



# Medical Terminology

**COURSE DESCRIPTION:**

This course is a prerequisite to all medical courses offered in the ROP. By the end of the course, the student will be able to identify, spell, pronounce and define root words, prefixes and suffixes common to medical careers. The student will also be able to use common abbreviations and appropriate reference materials.

**COURSE INFORMATION:**

Prerequisite: None  
 Dress Requirement and Grooming: Industry standard  
 Course Length: 90 Hours  
 Curriculum Outline Revision Date: 01/04

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**CAREER TECHNICAL EDUCATION INDUSTRY SECTOR:**

- **Health Science and Medical Technology**

<b>STATE AND FEDERAL DESIGNATIONS</b>	
<b>System</b>	<b>Designation</b>
California Basic Educational Data System Code (CBEDS)	4298 – Other Health Careers
California Department of Education (CDE) Industry Sector	F-6
US Department of Education (USDOE) Career Cluster	Health and Human Services
US Department of Labor Dictionary of Occupational Titles (DOT)	Medical File Clerk Medical Records Clerk Medical Receptionist - General Office

## INFORMATION ABOUT COMPETENCY-BASED COURSES

**A course description** states the scope and content of a course.

**Competency** is a skill attainment.

**Competency** is the minimum level of skill a student has to demonstrate to achieve success.

**Competency-based instruction** measures student success by demonstration of competency and program seat time.

**Competency-based instruction** targets academic and career technical education to better prepare the individual for transition to either employment and/or higher education.

## CALIFORNIA CTE FOUNDATION STANDARDS

The Foundation Standards include general competencies that all students need to master to be successful in the workplace in addition to the competencies listed in the curriculum specific to the occupational area. The Foundation Standards are similar to the competencies identified in the U.S. Department of Labor, Secretary's Commission on Achieving Necessary Skills (SCANS) Report. Subcomponents (not listed here) provide further detail about each Foundation Standard. The complete document California Career Technical Education Model Curriculum Standards, Grades Seven Through Twelve, is available at [www.cde.gov](http://www.cde.gov).

### **1.0 Academics**

Students understand the academic content required for entry into postsecondary education and employment in the Health Science and Medical Technology sector.

### **2.0 Communications**

Students understand the principles of effective oral, written, and multimedia communication in a variety of formats and contexts.

### **3.0 Career Planning and Management**

Students understand how to make effective decisions, use career information, and manage personal career plans.

### **4.0 Technology**

Students know how to use contemporary and emerging technological resources in diverse and changing personal, community, and workplace environments.

### **5.0 Problem Solving and Critical Thinking**

Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking, and problem-solving techniques.

### **6.0 Health and Safety**

Students understand health and safety policies, procedures, regulations, and practices, including the use of equipment and handling of hazardous materials.

### **7.0 Responsibility and Flexibility**

Students know the behaviors associated with the demonstration of responsibility and flexibility in personal, workplace, and community settings.

### **8.0 Ethics and Legal Responsibilities**

Students understand professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms.

### **9.0 Leadership and Teamwork**

Students understand effective leadership styles, key concepts of group dynamics, team and individual decision-making, the benefits of workforce diversity, and conflict resolution.

### **10.0 Technical Knowledge and Skills**

Students understand the essential knowledge and skills common to all pathways in the Health Science and Medical Technology sector.

### **11.0 Demonstration and Application**

Students demonstrate and apply the concepts contained in the foundation and pathway standards.

## **STUDENT LEARNING GOALS**

**In order to function as productive, involved members of society, San Bernardino County ROP students will:**

#### **1. Demonstrate personal skills that promote success and growth in the workplace**

- a. Know the policies, procedures, and regulations regarding health and safety
- b. Understand the importance of responsibility and accountability
- c. Understand the role of ethical behavior
- d. Understand how to work as a member of a team as well as independently

#### **2. Demonstrate career planning that leads to postsecondary education and/or employment**

- a. Know the specific requirements in a career pathway for postsecondary education, certification, and/or licensure
- b. Apply effective strategies for self-promotion in the hiring process

