



## Auburn School District

# Sports Medicine I

**Total Framework Hours: 360**

**CIP Code: 510913**    Exploratory    Preparatory

**Date Last Modified: January 30, 2013**

**Career Cluster: Health Services**

**Career Pathway: Therapeutic Services**

### Power Standards

- PS 1:** Explain the role of an athletic trainer and the sports medicine team.
- PS 2:** Perform preventative taping and wrapping skills.
- PS 3:** Perform CPR for Pro Rescuer to ARC or AHA standards.
- PS 4:** Demonstrate understanding of injury prevention measures through proper conditioning, screen and use of equipment.
- PS 5:** Participate in the operation of a functioning sports medicine facility that adheres to industry standards.
- PS 6:** Explain appropriate treatment protocol for athletic injuries.
- PS 7:** Explain appropriate rehabilitation progression for athletic injuries.
- PS 8:** Apply HOPS format to assess athletic injuries.
- PS 9:** Apply skills of the sports medicine professional in a Sports Medicine facility under the supervision of a certified Athletic Trainer.

### Unit Outline

	<u>Hours</u>
Unit 1: Introduction to Athletic Medicine	10
Unit 2: Taping and Wrapping	15
Unit 3: CPR/AED for the Professional Rescuer and First Aid	15
Unit 4: Injury Prevention	40
Unit 5: Training Room Administration	10
Unit 6: Treatment of Athletic Injuries	15
Unit 7: Rehabilitation and Management of Athletic Injuries	15
Unit 8: Injury Assessment	60
Unit 9: Student Trainer Practicum	<u>180</u>
<b>Total Hours</b>	<b>360</b>

## UNIT 1 Introduction to Athletic Medicine

### Performance Assessments:

Write and discuss the role of athletic training within the health care industry.

### Embedded Leadership Activities

21st Century interdisciplinary theme activity: health & safety—Discuss/collaborate on how athletic training fits within the medical field

### STANDARDS AND COMPETENCIES

#### Standard/Unit:

PS 1: Explain the role of an athletic trainer and the sports medicine team.

#### Competencies

**Total Learning Hours for Unit: 10**

- 1.1 Health care workers will know the academic subject matter required for proficiency within their area. They will use this knowledge as needed in their role.
- 1.2 Know and understand the history of athletic training
- 1.3 Using facility guidelines outline the scope of practice in athletic training
- 1.4 Facilitate discussions on athletic training with others to educate them about athletic trainers and athletic training.
- 1.5 Know the role of licensed and student athletic training aides within the health care industry and how each plays a role in the care of the patient.
- 1.6 Demonstrate professionalism and key employability skills.
- 1.7 Use analytical skills to solve problems and make decisions.
- 1.8 Adapt to changing situations.
- 1.9 Understand various career options and the preparation required for them.
- 1.10 Know and understand the history of athletic training
- 1.11 Using facility guidelines outline the scope of practice in athletic training
- 1.12 Facilitate discussions on athletic training with others to educate them about athletic trainers and athletic training.
- 1.13 Know the role of licensed and student athletic trainers within the health care industry and how each plays a role in the care of the patient.
- 1.14 Exhibit ethical behavior and respect of confidentiality.

### ALIGNED WASHINGTON STATE STANDARDS

#### Communications

#### COMMON CORE Speaking and Listening Standards

- SL1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
  - b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.
  - c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
  - d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the

	<p>investigation or complete the task.</p> <p>SL6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>
<b>Educational Technology</b>	<p>1.2.1 Communicate and collaborate to learn with others.</p> <p>2.1.2 Practice ethical and respectful behavior.</p> <p>2.4.1 Formulate and synthesize new knowledge.</p>
<b>Health and Fitness</b>	<p>2.4.2 Evaluates emergency situations, ways to prevent injuries, and demonstrates skills to respond appropriately and safely.</p> <p>2.4.7 Analyzes various treatment options and recovery processes.</p> <p>3.3.1 Analyzes conflict situations</p> <p>4.1.2 Analyzes career opportunities in health and fitness.</p>
<p><b>Reading COMMON CORE</b></p> <p>ENGLISH LANGUAGE ARTS &amp; Literacy in History/Social Studies, Science, and Technical Subjects</p>	<p>RST4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.</p>
<b>Science</b>	<p>SYSB: Systems thinking can be especially useful in analyzing complex situations. To be useful, a system needs to be specified as clearly as possible.</p>
<p><b>Writing COMMON CORE</b></p> <p>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</p>	<p>WHST1 Write arguments focused on <i>discipline-specific content</i>.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>WHST2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p>WHST10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

