



MEDICAL TERMINOLOGY
ACTIVITY/COURSE CODE: 5540

COURSE DESCRIPTION:

Medical terminology is designed to develop a working knowledge of the language of health professions. Students acquire word-building skills by learning prefixes, suffixes, roots, combining forms, and abbreviations. Utilizing a body systems approach, students will define, interpret, and pronounce medical terms relating to structure and function, pathology, diagnosis, clinical procedures, and pharmacology. Students will use problem-solving techniques to assist in developing an understanding of course concepts.

COURSE OBJECTIVES:

Upon successful completion of this course students should be able to interpret, construct and apply medical terminology commonly used in the healthcare setting.

GRADE: Recommended for grades 10-12

GENERAL REQUIREMENTS:

Students interested in this course should be interested in the healthcare field. It may or may not be a prerequisite for other courses in a health science education program.

PRE-REQUISITE: None required, although a prior course in the health science pathway or biological sciences is recommended to increase student success.

CREDIT: 1 (120 hours) or 3 hours dual enrollment, or 2 units (240 hours)

In addition to traditional classroom instruction, Medical Terminology may be offered as a dual enrollment course with a local technical college or university, or through an approved virtual program (example: SC Virtual). Please check with the program education associate to verify approval.

CONCENTRATOR: This course does not count as a concentrator course.

COMPLETER PATHWAY: This course may count as an elective unit in any three or four-unit completer in any health science course pathway (HS, SM, EMS, PLTW BMS).

STACKABLE CREDENTIALS: NFHS Learn (concussion, sudden cardiac arrest, etc.), You Science – Medical Terminology Assessment.

MEDICAL TERMINOLOGY STANDARDS

Medical terminology standards focus on body systems, to include the following:

- Skeletal
- Muscular
- Cardiovascular
- Lymphatic and Immune
- Respiratory
- Digestive
- Urinary
- Nervous
- Special Senses: Eyes and Ears
- Integumentary
- Endocrine
- Reproductive

Foundation Standard 1: Academic Foundation

Analyze and interpret medical language related to anatomy and physiology, pathology, diagnostic, and therapeutic terms, and abbreviations, focusing on the body systems.

Human Structure and Function

1. **Identify** the basic structural and functional organization of the human body:
 - a. cells
 - b. tissue
 - c. organ
 - d. system
2. **Differentiate and interpret:**
 - a. body planes
 - b. directional terms
 - c. quadrants
 - d. cavities
3. **Analyze** the basic structure and function of the human body as it relates to each body system.

Diseases and Disorders

4. **Describe** common diseases and disorders of each body system:
 - a. pathology
 - b. diagnosis
 - c. treatment
 - d. prevention
5. **Identify** emerging diseases and disorders (example: Covid-19, Ebola, drug resistant superbugs).
6. **Investigate** biomedical therapies as they relate to the prevention, pathology, and treatment of disease.

Foundation Standard 2: Communications

Communicate medical terminology effectively, both orally and in writing

Concepts of Effective Communication

1. **Identify** medical terms by examining its word parts and abbreviations.
2. **Construct** medical terms using:

- a. prefixes
 - b. suffixes
 - c. roots
 - d. combining forms
3. **Utilize** medical terms and abbreviations to communicate information.
 4. **Demonstrate** pronunciation of medical terms.
 5. **Apply** listening skills to interpret verbal communication.
 6. **Assemble** word elements as it relates to healthcare careers.
 7. **Recognize** elements of written and electronic communication with emphasis on:
 - a. correct spelling
 - b. grammar
 - c. formatting
 8. **Summarize** the precautions surrounding the use of abbreviations as it pertains to mistakes made in patient care or healthcare practices.
 9. **Employ** reliable resources to interpret medical terminology appropriately.

RESOURCES:

Latest state-adopted instructional materials for Medical Terminology: <http://mysctextbooks.com>.
Go to “Browse Catalog” then “Select a Subject Area.”

