

Medical Terminology + Principles of Diagnostic Healthcare YAG

Combined Two-Course Sequence | Double-Blocked | Full Year | 36 Weeks | Integrated Diagnostic Health Science

Course Framework: MT = \$127.477 Medical Terminology (one credit). PDH = Principles of Diagnostic Healthcare, PEIMS N1302106 (DIGHLTH), state-approved innovative course (one credit). The double-blocked model intentionally teaches the courses together: medical language is introduced immediately before or alongside the diagnostic science, equipment, documentation, safety, and career context in which students use it. Students repeatedly build/deconstruct terms, spell/pronounce accurately, interpret abbreviations and technical documents, and translate technical language while applying those skills to laboratory science, EKG/cardiovascular diagnostics, digital radiography, nuclear medicine, ophthalmic technology, disease processes, and integrated diagnostic cases. §127.15(d)(1) CTE Employability Skills are integrated with Medical Terminology. ACCESS supports career, credential, and pathway exploration.

GP	Wks	Integrated Unit & Focus	Major Learning Tasks & Assessments	Med Term TEKS	Diagnostic TEKS	Extension Activities
1	1-2	Unit 1 – Diagnostic Language, Professional Standards & Career Launch	• Introduce diagnostic fields and the role of precise medical language • Establish professional standards, work habits, critical thinking and problem solving • Identify common abbreviations/acronyms/symbols; begin spelling/pronunciation routines • Explore diagnostic careers and launch integrated terminology/diagnostic portfolio	• MT1(A,H) • MT2(A-B)	• PDH1(A-N) • PDH4(A)	• ACCESS: diagnostic careers • Portfolio launch • Professional standards scenarios
1	3-4	Unit 2 – Word Building + Professional Communication	• Identify roots, prefixes, suffixes and combining vowels and construct/deconstruct terms • Translate technical terminology into conversational language • Practice active listening and professional verbal, nonverbal, written, email and telephone communication • Apply medical vocabulary during team/patient communication scenarios	• MT1(C-E) • MT2(A-C) • MT5(B)	• PDH3(A-E) • PDH5(A-B)	• Word-building lab • Team communication simulation • Eponym research
1	5-6	Unit 3 – Anatomy Language, Directional Terms & Diagnostic Careers	• Use directional terms, anatomical planes and body-organization vocabulary • Interpret diagrams and technical descriptions using verified resources • Research diagnostic careers, credentials, advancement and professional organizations • Develop an individualized diagnostic healthcare pathway plan	• MT1(F,H) • MT2(A-C) • MT3(A-B) • MT5(B)	• PDH4(A-D)	• ACCESS: credentials/pathways • Anatomical-position lab • Career presentation
1	7-9	Unit 4 – Applied Science, Measurement, Homeostasis & Safe Documentation	• Apply conversions, measurements, statistics, graphs and data to diagnostic problems • Describe homeostasis and relationships among cells, tissues, organisms and environment • Apply scientific methods, chemical safety and PPE • Use medical resources; distinguish abbreviations and review The Joint Commission Do Not Use List • Interpret introductory simulated technical documents	• MT1(A-B,H) • MT3(A-C) • MT4(A-B)	• PDH2(A-H) • PDH7(B)	• Measurement/data lab • Abbreviation safety audit • PPE/safety simulation
2	10-11	Unit 5 – Ethics, Confidentiality, Scope, Liability & Medical Language	• Compare professional codes/scope and apply confidentiality principles • Analyze technology-related ethics, malpractice, negligence and liability • Interpret ethical/legal scenarios containing authentic medical vocabulary • Communicate findings precisely and translate key terms for a general audience	• MT2(A-C) • MT5(A-E)	• PDH6(A-D) • PDH1(A-B,F)	• Ethics case conference • Confidentiality scenarios • Terminology translation
2	12-13	Unit 6 – Infection Control, Bloodborne Pathogens & Laboratory Terminology	• Identify regulatory agencies and apply standard/universal precautions • Identify diseases and clinical significance of bloodborne pathogens • Build terminology for blood, lymphatic/immune and infectious-disease concepts • Apply safety language, abbreviations and documentation in simulated lab situations	• MT1(C-D,G-H) • MT2(A-C) • MT4(A-B) • MT5(A-E)	• PDH7(A-B) • PDH9(A,F)	• Infection-control lab • Regulatory agency project • Lab terminology case