## UNIT 2 Taping and Wrapping

### Performance Assessments:

Written Assessment  
Perform Taping and Wrapping Competencies

### Embedded Leadership Activities

21<sup>st</sup> Century Skills: 1.B.3 Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas

### STANDARDS AND COMPETENCIES

#### Standard/Unit:

**PS 2:** Perform preventative taping and wrapping skills.

#### Competencies

**Total Learning Hours for Unit: 15**

- 2.1 Describe how different tape jobs help to prevent injuries.  
2.2 Apply taping and wrapping techniques to prevent injuries to:
- Shoulder
  - Elbow
  - Wrist
  - Hand
  - Hip
  - Knee
  - foot
  - ankle

### ALIGNED WASHINGTON STATE STANDARDS

#### Health and Fitness

- 2.3: Understands the concepts of prevention and control of disease.  
2.4: Acquires skills to live safely and reduce health risks.

#### Science

APPC: Choosing the best solution involves comparing alternatives with respect to criteria and constraints, then building and testing a model or other representation of the final design.

## UNIT 3 CPR/AED for the Professional Rescuer and First Aid

### Performance Assessments:

Written Assessment  
Lab Practical Assessment

### Embedded Leadership Activities

21<sup>st</sup> Century interdisciplinary theme--health literacy--Using available information to make appropriate health-related decisions

### *STANDARDS AND COMPETENCIES*

#### Standard/Unit:

**PS 3:** Perform CPR for Pro Rescuer to ARC or AHA standards.

#### Competencies

**Total Learning Hours for Unit: 15**

- 3.1 Explain the role of CPR in Sports Medicine.
- 3.2 Perform basic 1<sup>st</sup> aid techniques needed in Athletic Training.
- 3.3 Perform CPR, rescue breathing, and AED for adult, child and infant.
- 3.4 Take standard precautions against blood-borne pathogens.

### *ALIGNED WASHINGTON STATE STANDARDS*

<b>Communications</b>	SL6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
<b>COMMON CORE Speaking and Listening Standards</b>	
<b>Educational Technology</b>	2.2.2 Use a variety of hardware to support learning.
<b>Health and Fitness</b>	2.4: Acquires skills to live safely and reduce health risks. 2.4.2 Evaluates emergency situations, ways to prevent injuries, and demonstrates skills to respond appropriately and safely. 3.1.3 Evaluates environmental risks associated with certain occupational, residential, and recreational choices 3.3.1 Analyzes conflict situations
<b>Science</b>	APPC: Choosing the best solution involves comparing alternatives with respect to criteria and constraints, then building and testing a model or other representation of the final design.

## UNIT 4 Injury Prevention

### Performance Assessments:

Written Assessment  
 Presentation of Equipment  
 Lab Participation in Pre-Participation Exam  
 Design a Nutrition Plan

### Embedded Leadership Activities

21<sup>st</sup> Century Skills--2.D.1 Solve different kinds of non-familiar problems in both conventional and innovative ways

### STANDARDS AND COMPETENCIES

#### Standard/Unit:

**PS 4:** Demonstrate understanding of injury prevention measures through proper conditioning, screen and use of equipment.

#### Competencies

**Total Learning Hours for Unit: 40**

- 4.1 Explain appropriate use of standard protective equipment.
- 4.2 Design a proper nutritional plan
- 4.3 Explain components and principles of strength and conditioning as it applies to athletic medicine.
- 4.4 Describe the components of a pre-participation exam (PPE)

