

## MEDICAL TERMINOLOGY BUILDING CARDS

### Performance Standard 1A.I

Students in Health Occupations will select vocabulary words from their reading each week and complete a card for each word which includes the uninflected word, definition, source and sample sentence in which the word is correctly used accordingly:

- *Numbering/Formatting:* complete assigned vocabulary cards; include required items on the card; identify items (i.e., word, definition, original user, quotation, student sentence) on the card.
- *Including accurate information:* reflect the denotation of the word's use in the identified context; use words correctly; include accurate optional information.

### Procedures

1. ***In order to apply word analysis and vocabulary skills to comprehend selections (1A)***, students should experience sufficient learning opportunities to develop the following:
  - Expand knowledge of word origins and derivations.
  - Apply knowledge of roots and affixes to comprehend the meaning of unfamiliar or difficult words, terms or phrases.
  - Identify and analyze the structure and function of words in context.
  - Analyze the structure and function of words in context.
  - Analyze and interpret word usage in traditional and contemporary sources (e.g., books, lyrics, speeches).Students employed in various health careers are required to understand both written and spoken medical terminology. Understanding medical terminology is critical to enhancing employment opportunities in various health careers. This assessment aligns with the Illinois Workplace Skills D1 (Communicating on the Job/Communicating orally with others), D4 (Communicating on the Job/Prepare written communication) and D5 (Communicating on the Job/Follow written directions).
2. Health Occupations students will review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Each student will select unfamiliar medical words from his/her reading each week. Words may come from any source, including personal reading, textbooks from any health occupations class, newspapers, magazines, etc.
4. In class, the Health Occupations student will prepare his/her word cards according to the example given on the instruction sheet.
5. Each student's performance will be evaluated using the rubric. Add each student's scores to determine the performance level.

### Examples of Student Work

- [Meets](#)
- [Exceeds](#)

### Time Requirements

- One class period

### Resources

- 4 x 6 inch note cards for each student, five or more cards per week
- References (e.g., dictionaries, thesauruses, etc.)
- Card file instructions
- Medical Terminology Building Cards Rubric

## MEDICAL TERMINOLOGY BUILDING CARDS

### Card File Instructions

Each week you will be expected to complete five or more vocabulary building cards using the following set of directions. The idea is to find words which are part of your week's reading and develop your understanding of the words and their use in real life situations from sources such as magazines, books, newspapers, and textbooks. You should obtain a set of 4 X 6 inch note cards from your teacher on which to place the information required. You should review the information to prepare a short explanation of the word, where you found it, its use in a sentence of your own design, etc., which you will share with the class. You will maintain this medical terminology card file for the duration of the course. It is highly recommended that a similar file be kept for every health occupations class.

Each card should contain the following information, properly identified:

1. The new word in its base, uninflected form.
2. A brief definition in everyday language (not a word-for-word copy from a dictionary).
3. Divide the word into its prefix, combining form and suffix.
4. Define each word part.
5. The source (newspaper, text, magazine etc.) in which you found the word.
6. A sentence of your own using the word correctly.
7. Optional: phonetic spelling and/or derivation of the word, synonym or antonym.

SAMPLE CARD:

- |      |   |
|------|---|
| 1, 2 | HYPODERMAL – Pertaining to the area below the dermis.                   |
| 3, 4 | HYPO/ -below DERM- skin -AL pertaining to                               |
| 5    | <u>Medical Terminology</u> by Ann Ehlich                                |
| 6    | This type of medication must be given as a <u>hypodermal</u> injection. |

You may find words in any of your textbooks, your personal reading, newspapers and magazines, etc. Look for sources which have a challenging vocabulary.

(Adapted from Marian W. Price, University of Central Florida, Orlando, Florida, as presented in *A Sampler from the NCTE Idea Exchange*. Urbana: NCTE, 1981: 28-29.)

## MEDICAL TERMINOLOGY BUILDING CARDS

NAME \_\_\_\_\_ DATE \_\_\_\_\_

- Exceeds standard (must receive 7 - 8 total points)
- Meets standard (must receive 5 - 6 total points)
- Approaches standard (must receive 3 - 4 total points)
- Begins standard (must receive 2 total points)

	<b>Number/Format</b>	<b>Accuracy of Information</b>
<b>4</b>	<ul style="list-style-type: none"> <li>• Six or more cards completed.</li> <li>• All required items included on the card.</li> <li>• All items (i.e., word, definition, original user, quotation, student sentence) are properly identified on the card.</li> <li>• Some cards include optional information.</li> </ul>	<ul style="list-style-type: none"> <li>• Student definitions accurately reflect the denotation of the words' use in the identified context.</li> <li>• Student sentences use all words correctly.</li> <li>• When included, optional information is accurate.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• Five cards completed.</li> <li>• All required items included on the card.</li> <li>• Most items are properly identified on the card.</li> </ul>	<ul style="list-style-type: none"> <li>• Student definitions accurately reflect the denotation of the words' use in the identified context.</li> <li>• Student sentences use most words correctly.</li> <li>• When included, most optional information is accurate.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• Three or four cards completed.</li> <li>• Most required items included on the card.</li> <li>• Some items are properly identified on the card.</li> </ul>	<ul style="list-style-type: none"> <li>• Student definitions approximate the denotation of the words' used in the identified context.</li> <li>• Some definitions may not fit the context of the target word.</li> <li>• Student sentences occasionally use words incorrectly.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• No to two cards completed.</li> <li>• Few or no required items included on the card.</li> </ul>	<ul style="list-style-type: none"> <li>• Student definitions do not agree with the denotation of the words' use in context.</li> <li>• Student sentences consistently use the words incorrectly.</li> </ul>
<b>Score</b>		