DE Medical Terminology

Curriculum Area: Family and Consumer Science	Course Length: 2 Terms (Offered Alternating Years)
Course Title: DE Medical Terminology	Date last reviewed: October 2024
Prerequisites: Juniors or Seniors status. Biology or concurrent enrollment recommended.	Board approval date: 11/17/2015

Desired Results

Course Description: DE Medical Terminology focuses on the component parts of medical terms, prefixes, suffixes, and root words. Students practice formation, analysis and reconstruction of terms. Emphasis is placed on spelling, definition, and pronunciation. The course also includes an introduction to operative, diagnostic, therapeutic, and symptomatic terminology of all body systems, as well as, systemic and surgical terminology. This course is transcripted with Waukesha County Technical College (WCTC) and may be transferrable to other institutions of higher education. This course may be recognized by UW-Milwaukee School of Nursing.

Enduring Understandings (EUs):	**Essential Questions (EQs):**
1. Various word parts and how to decode word parts essential to understanding medical terminology and English language development. 2. Medical terms built from word parts are composed of Greek and Latin word roots. There are many prefixes used with medical terms that usually refer to number, position, directions, time, negation; there are many suffixes used with medical terms that usually refer to procedures, conditions, or diseases. 3. Reading, writing, pronunciation and spelling of medical terms is critical in the healthcare setting in terms of patient safety and ability to effectively collaborate with other professionals. 4. Medical professionals need to know body systems and related diseases/illnesses in order to treat patients and collaborate with other professionals in the field.	1. How can understanding medical terminology help healthcare professionals communicate in a timely manner? 2. How is technology utilized and integrated in the medical profession? 3. Why are there rules that apply to the medical language? 4. How are medical terms built from word parts? 5. How can medical terms be translated literally to find their meanings? 6. Why do prefixes usually refer to number, position, direction, time or negation and why do suffixes usually refer to procedures, conditions, or diseases? 7. Why are there some medical terms that do not translate easily?

5. Technology is integrated in the medical profession and is utilized in the medical office. 6. Knowledge of human structure and function allows for understanding diseases and disorders and their appropriate medical treatment, prevention and management. 7. Within the medical community, all communication must be accurate and follow legal guidelines.	

Assessment Evidence:

Performance assessment include but are not limited to:	*Other assessments may include:* Classroom Assignments Formative and Summative Classroom Assessments Cumulative Assessment

Unit Title: Introduction to word parts and the human body structure
Major Topics: Introduction to the medical language Body structure, Color, and Oncology Directional terms, Planes, Regions, and Quadrants.
Standards
FCS Standards: **hsf1** Students will apply the academic subject matter required for proficiency within their area **hsf 2** Communication within healthcare settings **CCSS:** **College and Career Readiness (CCR) Anchor Standard 1:** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. **CCR Anchor Standard 4**: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. **CCR Anchor Standard 10:** Read and comprehend complex literary and informational texts independently and proficiently **ACT College Readiness Standards:** KLA 702. Use the word or phrase most appropriate in terms of the content of the sentence

when the vocabulary is sophisticated
TOD 502. Identify the purpose of a word, phrase, or sentence when the purpose is fairly straightforward (e.g., identifying traits, giving reasons, explaining motivations)
TOD 701. Identify the purpose of a word, phrase, or sentence when the purpose is complex (e.g., anticipating a reader's need for background information) or requires a thorough understanding of the paragraph and essay

Learning Targets Addressed:

- I can apply basic rules for analyzing and building medical terms.
- I can identify the role of the three types of word components and combining vowels.
- I can divide words into their component parts; and build words from their component parts.
- I can define the meaning of word components.
- I can apply rules to create plural and singular word formations.
- I can use the anatomical reference system to identify body systems and structures.
- I can define and spell terms related to body structure, color and oncology.
- I can define, pronounce and spell diseases and disorder oncology terms.
- I can interpret the meaning of abbreviations related to body structures and oncology.
- I can interpret, read and comprehend medical language in simulated medical statements and documents.
- I can define, spell and pronounce word parts related to directional terms.
- I can define, spell and pronounce terms used to describe body directions, planes, regions and quadrants.
- I can interpret, read and comprehend medical language in simulated medical statements and documents.

Unit Title Interpret Medical Terms Related to Specific Body Systems:

Major Topics:
Body Structure
Integumentary System
Respiratory System
Urinary System
Male Reproductive
System Female
Reproductive System
Obstetrics and
Neonatology
Cardiovascular, Immune and Lymphatic Systems and Blood
Digestive System
Eye
Ear
Musculoskeletal System
Nervous System and Behavioral Health
Endocrine System

Standards

FCS Standards:
hsf1.a Relate the knowledge of structures to the functions of the human body
hsf1.b Identify diseases and disorder which affect the human body and related biomedical therapies

hsf2 Students will apply various methods of giving and obtaining healthcare information and communicate effectively both orally and in writing

hsf9 Students will analyze the fundamentals of wellness and the prevention of disease processes, practicing preventive health behaviors among clients

CCSS:
College and Career Readiness (CCR) Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCR Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CCR Anchor Standard 7: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*

CCR Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.

ACT college readiness standards:
KLA 702. Use the word or phrase most appropriate in terms of the content of the sentence when the vocabulary is sophisticated

Learning Targets Addressed:

- I can identify meanings of key word components of the integumentary, respiratory, urinary, male reproductive, female reproductive, obstetrics, neonatal, cardiovascular, immune, lymphatic, digestive, eyes, ears, musculoskeletal, nervous, behavioral, and endocrine systems
- I can apply rules of medical language to build, analyze, pronounce, abbreviate, and define terms as they relate to the integumentary system respiratory, urinary, male reproductive, female reproductive, obstetrics, neonatal, cardiovascular, immune, lymphatic, digestive, eyes, ears, musculoskeletal, nervous, behavioral, and endocrine systems.
- I can identify diagnostic, therapeutic, procedural, and anatomical terms related to the integumentary system, respiratory, urinary, male reproductive, female reproductive, obstetrics, neonatal, cardiovascular, immune, lymphatic, digestive, eyes, ears, musculoskeletal, nervous, behavioral, and endocrine systems.