

Perris Union High School District

Course of Study

A. COURSE INFORMATION

<p>Course Title: (limited to 34 characters with spaces in Infinite Campus)</p> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">RCOE Intermediate Sports Medicine</div> <p><input checked="" type="checkbox"/> New <input type="checkbox"/> Revised</p>	<p>Subject Area:</p> <p><input type="checkbox"/> Social Science <input type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Laboratory Science <input type="checkbox"/> World Languages <input type="checkbox"/> Visual or Performing Arts <input type="checkbox"/> College Prep Elective <input checked="" type="checkbox"/> Other</p>	<p>Grade Level(s)</p> <p><input type="checkbox"/> MS <input type="checkbox"/> HS <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12</p>
<p>If revised, the previous course name if there was a change</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	<p>Is this classified as a Career Technical Education course?</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	
<p>Transcript Course Code/Number:</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div> <p>(To be assigned by Educational Services if it's a new course)</p> <p>CREDIT TYPE EARNED: Elective CALPADS CODE: 7921</p>	<p>Is this classified as a Career Technical Education course?</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If yes, which pathway does this course align to? Pathway Name:</p> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">HSMT</div> <div style="border: 1px solid black; padding: 2px;">CTE CDE Code: Pathway 198</div>	
<p>Was this course <i>previously approved by UC for PUHSD?</i></p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (Will be verified by Ed Services)</p> <p>If Yes, which A-G Requirement does this course meet?</p> <div style="border: 1px solid black; padding: 2px; margin-top: 5px;">G</div>	<p style="text-align: center;">Credential Required to teach this course: <i>To be completed by Human Resources only.</i></p> <div style="border: 1px solid black; padding: 5px; text-align: center; font-family: cursive;"> CTE: Health Science and Medical Technology </div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <div style="display: flex; justify-content: space-between;"> <div style="text-align: center;"> Signature </div> <div style="text-align: center;"> 11/1/2023 Date </div> </div> </div>	
<p>Submitted by: Dian Martin Site: Ed. Services Date: 11/01/2023 Email: dian.martin@puhsd.org</p>	<p>Unit Value/Length of Course:</p> <p><input type="checkbox"/> 0.5 (half-year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one-year equivalent) <input type="checkbox"/> 2.0 (two-year equivalent) <input type="checkbox"/> Other:</p>	
Approvals	Name/Signature	Date
Director of Curriculum & Instruction		11/13/23
Asst. Superintendent of Educational Services		11/13/23
Governing Board		

METHODS OF INSTRUCTION

- Direct instruction
- Group and individual applied projects
- Multimedia
- Demonstration
- Field trips
- Guest speakers

STUDENT EVALUATION:

- Student projects
- Written work
- Exams
- Observation record of student performance
- Completion of assignment

INDUSTRY CERTIFICATION:

- None

RECOMMENDED TEXTS:

- Principles of Athletic Training: A competency-based approach William E. Prentice McGraw- Hill 15th Edition/2013 www.mhhe.com
- Sports Medicine Essentials. Core Concepts in Athletic Training & Fitness Instruction Jim Clover Cengage Learning 3rd Edition/2016 www.cengage.com
- Basic Life Support Provider Manuel American Heart Association Channing L. Bete Co INC 1st Edition/2016 www.cpr.heart.org

PROGRAM OF STUDY

Grade	Fall	Spring	Year	Course Type	Course Name
10, 11, 12			☐	Concentrator	RCOE Intermediate Sports Medicine
11, 12			☐	Capstone	RCOE Advanced Sports Medicine

I.	INTRODUCTION TO CTE AND SPORTS MEDICINE	CR	Lab/ CC	Standards
	<p>Through the text and the research of current events, students will explore the field of Sports Medicine, acquire extensive foundational data on the personal attributes of allied healthcare providers in the field, and basic medical terminology. Students will acquire basic practical skills required for managing the athlete's health, nutrition, and physical performance. Students will comprehend, recognize, and distinguish between the laws and safety practices governing sports medicine from state and federal regulatory agencies, such as the California Occupational Safety and Health Administration (Cal/OSHA) and the Environmental Protection Agency (EPA). Students will discover the role and function of professional organizations, industry associations, and organized labor in a productive society.</p> <p>Student Learning Objectives/Performance Indicators:</p> <ol style="list-style-type: none"> 1. Demonstrates an understanding of and compliance with the course syllabus, Enrollment, and Authorization form, Use of Technology Agreement form, and No Tolerance Issues policy form. 2. Demonstrates an understanding and compliance of classroom safety protocols. 3. Demonstrates an understanding of sexual harassment in both the classroom and work settings; and comply with county, district, and classroom policies. 4. Identifies the personal qualifications, interests, aptitudes, knowledge, and skills of a successful healthcare provider. 5. Demonstrates an understanding of personal, professional, and educational requirements of the field of sports medicine. 6. Demonstrates knowledge of policies, procedures, and regulations related to workplace health and safety. <p>Unit Assignment(s):</p> <p>Students will research and synthesize online sources pertaining to the holistic, healthy benefits of Sports Medicine while simultaneously showcasing their ability to evaluate content validity. Students will then deliver a class presentation on five major health/holistic benefits of Sports Medicine, utilizing oral and listening communication skills and incorporating industry standard language and appropriate use of medical terms.</p> <p>Students will research health science-based Internet sites to extract pertinent information on the evolution of Sports Medicine. Through the process of summarizing their findings in a 500-word essay in (MLA/APA format) on the historical impact of Sports Medicine, students will facilitate a broader understanding of the vast opportunities and trends encompassing Sports Medicine today. Students will be graded using a formulated rubric.</p> <p>Anchor Standards:</p> <p>2.5, 2.6, 6.1, 6.2, 6.3, 6.6, 6.8</p> <p>Pathway Standards:</p> <p>B 1.5, B 5.1</p> <p>Academic Standards:</p> <p>LS 11-12.3, 11-12.4, 11-12.5</p>	5	5	<p>Academic: LS: 11-12.3, 11-12.4, 11-12.5</p> <p>CTE Anchor: Communications: 2.5, 2.6 Health and Safety: 6.1, 6.2, 6.3, 6.6, 6.8</p> <p>CTE Pathway: B1.5, B5.1</p>
II.	ETHICAL AND LEGAL CONSIDERATIONS	CR	Lab/ CC	Standards
	<p>Students will analyze and then produce examples of ethical and legal cases and the importance of ethical implications affecting the healthcare profession with full comprehension of the principles of the National Athletic Trainer's Association Code of Ethics. Students will research and collect information on the importance of compliance with federal laws concerning patient rights and confidentiality through the Patient's Bill of Rights and the Health Information Portability and Accountability Act of 1996 (HIPPA).</p> <p>Student Learning Objectives/Performance Indicators:</p> <ol style="list-style-type: none"> 1. Defines state and federal statutes that regulate employment practices. 2. Describes federal and state infection control regulations and guidelines, including universal precautions as mandated by OSHA, for the prevention, exposure, and control of infectious diseases. 3. Describes the basic legal principles that apply to an athletic trainer's responsibilities. 4. Identifies components of a risk management plan (i.e., security, fire, electrical and equipment safety, emergency preparedness, and hazardous chemicals). 	5	5	<p>Academic: LS: 11-12.1, 11-12.2, 11-12.6 RLST: 11-12.4</p> <p>CTE Anchor: Communications: 2.1, 2.4, 2.5, 2.6 Technology: 4.1 Health and Safety: 6.2, 6.6, 6.8 Responsibility and Flexibility: 7.1, 7.6</p>

