Science Department
Allied Health Sciences
Medical Terminology

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Effective Date: September 2026

Scope and Sequence

Unit	Topic of Study	Duration (Weeks)
1	Foundations of Medical Language and the Human Body	4
2	Support and Movement: The Skeletal and Muscular Systems	4
3	Circulation and Defense: The Cardiovascular, Lymphatic, & Immune Systems	4
4	Intake, Processing, and Elimination: The Respiratory, Digestive, and Urinary Systems	6
5	Control and Sensation: The Nervous System, Mental Health, and Special Senses	4
6	Protection, Regulation, and Reproduction: The Integumentary, Endocrine, and Reproductive Systems	6
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Unit 1

Foundations of Medical Language and the Human Body

Summary and Rationale

Medical terminology is the specialized language that allows the healthcare team to communicate in an accurate, articulate, and concise manner. In this unit students learn why a standard medical vocabulary matters and discover that medical terms are built from simpler components: prefixes, word roots, combining forms, and suffixes. They practice defining, building, spelling, and pronouncing terms, and they learn why caution is essential when using abbreviations. Students then apply this word-building skill to the human body itself, using anatomic reference systems (anatomic position, body planes, directions, and cavities), the terminology of cells, tissues, glands, and genetics, and an overview of the body systems and their functions. Overall, this unit gives students the toolkit they will use in every later unit, because each body-system term they meet will be approached by analyzing its word parts.

Recommended Pacing

4 weeks (~13 class periods)
Exam coverage: Chapters 1-2

Standards

HS-LS1-1: Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells.
HS-LS1-2: Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.
HS-LS3-1: Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.
HS-LS3-2: Make and defend a claim based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors.

Interdisciplinary Connections

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

Instructional Focus

Unit Essential Questions:

- Why is communicating with a standard medical vocabulary essential to patient safety and teamwork?
- How are medical terms constructed from prefixes, word roots, combining forms, and suffixes?
- How can an unfamiliar medical term be analyzed, defined, and pronounced?

- Why must healthcare workers use caution with abbreviations?
- How do anatomic position, body planes, directions, and cavities allow professionals to describe location precisely?
- How are cells, tissues, glands, and genetic material described in medical language?
- How are the body systems related in structure and function?

Unit Enduring Understandings:

- A standard medical vocabulary enables accurate, concise communication across the healthcare team.
- Medical terms are built from a small set of reusable word parts, so learning the parts unlocks thousands of terms.
- Accurate spelling, pronunciation, and abbreviation use protect patients from error.
- Anatomic reference systems provide a universal way to describe the location and direction of structures and conditions.
- The body is organized from cells to tissues to organs to systems, and each level has its own terminology.
- Genetic terms such as chromosome, gene, DNA, and mutation explain how traits and some disorders are inherited.

Evidence of Learning (Assessments)

1. Chapter quizzes for Chapters 1-2 (Instructor Resources) and end-of-chapter learning exercises.
2. Word-building and word-analysis tasks: define, build, spell, and pronounce terms using the "sounds-like" system.
3. Chapter 1 activities: Word Part Bingo, crossword puzzle, word search; discussion of strategies for learning medical terminology.
4. Chapter 2 activities: Body Planes and Directions Activity, Word Part Jeopardy, crossword, word search, and case study; discussion of one way diseases can be transmitted (including handwashing and disease prevention).
5. Unit 1 Test (word parts, abbreviations, anatomic reference terms, cell and genetics terms).
6. Cumulative Rutgers IDST 1000 Credit-by-Examination, administered at the conclusion of the course.

Objectives (SLO)

Topic 1.1: The Introduction to Medical Terminology (Chapter 1)

- Define the commonly used prefixes, word roots, combining forms, and suffixes introduced in this chapter.
- Identify the roles of the four types of word parts in forming medical terms.
- Use the medical terms in this chapter.
- State why caution is important when using abbreviations
- Pronounce medical terms correctly using the "sounds-like" system.

Topic 1.2: The Human Body in Health and Disease (Chapter 2)

- Use the anatomic reference systems to identify the anatomic position, body planes, directions, and cavities
- Use the terms related to the abdominal cavity and peritoneum.
- Use the terms associated with cytology and genetics including chromosomes, genes, DNA, and mutation.
- Use basic terms related to the structure, function and pathology of cells, tissues, and glands.
- Identify the body systems in terms of their major structures and functions.

Course Learning Objectives addressed in this unit:

- Explain the importance of communicating with a standard medical vocabulary

- Recognize that medical terms are derived from simpler components.
- Build medical words from component parts.
- Categorize terms as anatomical, diagnostic, surgical, radiological, pharmacological, or therapeutic
- Write meaning of generally accepted abbreviations
- Identify anatomic reference systems to identify the anatomic position, body planes, directions, and cavities.

Suggested Resources/Technology Tools

Ehrlich, A., Schroeder, C. L., Ehrlich, L., & Schroeder, K. A. (2017). Medical Terminology for Health Professions (8th ed.). Cengage (Chapters 1-2); Rutgers IDST 1000 Course and Exam Outline; the YouTube videos and Instructor Resources (Bingo, Jeopardy, crosswords, word searches, case studies, chapter quizzes) listed for Chapters 1-2 in the outline.

Modifications

Special Education-

Modifications and accommodations must be aligned to students' IEPs and uphold expectations of the plan lawfully.

● Allow additional time for skill mastery.
● Provide small group/ individualized instruction.
● Allow use of assistive technology.
● Anticipate needs; pre-teach if needed.
● Have student repeat directions to check for understanding.
● Highlight text/ visual presentation.
● Modify assessment/assignment content, format, length (benchmarks, tests and quizzes) .

