

# KPBSD Medical Terminology Curriculum – 2017

Industry Standards		
<b>National Health Science Standards</b>	<b>Transfer Goals</b>	
<ol style="list-style-type: none"> <li>1. Identify basic levels of organization of the human body. 1.11</li> <li>2. Identify body planes, directional terms, cavities, and quadrants. 1.12</li> <li>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</li> <li>4. Describe common diseases and disorders of each body system. 1.21</li> <li>5. Discuss research related to emerging diseases and disorders. 1.22</li> <li>6. Use common roots, prefixes, and suffixes to communicate information. 2.21</li> <li>7. Utilize proper elements of written and electronic communication (spelling, grammar, and formatting). 2.31</li> <li>8. Prepare examples of technical, informative, and creative writing. 2.32</li> <li>9. Interpret medical abbreviations to communicate information. 2.22</li> </ol> <p><b>ALASKA STANDARDS ALIGNMENT:</b> <a href="#">Medical Terminology</a></p>	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> <li>• Use and understand medical terminology to prepare for a career in health care or medicine.</li> <li>• Use medical terminology within scope of practice in order to interpret, transcribe, and communicate information, data, and observations.</li> </ul>	
	<b>Meaning</b>	
	<p style="text-align: center;"><b>ENDURING UNDERSTANDINGS</b></p> <p>Students will understand...</p> <ul style="list-style-type: none"> <li>• The components used to build medical words.</li> <li>• The importance of spelling medical terms correctly.</li> <li>• The interdependence of the body systems as they relate to wellness, disease, disorders, therapies, and care rehabilitation.</li> <li>• Organization of the body in terms of cells, tissues, organs, and systems.</li> <li>• Anatomy and physiology and use anatomic reference systems to identify anatomic position, body planes, directions, and cavities.</li> <li>• Specific terminology related to medical fields (Oncology, Radiology and Nuclear Medicine, Pharmacology, and Psychiatry).</li> </ul>	<p style="text-align: center;"><b>ESSENTIAL QUESTIONS</b></p> <p>Students will keep considering...</p> <ul style="list-style-type: none"> <li>• Why is it important to spell medical words correctly?</li> <li>• What common terminology is used to describe human anatomy?</li> <li>• What are the organs comprising each system and their locations?</li> <li>• How are the body systems interdependent on each other?</li> <li>• Why do we divide the body into quadrants?</li> </ul>

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Acquisition	
	<p>Students will know...</p> <ul style="list-style-type: none"> <li>• Basic structures and functions of cells, tissues, organs, and systems as they related to homeostasis.</li> <li>• Clinical anatomical and clinical divisions of organs (RUQ, RLQ, LUQ, LLQ).</li> <li>• Basic combining forms, suffixes, and prefixes of the medical language.</li> <li>• The purpose of laboratory tests, clinical procedures, and medical term abbreviations relevant to the digestive system, urinary system, reproductive system, and cardiovascular system.</li> </ul>
	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> <li>• Discussing the organization of the body in terms of cells, tissues, organs, and systems.</li> <li>• Locating body planes and body regions.</li> <li>• Locating, naming, and giving the function for the anatomical divisions and organs of the digestive, urinary, reproductive, and cardiovascular systems.</li> <li>• Identifying cavities and organs contained in those cavities.</li> <li>• Analyzing directional and positional terms.</li> <li>• Interpreting abbreviations associated with body organization.</li> <li>• Applying knowledge to understand medical terms in their proper context, such as in medical reports and records.</li> </ul>
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  <a href="http://www.elsevierhealth.com">http://www.elsevierhealth.com</a>                      Medical Terminology for Health Professionals  <a href="http://medtermonline.com">http://medtermonline.com</a> by Ann Ehrlich and Schroeder Courseware                      Taber's Cyclopedic Medical Dictionary, 22nd Edition <a href="http://www.tabers.com">http://www.tabers.com</a>                      National Healthcare Foundation Standards, July 2013  <a href="http://www.healthscienceconsortium.org/docs/Foundation%20Standards%20&amp;%20AC%20July%202012.pdf">http://www.healthscienceconsortium.org/docs/Foundation%20Standards%20&amp;%20AC%20July%202012.pdf</a>                      HOSA (Health Occupations Students of America): <a href="http://demo.hosa.org/">http://demo.hosa.org/</a></p>	