

General Objectives: FOR A UNIT ON MEDICAL TERMINOLOGY

- To prepare high school students who are interested in the medical profession.
- To prepare high school students to interpret for elders who do not understand or speak English.
- To acquaint students with the Cree and English medical terms.
- To prepare high school students for one of the occupations they may choose.
- To promote an interest in the medical field.
- To promote language skills necessary to communicate with people in both cultures in this profession.
- To promote language skills necessary for interpreting purposes.
- To promote comprehension of medical terms in Cree and English.
- To promote awareness of some of the skills involved in the medical profession.
- To familiarize students with one of the occupations they may choose from outside the reserve.

Specific Objectives: FOR A UNIT ON MEDICAL TERMINOLOGY

- Develop an interest in the medical profession
- Develop language skills necessary to communicate with people in both languages in this profession.
- Develop language skills necessary for interpreting purposes.
- Be familiar with the Cree and English medical terms.
- Develop an awareness of some of the skills involved in the medical profession in regards to terminology.
- Be familiar with one of the occupations they can choose from, outside the reserve.

NOTE:

Students are not expected to learn all the contents of the medical terminology included in this guidebook. However, there are some terms in the word lists that should be learned. High school students who are interested in the medical profession should be encouraged to acquire a more extensive knowledge of medical terminology. The choice of word lists is left at the Cree Language teacher's discretion. As well the procedure of meeting these objectives is also left at the discretion of the Cree teacher. Cree teachers are encouraged to use this booklet as a basis for planning. Lesson planning should include: a) dialogues using the question and answer sentences. e.g. doctor & patient, nurse and patient. b) oral assignments such as students taping themselves when reciting the dialogues. c) written assignments such as transcriptions of medical terms from Standard Roman Orthography into syllabics.