	<p>5. Discusses issues relative to operating a sports medicine program within various settings</p> <p>6. Identifies policies and procedures that should be enforced in healthcare settings.</p> <p>Unit Assignment(s):</p> <p>Students will use internet resources to compare and contrast the cost of liability insurance for primary care practitioners, physical therapist, certified athletic trainer, and strength and conditioning specialist. Students will create a list and compose a 350-word essay in (MLA/APA format) that discerns between what the insurance does and does not cover and the importance of having coverage as a professional working in the healthcare industry. Students will be graded using a formulated rubric.</p> <p>Students will collaborate to research, analyze and interpret a current legal case that involves Health Insurance Portability and Accountability compliance (HIPAA). Students will then put the content knowledge together from their research to summarize and conclude how healthcare providers can ensure the compliance of confidentiality of medical information.</p> <p>Bring in a health care provider currently working in the industry to speak about HIPAA standards and techniques that they use to maintain compliance and allow students the opportunity to analyze and synthesize as a group to ask questions to the presenter.</p> <p>Anchor Standards:</p> <p>1.0, 2.4, 2.5, 2.6, 4.1, 6.2, 6.6, 6.8, 7.1, 7.6, 8.5, 8.7</p> <p>Pathway Standards:</p> <p>BI.1, BI.4, BI.5, B3.1, B3.3, B5.1, B5.2, B5.6</p> <p>Academic Standards:</p> <p>LS 11-12.1, 11.12.2, 11-12.6; RLST 11-12.4</p>		<p>Ethics and Legal Responsibilities: 8.5, 8.7</p> <p>CTE Pathway:</p> <p>B1.4, B1.5, B1.1, B3.1, B3.3, B5.1, B5.2, B5.6</p>
III.	COMMUNICATION AND INTERPERSONAL SKILLS	CR	Lab/CC Standards
	<p>Students will demonstrate understanding and ability to communicate effectively and professionally in all areas of patient care, including strategies and skills for removing ethnic and cultural barriers. Students will learn to assess diverse audiences and deliver their message using verbal and nonverbal skills and enhance the patient experience of care while being sensitive and mindful of cultural differences in communicating.</p> <p>Student Learning Objectives/Performance Indicators:</p> <ol style="list-style-type: none"> 1. Identifies new opportunities to connect with culturally diverse and hard-to-reach populations. 2. Builds social support networks within the sports medicine team. 3. Explains important medical information to patients, parents, coaches, and others in terms they can understand. 4. Demonstrates positive personal attributes and skills in strong communication, effective leadership, good listening skills, and the ability to show compassion and have a positive attitude. <p>Unit Assignment(s):</p> <p>Students will use the definition and analysis of strong communication to compose a 500-word essay (MLA/APA format) showing a dialog between a clinician/trainer and a client by using effective verbal and nonverbal communication. Students will be graded using a formulated rubric.</p> <p>Students will list and describe the elements of effective leadership and create a chart by comparing and contrasting leadership skills and follower skills. Students will present their research findings to the class. Students will be graded using a formulated rubric.</p> <p>Anchor Standards:</p> <p>2.1-2.3, 2.6, 5.0-5.4, 6.3, 6.5, 6.6, 8.1, 8.2, 8.3, 8.4, 8.7, 10.1, 10.2, 10.4, 11.0, 11.2</p> <p>Pathway Standards:</p> <p>B3.0-B3.10, B4.0-B4.5, B7.0, B8.7, B9.0, B9.1, B9.2, B9.3, B9.4, B9.6-B9.10</p> <p>Academic Standards:</p> <p>LS9-10, 11-12.6, SLS 9-10, 11-12.1, 11-12.1b</p>	5	<p>5</p> <p>Academic:</p> <p>LS: 11-12.6</p> <p>CTE Anchor:</p> <p>Communications: 2.1, 2.2, 2.3, 2.6</p> <p>Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4</p> <p>Health and Safety: 6.3, 6.5, 6.6</p> <p>Ethics and Legal Responsibilities: 8.1, 8.2, 8.3, 8.4, 8.7</p> <p>Technical Knowledge and Skills: 10.1, 10.2, 10.4</p> <p>Demonstration and Application: 11.2</p> <p>CTE Pathway:</p> <p>B3.3, B3.1, B3.2, B4.4, B4.5, B7.1, B9.1, B9.2, B9.3, B9.4, B9.5, B9.6</p>