### ALIGNED WASHINGTON STATE STANDARDS

#### Health and Fitness

- 1.1 Develops motor skills and movement concepts as developmentally appropriate.
- 1.2.2 Applies and/or evaluates skills and strategies necessary for effective participation in physical activities.
- 1.2.4 Analyzes safety and the importance of fitness in the work environment.
- 1.3: Understands and evaluates the components of health-related fitness and interprets information from feedback, evaluation, and self-assessment in order to improve performance.
  - 1.3.1 Analyzes the components of health-related fitness
  - 1.3.2 Analyzes the progress of a personal fitness plan
- 1.4: Understands and evaluates the components of skill-related fitness and interprets information from feedback, evaluation, and self-assessment in order to improve performance.
- 1.5 Understands relationship of nutrition and food nutrients to body composition and physical performance.
  - 1.5.1 Analyzes and/or evaluates the relationship of nutrition planning to physical performance and body composition.
  - 1.5.4 Evaluates how healthy and unhealthy eating patterns impact the function of the body.
- 2.1: Understands dimensions and indicators of health.
- 2.2: Understands stages of growth and development.
- 2.3: Understands the concepts of prevention and control of disease.
- 2.4: Acquires skills to live safely and reduce health risks.
  - 2.4.2 Evaluates emergency situations, ways to prevent injuries, and demonstrates skills to respond appropriately and safely.
  - 2.4.3 Analyzes stress and how it relates to personal stress-management strategies.
- 3.1: Understands how family, culture, and environmental factors affect personal health.
- 4.1 Analyzes personal health and fitness information.
  - 4.1.1 Analyzes daily health and fitness habits.

	<p>4.2 Develops and monitors a health and fitness plan.</p> <p>4.2.1 Evaluates concepts of a health, fitness, and nutrition plan and monitoring system, based on life and employment goals; Creates a plan and monitoring system using personal health, fitness, and nutrition, based on life and employment goals.</p>
<b>Reading COMMON CORE</b>	<p>RST4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.</p> <p>RST7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p>
<b>Science</b>	<p>PS3B: Kinetic energy is the energy of motion. The kinetic energy of an object is defined by the equation: <math>E_k = \frac{1}{2} mv^2</math></p>

## UNIT 5 Training Room Administration

### Performance Assessments:

Written Assessment  
Performance of skills in lab setting

### Embedded Leadership Activities

21<sup>st</sup> Century Skills--3.A.1 Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts

### STANDARDS AND COMPETENCIES

#### Standard/Unit:

**PS 5:** Participate in the operation of a functioning sports medicine facility that adheres to industry standards.

#### Competencies

**Total Learning Hours for Unit: 10**

- 5.1 Explain emergence medical procedures.
- 5.2 Explain legal considerations as they apply to sports medicine.
- 5.3 Describe the use of budget in athletic medicine.
- 5.4 Perform recordkeeping of injury assessment, treatment and rehabilitation.
- 5.5 Utilize facility and equipment at a professional standard.

### ALIGNED WASHINGTON STATE STANDARDS

<p><b>Communications</b></p> <p><b>COMMON CORE</b></p> <p><b>Speaking and Listening Standards</b></p>	<p>SL1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>SL4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>SL6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>
<p><b>Health and Fitness</b></p>	<p>2.1: Understands dimensions and indicators of health.</p> <p>2.2: Understands stages of growth and development.</p> <p>4.1.2 Analyzes career opportunities in health and fitness.</p>
<p><b>Reading</b></p> <p><b>COMMON CORE</b></p>	<p>RST3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p> <p>RST10 By the end of grade 12, read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently</p>
<p><b>Writing</b></p> <p><b>COMMON CORE</b></p>	<p>WHST1 Write arguments focused on <i>discipline-specific content</i>.</p> <p style="padding-left: 20px;">d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>WHST2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p>



	<p>d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p>WHST10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
<p><b>Language Standards Common Core</b></p>	<p>L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</li> <li>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</li> </ul>

## UNIT 6 Treatment of Athletic Injuries

### Performance Assessments:

Skill Competencies  
Written Assessment  
Performance of Skills in a Lab Setting

### Embedded Leadership Activities

**21<sup>st</sup> Century Skills--2.B.1** Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems

### STANDARDS AND COMPETENCIES

#### Standard/Unit:

**PS 6:** Explain appropriate treatment protocol for athletic injuries.

#### Competencies

**Total Learning Hours for Unit: 15**

- 6.1 Apply knowledge of anatomy to treat injuries.
- 6.2 Describe appropriate therapeutic modalities to treat injuries.
- 6.3 Identify and use appropriate health care professionals for athlete referral.