#### **3. Demonstrate appropriate application of academic skills and concepts necessary for entry into postsecondary education and/or employment**

- a. Apply the principles of effective oral, written, and multimedia communication in a variety of formats and contexts
- b. Perform mathematical computations required for industry-specific applications

#### **4. Demonstrate problem solving and critical thinking skills**

- a. Use critical thinking skills to make informed decisions and solve problems
- b. Apply appropriate problem solving strategies and critical thinking skills to work-related issues and tasks

#### **5. Demonstrate the use of appropriate technology used in the 21<sup>st</sup> Century**

- a. Identify, analyze and integrate past, present and future technological resources for application in personal, workplace and community environments
- b. Utilize technological skills to enhance personal and career development

MAJOR INSTRUCTIONAL UNITS	CL Hours	CC Hours	CA Academic Content Standards	HSEE	Activity/ <i>Assessment</i>
<p><b>I. Orientation</b>  <b>Unit Objective:</b> Discuss the objectives for the course, including facilities, student and teacher expectation, policies, and career opportunities.  <b>Unit Competencies:</b></p> <ul style="list-style-type: none"> <li>A. Explain the course requirements, course syllabus and major objectives, grading, and student evaluation procedures.</li> <li>B. Discuss the teacher and student expectations for the course.</li> <li>C. Review requirements for attendance and participation.</li> <li>D. Discuss the “next steps” in the course sequence related to additional education, training,, and employment.</li> <li>E. Review classroom safety, emergency and disaster procedures.</li> <li>F. Discuss the ROP Student Learning Goals (SLGs) and their relationship to course and employability.</li> </ul>	1		LA grades 9/10 Reading 2.1		Read policies and requirements for course. Complete required forms, including personal biography. <i>Teacher review.</i>
<p><b>II. Personal and Occupational Safety</b>  <b>Unit Objective:</b> Identify safety hazards commonly found in a variety of medical settings, including blood borne pathogens and hazardous waste.  <b>Unit Competencies:</b></p> <ul style="list-style-type: none"> <li>A. Discuss ways to report a potential hazard to a supervisor.</li> <li>B. Demonstrate procedures to be followed in case of emergencies.</li> <li>C. Review procedures to be followed relating to Standard/Universal Precautions.</li> <li>D. Recognize the importance of using proper</li> </ul>	2		LA grades 9/10 Listening and Speaking 1.0		Students view a video about safety and Standard/Universal Precautions. List the key concepts <i>Class discussion</i>

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body mechanics for lifting.					
<b>III. Introduction to Medical Terminology</b> <b>Unit Objective:</b> Discuss the legal and ethical components of medical terminology. <b>Unit Competencies:</b> A. Review the origination of medical terms. B. Discuss the legal and ethical components of medical terminology. C. Demonstrate an awareness of supplemental reference and resource materials, including books, videos, and medical libraries.	2		LA grades 9/10		Research Internet for resource material. List examples of available resource materials. Write an essay discussing the legal and ethical components of medical terminology. <i>Writing rubric</i>
<b>IV. Components of Medical Terms</b> <b>Unit Objective:</b> Demonstrate the ability to use medical terms in their proper context. <b>Unit Competencies:</b> A. Identify the basic word building system used in medical terminology. B. Review the pronunciation, spelling, and definition of roots, prefixes, and suffixes. C. Utilize word roots, combining forms, prefixes, suffixes, to analyze unfamiliar medical terms and phrases. D. Identify and demonstrate pronunciation of medical terms.	5		LA grades 9/10 Reading 1.1, 1.3, 2.3 Writing 1.0	✓	Read text Written exercises pertaining to word origins, root words, prefix, and suffix. <i>Class discussion.</i>
<b>V. Body Structure, Color, and Oncology</b> <b>Unit Objective:</b> Analyze, define, spell, and pronounce medical terms relating to the body structure, color, and oncology. <b>Unit Competencies:</b> A. List the major components of the body	5		LA grades 9/10 Reading 1.1, 1.3 Writing 1.0		Read text Written exercises pertaining to word origins, root words, prefix, and suffix. <i>Class discussion.</i>

