

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Sports Medicine

October 2018

BOE Approved February 2019

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Christine Benson

## **New Milford's Mission Statement**

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS</b></p> <p><a href="#">CCTE MCE A</a>: Understand and apply the academic subject matter required for entrance within health science.</p> <p><a href="#">CCRA-W 9</a>: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to know and understand all aspects of the sports medicine field, including prevention, management, rehabilitation of sports, and physical activity related injuries.</i></p>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <p>Sports medicine is a multidisciplinary approach to healthcare for those involved in exercise and sports.</p> <p>A variety of sports medicine professionals provide care to athletes.</p> <p>There are essential components of an effective sports medicine program.</p>	<p><b>ESSENTIAL QUESTIONS</b></p> <p>What is sports medicine?</p> <p>What career opportunities are available to students interested in the sports medicine field?</p> <p>What types of sports medicine care is available to athletics today?</p> <p>What role should parents and the coach play in an athlete's health care?</p>
	<b>Acquisition</b>	
	<p><i>Students will know...</i></p> <p>The athlete's circle of care and how it affects the athlete.</p> <p>The history and development of the sports medicine field.</p>	<p><i>Students will be skilled at...</i></p> <p>Identifying the healthcare professionals associated with the Athlete's Circle of Care.</p> <p>Discerning a career of interest related to the sports medicine profession.</p>

	<p>The varieties of treatment provided by healthcare professionals.</p> <p>The various career opportunities available to students interested in the sports medicine field.</p> <p>Medical terminology and abbreviations relating to sports medicine based on informational texts and articles.</p>	<p>Defining the type of relationship parents and coaches should have with athletes in order to benefit their athletic performance and overall health.</p> <p>Describing and analyzing medical terminology and abbreviations pertaining to sports medicine.</p>
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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
Meaning & Acquisition	A 4 point rubric that assesses the students' content knowledge, design and resources.	<p><b>Goal:</b> To create a poster displaying the athlete's circle of care and an explanation of the roles of the individuals involved in the circle of care.</p> <p><b>Role:</b> Health educator</p> <p><b>Audience:</b> High school students</p> <p><b>Situation:</b> Students are to research the roles included in the athlete's circle of care and create a poster displaying the purpose of each role and how they contribute to the health and wellness of an athlete. After completing this task, students will participate in a gallery walk around the classroom to observe and analyze the work of their peers.</p> <p><b>Product or Performance:</b> Poster display</p> <p><b>Standards for Success:</b> Students are to follow the assignment guidelines and include all criteria involved in the athlete's circle of care which is taught in the first unit.</p>

Transfer, Meaning & Acquisition		<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> <li>• Responses to textbook questions and readings</li> <li>• Participation in taking notes from various stations on the introduction to sports medicine</li> <li>• Exit tickets</li> <li>• Formal written assessment at the conclusion of the unit</li> </ul>
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Stage 3 – Learning Plan		
Code	<i>Pre-Assessment</i>	
Meaning	K-W-L Chart	
Transfer, Meaning & Acquisition	<p>Summary of Key Learning Events and Instruction</p> <ul style="list-style-type: none"> <li>• Teacher introduces the unit and distributes the K-W-L chart to students</li> <li>• Students fill out the chart and teacher initiates a discussion based on the answers</li> <li>• Students brainstorm various professions relating to sports medicine</li> <li>• Student work in groups to produce a list of sports medicine professionals they are aware of or have encountered and include the types of treatment they have received</li> <li>• Teacher delivers information on an introduction to sports medicine via PowerPoint presentation</li> <li>• Teacher assigns textbook reading and homework assignments</li> <li>• Teacher explains vocabulary throughout the PowerPoint</li> </ul>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>• Students will receive comments from teacher during formative assessments</li> <li>• Direct observation</li> <li>• One-on-one feedback</li> <li>• Students will receive feedback from summative assessment</li> </ul>

	<ul style="list-style-type: none"> <li>• Student create a list of sport medicine professionals they are interested in having as guest speakers throughout the year</li> <li>• Students prepare questions for guest speakers</li> <li>• Teacher invites local sports medicine professionals to discuss their roles and work in the field (ongoing throughout the year)</li> <li>• Teacher prepares a review game “Jeopardy” to reinforce key concepts within the chapter</li> <li>• Students take a formal assessment at the end of the unit to assess their knowledge</li> </ul> <p><b><i>Essential Resources</i></b></p> <p>France, R., <i>Introduction Sports Medicine &amp; Athletic Training</i>, Clifton Park, NY: Delmar, Cengage Learning, 2004 – Student Textbook</p> <p>France, R., <i>Introduction Sports Medicine &amp; Athletic Training</i>, Clifton Park, NY: Delmar, Cengage Learning, 2004 – Student Workbook</p> <p>France, R., <i>Introduction Sports Medicine &amp; Athletic Training</i>, Clifton Park, NY: Delmar, Cengage Learning, 2004 – Instructional Manual</p>	
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Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS</b></p> <p><a href="#">CCTE MCE A</a>: Understand and apply the academic subject matter required for entrance within health science.</p> <p><a href="#">CCTE MCE D</a>: Healthcare Delivery System: Describe how the healthcare workers' role fits into their department, organization, and overall healthcare environment.</p> <p><a href="#">CCTE MCE E</a>: Employability Skills: Analyze how employability skills enhance employment opportunities and job satisfaction.</p>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to research careers in order to gain knowledge of the many aspects involved in the sports medicine field.</i></p>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <p>The sports medicine field includes many career choices.</p> <p>The careers in sports medicine have different requirements.</p> <p>The job outlook for each sport medicine career differs, and is an important aspect to evaluate when considering future careers.</p>	<p><b>ESSENTIAL QUESTIONS</b></p> <p>What is career decision making?</p> <p>What are the necessary course of action needed to work towards a career goal?</p> <p>What resources are available regarding information on sports medicine professions?</p>
	<b>Acquisition</b>	
	<p><i>Students will know...</i></p> <p>A variety of careers that pertain to the sports medicine field.</p> <p>Effective resources that one can access regarding sports medicine professions.</p>	<p><i>Students will be skilled at...</i></p> <p>Identifying sports medicine professions and their work settings.</p> <p>Exhibiting how to find information regarding sports medicine professions.</p>



