

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name: Care and Prevention in Athletic Training

Course Number: 000451

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: Care and Prevention in Athletic Training/Introduction</p>	<p>Unit Summary: In this introductory unit students will identify the steps in becoming an Athletic Trainer. This unit will offer an insight into the prerequisites of becoming an Athletic Trainer, and what to expect in the college experience. Students will also understand the role of an Athletic Trainer in schools, community, universities, and professional levels.</p>
<p>Grade Level(s): 12th Grade</p>	<p>Enduring Understanding(s):</p> <ol style="list-style-type: none"> 1. Developing and implementing a plan to reach realistic wellness goals increases the likelihood of reaching those goals. 2. There are numerous health and fitness programs available that provide a variety of services. Not all are created equal. 3. Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity. 4. Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities. 5. In order for all participants and spectators to experience the maximum benefit from games and sports, everyone must demonstrate knowledge and commitment to sportsmanship, rules and safety guidelines. 6. Developing and implementing a program that utilizes appropriate training principles is necessary for lifetime fitness. 7. Ongoing feedback and assessment is necessary in determining the effectiveness of a personal fitness program.
<p>Essential Question(s):</p> <ol style="list-style-type: none"> 1. In order to achieve lifetime wellness, what should I plan for and what should I just let happen? 2. Where do I go to access information about good health and fitness services? 3. How does effective and appropriate movement affect wellness? 4. Why do I have to understand concepts of movement when I can already perform the movement? 5. Why do I have to show good sportsmanship and follow the rules when others do not? 6. How do I develop an appropriate personal fitness program and find the motivation to commit to it? 7. How do you realize age-appropriate fitness? 	

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJCCCS or CCS</u>
1. Student will understand what being an Athletic Trainer entails at a community, school, collegiate, and professional level.	1. HPE.2.1.12.D.CS1
2. Students will research different health related fields.	2. HPE.2.1.12.D.1
3. Students will understand the difference between safe playing conditions and unsafe playing conditions.	3. HPE.2.1.12.D.CS2
4. Students will present information on different careers in the health field.	4. HPE.2.2.12.B.CS1
5. Students will create different workout plans for certain sports.	5. HPE.2.5.12.A.CS1
6. Students will understand the concept of sportsmanship, and safe play on the athletic fields.	6. HPE.2.5.12.A.1
	7. HPE.2.5.12.A.2
	8. HPE.2.5.12.C.CS1
	9. HPE.2.5.12.C.1
	10. HPE.2.5.12.C.2
	11. HPE.2.6.12.A.2

Inter-Disciplinary Connections:

LA.11-12.CCSS.ELA-Literacy.CCRA.R.1 - [Anchor Standard] - Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

LA.11-12.CCSS.ELA-Literacy.CCRA.R.2 - [Anchor Standard] - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

LA.11-12.CCSS.ELA-Literacy.RST.11-12.3 - [Grade Level Standard] - 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.

LA.11-12.CCSS.ELA-Literacy.CCRA.R.7 - [Anchor Standard] - Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

CCSS.ELA-Literacy.CCRA.L.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.CCRA.L.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CAEP.9.2.12.C.7 - [Standard] - Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.

TEC.9-12.8.1.12.B.1 - [Cumulative Progress Indicator] - Design and pilot a digital learning game to demonstrate knowledge and skills related to one or more content areas or a real world situation.

Students will engage with the following text:

- PowerPoint Presentations
- Videos (Youtube)
- Fundamentals of Athletic Training Second Edition (2005)
- Internet based research

ACCOMMODATIONS/MODIFICATIONS

- Incorporate media/audio visual representation (YouTube, Discovery Education, etc.)
- Highlight and underline main ideas in reading material
- Provide students with summaries if applicable
- Provide guiding questions to complete during and/or after readings to ensure understanding of main ideas

Students will write:

- Students will use writing in the “Do Nows” corresponding to the Athletic Training topic. The “Do Nows” may be a question related to Athletic Training or a journal entry writing an opinion/personal story related to the topic.
- Students will complete writing assignments related to specific to the Athletic Training content.
- Students will write a summary and opinion on a current event article relating to the Athletic Training topic.

ACCOMMODATIONS/MODIFICATIONS

- Reduce value for spelling and grammar errors
- Grade based on organization and content, not mechanics
- Provide graphic organizers
- Reduce length of assignments if needed
- Extend time on writing assignments if needed

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Students will be engaged in PowerPoint presentations, worksheets, videos, and class discussion on Athletic Training.