IV. ACADEMIC PROFICIENCY (WRITING, SPEAKING, MATHEMATICS, AND MEDICAL TERMINOLOGY)	CR	Lab/ CC	Standards
<p>Students will analyze and apply problem-solving, critical thinking, and academic proficiency skills required in a medical forum. Students will identify the origins and taxonomy of relevant medical terminology as it is related to the medical field. Students will demonstrate the importance of effective reading, writing, speaking, and computational skills in the healthcare profession. Students will accumulate a robust vocabulary of medical terminology. Students will apply mathematical formulas to sports medicine problems and subsequently propose and test hypotheses based on their work which would include computations of proper patient treatment settings and treatment times with industry-specific equipment. Students will apply appropriate interviewing techniques that demonstrate knowledge of the subject or organization.</p> <p>Student Learning Objectives/Performance Indicators:</p> <ol style="list-style-type: none"> 1. Demonstrates basic math, written and verbal language skills appropriate to the workplace. 2. Demonstrates competency in the 21st century soft and interpersonal skills. 3. Demonstrates the ability to problem solve and think critically. 4. Ability to carry out instructions in written, oral and diagrammatic form. 5. Ability to deal with problems involving several concrete variables in or from standardized situations. 6. Ability to perform basic arithmetic operations. 7. Knowledge of standard units of measure. 8. Ability to utilize, comprehend, speak and write medical terminology. <p>Unit Assignment(s):</p> <p>Students will compose a mock-report describing a client's medical complaints, initially writing the sentences with the use of common words. The student will then convert the information into an accurate medical report using proper medical terminology and medical abbreviations.</p> <p>Students will deduce information from a medication for pain and acquire dosage in metric and imperial units. The students will create a mathematical problem that includes conversion to the metric system and illustrate how they developed their answer.</p> <p>Students will compose a 500-word essay (MLA/APA format) describing a recent event in which the student or someone else did not use good listening skills. The student will evaluate the situation and explain what could have been done differently to illustrate good listening skills and highlight the necessary skills in being a good listener. Students will be graded using a formulated rubric.</p> <p>Students will explore and evaluate a claim from a fitness magazine or Internet article. The student will test the validity of the claim by researching facts and fallacies of the claim. The student will compile and analyze all of his/her experiment results and share with classroom peers.</p> <p>Anchor Standards:</p> <p>6.3, 6.4, 6.5, 6.6, 6.7, 6.8</p> <p>Pathway Standards:</p> <p>B8.1, B8.4, B8.5, B9.1, B9.3, B11.4</p> <p>Academic Standards:</p> <p>RSIT 11-12.8</p>	5	5	<p>Academic:</p> <p>RSIT: 11-12.8</p> <p>CTE Anchor:</p> <p>Health and Safety: 6.3, 6.4, 6.5, 6.6, 6.7, 6.8</p> <p>CTE Pathway:</p> <p>B8.4, B8.5, B8.1, B9.3, B9.1, B11.4</p>
V. MEDICAL CONDITIONS	CR	Lab/ CC	Standards
<p>Students will identify, comprehend, and analyze various genetic and non-genetic medical conditions most commonly affecting athletes in sports medicine, such as diabetes mellitus, hypoglycemia and insulin shock, asthma, seizure disorders (epilepsy), appendicitis, genetic heart conditions, and common bacterial and viral infections. Students will argue the importance of evaluation and standard protocols for medical conditions in Sports Medicine.</p> <p>Student Learning Objectives/Performance Indicators:</p> <ol style="list-style-type: none"> 1. Describes methods to prevent medical conditions from becoming emergencies. 2. Identify the signs and symptoms of medical conditions from becoming emergencies 3. Describe methods of handling emergencies associated with preexisting medical conditions. 4. Identify types of medical conditions in sports and their signs and symptoms. <p>Unit 5 Detail – Key Assignments / Capstone Projects</p> <ul style="list-style-type: none"> • Students will develop and demonstrate standard patient assessment, treatment, and management 	5	5	<p>Academic:</p> <p>LS: 11-12.6 WS: 11-12.6, 11-12.7</p> <p>CTE Anchor:</p> <p>Communications: 2.1, 2.2, 2.3, 2.6 Problem Solving and Critical Thinking: 5.2, 5.3, 5.4 Health and Safety: 6.3, 6.5, 6.6</p>

