

**Career & Technical Education
Interim Curriculum Framework**

Required Form

EVERETT PUBLIC SCHOOLS**Course Information****Course Title:** Medical Terminology**Total Framework Actual Hours:** 90**CIP Code:** 510799☒ **Exploratory** ☐ **Preparatory****Date Last Modified:** 08.2022**Career Cluster:** Health Science**Cluster Pathway:** Health and Human Services**Course Summary:**

The study of medical terminology introduces students to the language of medicine. Students will gain an understanding of basic elements, rules of building and analyzing medical words, and medical terms associated with the body systems. In addition to medical terms, common abbreviations applicable to each system will be interpreted. Students will deepen their understanding of the anatomy of each system by creating models and completing physiological activities. Students will analyze symptoms and medical charts to diagnose diseases. They will practice speaking and writing the language of medicine through numerous activities. The textbook and workbook, *Intro to Medical Terminology* will be used for this class.

This course provides students the opportunity to learn the language of the human body. Studies in this class use the textbook, *Intro to Medical Terminology*.

Units include:

Unit 1: The Skeletal System - 7 hours

Unit 2: The Muscular System - 7 hours

Unit 3: The Integumentary System - 7 hours

Unit 4: The Blood and the Lymphatic and Immune Systems - 8 hours

Unit 5: The Cardiovascular System - 7 hours

Unit 6: The Respiratory System - 7 hours

Unit 7: The Digestive System - 7 hours

Unit 8: The Nervous System - 7 hours

Unit 9: The Special Senses - 7 hours

Unit 10: The Endocrine System - 7 hours

Unit 11: The Urinary System - 7 hours

Unit 12: The Male Reproductive System - 6 hours Unit 13: The Female Reproductive System - 6 hours
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Industry-Recognized Credentials:

You Science Precision Exams - [21st Century Success Skills](#)
You Science Precision Exams - [Medical Terminology](#)

Work-Based Learning:

Career Research and Job Interview/Job Shadow in Course-Related Area
Guest Speaker (In-person and/or remote)
Industry Related Field Trips

CTSO:
HOSA

Course Software:
Currently not available

Course Equipment:
Currently not available

Unit Information	
Unit: The Skeletal System	Total Learning Hours for Unit: 7
Unit Summary: In this unit students will: <ul style="list-style-type: none">Recognize word parts in medical terminology for the skeletal system being studied.Demonstrate understanding of the word parts as part of the medical terminology of the skeletal system.Identify medical terminology related to the anatomy and physiology of the skeletal system.Demonstrate understanding of basic structure and function of the anatomy and physiology of the skeletal system being studied.Create functional models, diagrams, or one-pagers that accurately depict the anatomy structure and physiological processes of skeletal system and organs.Identify medical terminology specific to diagnostic tests and procedures of the skeletal system.	

- Demonstrate understanding of the diagnostic tests and procedures related to disorders and diseases of the skeletal system.

Components and Assessments

Performance Assessments:

- Students will demonstrate their mastery and understanding by successful completion of the following:
- Pass with an 80% or better on their summative assessments (multiple choice test and written medical records) that will test their knowledge and understanding of medical terms and medical abbreviations related to the skeletal system
- Create an anatomical model of a long bone and use to analyze the structure and function of long bones.
- Complete with 80% or better on Introduction to Medical Terminology workbook pages on anatomy & physiology, word parts, word construction, interpreting medical charts, diagnosing diseases and diagnostic tests related to the skeletal system.
- Utilize proper pronunciation and spelling of medical terms and medical abbreviations, diseases and diagnostic tests related to the skeletal system during medical terminology review games and interactive online sites.

Leadership Alignment:

Students will **use information literacy and systems thinking** as they actively learn how the components of each body system impact other body systems.

Students will **access and evaluate information** to strengthen their understanding of the components of each body system.

Students will **work effectively in diverse teams** by participating in review games (Gim Kit, Quizlet, Kahoot, or other review game/activities for preparation of the upcoming medical terminology tests.

Students will **work creatively with others** by completing anatomical models and/or physiological activities of the system to understand the the function of the skeletal system.

Students will **use systems thinking** to analyze how parts of system and terms work together as a whole.

Students will **communicate clearly** to articulate effectively using oral and written communication and in a variety of forms and contexts.

Industry Standards and/or Competencies

Name of standards: National Health Science Standards

Website:

Foundation Standard 1: Academic Foundation-

Human Anatomy and Physiology

Describe the organization of the human body and directional terms.

Identify Levels

- Chemical
- Cellular
- Tissue
- Organ
- System
- Organism

Identify basic structures and describe functions of the human body systems

- Skeletal
- Structure of the skeletal system

Distinguish between axial and appendicular skeleton

Describe long bone anatomy

Functions of the skeletal system

Structure and support

Diseases and Disorders

Describe the etiology, pathology, diagnosis, treatment, and prevention of common diseases and disorders, including but not limited to the following:

Describe biomedical therapies as they relate to the prevention, pathology, and treatment of disease.

Foundation Standard 2: Communications

Demonstrate methods of delivering and obtaining information, while communicating effectively.

2.1 Concepts of Effective Communication

2.2 Medical Terminology

2.21 Use common roots, prefixes, and suffixes to communicate information.

2.22 Interpret medical abbreviations to communicate information.

- Common abbreviations

2.3 Written Communication Skills

2.31 Utilize proper elements of written and electronic communication (spelling, grammar, and formatting).

Foundation Standard 4: Employability Skills

Foundation Standard 8: Teamwork Identify roles and responsibilities of individual members as part of the healthcare team.

8.1 Healthcare Teams

8.1.2 Identify characteristics of effective teams.

- Defined roles
- Common purpose
- Effective communication
- Effective leadership
- Measurable processes and outcomes
- Mutual respect
- Shared goals

8.2 Team Member Participation

8.2.1 Recognize methods for building positive team relationships.

Aligned Washington State Learning Standards

In the academic alignment section, only the standards that are being taught and assessed should be included. This should be a selective list, not all inclusive, and cited standards should be specific to the unit of instruction.

<u>Educational Technology</u>	<p>1. Empowered Learner- Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.</p> <p>2. Digital Citizen- Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal, and ethical.</p> <p>6. Creative Communicator- Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals.</p>
<u>English Language Arts</u>	<p><u>CCSS.ELA-LITERACY.RST.11-12.5-</u> Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p><u>CCSS.ELA-LITERACY.RST.11-12.7-</u> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p><u>W.1.11-12:</u> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><u>SL.1.11-12:</u> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p><u>L.2.11-12:</u> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>
<u>Science</u>	<p>Disciplinary Core Ideas (DCI):</p> <p><u>HS-LS1-2:</u> From Molecules to Organisms: Structures and Processes</p> <p><u>HS-LS1-3:</u> From Molecules to Organisms: Structures and Processes</p>

Unit Information	
Unit: Muscular System	Total Learning Hours for Unit: 7
<p>Unit Summary: In this unit the student will:</p> <ul style="list-style-type: none"> Recognize word parts in medical terminology for the muscular system. 	

- Demonstrate understanding of the word parts as part of the medical terminology of the muscular system.
- Identify medical terminology related to the anatomy and physiology of the muscular system.
- Demonstrate understanding of the basic structure and function of the anatomy and physiology of the muscular system.
- Create functional models, diagrams, or one-pagers that accurately depict the muscular anatomy structure and physiological processes of the muscular system.
- Identify medical terminology specific to diagnostic tests and procedures of the muscular system.
- Demonstrate understanding of the diagnostic tests and procedures related to disorders and diseases of the muscular system.

