**COURSE DESCRIPTION**

**Course Title:** Medical Terminology I Virtual

**Course Number:** 10630

**Course Prerequisites:** None

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| --- | --- |
| **Course Description:** | Learning the language is essential for careers in health science. Join word parts to form medical terms, associations within body systems, and better communicate with colleagues and patients. Build your proficiency and confidence with this course and prepare yourself for a career in health sciences. |

**Suggested Grade Level**: Grades 9-12

**Length of Course:** One Semester

**Units of Credit:** .5

**PDE Certification and Staffing Policies and Guidelines (CSPG) Required Teacher Certifications:**

CSPG 25 Medical Assisting 2207

To find the CSPG information, go to <https://www.education.pa.gov/Educators/Certification/Staffing%20Guidelines/Pages/default.aspx>

**Certification verified by the WCSD Human Resources Department:** Yes No

**WCSD STUDENT DATA SYSTEM INFORMATION**

**Course Level:** Academic

**Mark Types:** Check all that apply.

F – Final Average MP – Marking Period EXM – Final Exam

**GPA Type**:  GPAEL-GPA Elementary  GPAML-GPA for Middle Level  NHS-National Honor Society

UGPA-Non-Weighted Grade Point Average  GPA-Weighted Grade Point Average

**State Course Code**: 14154

To find the State Course Code, go to <https://nces.ed.gov/forum/sced.asp>, download the Excel file for *SCED*, click on SCED 6.0 tab, and chose the correct code that corresponds with the course.

**TEXTBOOKS AND SUPPLEMENTAL MATERIALS**

**Board Approved Textbooks, Software, and Materials:**

**Title:**  Medical Terminology I

**Publisher:** Edynamic Education

**ISBN #:**  Virtual Coursework

**Copyright Date:** N/A

**WCSD Board Approval Date:** 8/28/2023

**Supplemental Materials:** Virtual Platfrom

**Curriculum Document**

**WCSD Board Approval:**

**Date Finalized:** 7/26/2023

**Date Approved:**  8/28/2023

**Implementation Year:** 2023-2024

**SPECIAL EDUCATION, 504, and GIFTED REQUIREMENTS**

The teacher shall make appropriate modifications to instruction and assessment based on a student’s Individual Education Plan (IEP), Chapter 15 Section 504 Plan (504), and/or Gifted Individual Education Plan (GIEP).

**ASSESSMENTS**

**PSSA Academic Standards, Assessment Anchors, and Eligible Content:** The teacher must be knowledgeable of the PDE Academic Standards, Assessment Anchors, and Eligible Content and incorporate them regularly into planned instruction.

**Formative Assessments:** The teacher will utilize a variety of assessment methods to conduct in-process evaluations of student learning.

**Effective formative assessments for this course include:** Quizzes, homework, discussions

**Summative Assessments:** The teacher will utilize a variety of assessment methods to evaluate student learning at the end of an instructional task, lesson, and/or unit.

**Effective summative assessments for this course include:** unit assessments and semester exams

Medical Terminology 1a: Introduction

Learning the language is essential for careers in health science. Join word parts to form medical terms, associations within body systems, and better communicate with colleagues and patients. Build your proficiency and confidence with this course and prepare yourself for a career in health sciences.

Unit 1: Word Elements: Where it all Begins

Medical terminology is a language unique to a specialized field. To better understand medical terms, you need to first get to know the origin of words, how to dissect them, and how to build them. Part of this dissection and building process involves learning word parts and how to put those pieces together. In this unit we will learn prefixes, suffixes, and combining forms. We will also learn about origins of words that cannot be broken down using traditional methods. Additionally, we’ll explore how some of these terms are abbreviated and cases in which these abbreviations are not acceptable practice. So, let’s start putting the pieces of the puzzle together and learn more about this special language!

What will you learn in this unit?