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<p>structure, color and oncology.</p> <p>B. List and identify basic word elements related to anatomy and physiology of the body structure, color and oncology.</p> <p>C. Analyze, define, spell, and pronounce medical terms relating to the body structure, color and oncology.</p> <p>D. Discuss the use of medical terms in relation to the body structure, color and oncology.</p> <p>E. Analyze, define, spell, and pronounce medical terms relating to diagnostic procedures associated with the body structure, color and oncology.</p> <p>F. Analyze, define, spell, and pronounce words related to clinical procedures associated with the body structure, color and oncology.</p> <p>G. Review the pronunciation, spelling, and definition of standard and common abbreviations related to the body structure, color and oncology.</p> <p>H. Utilize standard and common abbreviations used in medical clerical and clinical areas.</p>					
<p><b>VI. Directional Terms and Anatomical Planes and Regions</b></p> <p><b>Objective:</b> Analyze, define, spell, and pronounce medical terms relating to directional terms and anatomical planes and regions.</p> <p><b>Unit Competencies:</b></p> <p>A. List the major components of the directional terms and anatomical planes and regions.</p> <p>B. List and identify basic word elements related to anatomy and physiology of directional</p>	5		LA grades 9/10 Reading 1.1, 1.3 Writing 1.0		Read text Written exercises pertaining to word origins, root words, prefix, and suffix. <i>Class discussion.</i>

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<p>terms and anatomical planes and regions.</p> <p>C. Analyze, define, spell, and pronounce medical terms relating to directional terms and anatomical planes and regions.</p> <p>D. Discuss the use of medical terms in relation to directional terms and anatomical planes and regions.</p> <p>E. Analyze, define, spell, and pronounce medical terms relating to diagnostic procedures associated with directional terms and anatomical planes and regions.</p> <p>F. Analyze, define, spell, and pronounce words related to clinical procedures associated with directional terms and anatomical planes and regions.</p> <p>G. Review the pronunciation, spelling, and definition of standard and common abbreviations related to directional terms and anatomical planes and regions.</p> <p>H. Utilize standard and common abbreviations used in medical clerical and clinical areas.</p>					
<p><b>VII. Integumentary System</b>  <b>Unit Objective:</b> Analyze, define, spell, and pronounce medical terms relating to the integumentary system.  <b>Unit Competencies:</b></p> <p>A. List the major components of the integumentary system.</p> <p>B. List and identify basic word elements related to anatomy and physiology of the integumentary system.</p> <p>C. Analyze, define, spell, and pronounce medical</p>	5		LA grades 9/10 Reading 1.1, 1.3 Writing 1.0		Read text Written exercises pertaining to word origins, root words, prefix, and suffix. <i>Class discussion.</i>

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<p>terms relating to the integumentary system.</p> <p>D. Discuss the use of medical terms in relation to the integumentary system.</p> <p>E. Analyze, define, spell, and pronounce medical terms relating the integumentary system.</p> <p>F. Analyze, define, spell, and pronounce words related to clinical procedures associated with the integumentary system.</p> <p>G. Review the pronunciation, spelling, and definition of standard and common abbreviations related to the integumentary system.</p> <p>H. Utilize standard and common abbreviations used in medical clerical and clinical areas.</p>					
<p><b>VIII. Respiratory System</b></p> <p><b>Unit Objective:</b> Analyze, define, spell, and pronounce medical terms relating to the respiratory system.</p> <p><b>Unit Competencies:</b></p> <p>A. List the major components of the respiratory system.</p> <p>B. List and identify basic word elements related to anatomy and physiology of the respiratory system.</p> <p>C. Analyze, define, spell, and pronounce medical terms relating to the respiratory system.</p> <p>D. Discuss the use of medical terms in relation to the respiratory system.</p> <p>E. Analyze, define, spell, and pronounce medical terms relating the respiratory system.</p> <p>F. Analyze, define, spell, and pronounce words related to clinical procedures associated with</p>	5		<p>LA: grades 9/10 Reading 1.1, 1.3 Writing 1.0</p>		<p>Read text. Written exercises pertaining to word origins, root words, prefix, and suffix. <i>Class discussion.</i></p>

