



New Fairfield Public Schools Textbook Adoption Form

"Textbooks are defined as that resource which provides 50% or more of the information upon which the program of instruction is based." (policy 6161)

Date of Recommendation: April 1, 2026

Staff Members Making the Recommendation: Jean Gephart and Aileen Kraus

Course: Medical Terminology

Grade(s): 10-12

Title: *The Language of Medicine, 13th Edition*

Author(s): Davi-Ellen Chabner, BA MAT

Publisher: Elsevier

Publication Date: 2025

Reading Level:

Price per book and the number needed:

24 copies for a full class set. The price per book is \$117.99.

Support for the Recommended Textbook:

Content

1. Describe how the selected textbook is aligned with the course curriculum and content standards.

The University of Connecticut hosted an instructor workshop on March 16th for all Allied Health instructors in Connecticut. During this time, the head of the Allied Health department referenced this text as the preferred format, as it is the standard for this course at the college level.

2. Describe the accuracy and timeliness of the selected textbook.

This textbook is the most recent version of this content and is reviewed by several medical reviewers, instructors, and students. These reviewers are experts in medicine, public health, and allied health fields. Collectively, these individuals can assess the relevance of this content and produce the most current version of this text.

3. Describe how the textbook handles varying perspectives and points of view and demonstrates an unbiased approach to the content.

This text is written in a nontechnical language and presents the content in a straightforward manner. It also includes case studies that highlight a variety of individuals in each chapter. These details demonstrate to students that medical terminology is applicable to all individuals.

Instructional Match

4. Describe how the selected textbook supports our Vision of the Graduate and model of high-quality instruction.

This text supports the NFPS Vision of the Learner by engaging students as knowledgeable scholars, critical thinkers, and self-reliant individuals. The systematic, word-part-based approach requires students to draw on prior knowledge from Anatomy & Physiology and apply it to new terminology in clinical contexts. Rather than relying on rote memorization, students are asked to analyze and apply medical language through case studies, clinical vignettes, and the Principal Diagnosis feature, which challenges them to read authentic physician notes and determine a patient's diagnosis. As a UConn ECE course, this text also supports students in developing the academic independence and perseverance needed to succeed at the post-secondary level.

5. Describe elements of the textbook

This text is broken down by parts of speech and is followed by a detailed analysis of each body system. Within each chapter, there are sections for vocabulary, terminology, practical applications, practice exercises, study sessions, pronunciation of terms, and a mini dictionary.

Accessibility

6. Describe the text features and supplemental materials that provide enhanced accessibility.

The text/workbook format integrates exercises, diagram labeling, and pronunciation guides throughout each chapter, allowing students to engage with content through reading, writing, and visual processing. Full-color images illustrate anatomical and pathological terms, and a Spotlight feature clarifies potentially confusing terminology. Vocabulary is introduced systematically through word roots, prefixes, and suffixes, giving students a transferable decoding strategy rather than relying on rote memorization.

The text provides a variety of instructional approaches to ensure that each student can access different types of

7. What is the readability level of the textbook?

College-level (post-secondary); approximately Grade 12–13 equivalent. The text is intentionally written in accessible, easy-to-understand language for learners, with technical vocabulary introduced systematically through word roots, prefixes, and suffixes. Students in this ECE course will have completed a full semester of Anatomy & Physiology as a prerequisite, providing the content scaffolding necessary to access the text successfully at the high school level.

8. Describe how the textbook reflects diversity and inclusion regarding culture, gender, ethnicity, national origin, age, disability, sexual orientation, education, and religion.

This text is content-driven rather than evaluative, focusing on building medical vocabulary through body systems and word structure. The clinical case studies and vignettes present patients in real-world healthcare contexts without promoting any particular perspective or point of view.

9. Describe the supplementary materials that accompany the textbook and explain how they support student learning. Describe any errors or glitches that were encountered.

At this point, we are looking to purchase just the textbook. There is a Medical Language Instant Translator book that is ancillary as a resource, but is something we are examining for use as support for the main textbook.

Other Textbooks Reviewed: (if less than 2 others, explain)

In previous years, some UConn ECE instructors used a text titled, "Medical Terminology: An Illustrated Guide" by Barbara Cohen. This text does contain similar content (body systems), but the clinical cases are shorter. These case studies are hypothetical, unlike the Chabner text. The Chabner book has both clinical case questions and personal accounts from individuals who were treated for specific body system conditions. The Chabner text is best aligned with the allied health courses sequence offered at New Fairfield High School.

1. Medical Terminology: An Illustrated Guide by Barbara Cohen

Aileen Kraus

Teachers

5/15/2026

Date

Jean Gurt

Department Chair (if applicable)

5/15/2026

Date

[Signature]

Principal

5/15/26

Date

Kristine R. Wolcik

Director of Curriculum or Assistant Superintendent

5/19/26

Date