ML-

● Provide additional wait time for student responses to questions
● Provide simplification of sentence structure and repetition of questions/sentences exactly as stated before trying to rephrase.
● Speak clearly, using a normal tone and rate of speed, or slightly slower.
● Use directed reading activities. Ensure preview of text before assigned/read, provide pre-reading

Gifted and Talented-

● Advance, accelerate, or compact content
● Support abstract and advanced higher-level thinking through differentiated questioning
● Allowance for adapting of content for individual student interests
● Provide assignments geared to development in areas of affect, creativity, cognition, and research skills

504-

Modifications and accommodations must be aligned to the 504 plan and uphold expectations of the plan lawfully.

● Provide additional time for in-class assignments and assessments
● Allow for computer with voice output, spelling and grammar checker
● Offer individual help throughout the lesson
● Modify readings and primary source documents.

At Risk-

● Provide small group instruction for identified areas for growth
● Allow for alternate pathways for completion of assignments.
● Provide additional wait time for student responses to questions
● Pair oral instruction with visuals
● Utilize manipulatives

For a full list of Accommodations and Modifications, please click here.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

Please select all standards that apply to this unit of study:

- ☐ Act as a responsible and contributing citizen and employee.
- ☑ Apply appropriate academic and technical skills.
- ☐ Attend to personal health and financial well being.
- ☑ Communicate clearly and effectively and with reason.
- ☐ Consider the environmental, social and economics impacts of decisions.
- ☑ Demonstrate creativity and innovation.
- ☑ Employ valid and reliable research strategies.
- ☐ Utilize critical thinking to make sense of problems and persevere in solving them.
- ☐ Model integrity, ethical leadership, and effective management.
- ☑ Plan education and career paths aligned to personal goals.
- ☐ Use technology to enhance productivity.
- ☐ Work productively in teams while using cultural global competence.

Unit 2

Support and Movement: The Skeletal and Muscular Systems

Summary and Rationale

The skeletal and muscular systems give the body its shape, protection, and ability to move, and disorders of these systems are among the most common reasons patients seek care. In this unit students apply word-building skills to the structures, functions, pathologies, and diagnostic and treatment procedures of the skeletal system, including the axial and appendicular skeletons, the three types of joints, and the specialists who treat skeletal disorders. They then study the muscular system, including muscle fibers, fascia, tendons, types of muscle, muscle movements, and the logic by which muscles are named. Throughout, students practice recognizing, defining, spelling, and pronouncing terms and analyzing case scenarios such as fractures and paralysis. Overall, this unit reinforces the idea that medical terms can be decoded from their parts and shows how precise language supports clear communication about injury, disease, and rehabilitation.

Recommended Pacing

4 weeks (~13 class periods)
Exam coverage: Chapters 3-4

Standards

HS-LS1-2: Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.
HS-LS1-3: Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.

Interdisciplinary Connections

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

Instructional Focus

Unit Essential Questions:

- What are the major structures and functions of the skeletal system, and what terms describe them?
- How do the axial and appendicular skeletons differ, and what are the three types of joints?
- What terms describe common skeletal disorders, and which medical specialists treat them?
- What are the structures and functions of the muscular system, including muscle fibers, fascia, tendons, and types of muscle?
- How are muscles named, and what terms describe muscle movements?
- How can word parts be used to decode the names of skeletal and muscular disorders?

Unit Enduring Understandings:

- The skeletal system supports and protects the body, enables movement, stores minerals, and produces blood cells.
- Skeletal terminology describes bones, joints, and disorders precisely enough to guide diagnosis and treatment.
- The muscular system works with the skeletal system to produce movement, posture, and heat.
- Muscle names and movement terms follow patterns that can be learned and applied to new terms.
- Medical specialists collaborate to diagnose, treat, and rehabilitate musculoskeletal conditions.

Evidence of Learning (Assessments)

1. Chapter quizzes for Chapters 3-4 (Instructor Resources) and end-of-chapter learning exercises.
2. Chapter 3 activities: Pin the Post-It, crossword, word search, Medical Mystery; discussion of one skeletal pathology and the word parts that make up its name; fracture case scenario (types of fractures and treatment options).
3. Chapter 4 activities: Aerobic Action, crossword, word search, Medical Mystery; discussion of the ways muscles are named, with examples; paralysis case scenario (term for the paralysis and type of spinal cord injury).
4. Labeling and word-analysis tasks for bones, joints, and muscles.
5. Unit 2 Test (structures, functions, disorders, and procedures of the skeletal and muscular systems).
6. Cumulative Rutgers IDST 1000 Credit-by-Examination, administered at the conclusion of the course.

Objectives (SLO)

Topic 2.1: The Skeletal System (Chapter 3)

- Use terms related to major functions and structures of the skeletal system.
- Use basic terms related to skeletal system disorders
- Use terms related to the structures of the skeletal system
- Identify the medical specialists who treat disorders of the skeletal system.

- Describe three types of joints.
- Differentiate between the axial and appendicular skeletons.

Topic 2.2: The Muscular System (Chapter 4)

- Describe the functions of the structures of the muscular system.
- Use the terms related to muscle movements
- Explain how the muscles are named.
- Use the basic terms related to muscular system disorders.

Course Learning Objectives addressed in this unit:

- Identify and describe the major functions and structures of the skeletal system.
- Identify the medical specialists who treat disorders of the skeletal system.
- Recognize, define, spell, and pronounce terms related to the pathology and the diagnostic and treatment procedures of the skeletal system.
- Describe the functions and structures of the muscular system including muscle fibers, fascia, tendons, and types of muscle.