	<p>Requirements for pursuing a career in sports medicine.</p> <p>Differences between certification, licensure, and registration.</p>	<p>Describing physical and cognitive requirements of sports medicine careers.</p> <p>Presenting an interview project on a chosen sports medicine professional to peers.</p>
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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
Transfer, Meaning & Acquisition	4 point rubric that assesses the students' content knowledge and oral presentation skills.	<p>PERFORMANCE TASK(S):</p> <p><b>Goal:</b> To contact a sports medicine professional and conduct a professional interview and then present learned information to peers.</p> <p><b>Role:</b> Student/peer educator</p> <p><b>Audience:</b> Peers</p> <p><b>Situation:</b> Students are to explore one sports medicine career and contact a professional in the field, then conduct a professional interview. Students have a choice of either interviewing a professional in person or via phone. Students will then present learned information to their peers in class via Google slideshow. This will allow students to gain an understanding of sports medicine careers from learning about the career from professionals working in the field. Students are to send an evaluation worksheet to the professional via email or in person and the professional will fax or email it to the teacher to confirm the interview occurred.</p> <p><b>Product or Performance:</b> Students will conduct an interview and create a Google slideshow containing the information they learned from their chosen professional.</p> <p><b>Standards for Success:</b> Completion of career search paper and presentation.</p>

Transfer, Meaning & Acquisition		<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> <li>• Responses to questions and book readings in class</li> <li>• Participation in taking notes from PowerPoint presentation</li> <li>• Exit tickets</li> <li>• Think-Pair-Share</li> </ul>
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Stage 3 – Learning Plan		
<b>Code</b>	<b><i>Pre-Assessment</i></b>	
Meaning	Pre-quiz on sport medicine careers	
Meaning, Transfer and Acquisition	<p>Summary of Key Learning Events and Instruction</p> <ul style="list-style-type: none"> <li>• Students take a pre-quiz on sports medicine careers to assess their previous knowledge on the topic</li> <li>• Teacher introduces unit topic, “Careers in Sports Medicine” and presents a PowerPoint presentations on professions in the sports medicine field.</li> <li>• Students record information from the PowerPoint presentation on sports medicine professions</li> <li>• Teacher prepares “Interview a Sports Medicine Professional” project outline and rubric</li> <li>• Students research a professional to interview in the LLC and use the project outline to ask questions including job description, job outlook, education, certification, etc. and must create 3 additional questions</li> </ul>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>• Students will receive feedback from teacher by formative assessments</li> <li>• Direct observation</li> <li>• One-on-one assistance in LLC</li> <li>• Students will receive feedback from teacher on their performance task</li> </ul>

	<ul style="list-style-type: none"> <li>• Students use valid technology resources to collect and use information for the interview project</li> <li>• Students write a professional email to the professional in order to request an interview</li> <li>• Once interviews are scheduled, student hand in the project planning form and dates are scheduled for students to present their interviews to their peers in class</li> <li>• Students follow up with a thank you letter or thank you email after interviewing the professional (teacher edits the letter before it is sent)</li> <li>• Students present learned information from professional interviews to their peers via Google Slides</li> </ul> <p><b><i>Essential Resources</i></b></p> <p>“2017 Median Pay.” <i>U.S. Bureau of Labor Statistics</i>, U.S. Bureau of Labor Statistics, 13 Apr. 2018, <a href="http://www.bls.gov/ooh/healthcare/home.htm">www.bls.gov/ooh/healthcare/home.htm</a>.</p> <p>France, R., <i>Introduction Sports Medicine &amp; Athletic Training</i>, Clifton Park, NY: Delmar, Cengage Learning, 2004 – Student Textbook</p>	
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Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS</b></p> <p><a href="#">CCTE MCE A</a>: Health Science: Understand and apply the academic subject matter required for entrance into health science.</p> <p><a href="#">CCTE MCE C</a>: Body Systems: Compare the anatomical structures and physiological function of each body system.</p> <p><a href="#">CCRA-W 9</a>: Draw evidence from literary or informational texts to support analysis, reflection and research.</p>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to gain knowledge and understanding in the skeletal structure and the tissues that connect, support, or surround skeletal muscles of the body.</i></p>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <p>The skeleton is responsible for several functions, including support, structure, mineral storage and production of red and white blood cells.</p> <p>The human body contains three types of muscles: skeletal, smooth and cardiac. All three types play an important role in the health and well-being of an athlete.</p> <p>A nerve cell stimulates the muscle with an electrical impulse, resulting in muscle contraction.</p> <p>Soft tissue and skeletal muscle are susceptible to injury and should be treated with appropriate care.</p>	<p><b>ESSENTIAL QUESTIONS</b></p> <p>What makes up the axial and appendicular skeleton?</p> <p>Can we consciously contract all of our muscles within the human body?</p> <p>How does the central nervous system send impulses to stimulate muscle contraction?</p> <p>Are there misconceptions regarding the treatments of soft tissue and muscle injuries?</p>