	<p>plan for athletes with diabetes. Students will compose a 500-word essay (MLA/APA format) that analyzes and articulates the effect of inadequate insulin therapy has on ventilation and why the ventilation is beneficial to the patient.</p> <ul style="list-style-type: none"> • Students will work in small groups to research/develop and demonstrate a standard patient assessment, treatment, and management plan for an athlete with a specific assigned medical condition given by the instructor. Students will then compose a medical document describing the assessment and management plan to be placed in the patient's chart. Groups will create a PowerPoint of the formulated information that will be presented to the class. In doing so, students have the opportunity to teach and learn how to manage all of the common disorders and ailments mentioned within this unit. <p>Lab:</p> <ul style="list-style-type: none"> • Students will perform a patient assessment on a simulated patient with a heart condition. Students will compose a medical document utilizing HOPS (History, Observation, Palpation, and Stress test) methods and create a formulated management plan. • Students will illustrate the proper administration of nitroglycerine. Students will be graded using a skill testing rubric. <p>Anchor Standards: 2.0, 2.1, 2.2, 2.3, 2.6, 5.0, 5.1, 5.2, 5.3, 5.4, 6.3, 6.5, 6.6, 8.1, 8.2, 8.3, 8.4, 8.7, 10.1, 10.2, 10.4, 11.2</p> <p>Pathway Standards: B3.0-B3.10, B4.0-B4.5, B7.0, B8.7, B9.0, B9.1, B10.0, B11.0, B12.0</p> <p>Academic Standards: LS9-10, 11-12.6, SLS 9-10, 11-12.1, 11-12.1b, WS11-12.6, 11-12.7</p>		<p>Ethics and Legal Responsibilities: 8.1, 8.2, 8.3, 8.4, 8.7</p> <p>Technical Knowledge and Skills: 10.1, 10.2, 10.4</p> <p>Demonstration and Application: 11.2</p> <p>CTE Pathway: B3.1, B4.5, B4.1, B4.2, B4.3, B4.4, B7.1, B7.2, B7.3, B7.4, B9.1, B11.1, B11.3, B12.1, B12.2, B12.3, B12.4</p>	
VI.	EMERGENCY PREPAREDNESS AND ASSESSMENT	CR	Lab/CC Standards	
	<p>An emergency is defined as an unforeseen combination of circumstances and the resulting state that calls for immediate action. The student must immediately assess the injured patient and systematically prioritize next steps in dealing with the emergency and the appropriate emergency care. In this unit, students will identify and summarize the nature of the interdependency of healthcare professionals within a given health care delivery system and the interconnected components of an EAP (Emergency Action Plan). Students will become proficient in assessing an injured athlete using proper emergency procedures and applying appropriate documentation for an emergency procedure and event.</p> <p>Student Learning Objectives/Performance Indicators:</p> <ol style="list-style-type: none"> 1. Identify the four observational skills of assessment. 2. Establish and implement an emergency action plan. 3. Describe a systematic on the field primary and secondary survey. 4. Properly identify the steps for safely removing a face mask. 5. Describe the components of HOPS. <p>Unit 6 Detail – Key Assignments / Capstone Projects</p> <ul style="list-style-type: none"> • Students will identify and label the body planes on a human body diagram and illustrate an example by describing a sports injury deduced from the secondary survey. Students will compose a 250-word (MLA/APA format) essay articulating the details of the injury. • Students will demonstrate comprehension of life-saving and emergency preparedness by creating an Emergency Action Plan (EAP) of their own from each location at their school site. Students will compose a report articulating the exact steps of the EAP of a real-life incident. • Students will compose a 350-word reflection (MLA/APA format) essay on the Emergency Action Plan (EAP) and compose outcomes of the event. <p>Lab:</p> <ul style="list-style-type: none"> • Students will conduct an Emergency Action Plan (EAP) and complete a primary and secondary survey for a predetermined scenario through original analysis, evaluation, and elaboration. <p>Anchor Standards: 2.0, 4.0, 5.0, 7.0, 8.0, 9.0, 10.0, 11.0</p> <p>Pathway Standards: B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B10.0, B11.0, B12.0, B13.0</p>	5	5	<p>Academic: LS: 11-12.6 RSIT: 11-12.4 WS: 11-12.6</p> <p>CTE Anchor: Communications: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8 Technology: 4.1, 4.2, 4.3, 4.4, 4.5, 4.6 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4, 5.5, 5.6 Responsibility and Flexibility: 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8 Ethics and Legal Responsibilities: 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7 Leadership and Teamwork: 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7 Technical Knowledge and Skills: 10.1, 10.2, 10.3, 10.4, 10.5 Demonstration and Application: 11.1, 11.2, 11.3, 11.4, 11.5</p>

	<p>Academic Standards: WS 11-12.6, SLS 9-10, 11-12.1, SLS 11-12.1b, SLS 11-12.1d, SLS 11-12.2, LS 9-10, 11-12.6, RSTS 9-10, 11-12.4</p>			<p>CTE Pathway: B1.2, B1.3, B1.4, B1.5, B1.1, B2.1, B2.2, B2.3, B2.4, B3.1, B3.2, B3.3, B4.1, B4.2, B4.3, B4.5, B4.4, B5.1, B5.2, B5.3, B5.6, B5.7, B5.5, B5.4, B6.1, B6.2, B6.3, B6.4, B6.5, B6.6, B7.2, B7.3, B7.1, B7.4, B8.1, B8.2, B8.3, B8.4, B8.5, B9.1, B9.2, B9.3, B9.6, B9.4, B9.5, B10.1, B10.2, B10.3, B10.4, B10.5, B10.6, B10.7, B11.2, B11.1, B11.3, B11.4, B12.1, B12.2, B12.3, B12.4, B13.1, B13.2, B13.3, B13.4, B13.5, B13.6</p>
VII.	INFECTION CONTROL AND BLOOD-BORNE PATHOGENS	CR	Lab/CC	Standards
	<p>Students will identify and comprehend the importance and use of Standard Precautions and Infection Control, as well as the rules and regulations of the Occupational Safety and Health Administration (OSHA) and the Centers for Disease Control (CDC) and prevention. Students will demonstrate how to evaluate potential causes and methods of transmitting infections and how to apply standard precautionary guidelines. Students will analyze the components of a comprehensive training program for healthcare, including safety, infection control, handling hazardous materials, and use of equipment. Students will apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks pertaining to infection control and bloodborne pathogens.</p> <p>Student Learning Objectives/Performance Indicators:</p> <ol style="list-style-type: none"> 1. Describe the six components of the infection cycle and methods of interrupting the cycle. 2. Explain what bloodborne pathogens are and how they can infect patients and athletic trainers. 3. Describe the transmission, symptoms, signs, and treatment of Hepatitis B, C, and HIV and the pros and cons of athletes with these diseases participating in sports. 4. Evaluate universal precautions as mandated by OSHA and how they apply to the athletic trainer. 5. Explain and demonstrate the proper procedure for putting on and taking off sterile gloves. <p>Key Assignments / Capstone Projects</p> <ul style="list-style-type: none"> • Students will research, analyze and determine the risk of viral infections by composing a 500-word (MLA/APA format) essay articulating the risk of infections and comparing/contrasting the signs and symptoms of Hepatitis B and HIV. Students will demonstrate the evaluation of potential causes and methods of transmitting the infection and how to apply standard precautionary guidelines. <p>Lab:</p> <ul style="list-style-type: none"> • Students will recall and demonstrate infection control procedures by practicing the removal of blood-stained gloves and clothing. • Students will compose a 150-word (MLA/APA format) justification concerning the proper removal of contaminated items and how to properly dispose of them. <p>Anchor Standards: 2.0, 2.7, 2.8, 4.0, 4.1, 4.4, 5.0-5.6, 6.0, 6.6, 6.8, 8.7, 10.2, 11.1, 11.2, 9.0, 9.2, 9.7</p> <p>Pathway Standards: B3.0, B3.2, B6.0, B6.6, B8.3, B9.5, B10.0, B11.0, A4.0</p> <p>Academic Standards:</p>	5	5	<p>Academic: LS: 11-12.6 RLST: 11-12.4 WS: 11-12.6, 11-12.7</p> <p>CTE Anchor: Communications: 2.7, 2.8 Technology: 4.1, 4.4 Problem Solving and Critical Thinking: 5.6 Health and Safety: 6.6, 6.8 Ethics and Legal Responsibilities: 8.7 Leadership and Teamwork: 9.2, 9.7 Technical Knowledge and Skills: 10.2 Demonstration and Application: 11.1, 11.2</p> <p>CTE Pathway: B3.2, B6.6, B9.2, B10.2, B11.1, B11.2</p>