2	14-15	Unit 7 – Equipment, Microscopy, Health Information Systems & Technical Resources	- Identify diagnostic equipment, maintenance needs and troubleshooting steps - Identify microscope parts/functions and demonstrate proper procedures - Explain diagnostic health information systems/software - Use dictionaries, multimedia and supervised digital resources to verify terminology - Interpret/transcribe equipment- and laboratory-related terminology	- MT3(A-C) - MT5(A-E)	PDH8(A-E)	- Microscope lab - Equipment troubleshooting - HIS/resource exploration
2	16-17	Unit 8 – Disease Processes + Body-System Terminology I	- Analyze anatomy/physiology and disease processes including diabetes, cancer, cardiovascular and infectious disease - Examine trauma/congenital defects affecting cells, tissues, organs and systems - Build/interpret integumentary, musculoskeletal, cardiovascular, blood/immune, respiratory and digestive terms - Connect diseases to diagnostic testing, specialists, procedures and treatment terminology	- MT1(C-D,G-H) - MT2(A-C) - MT5(A-E)	- PDH9(B-F) - PDH2(C-D,H)	- Disease-process cases - Body-system vocabulary maps - Diagnostic terminology application
2	18	Semester 1 Exam – Integrated Medical Terminology & Diagnostics	- Cumulative written/performance assessment for both courses - Word building, documentation, professional standards, communication, careers, science, ethics, safety, equipment and disease-process application - Integrated portfolio review	Cumulative MT1-5	Cumulative PDH1-9 as introduced	Targeted review/remediation
3	19-21	Unit 9 – Clinical Laboratory Science + Body-System Terminology II	- Explore laboratory workflow and diagnostic purpose using simulated experiences - Apply microscopy, safety, PPE, quality practices, measurements and data interpretation - Build/interpret urinary, reproductive, endocrine and oncology/pathology/genetics terminology - Read simulated laboratory information and translate findings accurately	- MT1(G-H) - MT2(A-C) - MT3(A-C) - MT4(A-B) - MT5(A-E)	- PDH2(A-G) - PDH5(A-B) - PDH7(A-B) - PDH8(A-D) - PDH9(A-F)	- Simulation lab - Lab report interpretation - ACCESS: laboratory careers
3	22-23	Unit 10 – EKG/Cardiovascular Diagnostics + Cardiovascular Terminology	- Relate cardiovascular anatomy/physiology and disease to EKG testing - Build and apply cardiovascular procedural, diagnostic and specialist terminology - Interpret waveform/graph information and simulated reports - Practice patient/team communication, safety and equipment troubleshooting	- MT1(G-H) - MT2(A-C) - MT4(A-B) - MT5(A-E)	- PDH1(A-B,D) - PDH2(A-D,G) - PDH3(A-E) - PDH8(A-C,E) - PDH9(B-F)	- EKG waveform activity - Cardiovascular case - Career connection
3	24-25	Unit 11 – Digital Radiography + Imaging Terminology	- Explore radiography careers, technologies and credential pathways - Relate anatomy, disease, trauma and congenital conditions to imaging needs - Build/interpret imaging, positioning, diagnostic and procedural terminology - Apply radiation protection and analyze ethical/legal technology issues - Interpret simulated radiology language and translate it for nontechnical audiences	- MT1(F-H) - MT2(A-C) - MT3(A-C) - MT4(A-B) - MT5(A-E)	- PDH4(A-D) - PDH6(A-D) - PDH7(A-B) - PDH8(A-C,E) - PDH9(B-F)	- Radiology report translation - Radiation-safety activity - ACCESS: imaging pathways
3	26-27	Unit 12 – Nuclear Medicine + Procedural/Diagnostic Terminology	- Explore nuclear medicine careers, technologies and applications - Apply science, measurement/data analysis, radiation safety and regulatory concepts - Analyze common procedural prefixes/suffixes and cross-system diagnostic/treatment terms - Use word analysis and verified resources to determine unfamiliar meanings	- MT1(C-D,G-H) - MT2(A-C) - MT3(A-C) - MT5(A-E)	- PDH2(A-G) - PDH4(A-D) - PDH6(C-D) - PDH7(A-B) - PDH8(A-C,E) - PDH9(B-F)	- Nuclear medicine case - Procedure terminology lab - Career profile