<b>Acquisition</b>		
	<p><i>Students will know...</i></p> <p>The main functions of the skeletal system.</p> <p>The classifications of bones.</p> <p>The six classifications of bone fractures.</p> <p>How bones connect to bones by use of ligaments.</p> <p>The three types of muscles found in the human body and their characteristics.</p> <p>The components of a motor unit/nerve cell.</p> <p>How nerves stimulate muscles to contract.</p> <p>How muscles connect to bone by use of tendons and how they assist in movement.</p> <p>The process of muscle tone: Hypertrophy &amp; Atrophy.</p> <p>The various soft tissue and muscular injuries and their respective treatments.</p> <p>The body's natural responses to injuries.</p>	<p><i>Students will be skilled at...</i></p> <p>Identifying the bones that make up the skeletal structure</p> <p>Identifying the functions of the skeletal system.</p> <p>Identifying the roles of the 3 types of muscles.</p> <p>Comparing skeletal muscle and soft tissue injuries and appropriate treatment.</p> <p>Recognizing the classifications of bone injuries.</p> <p>Describe how muscle contractions are controlled.</p>

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
Transfer, Meaning & Acquisition	A 4 point rubric assessing students on the information displayed on the poster and the appearance of the poster.	<p>PERFORMANCE TASK(S):</p> <p><b>Goal:</b> Students will create posters in small groups on topics discussed in the unit.</p> <p><b>Role:</b> Peer educator</p> <p><b>Audience:</b> Peers</p> <p><b>Situation:</b> Students will work in small groups and research their assigned topic: (bone classification, axial/appendicular skeleton, tendons vs. ligaments, types of muscle, muscle contraction). After students conduct research in the LLC, the students will construct a poster that will be displayed in the classroom. Students will present their posters to their peers in class.</p> <p><b>Product or Performance:</b> Students will create a poster product in small groups.</p> <p><b>Standards for Success:</b> Students will follow the guidelines on the assignment outline and poster rubric.</p>
Transfer, Meaning & Acquisition		<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> <li>• K-W-L chart</li> <li>• Response to book readings and questions</li> <li>• Exit tickets</li> <li>• Participation in taking notes from PowerPoint presentation on the skeletal system and soft tissue information</li> <li>• Formal written assessment at the conclusion of the unit</li> </ul>

### Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
Meaning	K-W-L chart	
Transfer, Meaning & Acquisition	<p>Summary of Key Learning Events and Instruction</p> <ul style="list-style-type: none"> <li>• Students complete the K-W-L chart on skeletal muscle and soft tissue</li> <li>• Teacher reviews the information presented and leads a discussion based on student answers</li> <li>• Teacher distributes packets on the skeletal system and soft tissue information</li> <li>• Students answer the questions in the packet and analyze the purpose of knowing the anatomical structure when working in the sports medicine field.</li> <li>• Students define vocabulary presented in the unit</li> <li>• Students color in the skeletal structure and classifications of bones to help understand the role and functions.</li> <li>• Teacher presents PowerPoint presentation on bones and soft tissue</li> <li>• Students record notes on the information presented</li> <li>• In pairs, students are provided vocabulary cards and will have to match the vocabulary cards to the correct anatomical structure by using the life size skeleton, then analyze and reflect on the purpose of the part</li> <li>• Teacher prepares a review game (Jeopardy) to assess students' knowledge</li> <li>• Student take formal assessment at the end of the unit</li> </ul>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>• Class discussion involving student generated questions</li> <li>• Responses from reading packets</li> <li>• Direct observation</li> <li>• One-on-one assistance</li> <li>• Teacher feedback</li> <li>• Summative assessment</li> </ul>

***Essential Resources***

France, R., *Introduction Sports Medicine & Athletic Training*, Clifton Park, NY: Delmar, Cengage Learning, 2004 – Student Textbook

France, R., *Introduction Sports Medicine & Athletic Training*, Clifton Park, NY: Delmar, Cengage Learning, 2004 – Student Workbook

France, R., *Introduction Sports Medicine & Athletic Training*, Clifton Park, NY: Delmar, Cengage Learning, 2004 – Instructional Manual



Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS</b></p> <p><a href="#">CCTE MCE A</a>: Understand and apply the academic subject matter required for entrance into health science.</p> <p><a href="#">CCTE MCE C</a>: Body Systems: Compare the anatomical structures and physiological function of each body system.</p> <p><a href="#">CCRA-R 1</a>: 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.</p>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to know and understand the anatomy and kinesiology of the lower leg in order to gain fundamental knowledge and skills in the field of sports medicine.</i></p>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <p>The lower leg, ankle, and foot are exposed to numerous types of injuries during athletic training, practices and competitions.</p> <p>The foot is responsible for some of the most minor, yet debilitating injuries suffered by athletes.</p> <p>Understanding the anatomy and structure of the lower leg, ankle and foot will enable an athletic trainer to assess and manage injuries.</p> <p>Taping the ankle is often used to help athletes recover from ligament sprains of the ankle or to prevent further injury.</p>	<p><b>ESSENTIAL QUESTIONS</b></p> <p>What factors make the lower leg, ankle and foot susceptible to injury?</p> <p>Should athletes with prosthetic lower limbs be allowed to compete with able-bodied athletes?</p> <p>How have advancements in sports medicine allowed athletes with prior foot, lower leg, and ankle injuries the ability to remain physically active?</p> <p>What are the steps to taping an ankle properly?</p>

