

KPBSD Medical Terminology Curriculum – 2017

Industry Standards				
<p>National Health Science Standards</p> <ol style="list-style-type: none"> 1. Identify basic levels of organization of the human body. 1.11 2. Identify body planes, directional terms, cavities, and quadrants. 1.12 3. Analyze basic structures and functions of human body systems (skeletal, muscular, integumentary, cardiovascular, lymphatic, respiratory, nervous, special senses, endocrine, digestive, urinary, and reproductive). 1.13 4. Describe common diseases and disorders of each body system. 1.21 5. Discuss research related to emerging diseases and disorders. 1.22 6. Use common roots, prefixes, and suffixes to communicate information. 2.21 7. Utilize proper elements of written and electronic communication (spelling, grammar, and formatting). 2.31 8. Prepare examples of technical, informative, and creative writing. 2.32 9. Interpret medical abbreviations to communicate information. 2.22 <p>ALASKA STANDARDS ALIGNMENT: Medical Terminology</p>	<p>Transfer Goals</p> <p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> • Use and understand medical terminology to prepare for a career in health care or medicine. • Use medical terminology within scope of practice in order to interpret, transcribe, and communicate information, data, and observations. 			
	<p>Meaning</p>			
	<table border="1"> <thead> <tr> <th>ENDURING UNDERSTANDINGS</th> <th>ESSENTIAL QUESTIONS</th> </tr> </thead> <tbody> <tr> <td> <p>Students will understand...</p> <ul style="list-style-type: none"> • The components used to build medical words. • The importance of spelling medical terms correctly. • The interdependence of the body systems as they relate to wellness, disease, disorders, therapies, and care rehabilitation. • Organization of the body in terms of cells, tissues, organs, and systems. • Anatomy and physiology and use anatomic reference systems to identify anatomic position, body planes, directions, and cavities. • Specific terminology related to medical fields (Oncology, Radiology and Nuclear Medicine, Pharmacology, and Psychiatry). </td> <td> <p>Students will keep considering...</p> <ul style="list-style-type: none"> • Why is it important to spell medical words correctly? • What common terminology is used to describe human anatomy? • What are the organs comprising each system and their locations? • How are the body systems interdependent on each other? • Why do we divide the body into quadrants? </td> </tr> </tbody> </table>	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	<p>Students will understand...</p> <ul style="list-style-type: none"> • The components used to build medical words. • The importance of spelling medical terms correctly. • The interdependence of the body systems as they relate to wellness, disease, disorders, therapies, and care rehabilitation. • Organization of the body in terms of cells, tissues, organs, and systems. • Anatomy and physiology and use anatomic reference systems to identify anatomic position, body planes, directions, and cavities. • Specific terminology related to medical fields (Oncology, Radiology and Nuclear Medicine, Pharmacology, and Psychiatry).
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Acquisition		
	<p>Students will know...</p> <ul style="list-style-type: none"> • Basic structures and functions of cells, tissues, organs, and systems as they related to homeostasis. • Clinical anatomical and clinical divisions of organs (RUQ, RLQ, LUQ, LLQ). • Basic combining forms, suffixes, and prefixes of the medical language. • The purpose of laboratory tests, clinical procedures, and medical term abbreviations relevant to the digestive system, urinary system, reproductive system, and cardiovascular system. 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> • Discussing the organization of the body in terms of cells, tissues, organs, and systems. • Locating body planes and body regions. • Locating, naming, and giving the function for the anatomical divisions and organs of the digestive, urinary, reproductive, and cardiovascular systems. • Identifying cavities and organs contained in those cavities. • Analyzing directional and positional terms. • Interpreting abbreviations associated with body organization. • Applying knowledge to understand medical terms in their proper context, such as in medical reports and records.
Evidence		
Evaluative Criteria	Assessment Evidence	
Health Occupations Standards Teacher made rubrics	Teacher Exams, Case Studies, and Presentations.	
Resources		
<p>The Language of Medicine, 9th Edition by Davi-Ellen Chabner http://www.elsevierhealth.com Medical Terminology for Health Professionals http://medtermonline.com by Ann Ehrlich and Schroeder Courseware Taber's Cyclopedic Medical Dictionary, 22nd Edition http://www.tabers.com National Healthcare Foundation Standards, July 2013 http://www.healthscienceconsortium.org/docs/Foundation%20Standards%20&%20AC%20July%202012.pdf HOSA (Health Occupations Students of America): http://demo.hosa.org/</p>		