Suggested Resources/Technology Tools

Ehrlich, A., Schroeder, C. L., Ehrlich, L., & Schroeder, K. A. (2017). Medical Terminology for Health Professions (8th ed.). Cengage (Chapters 3-4); Rutgers IDST 1000 Course and Exam Outline; the YouTube videos and Instructor Resources (Pin the Post-It, Aerobic Action, crosswords, word searches, Medical Mysteries, chapter quizzes) listed for Chapters 3-4 in the outline.

Modifications

Special Education-

Modifications and accommodations must be aligned to students' IEPs and uphold expectations of the plan lawfully.

● Allow additional time for skill mastery.
● Provide small group/ individualized instruction.
● Allow use of assistive technology.
● Anticipate needs; pre-teach if needed.
● Have student repeat directions to check for understanding.
● Highlight text/ visual presentation.
● Modify assessment/assignment content, format, length (benchmarks, tests and quizzes) .

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● Provide additional wait time for student responses to questions
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● Speak clearly, using a normal tone and rate of speed, or slightly slower.
● Use directed reading activities. Ensure preview of text before assigned/read, provide pre-reading

Gifted and Talented-

● Advance, accelerate, or compact content
● Support abstract and advanced higher-level thinking through differentiated questioning
● Allowance for adapting of content for individual student interests
● Provide assignments geared to development in areas of affect, creativity, cognition, and research skills

504-

Modifications and accommodations must be aligned to the 504 plan and uphold expectations of the plan lawfully.

● Provide additional time for in-class assignments and assessments
● Allow for computer with voice output, spelling and grammar checker

● Offer individual help throughout the lesson
● Modify readings and primary source documents.

At Risk-

● Provide small group instruction for identified areas for growth
● Allow for alternate pathways for completion of assignments.
● Provide additional wait time for student responses to questions
● Pair oral instruction with visuals
● Utilize manipulatives

For a full list of Accommodations and Modifications, please click here.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

Please select all standards that apply to this unit of study:

- ☐ Act as a responsible and contributing citizen and employee.
- ☑ Apply appropriate academic and technical skills.
- ☑ Attend to personal health and financial well being.
- ☑ Communicate clearly and effectively and with reason.
- ☐ Consider the environmental, social and economics impacts of decisions.
- ☑ Demonstrate creativity and innovation.
- ☑ Employ valid and reliable research strategies.
- ☐ Utilize critical thinking to make sense of problems and persevere in solving them.
- ☑ Model integrity, ethical leadership, and effective management.
- ☑ Plan education and career paths aligned to personal goals.
- ☑ Use technology to enhance productivity.
- ☐ Work productively in teams while using cultural global competence.

Unit 3

Circulation and Defense: The Cardiovascular, Lymphatic, and Immune Systems

Summary and Rationale

The cardiovascular system transports blood, oxygen, and nutrients throughout the body, while the lymphatic and immune systems drain fluid, filter pathogens, and defend against disease. Students learn the terminology of the heart (chambers, valves, blood flow, heartbeat, and blood supply), the components of blood and their functions, and common cardiovascular disorders. They then study the structures and functions of the lymphatic and immune systems, the terms for their disorders, and the vocabulary of oncology. Case scenarios such as hypertension with elevated cholesterol and the stages of cancer ask students to use terminology to describe conditions, prevention, and treatment. Overall, this unit shows how medical language allows clinicians to describe complex, interconnected systems and communicate risk and treatment clearly to colleagues and patients.

Recommended Pacing

4 weeks (~13 class periods)
Exam coverage: Chapters 5-6

Standards

HS-LS1-2: Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.
HS-LS1-3: Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.

Interdisciplinary Connections

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

Instructional Focus

Unit Essential Questions:

- How are the chambers, valves, blood flow, heartbeat, and blood supply of the heart described in medical terms?
- What are the major components of blood, and what does each do?
- What terms describe common cardiovascular disorders, and how can cardiovascular disease be prevented?
- What are the structures and functions of the lymphatic and immune systems?
- How do pathogens, virulence, and immune response relate to disease?
- What terms describe lymphatic and immune disorders and the diagnosis and treatment of cancer?

Unit Enduring Understandings:

- The heart and blood vessels circulate blood to deliver oxygen and nutrients and remove wastes.
- Each component of blood has a specialized function that contributes to health.
- Cardiovascular terminology allows precise communication about disorders, risk factors, and prevention.
- The lymphatic and immune systems protect the body from infection and disease.
- Oncology terminology describes the nature, stages, and treatment of cancer.
- Word parts can be used to decode disorder names across body systems.

Evidence of Learning (Assessments)

1. Chapter quizzes for Chapters 5-6 (Instructor Resources) and end-of-chapter learning exercises.
2. Chapter 5 activities: Aerobic Action, crossword, word search, Medical Mystery; discussion naming and defining one cardiovascular disorder, its word parts, and one way cardiovascular disease can be prevented; hypertension and elevated cholesterol case scenario.
3. Chapter 6 activities: Spelling Bee, crossword, word search, case study; discussion selecting a pathogen and reviewing its virulence and the diseases it can cause; stages of cancer and treatment options discussion.
4. Heart structure and blood flow labeling and sequencing tasks.
5. Unit 3 Test (cardiovascular, lymphatic, immune, and oncology terminology).
6. Cumulative Rutgers IDST 1000 Credit-by-Examination, administered at the conclusion of the course.

Objectives (SLO)

Topic 3.1: The Cardiovascular System (Chapter 5)

- Describe the heart in terms of chambers, valves, blood flow, heartbeat, and blood supply.
- Identify the major functions of each component of blood.
- Use basic terms related to cardiovascular system disorders.

Topic 3.2: The Lymphatic and Immune Systems (Chapter 6)

- Describe the major functions of the structures of the lymphatic and immune systems.
- Use the major terms related to the disorders of the lymphatic and immune systems.
- Use terms related to oncology.

