

 

Statewide Framework Document for: 510913

**Sports Medicine 1**

Standards may be added to this document prior to submission but may not be removed from the framework to meet state credit equivalency requirements. Performance assessments may be developed at the local level. In order to earn state approval, performance assessments must be submitted within this framework. **This course is eligible for 0.5 credit in Health and .05 credit in CTE.**

[Washington state’s 2016 Health Education K–12 Learning Standards](https://www.k12.wa.us/student-success/resources-subject-area/health-and-physical-education/k%E2%80%9312-learning-standards) reflect the National Health Education Standards (NHES) that were adopted by the American Cancer Society in 2007. The NHES were developed to establish, promote, and support health-enhancing behaviors for students in all grade levels—from prekindergarten through grade 12. The NHES provide a framework for teachers, administrators, and policymakers to design or select curricula, allocate instructional resources, and assess student achievement and progress.

*It is recommended that students take their first Health course at their local high school for comprehensive knowledge and skills.*

The Sports Medicine course is intended to help students gain an understanding of sports medicine, various associated disciplines, and the role they play in the physically active community.

Programs are to follow applicable state laws regarding athletic training licensure and/or regulation and the scope of practice of student aides. Students enrolled in the course will not provide patient care. which includes without limitation, allowing students or other unlicensed or unqualified individuals to perform functions of a medical professional, or to otherwise engage in the practice of athletic training.

Regardless of practice setting, it is understood that all athletic trainers must comply with their state practice acts, the BOC Standards of Practice, and the NATA Code of Ethics. These legal and ethical parameters apply and limit the incorporation of student aides outside of the classroom and within the activities of athletic programs.

Proper use of student aides: The NATA recognizes that allowing secondary school students the opportunity to observe the daily professional duties and responsibilities of an athletic trainer can be a valuable educational experience. This unique experience may expose students to the foundations of various health related careers as well as provide them with important life skills. Athletic Trainers, not aides, are the appropriate individuals to be providing Athletic Training services, specifically injury evaluations, treatments, rehab and RTP (return to play) decisions. Athletic Trainers should use time with student aides as an opportunity for teaching and sharing their passion for the profession of Athletic Training.

In the secondary school setting, student aides may be the eyes and ears for sideline recognition of potential injury, practicing taping skills on non-injured individuals for the purpose of a learning experience and providing first aid activities if **trained and certified** to do so. First aid is not a protected skill. However, first aid does not include return to play. A student may perform first aid but cannot determine whether that athlete may return to play.

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| **School District Name** |
| **Course Title:** Sports Medicine 1 | **Total Framework Hours:** 180 |
| **CIP Code:** 510913 | **☐** Exploratory **☒** Preparatory | **Date Last Modified:** March 22, 2023 |
| **Career Cluster:** Health Science | **Cluster Pathway:** Therapeutic Services  |
| **Course Summary**:The purpose of health education is to develop health-literate students—students who acquire the knowledge and possess the skills needed to engage in meaningful and health-enhancing lifetime behaviors. This is a yearlong course that offers students the chance to learn basic health concepts utilized in all medical careers such as anatomy, physiology, CPR First-Aid, medical terminology, and professionalism. Students will also have the chance to learn and utilize hands-on techniques. The main topics will include CPR/First-Aid, emergency procedures, sports nutrition, drugs, and injury etiology, recognition, and treatment. The students earn industry certification in CPR/AED/First Aid and Bloodborne Pathogens. Unit 1: The Sports Medicine Team (5)Unit 2: Legal and Ethical Concerns in Sports Medicine (10)Unit 3: CPR/First Aid and Emergency Care (20)Unit 4: Introduction to Anatomical and Injury Terminology (5)Lower Extremities\*Unit 5: The Foot- Anatomy, Evaluation, and Injuries (10) Unit 6: The Ankle- Anatomy, Evaluation, and Injuries (10) Unit 7: The Knee/hip- Anatomy, Evaluation, and Injuries (10)Upper Extremities\*Unit 8: The Shoulder/Upper Arm- Anatomy, Evaluation, and Injuries (10)Unit 9: The Elbow- Anatomy, Evaluation, and Injuries (5)Unit 10: The Hand/Wrist/Thumb- Anatomy, Evaluation, and Injuries (10)Unit 11: Athletic Performance (20)Unit 12: The Tissue Healing Response (10)Unit 13: Non-Penetrating Therapeutic Modalities (10)Unit 14: Introduction to Rehabilitation in Sports Medicine (15)Unit 15: Introduction to Sports Psychology (15)Unit 16: Performance Enhancing and Illicit Drugs (10)Unit 17: Introduction to Sexual Health (5)\**The teacher has discretion to determine the sequence of anatomy units within the course.* |
| **Eligible for Equivalent Credit:** 0.5 in Health | **Total Number of Units:** 17 |
| **Course Resources:** Washington State Department of Health Athletic Trainer License Requirements: [Chapter 246-916 WAC](https://apps.leg.wa.gov/WAC/default.aspx?cite=246-916) Licensure Requirements for Athletic Trainers and [Chapter 18.250 RCW](https://app.leg.wa.gov/rcw/default.aspx?cite=18.250) Athletic Trainers[National Athletic Trainers Association: Official Statement on Proper Supervision of Secondary School Student Aides](https://www.nata.org/sites/default/files/student-aide-statement.pdf#:~:text=This%20Official%20Statement%20of%20the%20National%20Athletic%20Trainers%E2%80%99,instruction%20and%20observation%20of%20qualified%20health%20care%20professionals.)[NATA Secondary School Student Aide Q & A](https://www.nata.org/professional-interests/job-settings/secondary-school/resources/student-aid-faq) [NATA Student Aide Letter](https://www.nata.org/sites/default/files/student-aide-statement.pdf)[WSATA Secondary Schools Quarterly Newsletter Volume 2 Issue 1, January/February 2020](https://www.wsata.org/_files/ugd/275f86_9b939cc06cec44ecbdee7322844d7d3d.pdf)NATA- The Secondary School Sports Medicine Course Outline <https://www.nata.org/sites/default/files/secondary-school-sports-medicine-course-outline.pdf>NATA- Athletic Training Education Competencies 5th EditionPrinciples of Athletic Training: A Competency Based Approach 17th Edition |

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| **Unit 1:** The Sports Medicine Team | **Total Learning Hours for Unit:** 5 |
| **Unit Summary**: Students identify critical members of the Sports Medicine Team as well as their respective industry skills and ability to collaborate to serve the needs of patients in various healthcare settings. |
| **Performance Assessments**:(Districts to complete for each unit) *Example assessments for this unit include:** Students research a medical career of their choice and produce a media product to present their findings to their classmates.
* Students explore various medical instruments in the athletic training room and learn their functions.
* Students identify, correctly pronounce, and describe the function of medical instruments.
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| **Leadership Alignment**: (Districts to complete for each unit)*Leadership alignment must include a unit specific project/activity that aligns with the 21st Century Leadership Skills.* *Example:*Students create media products to present a medical career of their choice. (5.B) |
| **Industry Standards and/or Competencies**: * Students understand the history of Sports Medicine and how it helped shape the medical field today.
* Students can identify critical members of the Sports Medicine Team and their industrial standards and skills.
* Students will understand how members of the Sports Medicine Team work together to serve a patient in various healthcare settings.
* Students will have a basic understanding of various instruments used in the athletic training room.
* Differentiate between a counselor, a psychologist, and a psychiatrist.
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| **National Athletic Trainers Association Standards:**1.1 Describe the historical foundations of athletic training.1.4 List and differentiate between the roles and responsibilities of other healthcare professionals who make up the sports medicine team (e.g., physicians, physical therapists, occupational therapists, nurses, EMT’s, etc.). |
| **Aligned Washington State Academic Standards** |
| **Health Education** |  |