Components and Assessments

Performance Assessments:

- Students will demonstrate their mastery and understanding by successful completion of the following:
- Pass with an 80% or better on their summative assessments (multiple choice test and written medical records) that will test their knowledge and understanding of medical terms and medical abbreviations related to the muscular system.
- Create a model of skeletal muscle to label the structure and analyze the structure and function of skeletal muscle.
- Complete with 80% or better on Introduction to Medical Terminology workbook pages on anatomy & physiology, word parts, word construction, interpreting medical charts, diagnosing diseases, and diagnostic tests related to the muscular system.
- Utilize proper pronunciation and spelling of medical terms and medical abbreviations, diseases and diagnostic tests related to the muscular system during medical terminology review games and interactive online sites.

Leadership Alignment:

Students will work in teams, **communicating clearly** to audiences through engaging in a research presentation project to communicate findings specific to a designated condition or disorder related to the muscular system.

Students will work in teams to **apply technology effectively** to research their findings and determine conclusions to include their group research presentation on a designated condition and disorder related to the muscular system.

Students will **guide and lead others** using their **created media product** to present their research presentation findings specific to a designated condition or disorder related to the muscular system.

Students will work in teams **reasoning effectively** to identify medical terminology specific to pathology of the muscular system.

Industry Standards and/or Competencies

Name of standards: National Health Science Standards

Website:

Foundation Standard 1: Academic Foundation-

Human Anatomy and Physiology

Describe the organization of the human body and directional terms.

Identify Levels

- Chemical
- Cellular

- Tissue
- Organ
- System
- Organism

Identify basic structures and describe functions of the human body systems

- Muscular
- Structures of the muscular system

Identify types of muscle tissue

- Functions of the muscular system
- Body movement
- Posture
- Protection
- Diseases and Disorders

Describe etiology, pathology, diagnosis, treatment, and prevention of common diseases and disorders, including but not limited to the following:
Describe biomedical therapies as they relate to prevention, pathology, and treatment of disease.

Foundation Standard 2: Communications

Demonstrate methods of delivering and obtaining information, while communicating effectively.

2.1 Concepts of Effective Communication

2.2 Medical Terminology

2.21 Use common roots, prefixes, and suffixes to communicate information.

2.22 Interpret medical abbreviations to communicate information.

- Common abbreviations

2.3 Written Communication Skills

2.31 Utilize proper elements of written and electronic communication (spelling, grammar, and formatting).

Foundation Standard 4: Employability Skills

Foundation Standard 8: Teamwork Identify roles and responsibilities of individual members as part of the healthcare team.

8.1 Healthcare Teams

8.1.2 Identify characteristics of effective teams.

- Defined roles
- Common purpose
- Effective communication
- Effective leadership
- Measurable processes and outcomes
- Mutual respect
- Shared goals

8.2 Team Member Participation

8.2.1 Recognize methods for building positive team relationships.

Aligned Washington State Learning Standards

In the academic alignment section, only the standards that are being taught and assessed should be included. This should be a selective list, not all inclusive, and cited standards should be specific to the unit of instruction.

<u>Educational Technology</u>	<p>1. Empowered Learner- Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.</p> <p>2. Digital Citizen- Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal, and ethical.</p> <p>6. Creative Communicator- Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals.</p>
<u>English Language Arts</u>	<p><u>CCSS.ELA-LITERACY.RST.11-12.5-</u> Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p><u>CCSS.ELA-LITERACY.RST.11-12.7-</u> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p><u>W.1.11-12:</u> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><u>SL.1.11-12:</u> Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p><u>L.2.11-12:</u> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>
<u>Health and Physical Education</u>	<p>H2. W2. HSa- Analyze prevention, lifestyle factors, and treatment of communicable and noncommunicable diseases.</p> <p>H2. W2. HSb- Assess personal risk factors and predict future health status.</p>
<u>Science</u>	<p>Disciplinary Core Ideas (DCI):</p> <p><u>HS-LS1-2:</u> From Molecules to Organisms: Structures and Processes</p> <p><u>HS-LS1-3:</u> From Molecules to Organisms: Structures and Processes</p>

Unit Information	
Unit: The Integumentary System	Total Learning Hours for Unit: 7
Unit Summary: In this unit the student will: <ul style="list-style-type: none"> • Recognize word parts in medical terminology for the integumentary system. • Demonstrate understanding of the word parts as part of the medical terminology of the integumentary system. • Identify medical terminology related to the anatomy and physiology of the integumentary system. • Demonstrate understanding of basic structure and function of the anatomy and physiology of the integumentary system. • Create functional models, diagrams, or one-pagers that accurately depict the anatomy structure and physiological processes of specific organ(s) of the integumentary system. • Identify medical terminology specific to diagnostic tests and procedures of the integumentary system. • Demonstrate understanding of the diagnostic tests and procedures related to disorders and diseases of integumentary system. 	
Components and Assessments	
Performance Assessments: <ul style="list-style-type: none"> • Students will demonstrate their mastery and understanding by successful completion of the following: • Pass with an 80% or better on their summative assessments that will test their knowledge and understanding of medical terms and medical abbreviations related to the integumentary system. • Analyze a 3D model of skin and identify the structures and function of each structure. • Complete with 80% or better on Introduction to Medical Terminology workbook pages on anatomy & physiology, word parts, word construction, interpreting medical charts, diagnosing diseases and diagnostic tests related to the integumentary system. • Utilize proper pronunciation and spelling of medical terms and medical abbreviations, diseases and diagnostic tests related to the integumentary system during medical terminology review games and interactive online sites. 	
Leadership Alignment: Students will access and evaluate information to inform their understanding of the various diagnostic tests and procedures specific to the integumentary system. Students will collaborate with others and communicate clearly identifying medical terminology specific to the diagnostic tests and procedures of the integumentary system. Students will use and manage information to participate in review activities to prepare for their upcoming test over their knowledge and understanding of medical terminology for diagnostic tests and procedures of the integumentary system.	
Industry Standards and/or Competencies	
Name of standards: National Health Science Standards	Website:

Foundation Standard 1: Academic Foundation-

Human Anatomy and Physiology

Describe the organization of the human body and directional terms.

Identify Levels

- Chemical
- Cellular
- Tissue
- Organ
- System
- Organism

Identify basic structures and describe functions of the human body systems

- Integumentary
- Structures of the Integumentary system

Identify integumentary components

Label the layers of skin

Functions of the Integumentary system

- Sensory organ
- Infection protection
- Temperature regulation
- UV light protection
- Diseases and Disorders

Describe etiology, pathology, diagnosis, treatment, and prevention of common diseases and disorders, including but not limited to the following:

Describe biomedical therapies as they relate to prevention, pathology, and treatment of disease.

Foundation Standard 2: Communications

Demonstrate methods of delivering and obtaining information, while communicating effectively.

2.1 Concepts of Effective Communication

2.2 Medical Terminology

2.21 Use common roots, prefixes, and suffixes to communicate information.

2.22 Interpret medical abbreviations to communicate information.

- Common abbreviations

2.3 Written Communication Skills

2.31 Utilize proper elements of written and electronic communication (spelling, grammar, and formatting).

Foundation Standard 4: Employability Skills

Foundation Standard 8: Teamwork Identify roles and responsibilities of individual members as part of the healthcare team.