CONTENT

What is Athletic Training

- Overview of responsibilities for athletic training in the community, school, collegiate, and professional levels

General Causes of Injuries in Sports

Ways to prevent injuries in sports

Development of a fitness routine

- sport specific
- project

Research of jobs available in health care field

- project

Guest Speaker: school athletic trainer

PART IV: EVIDENCE OF LEARNING

**IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.**



Formative Assessments:

- Quizzes
- Exit Cards
- Notebook
- Follow up activities
- Pretest: will be given on the first instructional day of class. The test will included all material that will be taught throughout the course of the semester

Accommodations/Modifications:

- Provide study guide before assessments
- Extended time if needed
- May need to be read orally per individual students' IEP

- Include word banks on assessments
- Bold instructions on assessments and thoroughly review, repeat and clarify directions if needed
- Make assessments visually appealing (proper amount of space between sections, enlarge font)
- Chunk sections of assessments and/or reduce quantity of sections if needed
- Reduce quantity of written assignments if needed
- Reduce value for spelling and grammar errors on assignments
- Writing grade based on organization and content, not mechanics
- Provide copies of PowerPoint presentations
- Provide guiding questions to complete during and/or after videos to ensure comprehension of main ideas

Summative Assessments:

-Test/s: on how to become an Athletic Trainer, general causes of sports, ways to prevent injuries, fitness plans, and responsibilities of an Athletic Trainer

Accommodations/Modifications:

- Provide study guide before assessments
- Extended time if needed
- May need to be read orally per individual students' IEP
- Include word banks on assessments
- Bold instructions on assessments and thoroughly review, repeat and clarify directions if needed
- Make assessments visually appealing (proper amount of space between sections, enlarge font)
- Chunk sections of assessments and/or reduce quantity of sections if needed
- Provide copies of PowerPoint presentations
- Break long term assignments into smaller sections
- Reduce the amount of multiple choice answers

Performance Assessments:

- Project/s:
Athletic Training as a Career Poster

Accommodations/Modifications:

- Limit oral reading unless student volunteers
- Extended time on assessments if needed

- Include word banks
- Bold instructions on assessments and thoroughly review, repeat and clarify directions if needed
- Make assessments visually appealing (proper amount of space between sections, enlarge font)
- Chunk sections of assessments and/or reduce quantity of sections if needed
- Break long term assignments into smaller sections

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name: Care and Prevention in Athletic Training

Course Number: 000451

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course/Unit Title: Care and Prevention in Athletic Training/Body Systems	Unit Summary: In this unit students will understand the main systems of the body. Students will understand why the Skeletal, Muscular, Cardiovascular, Nervous, and Digestive systems play such an important role when it comes to athletics.
Grade Level(s): 12 th Grade	Students will understand why maintaining the health of these systems will provide an athlete with optimal performance.
Essential Question(s): 1. Why does the body need to be organized? 2. How does structure relate to function in living things? 3. Why is homeostasis important to living things? 4. What makes a food healthy? 5. How do you determine appropriate portion sizes?	Enduring Understanding(s): 1. Life is based on a collection of necessary functions and requirements that organize living systems and their interactions. 2. Organization helps the body to function efficiently and correctly. The study of organization helps to understand disease and develop methods of remediation and maintain good health. This information is necessary for the health and medical fields. 3. The human body is a complex systems made of multiple levels of organization. Studying the relationship between structure and function helps to organize this system and develop connections between levels. 4. Organ systems are designed to maintain balanced in our bodies which are necessary for proper function and survival. 5. There are many short and long term health benefits and risks associated with nutritional choices.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJCCCS or CCS</u>
1. Identify & describe the organ systems and the major functions for each. 2. List the divisions of the nervous system and distinguish them by describing the characteristics of each. 3. List the parts of the brain and distinguish among them by describing their major functions. 4. Identify, describe and relate the structure & function of the components of the blood and heart. 5. Distinguish among skeletal, smooth and cardiac muscle. 6. Define and give an example of: origin, insertion, synergist, antagonist, and prime mover. Identify select muscles of the human body.	1. HPE.2.1.12.B.CS1 2. HPE.2.1.12.B.1 3. HPE.2.5.12.C.CS1 4. HPE.2.6.12.A.1 5. HPE.2.6.12.A.3

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|--|--|
| <ol style="list-style-type: none"> 7. List and describe the bones of the axial and appendicular skeleton. 8. Understand and list the main nutrients needed to maintain a healthy body. 9. Identify and distinguish among the 4 major types of tissues. 10. Identify, describe and relate the structure and function of the components of the blood and heart. 11. Describe the flow of blood through the heart. | |
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Inter-Disciplinary Connections:

LA.11-12.CCSS.ELA-Literacy.CCRA.R.1 - [Anchor Standard] - Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

LA.11-12.CCSS.ELA-Literacy.CCRA.R.2 - [Anchor Standard] - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

LA.11-12.CCSS.ELA-Literacy.RST.11-12.3 - [Grade Level Standard] - 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.

LA.11-12.CCSS.ELA-Literacy.CCRA.R.7 - [Anchor Standard] - Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

CCSS.ELA-Literacy.CCRA.L.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.CCRA.L.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

SCI.MS-LS1-3 - [Performance Expectation] - Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells

TEC.9-12.8.1.12.B.1 - [Cumulative Progress Indicator] - Design and pilot a digital learning game to demonstrate knowledge and skills related to one or more content areas or a real world situation.