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<p>the respiratory system.</p> <p>G. Review the pronunciation, spelling, and definition of standard and common abbreviations related to the respiratory system.</p> <p>H. Utilize standard and common abbreviations used in medical clerical and clinical areas.</p>					
<p><b>IX. Urinary System</b>  <b>Unit Objective:</b> Analyze, define, spell, and pronounce medical terms relating to the urinary system.  <b>Unit Competencies:</b></p> <p>A. List the major components of the urinary system.</p> <p>B. List and identify basic word elements related to anatomy and physiology of the urinary system.</p> <p>C. Analyze, define, spell, and pronounce medical terms relating to the urinary system.</p> <p>D. Discuss the use of medical terms in relation to the urinary system.</p> <p>E. Analyze, define, spell, and pronounce medical terms relating the urinary system.</p> <p>F. Analyze, define, spell, and pronounce words related to clinical procedures associated with the urinary system.</p> <p>G. Review the pronunciation, spelling, and definition of standard and common abbreviations related to the urinary system.</p> <p>H. Utilize standard and common abbreviations used in medical clerical and clinical areas.</p>	5		<p>LA grades 9/10  Reading 1.1, 1.3  Writing 1.0</p>		<p>Read text.  Written exercises pertaining to word origins, root words, prefix, and suffix.  <i>Class discussion.</i></p>

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<p><b>X. Male Reproductive System</b>  <b>Unit Objective:</b> Analyze, define, spell, and pronounce medical terms relating to the male reproductive system.  <b>Unit Competencies:</b></p> <ul style="list-style-type: none"> <li>A. List the major components of the male reproductive system.</li> <li>B. List and identify basic word elements related to anatomy and physiology of the male reproductive system.</li> <li>C. Analyze, define, spell, and pronounce medical terms relating to the male reproductive system.</li> <li>D. Discuss the use of medical terms in relation to the male reproductive system.</li> <li>E. Analyze, define, spell, and pronounce medical terms relating the male reproductive system.</li> <li>F. Analyze, define, spell, and pronounce words related to clinical procedures associated with the male reproductive system.</li> <li>G. Review the pronunciation, spelling, and definition of standard and common abbreviations related to the male reproductive system.</li> <li>H. Utilize standard and common abbreviations used in medical clerical and clinical areas.</li> </ul>	5		LA grades 9/10 Reading 1.1, 1.3 Writing 1.0		Read text. Written exercises pertaining to word origins, root words, prefix, and suffix. <i>Class discussion.</i>
<p><b>XI. Female Reproductive System</b>  <b>Unit Objective:</b> Analyze, define, spell, and pronounce medical terms relating to the female reproductive system.  <b>Unit Competencies:</b></p> <ul style="list-style-type: none"> <li>A. List the major components of the female</li> </ul>	5		LA grades 9/10 Reading 1.1, 1.3 Writing 1.0		Read text. Written exercises pertaining to word origins, root words, prefix, and suffix. <i>Class discussion.</i>

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<p>reproductive system.</p> <p>B. List and identify basic word elements related to anatomy and physiology of the female reproductive system.</p> <p>C. Analyze, define, spell, and pronounce medical terms relating to the female reproductive system.</p> <p>D. Discuss the use of medical terms in relation to the female reproductive system.</p> <p>E. Analyze, define, spell, and pronounce medical terms relating to the female reproductive system.</p> <p>F. Analyze, define, spell, and pronounce words related to clinical procedures associated with the female reproductive system.</p> <p>G. Review the pronunciation, spelling, and definition of standard and common abbreviations related to the female reproductive system.</p> <p>H. Utilize standard and common abbreviations used in medical clerical and clinical areas.</p>					
<p><b>XII. Obstetrics and Neonatology</b>  <b>Unit Objective:</b> Analyze, define, spell, and pronounce medical terms relating to obstetrics and neonatology.</p> <p><b>Unit Competencies:</b></p> <p>A. List the major components of obstetrics and neonatology.</p> <p>B. List and identify basic word elements related to anatomy and physiology of obstetrics and neonatology.</p>	5		LA grades 9/10 Reading 1.1, 1.3 Writing 1.0		Read text. Written exercises pertaining to word origins, root words, prefix, and suffix. <i>Class discussion.</i>