8.1 Healthcare Teams

8.1.2 Identify characteristics of effective teams.

- Defined roles
- Common purpose
- Effective communication
- Effective leadership
- Measurable processes and outcomes
- Mutual respect
- Shared goals

8.2 Team Member Participation

8.2.1 Recognize methods for building positive team relationships.

Aligned Washington State Learning Standards

In the academic alignment section, only the standards that are being taught and assessed should be included. This should be a selective list, not all inclusive, and cited standards should be specific to the unit of instruction.

<u>Educational Technology</u>	<p>1. Empowered Learner- Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.</p> <p>2. Digital Citizen- Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal, and ethical.</p> <p>6. Creative Communicator- Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals.</p>
<u>English Language Arts</u>	<p><u>CCSS.ELA-LITERACY.RST.11-12.7-</u> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p><u>L.2.11-12:</u> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>
<u>Health and Physical Education</u>	<p>H2. W2. HSa- Analyze prevention, lifestyle factors, and treatment of communicable diseases.</p> <p>H2. W2. HSb- Assess personal risk factors and predict future health status.</p>
<u>Science</u>	<p>Disciplinary Core Ideas (DCI): <u>HS-LS1-2:</u> From Molecules to Organisms: Structures and Processes</p> <p><u>HS-LS1-3:</u> From Molecules to Organisms: Structures and Processes</p>

Unit Information

Unit: The Blood and the Lymphatic and Immune Systems	Total Learning Hours for Unit: 8
Unit Summary: In this unit the student will: <ul style="list-style-type: none"> Recognize word parts in medical terminology for the blood and the lymphatic and immune systems. Demonstrate understanding of the word parts as part of the medical terminology of the blood and the lymphatic and immune systems. Identify medical terminology related to the anatomy and physiology of the system. Demonstrate understanding of basic structure and function of the anatomy and physiology of the blood and the lymphatic and immune systems. Create functional models, diagrams, or one-pagers that accurately depict the anatomy structure and physiological processes of specific organ(s) of the blood and the lymphatic and immune systems. Identify medical terminology specific to diagnostic tests and procedures of blood and the lymphatic and immune systems. Demonstrate understanding of the diagnostic tests and procedures related to disorders and diseases of the blood and the lymphatic and immune systems. 	
Components and Assessments	
Performance Assessments: <ul style="list-style-type: none"> Students will demonstrate their mastery and understanding by successful completion of the following: Pass with an 80% or better on their summative assessments that will test their knowledge and understanding of medical terms and medical abbreviations related to the blood and the lymphatic and immune systems. Diagnose a patient's sickness by analyzing a simulated CBC (complete blood cell count) test. Complete with 80% or better on Introduction to Medical Terminology workbook pages on anatomy & physiology, word parts, word construction, interpreting medical charts, diagnosing diseases and diagnostic tests related to the blood and the lymphatic and immune systems. Utilize proper pronunciation and spelling of medical terms and medical abbreviations, diseases and diagnostic tests related to the blood and the lymphatic and immune systems during medical terminology review games and interactive online sites. 	
Leadership Alignment: Students will access and evaluate information to inform their understanding of the various diagnostic tests and procedures specific to the blood and the lymphatic and immune systems. Students will collaborate with others and communicate clearly identifying medical terminology specific to the diagnostic tests and procedures of the blood and the lymphatic and immune systems. Students will use and manage information to participate in review activities to prepare for their upcoming test over their knowledge and understanding of medical terminology for diagnostic tests and procedures of the blood and the lymphatic and immune systems.	
Industry Standards and/or Competencies	
Name of standards: National Health Science Standards	Website:
Foundation Standard 1: Academic Foundation- Human Anatomy and Physiology	

Describe the organization of the human body and directional terms.

Identify Levels

- Chemical
- Cellular
- Tissue
- Organ
- System
- Organism

Identify basic structures and describe functions of the human body systems

- Lymphatic/ Immune
- Structures of the lymphatic system

Identify lymphatic organs

- Functions of the lymphatic system
- Provide protection against disease
- Diseases and Disorders

Describe etiology, pathology, diagnosis, treatment, and prevention of common diseases and disorders, including but not limited to the following:

Describe biomedical therapies as they relate to prevention, pathology, and treatment of disease.

Foundation Standard 2: Communications

Demonstrate methods of delivering and obtaining information, while communicating effectively.

2.1 Concepts of Effective Communication

2.2 Medical Terminology

2.21 Use common roots, prefixes, and suffixes to communicate information.

2.22 Interpret medical abbreviations to communicate information.

- Common abbreviations

2.3 Written Communication Skills

2.31 Utilize proper elements of written and electronic communication (spelling, grammar, and formatting).

Foundation Standard 4: Employability Skills

Foundation Standard 8: Teamwork Identify roles and responsibilities of individual members as part of the healthcare team.

8.1 Healthcare Teams

8.1.2 Identify characteristics of effective teams.

- Defined roles
- Common purpose
- Effective communication
- Effective leadership
- Measurable processes and outcomes

- Mutual respect
- Shared goals

8.2 Team Member Participation

8.2.1 Recognize methods for building positive team relationships.

Aligned Washington State Learning Standards

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<u>English Language Arts</u>	<p>CCSS.ELA-LITERACY.RST.11-12.7- Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p>L.2.11-12: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>
<u>Health and Physical Education</u>	<p>H2. W2. HSa- Analyze prevention, lifestyle factors, and treatment of communicable diseases.</p> <p>H2. W2. HSB- Assess personal risk factors and predict future health status.</p>
<u>Science</u>	<p>Disciplinary Core Ideas (DCI):</p> <p>HS-LS1-2: From Molecules to Organisms: Structures and Processes</p> <p>HS-LS1-3: From Molecules to Organisms: Structures and Processes</p>

Unit Information

Unit: Cardiovascular System

Total Learning Hours for Unit: 7

Unit Summary:

In this unit the student will:

- Recognize word parts in medical terminology for the cardiovascular system.
- Demonstrate understanding of the word parts as part of the medical terminology of the cardiovascular system.
- Identify medical terminology related to the anatomy and physiology of the cardiovascular system.

- Demonstrate understanding of basic structure and function of the anatomy and physiology of the cardiovascular system.
- Create functional models, diagrams, or one-pagers that accurately depict the anatomy structure and physiological processes of specific organ(s) being studied.
- Identify medical terminology specific to diagnostic tests and procedures of the cardiovascular system.
- Demonstrate understanding of the diagnostic tests and procedures related to disorders and diseases of the cardiovascular system.

Components and Assessments

Performance Assessments:

- Students will demonstrate their mastery and understanding by successful completion of the following:
- Pass with an 80% or better on their summative assessments that will test their knowledge and understanding of medical terms and medical abbreviations related to the cardiovascular system.
- Create a labelled model of the interaction between the heart and lung and use it to explain the path of blood circulation.
- Complete with 80% or better on Introduction to Medical Terminology workbook pages on anatomy & physiology, word parts, word construction, interpreting medical charts, diagnosing diseases and diagnostic tests related to the cardiovascular system.
- Utilize proper pronunciation and spelling of medical terms and medical abbreviations, diseases and diagnostic tests related to the cardiovascular system during medical terminology review games and interactive online sites.