* Describe the components making up a medical term and the process for defining a word using those components
* Explain uses for prefixes, suffixes, and combining forms
* Recognize commonly used prefixes, suffixes, and combining forms
* Identify common medical abbreviations as well as those on the Do Not Use List
* Describe the origin of an eponym and give examples of common eponyms

UNIT 1 Assignments

|  |  |
| --- | --- |
| Assignment | Type |
| Unit 1 Critical Thinking Questions | Homework |
| Unit 1 Lab | Homework |
| Unit 1 Activity | Homework |
| Unit 1 Discussion 1 | Discussion |
| Unit 1 Discussion 2 | Discussion |
| Unit 1 Quiz | Quiz |

Unit 2: The Building Blocks of the Body

The body is an amazing structure made up of many cells, tissues, organs, and systems. We can break down the way the body is built from the tiniest structure up to entire body systems. Taken as a whole, we then learn about body movement and organization of body structures. By studying the cavities, regions, and quadrants of body organization, we are able to locate organs and other body structures and, by using this organizational system, health care providers are better able to pinpoint conditions and accurately communicate with patients. Ready to become an expert in navigating and identifying these structures? Let’s get started!

What will you learn in this unit?

* Describe the building blocks of the body and how they are organized, from cell to system
* Define anatomic position and terms related to a change in that position
* Explain terms related to body movement and communicate body planes as related to anatomic position
* Explain the division of the body into cavities
* Describe the regions and quadrants of the abdomen and identify organs found in the different cavities, regions, and quadrants

UNIT 2 Assignments

|  |  |
| --- | --- |
| Assignment | Type |
| Unit 2 Critical Thinking Questions | Homework |
| Unit 2 Lab | Homework |
| Unit 2 Activity | Homework |
| Unit 2 Discussion 1 | Discussion |
| Unit 2 Discussion 2 | Discussion |
| Unit 2 Quiz | Quiz |

Unit 3: Move It: Understanding Body Movement

With so many body parts, we need to be able to describe exactly how each part moves. Medical terms relating to movement allow us to do just that! By exploring the world of body movement, we find different types of movement and different types of joints that make this happen. As part of this world, we’ll learn abbreviations used commonly in medical documentation relating to these body parts and their movements. In addition, we’ll discover the many career possibilities related to the movement of body parts. Ready? Let’s get moving!

What will you learn in this unit?

* Define medical terms related to body movement
* Explain movements using medical terminology
* Describe types of joints found in the body
* Identify commonly used abbreviations related to movement
* Understand occupations related to body movements

UNIT 3 Assignments

|  |  |
| --- | --- |
| Assignment | Type |
| Unit 3 Critical Thinking Questions | Homework |
| Unit 3 Lab | Homework |
| Unit 3 Activity | Homework |
| Unit 3 Discussion 1 | Discussion |
| Unit 3 Discussion 2 | Discussion |
| Unit 3 Quiz | Quiz |

Unit 4: Breathing Easy: The Respiratory System

Breathing is an essential part of health and body function. The organs of the respiratory system make up a complex tree-like structure that helps us breathe without even thinking about it. To be an effective healthcare provider we must be familiar with the medical terminology that refers to the diseases, conditions, treatments, and tests of this system. We also need to be able to write and translate abbreviations and terms when documenting about this system. Let’s take a deep breath and explore this airy world!

What will you learn in this unit?

* Identify and describe the functions of the organs in the respiratory system
* Recognize prefixes, suffixes, and combining forms related to the respiratory system
* Describe diseases and conditions of the respiratory system
* Explain common treatments and tests used when evaluating conditions of the respiratory system
* Write and translate abbreviations used in medical documentation for respiratory conditions

UNIT 4 Assignments

|  |  |
| --- | --- |
| Assignment | Type |
| Unit 4 Critical Thinking Questions | Homework |
| Unit 4 Lab | Homework |
| Unit 4 Activity | Homework |
| Unit 4 Discussion 1 | Discussion |
| Unit 4 Discussion 2 | Discussion |
| Unit 4 Quiz | Quiz |

Medical Terminology 1a Midterm Exam

* Review information acquired and mastered from this course up to this point.
* Take a course exam based on material from the first four units in this course (Note: You will be able to open this exam only one time.)

MIDTERM Assignments

|  |  |
| --- | --- |
| Assignment | Type |
| Midterm Exam | Exam |
| Midterm Discussion | Discussion |

Unit 5: Going with the Flow: The Cardiovascular System

We feel our heart beat all the time, but what’s the reason and what’s it really doing? We’ll now explore the cardiovascular system with its organs and find our answers! As we investigate the workings of this system, we’ll learn the medical terms and word parts that describe different areas. As with any part of the body, things can go wrong. Our journey will take us through some of the conditions and diseases of this system, along with tools, tests, and treatments used in this world. Let’s get our blood pumping!

What will you learn in this unit?