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| **Unit 2:** Legal and Ethical Concerns in Sports Medicine | **Total Learning Hours for Unit:** 10 |
| **Unit Summary**: Students understand liability and ethical concerns within the Sports Medicine field as well as how to decrease the risk of litigation associated with Sports Medicine and other healthcare professions.  |
| **Performance Assessments**:(Districts to complete for each unit) *Example assessments for this unit include:** Students analyze and evaluate a provided athletic facility for safety and liability concerns as well as provide improvements that could be made to the facility to ensure participant safety. Student evaluations will be assessed by health care professionals and athletic administrators for accuracy.
* In small groups, students review several medical situations provided by medical dramas and determine the negligence in each case. Students will present their findings to their classmates.
* Students explain the legal and ethical responsibility of maintaining patient confidentiality in compliance with Health Insurance Portability and Accountability Act (HIPAA).
* Students will view documentary Athlete A or read articles about professional relationships between clinicians and athletes. Then participate in a Socratic seminar regarding sexual violence/healthy relationships in sports.
* Students understand social media risks by demonstrating best practices and develop a plan to implement reasonable social media policies and the ramifications from violations on social media and the effects it can have.
* Students delineate the process for attaining national certification and state licensure for the athletic trainer.
* Differentiate between an Athletic Trainer and a student aide according to the state practice act.
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| **Leadership Alignment**: (Districts to complete for each unit)*Leadership alignment must include a unit specific project/activity that aligns with the 21st Century Leadership Skills.* *Example:*Students interact effectively with others and work effectively in a diverse team when evaluating medical situations and determining negligence in each case. (9.A, 9.B) |
| **Industry Standards and/or Competencies**:* Students know how liability factors into establishing policies and procedures in a Sports Medicine Facility.
* Students can identify what negligence is and how a legal team establishes it.
* Students can identify the three different types of torts and provide examples of each.
* Students understand how to decrease the risk of litigation in the Sports Medicine field.
* Students will learn the NATA guidelines for athletic training student aides and Washington State RCW codes pertaining to Athletic Training.
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| **National Health Science Standards:**Standard 5: Legal ResponsibilitiesDescribe legal responsibilities, limitations, and implications on healthcare worker actions. **5.1 Legal Responsibilities and Implications**5.1.1 Analyze legal responsibilities and implications of criminal and civil law. * Abuse
* Assault
* Battery
* Invasion of privacy
* Libel
* Malpractice
* Negligence
* Slander

**5.2 Legal Practices**5.2.1 Apply standards for the safety, privacy and confidentiality of health information. * HIPAA
* Privileged communication

5.2.2 Describe advance directives. 5.2.3 Summarize the essential characteristics of a patient’s basic rights within a healthcare setting. 5.2.4 Differentiate informed and implied consent. 5.2.5 Explain laws governing harassment. 5.2.6 Describe the concept of scope of practice. 5.2.7 Utilize procedures for reporting activities and behaviors that affect the health, safety, and welfare of others (incident report). |
| **National Athletic Trainers Association Standards:**2.5 Explain the difference between HIPAA and FERPA in relation to sharing medical information.3.1 List and define the components of negligence.3.2 Analyze legal considerations for health care professionals.3.3 Compare and contrast legal concepts of liability, negligence, supervision, and assumptions of risks.3.4 Differentiate between legal and ethical actions. |
| **Aligned Washington State Academic Standards** |
| **Health Education** | H1.Sa3.HS Analyze potential dangers of sharing personal information through electronic media. H1.Se6.HSa Examine laws and consequences related to sexual offenses, including when a minor is involved.H1.Se6.HSb Identify laws and concerns related to sending or posting sexually explicit pictures or messages.H2.Sa3.HS Evaluate societal influences on violence. H8.Sa3.HS Advocate for violence prevention.H3.Se5.HS Identify ways to access accurate information and resources for survivors of sexual offenses. |

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| **Unit 3:** CPR/First Aid and Emergency Care | **Total Learning Hours for Unit:** 20 |
| **Unit Summary**: Students identify life-threatening and non-life-threatening emergencies and proceed with the proper and prudent steps of emergency care. Students will also know the signs and symptoms of several medical conditions as well as the first aid treatments of each. Upon successful completion of CPR/AED/First Aid/Bloodborne Pathogens assessments, students will receive certification in those areas.  |
| **Performance Assessments**:(Districts to complete for each unit) *Example assessments for this unit include:** Students demonstrate the proper first aid care for multiple victims in small group situations
* Students complete a splinting lab in which they will splint multiple body segments using the methods discussed in class
* Students triage an emergency with multiple victims with other classmates
* Students demonstrate knowledge and skills in CPR/AED/First Aid and Bloodborne Pathogen for health care providers
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| **Leadership Alignment**: (Districts to complete for each unit)*Leadership alignment must include a unit specific project/activity that aligns with the 21st Century Leadership Skills.* *Example:*Students solve problems and communicate clearly when demonstrating application of proper splinting techniques. (2.D, 3.A) |
| **Industry Standards and/or Competencies**:* Students can identify a life-threatening emergency and proceed with the proper and prudent steps of emergency care (Primary Survey c or w/o CPR vs. Secondary Survey).
* Students know how to properly treat and dress a skin wound as well as when to refer an individual for further treatment (e.g. Stitches, S/S of infection).
* Students can perform a basic injury evaluation and identify a possible fracture. After doing so, students can splint this fracture for medical transport.
* Students understand the signs, symptoms, and first aid treatments for several medical conditions including, but not limited to heat exhaustion, heat stroke, frostbite, hypothermia, shock, stroke, heart attack, anaphylaxis, hypoglycemia, hyperglycemia, and seizure.
* Investigate communicable and non-communicable diseases.
* Students will investigate bloodborne pathogens (HIV, Hepatitis B, Hepatitis C).
* Students will understand and use Universal Precautions and Personal Protective Equipment (PPE).
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| **National Health Science Standards:**Standard 7: Safety Practices Identify existing and potential hazards to clients, co-workers, and self. Employ safe work practices and follow health and safety policies and procedures to prevent injury and illness. **7.1 Infection Control**7.1.2 Differentiate methods of controlling the spread and growth of pathogens. a. Asepsis * Sanitization
* Antisepsis
* Disinfection
* Sterile technique
* Sterilization

b. Standard precautions* Handwashing
* Gloving
* Personal Protective Equipment (PPE)
* Environmental cleaning

c. Isolation precautions * Transmission-based contact

d. Bloodborne pathogen precautions e. Vaccinations **7.2 Personal Safety**7.2.1 Apply personal safety procedures based on Occupational Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations. 7.2.2 Demonstrate principles of body mechanics during patient care. * Ambulating
* Lifting
* Positioning

7.2.3 Demonstrate and apply the use of personal protective equipment (PPE). **7.4 Common Safety Hazards**7.4.1 Observe all safety standards related to the occupational exposure to hazardous chemicals standard (safety data sheets [SDS]). 7.4.2 Comply with safety signs, symbols, and labels. **7.5 Emergency Procedures and Protocols**7.5.1 Practice fire safety in a healthcare setting. 7.5.2 Apply principles of basic emergency response in natural disasters and other emergencies (safe location, contact emergency personnel, follow facility protocols).Standard 10: Apply and demonstrate technical skills and knowledge common to health career specialties**10.1 Technical Skills**  10.1.2 Obtain training or certification in * Automated external defibrillator (AED)
* Cardiopulmonary resuscitation (CPR)
* First aid
* Foreign body airway obstruction (FBAO)
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| **National Athletic Trainers Association Standards:**5.1 Recognize atmospheric conditions that contribute to environmental injury. 5.2 Explain the environmental factors to be considered when caring for athletes. 10.2 Investigate various blood borne pathogens.10.5 Explain basic wound care procedures. 11.5 Explain the steps involved in performing CPR. 11.6 Recognize the common causes of cardiopulmonary complications in sports.  |
| **Aligned Washington State Academic Standards** |
| **Health Education** | H5.Sa1.HS: Analyze impact of decisions related to bicycle, pedestrian, traffic, water, and recreation safety.H7.Sa2.HSa: Apply basic first aid skills. H7.Sa2.HSb: Demonstrate CPR and AED procedures.H2.W2.HSa: Analyze prevention, lifestyle factors, and treatment of communicable and non-communicablediseases.  |

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| **Unit 4:** Introduction to Anatomical and Injury Terminology | **Total Learning Hours for Unit:** 5 |
| **Unit Summary**: Students identify the basic concepts of athletic injuries as well as the concept and components of a HOPS evaluation and basic injury care. |
| **Performance Assessments**:(Districts to complete for each unit) *Example assessments for this unit include:** Students review MOIs and injury terminology through athletic injury videos and document the injury through written and oral conversations using the proper medical terms
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| **Leadership Alignment**: (Districts to complete for each unit)*Leadership alignment must include a unit specific project/activity that aligns with the 21st Century Leadership Skills.* *Example:*Students analyze media when reviewing MOIs and injury terminology through athletic injury videos. (5.A) |
| **Industry Standards and/or Competencies**:* Students understand the difference between acute and chronic injuries and can provide examples of each
* Students are able to identify the common signs and symptoms of muscular and ligamentous injuries as well as how to determine the severity of injury (e.g. Grade 1 vs. Grade 3)
* Students can identify a ligament, or a tendon and which common injuries occur to each structure
* Students understand the concept of a HOPS evaluation and the components of each category
* Students understand the concepts of PRICE and/or POLICE and basic injury care
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| **National Health Science Standards:**Standard 11: Information Technology in Healthcare Apply information technology practices common across health professions. 11.1 Key Principles, components and practices of Health Information Systems 11.1.1 Identify components of an electronic health record (EHR) and/or electronic medical record (EMR). * Diagnostic tests
* History and physical
* Medications
* Patient demographics
* Progress notes
* Treatment Plan