<b>Acquisition</b>		
	<i>Students will know...</i>	<i>Students will be skilled at...</i>
	The bone structure of the lower leg, foot, and ankle.	Identifying the basic anatomy of the foot, ankle and lower leg.
	The ligament structure of the ankle and foot joints.	Writing and describing common foot, ankle and lower leg injuries.
	The muscle and tendon structure of the ankle joint.	Students will be able to show the relationship between the anatomy and the cause of ankle and/or foot injury.
	The functions of the lower leg, foot, and ankle.	Explaining common tests used to assess foot, ankle and lower leg injuries.
	The various sports related injuries of the lower leg, ankle and foot joints.	Develop injury prevention strategies by gathering information from the injury and organizing a treatment plan.
	Widely used tests to evaluate injuries to the foot, ankle and lower leg.	Listing and performing the steps of taping an ankle to reduce range of motion.
	Rehabilitation practices for the foot, ankle and lower leg.	

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
Transfer, Meaning & Acquisition	A checklist that contains the criteria for measuring taping skills for the ankle joint.	<p>PERFORMANCE TASK(S):</p> <p><b>Goal:</b> To properly tape an ankle in order to reduce range of motion in the patient.</p> <p><b>Role:</b> Athletic Trainer</p> <p><b>Audience:</b> Peers</p> <p><b>Situation:</b> Students are to engage in a role play activity as an athletic trainer and follow the proper steps to taping an ankle.</p> <p><b>Product or Performance:</b> Students will perform the skill of taping an ankle on their assigned partner</p> <p><b>Standards for Success:</b> Students will watch demonstration videos on how to properly tape an ankle to reduce range of motion. Students will then be given handouts and the teacher will demonstrate the skills in person. Students will have to follow the assignment guidelines and will be assessed by the skill checklist.</p>
		<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> <li>• Responses to questions from PowerPoint presentation</li> <li>• Responses to questions from book readings</li> <li>• Think-pair-share</li> <li>• Completion of vocabulary worksheets</li> <li>• Formal written assessment at the end of the unit</li> </ul>

### Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
Transfer	Anticipation Guide	
Meaning, Transfer and Acquisition	<p>Summary of Key Learning Events and Instruction</p> <ul style="list-style-type: none"> <li>• Teacher distributes the anticipation guide on the topic of the lower leg, ankle and foot</li> <li>• Students fill out the anticipation guide and the teacher leads a discussion on student answers</li> <li>• Teacher shows statistical information on common injuries</li> <li>• Teacher distributes guided reading handouts to facilitate use and understanding of textbook and PowerPoint concepts</li> <li>• Students complete vocabulary worksheets</li> <li>• Teacher presents PowerPoint presentation on the lower leg, ankle and foot anatomy and kinesiology</li> <li>• Teacher displays common lower leg injury information and pictures around the room</li> <li>• Students are given guided notes and visit stations around the room to find the answers</li> <li>• After reading various articles, students will analyze the proper procedures needed for various foot and ankle injuries in order to provide rehabilitation for those injuries.</li> <li>• Students create a list of questions to ask guest speakers</li> <li>• Teacher invites local athletic trainer and orthopedic specialist to discuss experiences with foot, ankle and lower injuries and treatment</li> <li>• Teacher led “Jeopardy Review” to reinforce key concepts within the chapter to prepare for the unit test</li> </ul>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>• Student discussion based on pre-assessment</li> <li>• Textbook reading responses</li> <li>• Formative assessments</li> <li>• Direct observation</li> <li>• One-on-one assistance</li> <li>• Role play observation skill practice</li> <li>• Summative assessment</li> </ul>

	<p><b><i>Essential Resources</i></b></p> <p>France, R., <i>Introduction Sports Medicine &amp; Athletic Training</i>, Clifton Park, NY: Delmar, Cengage Learning, 2004 – Student Textbook</p> <p>France, R., <i>Introduction Sports Medicine &amp; Athletic Training</i>, Clifton Park, NY: Delmar, Cengage Learning, 2004 – Student Workbook</p> <p>France, R., <i>Introduction Sports Medicine &amp; Athletic Training</i>, Clifton Park, NY: Delmar, Cengage Learning, 2004 – Instructional Manual</p> <p>“Sprained Ankle.” <i>Mayo Clinic</i>, Mayo Foundation for Medical Education and Research, 9 Mar. 2018, <a href="http://www.mayoclinic.org/diseases-conditions/sprained-ankle/symptoms-causes/syc-20353225">www.mayoclinic.org/diseases-conditions/sprained-ankle/symptoms-causes/syc-20353225</a></p>	
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Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS</b></p> <p><a href="#">CCTE MCE A</a>: Health Science: Understand and apply the academic subject matter required for entrance into health science.</p> <p><a href="#">CCTE MCE C</a>: Body Systems: Compare the anatomical structures and physiological function of each body system.</p>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to gain knowledge in the anatomy and kinesiology of the knee and hip joints to further their understanding of the sports medicine field.</i></p>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <p>The knee joint is one of the most complex joints in the body.</p> <p>Various movements and activities rely on the knee and hip for support and mobility.</p> <p>Understanding the anatomy and kinesiology of the knee and hip joint will enable an athletic trainer to assess and manage injuries.</p> <p>Effective techniques used by professionals to reduce further injuries of the knee joint are available to athletes and active individuals.</p>	<p><b>ESSENTIAL QUESTIONS</b></p> <p>What factors make the knee and hip joint susceptible to injury?</p> <p>Are females more prone to significant knee and hip injuries compared to males?</p> <p>How have advancements in sports medicine allowed athletes with prior knee injuries the ability to remain physically active?</p> <p>What are essential techniques athletes can use to prevent further knee injuries?</p>