Course Learning Objectives addressed in this unit:

- Describe the heart in terms of chambers, valves, blood flow, heartbeat, and blood supply.
- Describe the major functions and structures of the lymphatic and immune systems.
- Recognize, define, spell, and pronounce the major terms related to the pathology and the diagnostic and treatment procedures of the lymphatic and immune systems.

Suggested Resources/Technology Tools

Ehrlich, A., Schroeder, C. L., Ehrlich, L., & Schroeder, K. A. (2017). Medical Terminology for Health Professions (8th ed.). Cengage (Chapters 5-6); Rutgers IDST 1000 Course and Exam Outline; the YouTube videos and Instructor Resources (Aerobic Action, Spelling Bee, crosswords, word searches, Medical Mystery, case study, chapter quizzes) listed for Chapters 5-6 in the outline.

Modifications

Special Education-

Modifications and accommodations must be aligned to students' IEPs and uphold expectations of the plan lawfully.

● Allow additional time for skill mastery.
● Provide small group/ individualized instruction.
● Allow use of assistive technology.
● Anticipate needs; pre-teach if needed.
● Have student repeat directions to check for understanding.
● Highlight text/ visual presentation.
● Modify assessment/assignment content, format, length (benchmarks, tests and quizzes) .

ML-

● Provide additional wait time for student responses to questions
● Provide simplification of sentence structure and repetition of questions/sentences exactly as stated before trying to rephrase.
● Speak clearly, using a normal tone and rate of speed, or slightly slower.
● Use directed reading activities. Ensure preview of text before assigned/read, provide pre-reading

Gifted and Talented-

● Advance, accelerate, or compact content
● Support abstract and advanced higher-level thinking through differentiated questioning
● Allowance for adapting of content for individual student interests
● Provide assignments geared to development in areas of affect, creativity, cognition, and research skills

504-

Modifications and accommodations must be aligned to the 504 plan and uphold expectations of the plan lawfully.

● Provide additional time for in-class assignments and assessments

● Allow for computer with voice output, spelling and grammar checker
● Offer individual help throughout the lesson
● Modify readings and primary source documents.

At Risk-

● Provide small group instruction for identified areas for growth
● Allow for alternate pathways for completion of assignments.
● Provide additional wait time for student responses to questions
● Pair oral instruction with visuals
● Utilize manipulatives

For a full list of Accommodations and Modifications, please click here.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

Please select all standards that apply to this unit of study:

- ☐ Act as a responsible and contributing citizen and employee.
- ☑ Apply appropriate academic and technical skills.
- ☑ Attend to personal health and financial well being.
- ☑ Communicate clearly and effectively and with reason.
- ☐ Consider the environmental, social and economics impacts of decisions.
- ☑ Demonstrate creativity and innovation.
- ☑ Employ valid and reliable research strategies.
- ☑ Utilize critical thinking to make sense of problems and persevere in solving them.
- ☑ Model integrity, ethical leadership, and effective management.
- ☑ Plan education and career paths aligned to personal goals.
- ☑ Use technology to enhance productivity.
- ☐ Work productively in teams while using cultural global competence.

Unit 4

Intake, Processing, and Elimination: The Respiratory, Digestive, and Urinary Systems

Summary and Rationale

The respiratory, digestive, and urinary systems exchange gases, process nutrients, and remove wastes, keeping the internal environment stable. Students learn the structures and functions of the respiratory system and the terms for its disorders; the processes of digestion, absorption, and metabolism and the structures of the digestive tract; and the functions and structures of the urinary system and the terms for its disorders. Case scenarios on asthma, anorexia nervosa and the GI system, special diets, end stage renal disease, and dialysis ask students to connect terminology to patient experiences and to explain causes, symptoms, treatment, and quality-of-life impacts. Overall, this unit deepens students' ability to analyze and use word parts in context and shows how terminology supports communication about conditions that affect daily living.

Recommended Pacing

6 weeks (~20 class periods)
Exam coverage: Chapters 7-9

Standards

HS-LS1-2: Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.
HS-LS1-3: Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.
HS-LS1-7: Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy.

Interdisciplinary Connections

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

Instructional Focus

Unit Essential Questions:

- What are the major structures and functions of the respiratory system, and what terms describe its disorders?
- How do digestion, absorption, and metabolism work, and which structures carry out each process?
- What terms describe digestive system disorders, and how do diet and treatment relate to them?
- What are the structures and functions of the urinary system, and what terms describe its disorders?
- Why might a patient need dialysis, and how do the types of dialysis differ?
- How do these three systems work together to maintain homeostasis?

Unit Enduring Understandings:

- The respiratory system exchanges oxygen and carbon dioxide to support cellular energy production.
- The digestive system breaks down food, absorbs nutrients, and supports metabolism.
- The urinary system filters blood, removes wastes, and regulates fluid and electrolyte balance.

- Terminology for disorders of these systems communicates cause, symptoms, diagnosis, and treatment concisely.
- Disorders of these systems affect daily living and quality of life, and clear communication supports patient understanding.

Evidence of Learning (Assessments)

1. Chapter quizzes for Chapters 7-9 (Instructor Resources) and end-of-chapter learning exercises.
2. Chapter 7 activities: Med Term Jeopardy, crossword, word search, Medical Mystery; discussion defining a respiratory structure or disorder and its word parts; asthma case discussion (triggers, signs and symptoms, diagnosis, treatment).
3. Chapter 8 activities: Med Term Jeopardy, crossword, word search, Medical Mystery; research and discussion of special diets for digestive disorders; discussion of how anorexia nervosa can impact the GI system.
4. Chapter 9 activities: Around the World, crossword, word search, case study; research and discussion of dialysis (reasons, types, and quality-of-life impact); end stage renal disease case scenario.
5. Unit 4 Test (respiratory, digestive, and urinary terminology).
6. Cumulative Rutgers IDST 1000 Credit-by-Examination, administered at the conclusion of the course.

