

Medical Terminology

Course Description

This course is designed to help students learn medical language by analyzing their components. The primary focus is on developing both oral and written skills in the language used to communicate within health care professions.

Course Code: 077600

Program of study to which the course applies:

Health Science

This course is a fundamental course for students who are pursuing a career in the health care profession. It is the basic language required for all areas of health science and is required for any health care profession beginning with entry level staff.

	Course Content	Reference/ Source	Crosswalk to Common Core Academic Standards	Crosswalk to Nebraska Academic Standards	Crosswalk to Nebraska Career Readiness Standards	Crosswalk Clarification
Standard 1: Medical Terminology	Students will define medical terms.	NHFS 2.21				
Benchmark 1.1	Students will construct and dissect, pronounce, and spell medical terms using prefixes, suffixes, roots, and combining forms	NHFS 2.21	ELA.L.11–12.6 ELA.RST.11–12.4	LA.12.1.5.a		
Sample Performance Indicator 1.1.1	Students will define medical prefixes, word roots, and suffixes.					
Sample Performance Indicator 1.1.2	Students will construct sentences using medical terminology word-building skills.					
Sample Performance Indicator 1.1.3	Students will interpret the historical development of the medical language, including Latin and Greek origins.					
Sample Performance Indicator 1.1.4	Students will participate in a spelling bee of medical terms.					
Sample Performance Indicator 1.1.5	Students will read a news article, identifying medical terms.					

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Benchmark 1.2	Students will interpret and extract information from realistic medical references/documents.	NHFS 2.21, 11.11, 11.13, 11.14	ELA.RST.11–12.2 ELA.RST.11–12.9	LA.12.1.5.e LA.12.1.6.d	CR.1.A.2 CR.5.A.1	
Sample Performance Indicator 1.2.1	Students will analyze a hospital medical record.					
Sample Performance Indicator 1.2.2	Students will read a case study and orally interpret it with a team member.					
Benchmark 1.3	Apply medical terminology to real-life settings.	NHFS 2.22	ELA.L.11–12.6	LA.12.1.5.b LA.12.3.1.a		
Sample Performance Indicator 1.3.1	Students will interview an adult, recording their extensive medical history.					
Sample Performance Indicator 1.3.2	Students will develop a portfolio of their own personal medical history.					
Standard 2: Medical Abbreviations	Students will interpret and apply medical abbreviations	NHFS 2.22				
Benchmark 2.1	Students will interpret and apply identified medical abbreviations and symbols.	NHFS 2.22	ELA.RST.11–12.4	LA.12.1.5.a	CR.1.A.4	
Sample Performance Indicator 2.1.1	Students will construct a word wall of medical symbols.					
Sample Performance Indicator 2.1.2	Students will create a game incorporating medical abbreviations.					
Benchmark 2.2	Students will differentiate between acceptable and error-prone abbreviations and symbols.	NHFS 2.31				
Sample Performance Indicator 2.2.1	Students will proofread an incorrect medical record, and correct the errors.					
Sample Performance Indicator 2.2.2	Students will create a list of the 'top 10' medical abbreviation errors using websites, printed materials, etc.					
Benchmark 2.3	Students will be able to record and interpret time, using the 24 hour clock.	NHFS 1.33				
Sample Performance Indicator 2.3.1	Students will complete a task analysis of their day, utilizing the 24 hour clock					

	Course Content	Reference/ Source	Crosswalk to Common Core Academic Standards	Crosswalk to Nebraska Academic Standards	Crosswalk to Nebraska Career Readiness Standards	Crosswalk Clarification
Standard 3: Anatomical Terms	Students will define anatomical terms	NHFS 2.21, 2.22				
Benchmark 3.1	Students will recognize and apply identified anatomical terms. Students will create a bulletin board showing the human body and its related terms.	NHFS 1.11, 1.12, 1.13	ELA.L.11–12.6 ELA.RST.11–12.4	LA.12.1.5 LA.12.3.1.a	CR.1.A.4	
Sample Performance Indicator 3.1.1	Students will identify prefixes, word roots, and suffixes with body systems, such as muscular system.					
Sample Performance Indicator 3.1.2						
Benchmark 3.2	Students will define terms associated with the planes of the body. Students will, using manikins, identify the three planes of the body: transverse, mid-sagittal, and frontal.	NHFS 1.12	ELA.RST.11–12.4	LA.12.1.5		
Sample Performance Indicator 3.2.1	Students will watch media presentations of body planes, cavities, or abdominal regions.					
Sample Performance Indicator 3.2.2						
Benchmark 3.3.	Students will describe anatomical position as a reference point for describing areas of the body.	NHFS 1.12	ELA.SL.11–12.4 ELA.WHST.11–12.2.b	LA.12 2.1.b LA.12.3.1.a	CR.2.B.1 CR.2.C.1	When students describe information or ideas, they communicate their knowledge through either speaking or writing. To demonstrate full knowledge on the topic, students' written or oral presentations must include all the main ideas and relevant details on the subject (CC: ELA.WHST.11–12.2.b, ELA.SL.11–12.4; NE: CR.2.B.1, CR.2.C.1, LA.12 2.1.b, LA.12.3.1.a).
Sample Performance Indicator 3.3.1	Students will demonstrate standard anatomical position.					
Sample Performance Indicator 3.3.2	Students will, standing in standard anatomical position (SAP), identify the location of various body organs.					

