



Auburn School District Preventive Medicine

Total Framework Hours: 90

CIP Code: 510913 **Exploratory** **Preparatory**

Date Last Modified: June 4, 2013

Career Cluster: Health Science

Career Pathway: Therapeutic Services

Power Standards

- PS 1:** Explain how the five domains of health contribute to personal wellness.
- PS 2:** Measure and analyze your health and fitness appraisal scores and identify areas where improvement is needed.
- PS 3:** Prescribe and Modify Personal Fitness.
- PS 4:** Demonstrate a basic understanding of kinesiology.
- PS 5:** Demonstrate the ability to save a life.
- PS 6:** Evaluate nutritional needs for a healthy lifestyle.
- PS 7:** Describe concepts associated with Injury Prevention.
- PS 8:** Evaluate and manage daily stressors.
- PS 9:** Perform the therapeutic modality of massage therapy.

Unit Outline

	Hours
Unit 1: Introduction to Health and Wellness	7
Unit 2: Wellness Profile	15
Unit 3: Principles of Exercise	18
Unit 4: Kinesiology	10
Unit 5: CPR/First Aid/AED/Safety	10
Unit 6: Nutrition	10
Unit 7: Sports Injuries	5
Unit 8: Stress Management	5
Unit 9: Massage Therapy	10
Total	90

UNIT 1 Introduction to Health and Wellness

Performance Assessments:

Complete a Personal Wellness Wheel
 Final Written Assessment
 Independent Activity Project

Embedded Leadership Activities

21st Century interdisciplinary theme activity--health & safety: OSHA Project
 Independent Activity Project

STANDARDS AND COMPETENCIES

Standard/Unit:

PS 1: Explain how the Five Domains of Health contribute to personal wellness.

Competencies

Total Learning Hours for Unit: 7

- 1.1 Describe the five domains of health.
- 1.2 Describe a variety of careers within the health/medical field.
- 1.3 Explain how balance affects the components of wellness.

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 investigation or complete the task.
- 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.
- SL3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
- 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.
- SL5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance

	understanding of findings, reasoning, and evidence and to add interest.
Health and Fitness	<p>1.2.4 Analyzes safety and the importance of fitness in the work environment.</p> <p>1.3.1 Analyzes the components of health-related fitness</p> <p>1.4.2 Analyzes and/or evaluates the components of skill-related fitness as related to careers/occupations/recreation.</p> <p>2.1: Understands dimensions and indicators of health.</p> <p>2.1.1 Evaluates dimensions of health and relates to personal health behaviors.</p> <p>2.4: Acquires skills to live safely and reduce health risks.</p> <p>3.2: Evaluates health and fitness information.</p> <p>3.3: Evaluates the impact of social skills on health.</p> <p>4.1 Analyzes personal health and fitness information.</p> <p>4.1.1 Analyzes daily health and fitness habits.</p> <p>4.1.2 Analyzes career opportunities in health and fitness.</p> <p>4.2.2 Understands barriers to physical activity and a healthy lifestyle.</p>
Writing COMMON CORE Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects	WHST4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

UNIT 2 Wellness Profile

Performance Assessments:

Complete Personal Wellness Profile

Embedded Leadership Activities

21st Century interdisciplinary theme--health literacy: Fitness Plan

STANDARDS AND COMPETENCIES

Standard/Unit:

PS 2: Measure and analyze your health and fitness appraisal scores and identify areas where improvement is needed.

Competencies

Total Learning Hours for Unit: 15

2.1 Describe a variety of wellness tests, including

- Cardiovascular
- Strength
- Muscle endurance
- Flexibility

2.2 Explain different approaches for testing body composition.

ALIGNED WASHINGTON STATE STANDARDS

Communications

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- 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.

Health and Fitness

- 1.2 Acquires the knowledge and skills to safely participate in a variety of developmentally appropriate physical activities.
- 1.2.1 Applies and/or analyzes how to perform activities and tasks safely and appropriately.
- 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.