Leadership Alignment:

Students will **access and evaluate information** to inform their understanding of the various diagnostic tests and procedures of the cardiovascular system.

Students will **collaborate with others** and **communicate clearly** identifying medical terminology specific to the diagnostic tests and procedures of cardiovascular system.

Students will **use and manage information** to participate in review activities to prepare for their upcoming test over their knowledge and understanding of medical terminology for diagnostic tests and procedures of the cardiovascular system.

Industry Standards and/or Competencies

Name of standards: National Health Science Standards

Website:

Foundation Standard 1: Academic Foundation-

Human Anatomy and Physiology

Describe the organization of the human body and directional terms.

Identify Levels

- Chemical
- Cellular
- Tissue
- Organ
- System

- Organism

Identify basic structures and describe functions of the human body systems

- d. Cardiovascular
- Structures of the cardiovascular system
- Identify cardiovascular organs
- Label parts of the heart
- Functions of the cardiovascular system
- Blood flow through the heart and body
- Diseases and Disorders

Describe etiology, pathology, diagnosis, treatment, and prevention of common diseases and disorders, including but not limited to the following:
Describe biomedical therapies as they relate to prevention, pathology, and treatment of disease.

Foundation Standard 2: Communications

Demonstrate methods of delivering and obtaining information, while communicating effectively.

2.1 Concepts of Effective Communication

2.2 Medical Terminology

2.21 Use common roots, prefixes, and suffixes to communicate information.

2.22 Interpret medical abbreviations to communicate information.

- Common abbreviations

2.3 Written Communication Skills

2.31 Utilize proper elements of written and electronic communication (spelling, grammar, and formatting).

Foundation Standard 4: Employability Skills

Foundation Standard 8: Teamwork Identify roles and responsibilities of individual members as part of the healthcare team.

8.1 Healthcare Teams

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- Defined roles
- Common purpose
- Effective communication
- Effective leadership
- Measurable processes and outcomes
- Mutual respect
- Shared goals

8.2 Team Member Participation

8.2.1 Recognize methods for building positive team relationships.

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<u>English Language Arts</u>	<p><u>CCSS.ELA-LITERACY.RST.11-12.7-</u> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p><u>L.2.11-12:</u> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>
<u>Health and Physical Education</u>	<p>H2. W2. HSa- Analyze prevention, lifestyle factors, and treatment of communicable diseases.</p> <p>H2. W2. HSb- Assess personal risk factors and predict future health status.</p>
<u>Science</u>	<p>Disciplinary Core Ideas (DCI): <u>HS-LS1-2:</u> From Molecules to Organisms: Structures and Processes</p> <p><u>HS-LS1-3:</u> From Molecules to Organisms: Structures and Processes</p>

Unit Information	
Unit: The Respiratory System	Total Learning Hours for Unit: 7
<p>Unit Summary: In this unit the student will:</p> <ul style="list-style-type: none"> • Recognize word parts in medical terminology for the respiratory system. • Demonstrate understanding of the word parts as part of the medical terminology of the respiratory system. • Identify medical terminology related to the anatomy and physiology of the respiratory system. • Demonstrate understanding of basic structure and function of the anatomy and physiology of the respiratory system. • Create functional models, diagrams, or one-pagers that accurately depict the anatomy structure and physiological processes of the respiratory system. • Identify medical terminology specific to diagnostic tests and procedures of the respiratory system. • Demonstrate understanding of the diagnostic tests and procedures related to disorders and diseases of the respiratory system. 	

Components and Assessments

Performance Assessments:

- Students will demonstrate their mastery and understanding by successful completion of the following:
- Pass with an 80% or better on their summative assessments (multiple choice test and written medical records) that will test their knowledge and understanding of medical terms and medical abbreviations related to the respiratory system.
- Create a labelled anatomical model of respiratory system within the thoracic cavity and use it to explain the mechanics of breathing.
- Complete with 80% or better on Introduction to Medical Terminology workbook pages on anatomy & physiology, word parts, word construction, interpreting medical charts, diagnosing diseases and diagnostic tests related to the respiratory system.
- Utilize proper pronunciation and spelling of medical terms and medical abbreviations, diseases and diagnostic tests related to the respiratory system during medical terminology review games and interactive online sites.

Leadership Alignment:

Students will **access and evaluate information** to inform their understanding of the various diagnostic tests and procedures specific to the respiratory system.

Students will **collaborate with others** and **communicate clearly** identifying medical terminology specific to the diagnostic tests and procedures of the respiratory system.

Students will **use and manage information** to participate in review activities to prepare for their upcoming test over their knowledge and understanding of medical terminology for diagnostic tests and procedures of the respiratory system.

Industry Standards and/or Competencies

Name of standards: National Health Science Standards

Website:

Foundation Standard 1: Academic Foundation-

Human Anatomy and Physiology

Describe the organization of the human body and directional terms.

Identify Levels

- Chemical
- Cellular
- Tissue
- Organ
- System
- Organism

Identify basic structures and describe functions of the human body systems

- Respiratory
- Structures of the respiratory system
- Identify respiratory organs

- Functions of the respiratory systems
- Gas exchange
- Diseases and Disorders

Describe etiology, pathology, diagnosis, treatment, and prevention of common diseases and disorders, including but not limited to the following:
Describe biomedical therapies as they relate to the prevention, pathology, and treatment of disease.

Foundation Standard 2: Communications

Demonstrate methods of delivering and obtaining information, while communicating effectively.

2.1 Concepts of Effective Communication

2.2 Medical Terminology

2.21 Use common roots, prefixes, and suffixes to communicate information.

2.22 Interpret medical abbreviations to communicate information.

- Common abbreviations

2.3 Written Communication Skills

2.31 Utilize proper elements of written and electronic communication (spelling, grammar, and formatting).

Foundation Standard 4: Employability Skills

Foundation Standard 8: Teamwork Identify roles and responsibilities of individual members as part of the healthcare team.

8.1 Healthcare Teams

8.1.2 Identify characteristics of effective teams.

- Defined roles
- Common purpose
- Effective communication
- Effective leadership
- Measurable processes and outcomes
- Mutual respect
- Shared goals

8.2 Team Member Participation

8.2.1 Recognize methods for building positive team relationships.

Aligned Washington State Learning Standards

In the academic alignment section, only the standards that are being taught and assessed should be included. This should be a selective list, not all inclusive, and cited standards should be specific to the unit of instruction.

Educational Technology

1. **Empowered Learner**- Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
2. **Digital Citizen**- Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal, and ethical.