Students will engage with the following text:

- PowerPoint Presentations
- Videos (Youtube)
- Fundamentals of Athletic Training Second Edition (2005)
- Internet based research

ACCOMMODATIONS/MODIFICATIONS

- Incorporate media/audio visual representation (YouTube, Discovery Education, etc.)
- Highlight and underline main ideas in reading material
- Provide students with summaries if applicable
- Provide guiding questions to complete during and/or after readings to ensure understanding of main ideas

Students will write:

- Students will use writing in the “Do Nows” corresponding to the Body Systems topic. The “Do Nows” may be a question related to a specific body system or a journal entry writing an opinion/personal story related to the topic.
- Students will complete writing assignments related to specific to the Body System content.
- Students will write a summary and opinion on a current event article relating to a specific system.

ACCOMMODATIONS/MODIFICATIONS

- Reduce value for spelling and grammar errors
- Grade based on organization and content, not mechanics
- Provide graphic organizers
- Reduce length of assignments if needed
- Extend time on writing assignments if needed

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Students will be engaged in PowerPoint presentations, worksheets, videos, and class discussion on Body Systems.

CONTENT

Nervous System

- Subsystems of nervous system (Central, Peripheral, Autonomic)
- brain setup and function

Digestive System

- Carbohydrates
- Protein
- Water
- Fats
- Vitamins
- Minerals

Muscular System

- Cardiac, Smooth, Skeletal

Skeletal

- Ligaments
- Cartilage
- Tendons

Cardiovascular

- Function of white blood cells
- Function of red blood cells
- Function of the heart

Puzzle Creation

- of a specific system

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS. IDENTIFY BLOOM’S LEVELS.



Formative Assessments:

- Quizzes
- Exit Cards
- Notebook
- Follow up activities

Accommodations/Modifications:

- Provide study guide before assessments
- Extended time if needed
- May need to be read orally per individual students’ IEP
- Include word banks on assessments
- Bold instructions on assessments and thoroughly review, repeat and clarify directions if needed
- Make assessments visually appealing (proper amount of space between sections, enlarge font)
- Chunk sections of assessments and/or reduce quantity of sections if needed

- Reduce quantity of written assignments if needed
- Reduce value for spelling and grammar errors on assignments
- Writing grade based on organization and content, not mechanics
- Provide copies of PowerPoint presentations
- Provide guiding questions to complete during and/or after videos to ensure comprehension of main ideas

Summative Assessments:

-Test/s: the main components of the Skeletal, Muscular, Nervous, Cardiovascular, and Digestive systems; issues that arise when these systems are not kept healthy.

Accommodations/Modifications:

- Provide study guide before assessments
- Extended time if needed
- May need to be read orally per individual students' IEP
- Include word banks on assessments
- Bold instructions on assessments and thoroughly review, repeat and clarify directions if needed
- Make assessments visually appealing (proper amount of space between sections, enlarge font)
- Chunk sections of assessments and/or reduce quantity of sections if needed
- Provide copies of PowerPoint presentations
- Break long term assignments into smaller sections
- Reduce the amount of multiple choice answers

Performance Assessments:

- Puzzle creation

Accommodations/Modifications:

- Limit oral reading unless student volunteers
- Extended time on assessments if needed
- Include word banks
- Bold instructions on assessments and thoroughly review, repeat and clarify directions if needed
- Make assessments visually appealing (proper amount of space between sections, enlarge font)
- Chunk sections of assessments and/or reduce quantity of sections if needed
- Break long term assignments into smaller sections

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name: Care & Prevention

Course Number: 000451

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: Care & Prevention Unit 3: Axial Skeleton</p>	<p>Unit Summary: In the Axial Skeleton Unit students will become familiar with the structures and functions of the skull (face), vertebrae (neck & spine), and thoracic cavity.</p>
<p>Grade Level(s): 12th Grade</p>	<p>Students will develop an understanding of injuries to these areas of the body. Treatment and specialized care unique to injuries sustained to these body parts will be discussed and analyzed.</p>
<p>Essential Question(s):</p> <ol style="list-style-type: none"> 1. How are/do bones of the axial skeletal system developed/ classified/ function? 2. How are knowing the bones and landmarks of the skeleton beneficial? 3. Why is it important to remember the names of all the bones in the skeletal system? 4. How are structure and function related to the skeletal system? 5. What are the various types of joints that make up axial skeleton 6. How are the joints of the body responsible for the body's kinesthetics? 7. How does the Anatomy of each of the major joints of the body affect its physiology? 8. How is the structural integrity of the axial skeletal system maintained? 	<p>Enduring Understanding</p> <ol style="list-style-type: none"> 1. To increase the understanding of anatomy of the human body as a means to see cause and effect in human health. 2. Students will gain general/comprehensive knowledge about the axial skeletal system to increase general health knowledge and to be able to communicate in a medical setting. 3. Fundamental knowledge of health related to the axial skeletal system. 4. Understanding of orthopedic and medical treatments relative to the axial skeletal system and specifically joints. 5.Using observational skills to draw inferences and synthesize knowledge in health and allied science.

