plates or simulation cards - Inoculating loop - Disposable gloves - Disinfectant and biohazard disposal bag - Lab notebook **My notes, examples, and questions**

Summary

Today's lesson focused on Epidemiology tools notes. The main target was: Students take notes on line lists, maps, epidemic curves, and incidence versus prevalence, then complete the PLTW online task. The evidence of learning is Notebook check: Annotated notes with worked incidence/prevalence examples, epidemic curve shape sketches labeled by transmission type, and a spot-map interpretation note.. In my own words, the most important idea from today is:

My summary

My final question or connection