	<b>Acquisition</b>	
	<p><i>Students will know...</i></p> <p>The skeletal structure of the knee and hip joints.</p> <p>The ligament structure of the knee and hip joints.</p> <p>The muscle and tendon structure of the knee and hip joints.</p> <p>The functions of the knee and hip joints.</p> <p>The varied sports related injuries of the knee and hip joints.</p> <p>Common tests used to evaluate injuries of the knee joint.</p> <p>Common rehabilitation techniques for the knee and hip joints.</p>	<p><i>Students will be skilled at...</i></p> <p>Identifying the fundamental anatomy of the knee and hip joints.</p> <p>Listing and describing common knee and hip injuries.</p> <p>Explaining and performing common tests to assess knee injuries.</p> <p>Explaining common rehabilitation techniques for knee and hip injuries.</p>

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
Transfer, Meaning & Acquisition	Apley's Compression and Anterior Drawer Test skills checklist.	<p>PERFORMANCE TASK(S):</p> <p><b>Goal:</b> Assessment of knee injury</p> <p><b>Role:</b> Orthopedic Specialist</p> <p><b>Audience:</b> Peers</p> <p><b>Situation:</b> Injury symptoms communicated from patient to professional</p> <p><b>Product or Performance:</b> Assess and provide care proficiently according to the given scenario</p> <p><b>Standards for Success:</b> Students will watch demonstration videos on how to properly perform knee injury assessments (Anterior Drawer Test and Apley's Compression). Students will then be given handouts and an athletic trainer or orthopedic specialist will demonstrate the skills in person. Students will have to follow the assignment guidelines and will be assessed by the skills checklist to assess their knowledge of the skill.</p>
Transfer, Meaning and Acquisition		<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> <li>• Think-pair-share</li> <li>• Responses to textbook questions after reading assigned chapter</li> <li>• Completion of assigned vocabulary worksheets</li> <li>• 3-2-1 exit tickets</li> <li>• Teacher prepared unit test</li> </ul>



### Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
Meaning	Bingo on knee and hip joint	
Transfer, Meaning & Acquisition	<p>Summary of Key Learning Events and Instruction</p> <ul style="list-style-type: none"> <li>• Teacher distributes bingo worksheet to assess students' previous knowledge on the knee and hip joint</li> <li>• Students walk around the room and ask questions on the bingo worksheet and if a classmates knows the answer, they record the name of that student. The goal is to get as many signatures as possible.</li> <li>• Teacher goes over bingo worksheet and introduces the topic, the knee and hip joints</li> <li>• Teacher distributes guided reading handouts to facilitate use and understanding of textbook and PowerPoint concepts</li> <li>• Students complete the guided reading handouts by analyzing the text</li> <li>• Teacher presents PowerPoint presentation on the knee and hip joints</li> <li>• Teacher assigns textbook reading and questions for homework</li> <li>• Students hand in completed homework assignment</li> <li>• Students complete virtual surgeries on the Edheads website in the LLC and complete the guided questions handout.</li> <li>• Teacher invites local athletic trainer or orthopedic specialist to discuss experiences with knee and hip injuries and treatment</li> <li>• Students will work in groups to provide a student athlete with a treatment plan from injury to recovery</li> </ul>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>• Student discussion based on pre-assessment</li> <li>• Observation during think-pair-share</li> <li>• Worksheet responses</li> <li>• Direct observation in classroom and LLC</li> <li>• One-on-one assistance during performance task</li> <li>• Summative assessment</li> </ul>

	<ul style="list-style-type: none"> <li>• Teacher led “Jeopardy Review” to reinforce key concepts within the chapter to prepare for unit test</li> <li>• Students take unit test to assess their knowledge</li> </ul> <p><b>Essential Resources</b></p> <p>“Edheads.” <i>Edheads</i>, <a href="http://edheads.site-ym.com/">edheads.site-ym.com/</a>.</p> <p>France, R., <i>Introduction Sports Medicine &amp; Athletic Training</i>, Clifton Park, NY: Delmar, Cengage Learning, 2004 – Student Textbook</p> <p>France, R., <i>Introduction Sports Medicine &amp; Athletic Training</i>, Clifton Park, NY: Delmar, Cengage Learning, 2004 – Student Workbook</p> <p>France, R., <i>Introduction Sports Medicine &amp; Athletic Training</i>, Clifton Park, NY: Delmar, Cengage Learning, 2004 – Instructional Manual</p>	
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Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS</b></p> <p><a href="#">CCTE MCE A</a>: Health Science: Understand and apply the academic subject matter required for entrance into health science.</p> <p><a href="#">CCTE MCE C</a>: Body Systems: Compare the anatomical structures and physiological function of each body system.</p>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to gain knowledge in the anatomy and kinesiology of the shoulder, arm and wrist joints to expand their understanding of the sports medicine field.</i></p>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b></p> <p><i>Students will understand that...</i></p> <p>Understanding the anatomy and kinesiology of the shoulder, arm and wrist joints will enable an athletic trainer to assess and manage injuries.</p> <p>The shoulder joint is one of the largest and complex joints in the body due to it's anatomy and range of motion abilities.</p> <p>The rotator cuff is a collection of muscles and tendons that surround the shoulder, giving it support and allowing a wide range of motion.</p> <p>The elbow may seem small, but it requires three bones to make its simple hinging action possible.</p> <p>Twenty-three muscles give the elbow stability and flexibility.</p>	<p><b>ESSENTIAL QUESTIONS</b></p> <p>What bones, ligaments, tendons and muscles make up the joints of the shoulder, elbow and wrist?</p> <p>What is a ball and socket joint, hinge joint and plane (gliding) joint and how do they differ from one another?</p> <p>How does an athlete reduce their risk of injury?</p> <p>How are injuries of the shoulder, elbow and wrist treated?</p> <p>What makes an individual susceptible to a shoulder replacement surgery?</p>