9. How will a solid basis in the axial skeleton and the functional dynamics assist in injury assessment and treatment?

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJCCCS or CCS</u>
1. List and describe the components of the skeletal system.	1. HPE.2.1.12.D.CS1
2. Describe the components of the connective tissue matrix and state the function of each.	2. HPE.2.1.12.D.1
3. Describe the structure of bone.	3. HPE.2.1.12.D.CS2
4. Outline the processes of bone ossification, growth, remodeling and repair.	4. HPE.2.1.12.A.2
5. Discuss the major functions of bones.	
6. List and describe the bones of the axial skeleton.	
7. Classify and describe the various types of axial joints.	
8. Explain how axial skeletal muscle and the major types are responsible and are classified by joint movement.	
9. Identify anatomy and physiology of the Axial Skeleton and apply that information to injury prevention, assessment, and care.	

Inter-Disciplinary Connections:

LA.11-12.CCSS.ELA-Literacy.CCRA.R.1 - [*Anchor Standard*] - Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

LA.11-12.CCSS.ELA-Literacy.CCRA.R.10 - [*Anchor Standard*] - Read and comprehend complex literary and informational texts independently and proficiently.

LA.11-12.CCSS.ELA-Literacy.CCRA.W.7 - [*Anchor Standard*] - Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Students will engage with the following text:

- PowerPoint Presentations
- Videos (Youtube; United Streaming)
- Fundamentals of Athletic Training Second Edition (2005)
- Internet based research

Students will write:

- Students will use writing in the “Do Nows” corresponding to the care and prevention topic. The “Do Nows” may be a question related to the care & prevention topic or a journal entry writing an opinion/personal story related to the care and prevention topic.
- Students will complete writing assignments related to specific axial skeleton injuries content.
- Students will write a summary and opinion on a current event article relating to the care and prevention topic.

ACCOMMODATIONS/MODIFICATIONS

- Reduce value for spelling and grammar errors
- Grade based on organization and content, not mechanics
- Provide graphic organizers
- Reduce length of assignments if needed
- Extend time on writing assignments if needed

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Students will be engaged in PowerPoint presentations, worksheets, videos, class discussions and practical demonstrations on the care and prevention of axial skeleton injuries.

CONTENT

Skull/Face

- Anatomy
- Injuries
- Treatment

Vertebrae

- Anatomy
- Injuries
- Treatment

Thoracic Cavity

- Anatomy
- Injuries

PART IV: EVIDENCE OF LEARNING

**IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.**



Formative Assessments:

- Pre-Test
- Quizzes
- Exit Cards
- Article Summaries

Accommodations/Modifications:

- Provide study guide before assessments
- Extended time if needed
- May need to be read orally per individual students' IEP
- Include word banks on assessments
- Bold instructions on assessments and thoroughly review, repeat and clarify directions if needed
- Make assessments visually appealing (proper amount of space between sections, enlarge font)
- Chunk sections of assessments and/or reduce quantity of sections if needed
- Reduce quantity of written assignments if needed
- Reduce value for spelling and grammar errors on assignments
- Writing grade based on organization and content, not mechanics
- Provide copies of PowerPoint presentations
- Provide guiding questions to complete during and/or after videos to ensure comprehension of main ideas

Summative Assessments:

-Test/s: on injury assessment procedures, how to recognize an injury, steps to follow during an evaluation, and treatment protocols. i.e. Taping Tests

Accommodations/Modifications:

- Provide study guide before assessments
- Extended time if needed
- May need to be read orally per individual students' IEP
- Include word banks on assessments
- Bold instructions on assessments and thoroughly review, repeat and clarify directions if needed
- Make assessments visually appealing (proper amount of space between sections, enlarge font)
- Chunk sections of assessments and/or reduce quantity of sections if needed
- Provide copies of PowerPoint presentations
- Break long term assignments into smaller sections
- Reduce the amount of multiple choice answers

Performance Assessments:

- Skill/Treatment/Taping/ Tests
- Group Project
- Current Events

Accommodations/Modifications:

- Limit oral reading unless student volunteers
- Extended time on assessments if needed
- Include word banks
- Bold instructions on assessments and thoroughly review, repeat and clarify directions if needed
- Make assessments visually appealing (proper amount of space between sections, enlarge font)
- Chunk sections of assessments and/or reduce quantity of sections if needed
- Break long term assignments into smaller sections

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name: Care & Prevention

Course Number:

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: Care & Prevention Unit 4: Appendicular Skeleton</p>	<p>Unit Summary: In the Appendicular Skeleton Unit students will become familiar with the structures and functions of the shoulder, elbow, wrist, thumb/fingers, hip, knee, ankle /foot. Students will develop an understanding of injuries to these areas of the body. Treatment and specialized care unique to injuries sustained to these body parts will be discussed and analyzed.</p>
<p>Grade Level(s): 12th Grade</p>	<p>Essential Question(s):</p> <ol style="list-style-type: none"> 1. How are/do bones of the axial skeletal system developed/ classified/ function? 2. How are knowing the bones and landmarks of the skeleton beneficial? 3. Why is it important to remember the names of all the bones in the skeletal system? 4. How are structure and function related to the skeletal system? 5. What are the various types of joints that make up appendicular skeleton 6. How are the joints of the body responsible for the body's kinesthetics? 7. How does the Anatomy of each of the major joints of the body affect its physiology? 8. How is the structural integrity of the appendicular skeletal system maintained? <p>Enduring Understanding</p> <ol style="list-style-type: none"> 1. To increase the understanding of anatomy of the human body as a means to see cause and effect in human health. 2. Students will gain general/comprehensive knowledge about the appendicular skeletal system to increase general health knowledge and to be able to communicate in a medical setting. 3. Fundamental knowledge of health related to the appendicular skeletal system. 4. Understanding of orthopedic and medical treatments relative to the appendicular skeletal system and specifically joints. 5.Using observational skills to draw inferences and synthesize knowledge in health and allied science.

9. How will a solid basis in the axial skeleton and the functional dynamics assist in injury assessment and treatment?

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJCCCS or CCS</u>
1. List and describe the components of the skeletal system.	
2. Describe the components of the connective tissue matrix and state the function of each.	1. HPE.2.1.12.D.CS1
3. Describe the structure of bone.	2. HPE.2.1.12.D.1
4. Outline the processes of bone ossification, growth, remodeling and repair.	3. HPE.2.1.12.D.CS2
5. Discuss the major functions of bones.	4. HPE.2.1.12.A.2
6. List and describe the bones of the appendicular skeleton.	
7. Classify and describe the various types of appendicular joints.	
8. Explain how the axial skeletal muscles and the major types are responsible and classified by joint movement.	
9. Identify anatomy and physiology of the Appendicular Skeleton and apply that information to injury prevention, assessment, and care.	

Inter-Disciplinary Connections:

LA.11-12.CCSS.ELA-Literacy.CCRA.R.1 - [Anchor Standard] - Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

LA.11-12.CCSS.ELA-Literacy.CCRA.R.10 - [*Anchor Standard*] - Read and comprehend complex literary and informational texts independently and proficiently.

LA.11-12.CCSS.ELA-Literacy.CCRA.W.7 - [*Anchor Standard*] - Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Students will engage with the following text:

- PowerPoint Presentations
- Videos (Youtube; United Streaming)
- Fundamentals of Athletic Training Second Edition (2005)
- Internet based research

Students will write:

- Students will use writing in the “Do Nows” corresponding to the care and prevention topic. The “Do Nows” may be a question related to the care & prevention topic or a journal entry writing an opinion/personal story related to the care and prevention topic.
- Students will complete writing assignments related to specific appendicular skeleton injuries content.
- Students will write a summary and opinion on a current event article relating to the care and prevention topic.

ACCOMMODATIONS/MODIFICATIONS:

- Reduce value for spelling and grammar errors
- Grade based on organization and content, not mechanics
- Provide graphic organizers
- Reduce length of assignments if needed
- Extend time on writing assignments if needed

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Students will be engaged in PowerPoint presentations, worksheets, videos, class discussions, small discussion / partner simulations and practical demonstrations on the care and prevention of appendicular skeleton injuries.

CONTENT

Shoulder

- Anatomy
- Injuries
- Treatment
- Taping

Elbow

- Anatomy
- Injuries
- Treatment
- Taping

Wrist

- Anatomy
- Injuries
- Treatment
- Taping

Thumb/Fingers

- Anatomy
- Injuries
- Treatment
- Taping

Hip

- Anatomy
- Injuries
- Treatment

Knee

- Anatomy
- Injuries
- Treatment

Ankle/Foot

- Anatomy
- Injuries
- Treatment
- Taping

PART IV: EVIDENCE OF LEARNING

**IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.**



Formative Assessments:

- Pre-Test
- Quizzes
- Exit Cards
- Article Summaries

Accommodations/Modifications:

- Provide study guide before assessments
- Extended time if needed
- May need to be read orally per individual students' IEP
- Include word banks on assessments
- Bold instructions on assessments and thoroughly review, repeat and clarify directions if needed
- Make assessments visually appealing (proper amount of space between sections, enlarge font)
- Chunk sections of assessments and/or reduce quantity of sections if needed
- Reduce quantity of written assignments if needed
- Reduce value for spelling and grammar errors on assignments
- Writing grade based on organization and content, not mechanics
- Provide copies of PowerPoint presentations
- Provide guiding questions to complete during and/or after videos to ensure comprehension of main ideas

Summative Assessments:

-Test/s: on injury assessment procedures, how to recognize an injury, steps to follow during an evaluation, and treatment protocols.

