Indiana Department of Education
Academic Standards Course Framework

MEDICAL TERMINOLOGY

Medical Terminology prepares students with language skills necessary for effective, independent use of health and medical reference materials. It includes the study of health and medical abbreviations, symbols, and Greek and Latin word part meanings taught within the context of body systems. This course builds skills in pronouncing, spelling, and defining new words encountered in verbal and written information. Students have the opportunity to acquire skills in interpreting medical records and communications accurately and logically. Emphasis is on forming a foundation for a medical vocabulary including meaning, spelling, and pronunciation. Medical abbreviations, signs, and symbols are included.

- DOE Code: 5274
- Recommended Grade Level: Grade 10-12
- Recommended Prerequisites: None
- Credits: 1 credit per semester, maximum of 2 credits
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- This course is aligned with postsecondary courses for Dual Credit:
    - Ivy Tech
        - HLHS 101 Medical Terminology
    - Vincennes University
        - HIMT 110 Medical Terminology

Dual Credit
This course provides the opportunity for dual credit for students who meet postsecondary requirements for earning dual credit and successfully complete the dual credit requirements of this course.

Application of Content
Intensive laboratory applications are a component of this course and may be either school based or work based or a combination of the two. Work-based learning experiences should be in a closely related industry setting. Instructors shall have a standards-based training plan for students participating in work-based learning experiences.

Career and Technical Student Organizations (CTSOs)
Career and Technical Student Organizations are considered a powerful instructional tool when integrated into Career and Technical Education programs. They enhance the knowledge and skills students learn in a course by allowing a student to participate in a unique program of career and leadership development. Students should be encouraged to participate HOSA Health Occupations Student Association the CTSO for this area.

Content Standards

Domain – Foundational Tools
Core Standard 1 Students use medical terminology to communicate within the health care environment.

Standards

MT-1.1 Demonstrate an understanding of word elements by breaking the word down in to appropriate elements

MT-1.2 Recognize prefixes and suffixes with word roots and combing forms to build medical terms

MT-1.3 Define and use medical abbreviations, signs, and symbols accurately

MT-1.4 Demonstrate the ability to pronounce medical terms correctly

MT-1.5 Demonstrate the ability to spell medical terms correctly

MT-1.6 Demonstrate the use of a medical dictionary

Core Standard 2 Students apply the concepts of body organization.

Standards

MT-2.1 Describe the relationship between cells, tissues organs, and systems

MT-2.2 Describe various planes of the body

MT-2.3 List the terms related to direction, position, and planes of the body

MT-2.4 Identify cavities, quadrants, and regions of the body

MT-2.5 Identify organs within the different planes and cavities of the body

Domain – Body Systems

Core Standard 3 Students apply the use of medical terminology related to the respiratory system to communicate within the health care environment.

Standards

MT-3.1 Locate and identify the organs within the respiratory system and define their basic functions

MT-3.2 Define common diseases and conditions related to the respiratory system

MT-3.3 Identify selected procedures, treatments, and diagnostic tests used to assess the respiratory system

MT-3.4 Interpret verbal and written reports related to the respiratory system

Core Standard 4 Students apply the use of medical terminology related to the cardiovascular system to communicate within the health care environment.

Standards

MT-4.1 Locate and identify the organs within the cardiovascular system and define their basic functions

MT-4.2 Define common diseases and conditions related to the cardiovascular system

MT-4.3 Identify selected procedures, treatments, and diagnostic tests used to assess the cardiovascular system

MT-4.4 Interpret verbal and written reports related to the cardiovascular system

Core Standard 5 Students apply the use of medical terminology related to the nervous system to communicate within the health care environment.

Standards

MT-5.1 Locate and identify the organs within the nervous system and define their basic functions

MT-5.2 Define common diseases and conditions related to the nervous system

MT-5.3 Identify selected procedures, treatments, and diagnostic tests used to assess the nervous system

MT-5.4 Interpret verbal and written reports related to the nervous system

Core Standard 6 Students apply the use of medical terminology related to the integumentary system to communicate within the health care environment.

Standards

MT-6.1 Locate and identify the organs within the integumentary system and define their basic functions

MT-6.2 Define common diseases and conditions related to the integumentary system

MT-6.3 Identify selected procedures, treatments, and diagnostic tests used to assess the integumentary system

MT-6.4 Interpret verbal and written reports related to the integumentary system

Core Standard 7 Students apply the use of medical terminology related to the musculoskeltal system to communicate within the health care environment.