* Describe the organs of the cardiovascular system and their functions
* Recognize and use the prefixes, suffixes, and combining forms related to the cardiovascular system
* Identify common diseases and conditions of the cardiovascular system
* Explain tools, procedures, and tests used in diagnosing and treating the cardiovascular system
* Use and decode abbreviations commonly used when referring to the cardiovascular system

UNIT 5 Assignments

|  |  |
| --- | --- |
| Assignment | Type |
| Unit 5 Critical Thinking Questions | Homework |
| Unit 5 Lab | Homework |
| Unit 5 Activity | Homework |
| Unit 5 Discussion 1 | Discussion |
| Unit 5 Discussion 2 | Discussion |
| Unit 5 Quiz | Quiz |

Unit 6: Keep Calm and Explore the Nervous System

With so many organs, tissues, and cells in the body, something must be in control! That’s where the nervous system comes into play. To be an effective healthcare team member, we need to learn the functions of the nervous system, the disorders associated with it, and ways to fix it. We also need to study the language, its word parts, and ways to abbreviate it. So, who’s in control here? Let’s find out on our journey through the nervous system!

What will you learn in this unit?

* Identify the organs of the nervous system and describe their functions
* Recognize and use prefixes, suffixes, and combining forms related to the nervous system
* Describe conditions, disorders, and diseases of the nervous system
* Explain tests, procedures, and treatments used for nervous system conditions
* Translate and use abbreviations in medical documentation related to the nervous system

UNIT 6 Assignments

|  |  |
| --- | --- |
| Assignment | Type |
| Unit 6 Critical Thinking Questions | Homework |
| Unit 6 Lab | Homework |
| Unit 6 Activity | Homework |
| Unit 6 Discussion 1 | Discussion |
| Unit 6 Discussion 2 | Discussion |
| Unit 6 Quiz | Quiz |

Unit 7: Skin, It’s Got You Covered!

When you look at someone, what is the main thing you see? Skin is probably not your first answer, but if you really think about it, that’s probably the best answer. That’s because skin is the body’s largest organ. There’s more to this world than meets the eye though. Let’s explore this complex world of tiny accessory organs and see just how much work this underrated system actually does.

What will you learn in this unit?

* Identify organs in the integumentary system and their functions
* Translate medical terms associated with the integumentary system using prefixes, suffixes, and combining forms
* Describe common diseases and conditions associated with the integumentary system
* Explain tests, procedures, and treatments used for conditions of the integumentary system
* Use abbreviations associated with the integumentary system

UNIT 7 Assignments

|  |  |
| --- | --- |
| Assignment | Type |
| Unit 7 Critical Thinking Questions | Homework |
| Unit 7 Lab | Homework |
| Unit 7 Activity | Homework |
| Unit 7 Discussion 1 | Discussion |
| Unit 7 Discussion 2 | Discussion |
| Unit 7 Quiz | Quiz |

Unit 8: Hold Me Up: Musculoskeletal System

What allows us to stand? What protects our vital organs? How do we move? As we journey through the musculoskeletal system, we’ll find the answers to these questions and so much more. Our exploration will help us identify terms, conditions, tests, and treatments for this system. We’ll also work on our skills at decoding abbreviations for this system. Get ready to play detective and find out what’s really holding us up!

What will you learn in this unit?

* Describe the organs of the musculoskeletal system and explain their functions
* Recognize prefixes, suffixes, and combining forms used in relation to the musculoskeletal system
* Explain common conditions and diseases of the musculoskeletal system
* Identify common tests and treatments for conditions and diseases involving the musculoskeletal system
* Translate abbreviations and other medical documentation using terms related to the musculoskeletal system

UNIT 8 Assignments

|  |  |
| --- | --- |
| Assignment | Type |
| Unit 8 Critical Thinking Questions | Homework |
| Unit 8 Lab | Homework |
| Unit 8 Activity | Homework |
| Unit 8 Discussion 1 | Discussion |
| Unit 8 Discussion 2 | Discussion |
| Unit 8 Quiz | Quiz |

Medical Terminology 1a Final Exam

* Review information acquired and mastered from this course up to this point.
* Take a course exam based on material from units five to eight in this course – the last four units. (Note: You will be able to open this exam only one time.)

FINAL Assignments

|  |  |
| --- | --- |
| Assignment | Type |
| Final Exam | Exam |
| Final Exam Discussion | Discussion |