Accommodations/Modifications:

- Provide study guide before assessments
- Extended time if needed
- May need to be read orally per individual students' IEP
- Include word banks on assessments
- Bold instructions on assessments and thoroughly review, repeat and clarify directions if needed
- Make assessments visually appealing (proper amount of space between sections, enlarge font)
- Chunk sections of assessments and/or reduce quantity of sections if needed
- Provide copies of PowerPoint presentations
- Break long term assignments into smaller sections
- Reduce the amount of multiple choice answers

Performance Assessments:

- Skill/Treatment/Taping/ Tests
- Group Project
- Current Events

Accommodations/Modifications:

- Limit oral reading unless student volunteers
- Extended time on assessments if needed
- Include word banks
- Bold instructions on assessments and thoroughly review, repeat and clarify directions if needed
- Make assessments visually appealing (proper amount of space between sections, enlarge font)
- Chunk sections of assessments and/or reduce quantity of sections if needed
- Break long term assignments into smaller sections

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name: Care and Prevention in Athletic Training

Course Number: 000451

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: Care and Prevention in Athletic Training/Drugs and Nutrition</p>	<p>Unit Summary: In this unit students will identify and define the different types of sport enhancement products athletes use to increase physical performance. Students will learn how these drugs affect the body in positive and negative ways.</p>
<p>Grade Level(s): 12th Grade</p>	<p>Students will also understand how athletes use nutrition to manipulate their physical appearance based on their intended sport. Different dietary plans are explored in this unit, both healthy and dangerous.</p>
<p>Essential Question(s):</p> <ol style="list-style-type: none"> 1. What are the consequences (especially unforeseen) of our choices in terms of wellness? 2. What makes a food healthy? 3. How do you determine appropriate portion sizes? 4. What is the difference between healthy and unhealthy risks? 5. How can you learn to like yourself and others? 6. How do you know whether or not health information is accurate? 7. Why might educated people make poor health decisions? 8. How do I overcome negative influences when making decisions about my personal health? 9. Where do I go to access information about good health and fitness services? 10. How do I determine whether or not a medication will be effective? 	<p>Enduring Understanding(s):</p> <ol style="list-style-type: none"> 1. Current and future personal wellness is dependent upon applying health-related concepts and skills in everyday lifestyle behaviors. 2. There are many short and long term health benefits and risks associated with nutritional choices. 3. Why do we sometimes take risks that can cause harm to ourselves or others? 4. Developing self-esteem, resiliency, tolerance and coping skills support social and emotional health. 5. Making good health decisions requires the ability to access and evaluate reliable resources. 6. Decision-making can be affected by a variety of influences that may not be in a person's best interest. 7. There are numerous health and fitness programs available that provide a variety of services. Not all are created equal. 8. Medicines must be used correctly in order to be safe and have the maximum benefit. 9. Research has clearly established that drugs have a variety of harmful effects on the human body. 10. There are common indicators, stages and influencing factors of chemical dependency. 11. Sport psychology techniques prepare athletes to compete at the optimum level. 12. Developing and implementing a program that utilizes appropriate training principles is necessary for lifetime fitness.

<p>11. How do I make the "right" decisions in the face of peer, media and other pressures?</p> <p>12. Why do people choose to use drugs when they are aware of the detrimental effects?</p> <p>13. Why does one person become an addict and another does not?</p> <p>14. How can I become more mentally prepared for competition and sports performance?</p> <p>15. How do I develop an appropriate personal fitness program and find the motivation to commit to it?</p>	
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PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJCCCS or CCS</u>
1. Identify the different types of sport enhancement products available to athletes.	1. HPE.2.1.12.A.CS1
2. Understand the consequences/risks of using sport enhancement products.	2. HPE.2.1.12.B.CS1
3. Identify the signs/symptoms of an athlete using sport enhancement products.	3. HPE.2.1.12.B.1
4. Develop a nutrition plan for specific sports.	4. HPE.2.1.12.B.2
5. Understand what nutrients are important to consume for maximum nutrition.	5. HPE.2.1.12.B.3
6. Identify the different types of harmful dietary supplements available.	6. HPE.2.1.12.C.CS1
7. Identify the signs/symptoms of Anorexia and Bulimia.	7. HPE.2.1.12.D.CS1
8. List the side effects of being Anorexic or Bulimic .	8. HPE.2.1.12.E.2
	9. HPE.2.2.12.B.CS1
	10. HPE.2.2.12.E.1
	11. HPE.2.3.12.A.CS1
	12. HPE.2.3.12.A.1
	13. HPE.2.3.12.A.2
	14. HPE.2.3.12.B.CS1
	15. HPE.2.3.12.B.1
	16. HPE.2.3.12.B.2
	17. HPE.2.3.12.B.5
	18. HPE.2.3.12.C.CS1
	19. HPE.2.3.12.C.1
	20. HPE.2.3.12.C.2

