

Anoka-Hennepin Secondary Curriculum Unit Plan

Department:	Career and Technical Education	Course:	Medical Terminology	Unit Title:	Respiratory System	Grade Level(s):	10-12
Assessed Trimester:	1	Pacing:	1 Week	Date Created:	6/25/2014	Last Revision Date:	

**Course Understandings:** *Students will understand that:*

- Medical terms are accepted and used by medical professionals throughout the world.
- Medical terms are constructed using root words with prefixes and/or suffixes added to achieve precise meaning.
- Pronunciation and spelling of medical terminology is essential to effective communication as medical professionals.
- A basic knowledge of human anatomy is important to aid comprehension of medical terms.
- The medical field is composed of individuals with a variety of specialized training and responsibilities.

DESIRED RESULTS (Stage 1) - WHAT WE WANT STUDENT TO KNOW AND BE ABLE TO DO?

Established Goals
<p><b>NATIONAL HEALTHCARE FOUNDATION STANDARDS AND ACCOUNTABILITY CRITERIA</b></p> <p><b>Foundation Standard 2: Communications</b> - Healthcare professionals will know the various methods of giving and obtaining information. They will communicate effectively, both orally and in writing.</p> <ul style="list-style-type: none"><li>• <b>2.2 Medical Terminology</b><ul style="list-style-type: none"><li>○ 2.21 Use roots, prefixes, and suffixes to communicate information.</li><li>○ 2.22 Use medical abbreviations to communicate information.</li></ul></li><li>• <b>2.3 Written Communication Skills</b><ul style="list-style-type: none"><li>○ 2.31 Critique elements of written and electronic communication (spelling, grammar, and formatting).</li><li>○ 2.32 Prepare examples of technical, informative, and creative writing.</li></ul></li></ul> <p><b>Foundation Standard 4: Employability Skills</b> - Healthcare professionals will understand how employability skills enhance their employment opportunities and job satisfaction. They will demonstrate key employability skills and will maintain and upgrade skills, as needed.</p> <ul style="list-style-type: none"><li>• <b>4.3 Career Decision-making</b><ul style="list-style-type: none"><li>○ 4.31 Discuss levels of education, credentialing requirements, and employment trends in healthcare.</li><li>○ 4.32 Compare careers within the health science career pathways (diagnostic services, therapeutic services, health informatics, support services, or biotechnology research and development).</li></ul></li></ul> <p><b>Foundation Standard 8: Teamwork</b> - Healthcare professionals will understand the roles and responsibilities of individual members as part of the healthcare team, including their ability to promote the delivery of quality healthcare. They will interact effectively and sensitively with all members of the healthcare team.</p> <ul style="list-style-type: none"><li>• <b>8.1 Healthcare Teams</b><ul style="list-style-type: none"><li>○ 8.11 Understand roles and responsibilities of team members.</li></ul></li></ul>
Transfer
<p><b>Students will be able to independently use their learning to: (product, high order reasoning)</b></p> <ul style="list-style-type: none"><li>• Take knowledge of prefix, suffixes and roots to transcribe case study into medical report specific to the Respiratory System</li><li>• Create and present a health career display on a career including information on education, roles/responsibilities, employment settings, areas of specialization, wages, professional organization affiliations, future employment outlook, where they fit in the healthcare team, other interesting facts/miscellaneous information</li></ul>
Meaning

<div>Unit Understanding(s):</div> <div>Students will understand that:</div> <ul style="list-style-type: none"><li>• The Respiratory System is the system by which oxygen is taken into the body and an exchange of oxygen and carbon dioxide takes place; in mammals the system includes the nasal passages, pharynx, trachea, bronchi, and lungs</li><li>• There are root words, prefixes and suffixes specific to the Respiratory System</li><li>• There are health care professionals that specialize in the Respiratory System</li></ul>	<div>Essential Question(s):</div> <div>Students will keep considering:</div> <ul style="list-style-type: none"><li>• Why does spelling count with these words?</li><li>• Why do I have to learn medical terms?</li><li>• What medical field do you want to go into? Why?</li></ul>
<div>Acquisition</div>	
<div>Knowledge - Students will:</div> <ul style="list-style-type: none"><li>• Define common prefixes, suffixes, and root words used in medical terminology</li><li>• Define medical terms used in specific medical fields</li><li>• Define medical abbreviations, which include medical weights/measures, diagnostic/laboratory abbreviations, and those specific to various health professions</li><li>• Explain the purpose of Diagnostic, Therapeutic, Health Informatics, Support Services, or Biotechnological Research and Development health careers</li><li>• Identify healthcare careers in the Diagnostic, Therapeutic, Health Informatics, Support Services, or Biotechnological Research and Development Clusters</li></ul> <div>Reasoning - Students will:</div> <ul style="list-style-type: none"><li>• Analyze words by identifying and defining prefixes, root words, and suffixes</li><li>• Use correct spelling, pronunciation and definition of medical terms</li><li>• Compare and contrast a variety of health careers including education, roles/responsibilities, employment settings, areas of specialization, wages, and future employment outlook</li><li>• Distinguish various health careers according to Diagnostic, Therapeutic, Health Informatics, Support Services, or Biotechnological Research and Development Clusters</li></ul>	<div>Skills - Students will:</div> <ul style="list-style-type: none"><li>• Construct medical terms by building from root words and adding prefixes and suffixes to change or add to the meaning of the root word</li><li>• Explore healthcare careers utilizing a variety of resources including but not limited to career research websites, interview, career resource centers, and professional organizations</li></ul>
<div>Common Misunderstandings</div> <ul style="list-style-type: none"><li>• -tachy v -brady</li><li>• bronch/o v bronchi- v bronchi/o</li><li>• pneum/o v pneumon/o</li><li>• or/o v orth/o</li></ul>	<div>Essential new vocabulary</div> <ul style="list-style-type: none"><li>•</li></ul>