11.1.2 Explore different types of health data collection tools. * Medical wearable devices
* Patient monitoring equipment
* Phone application
* Telemedicine/telehealth

11.1.3 Create electronic documentation that reflects timeliness, completeness, and accuracy. 11.1.4 Adhere to information systems policies, procedures, and regulations as required by national, state, and local entities. |
| **National Athletic Trainers Association Standards:**6.2 Skeletal System6.6 Muscular System15.2 Illustrate the anatomical position.15.1 Differentiate between HOPS and SOAP.  |
| **Aligned Washington State Academic Standards** |
| **Health Education** | H1.Sa1.HS Describe how to prevent occupational injuries.H1.Sa3.HS Analyze potential dangers of sharing personal information through electronic media.  |

*Lower Extremities- Analyze anatomy, muscular structure, tests, injury, as well as prevention and treatment of lower extremities.*

*(Unit 5 - Foot, Unit 6 – Ankle and Unit 7 – Knee)*

*Suggested Lower Extremity Practical Skills: Turf Toe Tape Toe; Teardrop Arch Taping; Basic Ankle Tape Job; Ankle Ace Wrap with Horseshoe; Herringbone Ace Wrap*

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| **Unit 5:** The Foot – Anatomy, Evaluation, and Injuries | **Total Learning Hours for Unit:** 10 |
| **Unit Summary**: Students recognize and know the relevant anatomy of the foot. Through observation, case studies and/or participation in mock and/or simulated settings, students will identity and understand important history questions, observation points, gross anatomy and palpation points, and special tests of the foot along with signs and symptoms of common foot injuries and conditions as well as the diagnosis and treatment of each.  |
| **Performance Assessments**:(Districts to complete for each unit) *Example assessments for this unit include:* * Review and recognize the specific anatomy of the lower extremities related to sports injuries.
	+ Identify the bones and bony landmarks related to injuries of the lower extremities.
		- Foot
			* Calcaneus
			* Navicular
			* Hallux
	+ Identify the soft and connective tissues related to injuries of the lower extremities and their respective functions.
		- Foot
			* Anterior tibialis
			* Gastrocnemius
			* Plantar fascia
			* Peroneal tendons (as a group)
* Through observation, case studies and/or participation in mock and/or simulated settings, students:
	+ Fill out an injury flowchart for foot injuries
	+ Evaluate their classmates for various foot injuries using a HOPS form and provide proper immediate treatment for each (e.g. PRICE, taping, rehabilitation)
	+ Demonstrate written and oral conversations using the proper medical terms.
	+ Demonstrate the taping procedures learned from lower extremity practical skills to appropriate foot injuries
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| **Leadership Alignment**: (Districts to complete for each unit)*Leadership alignment must include a unit specific project/activity that aligns with the 21st Century Leadership Skills.* *Example:*Students interact effectively with others and communicate clearly when demonstrating an evaluation of a foot injury. |
| **Industry Standards and/or Competencies**:* Students can identify important history questions and observation points of the foot.
* Students understand the gross anatomy of the foot and how to palpate major anatomical landmarks.
* Students can perform important special tests of the foot including ROMs (Range of Motion) and identify the positive signs of each.
* Students know the signs and symptoms of common foot injuries and conditions and the diagnosis and treatment of each.
* Students will demonstrate basic taping, wrapping, and bracing for the foot.
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| **National Health Science Standards:****1.1.2 Identify basic structures and describe functions of human body systems.** a. Skeletal * Structures of the skeletal system
	+ Distinguish between axial and appendicular skeletons
	+ Describe long bone anatomy
	+ Identify joint types and movement
	+ Name and classify all bones (206)
* Functions of the skeletal system
	+ Structure and support
	+ Muscle attachment and movement
	+ Mineral storage
	+ Hematopoiesis

b. Muscular* Structures of the muscular system
	+ Identify types of muscle tissue
	+ Identify major muscle groups of neck, shoulder, chest, abdomen, back, arms, and legs
* Functions of the muscular system
	+ Body movement
	+ Posture
	+ Protection

**2.1 Concepts of Effective Communication**2.1.1 Model verbal and nonverbal therapeutic communication.* Active Listening
* Silence
* Summarizing
* Reflecting

2.1.3 Distinguish between subjective and objective information.**2.2 Medical Terminology**2.2.1 Use common roots, prefixes, and suffixes to communicate information.Interpret common medical abbreviations to communicate information.**2.3 Written Communication Skills** 2.3.1 Use proper elements of written and electronic communication (spelling, grammar, and formatting).2.3.2 Prepare examples of technical and informative writing.2.3.3 Demonstrate appropriate use of digital communication in a work environment, such as email, text, and social media. **4.2 Employability Skills** 4.2.1 Apply employability skills in healthcare. * Chain of command
* Communication Skills
* Decision making
* Flexible
* Organization
* Problem Solving
* Scope of practice
* Time Management
* Work Ethic
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| **National Athletic Trainers Association Standards:**7.5 Determine which elastic wraps and wrapping procedures are most appropriate for specific scenarios. 7.6 Differentiate between different types of adhesive and cohesive tape, and determine what application is best for a specific scenario  |
| **Aligned Washington State Academic Standards** |
| **Health Education** | H2.W2.HSb: Assess personal risk factors and predict future health statusH2.W3.HS: Analyze how a variety of factors impact personal and community health. |

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| **Unit 6:**  The Ankle-Anatomy, Evaluation, and Injuries | **Total Learning Hours for Unit:** 10 |
| **Unit Summary**: Students recognize and know the relevant anatomy of the ankle. Through observation, case studies and/or participation in mock and/or simulated settings, students will identity and understand important history questions, observation points, gross anatomy and palpation points, and special tests of the ankle along with signs and symptoms of common ankle injuries and conditions as well as the diagnosis and treatment of each.  |
| **Performance Assessments**:(Districts to complete for each unit) *Example assessments for this unit include:** Review and recognize the specific anatomy of the lower extremities related to sports injuries.
	+ Identify the bones and bony landmarks related to injuries of the lower extremities.
		- Ankle
			* Medial and lateral malleolus
			* Talus
	+ Identify the soft and connective tissues related to injuries of the lower extremities and their respective functions.
		- Ankle
			* Soleus
			* Lateral ankle ligaments (as a group)
			* Deltoid ligament
			* Peroneal tendons (as a group)
* Through observation, case studies and/or participation in mock and/or simulated settings, students:
* Fill out an injury flowchart for ankle injuries
* Evaluate their classmates for various ankle injuries using a HOPS form and provide proper immediate treatment for each (e.g. PRICE, taping, rehabilitation)
* Demonstrate written and oral conversations using the proper medical terms.
* Apply the taping procedures learned from lower extremity practical skills to appropriate ankle injuries
 |
| **Leadership Alignment**: (Districts to complete for each unit)*Leadership alignment must include a unit specific project/activity that aligns with the 21st Century Leadership Skills.* *Example:*Students use systems thinking when evaluating an ankle injury and applying taping, bracing or padding techniques.  |
| **Industry Standards and/or Competencies**:* Students can identify important history questions and observation points of the ankle.
* Students understand the gross anatomy of the ankle and how to palpate major anatomical landmarks.
* Students can perform important special tests of the ankle including ROMs (Range of Motion) and identify the positive signs of each.
* Students know the signs and symptoms of common ankle injuries and conditions and the diagnosis and treatment of each.
* Students will demonstrate basic taping, wrapping, and bracing for the ankle.
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| **National Health Science Standards:****1.1.2 Identify basic structures and describe functions of human body systems.** a. Skeletal * Structures of the skeletal system
	+ Distinguish between axial and appendicular skeletons
	+ Describe long bone anatomy
	+ Identify joint types and movement
	+ Name and classify all bones (206)
* Functions of the skeletal system
	+ Structure and support
	+ Muscle attachment and movement
	+ Mineral storage
	+ Hematopoiesis

b. Muscular* Structures of the muscular system
	+ Identify types of muscle tissue
	+ Identify major muscle groups of neck, shoulder, chest, abdomen, back, arms, and legs
* Functions of the muscular system
	+ Body movement
	+ Posture
	+ Protection