	RSTS9-10, 11-12.4, SLS 11-12.1d, WS11-12.6, LS9-10, 11-12.6, WS11-12.7			
VIII.	VITAL SIGNS ASSESSMENT	CR	Lab/CC	Standards
	<p>Students will list and demonstrate the clinical protocol in assessing vital signs. Students will identify and analyze the role of human vital signs and apply mathematical skills to common sports medicine complications. Students will formulate all components of human physiology and biology and their functions in sports medicine, including the cardiovascular system and respiratory system.</p> <p>Student Learning Objectives/Performance Indicators:</p> <ol style="list-style-type: none"> 1. Define homeostasis. 2. List and accurately measure/record vital signs. 3. Accurately measure and record a patient's height and weight. 4. Identify normal and abnormal respiratory patterns. 5. Identify and define diastolic and systolic values. <p>Unit 8 Detail – Key Assignments / Capstone Projects</p> <ul style="list-style-type: none"> • Students will research and identify the importance of vital signs to medical conditions and athletic injuries. Students will demonstrate standard skills to perform vital signs (Blood Pressure, Temperature, Pulse, and Breathing) in the clinic and in emergency situations. <p>Lab:</p> <ul style="list-style-type: none"> • Students will demonstrate effective procedures to obtain and compute vital signs from measuring body temperature, Blood pressure, pulse rate, and respiratory rate on fellow peers. Students will compose a 250-word essay (MLA/APA format) on how exercise impacts blood pressure and pulse rate. • Students will develop a hypothesis on how exercise affects a patient's vital signs. Students will then obtain and Measure vital sign data from three classmates both before and after exercise. Students will graph and compare/contrast the results for each classmate with the medically accepted normal levels. Students will compose a note for each classmate's patient chart on the results of their measurement findings. <p>Anchor Standards:</p> <p>2.0, 2.7, 4.0, 4.4, 10.0, 11.0, 11.2, 11.5</p> <p>Pathway Standards:</p> <p>B1.0, B2.0, B2.4, B3.3, B4.0, B4.4, B4.5, B5.0</p> <p>Academic Standards:</p> <p>LS9-10, 11-12.6, WS11-12.6</p>	5	5	<p>Academic:</p> <p>LS: 11-12.6 WS: 11-12.6</p> <p>CTE Anchor:</p> <p>Communications: 2.7 Technology: 4.4 Technical Knowledge and Skills: 10.1, 10.2, 10.3, 10.4, 10.5 Demonstration and Application: 11.2, 11.5</p> <p>CTE Pathway:</p> <p>B1.5, B1.3, B1.4, B1.1, B1.2, B2.4, B3.3, B4.4, B4.5, B5.3, B5.2, B5.1, B5.7, B5.4, B5.5, B5.6</p>
IX.	BASIC LIFE SUPPORT FOR HEALTHCARE PROVIDERS	CR	Lab/CC	Standards
	<p>Students will use their extensive knowledge base in human anatomy and physiology to comprehend and apply life-saving first aid and Cardiopulmonary Resuscitation (CPR) procedures. Students will explore the ethical and legal considerations for rendering life-saving aid. Students will become proficient in assessing and administering the use of CPR and in operating an Automated External Defibrillator (AED) utilizing standard guidelines by the American Red Cross (ARC) and American Heart Association (AHA).</p> <p>Student Learning Objectives/Performance Indicators:</p> <ol style="list-style-type: none"> 1. Ability to explain the importance of knowing cardiopulmonary resuscitation and how to manage an obstructed airway. 2. Demonstrate the proper steps that are involved in Cardio Pulmonary Resuscitation and the use of an Automated External Defibrillation. 3. Demonstrate when and how to activate the Emergency Medical Services. 4. Describe the links in the Chain of Survival. 5. Demonstrate the proper equipment utilized for Personal Protective Equipment (PPE). 6. Pass the Skills portion of the CPR assessment component <p>Unit 9 Detail – Key Assignments / Capstone Projects</p> <ul style="list-style-type: none"> • Students will identify and label each component of the circulatory pathway for the cardiac and pulmonary system. • Students will compose a 500-word (MLA/APA format) essay describing the chain of survival and the importance of performing Cardiopulmonary Resuscitation (CPR) and operating an Automated 	5	5	<p>Academic:</p> <p>LS: 11-12.1, 11-12.2, 11-12.3 RLST: 11-12.1 WS: 11-12.2, 11-12.7, 11-12.8, 11-12.9</p> <p>CTE Anchor:</p> <p>Communications: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8 Demonstration and Application: 11.2</p> <p>CTE Pathway:</p> <p>B1.2, B1.1, B1.4, B1.3, B1.5, B12.3</p>