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C. Analyze, define, spell, and pronounce medical terms relating to obstetrics and neonatology. D. Discuss the use of medical terms in relation to obstetrics and neonatology. E. Analyze, define, spell, and pronounce medical terms relating to obstetrics and neonatology. F. Analyze, define, spell, and pronounce words related to clinical procedures associated with obstetrics and neonatology. G. Review the pronunciation, spelling, and definition of standard and common abbreviations related to obstetrics and neonatology. H. Utilize standard and common abbreviations used in medical clerical and clinical areas.					
<b>XIII. Cardiovascular and Lymphatic Systems</b> <b>Unit Objective:</b> Analyze, define, spell, and pronounce medical terms relating to the cardiovascular and lymphatic systems. <b>Unit Competencies:</b> A. List the major components of the cardiovascular and lymphatic systems. B. List and identify basic word elements related to anatomy and physiology of the cardiovascular and lymphatic systems. C. Analyze, define, spell, and pronounce medical terms relating to the cardiovascular and lymphatic systems. D. Discuss the use of medical terms in relation to the cardiovascular and lymphatic systems. E. Analyze, define, spell, and pronounce medical terms relating to the cardiovascular and	5		LA grades 9/10 Reading 1.1, 1.3 Writing 1.0		Read text. Written exercises pertaining to word origins, root words, prefix, and suffix. <i>Class discussion.</i>

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lymphatic systems. F. Analyze, define, spell, and pronounce words related to clinical procedures associated with the cardiovascular and lymphatic systems. G. Review the pronunciation, spelling, and definition of standard and common abbreviations related to the cardiovascular and lymphatic systems. H. Utilize standard and common abbreviations used in medical clerical and clinical areas.					
<b>XIV. Digestive System</b> <b>Unit Objective:</b> Analyze, define, spell, and pronounce medical terms relating to the digestive system. <b>Unit Competencies:</b> A. List the major components of the digestive system. B. List and identify basic word elements related to anatomy and physiology of the digestive system. C. Analyze, define, spell, and pronounce medical terms relating to the digestive system. D. Discuss the use of medical terms in relation to the digestive system. E. Analyze, define, spell, and pronounce medical terms relating to the digestive system. F. Analyze, define, spell, and pronounce words related to clinical procedures associated with the digestive system. G. Review the pronunciation, spelling, and definition of standard and common abbreviations related to the digestive system.	5		LA grades 9/10 Reading 1.1, 1.3 Writing 1.0		Read text. Written exercises pertaining to word origins, root words, prefix, and suffix. <i>Class discussion.</i>

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H. Utilize standard and common abbreviations used in medical clerical and clinical areas.					
<b>XV. The Senses</b> <b>Unit Objective:</b> Analyze, define, spell, and pronounce medical terms relating to the senses. <b>Unit Competencies:</b> <ul style="list-style-type: none"> <li>A. List the major components of the senses.</li> <li>B. List and identify basic word elements related to anatomy and physiology of the senses.</li> <li>C. Analyze, define, spell, and pronounce medical terms relating to the senses.</li> <li>D. Discuss the use of medical terms in relation to the senses.</li> <li>E. Analyze, define, spell, and pronounce medical terms relating to the senses.</li> <li>F. Analyze, define, spell, and pronounce words related to clinical procedures associated with the senses.</li> <li>G. Review the pronunciation, spelling, and definition of standard and common abbreviations related to the senses.</li> <li>H. Utilize standard and common abbreviations used in medical clerical and clinical areas.</li> </ul>	10		LA grades 9/10 Reading 1.1, 1.3 Writing 1.0		Read text. Written exercises pertaining to word origins, root words, prefix, and suffix. <i>Class discussion.</i>
<b>XVI. Musculoskeletal System</b> <b>Unit Objective:</b> Analyze, define, spell, and pronounce medical terms relating to the musculoskeletal system. <b>Unit Competencies:</b> <ul style="list-style-type: none"> <li>A. List the major components of the musculoskeletal system.</li> <li>B. List and identify basic word elements related</li> </ul>	5		LA grades 9/10 Reading 1.1, 1.3 Writing 1.0		Read text. Written exercises pertaining to word origins, root words, prefix, and suffix. <i>Class discussion.</i>