	6. Creative Communicator - Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals.
<u>English Language Arts</u>	<u>CCSS.ELA-LITERACY.RST.11-12.7-</u> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. <u>L.2.11-12:</u> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<u>Health and Physical Education</u>	H2. W2. HSa- Analyze prevention, lifestyle factors, and treatment of communicable diseases. H2. W2. HSb- Assess personal risk factors and predict future health status.
<u>Science</u>	Disciplinary Core Ideas (DCI): <u>HS-LS1-2:</u> From Molecules to Organisms: Structures and Processes <u>HS-LS1-3:</u> From Molecules to Organisms: Structures and Processes

Unit Information	
Unit: The Digestive System	Total Learning Hours for Unit: 7
Unit Summary: In this unit the student will: <ul style="list-style-type: none"> • Recognize word parts in medical terminology for the digestive system. • Demonstrate understanding of the word parts as part of the medical terminology of the digestive system. • Identify medical terminology related to the anatomy and physiology of the digestive system. • Demonstrate understanding of basic structure and function of the anatomy and physiology of the digestive system. • Create functional models, diagrams, or one-pagers that accurately depict the anatomy structure and physiological processes of the digestive system. • Identify medical terminology specific to diagnostic tests and procedures of the digestive system. • Demonstrate understanding of the diagnostic tests and procedures related to disorders and diseases of the digestive system. 	
Components and Assessments	
Performance Assessments: <ul style="list-style-type: none"> • Students will demonstrate their mastery and understanding by successful completion of the following: • Pass with an 80% or better on their summative assessments (multiple choice test and written medical records) that will test their knowledge and understanding of medical terms and medical abbreviations related to the digestive system. 	

- Create an anatomical model of the digestive system, labelling the various structures and the alimentary canal and accessory organs.
- Complete with 80% or better on Introduction to Medical Terminology workbook pages on anatomy & physiology, word parts, word construction, interpreting medical charts, diagnosing diseases and diagnostic tests related to the digestive system.
- Utilize proper pronunciation and spelling of medical terms and medical abbreviations, diseases and diagnostic tests related to the digestive system during medical terminology review games and interactive online sites.

Leadership Alignment:

Students will **access and evaluate information** to inform their understanding of the various diagnostic tests and procedures specific to the digestive system.

Students will **collaborate with others** and **communicate clearly** identifying medical terminology specific to the diagnostic tests and procedures the digestive system.

Students will **use and manage information** to participate in review activities to prepare for their upcoming test over their knowledge and understanding of medical terminology for diagnostic tests and procedures of the digestive system.

Industry Standards and/or Competencies

Name of standards: National Health Science Standards

Website:

Foundation Standard 1: Academic Foundation-

Human Anatomy and Physiology

Describe the organization of the human body and directional terms.

Identify Levels

- Chemical
- Cellular
- Tissue
- Organ
- System
- Organism

Identify basic structures and describe functions of the human body systems

- Digestive
- Structure of the digestive system

Identify digestive organs in sequence

Differentiate between alimentary and accessory organs

- Functions of the digestive system
- Chemical and mechanical digestion
- Absorption of nutrients
- Excretion of waste
- Diseases and Disorders

Describe the etiology, pathology, diagnosis, treatment, and prevention of common diseases and disorders, including but not limited to the following:
Describe biomedical therapies as they relate to prevention, pathology, and treatment of disease.

Foundation Standard 2: Communications

Demonstrate methods of delivering and obtaining information, while communicating effectively.

2.1 Concepts of Effective Communication

2.2 Medical Terminology

2.21 Use common roots, prefixes, and suffixes to communicate information.

2.22 Interpret medical abbreviations to communicate information.

- Common abbreviations

2.3 Written Communication Skills

2.31 Utilize proper elements of written and electronic communication (spelling, grammar, and formatting).

Foundation Standard 4: Employability Skills

Foundation Standard 8: Teamwork Identify roles and responsibilities of individual members as part of the healthcare team.

8.1 Healthcare Teams

8.1.2 Identify characteristics of effective teams.

- Defined roles
- Common purpose
- Effective communication
- Effective leadership
- Measurable processes and outcomes
- Mutual respect
- Shared goals

8.2 Team Member Participation

8.2.1 Recognize methods for building positive team relationships.

Aligned Washington State Learning Standards

In the academic alignment section, only the standards that are being taught and assessed should be included. This should be a selective list, not all inclusive, and cited standards should be specific to the unit of instruction.

<u>Educational Technology</u>	<p>1. Empowered Learner- Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.</p> <p>2. Digital Citizen- Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal, and ethical.</p> <p>6. Creative Communicator- Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals.</p>
<u>English Language Arts</u>	<u>CCSS.ELA-LITERACY.RST.11-12.7-</u>

	<p>Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p><u>L.2.11-12:</u> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>
<u>Health and Physical Education</u>	<p>H2. W2. HSa- Analyze prevention, lifestyle factors, and treatment of communicable diseases.</p> <p>H2. W2. HSb- Assess personal risk factors and predict future health status.</p>
<u>Science</u>	<p>Disciplinary Core Ideas (DCI): <u>HS-LS1-2:</u> From Molecules to Organisms: Structures and Processes <u>HS-LS1-3:</u> From Molecules to Organisms: Structures and Processes</p>

Unit Information	
Unit: The Nervous System	Total Learning Hours for Unit: 7
<p>Unit Summary: In this unit, the student will:</p> <ul style="list-style-type: none"> • Recognize word parts in medical terminology for the specific body system being studied. • Demonstrate understanding of the word parts as part of the medical terminology of the system. • Identify medical terminology related to the anatomy and physiology of the system. • Demonstrate understanding of basic structure and function of the anatomy and physiology of the specific body system being studied. • Create functional models, diagrams, or one-pagers that accurately depict the anatomy structure and physiological processes of specific organ(s) being studied. • Identify medical terminology specific to diagnostic tests and procedures of the system. • Demonstrate understanding of the diagnostic tests and procedures related to disorders and diseases of the system. 	
Components and Assessments	
<p>Performance Assessments:</p> <ul style="list-style-type: none"> • Students will demonstrate their mastery and understanding by successful completion of the following: • Pass with an 80% or better on their summative assessments (multiple choice test and written medical records) that will test their knowledge and understanding of medical terms and medical abbreviations related to the nervous system. • Create an anatomical model of the brain and spinal cord, labelling the major structures and functions of each. • Complete with 80% or better on Introduction to Medical Terminology workbook pages on anatomy & physiology, word parts, word construction, interpreting medical charts, diagnosing diseases and diagnostic tests related to the nervous system. 	

- Utilize proper pronunciation and spelling of medical terms and medical abbreviations, diseases and diagnostic tests related the nervous system during medical terminology review games and interactive online sites.

Leadership Alignment:

Students will **access and evaluate information** to inform their understanding of the various diagnostic tests and procedures specific the nervous system.

Students will **collaborate with others** and **communicate clearly** identifying medical terminology specific to the diagnostic tests and procedures of the nervous system.

Students will **use and manage information** to participate in review activities to prepare for their upcoming test over their knowledge and understanding of medical terminology for diagnostic tests and procedures of the nervous system.

Industry Standards and/or Competencies

Name of standards: National Health Science Standards

Website:

National Health Science Standards:

Foundation Standard 1: Academic Foundation-

Human Anatomy and Physiology

Describe the organization of the human body and directional terms.

Identify Levels

- Chemical
- Cellular
- Tissue
- Organ
- System
- Organism

Identify basic structures and describe functions of the human body systems

g. Nervous

- Structures of the nervous system

Identify organs of the nervous system

Identify structures of the special sense organs

- Functions of the nervous system
- Sensation
- Movement
- Processing
- Diseases and Disorders

Describe the etiology, pathology, diagnosis, treatment, and prevention of common diseases and disorders, including but not limited to the following:

Describe biomedical therapies as they relate to prevention, pathology, and treatment of disease.

Foundation Standard 2: Communications

Demonstrate methods of delivering and obtaining information, while communicating effectively.