At the time of this update, the following books were adopted. The adoption expires in 2026:

Medical Terminology Systems: A Body Systems Approach, 8th Edition, B.E. Publishing, Inc. (2017)

Medical Terminology for Health Professions, 8th Edition, National Geographic Learning-Cengage (2017)

Medical Terminology for Health Professions, 8th Edition, Thompson (2017)

Introduction to Medical Terminology, Goodheart-Wilcox, (2017)

OTHER RESOURCES:

Chabner, Davi-Ellen, The Language of Medicine: A Write-In Text Explaining Medical Terms. Philadelphia: Saunders, latest edition.

Dean Vaughn Learning Systems. Medical Terminology 350. Westwood, MA: Damon Instructional Systems, latest edition.

Haroun, Lee, and Susan Royce. Teaching Ideas and Classroom Activities for Health Care. Albany, NY: Delmar, latest edition.

Health Center 21, Applied Educational Systems.

Myrna Lafleur Brooks, Mosby's Medical, Nursing, & Allied Health Dictionary. NY: Mosby, latest edition.

The New Living Body Video Series. Princeton, NJ: Films for the Humanities and Sciences.

Sanner, Bernadette A., and Barbara A. Mageri. Mosby's Anatomy Coloring Book. Mosby Publishers.

Sormunen, Carolee, and Marie Moisio. Terminology for Allied Health Professionals. Albany, NY: Delmar, latest edition.

Stedman's Medical Dictionary for the Health Professions and Nursing Illustrated, 5th Edition, Lippincott Williams and Wilkins, latest edition.

Venes, Donald, Ed., et al. Taber's Cyclopedic Medical Dictionary. Philadelphia: F A Davis, latest edition.

Zeiman, Margaret, Dover Children's Science Books, Human Anatomy Coloring Book

Web Sites

Anatomy (1): <http://innerbody.com/image/card01.html>

Anatomy (2): <http://texasheart.org/HIC/Anatomy/index.cfm#>

Anatomy Arcade: <http://anatomyarcade.com>

Anatomy in Clay: <http://AnatomyinClay.com>

Cardiac: <http://my.clevelandclinic.org/heart/heartworks/bloodflow.aspx>

Centers for Disease Control: [Disease or Condition of the Week | Disease or Condition of the Week | CDC](#)

Diseases/Disorders: <http://medicinenet.com/script/main/hp.asp>

Hands on Body Systems: [Hands-On Body Systems \(starlasteachtips.com\)](http://starlasteachtips.com)

Health Occupations Students of America: <http://hosa.org>

Health Science Teacher: <http://healthscienceteacher.com>

Heart: <http://smm.org/heart/lessons/lesson2.htm>

Henry Gray's Anatomy: <http://bartleby.com/107/>

Medical Animation Library: http://pennmedicine.org/health_info/animationplayer/

Medical Terminology Blog: [Games - Medical Terminology Blog](#)

Medical videos: <http://www.videomd.com> (Uses Flash)

Medicine Net: www.medterms.com

Mayo Clinic: [Patient Care and Health Information - Patient Care and Health Information - Mayo Clinic](#)

Miriam Webster Dictionary: [Medical Terms and Abbreviations: Merriam-Webster Medical Dictionary](#)

National Institutes of Health: [National Institutes of Health \(NIH\) | Turning Discovery Into Health](#)

The National Health Museum, site for Health and Bioscience Teachers and Learners:
<http://accessexcellence.org>

Quizlet: <http://Quizlet.com>

South Carolina HOSA: www.schosa.org

Spanish Dictionary: <http://spanishdict.com>

Teachers Pay Teachers: [Teaching Resources & Lesson Plans | Teachers Pay Teachers](#)

Teens Health: [Information about health, growth, and emotions for teens - Nemours KidsHealth \(teenshealth.org\)](#)

The Visible Body: [Visible Body - Anatomy Education Resources for Teaching and Learning](#)

WebMD, <http://www.webmd.com/>

You Science: [Precision Exams - South Carolina \(youscience.com\)](#)