- 21. **HPE.2.3.12.C.CS2**
- 22. **HPE.2.3.12.C.3**
- 23. **HPE.2.5.12.C.1**
- 24. **HPE.2.6.12.A.CS1**
- 25. **HPE.2.6.12.A.2**
- 26. **HPE.2.6.12.A.3**
- 27. **HPE.2.6.12.A.5**

Inter-Disciplinary Connections:

LA.11-12.CCSS.ELA-Literacy.CCRA.R.1 - [Anchor Standard] - Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

LA.11-12.CCSS.ELA-Literacy.CCRA.R.2 - [Anchor Standard] - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

LA.11-12.CCSS.ELA-Literacy.RST.11-12.3 - [Grade Level Standard] - 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.

LA.11-12.CCSS.ELA-Literacy.CCRA.R.7 - [Anchor Standard] - Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

CCSS.ELA-Literacy.CCRA.L.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.CCRA.L.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

TEC.9-12.8.1.12.B.1 - [Cumulative Progress Indicator] - Design and pilot a digital learning game to demonstrate knowledge and skills related to one or more content areas or a real world situation.

Students will engage with the following text:

- PowerPoint Presentations
- Videos (Youtube)
- Fundamentals of Athletic Training Second Edition (2005)
- Internet based research

ACCOMMODATIONS/MODIFICATIONS

- Incorporate media/audio visual representation (YouTube, Discovery Education, etc.)
- Highlight and underline main ideas in reading material
- Provide students with summaries if applicable
- Provide guiding questions to complete during and/or after readings to endure understanding of main

ideas

Students will write:

- Students will use writing in the “Do Nows” corresponding to the Athletic Training topic. The “Do Nows” may be a question related to a specific term/position or a journal entry writing an opinion/personal story related to the topic.
- Students will complete writing assignments related to specific to the Athletic Training content.
- Students will write a summary and opinion on a current event article relating to a specific drug or dietary plan.

ACCOMMODATIONS/MODIFICATIONS

- Reduce value for spelling and grammar errors
- Grade based on organization and content, not mechanics
- Provide graphic organizers
- Reduce length of assignments if needed
- Extend time on writing assignments if needed

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Students will be engaged in PowerPoint presentations, worksheets, videos, and class discussion on Athletic Training.

CONTENT

Anabolic Steroids

Blood Doping

HGH

Creatine

Carb-loading

Nutrients

-Carbohydrates

-Protein

-Fats

-Water

Diuretics

Anorexia

Bulimia

Coloring Book

-ongoing project throughout semester

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.

IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

- Quizzes
- Exit Cards
- Notebook
- Follow up activities
- Articles
 - Anorexia and Bulimia

Accommodations/Modifications:

- Provide study guide before assessments
- Extended time if needed
- May need to be read orally per individual students' IEP
- Include word banks on assessments
- Bold instructions on assessments and thoroughly review, repeat and clarify directions if needed
- Make assessments visually appealing (proper amount of space between sections, enlarge font)
- Chunk sections of assessments and/or reduce quantity of sections if needed
- Reduce quantity of written assignments if needed
- Reduce value for spelling and grammar errors on assignments
- Writing grade based on organization and content, not mechanics
- Provide copies of PowerPoint presentations
- Provide guiding questions to complete during and/or after videos to ensure comprehension of main ideas

Summative Assessments:

- Test/s: on sport enhancement products, and nutrition in sports

Accommodations/Modifications:

- Provide study guide before assessments
- Extended time if needed
- May need to be read orally per individual students' IEP
- Include word banks on assessments
- Bold instructions on assessments and thoroughly review, repeat and clarify directions if needed
- Make assessments visually appealing (proper amount of space between sections, enlarge font)
- Chunk sections of assessments and/or reduce quantity of sections if needed
- Provide copies of PowerPoint presentations
- Break long term assignments into smaller sections
- Reduce the amount of multiple choice answers

Performance Assessments:

- Project
 - Coloring Book
 - Sport Enhancement Product

Accommodations/Modifications:

- Limit oral reading unless student volunteers
- Extended time on assessments if needed
- Include word banks
- Bold instructions on assessments and thoroughly review, repeat and clarify directions if needed
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Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name: Care and Prevention in Athletic Training