2.1 Concepts of Effective Communication

2.2 Medical Terminology

2.21 Use common roots, prefixes, and suffixes to communicate information.

2.22 Interpret medical abbreviations to communicate information.

- Common abbreviations

2.3 Written Communication Skills

2.31 Utilize proper elements of written and electronic communication (spelling, grammar, and formatting).

Foundation Standard 4: Employability Skills

Foundation Standard 8: Teamwork Identify roles and responsibilities of individual members as part of the healthcare team.

8.1 Healthcare Teams

8.1.2 Identify characteristics of effective teams.

- Defined roles
- Common purpose
- Effective communication
- Effective leadership
- Measurable processes and outcomes
- Mutual respect
- Shared goals

8.2 Team Member Participation

8.2.1 Recognize methods for building positive team relationships.

Aligned Washington State Learning Standards

In the academic alignment section, only the standards that are being taught and assessed should be included. This should be a selective list, not all inclusive, and cited standards should be specific to the unit of instruction.

Educational Technology

1. **Empowered Learner**- Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
2. **Digital Citizen**- Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal, and ethical.
6. **Creative Communicator**- Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals.

English Language Arts

CCSS.ELA-LITERACY.RST.11-12.7-

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

L.2.11-12:

	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Health and Physical Education	H2. W2. HSa- Analyze prevention, lifestyle factors, and treatment of communicable diseases. H2. W2. HSb- Assess personal risk factors and predict future health status.
Science	Disciplinary Core Ideas (DCI): HS-LS1-2: From Molecules to Organisms: Structures and Processes HS-LS1-3: From Molecules to Organisms: Structures and Processes

Unit Information	
Unit: Special Senses	Total Learning Hours for Unit: 7
Unit Summary: In this unit, the student will: <ul style="list-style-type: none"> • Recognize word parts in medical terminology for special senses. • Demonstrate understanding of the word parts as part of the medical terminology of the system. • Identify medical terminology related to the anatomy and physiology of the system. • Demonstrate understanding of basic structure and function of the anatomy and physiology of special senses. • Create functional models, diagrams, or one-pagers that accurately depict the anatomy structure and physiological processes of specific organ(s) in the special senses. • Identify medical terminology specific to diagnostic tests and procedures of special senses. • Demonstrate understanding of the diagnostic tests and procedures related to disorders and diseases of special senses. 	
Components and Assessments	
Performance Assessments: <ul style="list-style-type: none"> • Students will demonstrate their mastery and understanding by successful completion of the following: • Pass with an 80% or better on their summative assessments (multiple choice test and written medical records) that will test their knowledge and understanding of medical terms and medical abbreviations related to special senses. • Complete a color blindness test to demonstrate knowledge of eye structure and the pathway of nerve impulses for color perception in the brain. • Complete with 80% or better on Introduction to Medical Terminology workbook pages on anatomy & physiology, word parts, word construction, interpreting medical charts, diagnosing diseases and diagnostic tests related to special senses. • Utilize proper pronunciation and spelling of medical terms and medical abbreviations, diseases and diagnostic tests related to special senses during medical terminology review games and interactive online sites. 	
Leadership Alignment:	

Students will **access and evaluate information** to inform their understanding of the various diagnostic tests and procedures specific to special senses. Students will **collaborate with others** and **communicate clearly** identifying medical terminology specific to the diagnostic tests and procedures of special senses.

Students will **use and manage information** to participate in review activities to prepare for their upcoming test over their knowledge and understanding of medical terminology for diagnostic tests and procedures of special senses.

Industry Standards and/or Competencies

Name of standards: National Health Science Standards

Website:

Foundation Standard 1: Academic Foundation-

Human Anatomy and Physiology

Describe the organization of the human body and directional terms.

Identify Levels

- Chemical
- Cellular
- Tissue
- Organ
- System
- Organism

Identify basic structures and describe functions of the human body systems

- Diseases and Disorders

Describe the etiology, pathology, diagnosis, treatment, and prevention of common diseases and disorders, including but not limited to the following:

Describe biomedical therapies as they relate to the prevention, pathology, and treatment of disease.

Foundation Standard 2: Communications

Demonstrate methods of delivering and obtaining information, while communicating effectively.

2.1 Concepts of Effective Communication

2.2 Medical Terminology

2.21 Use common roots, prefixes, and suffixes to communicate information.

2.22 Interpret medical abbreviations to communicate information.

- Common abbreviations

2.3 Written Communication Skills

2.31 Utilize proper elements of written and electronic communication (spelling, grammar, and formatting).

Foundation Standard 4: Employability Skills

Foundation Standard 8: Teamwork Identify roles and responsibilities of individual members as part of the healthcare team.

8.1 Healthcare Teams

8.1.2 Identify characteristics of effective teams.

- Defined roles
- Common purpose
- Effective communication
- Effective leadership
- Measurable processes and outcomes
- Mutual respect
- Shared goals

8.2 Team Member Participation

8.2.1 Recognize methods for building positive team relationships.

Aligned Washington State Learning Standards

In the academic alignment section, only the standards that are being taught and assessed should be included. This should be a selective list, not all inclusive, and cited standards should be specific to the unit of instruction.

<u>Educational Technology</u>	<p>1. Empowered Learner- Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.</p> <p>2. Digital Citizen- Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal, and ethical.</p> <p>6. Creative Communicator- Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals.</p>
<u>English Language Arts</u>	<p><u>CCSS.ELA-LITERACY.RST.11-12.7-</u> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p><u>L.2.11-12:</u> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>
<u>Health and Physical Education</u>	<p>H2. W2. HSA- Analyze prevention, lifestyle factors, and treatment of communicable diseases.</p> <p>H2. W2. HSB- Assess personal risk factors and predict future health status.</p>
<u>Science</u>	<p>Disciplinary Core Ideas (DCI):</p> <p><u>HS-LS1-2:</u> From Molecules to Organisms: Structures and Processes</p> <p><u>HS-LS1-3:</u> From Molecules to Organisms: Structures and Processes</p>

Unit Information

Unit: The Endocrine System	Total Learning Hours for Unit: 7
Unit Summary: In this unit, the student will: <ul style="list-style-type: none"> • Recognize word parts in medical terminology for the specific body system being studied. • Demonstrate understanding of the word parts as part of the medical terminology of the system. • Identify medical terminology related to the anatomy and physiology of the system. • Demonstrate understanding of the basic structure and function of the anatomy and physiology of the specific body system being studied. • Create functional models, diagrams, or one-pagers that accurately depict the anatomy structure and physiological processes of the specific organ(s) being studied. • Identify medical terminology specific to diagnostic tests and procedures of the system. • Demonstrate understanding of the diagnostic tests and procedures related to disorders and diseases of the system. 	
Components and Assessments	
Performance Assessments: <ul style="list-style-type: none"> • Students will demonstrate their mastery and understanding by successful completion of the following: • Pass with an 80% or better on their summative assessments (multiple choice test and written medical records) that will test their knowledge and understanding of medical terms and medical abbreviations related to the endocrine system • Label the endocrine system organs and identify parts of a lymph node and describe the functions of each. • Complete with 80% or better on Introduction to Medical Terminology workbook pages on anatomy & physiology, word parts, word construction, interpreting medical charts, diagnosing diseases, and diagnostic tests related to the endocrine system. • Utilize proper pronunciation and spelling of medical terms and medical abbreviations, diseases, and diagnostic tests related to the endocrine system during medical terminology review games and interactive online sites. 	
Leadership Alignment: Students will access and evaluate information to inform their understanding of the various diagnostic tests and procedures specific to the endocrine system. Students will collaborate with others and communicate clearly identifying medical terminology specific to the diagnostic tests and procedures of the endocrine system Students will use and manage information to participate in review activities to prepare for their upcoming test on their knowledge and understanding of medical terminology for diagnostic tests and procedures of the endocrine system.	
Industry Standards and/or Competencies	
Name of standards: National Health Science Standards	Website:
Foundation Standard 1: Academic Foundation- Human Anatomy and Physiology Describe the organization of the human body and directional terms.	