4	28-29	Unit 13 – Ophthalmic Diagnostics + Nervous/Special Senses Terminology	• Explore ophthalmic diagnostic careers and technologies • Connect eye/ear/nervous anatomy, disease and congenital conditions to diagnostic procedures • Build/interpret special-senses, neurologic and ophthalmic terminology • Apply equipment/data interpretation, professional communication and teamwork	• MT1(G-H) • MT2(A-C) • MT4(A-B) • MT5(A-E)	• PDH2(A-D,G-H) • PDH3(A-E) • PDH5(A-B) • PDH8(A-C,E) • PDH9(B-F)	• Vision diagnostic simulation • Special-senses case • Career connection
4	30-32	Unit 14 – Integrated Diagnostic Documentation & Case Analysis	• Interpret simulated progress notes, radiology reports and laboratory reports • Correct unsafe abbreviation use and transcribe/communicate terminology accurately • Apply math/science, anatomy, disease, equipment, safety, ethics and teamwork to integrated cases • Select appropriate diagnostic professionals/tests and present evidence-based reasoning • Translate technical case information while preserving meaning	• MT1(A-H) • MT2(A-C) • MT3(A-C) • MT4(A-B) • MT5(A-E)	• PDH1-9	• Interdisciplinary case conference • Documentation portfolio • Diagnostic reasoning presentation
4	33-35	Unit 15 – Integrated Diagnostic Healthcare Capstone & Dual-Course Portfolio	• Research a diagnostic profession and relevant credential/pathway • Develop a capstone connecting disease, testing, terminology, equipment/technology, safety and data • Interpret a multi-document simulated health record and explain key terminology • Present findings using accurate pronunciation, spelling and professional communication • Finalize evidence demonstrating mastery in both courses and next-step pathway planning	• MT1-5 • §127.15(d)(1)	• PDH1-9	• ACCESS: certification/postsecondary planning • Guest expert feedback • Capstone/portfolio defense
4	36	Semester 2 Exam & Integrated Diagnostic Healthcare Showcase	• Cumulative written/performance assessment for both courses • Integrated laboratory, EKG, imaging, nuclear medicine, ophthalmic and medical-language applications • Final dual-course portfolio/capstone reflection	• Cumulative MT1-5	• Cumulative PDH1-9	• ACCESS: pathway review • Final showcase

Dual-Course Standards Coverage Checklist

Medical Terminology (§127.477): All five strands and all 21 student expectations are intentionally addressed and reinforced through diagnostic healthcare applications.

Strand	SEs	Focus	Integrated Placement	Coverage
MT1	A-H	Abbreviations/symbols, Do Not Use List, word parts/building, eponyms, directional terms, occupational terminology, context	Units 1-16	100%
MT2	A-C	Pronunciation/spelling, precise language, technical-to-conversational translation	Units 1-16	100%
MT3	A-C	Medical/dental dictionaries, multimedia/integrated resources and supervised digital media	Units 4, 7, 9, 11-12, 14-15	100%
MT4	A-B	Medical abbreviations and simulated progress/radiology/laboratory reports	Units 4, 6, 9-11, 13-15	100%
MT5	A-E	Interpret/transcribe/communicate vocabulary, translation, specialists, observations and scenarios	Units 2-3, 5-16	100%
Employability	§127.15(d)(1)	Level 1/2 CTE employability skills	Integrated throughout	100%

Principles of Diagnostic Healthcare (N1302106): All nine knowledge and skills strands and all 50 student expectations are intentionally addressed and reinforced through medical-language applications.

Strand	SEs	Focus	Integrated Placement	Coverage
PDH1	A-N	Professional standards/employability and problem solving	Units 1, 5, 10, 14-16	100%
PDH2	A-H	Applied math/science/data, homeostasis, safety and technical communication	Units 4, 8-14	100%
PDH3	A-E	Professional, workplace, conflict and culturally responsive communication	Units 2, 10, 13-15	100%
PDH4	A-D	Careers, credentials, advancement and professional organizations	Units 1, 3, 11-12, 15	100%
PDH5	A-B	Multidisciplinary teaming and collaboration	Units 2, 9, 13-15	100%
PDH6	A-D	Ethics, scope, confidentiality, technology issues and liability	Units 5, 11-12, 14-15	100%
PDH7	A-B	Regulatory agencies and diagnostic safety standards	Units 4, 6, 9, 11-12, 14-15	100%
PDH8	A-E	Equipment, maintenance, troubleshooting, microscopy and health information systems	Units 7, 9-15	100%
PDH9	A-F	Bloodborne pathogens, anatomy/physiology, disease, trauma/congenital defects, testing and terminology	Units 6, 8-15	100%

Implementation Notes

- The double block should operate as one integrated learning experience while preserving mastery of both course frameworks. Whenever possible, teach terminology immediately before or during the diagnostic application in which students will use it.
- Medical Terminology skills should spiral daily: word analysis, spelling, pronunciation, abbreviation safety, resource use, technical reading/transcription, specialist vocabulary, and technical-to-conversational translation.
- Principles of Diagnostic Healthcare provides the authentic context for terminology. Dedicated Semester 2 experiences include laboratory science, EKG/cardiovascular diagnostics, digital radiography, nuclear medicine, and ophthalmic technologies.
- Use simulated records and diagnostic data only; do not use personally identifiable patient information. Diagnostic reasoning should focus on how healthcare professionals collect, interpret, communicate, and act on data rather than asking students to independently diagnose real patients.
- ACCESS should support diagnostic career exploration, certification/credential research, postsecondary planning, and transition to subsequent Health Science courses.
- Weeks 18 and 36 are reserved for cumulative dual-course semester exams. No instructional unit crosses the semester boundary.