	<p>The wrist is possibly the most important of all joints in everyday and professional life.</p> <p>The wrist undergoes strain in everyday life and in sports, and is therefore extremely prone to injury.</p>	
	<b>Acquisition</b>	
	<p><i>Students will know...</i></p> <p>The shoulder anatomy, joint mechanics, common injuries, (including causes, signs, symptoms, and management), and shoulder girdle testing, and wrapping.</p> <p>The elbow, forearm, wrist and hand anatomy, joint mechanics, common injuries, (including causes, signs, symptoms, and management).</p>	<p><i>Students will be skilled at...</i></p> <p>Identifying the bones, muscles, ligaments, and tendons of the shoulder, elbow and wrist joints.</p> <p>Listing and describing common shoulder, elbow and wrist injuries.</p> <p>Recognizing and describing basic elements of therapy for the shoulder, elbow and wrist.</p>

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
Transfer, Acquisition and Meaning	A 4 point rubric on effective communication skills.	<p>PERFORMANCE TASK(S):</p> <p><b>Goal:</b> To properly wrap a shoulder in order to reduce range of motion in the patient.</p> <p><b>Role:</b> Athletic Trainer</p> <p><b>Audience:</b> Peers</p> <p><b>Situation:</b> Students are to engage in a role play activity as an athletic trainer and follow the proper steps to taping an ankle.</p> <p><b>Product or Performance:</b> Students will perform the skill of taping an ankle on their assigned partner</p> <p><b>Standards for Success:</b> Students will watch demonstration videos on how to properly tape an ankle to reduce range of motion. Students will then be given handouts and the teacher will demonstrate the skills in person. Students will have to follow the assignment guidelines and will be assessed by the skill checklist.</p>
Meaning and Acquisition		<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> <li>• Completion of reading articles and vocabulary worksheets</li> <li>• Participation during skills practice</li> <li>• Exit tickets</li> <li>• Job shadow evaluation from host and written report (assigned this unit, due in May)</li> </ul>

### Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
Meaning	Kahoot Questionnaire	
Transfer, Meaning and Acquisition	<p>Summary of Key Learning Events and Instruction</p> <ul style="list-style-type: none"> <li>• Teacher displays Kahoot questionnaire to the class to assess their previous knowledge on the shoulder, elbow and wrist</li> <li>• Students use their personal devices to answer questions from Kahoot</li> <li>• Teacher goes over Kahoot answers and introduces the topic of the shoulder, elbow and wrist</li> <li>• Teacher distributes guided reading handouts to facilitate use and understanding of textbook and PowerPoint concepts</li> <li>• Students complete the guided reading handouts by analyzing the text and completing vocabulary worksheets</li> <li>• Teacher presents PowerPoint presentation on the shoulder, elbow and wrist joints</li> <li>• Students complete an exit ticket at the conclusion of the PowerPoint presentation</li> <li>• Teacher assigns textbook reading and questions for homework</li> <li>• Students hand in completed homework assignment</li> <li>• Teacher shows demonstration video on how to properly wrap a shoulder joint</li> <li>• Students will work in pairs to practice wrapping a shoulder with ace bandage</li> <li>• Teacher led “Jeopardy Review” to reinforce key concepts within the chapter to prepare for unit test</li> <li>• Students take unit test to assess their knowledge</li> </ul>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>• Students will get feedback from Kahoot game</li> <li>• Direct observation</li> <li>• One to one instruction</li> <li>• Answering exit tickets</li> <li>• Specific feedback to each student</li> </ul>

	<p><b><i>Essential Resources</i></b></p> <p>Brand, ACE. "How to Wrap a Shoulder with ACE™ Brand Elastic Bandages." <i>YouTube</i>, YouTube, 29 Apr. 2011, <a href="http://www.youtube.com/watch?v=Pj5tXyDCOmc">www.youtube.com/watch?v=Pj5tXyDCOmc</a>.</p> <p>France, R., <i>Introduction Sports Medicine &amp; Athletic Training</i>, Clifton Park, NY: Delmar, Cengage Learning, 2004 – Student Textbook</p> <p>France, R., <i>Introduction Sports Medicine &amp; Athletic Training</i>, Clifton Park, NY: Delmar, Cengage Learning, 2004 – Student Workbook</p> <p>France, R., <i>Introduction Sports Medicine &amp; Athletic Training</i>, Clifton Park, NY: Delmar, Cengage Learning, 2004 – Instructional Manual</p>	
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Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS</b></p> <p><a href="#">CCTE MCE A</a>: Health Science: Understand and apply the academic subject matter required for entrance into health science.</p> <p><a href="#">CCTE MCE C</a>: Body Systems: Compare the anatomical structures and physiological function of each body system.</p> <p><a href="#">CCTE MCE L</a>: Patient Communication: Demonstrate patient interaction skills.</p> <p><a href="#">CCRA-R 1</a>: 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.</p>	<b>Transfer</b>	
	<i>Students will be able to independently use their learning to accurately determine the cause and extent of injury to the head, neck and spine and know ways to prevent injuries.</i>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <p>The anatomical structure of the head, neck and spine are delicate and can be prone to injury if precautions are not applied when engaging in an activity.</p> <p>Trauma to the neck and back can lead to spinal cord injury and permanent disability.</p> <p>Severe concussions can lead to second impact syndrome or chronic traumatic encephalopathy (CTE).</p>	<p><b>ESSENTIAL QUESTIONS</b></p> <p>What makes up the head, neck and spine?</p> <p>How serious are concussions?</p> <p>What are the ways in which concussions are assessed?</p> <p>Can concussions lead to life threatening conditions?</p> <p>How do athletes effectively communicate their health concerns to parents, teachers and coaches?</p>
	<b>Acquisition</b>	
	<p><i>Students will know...</i></p> <p>The anatomy and physiology of the head, neck and spine</p> <p>How to recognize, treat and prevent the 3 grades of concussions.</p>	<p><i>Students will be skilled at...</i></p> <p>Identifying the anatomical structures that make up the head, neck and spine.</p> <p>Recognizing and preventing sports related concussions.</p>