Identify Levels

- Chemical
- Cellular
- Tissue
- Organ
- System
- Organism

Identify basic structures and describe functions of the human body systems

h. Endocrine

- Structures of the endocrine system
- Identify endocrine glands
- Functions of the endocrine system
- Production of hormones
- Diseases and Disorders

Describe the etiology, pathology, diagnosis, treatment, and prevention of common diseases and disorders, including but not limited to the following:

Describe biomedical therapies as they relate to the prevention, pathology, and treatment of disease.

Foundation Standard 2: Communications

Demonstrate methods of delivering and obtaining information, while communicating effectively.

2.1 Concepts of Effective Communication

2.2 Medical Terminology

2.21 Use common roots, prefixes, and suffixes to communicate information.

2.22 Interpret medical abbreviations to communicate information.

- Common abbreviations

2.3 Written Communication Skills

2.31 Utilize proper elements of written and electronic communication (spelling, grammar, and formatting).

Foundation Standard 4: Employability Skills

Foundation Standard 8: Teamwork Identify roles and responsibilities of individual members as part of the healthcare team.

8.1 Healthcare Teams

8.1.2 Identify characteristics of effective teams.

- Defined roles
- Common purpose
- Effective communication
- Effective leadership
- Measurable processes and outcomes
- Mutual respect

- Shared goals

8.2 Team Member Participation

8.2.1 Recognize methods for building positive team relationships.

Aligned Washington State Learning Standards

In the academic alignment section, only the standards that are being taught and assessed should be included. This should be a selective list, not all inclusive, and cited standards should be specific to the unit of instruction.

<u>Educational Technology</u>	<p>1. Empowered Learner- Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.</p> <p>2. Digital Citizen- Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal, and ethical.</p> <p>6. Creative Communicator- Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals.</p>
<u>English Language Arts</u>	<p>CCSS.ELA-LITERACY.RST.11-12.7- Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p>L.2.11-12: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>
<u>Health and Physical Education</u>	<p>H2. W2. HSa- Analyze prevention, lifestyle factors, and treatment of communicable diseases.</p> <p>H2. W2. HSb- Assess personal risk factors and predict future health status.</p>
<u>Science</u>	<p>Disciplinary Core Ideas (DCI): HS-LS1-2: From Molecules to Organisms: Structures and Processes HS-LS1-3: From Molecules to Organisms: Structures and Processes</p>

Unit Information

Unit: The Male Reproductive System	Total Learning Hours for Unit: 6
<p>Unit Summary: In this unit the student will:</p> <ul style="list-style-type: none"> • Recognize word parts in medical terminology for the male reproductive system. • Demonstrate understanding of the word parts as part of the medical terminology the male reproductive system Identify medical terminology related to the anatomy and physiology of the male reproductive system. • Demonstrate understanding of basic structure and function of the anatomy and physiology of the male reproductive system. 	

- Create functional models, diagrams, or one-pagers that accurately depict the anatomy structure and physiological processes of the male reproductive system.
- Identify medical terminology specific to diagnostic tests and procedures of the male reproductive system
- Demonstrate understanding of the diagnostic tests and procedures related to disorders and diseases of the male reproductive system

Components and Assessments

Performance Assessments:

- Students will demonstrate their mastery and understanding by successful completion of the following:
- Pass with an 80% or better on their summative assessments (multiple choice test and written medical records) that will test their knowledge and understanding of medical terms and medical abbreviations related to the male reproductive system
- Label an anatomical model of the male reproductive system and describe the function of each structure.
- Complete with 80% or better on Introduction to Medical Terminology workbook pages on anatomy & physiology, word parts, word construction, interpreting medical charts, diagnosing diseases and diagnostic tests related to the male reproductive system.
- Utilize proper pronunciation and spelling of medical terms and medical abbreviations, diseases and diagnostic tests related to the male reproductive system during medical terminology review games and interactive online sites.

Leadership Alignment:

Students will **access and evaluate information** to inform their understanding of the various diagnostic tests and procedures specific to the male reproductive system.

Students will **collaborate with others** and **communicate clearly** identifying medical terminology specific to the diagnostic tests and procedures of the male reproductive system.

Students will **use and manage information** to participate in review activities to prepare for their upcoming test over their knowledge and understanding of medical terminology for diagnostic tests and procedures of the male reproductive systems.

Industry Standards and/or Competencies

Name of standards: National Health Science Standards

Website:

Foundation Standard 1: Academic Foundation-

Human Anatomy and Physiology

Describe the organization of the human body and directional terms.

Identify Levels

- Chemical
- Cellular
- Tissue
- Organ
- System
- Organism

Identify basic structures and describe functions of the human body systems

k. Reproductive

- Structures of the reproductive system
- Identify male reproductive organs
- Function of the reproductive system
- Diseases and Disorders

Describe etiology, pathology, diagnosis, treatment, and prevention of common diseases and disorders, including but not limited to the following:

Describe biomedical therapies as they relate to prevention, pathology, and treatment of disease.

Foundation Standard 2: Communications

Demonstrate methods of delivering and obtaining information, while communicating effectively.

2.1 Concepts of Effective Communication

2.2 Medical Terminology

2.21 Use common roots, prefixes, and suffixes to communicate information.

2.22 Interpret medical abbreviations to communicate information.

- Common abbreviations

2.3 Written Communication Skills

2.31 Utilize proper elements of written and electronic communication (spelling, grammar, and formatting).

Foundation Standard 4: Employability Skills

Foundation Standard 8: Teamwork Identify roles and responsibilities of individual members as part of the healthcare team.

8.1 Healthcare Teams

8.1.2 Identify characteristics of effective teams.

- Defined roles
- Common purpose
- Effective communication
- Effective leadership
- Measurable processes and outcomes
- Mutual respect
- Shared goals

8.2 Team Member Participation

8.2.1 Recognize methods for building positive team relationships.

Aligned Washington State Learning Standards

In the academic alignment section, only the standards that are being taught and assessed should be included. This should be a selective list, not all inclusive, and cited standards should be specific to the unit of instruction.

Educational Technology

1. **Empowered Learner**- Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.