### ALIGNED WASHINGTON STATE STANDARDS

<b>Health and Fitness</b>	<ul style="list-style-type: none"> <li>1.1 Develops motor skills and movement concepts as developmentally appropriate.</li> <li>1.2.1 Applies and/or analyzes how to perform activities and tasks safely and appropriately.</li> <li>1.3.2 Analyzes the progress of a personal fitness plan</li> <li>2.2.1 Analyzes the physiological and psychological changes throughout the lifetime.</li> <li>2.4.7 Analyzes various treatment options and recovery processes.</li> <li>3.2.1 Evaluates health and fitness information, products, and services.</li> <li>4.2 Develops and monitors a health and fitness plan.</li> <li>4.2.1 Evaluates concepts of a health, fitness, and nutrition plan and monitoring system, based on life and employment goals; Creates a plan and monitoring system using personal health, fitness, and nutrition, based on life and employment goals.</li> </ul>
<b>Reading COMMON CORE</b>	<ul style="list-style-type: none"> <li>RST7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</li> <li>RST9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>SYSA: Feedback is a process in which the output of a system provides information used to regulate the operation of the system. Positive feedback increases the disturbance to a system. Negative feedback reduces the disturbance to a system.</li> <li>INQC: Conclusions must be logical, based on evidence, and consistent with prior established knowledge.</li> <li>INQD: The methods and procedures that scientists use to obtain evidence must be clearly reported to enhance opportunities for further investigation.</li> <li>APPB: The technological design process begins by defining a problem in terms of criteria and constraints, conducting research, and generating several different solutions.</li> <li>APPD: The ability to solve problems is greatly enhanced by use of mathematics and information technologies.</li> </ul>

	LS1C: Cells contain specialized parts for determining essential functions such as regulation of cellular activities, energy capture and release, formation of proteins, waste disposal, the transfer of information, and movement.
<b>Writing COMMON CORE</b>	<p>WHST2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p>WHST4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<b>Language Standards Common Core</b>	<p>L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</li> <li>Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</li> </ol>

## UNIT 7 Rehabilitation and Management of Athletic Injury

### Performance Assessments:

Presentation of Rehabilitation Plan  
Performance of Skills in a Lab Setting

### Embedded Leadership Activities

**21<sup>st</sup> Century Skills--2.B.1** Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems

### STANDARDS AND COMPETENCIES

#### Standard/Unit:

**PS 7:** Explain appropriate rehabilitation progression for athletic injuries.

#### Competencies

**Total Learning Hours for Unit: 15**

- 7.1 Apply knowledge of anatomy to the rehabilitation of injuries.
- 7.2 Apply appropriate Psycho-social techniques in rehabilitation.
- 7.3 Describe various exercise to rehabilitate injuries.

### ALIGNED WASHINGTON STATE STANDARDS

<b>Health and Fitness</b>	<ul style="list-style-type: none"> <li>1.1 Develops motor skills and movement concepts as developmentally appropriate.</li> <li>1.3.2 Analyzes the progress of a personal fitness plan</li> <li>2.1: Understands dimensions and indicators of health.</li> <li>2.2.1 Analyzes the physiological and psychological changes throughout the lifetime.</li> <li>2.4.7 Analyzes various treatment options and recovery processes.</li> <li>3.2.1 Evaluates health and fitness information, products, and services.</li> <li>4.2 Develops and monitors a health and fitness plan.</li> <li>4.2.1 Evaluates concepts of a health, fitness, and nutrition plan and monitoring system, based on life and employment goals; Creates a plan and monitoring system using personal health, fitness, and nutrition, based on life and employment goals.</li> <li>4.2.2 Understands barriers to physical activity and a healthy lifestyle.</li> </ul>
<b>Reading COMMON CORE</b>	<p>RST7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p>RST9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>
<b>Science</b>	<p>SYSA: Feedback is a process in which the output of a system provides information used to regulate the operation of the system. Positive feedback increases the disturbance to a system. Negative feedback reduces the disturbance to a system.</p> <p>SYSC: In complex systems, entirely new and unpredictable properties may emerge. Consequently, modeling a complex system in sufficient detail to make reliable predictions may not be possible.</p> <p>INQC: Conclusions must be logical, based on evidence, and consistent with prior established knowledge.</p> <p>INQD: The methods and procedures that scientists use to obtain evidence must be clearly reported to enhance opportunities for further investigation.</p> <p>APPB: The technological design process begins by defining a problem in terms of criteria and constraints, conducting research, and</p>