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* Communication Skills
* Decision making
* Flexible
* Organization
* Problem Solving
* Scope of practice
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| **National Athletic Trainers Association Standards:**7.5 Determine which elastic wraps and wrapping procedures are most appropriate for specific scenarios. 7.6 Differentiate between different types of adhesive and cohesive tape, and determine what application is best for a specific scenario  |
| **Aligned Washington State Academic Standards** |
| **Health Education** | H2.W2.HSb: Assess personal risk factors and predict future health statusH2.W3.HS: Analyze how a variety of factors impact personal and community health. |

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| **Unit 7:** The Knee- Anatomy, Evaluation, and Injuries | **Total Learning Hours for Unit:** 10 |
| **Unit Summary**: Students recognize and know the relevant anatomy of the knee. Through observation, case studies and/or participation in mock and/or simulated settings, students will identity and understand important history questions, observation points, gross anatomy and palpation points, and special tests of the knee along with signs and symptoms of common knee injuries and conditions as well as the diagnosis and treatment of each.  |
| **Performance Assessments**:(Districts to complete for each unit) *Example assessments for this unit include:** Review and recognize the specific anatomy of the lower extremities related to sports injuries.
	+ Identify the bones and bony landmarks related to injuries of the lower extremities.
		- Knee
			* Medial and lateral femoral condyles
			* Tibial plateau
			* Tibial tuberosity
			* Patellofemoral groove
			* Joint line
			* Proximal head of the fibula
	+ Identify the soft and connective tissues related to injuries of the lower extremities and their respective functions.
		- Knee
			* Anterior cruciate ligament (ACL)
			* Posterior cruciate ligament (PCL)
			* Medial collateral ligament (MCL)
			* Lateral collateral ligament (LCL)
			* Patella tendon
			* Meniscus
* Through observation, case studies and/or participation in mock and/or simulated settings, students:
	+ Fill out an injury flowchart for knee injuries
	+ Evaluate their classmates for various knee injuries using a HOPS form and provide proper immediate treatment for each (e.g. PRICE, taping, rehabilitation)
	+ Apply the taping procedures learned from lower extremity practical skills to appropriate knee injuries with an 80% accuracy or better
	+ Create and label a model of the knee with Play-Doh
 |
| **Leadership Alignment**: (Districts to complete for each unit)*Leadership alignment must include a unit specific project/activity that aligns with the 21st Century Leadership Skills.* *Example:*Students reason effectively when demonstrating immediate treatment for a knee injury. |
| **Industry Standards and/or Competencies**:* Students can identify important history questions and observation points of the knee.
* Students understand the gross anatomy of the knee and how to palpate major anatomical landmarks.
* Students can perform important special tests of the knee including ROMs (Range of Motion) and identify the positive signs of each.
* Students know the signs and symptoms of common knee injuries and conditions and the diagnosis and treatment of each.
* Students will demonstrate basic taping, wrapping, and bracing for the knee.
 |
| **National Health Science Standards:****1.1.2 Identify basic structures and describe functions of human body systems. a. Skeletal** * + - Structures of the skeletal system
	+ Distinguish between axial and appendicular skeletons
	+ Describe long bone anatomy
	+ Identify joint types and movement
	+ Name and classify all bones (206)
* Functions of the skeletal system
	+ Structure and support
	+ Muscle attachment and movement
	+ Mineral storage
	+ Hematopoiesis

b. Muscular* + - Structures of the muscular system
	+ Identify types of muscle tissue
	+ Identify major muscle groups of neck, shoulder, chest, abdomen, back, arms, and legs
* Functions of the muscular system
	+ Body movement
	+ Posture
	+ Protection

**2.1 Concepts of Effective Communication**2.1.1 Model verbal and nonverbal therapeutic communication.* Active Listening
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* Reflecting

2.1.3 Distinguish between subjective and objective information.**2.2 Medical Terminology**2.2.1 Use common roots, prefixes, and suffixes to communicate information.* Interpret common medical abbreviations to communicate information.

**2.3 Written Communication Skills** 2.3.1 Use proper elements of written and electronic communication (spelling, grammar, and formatting).2.3.2 Prepare examples of technical and informative writing.2.3.3 Demonstrate appropriate use of digital communication in a work environment, such as email, text, and social media. **4.2 Employability Skills** 4.2.1 Apply employability skills in healthcare. * Chain of command
* Communication Skills
* Decision making
* Flexible
* Organization
* Problem Solving
* Scope of practice
* Time Management
* Work Ethic
 |
| **National Athletic Trainers Association Standards:**7.5 Determine which elastic wraps and wrapping procedures are most appropriate for specific scenarios. 7.6 Differentiate between different types of adhesive and cohesive tape, and determine what application is best for a specific scenario  |
| **Aligned Washington State Academic Standards** |
| **Health Education** | H2.W2.HSb: Assess personal risk factors and predict future health statusH2.W3.HS: Analyze how a variety of factors impact personal and community health. |

*Upper Extremities- Analyze anatomy, muscular structure, tests, injury, as well as prevention and treatment of upper extremities.*

*(Unit 8 – Shoulder/Upper Arm, Unit 9 – Hand/Wrist/Thumb and Unit 10 – Elbow)*

*Suggested Upper Extremities Practical Skills: Shoulder (Anterior and Posterior) Ace Wrap; AC Joint Tape Hob; Hand/Wrist/Thump Tape Job; Elbow Hypertension Tape Job*

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| **Unit 8:** The Shoulder/Upper Arm- Anatomy, Evaluation and Injuries  | **Total Learning Hours for Unit:** 10 |
| **Unit Summary**: Students recognize and know the relevant anatomy of the shoulder/upper arm. Through observation, case studies and/or participation in mock and/or simulated settings, students will identity and understand important history questions, observation points, gross anatomy and palpation points, and special tests of the shoulder/upper arm along with signs and symptoms of common shoulder/upper arm injuries and conditions as well as the diagnosis and treatment of each.  |
| **Performance Assessments**:(Districts to complete for each unit) *Example assessments for this unit include:** Review and recognize the specific anatomy of the upper extremities related to sports injuries.
	+ Identify the bones and bony landmarks related to injuries of the upper extremities.
		- Shoulder
			* Acromioclavicular (AC) joint
			* Spine of scapula
			* Coracoid process
			* Glenohumeral joint
			* Distal head of the humerus
	+ Identify soft and connective tissues related to injuries of the upper extremities and their respective functions.
		- Shoulder
			* Rotator cuff muscles (SITS)
				1. Supraspinatus
				2. Infraspinatus
				3. Teres minor
				4. Subscapularis
			* Deltoid
			* Proximal head of the bicep
			* Distal head of the pectoralis
			* Labrum
			* Rhomboids
* Through observation, case studies and/or participation in mock and/or simulated settings, students:
	+ Fill out an injury flowchart for shoulder/upper arm injuries
	+ Evaluate their classmates for various shoulder/upper arm injuries using a HOPS form and provide proper immediate treatment for each (e.g. PRICE, taping, rehabilitation)
	+ Apply the taping procedures learned from upper extremity practical skills to appropriate shoulder/upper arm injuries
	+ Demonstrate written and oral conversations using the proper medical terms.
 |
| **Leadership Alignment**: (Districts to complete for each unit)*Leadership alignment must include a unit specific project/activity that aligns with the 21st Century Leadership Skills.* *Example:*Students will be responsible to others when demonstrating an evaluation of an injury. |
| **Industry Standards and/or Competencies**:* Students can identify important history questions and observation points of the shoulder.
* Students understand the gross anatomy of the shoulder and how to palpate major anatomical landmarks.
* Students can perform important special tests of the shoulder including ROMs (Range of Motion) and identify the positive signs of each.
* Students know the signs and symptoms of common shoulder injuries and conditions and the diagnosis and treatment of each.
* Students will demonstrate basic taping, wrapping, and bracing for the shoulder/upper arm.
 |
| **National Health Science Standards:****1.1.2 Identify basic structures and describe functions of human body systems. a. Skeletal** * Structures of the skeletal system
	+ Distinguish between axial and appendicular skeletons
	+ Describe long bone anatomy
	+ Identify joint types and movement
	+ Name and classify all bones (206)
* Functions of the skeletal system
	+ Structure and support
	+ Muscle attachment and movement
	+ Mineral storage
	+ Hematopoiesis

b. Muscular* Structures of the muscular system
	+ Identify types of muscle tissue
	+ Identify major muscle groups of neck, shoulder, chest, abdomen, back, arms, and legs
* Functions of the muscular system
	+ Body movement
	+ Posture
	+ Protection