	<p>How to identify signs and symptoms of a concussion.</p> <p>How to describe a proper assessment and treatment techniques for athletes suspected of having a concussion or closed head injury.</p>	Communicating with coaches and parents/guardians regarding concussion injuries.
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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
Transfer, Acquisition and Meaning	A 4 point rubric on assessing students on their knowledge gained, criteria, and design	<p>PERFORMANCE TASK(S):</p> <p><b>Goal:</b> To create an informational commercial on a head, neck or spinal injury</p> <p><b>Role:</b> Health educator</p> <p><b>Audience:</b> Peers/Parents/Coaches</p> <p><b>Situation:</b> Students are to create an informational commercial on a specific head, neck or spinal injury. Students are to include the description of injury, cause, signs/symptoms, risks, short/long term effects, treatment options, resources to get help, and demonstrate how to effectively communicate with parents, coaches, and teachers when injured.</p> <p><b>Product or Performance:</b> Students will create a product in the form of an informational commercial that lasts 40-45 seconds.</p>

		<b>Standards for Success:</b> Students are to follow assignment guidelines and will be graded on a rubric created by the teacher
Meaning and Acquisition		<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> <li>• Completion of reading articles on concussions</li> <li>• Vocabulary worksheets</li> <li>• Video reflection (<i>Concussion</i>)</li> <li>• Commercial planning guide worksheet</li> <li>• Exit tickets</li> </ul>

Stage 3 – Learning Plan		
<b>Code</b>	<b><i>Pre-Assessment</i></b>	
Meaning	Sentence prompts/questionnaire	
Transfer, Meaning and Acquisition	<p>Summary of Key Learning Events and Instruction</p> <ul style="list-style-type: none"> <li>• Teacher distributes sentence prompts and questionnaire to the class to assess their previous knowledge on the topic of concussions</li> <li>• Students complete the questionnaire and then participate in a think, pair, share on the seriousness of concussions</li> <li>• Teacher goes over student responses and introduces the topic of concussions (head, neck and spine).</li> </ul>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>• Students will get feedback from questionnaire</li> <li>• Direct observation</li> <li>• One to one instruction during performance task in LLC</li> <li>• Specific feedback to each student</li> </ul>

	<ul style="list-style-type: none"> <li>• Prior to students reading the handouts, the teacher uses the frontloading vocabulary worksheet to facilitate comprehension of vocabulary covered in the unit</li> <li>• Teacher then distributes guided reading handouts to facilitate use and understanding of textbook and PowerPoint concepts</li> <li>• Students complete the guided reading handouts by analyzing the text by forming questions about the text</li> <li>• Teacher presents PowerPoint presentation on the anatomical structures of the head, neck and spine</li> <li>• Students complete a 3-2-1 exit ticket at the conclusion of the PowerPoint presentation</li> <li>• Teacher assigns textbook reading and questions for homework</li> <li>• Students hand in completed homework assignment</li> <li>• Teacher presents on the topic of concussions via PowerPoint and then shows the film, <i>Concussion</i> to the students</li> <li>• Students analyze quotes and information presented in the film and complete a follow up worksheet on the film</li> <li>• Students discuss controversial topics brought up in the film, such as children participating in full contact sports and proper equipment used in sports</li> <li>• Students conduct research in the LLC to complete their brochure projects with their partner</li> <li>• Students display brochures around the classroom and participate in a gallery walk to observe and and answer questions on their peers' work</li> </ul>	
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	<p><b><i>Essential Resources</i></b></p> <p>France, R., <i>Introduction Sports Medicine &amp; Athletic Training</i>, Clifton Park, NY: Delmar, Cengage Learning, 2004 – Student Textbook</p> <p>France, R., <i>Introduction Sports Medicine &amp; Athletic Training</i>, Clifton Park, NY: Delmar, Cengage Learning, 2004 – Student Workbook</p> <p>France, R., <i>Introduction Sports Medicine &amp; Athletic Training</i>, Clifton Park, NY: Delmar, Cengage Learning, 2004 – Instructional Manual</p> <p>“Visit the Concussion Official Movie Site.” <i>Sony Pictures</i>, <a href="http://www.sonypictures.com/movies/concussion/">www.sonypictures.com/movies/concussion/</a>.</p>	
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Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS</b></p> <p><a href="#">CCTE MCE A</a>: Health Science: Understand and apply the academic subject matter required for entrance into health science.</p> <p><a href="#">CCTE MCE C</a>: Body Systems: Compare the anatomical structures and physiological function of each body system.</p> <p><a href="#">CCTE MCE K</a>: Pathophysiology: Analyze pathophysiological effects of abnormal factors that impact a healthy body and mind.</p>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to make healthy nutrition choices to improve their athletic ability and to avoid lifestyle disease in order to enhance their overall quality of life.</i></p>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <p>Healthy nutritional habits lead to increased athletic performance and improved wellness.</p> <p>An athletes dietary needs depend on the types of activities performed.</p> <p>The body mass index calculation is used to measure ideal body weight.</p> <p>Drugs have a negative effect on the body and overall wellness of individuals.</p>	<p><b>ESSENTIAL QUESTIONS</b></p> <p>Are healthy nutritional choices important for all individuals, not solely athletes?</p> <p>What does a healthy meal plan look like for an athlete?</p> <p>How would differences in athletic type impact dietary and exercise recommendations?</p> <p>What types of recommendations would be made for an individual looking to maintain or lose weight?</p> <p>Are certain athletes peer pressured to abuse anabolic steroids and other types of performance enhancing drugs?</p> <p>What resources are available to make healthy food choices?</p>