	<ul style="list-style-type: none"> 1.5.1 Analyzes and/or evaluates the relationship of nutrition planning to physical performance and body composition. 2.1: Understands dimensions and indicators of health. 2.1.1 Evaluates dimensions of health and relates to personal health behaviors. 2.2.3 Evaluates hereditary factors affecting growth, development, and health. 2.4: Acquires skills to live safely and reduce health risks. 3.1: Understands how family, culture, and environmental factors affect personal health. 3.2: Evaluates health and fitness information. 4.1 Analyzes personal health and fitness information. 4.1.1 Analyzes daily health and fitness habits. 4.2 Develops and monitors a health and fitness plan. 4.2.2 Understands barriers to physical activity and a healthy lifestyle.
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UNIT 3 Principles of Exercise

Performance Assessments:

- Identify the key components of a complete fitness program.
- Apply the overload principle to your specific workout.
- Design a formal warm-up and cool-down session for your exercise program.
- Target Heart Rate Lab: Identify your target heart rate and determine whether your exercise program is intense enough to elevate and maintain your heart rate within that range.
- Evaluate various exercise programs in terms of their effectiveness in developing aerobic fitness, muscular strength, muscular endurance, and flexibility, and in lowering body fat and improving lean body mass.
- Personal Fitness Profile
- Jump Rope Skills: Written Assessment, Final Assessment
- Design a warm up and cool down that incorporates rope jumping, including timing and coordination with 20 different skills.

Embedded Leadership Activities

Partner Activities: Warm-up, Stretching, Jump Rope, Physioball

STANDARDS AND COMPETENCIES

Standard/Unit:

PS 3: Prescribe and Modify Personal Fitness.

Competencies

Total Learning Hours for Unit: 18

- 3.1 Explain the process to improve cardiorespiratory function, including:
- Body composition.
 - Flexibility
 - Muscular strength.
 - Muscular endurance.
- 3.2 Understand application of the FITT Principle.
- 3.3 Explain the steps involved in warm up and cool down
- 3.4 Describe cardiovascular training zone
- 3.5 State the health benefits of a lifetime fitness program.

ALIGNED WASHINGTON STATE STANDARDS

Communications

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- 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

	<p>style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>SL5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>
Health and Fitness	<p>1.1 Develops motor skills and movement concepts as developmentally appropriate.</p> <p>1.1.1 Applies and/or evaluates complex motor skills and movement concepts to activities to enhance a physically active life.</p> <p>1.2 Acquires the knowledge and skills to safely participate in a variety of developmentally appropriate physical activities.</p> <p>1.2.1 Applies and/or analyzes how to perform activities and tasks safely and appropriately.</p> <p>1.2.2 Applies and/or evaluates skills and strategies necessary for effective participation in physical activities.</p> <p>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.</p> <p>1.3.1 Analyzes the components of health-related fitness</p> <p>1.4.1 Applies and/or analyzes the components of skill-related fitness to physical activity.</p> <p>1.5 Understands relationship of nutrition and food nutrients to body composition and physical performance.</p> <p>2.1: Understands dimensions and indicators of health.</p> <p>2.1.1 Evaluates dimensions of health and relates to personal health behaviors.</p> <p>2.4: Acquires skills to live safely and reduce health risks.</p> <p>3.2: Evaluates health and fitness information.</p> <p>4.2.2 Understands barriers to physical activity and a healthy lifestyle.</p>
Reading COMMON CORE	<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>

UNIT 4 Kinesiology

Performance Assessments:

Explain the function of prime movers, antagonists, synergists, and fixators, and describe how each promotes normal muscular function.
 Identify the principal skeletal muscles in different regions of the body by name and action.
 Develop a personalized fitness program that conditions needed muscles for selected activities.

Written Test

Sport Skill Analysis Practice

Final Assessment

Embedded Leadership Activities

21st Century interdisciplinary skill—Information, media and technology: ADAM
 Sports Skill Analysis

STANDARDS AND COMPETENCIES

Standard/Unit:

PS 4: Demonstrate a basic understanding of kinesiology.