	<p>generating several different solutions.</p> <p>APPD: The ability to solve problems is greatly enhanced by use of mathematics and information technologies.</p>
<p><b>Writing COMMON CORE</b></p>	<p>WHST1 Write arguments focused on <i>discipline-specific content</i>.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>WHST2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p>WHST4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<p><b>Language Standards Common Core</b></p>	<p>L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p>

## UNIT 8 Injury Assessment

### Performance Assessments:

Completion of Assessment Notes  
 Joint Student Evaluation of Competencies  
 Written Assessment  
 Performance of Skills in a Lab Setting

### Embedded Leadership Activities

21<sup>st</sup> Century Skills--2.A.1 Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation

### STANDARDS AND COMPETENCIES

#### Standard/Unit:

**PS 8:** Apply HOPS format to assess athletic injuries.

#### Competencies

**Total Learning Hours for Unit: 60**

- 8.1 Write medical notes in SOAP and HOA format.
- 8.2 Perform injury assessment using medical terminology.
- 8.3 Demonstrate an understanding of the anatomical structural functions in the body.
- 8.4 Palpitate major anatomical components to evaluate injury.
- 8.5 Demonstrate range of motion tests.
- 8.6 Demonstrate special tests for joint evaluations.

### ALIGNED WASHINGTON STATE STANDARDS

#### Communications

#### COMMON CORE Speaking and Listening Standards

SL1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.  
 SL2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.  
 SL6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

#### Health and Fitness

2.1: Understands dimensions and indicators of health.

#### Science

INQC: Conclusions must be logical, based on evidence, and consistent with prior established knowledge.  
 INQD: The methods and procedures that scientists use to obtain evidence must be clearly reported to enhance opportunities for further investigation.  
 APPD: The ability to solve problems is greatly enhanced by use of mathematics and information technologies.  
 PS1E: Whenever one object exerts a force on another object, a force of equal magnitude is exerted on the first object in the opposite direction. (Newton's Third Law of Motion)

#### Writing

WHST1 Write arguments focused on *discipline-specific content*.

<p><b>COMMON CORE</b></p>	<p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>WHST2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p>WHST4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST9 Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>WHST10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
<p><b>Language Standards Common Core</b></p>	<p>L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</li> <li>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</li> </ul>

## UNIT 9 Student Trainer Practicum

### Performance Assessments:

Periodic Performance Evaluations

### Embedded Leadership Activities

21<sup>st</sup> Century Skills--3.B.1 Demonstrate ability to work effectively and respectfully with diverse teams

### **STANDARDS AND COMPETENCIES**

#### Standard/Unit:

**PS 9:** Apply skills of the sports medicine professional in a Sports Medicine facility under the supervision of a certified Athletic Trainer.

#### Competencies

**Total Learning Hours for Unit: 180**

- 9.1 Maintain professional conduct and appearance.
- 9.2 Demonstrate leadership qualities and skills, and work cooperatively and harmoniously in a teaming environment.
- 9.3 Demonstrate leadership and teamwork in all aspects of Sports Medicine.
- 9.4 Demonstrate a good work ethic in connection with all aspects of Sports Medicine.
- 9.5 Demonstrate appropriate communication skills.
- 9.6 Describe alternative health practices, such as massage therapy and herbal remedies.
- 9.7 All Units 1-8 Competencies

### **ALIGNED WASHINGTON STATE STANDARDS**

#### Communications

- SL1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- SL6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

#### COMMON CORE Speaking and Listening Standards

#### Health and Fitness

- 1.2.1 Applies and/or analyzes how to perform activities and tasks safely and appropriately.
- 1.2.2 Applies and/or evaluates skills and strategies necessary for effective participation in physical activities.
- 1.2.4 Analyzes safety and the importance of fitness in the work environment.
- 1.3: Understands and evaluates the components of health-related fitness and interprets information from feedback, evaluation, and self-assessment in order to improve performance.
  - 1.3.1 Analyzes the components of health-related fitness
  - 1.3.2 Analyzes the progress of a personal fitness plan
- 1.4: Understands and evaluates the components of skill-related fitness and interprets information from feedback, evaluation, and self-assessment in order to improve performance.
- 2.4.7 Analyzes various treatment options and recovery processes.
- 3.1.3 Evaluates environmental risks associated with certain occupational, residential, and recreational choices
- 3.2.1 Evaluates health and fitness information, products, and services.