<b>Acquisition</b>		
	<i>Students will know...</i>	<i>Students will be skilled at...</i>
	<p>The 7 elements of nutrition.</p> <p>Healthy meal plans designed for athletes.</p> <p>The body mass index calculates height versus weight.</p> <p>Individuals are recommended to take half their body weight, and drink that amount of water in ounces (this amount may increase for the athletic population depending on the type of activity).</p> <p>The amount of calories derived from carbohydrates, fats, proteins and alcohol.</p> <p>The Daily Recommended Values (DRV) for energy producing nutrients.</p> <p>The most common eating disorders or disordered eating amongst athletes.</p> <p>The negative effects of abusing drugs, including anabolic steroids.</p>	<p>Providing the primary functions of the 7 components of nutrition.</p> <p>Providing caloric consumption of carbohydrates, fats and proteins based on DRVs.</p> <p>Calculating an individual's body mass index using the handheld BMI monitor.</p> <p>Providing dietary recommendations to promote weight loss or weight gain.</p> <p>Educating athletes on optimal training regimes and pre-game meals.</p> <p>Identifying common eating disorders by assessing symptoms.</p> <p>Recognizing signs and symptoms of anabolic steroid abuse.</p> <p>Utilizing nutritional resources such as the app, <i>Fooducate</i> to make healthy food choices.</p>

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
Transfer, Acquisition and Meaning	A 4 point rubric that assesses students on their knowledge gained and ability to follow the Daily Value recommendations for nutrition and physical activity.	<p>PERFORMANCE TASK(S):</p> <p><b>Goal:</b> Utilize assessment data to make nutritional and exercise recommendations for a client.</p> <p><b>Role:</b> Sports Nutritionist</p> <p><b>Audience:</b> Peers/Family members/Self</p> <p><b>Situation:</b> A healthy representation of food choices and exercises for an athlete</p> <p><b>Product or Performance:</b> Students will create a weekly healthy food guide by using the Fooducate app by incorporating a weekly diet and exercise log. They will use Google slides to display their pre and post comparisons.</p> <p><b>Standards for Success:</b> Students are to follow the project guidelines and keep the daily value recommendations in mind when creating their food guides. The students will be assessed according to the project rubric.</p>

Meaning and Acquisition		<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> <li>• Responses to textbook questions after reading assigned chapter</li> <li>• Completion of assigned content worksheets</li> <li>• Fooducate worksheet</li> <li>• Exit tickets</li> <li>• Teacher prepared unit test</li> </ul>
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Stage 3 – Learning Plan		
Code	<i>Pre-Assessment</i>	
Meaning	Pre-quiz on nutrition	
Transfer, Meaning and Acquisition	<p>Summary of Key Learning Events and Instruction</p> <ul style="list-style-type: none"> <li>• Teacher distributes nutrition pre-quiz to assess previous knowledge of students.</li> <li>• Teacher introduces the topic and presents PowerPoint on nutrition and the athlete</li> <li>• Teacher distributes guided reading handouts to facilitate use and understanding of textbook and PowerPoint concepts</li> <li>• Teacher led instruction on the use of the app, <i>Fooducate</i></li> <li>• Students will prepare a balanced diet from available shopping list and will use the app, <i>Fooducate</i> as a resource</li> <li>• Teacher invites local nutritionist to discuss their experiences in the profession</li> </ul>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>• Students will get feedback from pre-quiz</li> <li>• Direct observation</li> <li>• One to one instruction</li> <li>• Specific feedback to each student on written assignments</li> </ul>



	<ul style="list-style-type: none"> <li>• Students write reflection on the guest speaker analyze how they could apply information learned thus far</li> <li>• Students create a “Quizlet” based on teacher prepared study guide to reinforce key concepts within the chapter</li> <li>• Students prepare for unit test by reviewing quizlets</li> <li>• Students take unit test at the end of the unit</li> </ul> <p><b><i>Essential Resources</i></b></p> <p>France, R., <i>Introduction Sports Medicine &amp; Athletic Training</i>, Clifton Park, NY: Delmar, Cengage Learning, 2004 – Student Textbook</p> <p>France, R., <i>Introduction Sports Medicine &amp; Athletic Training</i>, Clifton Park, NY: Delmar, Cengage Learning, 2004 – Student Workbook</p> <p>France, R., <i>Introduction Sports Medicine &amp; Athletic Training</i>, Clifton Park, NY: Delmar, Cengage Learning, 2004 – Instructional Manual</p> <p>“Lose Weight &amp; Improve Your Health with a Real Food Diet   Fooducate.” <i>Lose Weight &amp; Improve Your Health with a Real Food Diet</i>, <a href="http://www.fooducate.com/">www.fooducate.com/</a>.</p>	
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