Competencies

Total Learning Hours for Unit: 10

4.1 Identify muscle groups in the human body.

4.2 Describe joint actions in the human body.

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<p>Health and Fitness</p>	<p>1.1 Develops motor skills and movement concepts as developmentally appropriate.</p> <p>1.1.1 Applies and/or evaluates complex motor skills and movement concepts to activities to enhance a physically active life.</p> <p>1.1.5 Applies and/or evaluates understanding of movement concepts.</p> <p>1.2 Acquires the knowledge and skills to safely participate in a variety of developmentally appropriate physical activities.</p> <p>1.2.1 Applies and/or analyzes how to perform activities and tasks safely and appropriately.</p> <p>1.2.2 Applies and/or evaluates skills and strategies necessary for effective participation in physical activities.</p> <p>1.3.1 Analyzes the components of health-related fitness</p> <p>2.1: Understands dimensions and indicators of health.</p> <p>2.4: Acquires skills to live safely and reduce health risks.</p> <p>3.2: Evaluates health and fitness information.</p>

	4.2.2 Understands barriers to physical activity and a healthy lifestyle.
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UNIT 5 CPR/First Aid/AED/Safety

Performance Assessments:

- Recognize an emergency.
- List the three general steps in the emergency plan.
- Call EMS and give necessary information.
- Demonstrate how to check a conscious victim.
- Demonstrate how to check an unconscious victim.
- List the signals of a breathing emergency.
- List the signals of a heart emergency.
- Demonstrate how to care for a person who is not breathing, is choking or is in cardiac arrest.
- List four risk factors associated with increased incidence of Cardiovascular disease.
- Recognize an injury or sudden illness.
- Demonstrate how to control bleeding.
- Demonstrate how to care for muscle, bone, and joint injuries.
- Describe how to care for sudden illness.
- List the general care steps
- Skill Competency Checklist
- Practical Certification
- Written Assessment and National Certification
 - Red Cross
 - American Heart
 - Emergency Management Practitioners of America

Embedded Leadership Activities

21st Century interdisciplinary theme activity—health literacy

Peer Coaching

STANDARDS AND COMPETENCIES

Standard/Unit:

PS 5: Demonstrate the ability to save a life.

Competencies

Total Learning Hours for Unit: 10

- 5.1 Explain the implications of giving care in an emergency situation.
- 5.2 Perform a head to toe exam.
- 5.3 Perform the procedures for an unconscious assessment.
- 5.4 Perform the procedures for CPR and AED.
- 5.5 Perform the procedures for conscious and unconscious choking.
- 5.6 Demonstrate the ability to care for an injured bystander, including
 - Bleeding
 - Shock

- Sudden illness
- Heat and cold emergencies
- Fractures
- Burns

5.7 Participate in a self-defense program.

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<p>Health and Fitness</p>	<p>1.2 Acquires the knowledge and skills to safely participate in a variety of developmentally appropriate physical activities.</p> <p>1.2.1 Applies and/or analyzes how to perform activities and tasks safely and appropriately.</p> <p>1.2.4 Analyzes safety and the importance of fitness in the work environment.</p> <p>2.1: Understands dimensions and indicators of health.</p> <p>2.4: Acquires skills to live safely and reduce health risks.</p> <p>2.4.1 Understands types of abuse and risky situations and how to respond appropriately and safely.</p> <p>2.4.2 Evaluates emergency situations, ways to prevent injuries, and demonstrates skills to respond appropriately and safely.</p> <p>3.1.2 Analyzes how environmental factors impact health.</p> <p>3.2: Evaluates health and fitness information.</p> <p>3.3.1 Analyzes conflict situations</p> <p>4.2.2 Understands barriers to physical activity and a healthy lifestyle.</p>

UNIT 6 Nutrition

Performance Assessments:

Discuss the functions of the six categories of nutrients in the diet.
 Compare carbohydrates, fats, and protein in terms of how each provides energy to the body.
 Describe a sound nutritional plan based on the RDA, and the nutritional pyramid.
 Do a nutritional analysis of food intake.
 Demonstrate ability to read food labels.
 Discuss the role of nutrition in the prevention of disease.
 Describe the special nutritional needs of the active individual.
 Dispel common nutritional myths.
 Written Assessment
 Final Assessment

Embedded Leadership Activities

21st Century Skills:
 Information, Media and Technology—Choose MyPlate.gov

STANDARDS AND COMPETENCIES

Standard/Unit:

PS 6: Evaluate nutritional needs for a healthy lifestyle.