Objectives (SLO)

Topic 4.1: The Respiratory System (Chapter 7)

- Describe the functions of the major structures of the respiratory system.
- Use basic terms related to disorders of the respiratory system.

Topic 4.2: The Digestive System (Chapter 8)

- Describe the processes of digestion, absorption, and metabolism.
- Describe the function of the major structures of the digestive system.
- Use the terms related to digestive system disorders.

Topic 4.3: The Urinary System (Chapter 9)

- Describe the major functions of the urinary system.
- Describe the structures of the urinary system.
- Use the terms related to the urinary system disorders.

Course Learning Objectives addressed in this unit:

- Identify and describe the major structures and functions of the respiratory system.
- Recognize, define, spell, and pronounce terms related to the pathology and the diagnostic and treatment procedures of the respiratory system.
- Describe the processes of digestion, absorption, and metabolism.
- Identify and describe the major structures and functions of the digestive system.
- Describe the major functions of the urinary system.
- Recognize, define, spell, and pronounce terms related to the pathology and the diagnostic and treatment procedures of the urinary system.

Suggested Resources/Technology Tools

Ehrlich, A., Schroeder, C. L., Ehrlich, L., & Schroeder, K. A. (2017). Medical Terminology for Health Professions (8th ed.). Cengage (Chapters 7-9); Rutgers IDST 1000 Course and Exam Outline; the YouTube videos and Instructor

Resources (Med Term Jeopardy, Around the World, crosswords, word searches, Medical Mysteries, case study, chapter quizzes) listed for Chapters 7-9 in the outline.

Modifications

Special Education-
Modifications and accommodations must be aligned to students' IEPs and uphold expectations of the plan lawfully.
● Allow additional time for skill mastery.
● Provide small group/ individualized instruction.
● Allow use of assistive technology.
● Anticipate needs; pre-teach if needed.
● Have student repeat directions to check for understanding.
● Highlight text/ visual presentation.
● Modify assessment/assignment content, format, length (benchmarks, tests and quizzes) .
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● Speak clearly, using a normal tone and rate of speed, or slightly slower.
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● Provide additional wait time for student responses to questions
● Pair oral instruction with visuals
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For a full list of Accommodations and Modifications, please click here.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

Please select all standards that apply to this unit of study:

- ☐ Act as a responsible and contributing citizen and employee.
- ☑ Apply appropriate academic and technical skills.
- ☑ Attend to personal health and financial well being.
- ☑ Communicate clearly and effectively and with reason.
- ☐ Consider the environmental, social and economics impacts of decisions.
- ☑ Demonstrate creativity and innovation.

- [x] Employ valid and reliable research strategies.
- [x] Utilize critical thinking to make sense of problems and persevere in solving them.
- [x] Model integrity, ethical leadership, and effective management.
- [x] Plan education and career paths aligned to personal goals.
- [x] Use technology to enhance productivity.
- [ ] Work productively in teams while using cultural global competence.

Unit 5

Control and Sensation: The Nervous System, Mental Health, and Special Senses

Summary and Rationale

The nervous system and the special senses allow the body to detect, interpret, and respond to its environment. Students study the structures and functions of the nervous system, its major divisions, the specialists who treat its disorders, and the terminology of nervous system and mental health disorders. They then examine the structures and functions of the eyes and ears and the terms for vision and hearing disorders. Scenarios such as eating disorders as mental health conditions, a patient with progressive hearing loss, and the long-term impact of a selected nervous system disorder ask students to use terminology sensitively and accurately when discussing conditions that affect communication, perception, and well-being. Overall, this unit emphasizes both the technical precision of medical language and the professional responsibility to use it respectfully with patients and families.

Recommended Pacing

4 weeks (~13 class periods)
Exam coverage: Chapters 10-11

Standards

HS-LS1-2: Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.
HS-LS1-3: Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.

Interdisciplinary Connections

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

Instructional Focus

Unit Essential Questions:

- What are the structures and functions of the nervous system, and how are its major divisions organized?
- Which medical specialists treat disorders of the nervous system?
- What terms describe nervous system disorders and mental health disorders?
- How do afferent and efferent neurons carry information?
- What are the structures and functions of the eyes and ears?
- What terms describe vision and hearing disorders, and how are they treated?
- How can healthcare professionals discuss neurological, mental health, and sensory conditions accurately and respectfully?

Unit Enduring Understandings:

- The nervous system receives information, integrates it, and coordinates the body's responses.
- The central and peripheral divisions of the nervous system have distinct structures and functions.
- Nervous system and mental health terminology allows clear, respectful communication about complex conditions.
- The eyes and ears are specialized sense organs, and understanding their structures explains how vision and hearing disorders arise.
- Sensory and neurological conditions can have lasting effects on daily life, and treatment options should be explained clearly to patients and families.

Evidence of Learning (Assessments)

1. Chapter quizzes for Chapters 10-11 (Instructor Resources) and end-of-chapter learning exercises.
2. Chapter 10 activities: Understanding Afferent and Efferent Neurons, crossword, word search, case study; discussion selecting one nervous system disorder (signs and symptoms, who is most commonly impacted, long-term impacts); discussion of why eating disorders such as bulimia nervosa and anorexia nervosa are considered mental health disorders and how they can be treated or managed.
3. Chapter 11 activities: The Knowledge Bowl Game, crossword, word search, case study; discussion selecting one eye or ear disorder (definition, word parts, cause, signs and symptoms, treatment); hearing-loss scenario for a 65-year-old patient and his family.
4. Labeling tasks for the brain, spinal cord, eye, and ear.
5. Unit 5 Test (nervous system, mental health, and special senses terminology).
6. Cumulative Rutgers IDST 1000 Credit-by-Examination, administered at the conclusion of the course.