	<p>External Defibrillator (AED) when needed during an emergency situation both on and off the field of competition.</p> <p>Lab</p> <ul style="list-style-type: none"> • Students will demonstrate CPR and AED skills on the manikin to simulate real-life emergencies. Students will successfully demonstrate strict protocol as they demonstrate CPR and AED skills on an adult, child, and infant manikins. • Students will demonstrate comprehension of the obstructed airway maneuver by demonstrating the skills necessary to help a choking victim. Students will compose a 150-word reflection essay on the procedures and outcomes. • Students will use the Internet to research local CPR classes. Students will design a poster illustrating the importance of CPR and include sign-up information for three locations they obtained during their Internet research. <p>Anchor Standards: 2.0-11.2</p> <p>Pathway Standards: B1.0-B12.3</p> <p>Academic Standards: LS 11-12.1-3, RLST 11-12.1, WS 11-12.2, .7, .8, .9</p>			
X.	ENVIRONMENTAL CONDITIONS	CR	Lab/CC	Standards
	<p>Students will identify, analyze, and determine how extreme environmental conditions can affect athletes in the sports medicine profession. Students will apply anatomy and physiology knowledge to predict health effects of the human body under various degrees of environmental stressors such as cold and heat. Students will analyze homeostasis under different environmental conditions, and infer the physical and cognitive effects these conditions could have on the human body. Students will use critical thinking skills to make informed decisions and solve problems.</p> <p>Student Learning Objectives/Performance Indicators:</p> <ol style="list-style-type: none"> 1. Identify the signs and symptoms of conditions caused by exposure to extreme environments. 2. Discuss methods to prevent or minimize the effects of environmental conditions. 3. Describe methods of handling emergencies associated with extreme environmental conditions. 4. Describe precautions that should be taken in a thunder and lightning storm. 5. List the problems that air pollution presents to the athlete and how they can be avoided. 6. Compare the effect of synthetic versus natural turf on the incidence of injury. <p>Unit 10 Detail – Key Assignments / Capstone Projects</p> <ul style="list-style-type: none"> • Students will apply standard patient assessment, treatment, and management plan for athletes with sunburn. Students will compose a medical document describing the assessment and management plan to be placed in the patient's chart. • Students will relate standard patient assessment, treatment, and management plan for athletes with frostbite. Students will compose a medical document describing the assessment and management plan to be placed in the patient's chart. <p>Lab:</p> <ul style="list-style-type: none"> • Students will perform an assessment and create a treatment plan for athletes with heat-related emergencies. Students will compose a medical document describing the assessment and treatment plan to be placed in the patient's chart. • Students will perform a patient assessment on a simulated patient with a heat-related emergency. Students will compose a medical document utilizing the HOPS (History, Observation, Palpation, Stress Test) methods and create a management plan. Students will prioritize the proper administration of ice during stages of heat-related emergencies. Students will compose a 350-word (MLA/APA format) reflection essay on the Emergency Action Plan (EAP) and outcomes of the lab exercise. • Students will calculate the carbohydrate concentration, sodium, and potassium of various drinks to evaluate for proper hydration resulting in peak performance. Students will graph their results and present their findings in small groups. 	5	5	<p>Academic: WHSST: 11-12.6 A-REI: 1</p> <p>CTE Anchor: Communications: 2.4, 2.5 Technology: 4.3 Problem Solving and Critical Thinking: 5.2, 5.4, 5.5, 5.6 Demonstration and Application: 11.1</p> <p>CTE Pathway: B3.3, B3.1, B3.2, B4.4, B5.1, B5.2, B5.5, B5.3, B5.4, B5.7, B5.6</p>

	<p>Anchor Standards: 2.4, 2.5, 4., 4.3, 5.2, 5.4, 5.5, 5.6, 11.1</p> <p>Pathway Standards: B3.1, B3.2-3, B4.4, B5.0</p> <p>Academic Standards: Alg A-REI 1, WHSST 11-12.6</p>			
XI.	INJURIES TO TISSUES	CR	Lab/CC	Standards
	<p>Students will research, analyze, and explain the injury cycle including hemorrhage, inflammation, atrophy, and pain. Students will categorize the different types of tissue injuries, the cardinal signs of inflammation and the stages of healing. Students will identify the basic structures and functions of cells and how this knowledge is used in biotechnology. Students will apply medical terminology appropriate to diagnostic services to interpret, transcribe, and communicate information and observations. Students will demonstrate standard evaluation to assess athletes and patients. Students will analyze and predict potential injuries related to cell structures, integumentary, lymphatic, skeletal, and the muscular systems as a result of non-traumatic and traumatic athletic occurrences.</p> <p>Student Learning Objectives/Performance Indicators:</p> <ol style="list-style-type: none"> 1. Discuss the healing process relative to various soft-tissue structures, including cartilage, ligament, muscle, tendon, and nerve. 2. Identify the different types of fractures and formulate a management plan for treating acute fractures. 3. Identify the bones and muscles of the musculoskeletal system. 4. Describe several types of joints in the body and their categories. 5. Identify the terms of movements and positions and directions. <p>Key Assignments / Capstone Projects</p> <ul style="list-style-type: none"> • Using in-depth knowledge of the muscular system, students will articulate and demonstrate muscle tests for the extremities. Students will compose a 450-word (MLA/APA format) essay to describe the actin and myosin relationship during a muscular contraction. • Using an in-depth understanding of the integumentary system, students will compose a 150- word (MLA/APA format) essay describing Vitamin D production and its role in the body. <p>Lab:</p> <ul style="list-style-type: none"> • Students will analyze a patient with a sprain and utilize the five steps of PRICE (Protect, Rest, Ice, Compress, and Elevate) to effectively stabilize the patient. • Students will choose a sports-related injury and describe how the PRICE procedure will be applied to their patient. Students will use the medical data and their analysis to design and create a handout for the client explaining the benefits of the student's proposed treatment. • Students will demonstrate medical procedures used to control bleeding on a simulated athlete and explain the importance of dressings and bandages in Sports Medicine. Students will articulate their understanding of tissue-related injuries by composing a 450-word (MLA/APA Format) essay on the effect of hyperglycemia and diabetes mellitus on wound healing. <p>Anchor Standards: 2.0, 2.8, 10.1</p> <p>Pathway Standards: B2.0, B2.1, B2.4</p> <p>Academic Standards: LS 11-12.1-3, RLST 11-12.1</p>	7	8	<p>Academic: LS: 11-12.1 RLST: 11-12.1</p> <p>CTE Anchor: Communications: 2.8 Technical Knowledge and Skills: 10.1</p> <p>CTE Pathway: B2.4, B2.1</p>
XII.	TAPING, WRAPPING, AND BRACING	CR	Lab/CC	Standards
	<p>Students will identify and demonstrate the importance of taping, wrapping and bracing to prevent and/or treat sport-related injuries and how it affects the biopsychosocial model. Students will analyze the anatomy and principles of body mechanics to determine the mechanism of injury and effective taping, wrapping, and bracing techniques. Students will analyze proper body mechanics, ergonomics, safety equipment, and techniques to prevent personal injury while providing care. Students will use critical thinking skills to make informed decisions and solve problems regarding preventative wrap and taping techniques to address the needs of the patient.</p>	5	5	<p>Academic: LS: 11-12.1, 11-12.2, 11-12.3 RLST: 11-12.1 WS: 11-12.2, 11-12.7, 11-12.8, 11-12.9</p>