**2.1 Concepts of Effective Communication**2.1.1 Model verbal and nonverbal therapeutic communication.* Active Listening
* Silence
* Summarizing
* Reflecting

2.1.3 Distinguish between subjective and objective information.* 1. **Medical Terminology**

2.2.1 Use common roots, prefixes, and suffixes to communicate information.2.2.2 Interpret common medical abbreviations to communicate information.**2.3 Written Communication Skills** 2.3.1 Use proper elements of written and electronic communication (spelling, grammar, and formatting).2.3.2 Prepare examples of technical and informative writing.2.3.3 Demonstrate appropriate use of digital communication in a work environment, such as email, text, and social media. **4.2 Employability Skills** 4.2.1 Apply employability skills in healthcare. * Chain of command
* Communication Skills
* Decision making
* Flexible
* Organization
* Problem Solving
* Scope of practice
* Time Management
* Work Ethic
 |
| **National Athletic Trainers Association Standards:**7.5 Determine which elastic wraps and wrapping procedures are most appropriate for specific scenarios. 7.6 Differentiate between different types of adhesive and cohesive tape, and determine what application is best for a specific scenario  |
| **Aligned Washington State Academic Standards** |
| **Health Education** | H2.W2.HSb: Assess personal risk factors and predict future health statusH2.W3.HS: Analyze how a variety of factors impact personal and community health.H5.Sa1.HS: Analyze impact of decisions related to bicycle, pedestrian, traffic, water, and recreation safety. |

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| **Unit 9:** The Elbow - Anatomy, Evaluation and Injuries | **Total Learning Hours for Unit:** 5 |
| **Unit Summary**: Students recognize and know the relevant anatomy of the elbow. Through observation, case studies and/or participation in mock and/or simulated settings, students will identity and understand important history questions, observation points, gross anatomy and palpation points, and special tests of the elbow along with signs and symptoms of common elbow arm injuries and conditions as well as the diagnosis and treatment of each.  |
| **Performance Assessments**:(Districts to complete for each unit) *Example assessments for this unit include:** Review and recognize the specific anatomy of the upper extremities related to sports injuries.
	+ Identify the bones and bony landmarks related to injuries of the upper extremities.
		- Elbow
			* Olecranon process
			* Medial and lateral epicondyles
			* Proximal heads of radius and ulna
	+ Identify soft and connective tissues related to injuries of the upper extremities and their respective functions.
		- Elbow
			* Olecranon bursae
			* Ulnar collateral ligament
			* Radial collateral ligament
			* Distal heads of triceps and biceps
			* Brachioradialis
* Through observation, case studies and/or participation in mock and/or simulated settings, students:
	+ Fill out an injury flowchart for elbow injuries
	+ Evaluate their classmates for various elbow injuries using a HOPS form and provide proper immediate treatment for each (e.g. PRICE, taping, rehabilitation)
	+ Apply the taping procedures learned from upper extremity practical skills to appropriate elbow injuries
	+ Demonstrate written and oral conversations using the proper medical terms.
 |
| **Leadership Alignment**: (Districts to complete for each unit)*Leadership alignment must include a unit specific project/activity that aligns with the 21st Century Leadership Skills.* *Example:*Students produce results when working with a classmate to demonstrate evaluation techniques of an injury. (10.B) |
| **Industry Standards and/or Competencies**:* Students can identify important history questions and observation points of the elbow.
* Students understand the gross anatomy of the elbow and how to palpate major anatomical landmarks.
* Students can perform important special tests of the elbow including ROMs (Range of Motion) and identify the positive signs of each.
* Students know the signs and symptoms of common elbow injuries and conditions and the diagnosis and treatment of each.
* Students will demonstrate basic taping, wrapping, and bracing for the elbow.
 |
| **National Health Science Standards:****1.1.2 Identify basic structures and describe functions of human body systems. a. Skeletal** * Structures of the skeletal system
	+ Distinguish between axial and appendicular skeletons
	+ Describe long bone anatomy
	+ Identify joint types and movement
	+ Name and classify all bones (206)
* Functions of the skeletal system
	+ Structure and support
	+ Muscle attachment and movement
	+ Mineral storage
	+ Hematopoiesis

b. MuscularStructures of the muscular system * + Identify types of muscle tissue
	+ Identify major muscle groups of neck, shoulder, chest, abdomen, back, arms, and legs
* Functions of the muscular system
	+ Body movement
	+ Posture
	+ Protection

**2.1 Concepts of Effective Communication**2.1.1 Model verbal and nonverbal therapeutic communication.* Active Listening
* Silence
* Summarizing
* Reflecting

2.1.3 Distinguish between subjective and objective information.**2.2 Medical Terminology**2.2.1 Use common roots, prefixes, and suffixes to communicate information.* Interpret common medical abbreviations to communicate information.

**2.3 Written Communication Skills** 2.3.1 Use proper elements of written and electronic communication (spelling, grammar, and formatting).2.3.2 Prepare examples of technical and informative writing.2.3.3 Demonstrate appropriate use of digital communication in a work environment, such as email, text, and social media. **4.2 Employability Skills** 4.2.1 Apply employability skills in healthcare. * Chain of command
* Communication Skills
* Decision making
* Flexible
* Organization
* Problem Solving
* Scope of practice
* Time Management
* Work Ethic
 |
| **National Athletic Trainers Association Standards:**7.5 Determine which elastic wraps and wrapping procedures are most appropriate for specific scenarios. 7.6 Differentiate between different types of adhesive and cohesive tape, and determine what application is best for a specific scenario  |
| **Aligned Washington State Academic Standards** |
| **Health Education** | H2.W2.HSb: Assess personal risk factors and predict future health statusH2.W3.HS: Analyze how a variety of factors impact personal and community health.H5.Sa1.HS: Analyze impact of decisions related to bicycle, pedestrian, traffic, water, and recreation safety. |

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| **Unit 10:** Hand/Wrist/Thumb- Anatomy, Evaluation and Injuries | **Total Learning Hours for Unit:** 10 |
| **Unit Summary**: Students recognize and know the relevant anatomy of the hand/wrist/thumb. Through observation, case studies and/or participation in mock and/or simulated settings, students will identity and understand important history questions, observation points, gross anatomy and palpation points, and special tests of the hand/wrist/thumb along with signs and symptoms of common hand/wrist/thumb injuries and conditions as well as the diagnosis and treatment of each.  |
| **Performance Assessments**:(Districts to complete for each unit) *Example assessments for this unit include:** Review and recognize the specific anatomy of the upper extremities related to sports injuries.
	+ Identify the bones and bony landmarks related to injuries of the upper extremities.
		- Wrist/Hand
			* Scaphoid
			* Lunate
			* Hamate
			* Distal heads of radius and ulna
			* Distal and proximal heads of phalanges and metacarpals
	+ Identify soft and connective tissues related to injuries of the upper extremities and their respective functions.
		- Wrist/Hand
			* Flexor muscle group
			* Extensor muscle group
			* Pronator muscle group
			* Supinator muscle group
			* Ulnar collateral ligament (UCL) of the thumb
* Through observation, case studies and/or participation in mock and/or simulated settings, students:
	+ Fill out an injury flowchart for hand/wrist/thumb injuries
	+ Evaluate their classmates for various hand/wrist/thumb injuries using a HOPS form and provide proper immediate treatment for each (e.g. PRICE, taping, rehabilitation)
	+ Apply the taping procedures learned from upper extremity practical skills to appropriate hand/wrist/thumb injuries
	+ Demonstrate written and oral conversations using the proper medical terms.
 |
| **Leadership Alignment**: (Districts to complete for each unit)*Leadership alignment must include a unit specific project/activity that aligns with the 21st Century Leadership Skills.* *Example:*Students use global awareness when working with others to demonstrate evaluation techniques. (12.A) |
| **Industry Standards and/or Competencies**:* Students can identify important history questions and observation points of the hand/wrist/thumb.
* Students understand the gross anatomy of the hand/wrist/thumb and how to palpate major anatomical landmarks.
* Students can perform important special tests of the hand/wrist/thumb including ROMs (Range of Motion) and identify the positive signs of each.
* Students know the signs and symptoms of common hand/wrist/thumb injuries and conditions and the diagnosis and treatment of each.
* Students will demonstrate basic taping, wrapping, and bracing for the hand/wrist/thumb.
 |
| **National Health Science Standards:****1.1.2 Identify basic structures and describe functions of human body systems. a. Skeletal** • Structures of the skeletal systemo Distinguish between axial and appendicular skeletons o Describe long bone anatomyo Identify joint types and movemento Name and classify all bones (206) • Functions of the skeletal systemo Structure and supporto Muscle attachment and movement o Mineral storageo Hematopoiesis b. Muscular• Structures of the muscular system o Identify types of muscle tissue o Identify major muscle groups of neck, shoulder, chest, abdomen, back, arms, and legs • Functions of the muscular system o Body movement o Postureo Protection **2.1 Concepts of Effective Communication**2.1.1 Model verbal and nonverbal therapeutic communication.* Active Listening
* Silence
* Summarizing
* Reflecting

2.1.3 Distinguish between subjective and objective information.**2.2 Medical Terminology**2.2.1 Use common roots, prefixes, and suffixes to communicate information.* + 1. Interpret common medical abbreviations to communicate information.