Objectives (SLO)

Topic 5.1: The Nervous System and Mental Health (Chapter 10)

- Describe the functions of the structures of the nervous system.
- Identify the major divisions of the nervous system
- Identify the medical specialists who treat disorders of the nervous system.
- Use the terms related to nervous system disorders.
- Use the terms related to mental health disorders.

Topic 5.2: Special Senses: The Eyes and Ears (Chapter 11)

- Describe the functions of the structures of the eyes.
- Describe the functions of the structures of the ears.
- Use the terms related to the vision disorders.

- Use the terms related to the hearing disorders.

Course Learning Objectives addressed in this unit:

- Describe the functions and structures of the nervous system.
- Identify the major divisions of the nervous system and describe the structures of each by location and function.
- Recognize, define, spell, and pronounce terms related to the pathology and the diagnostic and treatment procedures of mental health disorders.
- Describe the functions and structures of the eyes and their accessory structures.
- Describe the functions and structures of the ears.

Suggested Resources/Technology Tools

Ehrlich, A., Schroeder, C. L., Ehrlich, L., & Schroeder, K. A. (2017). Medical Terminology for Health Professions (8th ed.). Cengage (Chapters 10-11); Rutgers IDST 1000 Course and Exam Outline; the YouTube videos and Instructor Resources (Afferent and Efferent Neurons activity, Knowledge Bowl, crosswords, word searches, case studies, chapter quizzes) listed for Chapters 10-11 in the outline.

Modifications

Special Education-

Modifications and accommodations must be aligned to students' IEPs and uphold expectations of the plan lawfully.

● Allow additional time for skill mastery.
● Provide small group/ individualized instruction.
● Allow use of assistive technology.
● Anticipate needs; pre-teach if needed.
● Have student repeat directions to check for understanding.
● Highlight text/ visual presentation.
● Modify assessment/assignment content, format, length (benchmarks, tests and quizzes) .

ML-

● Provide additional wait time for student responses to questions
● Provide simplification of sentence structure and repetition of questions/sentences exactly as stated before trying to rephrase.
● Speak clearly, using a normal tone and rate of speed, or slightly slower.
● Use directed reading activities. Ensure preview of text before assigned/read, provide pre-reading

Gifted and Talented-

● Advance, accelerate, or compact content
● Support abstract and advanced higher-level thinking through differentiated questioning
● Allowance for adapting of content for individual student interests
● Provide assignments geared to development in areas of affect, creativity, cognition, and research skills

504-

Modifications and accommodations must be aligned to the 504 plan and uphold expectations of the plan lawfully.

● Provide additional time for in-class assignments and assessments
● Allow for computer with voice output, spelling and grammar checker
● Offer individual help throughout the lesson
● Modify readings and primary source documents.

At Risk-

● Provide small group instruction for identified areas for growth
● Allow for alternate pathways for completion of assignments.
● Provide additional wait time for student responses to questions
● Pair oral instruction with visuals

● Utilize manipulatives

For a full list of Accommodations and Modifications, please click here.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

Please select all standards that apply to this unit of study:

- ☐ Act as a responsible and contributing citizen and employee.
- ☑ Apply appropriate academic and technical skills.
- ☑ Attend to personal health and financial well being.
- ☑ Communicate clearly and effectively and with reason.
- ☐ Consider the environmental, social and economics impacts of decisions.
- ☑ Demonstrate creativity and innovation.
- ☑ Employ valid and reliable research strategies.
- ☑ Utilize critical thinking to make sense of problems and persevere in solving them.
- ☑ Model integrity, ethical leadership, and effective management.
- ☑ Plan education and career paths aligned to personal goals.
- ☑ Use technology to enhance productivity.
- ☐ Work productively in teams while using cultural global competence.

Unit 6

Protection, Regulation, and Reproduction: The Integumentary, Endocrine, and Reproductive Systems

Summary and Rationale

The integumentary, endocrine, and reproductive systems protect the body, regulate its internal conditions through hormones, and enable reproduction. Students learn the structures and functions of the skin, hair, nails, and sebaceous glands, the specialists associated with the integumentary system, and the terms for skin and related disorders. They study the role of the endocrine glands in maintaining homeostasis, the primary hormones each gland secretes, and the terminology of endocrine disorders. Finally, they study the structures, functions, and disorders of the male and female reproductive systems, including sexually transmitted diseases. Scenarios on skin cancer prevention, a patient with Type I diabetes, and hysterectomy ask students to apply terminology to prevention, diagnosis, and treatment. Overall, this unit shows how medical language supports patient education and health promotion across body systems.

Recommended Pacing

6 weeks (~20 class periods)
Exam coverage: Chapters 12-14

Standards

HS-LS1-2: Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.
HS-LS1-3: Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.
HS-LS3-1: Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.
HS-LS3-2: Make and defend a claim based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors.

Interdisciplinary Connections

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

Instructional Focus

Unit Essential Questions:

- What are the structures and functions of the skin, hair, nails, and sebaceous glands, and which specialists treat their disorders?
- What terms describe skin, hair, nail, and sebaceous gland disorders, and how can skin cancer be prevented?
- How do the endocrine glands and their hormones maintain homeostasis?
- What terms describe endocrine disorders, and how are conditions such as diabetes managed?
- What are the structures and functions of the male and female reproductive systems?
- What terms describe reproductive system disorders, including sexually transmitted diseases?
- How can terminology support patient education and prevention?