Standards

MT-7.1 Locate and identify the organs within the musculoskeltal system and define their basic functions

MT-7.2 Define common diseases and conditions related to the musculoskeltal system

MT-7.3 Identify selected procedures, treatments, and diagnostic tests used to assess the musculoskeltal system

MT-7.4 Interpret verbal and written reports related to the musculoskeltal system

Core Standard 8 Students apply the use of medical terminology related to the genitourinary system to communicate within the health care environment.

Standards

MT-8.1 Locate and identify the organs within the genitourinary system and define their basic functions

MT-8.2 Define common diseases and conditions related to the genitourinary system

MT-8.3 Identify selected procedures, treatments, and diagnostic tests used to assess the genitourinary system

MT-8.4 Interpret verbal and written reports related to the genitourinary system

Core Standard 9 Students apply the use of medical terminology related to the reproductive system to communicate within the health care environment.

Standards

MT-9.1 Locate and identify the organs within the reproductive system and define their basic functions

MT-9.2 Define common diseases and conditions related to the reproductive system

MT-9.3 Identify selected procedures, treatments, and diagnostic tests used to assess the reproductive system

MT-9.4 Interpret verbal and written reports related to the reproductive system

Core Standard 10 Students apply the use of medical terminology related to the blood, lymph, and immune system to communicate within the health care environment.

Standards

MT-10.1 Locate and identify the organs within the blood, lymph, and immune system and define their basic functions

MT-10.2 Define common diseases and conditions related to the blood, lymph, and immune system

MT-10.3 Identify selected procedures, treatments, and diagnostic tests used to assess the blood, lymph, and immune system

MT-10.4 Interpret verbal and written reports related to the blood, lymph, and immune system

Core Standard 11 Students apply the use of medical terminology related to the special senses system to communicate within the health care environment.

Standards

MT-11.1 Locate and identify the organs within the special senses system and define their basic functions

MT-11.2 Define common diseases and conditions related to the special senses system

MT-11.3 Identify selected procedures, treatments, and diagnostic tests used to assess the special senses system

MT-11.4 Interpret verbal and written reports related to the special senses system

Core Standard 12 Students apply the use of medical terminology related to the digestive system to communicate within the health care environment.

Standards

MT-12.1 Locate and identify the organs within the digestive system and define their basic functions

MT-12.2 Define common diseases and conditions related to the digestive system

MT-12.3 Identify selected procedures, treatments, and diagnostic tests used to assess the digestive system

MT-12.4 Interpret verbal and written reports related to the digestive system

Core Standard 13 Students apply the use of medical terminology related to the endocrine system to communicate within the health care environment.

Standards

MT-13.1 Locate and identify the organs within the endocrine system and define their basic functions

MT-13.2 Define common diseases and conditions related to the endocrine system

MT-13.3 Identify selected procedures, treatments, and diagnostic tests used to assess the endocrine system

MT-13.4 Interpret verbal and written reports related to the endocrine system

Common Core Literacy Standards for Technical Subjects

Reading Standards for Literacy in Technical Subjects 11-12

The standards below begin at grade 11 and define what students should understand and be able to do by the end of grade 12. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations – the former providing broad standards, the latter providing additional specificity.

Key Ideas and Details

11-12.RT.1 Cite specific textual evidence to support analysis of technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

11-12.RT.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

11-12.RT.3 Follow precisely a complex multistep procedure when performing technical tasks; analyze the specific results based on explanations in the text.

Craft and Structure

11-12.RT.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific context relevant to *grades 11-12 texts and topics*.

11-12.RT.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

11-12.RT.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.

Integration of Knowledge and Idea

11-12.RT.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.

11-12.RT.8 Evaluate the hypotheses, data, analysis, and conclusions in a technical subject, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

11-12.RT.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

Range of Reading and Level of Text Complexity

11-12.RT.10 By the end of grade 12, read and comprehend technical texts in the grades 11-CCR text complexity band independently and proficiently.

Writing Standards for Literacy in Technical Subjects 11-12

The standards below begin at grade 11 and define what students should understand and be able to do by the end of grade 12. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations – the former providing broad standards, the latter providing additional specificity.

Text Types and Purposes

11-12.WT.1 Write arguments focused on *discipline-specific content*.

11-12.WT.2 Write informative/explanatory texts, including technical processes.

11-12.WT.3 Students will not write narratives in technical subjects. *Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In technical, students must be able to write precise enough descriptions of the step-by-step procedures they use in their technical work that others can replicate them and (possibly) reach the same results.*

Production and Distribution of Writing

11-12.WT.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

11-12.WT.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

11-12.WT.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

11-12.WT.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

11-12.WT.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectivity to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation

11-12.WT.9 Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

11-12.WT.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.