**2.3 Written Communication Skills** 2.3.1 Use proper elements of written and electronic communication (spelling, grammar, and formatting).2.3.2 Prepare examples of technical and informative writing.2.3.3 Demonstrate appropriate use of digital communication in a work environment, such as email, text, and social media. **4.2 Employability Skills** 4.2.1 Apply employability skills in healthcare. * Chain of command
* Communication Skills
* Decision making
* Flexible
* Organization
* Problem Solving
* Scope of practice
* Time Management
* Work Ethic
 |
| **National Athletic Trainers Association Standards:**7.5 Determine which elastic wraps and wrapping procedures are most appropriate for specific scenarios. 7.6 Differentiate between different types of adhesive and cohesive tape, and determine what application is best for a specific scenario  |
| **Aligned Washington State Academic Standards** |
| **Health Education** | H2.W2.HSb: Assess personal risk factors and predict future health statusH2.W3.HS: Analyze how a variety of factors impact personal and community health.H5.Sa1.HS: Analyze impact of decisions related to bicycle, pedestrian, traffic, water, and recreation safety. |

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| **Unit 11:** Athletic Performance | **Total Learning Hours for Unit:** 20 |
| **Unit Summary**: Students understand the concepts and roles of strength and conditioning and nutrition in terms of the athlete and general population. Students understand the FITT principle and can utilize the FITT principle to develop a strength and conditioning program for an individual based on their individual needs.  |
| **Performance Assessments**:(Districts to complete for each unit) *Example assessments for this unit include:** Students instruct their classmates how to perform various strength and conditioning activities as well as educate them on the muscle contraction and muscle groups used
* Students create and present a 24-week FITT plan specific to their individual fitness goals and daily workouts
* Students track their eating for 3 days and analyze their nutritional intake with knowledge from class and MyFitnessPal
* Students demonstrate written and oral conversations using the proper medical terms.
 |
| **Leadership Alignment**: (Districts to complete for each unit)*Leadership alignment must include a unit specific project/activity that aligns with the 21st Century Leadership Skills.* *Example:*Students work creatively with others when instructing classmates on how to perform strength and conditioning activities. (1.B)Students implement innovations when creating a FITT plan. (1.C) |
| **Industry Standards and/or Competencies**:* Students understand the different types of muscle contractions and how they should be utilized in strength and conditioning.
* Students know the difference between body types, body mass, and body composition and how to measure each.
* Students can explain the FITT principle and apply it to a strength and conditioning program.
* Students know the different components to a workout and the goals and benefits of each.
* Students understand what cardiorespiratory endurance is, the benefits of aerobic exercise, and the FITT recommendations specific to aerobic exercise.
* Students understand what muscular strength and endurance is, the benefits of strength training, and the FITT recommendations specific to strength training.
* Students understand what flexibility is, the benefits, and the FITT recommendations specific to flexibility.
* Students can perform and interpret the results of various fitness tests for cardiorespiratory endurance, muscular strength and endurance, and flexibility.
* Students can create a 24-week FITT plan specific to an individual’s fitness goals including individual workouts.
* Students know what nutrition is and why it is important to an athlete and the general population.
* Students understand the main functions of carbohydrates in the body, the recommended daily intake, and can identify food sources.
* Students understand the main functions of fats in the body, the recommended daily intake, and can identify food sources.
* Students understand the main functions of proteins in the body, the recommended daily intake, and can identify food sources.
* Students can identify the role vitamins and minerals have in the human body and which are particularly important to athletes.
 |
| **National Health Science Standards**Standard 9: Health Maintenance Practices Differentiate between wellness and disease. Promote disease prevention and model healthy behaviors.9.1 Healthy Behaviors 9.1.1 Promote behaviors of health and wellness. * Exercise
* Nutrition
* Relationships
* Sleep habits
* Stress management
* Weight control
 |
| **National Athletic Trainers Association Standards:**8.2 Explain the importance of good nutrition in enhancing performance and injury prevention. 8.3 Differentiate between body weight and body composition along with the factors that influence both of them. 8.4 Identify methods to calculate percent body fat and issues associated with each. 8.5 Identify safe methods for weight loss as well as weight gain.  |
| **Aligned Washington State Academic Standards** |
| **Health Education** | H1.N1.HS: Predict impact of consuming adequate or inadequate amounts of nutrients.H1.N5.HS: Analyze and describe the relationship between nutritional choices, physical activity, and chronicdiseases. H1.So2.HS: Identify supportive services for people with eating disorders. H1.W1.HS: Analyze personal dimensions of health and design a plan to balance health.H2.N2.HS: Analyze the impact of school rules and community and federal laws on beverage availability andchoice. H2.W2.HSb: Assess personal risk factors and predict future health statusH2.W3.HS: Analyze how a variety of factors impact personal and community health.H3.N1.HS: Evaluate resources for accessing valid and reliable information, products, and services for healthyeating.H3.N3.HS: Analyze trends in portion size as compared to recommended serving sizes.H3.So2.HS: Explain why people with eating disorders need support services. H3.W4.HS Create a resource that outlines where and how students can access valid and reliable health information, products, and services.H5.N3.HS: Cite evidence from Nutrition Facts labels useful for making informed and healthy choices. H5.W6.HS: Predict potential short- and long-term outcomes of a personal health-related decisionH6.N6.HS: Apply strategies to overcome barriers to achieving a personal goal to improve healthy eatingbehaviors. H6.W7.HS: Implement strategies to achieve a personal health goalH7.N4.HS: Demonstrate how to balance caloric intake with caloric expenditure to maintain, gain, or reduceweight in a healthy manner. H7.N6.HS: Design, monitor, and adjust a personal nutrition plan, considering cost, availability, access,Nutritional value, balance, freshness, and culture. H8.N1.HS: Collaborate with others to advocate for healthy eating at home, in school, or in the community.H8.So2.HS: Describe how to support someone who has symptoms of an eating disorder. H1.N1.HS: Predict impact of consuming adequate or inadequate amounts of nutrients. |

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| **Unit 12:** The Tissue Healing Response | **Total Learning Hours for Unit:** 10 |
| **Unit Summary**: Students identify the three phases of tissue healing as well as their main goals, factors that can impede healing, and the different characteristics of tissue healing of particular soft tissues.  |
| **Performance Assessments**:(Districts to complete for each unit) *Example assessments for this unit include:** Students create a trifold outlining the tissue healing process of one athletic injury of their choice
 |
| **Leadership Alignment**: (Districts to complete for each unit)*Leadership alignment must include a unit specific project/activity that aligns with the 21st Century Leadership Skills.* *Example:*Students think creatively and create media products to demonstrate the tissue healing process. (1.A, 5.B) |
| **Industry Standards and/or Competencies**:* Students understand the 3 phases of healing, their correct order, and characteristics of each.
* Students know the main goals of the inflammatory response phase, fibroblastic repair phase, and maturation-remodeling phase.
* Students can identify factors that can impede tissue healing.
* Students know the different characteristics of tissue healing of particular soft tissues.
* Students understand the unique steps of bone healing and how they pertain to the 3 phases of tissue healing.
* Students will demonstrate written and oral conversations using the proper medical terms.
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| **National Athletic Trainers Association Standards:**9.1 Describe and illustrate the three phases of the healing process as it pertains to various soft tissue structures, including cartilage, ligament, muscle, tendon, and nerve. 9.4 Illustrate various types of fractures and explain the forces required to produce each one. 9.5 List the mechanical properties of tissue as they pertain to the stress-strain curve. 9.6 Illustrate and describe the 5 types of tissue loading.  |
| **Aligned Washington State Academic Standards** |
| **Health Education** | H1.Sa1.HS Describe how to prevent occupational injuries.H2.W2.HSb: Assess personal risk factors and predict future health statusH2.W3.HS: Analyze how a variety of factors impact personal and community health.H1.Su1.HSa: Analyze why individuals choose to use or not use substances.H1.Su1.HSb: Differentiate classifications of substances.  |