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Benchmark 3.4	Students will define directional terms.	NHFS 1.12	ELA.RST.11–12.4	LA.12.1.5		
Sample Performance Indicator 3.4.1	Students will use directional terms in describing the location of nose to umbilicus, shoulder to sternum, knee to ankle, phalanges to carpals, etc.					
Sample Performance Indicator 3.4.2	Using SAP, differentiate between medial and lateral, superficial and deep, proximal and distal, etc.					
Standard 4: Human Structure & Function	Students will identify, articulate, interpret and accurately spell medical terms related to the anatomy and physiology of body systems.	NHFS 2.21, 2.22, 2.31				
Benchmark 4.1	Students will classify the basic structural and functional organization of the human body.	NHFS 1.11, 1.13				
Sample Performance Indicator 4.1.1	Students will compose an acronym to help them remember the body systems.					
Sample Performance Indicator 4.1.2	Students will build a clay model of the body systems: digestive, respiratory, circulatory, etc.					
Benchmark 4.2	Students will interpret the inter-relationship between body systems	NHFS 1.21, 1.22, 1.23, 9.11, 9.12			CR.5.A.1 CR.5.A.4	
Sample Performance Indicator 4.2.1	Using the HOSA competitive event standards for Prepared Speaking, students will research and present their findings on the inter-relationships between body systems. (cardiovascular and respiratory, nervous and muscular, endocrine and nervous).					
Sample Performance Indicator 4.2.2	Given a medical condition, students will identify the possible medical career specialties that would be included on the patient's medical team.					
Standard 5: Medical Applications	Students will understand medical terms relating to pathology, surgical and diagnostic procedures.	NHFS 2.13, 1.21, 1.22, 1.23, 5.12				

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	Students will describe common diseases and disorders of each body system (pathology and diagnosis)	NHFS 1.21, 1.22, 1.23. 5.12	ELA.SL.11–12.4 ELA.WHST.11–12.2.b	LA.12 2.1.b LA.12.3.1.a	CR.2.B.1 CR.2.C.1	When students describe information or ideas, they communicate their knowledge through either speaking or writing. To demonstrate full knowledge on the topic, students' written or oral presentations must include all the main ideas and relevant details on the subject (CC: ELA.WHST.11–12.2.b, ELA.SL.11–12.4; NE: CR.2.B.1, CR.2.C.1, LA.12 2.1.b, LA.12.3.1.a).
Benchmark 5.1	Given a list of diseases, students will match the disease with the correct body system.					
Sample Performance Indicator 5.1.1	Students will create an extemporaneous poster using HOSA					
Sample Performance Indicator 5.1.2	Event Guidelines for this activity.	HOSA				

Reference Sheet

Key Code	Source
CCTE	National Career Common Technical Core
CC	Community College course outline. E.g. CC (LAW 1000)
NHFS	Standards
HOSA	Health Occupations Students of America National Consortium for Health Science
NCHSE	Education

Additional Resources for Educators

Suggestions for innovative teaching

and learning strategies

Listed here (not sentences)

Related Assessments

Listed here (not sentences)

Extended Learning Opportunities Professional Development

HOSA, Skills USA

Opportunities

National HOSA, NCHSE,

Community Links/Resources available

Tennessee

<http://www.state.tn.us/education/cte/standardsnew/doc/MedicalTerminologyStanComp.pdf>

Utah

<http://www.schools.utah.gov/cte/documents/hs/standards/medterm.pdf>

Texas

http://www.texashste.com/classroom_resources/course_guides.htm

South Carolina

<http://ed.sc.gov/agency/programs-services/148/documents/MedicalTerminologystandards.pdf>

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