	<p>Student Learning Objectives/Performance Indicators:</p> <ol style="list-style-type: none"> 1. Demonstrate the correct techniques for applying common taping procedures. 2. Explain how Kinesio taping can be used in treating an injured patient. 3. Demonstrate the ability to apply elastic wraps to provide support, limit the range of motion, or hold a protective pad in place for an injured body part. 4. Demonstrate the proper use and storage of athletic tape. <p>Key Assignments / Capstone Projects</p> <ul style="list-style-type: none"> • Students will compose a 350-word (MLA/APA format) essay on the advantages/disadvantages when comparing prophylactic to Kinesio-taping techniques. Students will create a poster identifying, analyzing and connecting the different athletic scenarios of where and when the tape is commonly used. <p>Lab:</p> <ul style="list-style-type: none"> • Students will evaluate simulated injured athletes and demonstrate proper prophylactic taping techniques for upper and lower extremity joints or muscle. • Students will compose a 150-word (MLA/APA format) reflection essay on the procedures performed and outcomes achieved. • Students will evaluate simulated injured athletes and demonstrate kinesiology taping techniques for upper and lower extremity joints or muscle. Students will compose a 150-word (MLA/APA format) reflection essay on the procedures performed and outcomes achieved. • Students will research and formulate data regarding the different types of preventative wrap and taping supplies. Students will design and create a chart of these supplies and the budgetary needs to adequately stock for a full sports team. <p>Anchor Standards: 2.0-11.2</p> <p>Pathway Standards: B1.0-B12.3</p> <p>Academic Standards: LS 11-12.1-.3, RLST 11-12.1, WS 11-12.2, .7, .8, .9</p>		<p>CTE Anchor: Communications: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8 Demonstration and Application: 11.2</p> <p>CTE Pathway: B1.5, B1.3, B1.4, B1.1, B1.2, B12.3</p>
XIII.	NUTRITION AND WEIGHT MANAGEMENT	CR	Lab/ CC Standards
	<p>Students will identify the essentials of good nutrition, nutritional deficiencies and ailments, hormones, and weight control. Students will argue the impact of nutrition on the body and mind and debate various nutritional strategies for increasing and enhancing performance and managing body weight. Students will express their understanding of human physiology and biology in sports medicine by integrating the components and functions of the digestive, endocrine, and reproductive systems.</p> <p>Student Learning Objectives/Performance Indicators:</p> <ol style="list-style-type: none"> 1. Distinguish the six classes of nutrients and describe their major functions. 2. Explain the importance of good nutrition in enhancing performance and preventing injuries. 3. Assess the advantages and disadvantages of dietary supplements. 4. Discuss popular eating and drinking practices. 5. Explain energy balance – how calories relate to weight maintenance, weight loss, and weight gain. 6. Differentiate between body weight and body composition. 7. Assess body composition using a variety of techniques. 8. Evaluate methods for losing and gaining weight. 9. Recognize the signs of eating disorders. <p>Unit 13 Detail – Key Assignments / Capstone Projects</p> <ul style="list-style-type: none"> • Students will use the United States Department of Agriculture (USDA) website to compare their diet to a personalized plan based on age, gender, weight, and physical exercise. Students will compose a 250-word (MLA/APA format) essay on the necessary components for proper nutrition and analyze the outcomes of proper and poor nutrition on overall health and wellness. • Students will use evidence-based research and compose a 450-word (MLA/APA format) essay describing the major functions of insulin and glycogen during exercise and rest. 	5	<p>5</p> <p>Academic: LS: 11-12.6 WS: 11-12.7</p> <p>CTE Anchor: Communications: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8 Technology: 4.1, 4.2, 4.3, 4.4, 4.5, 4.6 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4, 5.5, 5.6 Leadership and Teamwork: 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7 Technical Knowledge and Skills: 10.1, 10.2, 10.3, 10.4, 10.5 Demonstration and Application: 11.1, 11.2, 11.3, 11.4, 11.5</p> <p>CTE Pathway:</p>