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| **Unit 13:** Non-Penetrating Therapeutic Modalities | **Total Learning Hours for Unit:** 10 |
| **Unit Summary**: Students understands the indications and contraindications of cryotherapy and thermotherapy as well as various application techniques of each.  |
| **Performance Assessments**:(Districts to complete for each unit) *Example assessments for this unit include:** In assigned groups, students research and engage in a class debate regarding the topic of ice usage for acute injuries
* Students research and fill out an informational packet regarding several therapeutic modalities, their application, their indications, and contraindications
* With a partner, students create an informational medium regarding one therapeutic modality of their choice. Each medium will be presented to the class as a sales pitch
* Students demonstrate written and oral conversations using the proper medical terms.
 |
| **Leadership Alignment**: (Districts to complete for each unit)*Leadership alignment must include a unit specific project/activity that aligns with the 21st Century Leadership Skills.* *Example:*Students apply technology effectively when researching information for a debate on the usage of ice for acute injuries. (6.A)Students will be flexible when engaging in a class debate. (7.B) |
| **Industry Standards and/or Competencies**:* Students know the difference between an indication and a contraindication.
* Students know the 4 different means of thermal energy transfer.
* Students understand what cryotherapy is, when it is indicated, when it is contraindicated, and the various application techniques.
* Students understand what thermotherapy is, when it is indicated, when it is contraindicated, and the various application techniques.
 |
| **National Health Science Standards:****2.1 Concepts of Effective Communication**2.1.1 Model verbal and nonverbal therapeutic communication.* Active Listening
* Silence
* Summarizing
* Reflecting

2.1.3 Distinguish between subjective and objective information.**2.2 Medical Terminology**2.2.1 Use common roots, prefixes, and suffixes to communicate information.* Interpret common medical abbreviations to communicate information.

**2.3 Written Communication Skills** 2.3.1 Use proper elements of written and electronic communication (spelling, grammar, and formatting).2.3.2 Prepare examples of technical and informative writing.2.3.3 Demonstrate appropriate use of digital communication in a work environment, such as email, text, and social media. **4.2 Employability Skills** 4.2.1 Apply employability skills in healthcare. * Chain of command
* Communication Skills
* Decision making
* Flexible
* Organization
* Problem Solving
* Scope of practice
* Time Management
* Work Ethic
 |
| **National Athletic Trainers Association Standards:**13.1 List the safety procedures with each type of modality. |
| **Aligned Washington State Academic Standards** |
| **Health Education** | H3.W4.HS Create a resource that outlines where and how students can access valid and reliable health information, products, and services. |

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| **Unit 14:** Introduction to Rehabilitation in Sports Medicine | **Total Learning Hours for Unit:** 15 |
| **Unit Summary**: Students understand the importance of rehabilitation in terms of an athletic injury and be able to identify the major components of a rehabilitation program. Students will know the phases of rehabilitation, their goals, appropriate exercises of each as well as exercise progressions, and the various criteria for returning an athlete to play following rehabilitation from injury.  |
| **Performance Assessments**:(Districts to complete for each unit) *Example assessments for this unit include:** Students demonstrate and explain several therapeutic exercises to a patient for several different athletic injuries
* Students research common equipment used in injury rehabilitation and create a document that lists the injury and the rehabilitation equipment they would use.
* Students create and present a rehabilitation plan for an assigned non-surgical and surgical athletic injury
* Students demonstrate how to educate and fit various individuals for crutches
* *Suggested Practical Skill: Crutch Fitting; Donut Pad Fitting*
 |
| **Leadership Alignment**: (Districts to complete for each unit)*Leadership alignment must include a unit specific project/activity that aligns with the 21st Century Leadership Skills.* *Example:*Students use health literacy when creating a rehabilitation plan for a non-surgical and surgical athletic injury. (12.D) |
| **Industry Standards and/or Competencies**:* Students can identify the importance of rehabilitation in terms of athletic injury and identify the major components of a rehabilitation program.
* Students know the phases of rehabilitation as well as the goals and appropriate exercises of each and exercise progressions to the next phase.
* Students understand the various criteria for returning an athlete to play following rehabilitation from injury.
* Students can prescribe and demonstrate various appropriate range of motion, strength, and balance rehabilitation exercises for a variety of athletic injuries.
* Students know special considerations that pertain to rehabilitation.
 |
| **National Health Science Standards:**8.1 Healthcare Teams 8.1.1 Evaluate roles and responsibilities of healthcare team members. Identify characteristics of effective teams. * Defined roles
* Common purpose
* Effective communication
* Effective leadership
* Measurable processes and outcomes
* Mutual respect
* Shared goals

8.2 Team Member Participation 8.2.1 Recognize methods for building positive team relationships. 8.2.2 Analyze attributes and attitudes of an effective leader. a. Characteristics * Focused and driven
* Interpersonal skills
* Motivates and inspires
* Organized and balanced

b. Types * Autocratic
* Democratic
* Laissez faire

c. Roles * Communicates vision
* Leads change
* Manages accountability

8.2.3 Apply effective techniques for managing team conflict. • Communicate assertively • Set clear expectations  |
| **National Athletic Trainers Association Standards:**4.6 Differentiate between the types of stretching and determine which is best in a given scenario.13.3 Understand the five phases of rehabilitation |
| **Aligned Washington State Academic Standards** |
| **Health Education** | H2.Sa1.HS Compare how family, peers, culture, media, technology, and other factors influence safety andinjury prevention practices and behaviors. |

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| **Unit 15:** Introduction to Sports Psychology | **Total Learning Hours for Unit:** 15 |
| **Unit Summary**: Students understand the concept and importance of sports psychology as well as psychology as a whole. Students will have an understanding of common mental disorders and can identify common signs and symptoms and treatments of each.  |
| **Performance Assessments**:(Districts to complete for each unit) *Example assessments for this unit include:** Students set academic and life SMART goals for themselves and reassess them on a weekly basis.
* Students take a personality test of their choosing to determine their leadership styles and characteristics to understand how they interact with others.
* Students complete suicide prevention training
* With a partner, students create and present a yearlong mental training regimen for an assigned extreme professional athlete including areas for potential external resources and supports.
 |
| **Leadership Alignment**: (Districts to complete for each unit)*Leadership alignment must include a unit specific project/activity that aligns with the 21st Century Leadership Skills.* *Example:*Students work independently and manage goals and time when setting and reassessing academic and life SMART goals for themselves. (8.A, 8.B) |
| **Industry Standards and/or Competencies**:* Investigate the psychological reactions one may see in the ill or injured athlete.
1. Students have an understanding of common mental disorders and can identify their common S/S and treatments.
2. Students know the difference between arousal and anxiety and can identify the effects of anxiety on athletic performance and general health.
3. Students can identify the 4 different types of leadership styles and characteristics of each.
4. Students understand the 5 stages of grief.
5. Students have an understanding of common mental disorders and can identify their common S/S and treatments.
* Determine the reasons why social support is important to the injured athlete.
* Describe the role a healthcare provider plays when dealing with various psychological reactions.
* Understand the use of imagery and the various advantages of using imagery for athletic performance, managing stress, or manage other major life events.
 |
| **National Health Science Standards**Standard 9: Health Maintenance Practices Differentiate between wellness and disease. Promote disease prevention and model healthy behaviors.9.1 Healthy Behaviors 9.1.2 Examine various aspects of behavioral health. * Anxiety
* Depression
* Substance abuse
* Suicide