	<p>2. Digital Citizen- Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal, and ethical.</p> <p>6. Creative Communicator- Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals.</p>
English Language Arts	<p><u>CCSS.ELA-LITERACY.RST.11-12.7-</u> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p><u>L.2.11-12:</u> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>
Health and Physical Education	<p>H2. W2. HSa- Analyze prevention, lifestyle factors, and treatment of communicable diseases.</p> <p>H2. W2. HSb- Assess personal risk factors and predict future health status.</p>
Science	<p>Disciplinary Core Ideas (DCI): <u>HS-LS1-2:</u> From Molecules to Organisms: Structures and Processes <u>HS-LS1-3:</u> From Molecules to Organisms: Structures and Processes</p>

Unit Information	
Unit: The Female Reproductive Systems	Total Learning Hours for Unit: 6
<p>Unit Summary: In this unit the student will:</p> <ul style="list-style-type: none"> Recognize word parts in medical terminology for the female reproductive system. Demonstrate understanding of the word parts as part of the medical terminology of the female reproductive system. Identify medical terminology related to the anatomy and physiology of the female reproductive system. Demonstrate understanding of basic structure and function of the anatomy and physiology of the female reproductive system. Create functional models, diagrams, or one-pagers that accurately depict the anatomy structure and physiological processes of female reproductive system. Identify medical terminology specific to diagnostic tests and procedures of female reproductive system. Demonstrate understanding of the diagnostic tests and procedures related to disorders and diseases of the female reproductive system. 	
Components and Assessments	
<p>Performance Assessments:</p> <ul style="list-style-type: none"> Students will demonstrate their mastery and understanding by successful completion of the following: 	

- Pass with an 80% or better on their summative assessments (multiple choice test and written medical records) that will test their knowledge and understanding of medical terms and medical abbreviations related to the female reproductive system
- Label an anatomical model of the female reproductive system and describe the function of each structure.
- Complete with 80% or better on Introduction to Medical Terminology workbook pages on anatomy & physiology, word parts, word construction, interpreting medical charts, diagnosing diseases and diagnostic tests related to the female reproductive system.
- Utilize proper pronunciation and spelling of medical terms and medical abbreviations, diseases and diagnostic tests related to the female reproductive system during medical terminology review games and interactive online sites.

Leadership Alignment:

Students will **access and evaluate information** to inform their understanding of the various diagnostic tests and procedures specific to the female reproductive system.

Students will **collaborate with others** and **communicate clearly** identifying medical terminology specific to the diagnostic tests and procedures of the female reproductive system.

Students will **use and manage information** to participate in review activities to prepare for their upcoming test over their knowledge and understanding of medical terminology for diagnostic tests and procedures of female reproductive system.

Industry Standards and/or Competencies

Name of standards: National Health Science Standards

Website:

Foundation Standard 1: Academic Foundation-

- Human Anatomy and Physiology

Describe the organization of the human body and directional terms.

Identify Levels

- Chemical
- Cellular
- Tissue
- Organ
- System
- Organism

Identify basic structures and describe functions of the human body systems

- k. Reproductive
 - Structures of the reproductive system
 - Identify female reproductive organs
 - Function of the reproductive system
 - Formation of gametes
 - Diseases and Disorders

Describe etiology, pathology, diagnosis, treatment, and prevention of common diseases and disorders, including but not limited to the following:

Describe biomedical therapies as they relate to prevention, pathology, and treatment of disease.

Foundation Standard 2: Communications

Demonstrate methods of delivering and obtaining information, while communicating effectively.

2.1 Concepts of Effective Communication

2.2 Medical Terminology

2.21 Use common roots, prefixes, and suffixes to communicate information.

2.22 Interpret medical abbreviations to communicate information.

- Common abbreviations

2.3 Written Communication Skills

2.31 Utilize proper elements of written and electronic communication (spelling, grammar, and formatting).

Foundation Standard 4: Employability Skills

Foundation Standard 8: Teamwork Identify roles and responsibilities of individual members as part of the healthcare team.

8.1 Healthcare Teams

8.1.2 Identify characteristics of effective teams.

- Defined roles
- Common purpose
- Effective communication
- Effective leadership
- Measurable processes and outcomes
- Mutual respect
- Shared goals

8.2 Team Member Participation

8.2.1 Recognize methods for building positive team relationships.

Aligned Washington State Learning Standards

In the academic alignment section, only the standards that are being taught and assessed should be included. This should be a selective list, not all inclusive, and cited standards should be specific to the unit of instruction.

<u>Educational Technology</u>	<p>1. Empowered Learner- Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.</p> <p>2. Digital Citizen- Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal, and ethical.</p> <p>6. Creative Communicator- Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals.</p>
<u>English Language Arts</u>	<p><u>CCSS.ELA-LITERACY.RST.11-12.7-</u></p> <p>Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p>

	<p><u>L.2.11-12:</u> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>
<u>Health and Physical Education</u>	<p>H1. Se1.5- Summarize fertilization, fetal development, and childbirth. H2. W2. HSa- Analyze prevention, lifestyle factors, and treatment of communicable diseases. H2. W2. Hebb- Assess personal risk factors and predict future health status.</p>
<u>Science</u>	<p>Disciplinary Core Ideas (DCI): <u>HS-LS1-2:</u> From Molecules to Organisms: Structures and Processes <u>HS-LS1-3:</u> From Molecules to Organisms: Structures and Processes</p>

CTE Application Assurances: Education Data System (EDS)

1. **Sequence of Courses**

District assures that students have access to a sequence of CTE courses, in a planned progression of learning experiences that leads to postsecondary education, apprenticeship, and workforce.

2. **Course Oversight**

- a. *District assures that the general advisory committee, meeting criteria of RCW 28A.150.500, has reviewed labor market data to determine the need for this/these course(s).*
- b. *District assures that CTE programs, including the course or courses reflected in this application is/are reviewed annually and the results are used for continuous program improvement and annual update of district four-year plan.*
 - *This includes the evaluation of whether this course or courses align with high demand occupation as defined in RCW 28A.700.020. In the event that it is determined a course no longer aligns with high demand occupations, the district understands the need to phase the course out.*
- c. *District assures that an appropriately certified CTE teacher will be instructing this/these course(s).*
 - *If a conditional certification is utilized, all requirements in WAC 181-77-014 will be met.*

3. **Course Content**

- a. *Industry Alignment: District assures alignment with current state and/or nationally recognized industry standards. In the absence of state or nationally recognized standards, program specific advisory committee is responsible for developing and integrating industry-based standards.*
- b. *Academic Alignment: District assures alignment with current and applicable Washington State Learning Standards.*
- c. *Leadership Alignment: District assures alignment with current and applicable Washington 21st Century Leadership skills, ensuring students practice and demonstrate identified leadership skills supporting increased employability. These skills include an appreciation for all aspects of diversity, respectful interaction with diverse cultures, and recognition and elimination of harassment, bias, and stereotyping.*
- d. *District assures course content reflected in framework identifies standards which are taught and assessed.*

4. **Course Outcomes**

- a. *District assures that students are given access to extended learning and leadership opportunities related to the CTE course or program which occur beyond the scheduled school day and school year.*
 - *Extended learning is managed and/or supervised by certified CTE teachers.*
 - *CTE instructors are provided the time and resources to connect student learning with work, home, and community.*
- b. *District assures students will be given opportunities to demonstrate occupationally specific skills and competencies of current state and national standards using a contextual, hands-on approach.*
- c. *District assures that all students, regardless of race, color, national origin, sex, or disability, have equal access and opportunities to succeed in CTE.*
- d. *District assures that all students have access to embedded work-based learning opportunities which support students with career development and planning.*
 - *If worksite learning opportunities are provided in this course, district assures compliance to all worksite learning requirements.*
 - *If off-campus industry-based instruction sites are required for this program, agreements and partnerships have been established with the number of sites needed to facilitate all students in the program participating in the industry-based instruction portion*