Unit Enduring Understandings:

- The integumentary system protects the body, regulates temperature, and senses the environment.
- Skin disorders and skin cancer can be described, prevented, and treated using precise terminology.
- Endocrine glands secrete hormones that regulate growth, metabolism, and homeostasis.
- Endocrine disorders such as diabetes require ongoing management and clear patient communication.
- The reproductive systems support reproduction and the transmission of genetic information, and their terminology covers structures, disorders, and procedures.
- Prevention and patient education are central to healthcare, and accurate vocabulary makes that education effective.

Evidence of Learning (Assessments)

1. Chapter quizzes for Chapters 12-14 (Instructor Resources) and end-of-chapter learning exercises.
2. Chapter 12 activities: Term or Definition Game, crossword, word search, Medical Mystery; research and discussion of ways to prevent skin cancer, the benefits and negative effects of sun exposure, and long-term tanning bed use; skin cancer video discussion (types, causes, prevention, treatment).
3. Chapter 13 activities: Definition Bee, crossword, word search, case study; Type I diabetes insulin pump discussion (advantages and disadvantages); patient scenario of confusion and slurred speech in a Type I diabetic (complications and treatment).
4. Chapter 14 activities: Human Word Building, crossword, word search, case study; discussion of one male reproductive structure, its function, and its word parts; hysterectomy video discussion (reasons, types, and methods).
5. Unit 6 Test (integumentary, endocrine, and reproductive terminology, including hormones and sexually transmitted diseases).
6. Cumulative Rutgers IDST 1000 Credit-by-Examination, administered at the conclusion of the course.

Objectives (SLO)

Topic 6.1: Skin: The Integumentary System (Chapter 12)

- Describe the functions of the structures of the integumentary system.
- Identify the medical specialists associated with the integumentary system.
- Use the terms related to skin disorders.
- Use the terms related to hair, nails, and sebaceous gland disorders.

Topic 6.2: The Endocrine System (Chapter 13)

- Describe the role of the endocrine glands in maintaining homeostasis.
- Use the terms related to endocrine gland disorders.
- Describe the functions of the primary hormones secreted by each of the endocrine glands

Topic 6.3: The Reproductive System (Chapter 14)

- Describe the major functions of the structures of the male reproductive system.
- Use the terms related to male reproductive system disorders
- Describe the major functions of the structures of the female reproductive system.
- Use the terms related to the female reproductive system disorders

Course Learning Objectives addressed in this unit:

- Identify and describe the functions and structures of the integumentary system.
- Identify the medical specialists associated with the integumentary system.
- Describe the role of the endocrine glands in maintaining homeostasis.
- Recognize, define, spell, and pronounce terms relating to the pathology and the diagnostic and treatment procedures of the endocrine glands.
- Name and describe the functions of the primary hormones secreted by each of the endocrine glands.
- Identify and describe the major functions and structures of the male reproductive system.
- Recognize, define, spell, and pronounce the terms related to the pathology and the diagnostic and treatment procedures of the male and female reproductive system., including sexually transmitted diseases

Suggested Resources/Technology Tools

Ehrlich, A., Schroeder, C. L., Ehrlich, L., & Schroeder, K. A. (2017). Medical Terminology for Health Professions (8th ed.). Cengage (Chapters 12-14); Rutgers IDST 1000 Course and Exam Outline; the YouTube videos and Instructor

Resources (Term or Definition Game, Definition Bee, Human Word Building, crosswords, word searches, Medical Mystery, case studies, chapter quizzes) listed for Chapters 12-14 in the outline.

Modifications

Special Education-

Modifications and accommodations must be aligned to students' IEPs and uphold expectations of the plan lawfully.

- Allow additional time for skill mastery.
- Provide small group/ individualized instruction.
- Allow use of assistive technology.
- Anticipate needs; pre-teach if needed.
- Have student repeat directions to check for understanding.
- Highlight text/ visual presentation.
- Modify assessment/assignment content, format, length (benchmarks, tests and quizzes) .

ML-

- Provide additional wait time for student responses to questions
- Provide simplification of sentence structure and repetition of questions/sentences exactly as stated before trying to rephrase.
- Speak clearly, using a normal tone and rate of speed, or slightly slower.
- Use directed reading activities. Ensure preview of text before assigned/read, provide pre-reading

Gifted and Talented-

- Advance, accelerate, or compact content
- Support abstract and advanced higher-level thinking through differentiated questioning
- Allowance for adapting of content for individual student interests
- Provide assignments geared to development in areas of affect, creativity, cognition, and research skills

504-

Modifications and accommodations must be aligned to the 504 plan and uphold expectations of the plan lawfully.

- Provide additional time for in-class assignments and assessments
- Allow for computer with voice output, spelling and grammar checker
- Offer individual help throughout the lesson
- Modify readings and primary source documents.

At Risk-

- Provide small group instruction for identified areas for growth
- Allow for alternate pathways for completion of assignments.
- Provide additional wait time for student responses to questions
- Pair oral instruction with visuals
- Utilize manipulatives

For a full list of Accommodations and Modifications, please click here.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

Please select all standards that apply to this unit of study:

- ☐ Act as a responsible and contributing citizen and employee.
- ☑ Apply appropriate academic and technical skills.
- ☑ Attend to personal health and financial well being.
- ☑ Communicate clearly and effectively and with reason.
- ☐ Consider the environmental, social and economics impacts of decisions.
- ☑ Demonstrate creativity and innovation.

- ☑ Employ valid and reliable research strategies.
- ☑ Utilize critical thinking to make sense of problems and persevere in solving them.
- ☑ Model integrity, ethical leadership, and effective management.
- ☑ Plan education and career paths aligned to personal goals.
- ☑ Use technology to enhance productivity.
- ☐ Work productively in teams while using cultural global competence.