9.1.3 Describe strategies for prevention of disease. * Community health education outreach programs
* Immunizations
* Medical, dental, and mental health screenings
* Routine physical exams
* Stress management
 |
| **National Athletic Trainers Association Standards:**12.1 Investigate the psychological reactions one may see in the ill or injured athlete. 12.4 Determine the reasons why social support is important to the injured athlete. 12.3 Describe the role a health care provider plays when dealing with various psychological reactions.  |
| **Aligned Washington State Academic Standards** |
| **Health Education** | H1.So1.HSa: Access self-esteem and determine its impact on personal dimensions of health. H1.So1.HSb Understand changes in self- esteem can occur as people mature. H1.So3.HS: Identify physical and psychological responses to stressors.H1.So4.HS: Summarize strategies for coping with difficult emotions, including defense mechanisms. H1.So6.HSa: Compare and contrast emotional and mental and behavioral illness, mental well-being, andconcurrent disorders.H1.So6.HSb: Describe how self-harm or suicide impacts other people. H1.So6.HSc: Explain how to help someone who is thinking about attempting suicide. H2.So5.HS Compare and contrast the influence of family, peers, culture, media, technology, and other factors on harassment, intimidation, and bullying.H3.So6.HSa: Identify school and community resources that can help a person with emotional and mental and behavioral health concerns.H3.So6.HSb: Describe laws related to minors accessing mental health care. H4.W5.HS Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.H4.So4.HS: Demonstrate effective communication skills to express emotions. H6.W7.HS: Implement strategies to achieve a personal health goal.H6.N6.HS: Apply strategies to overcome barriers to achieving a personal goal to improve healthy eating behaviors. H7.So3.HS: Develop a personal stress management plan.H8.Sa3.HS Advocate for violence preventionH8.So4.HS Advocate for ways to manage or resolve interpersonal conflict. H8.So6.HS: Advocate for reducing stigma associated with emotional and mental and behavioral health. |

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| **Unit 16:** Performance Enhancing and Illicit Drugs | **Total Learning Hours for Unit:** 10 |
| **Unit Summary**: Students understand what performance enhancing and illicit drugs (including prescription pain medications) are, the positive and negative effects of each, and the possible implications of drug abuse. |
| **Performance Assessments**:(Districts to complete for each unit) *Example assessments for this unit include:** Students research and debate various performance enhancing drugs and legal and ethical implications.
* Students research, create, and present an informational medium regarding the use of an illicit drug and its impact on human well-being.
 |
| **Leadership Alignment**: (Districts to complete for each unit)*Leadership alignment must include a unit specific project/activity that aligns with the 21st Century Leadership Skills.* *Example:*Students manage products when preparing for a class debate on performance enhancing drugs. (10.A)Students will be self-directed learners as the design a presentation on the use of illicit drugs. (8.C) |
| **Industry Standards and/or Competencies**:* Students understand what PEDs are and why athletes feel they need to use them.
* Students will know different types of illicit drugs (e.g. Marijuana and marijuana-derived products, heroin, cocaine, alcohol) and their short-term and long-term effects on the mind and body.
* Students understand how addiction and dependency impacts individuals, families, and society.
* Students know how to identify an individual who may be suffering from a possible drug overdose and how to administer Narcan to reverse the effects of the overdose.
* Students know what steroids are, their positive and negative effects on the body, and the possible implications of steroid use.
* Students know what blood doping is, the positive and negative effects on the body, and the possible implications of blood doping.
* Students know what human growth hormone is, the positive and negative effects on the body, and the possible implications of using human growth hormone.
* Students know what gene doping is, the positive and negative effects on the body, and the possible implications of using gene doping.
* Students know what diuretics are, the positive and negative effects on the body, and the possible implications of diuretic use.
* Students can identify the positive and negative effects of pre-workouts and why individuals would choose to use them prior to exercise.
* Students have an understanding of protein supplementation, who it is indicated for, and the possible side effects.
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| **National Health Science Standards:**Standard 9: Health Maintenance Practices Differentiate between wellness and disease. Promote disease prevention and model healthy behaviors.9.1 Healthy Behaviors 9.1.2 Examine various aspects of behavioral health. * Substance abuse

9.1.3 Describe strategies for prevention of disease. * Community health education outreach programs
* Medical, dental, and mental health screenings
* Routine physical exams
 |
| **National Athletic Trainers Association Standards:**14.4 List socially used drugs and problems associated with athletics and performance.  |
| **Aligned Washington State Academic Standards** |
| **Health Education** |  H1. H1.Su1.HSa: Analyze why individuals choose to use or not use substances.H1.Su1.HSb: Differentiate classifications of substances.H3.Su1.HSa: Analyze validity of information on substance abuse. H3.Su1.HSb: Describe laws related to minors accessing substance abuse treatment. H3.Su4.HS: Analyze valid and reliable information to prevent or treat substance dependency and addiction.H1.Su2.HSa: Summarize short and long term effects of substance abuse on dimensions of health. H1.Su2.HSb: Analyze how addiction and dependency impact individuals, families, and society. H5.W6.HS Predict potential short- and long-term outcomes of a personal health-related decision.H6.Su3.HS: Predict how a drug free lifestyle will support achievement of short and long term goals. H8.Su3.HS: Design and drug free message for a community beyond school. H3.Su4.HS: Analyze valid and reliable information to prevent or treat substance dependency and addiction. H1.Su4.HS: Understand how codependency relates to substance use and abuse. H1.Su5.HS: Compare and contrast school, local, state, and federal laws related to substance possession and use. H7.Sa3.HS Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid potentially violent situations.  |

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| **Unit 17:** Introduction to Sexual Health  | **Total Learning Hours for Unit:** 5  |
| **Unit Summary**: Students will understand the various aspects of sexual health.  |
| **Performance Assessments**:(Districts to complete for each unit) *Example assessments for this unit include:** Students evaluate the effectiveness of abstinence, condoms, and other contraceptives in preventing pregnancy and STDs/HIV
* Students research local resources for education, STD testing, and treatment for sexually active youth and present their findings to their classmates
 |
| **Leadership Alignment**: (Districts to complete for each unit)*Leadership alignment must include a unit specific project/activity that aligns with the 21st Century Leadership Skills.* *Example:*Students will apply technology when researching STDs. (6.A) |
| **Industry Standards and/or Competencies**:* Students know the S/S of common and uncommon injuries to the reproductive organs and the diagnosis and treatment of each.
* Students know the S/S of various types of cancer and the diagnosis and treatment of each.
* Students will understand the anatomy of the male and female reproductive systems.
* Students will understand the difference between healthy and unhealthy relationships.
* Students can summarize fertilization, fetal development, and childbirth.
* Students will know the different types of STDs and the S/S and treatments of each.
* Students will understand the effectiveness of abstinence, condoms, and other contraceptives in preventing pregnancy and STDs/HIV.
* Students will understand the importance of personal and social responsibility for sexual decisions.
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| **National Health Science Standards**1.1.2 Identify basic structures and describe functions of human body systems. k. Reproductive1.2.1 Describe etiology, pathology, diagnosis, treatment, and prevention of common diseases and disorders, including, but not limited to the following: * + - Structures of the reproductive system
	+ Identify female reproductive organs
	+ Identify male reproductive organs
* Functions of the reproductive system
	+ Formation of gametes
	+ Production of hormones

2.2.1 Use common roots, prefixes, and suffixes to communicate information. 5.2.4 Differentiate informed and implied consent.  |
| **Aligned Washington State Academic Standards** |
| **Health** | H1.Se1.HSa Summarize fertilization, fetal development, and childbirth.H1.Se1.HSb Describe emotional, social, physical, and financial effects of being a teen or young adult parent.H1.Se1.HSc Describe behaviors that impact reproductive health.H1.Se2.HSa Explain the physical, social, mental, and emotional changes associated with being a young adult.H1.Se2.HSb Describe how sexuality and sexual expression change throughout the life span.H1.Se4.HSa Evaluate the effectiveness of abstinence, condoms, and other contraceptives in preventingpregnancy and STDs/HIV. H1.Se4.HSb Understand that people can choose abstinence at different times in their lives.H1.Se5.HSa Differentiate between affection, love, commitment, and sexual attraction.H1.Se5.HSb Compare and contrast characteristics of healthy and unhealthy romantic and sexual relationships.H2.Se3.HS Evaluate how culture, media, society, and other people influence our perceptions of genderroles, sexuality, relationships, and sexual orientation.H2.Se5.HS Analyze factors that can affect the ability to give or recognize consent to sexual activity.H3.Se4.HS Identify local youth-friendly sexual health servicesH3.Se5.HS Identify ways to access accurate information and resources for survivors of sexual offenses.H3.Se6.HS Describe laws related to accessing sexual health care services.H4.Se5.HS Demonstrate effective ways to communicate with a partner about healthy sexual decisions andconsent.H5.Se1.HS Explain the role hormones play in sexual behavior and decision- making.H5.Se4.HS Use a decision-making model to make a sexual health-related decision.H7.Se1.HS Describe the steps of testicular self-exam and the importance of breast self-exam awareness.H7.Se4.HS Demonstrate steps to using a condom correctly.H7.Se6.HS Understand importance for personal and social responsibility for sexual decisions.H8.Se4.HS Advocate for STD testing and treatment for sexually active youth. |