Competencies

Total Learning Hours for Unit: 10

- 6.1 Describe basic elements of nutrients.
- 6.2 Explain guidelines associated with choosemyplate.gov.
- 6.3 Explain medical terms associated with nutrition.
- 6.4 Distinguish between facts and myths associated with nutrition.
- 6.5 Describe various disorders and diseases associated with nutrition.

ALIGNED WASHINGTON STATE STANDARDS

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Health and Fitness	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.

	<ul style="list-style-type: none"> 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. 1.5.2 Evaluates how nutritional requirements change. 1.5.4 Evaluates how healthy and unhealthy eating patterns impact the function of the body. 2.1: Understands dimensions and indicators of health. 2.1.1 Evaluates dimensions of health and relates to personal health behaviors. 2.2.3 Evaluates hereditary factors affecting growth, development, and health. 2.3: Understands the concepts of prevention and control of disease. 2.4: Acquires skills to live safely and reduce health risks. 3.2: Evaluates health and fitness information. 4.1.1 Analyzes daily health and fitness habits. 4.2.2 Understands barriers to physical activity and a healthy lifestyle.
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UNIT 7 Sports Injuries

Performance Assessments:

Design a ten point injury prevention plan for someone who is about to begin a new exercise program.
 Discuss the correct use of cold and heat in the treatment of exercise injuries.
 Demonstrate the correct technique of RICE therapy in the treatment of acute injuries.
 Explore indicators for potential low back, foot and leg injuries.
 Explore indicators for potential foot and leg injuries.
 Final Assessment

Embedded Leadership Activities

21st Century Skills: Critical Thinking and Problem-Solving

STANDARDS AND COMPETENCIES

Standard/Unit:

PS 7: Describe concepts associated with Injury Prevention.

Competencies

Total Learning Hours for Unit: 5

- 7.1 Compare and contrast sprains, strains and contusions.
- 7.2 Explain when to use ice vs. heat in an injury scenario.
- 7.3 Describe R.I.C.E
- 7.4 Describe preventative equipment used in everyday activities.

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<p>Health and Fitness</p>	<p>2.1: Understands dimensions and indicators of health.</p> <p>2.4: Acquires skills to live safely and reduce health risks.</p> <p>2.4.2 Evaluates emergency situations, ways to prevent injuries, and demonstrates skills to respond appropriately and safely.</p> <p>3.1.2 Analyzes how environmental factors impact health.</p> <p>3.2: Evaluates health and fitness information.</p> <p>3.2.1 Evaluates health and fitness information, products, and services.</p> <p>4.2.2 Understands barriers to physical activity and a healthy lifestyle.</p>

UNIT 8 Stress Management

Performance Assessments:

Exercise final
Participate in stress reduction activities such as yoga, mental imaging

Embedded Leadership Activities

21st Century interdisciplinary theme: health literacy—Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction.

STANDARDS AND COMPETENCIES

Standard/Unit:

PS 8: Evaluate and manage daily stressors.

Competencies

Total Learning Hours for Unit: 5

- 8.1 Define stress, stressor, and reactivity.
- 8.2 Describe the bodily changes that occur when a person experiences stress.
- 8.3 Explain the difference between distress and eustress.
- 8.4 Practice strategies for stress reduction.
- 8.5 Manage stress by using coping mechanisms at various levels of the stress response.
- 8.6 Prioritize time using time management strategies.
- 8.7 Use time management techniques to free up time for wellness activities.
- 8.8 Detail the role of exercise in the management of stress.