	<p>3.3.1 Analyzes conflict situations</p> <p>4.1 Analyzes personal health and fitness information.</p> <p>4.1.2 Analyzes career opportunities in health and fitness.</p> <p>4.2 Develops and monitors a health and fitness plan.</p> <p>4.2.1 Evaluates concepts of a health, fitness, and nutrition plan and monitoring system, based on life and employment goals; Creates a plan and monitoring system using personal health, fitness, and nutrition, based on life and employment goals.</p> <p>4.2.2 Understands barriers to physical activity and a healthy lifestyle.</p>
<b>Reading COMMON CORE</b>	<p>RST3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p> <p>RST4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.</p> <p>RST7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p>RST9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p>RST10 By the end of grade 12, read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently</p>
<b>Science</b>	<p>SYSA: Feedback is a process in which the output of a system provides information used to regulate the operation of the system. Positive feedback increases the disturbance to a system. Negative feedback reduces the disturbance to a system.</p> <p>SYSB: Systems thinking can be especially useful in analyzing complex situations. To be useful, a system needs to be specified as clearly as possible.</p> <p>SYSC: In complex systems, entirely new and unpredictable properties may emerge. Consequently, modeling a complex system in sufficient detail to make reliable predictions may not be possible.</p> <p>INQC: Conclusions must be logical, based on evidence, and consistent with prior established knowledge.</p> <p>INQD: The methods and procedures that scientists use to obtain evidence must be clearly reported to enhance opportunities for further investigation.</p> <p>APPB: The technological design process begins by defining a problem in terms of criteria and constraints, conducting research, and generating several different solutions.</p> <p>APPC: Choosing the best solution involves comparing alternatives with respect to criteria and constraints, then building and testing a model or other representation of the final design.</p> <p>APPD: The ability to solve problems is greatly enhanced by use of mathematics and information technologies.</p>
<b>Writing COMMON CORE</b>	<p>WHST1 Write arguments focused on <i>discipline-specific content</i>.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>WHST2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p>WHST4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<b>Language Standards Common Core</b>	<p>L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue</p>

- to the meaning of a word or phrase.
- b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
  - c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

## 21<sup>st</sup> CENTURY SKILLS

Check those that students will demonstrate in this standard/unit:

LEARNING AND INNOVATION	INFORMATION, MEDIA AND TECHNOLOGY SKILLS	LIFE AND CAREER SKILLS
<p><b>Creativity and Innovation</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Think Creatively</li> <li><input checked="" type="checkbox"/> Work Creatively with Others</li> <li><input checked="" type="checkbox"/> Implement Innovations</li> </ul> <p><b>Critical Thinking and Problem Solving</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Reason Effectively</li> <li><input checked="" type="checkbox"/> Use Systems Thinking</li> <li><input checked="" type="checkbox"/> Make Judgments and Decisions</li> <li><input checked="" type="checkbox"/> Solve Problems</li> </ul> <p><b>Communication and Collaboration</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Communicate Clearly</li> <li><input checked="" type="checkbox"/> Collaborate with Others</li> </ul>	<p><b>Information Literacy</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Access and /evaluate Information</li> <li><input checked="" type="checkbox"/> Use and Manage Information</li> </ul> <p><b>Media Literacy</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Analyze Media</li> <li><input checked="" type="checkbox"/> Create Media Products</li> </ul> <p><b>Information, Communications and Technology (ICT Literacy)</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Apply Technology Effectively</li> </ul>	<p><b>Flexibility and Adaptability</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Adapt to Change</li> <li><input checked="" type="checkbox"/> Be Flexible</li> </ul> <p><b>Initiative and Self-Direction</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Manage Goals and Time</li> <li><input checked="" type="checkbox"/> Work Independently</li> <li><input checked="" type="checkbox"/> Be Self-Directed Learners</li> </ul> <p><b>Social and Cross-Cultural</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Interact Effectively with Others</li> <li><input checked="" type="checkbox"/> Work Effectively in Diverse Teams</li> </ul> <p><b>Productivity and Accountability</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Manage Projects</li> <li><input checked="" type="checkbox"/> Produce Results</li> </ul> <p><b>Leadership and Responsibility</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Guide and Lead Others</li> <li><input checked="" type="checkbox"/> Be Responsible to Others</li> </ul>