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<p>to anatomy and physiology of the musculoskeletal system.</p> <p>C. Analyze, define, spell, and pronounce medical terms relating to the musculoskeletal system.</p> <p>D. Discuss the use of medical terms in relation to the musculoskeletal system.</p> <p>E. Analyze, define, spell, and pronounce medical terms relating to the musculoskeletal system.</p> <p>F. Analyze, define, spell, and pronounce words related to clinical procedures associated with the musculoskeletal system.</p> <p>G. Review the pronunciation, spelling, and definition of standard and common abbreviations related to the musculoskeletal system.</p> <p>H. Utilize standard and common abbreviations used in medical clerical and clinical areas.</p>					
<p><b>XVII. Nervous System</b>  <b>Unit Objective:</b> Analyze, define, spell, and pronounce medical terms relating to the nervous system.  <b>Unit Competencies:</b></p> <p>A. List the major components of the nervous system.</p> <p>B. List and identify basic word elements related to anatomy and physiology of the nervous system.</p> <p>C. Analyze, define, spell, and pronounce medical terms relating to the nervous system.</p> <p>D. Discuss the use of medical terms in relation to the nervous system.</p> <p>E. Analyze, define, spell, and pronounce medical</p>	5		LA grades 9/10 Reading 1.1, 1.3 Writing 1.0		Read text. Written exercises pertaining to word origins, root words, prefix, and suffix. <i>Class discussion.</i>

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terms relating to the nervous system. F. Analyze, define, spell, and pronounce words related to clinical procedures associated with the nervous system. G. Review the pronunciation, spelling, and definition of standard and common abbreviations related to the nervous system. H. Utilize standard and common abbreviations used in medical clerical and clinical areas.					

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<p><b>XVIII. Endocrine System</b>  <b>Unit Objective:</b> Analyze, define, spell, and pronounce medical terms relating to the endocrine system.  <b>Unit Competencies:</b></p> <ul style="list-style-type: none"> <li>A. List the major components of the endocrine system.</li> <li>B. List and identify basic word elements related to anatomy and physiology of the endocrine system.</li> <li>C. Analyze, define, spell, and pronounce medical terms relating to the endocrine system.</li> <li>D. Discuss the use of medical terms in relation to the endocrine system.</li> <li>E. Analyze, define, spell, and pronounce medical terms relating to the endocrine system.</li> <li>F. Analyze, define, spell, and pronounce words related to clinical procedures associated with the endocrine system.</li> <li>G. Review the pronunciation, spelling, and definition of standard and common abbreviations related to the endocrine system.</li> <li>H. Utilize standard and common abbreviations used in medical clerical and clinical areas.</li> </ul>	5		LA grades 9/10 Reading 1.1, 1.3 Writing 1.0		Read text. Written exercises pertaining to word origins, root words, prefix, and suffix. <i>Class discussion.</i>
<p><b>XIX. Careers Requiring Medical Terminology</b>  <b>Unit Objective:</b> Discuss careers and career paths requiring medical terminology.  <b>Unit Competencies:</b></p> <ul style="list-style-type: none"> <li>A. Identify sources of job information, including electronic sources.</li> <li>B. Demonstrate appropriate dress and grooming standards in seeking employment in the</li> </ul>	5		LA grades 9/10 Writing 1.0, 2.0 Written and Oral English Language Conventions 1.0		Using the Internet, magazine or newspaper articles, research three medical careers and write an essay describing on career. Include information about the required level of education, pay and benefits, working conditions and labor market demand.

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workplace. C. Identify acceptable and unacceptable attendance and punctuality standards. D. Identify strategies for employment retention.					<i>Writing rubric.</i>

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