# Scope & Sequence

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| Course Name: Medical Terminology **PEIMS Code:** 13020300 | | | **Course Credit:** 1.0  **Course Requirements:** This course is recommended for students in Grades 9-12.  **Prerequisites:** None. |
| **Course Description:** The Medical Terminology course is designed to introduce students to the structure of medical terms, including prefixes, suffixes, word roots, singular and plural forms, and medical abbreviations. The course allows students to achieve comprehension of medical vocabulary appropriate to medical procedures, human anatomy and physiology, and pathophysiology. | | | |
| **NOTE:** This is a suggested scope and sequence for the course content. This content will work with any textbook or instructional materials. If locally adapted, make sure all TEKS are covered. | | | |
| **Total Number of Periods**  **Total Number of Minutes**  **Total Number of Hours** | 175 Periods.  7,875 Minutes.  131.25 Hours.\* | \*Schedule calculations based on 175/180 calendar days. For 0.5 credit courses, schedule is calculated out of 88/90 days. Scope and sequence allows additional time for guest speakers, student presentations, field trips, remediation, extended learning activities, etc. | |
| **Unit Number, Title, and Brief Description** | **# of Class Periods\***  (assumes 45-minute periods)  Total minutes per unit | **TEKS Covered**  **130.223 (c) Knowledge and skills** | |
| **Unit 1: Meeting Employer Expectations in Health Science**  This unit is designed to inform future Health Science students about industry expectations for employability skills and professional standards.. | 20 periods  900 minutes | (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:  (A) express ideas in a clear, concise, and effective manner; and  (B) exhibit the ability to cooperate, contribute, and collaborate as a member of a team. | |
| **Unit 2: Medical Terminology Resourses**  At the completion of this unit students will be able to use a variety of medical terminology recourses. Students are expected to become familiar with medical dictionaries, multimedia recourses, and investigate electronic media under the supervision of their instructor. | 25 periods  1,125 minutes | (4) The student examines available resources. The student is expected to:  (A) examine medical and dental dictionaries and multimedia resources;  (B) integrate resources to interpret technical materials; and  (C) investigate electronic media with appropriate supervision. | |
| **Unit 3: Building Blocks of Medical Terminology**  In this unit student learn the basic building blocks of medical terminology as it related to the health care industry. Students will build and analyze words based on prefixes, suffixes, root words, combining vowels, combining forms, and abbreviations. Students will describe anatomical planes and positions, diagnostic procedures, diseases and their treatment. | 45 periods  2,025 minutes | (2) The student recognizes the terminology related to the health science industry. The student is expected to:  (A) identify abbreviations, acronyms, and symbols related to the health science industry;  (B) identify the basic structure of medical words;  (C) practice word-building skills;  (D) research the origins of eponyms;  (E) recall directional terms and anatomical planes related to body structure;  (F) define and accurately spell occupationally specific terms such as those relating to the body systems, surgical and diagnostic procedures, diseases, and treatment; and  (G) use prior knowledge and experiences to understand the meaning of terms as they relate to the health science industry. | |
| **Unit 4: Abbreviations Use in the Medical Industry**  Students will learn to interpret medical abbreviations and to distinguish between common medical abbreviations used in the medical field in this unit. Students will successfully translate physician’s notes, progress sheets, lab reports, and radiological reports . | 25 periods  1,125 minutes | (5) The student interprets medical abbreviations. The student is expected to:  (A) distinguish medical abbreviations used throughout the health science industry; and  (B) translate medical abbreviations in simulated technical material such as physician progress notes, radiological reports, and laboratory reports. | |
| **Unit 5: Communications Skills and Applied Medical Terminology**  In this unit students will apply what they have learned about medical terminology to a variety of heath science scenarios. The student’s ability to correctly pronounce and use medical language along with translating medical related materials will be evaluated and assessed. | 30 periods  1,350 minutes | (3) The student demonstrates communication skills using the terminology applicable to the health science industry. The student is expected to:  (A) demonstrate appropriate verbal and written strategies such as correct pronunciation of medical terms and spelling in a variety of health science scenarios;  (B) employ increasingly precise language to communicate; and  (C) translate technical material related to the health science industry. | |
| **Unit 6: Putting Medical Terminology to Use**  Students in this unit will demonstrate more complex skills. Students will be expected to translate medical terms into conversation, summarize medical content, and interpret medical scenarios correctly. Students will also be able to identify terminology common to specific medical specialist such as oncologist, dermatologists, and pathologists. | 30 periods  1,350 minutes | (6) The student appropriately translates health science industry terms. The student is expected to:  (A) interpret, transcribe, and communicate vocabulary related to the health science industry;  (B) translate medical terms to conversational language to facilitate communication;  (C) distinguish medical terminology associated with medical specialists such as geneticists, pathologists, and oncologists;  (D) summarize observations using medical terminology; and  (E) interpret contents of medical scenarios correctly. | |
| **NOTE:** A reminder that districts can add/suppliant a course with additional content. A research component, activities, projects can be added as long as all TEKS are met. |  |  | |