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<p>Health and Fitness</p>	<p>2.1: Understands dimensions and indicators of health.</p> <p>2.3: Understands the concepts of prevention and control of disease.</p> <p>2.4: Acquires skills to live safely and reduce health risks.</p> <p>2.4.3 Analyzes stress and how it relates to personal stress-management strategies.</p> <p>2.4.4 Creates personal stress-management strategies.</p> <p>3.1.2 Analyzes how environmental factors impact health.</p> <p>3.2: Evaluates health and fitness information.</p> <p>3.3.1 Analyzes conflict situations</p> <p>4.2.2 Understands barriers to physical activity and a healthy lifestyle.</p>

UNIT 9 Massage Therapy

Performance Assessments:

Demonstrate the proper strokes used in Swedish Massage.
 Perform full body massage with proper techniques.
 Apply the appropriate massage strokes and sequence on the part of the body receiving therapy.

Embedded Leadership Activities

Partner massage

STANDARDS AND COMPETENCIES

Standard/Unit:

PS 9: Perform the therapeutic modality of massage therapy.

Competencies

Total Learning Hours for Unit: 10

9.1 Practice and demonstrate massage therapy techniques to include the following:

- Effleurage
- Petrissage
- Friction
- Tapotement
- Vibration

9.2 Demonstrate the sequence for massage therapy for each body part to include:

- Back
- Hamstring
- Calf
- Foot
- Arms
- Hand
- Head
- Face
- Neck

ALIGNED WASHINGTON STATE STANDARDS

Communications

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Health and Fitness	2.1: Understands dimensions and indicators of health. 2.4: Acquires skills to live safely and reduce health risks. 3.2: Evaluates health and fitness information. 4.2.2 Understands barriers to physical activity and a healthy lifestyle.

21st CENTURY SKILLS

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

<p>LEARNING AND INNOVATION</p> <p>Creativity and Innovation</p> <p><input checked="" type="checkbox"/> Think Creatively</p> <p><input checked="" type="checkbox"/> Work Creatively with Others</p> <p><input checked="" type="checkbox"/> Implement Innovations</p> <p>Critical Thinking and Problem Solving</p> <p><input checked="" type="checkbox"/> Reason Effectively</p> <p><input checked="" type="checkbox"/> Use Systems Thinking</p> <p><input checked="" type="checkbox"/> Make Judgments and Decisions</p> <p><input checked="" type="checkbox"/> Solve Problems</p> <p>Communication and Collaboration</p> <p><input checked="" type="checkbox"/> Communicate Clearly</p> <p><input checked="" type="checkbox"/> Collaborate with Others</p>	<p>INFORMATION, MEDIA AND TECHNOLOGY SKILLS</p> <p>Information Literacy</p> <p><input checked="" type="checkbox"/> Access and /evaluate Information</p> <p><input checked="" type="checkbox"/> Use and Manage Information</p> <p>Media Literacy</p> <p><input type="checkbox"/> Analyze Media</p> <p><input type="checkbox"/> Create Media Products</p> <p>Information, Communications and Technology (ICT Literacy)</p> <p><input checked="" type="checkbox"/> Apply Technology Effectively</p>	<p>LIFE AND CAREER SKILLS</p> <p>Flexibility and Adaptability</p> <p><input checked="" type="checkbox"/> Adapt to Change</p> <p><input checked="" type="checkbox"/> Be Flexible</p> <p>Initiative and Self-Direction</p> <p><input checked="" type="checkbox"/> Manage Goals and Time</p> <p><input checked="" type="checkbox"/> Work Independently</p> <p><input checked="" type="checkbox"/> Be Self-Directed Learners</p> <p>Social and Cross-Cultural</p> <p><input checked="" type="checkbox"/> Interact Effectively with Others</p> <p><input checked="" type="checkbox"/> Work Effectively in Diverse Teams</p> <p>Productivity and Accountability</p> <p><input checked="" type="checkbox"/> Manage Projects</p> <p><input checked="" type="checkbox"/> Produce Results</p> <p>Leadership and Responsibility</p> <p><input checked="" type="checkbox"/> Guide and Lead Others</p> <p><input checked="" type="checkbox"/> Be Responsible to Others</p>
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