Course Number: 000451

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: Care and Prevention in Athletic Training/Primary and Secondary Assessment</p>	<p>Unit Summary: In this unit students will learn how to evaluate an injured athlete. Students will learn the difference between primary assessment and secondary assessment. During the primary assessment the trainer identifies all life-threatening injuries. After completing a primary assessment, students learn how to assess an injured athlete during the secondary assessment. The HIT technique is used for this assessment. Students will identify the history questions to ask an injured athlete, along with the inspection of possible injuries, and the tests to administer to see the extent of those injuries. Lastly, the students will demonstrate how to remove the protective equipment of an injured athlete.</p>
<p>Grade Level(s): 12th Grade</p>	
<p>Essential Question(s):</p> <ol style="list-style-type: none"> 1. What is the difference between healthy and unhealthy risks? 2. Why do we sometimes take risks that can cause harm to ourselves or others? 3. How do you know whether or not health information is accurate? 4. How can you inspire others to address health issues? 5. How do I determine whether or not a medication will be effective? 6. How does effective and appropriate movement affect wellness? 7. How can I become more mentally prepared for competition and sports performance? 8. How do I develop an appropriate personal fitness program and find the motivation to commit to it? 	<p>Enduring Understanding(s):</p> <ol style="list-style-type: none"> 1. Being consistently aware of the environment and taking safety precautions can reduce the risk of injury to oneself and others. 2. Making good health decisions requires the ability to access and evaluate reliable resources. 3. Leadership and advocacy to promote personal and community wellness can impact the immediate community and society as a whole. 4. Medicines must be used correctly in order to be safe and have the maximum benefit. 5. Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity. 6. Sport psychology techniques prepare athletes to compete at the optimum level. 7. Developing and implementing a program that utilizes appropriate training principles is necessary for lifetime fitness.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJCCCS or CCS</u>
1. Identify life-threatening injuries- airway, breathing, circulation.	1. HPE.2.1.12.A.CS1
2. Evaluate an injured athlete for life-threatening injuries.	2. HPE.2.1.12.B.CS1
3. Assessment of non-life-threatening injuries.	3. HPE.2.1.12.D.CS1
4. Demonstrate and understand how to check for blood pressure, body temperature, capillary refill, pupil response, and head/neck/back injuries.	4. HPE.2.1.12.D.1
5. Develop questions to ask regarding an injured athletes' history.	5. HPE.2.1.12.D.CS2
6. Understand the steps for an inspection of an injured athlete.	6. HPE.2.3.12.A.2
7. Evaluate an injured athlete through a series of testing.	7. HPE.2.5.12.A.CS1
8. Develop a rehabilitation program for injured athletes.	8. HPE.2.5.12.A.2
9. Demonstrate how to remove equipment from an injured athlete.	9. HPE.2.5.12.C.CS1
10. Identify different medication that could help certain injures.	10. HPE.2.6.12.A.2

Inter-Disciplinary Connections:

LA.11-12.CCSS.ELA-Literacy.CCRA.R.1 - [Anchor Standard] - Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

LA.11-12.CCSS.ELA-Literacy.CCRA.R.2 - [Anchor Standard] - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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- Students will complete writing assignments related to specific to the Athletic Training content.
- Students will write a summary and opinion on a current event article relating to a specific drug or dietary plan.

ACCOMMODATIONS/MODIFICATIONS:

- Reduce value for spelling and grammar errors
- Grade based on organization and content, not mechanics
- Provide graphic organizers
- Reduce length of assignments if needed
- Extend time on writing assignments if needed

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Students will be engaged in PowerPoint presentations, worksheets, videos, and class discussion on Athletic Training.

CONTENT

Primary Assessment

- Airway (head tilt/chin lift/jaw thrust)
- Breathing
- Circulation

Secondary Assessment

- History: asking question about athletes previous injuries and daily activities
- Inspection: looking over injured athlete to determine what could be injured
- Testing: administering tests to evaluate the severity of the injury

Equipment Removal

- students will demonstrate the correct way to remove protective equipment from an athlete

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.

IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

- Quizzes
- Exit Cards
- Notebook
- Follow up activities

Accommodations/Modifications:

- Provide study guide before assessments
- Extended time if needed
- May need to be read orally per individual students' IEP
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- Reduce quantity of written assignments if needed
- Reduce value for spelling and grammar errors on assignments
- Writing grade based on organization and content, not mechanics
- Provide copies of PowerPoint presentations
- Provide guiding questions to complete during and/or after videos to ensure comprehension of main ideas

Summative Assessments:

-Test/s: Primary and Secondary Assessment

Accommodations/Modifications:

- Provide study guide before assessments
- Extended time if needed
- May need to be read orally per individual students' IEP
- Include word banks on assessments
- Bold instructions on assessments and thoroughly review, repeat and clarify directions if needed
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- Provide copies of PowerPoint presentations
- Break long term assignments into smaller sections
- Reduce the amount of multiple choice answers

Performance Assessments:

Equipment Removal

Accommodations/Modifications:

- Limit oral reading unless student volunteers
- Extended time on assessments if needed
- Include word banks
- Bold instructions on assessments and thoroughly review, repeat and clarify directions if needed
- Make assessments visually appealing (proper amount of space between sections, enlarge font)
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