Unit 7

Diagnostic Procedures and Pharmacology

Summary and Rationale

Diagnosis and treatment depend on a shared vocabulary for examining patients, interpreting tests, imaging the body, and prescribing medications. Students learn the vital signs recorded for most patients, the terms for basic examination procedures and positions, the vocabulary of frequently performed blood and urinalysis laboratory tests, and the terminology of radiography and other imaging techniques, including the difference between projection and position and basic radiographic projections. They then study pharmacology terms and the stages of pharmacokinetics. Documentation practice such as the SOAP note, case studies, and a discussion of drug-seeking behavior connect terminology to professional communication, critical thinking, and teamwork. Overall, this culminating unit draws together word-building skills and body-system knowledge from the entire course and prepares students for the Cumulative Rutgers Exam.

Recommended Pacing

3 weeks (~10 class periods), followed by 2 weeks (~7 class periods) of cumulative review and preparation for the Cumulative Rutgers Exam
Exam coverage: Chapter 15

Standards

HS-LS1-2: Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.
HS-LS1-3: Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.
HS-ETS1-3: Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs.

Interdisciplinary Connections

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

Instructional Focus

Unit Essential Questions:

- Which vital signs are recorded for most patients, and what do they indicate?
- What terms describe basic examination procedures and examination positions?
- How are blood and urinalysis laboratory tests described and used in diagnosis?
- How do radiography and other imaging techniques differ, and what is the difference between projection and position?
- What are the stages of pharmacokinetics, and which pharmacology terms describe medications and their actions?
- How does accurate documentation, such as the SOAP note, support teamwork and patient safety?
- How do the word-building skills from earlier units apply to diagnostic and pharmacology terms?

Unit Enduring Understandings:

- Vital signs, examination procedures, and laboratory tests provide the objective data on which diagnosis and treatment decisions are based.
- Imaging techniques allow clinicians to see inside the body, and each uses its own terminology for views, projections, and positions.
- Pharmacology terminology allows healthcare professionals to communicate accurately about medications, their actions, and their safe use.
- Pharmacokinetics describes what happens to a drug as it moves through the body.
- Clear, accurate documentation supports communication among members of the healthcare team and protects patients.
- Mastery of word parts allows professionals to decode new terms throughout their careers.

Evidence of Learning (Assessments)

1. Chapter 15 quiz (Instructor Resources) and end-of-chapter learning exercises.
2. Chapter 15 activities: crossword, word search, case study, Medical Mystery, and SOAP note; discussion choosing one imaging technique, its use, and the word parts of its name; discussion of the signs of a drug shopper.
3. Vital signs, examination positions, and radiographic projection practice tasks.
4. Unit 7 Test (diagnostic procedures, laboratory tests, imaging, and pharmacology terminology).
5. Course-wide review: word-building, abbreviation, and body-system comprehensive review activities.
6. Cumulative Rutgers IDST 1000 Credit-by-Examination, administered at the conclusion of the course. The exam assesses word parts and term structure, abbreviations, terminology for the body systems, disorders and diseases, diagnostic and treatment methods, and pharmacology.

Objectives (SLO)

Topic 7.1: Diagnostic Procedures and Pharmacology (Chapter 15)

- Describe the vital signs recorded for most patients.
- Use the terms associated with basic examination procedures.
- Describe the basic examination positions.
- Use the terms associated with frequently performed blood and urinalysis laboratory tests.
- Use the terms associated with radiography and other imaging techniques.
- Use the pharmacology terms introduced in this chapter.

- Differentiate between projection and position
- Describe basic radiographic projections.

Course Learning Objectives addressed in this unit:

- Define basic imaging techniques
- Define stages of pharmacokinetics

Suggested Resources/Technology Tools

Ehrlich, A., Schroeder, C. L., Ehrlich, L., & Schroeder, K. A. (2017). Medical Terminology for Health Professions (8th ed.). Cengage (Chapter 15); Rutgers IDST 1000 Course and Exam Outline; the Instructor Resources (crossword, word search, case study, Medical Mystery, SOAP note, chapter quiz) listed for Chapter 15 in the outline.

Modifications

Special Education-

Modifications and accommodations must be aligned to students' IEPs and uphold expectations of the plan lawfully.

● Allow additional time for skill mastery.
● Provide small group/ individualized instruction.
● Allow use of assistive technology.
● Anticipate needs; pre-teach if needed.
● Have student repeat directions to check for understanding.
● Highlight text/ visual presentation.
● Modify assessment/assignment content, format, length (benchmarks, tests and quizzes) .

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Gifted and Talented-

● Advance, accelerate, or compact content
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504-

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● Provide additional time for in-class assignments and assessments
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● Modify readings and primary source documents.

At Risk-

● Provide small group instruction for identified areas for growth
● Allow for alternate pathways for completion of assignments.
● Provide additional wait time for student responses to questions
● Pair oral instruction with visuals
● Utilize manipulatives

For a full list of Accommodations and Modifications, please click here.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

Please select all standards that apply to this unit of study:

- ☐ Act as a responsible and contributing citizen and employee.
- ☑ Apply appropriate academic and technical skills.
- ☑ Attend to personal health and financial well being.
- ☑ Communicate clearly and effectively and with reason.
- ☐ Consider the environmental, social and economics impacts of decisions.
- ☑ Demonstrate creativity and innovation.
- ☑ Employ valid and reliable research strategies.
- ☑ Utilize critical thinking to make sense of problems and persevere in solving them.
- ☑ Model integrity, ethical leadership, and effective management.
- ☑ Plan education and career paths aligned to personal goals.
- ☑ Use technology to enhance productivity.
- ☑ Work productively in teams while using cultural global competence.