	<ul style="list-style-type: none"> Students will identify and label the organs involved in the digestion process on a manikin. Students will next create a visual diagram depicting the functions of the digestive system: enzyme, source, and function. Students will create a chart showing the functions of the endocrine system with an emphasis of water balance. Students will research on the Internet and compose a 250-word (MLA/APA format) essay explaining the impact of exercise on the production of estrogen and testosterone on the human body. Students will then create a graph illustrating the hormonal peaks during rest and exercise. <p>Lab:</p> <ul style="list-style-type: none"> Students will conduct a two-part experiment. Students will measure the number of calories they consume in one day and predict their weekly intake. Students will then document and measure their food consumption for a week and calculate the total amount of calories consumed. The students will design and compose a chart based on their calculations. Students will use the chart to compare and contrast the estimated calories from the first part of the experiment to the actual calculated calories from the second part of the experiment. <p>Anchor Standards: 2.0, 4.0, 5.0 9.0, 10.0, 11.0</p> <p>Pathway Standards: B1.0-B5.0, B7.0, B9.0</p> <p>Academic Standards: LS 9-10, 11-12.6, SL S11-12b, WS 11-12.7</p>		<p>B1.2, B1.1, B1.4, B1.3, B1.5, B2.1, B2.2, B2.3, B2.4, B3.2, B3.3, B3.1, B4.5, B4.3, B4.4, B4.1, B4.2, B5.1, B5.2, B5.3, B5.6, B5.7, B5.4, B5.5, B9.6, B9.5, B9.4, B9.3, B9.2, B9.1, B10.1, B10.2, B10.3, B10.4, B10.7, B10.5, B10.6, B11.1, B11.2, B11.3, B11.4</p>	
XIV. PHYSICAL FITNESS ASSESSMENT		CR	Lab/CC Standards	
	<p>Students will describe, analyze, and evaluate the importance of general physical fitness. Students will exponentially expand their knowledge of human anatomy and physiology by identifying, explaining, and evaluating the aspects and functions of the cardiovascular, respiratory, skeletal, and muscular systems. Students will identify the key components and elements in evaluating and performing a fitness examination on an athlete and incorporate the assessment into an overall understanding of the level of fitness and performance capacity.</p> <p>Student Learning Objectives/Performance Indicators:</p> <ol style="list-style-type: none"> Discuss fitness testing and identify specific tests to assess various fitness parameters. Analyze specific techniques and principles for improving cardiorespiratory endurance, muscular strength, and flexibility. Measure body fat and make professional recommendations, based on those measurements, regarding weight ranges according to individual needs and goals. <p>Unit 14 Detail – Key Assignments / Capstone Projects</p> <ul style="list-style-type: none"> Students will draw a heart, identify and label the main parts of the heart, and describe the pathway of the blood away from and back to the heart. Students will design and illustrate a diagram of the circulatory system and present it to the class. Students will draw the lungs, label the main parts of the lungs, and describe the journey of deoxygenated blood to and from the lungs in an oxygenated form. Students will create a diagram of the circulatory system and present it to the class. Students will compose a 250-word (MLA/APA format) essay describing the actin, myosin, and adenosine triphosphate (ATP) relationship during muscular contraction. Students will compose a self-reflecting 500-word (MLA/APA format) essay on the evaluation of their current health habits both good and bad. Students will then conclude how they will prioritize to improve on their bad habits. Students will list the steps they will take to accomplish their health goals. Students will compose a 150-word (MLA/APA format) essay on how abnormal diaphragmatic breathing patterns affect posture. Students will compare and contrast good and poor posture related to athletic performance. Students will research the athletics department at their school and list the types of physical assessments required for completion prior to participation. Students will compare and contrast California Interscholastic Federation (CIF) and L.A. City Section rules and regulations. Students will fill out a Pre-Participation Evaluation (PPE). <p>Lab:</p> <ul style="list-style-type: none"> Students will conduct an experiment using original data they collect. Students will gather data on their pulse rates before and after exercising. Using this data, students will analyze the data and 	7	8	<p>Academic: LS: 11-12.3 RSIT: 11-12.4 WS: 11-12.2 WHSST: 11-12.8</p> <p>CTE Anchor: Career Planning and Management: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4, 5.5, 5.6 Demonstration and Application: 11.1, 11.2, 11.3, 11.4, 11.5</p> <p>CTE Pathway: B2.3, B2.4, B2.2, B2.1, B3.1, B3.3, B3.2, B5.3, B5.4, B5.5, B5.6, B5.7, B5.1, B5.2, B9.6, B9.5, B9.2, B9.1, B9.4, B9.3, B12.2, B12.3, B12.1, B12.4</p>

compare/contrast the results. Students will further demonstrate their comprehension of the material by composing a 450-word (MLA/APA format) essay describing heart rate, differentiating between all the information that can be gleaned from monitoring a pulse and describe the changes in the heart rate caused by exercising.

- Students will use EKG (Electrocardiography-recording of the hearts electrical activity) strips to analyze and discuss normal and abnormal heart rhythms. Students will identify and differentiate between each EKG strip. Students will compose a 150-word (MLA/APA format) reflection essay on the procedures and outcomes.
- Students will collect real data by taking their pulse before and after exercising. Students will analyze this data and compose a 150-word (MLA/APA format) reflection essay on the procedures and outcomes.
- Students will collect original data by conducting a test of cardiovascular endurance on a classmate. Students will analyze and present their findings in a 350-word (MLA/APA format) report.
- Students will collect real data by taking respiratory rate before and after exercising. Students will analyze this data and compose a 150-word report on their findings.
- Students will conduct an extensive experiment and demonstrate tests for muscular endurance. Students will design and create a Physical Assessment chart that includes muscular endurance, flexibility, cardiovascular endurance, and body composition. Students will collect data from classmates by having them complete the Physical Assessment Chart for four weeks. Students will compile all the data they collect and compose an evaluation report on the results of their findings.
- Students will research the Internet for the correct calculation of BMI (body mass index) and body fat percentage to calculate their personal BMI and body fat percentage. Students will use this data to compose a 150-word (MLA/APA format) summary comparing and contrasting their personal results and medically acceptable normal values.

Anchor Standards:

3.0, 5.0, 11.0

Pathway Standards:

B2.0, B3.0, B5.0, B9.0, B12.0

Academic Standards:

WS 11-12.2, LS 11-12.3, RSIT 11-12.4, WHSST 11-12.8

XV. STRENGTH AND CONDITIONING	CR	Lab/ CC	Standards
<p>Students will add to their knowledge of human anatomy and physiology by identifying and distinguishing between functions of the skeletal, cardiovascular, and muscular systems. Students will analyze the functions of these systems as they pertain to the strengthening and conditioning of the human body by illustrating how the physiological components affect the human body and athletic performance. Students will then be able to formulate how exercise and sport-specific demands affect the athlete in various ways.</p> <p>Student Learning Objectives/Performance Indicators:</p> <ol style="list-style-type: none"> 1. Describe the duties, characteristics, and educational requirements of a strength and conditioning specialist. 2. Identify the principles of conditioning. 3. Defend the importance of warm-up and cool-down periods. 4. Apply the concept of periodization and identify the various training periods in each phase. 5. Discuss ways of motivating clients in their pursuit of fitness and well-being. <p>Unit 15 Detail – Key Assignments / Capstone Projects</p> <ul style="list-style-type: none"> • Students will compare and contrast the differences between a personal fitness trainer and strength and conditioning specialist by conducting research on the Internet. • Students will create a chart and illustrate the functions of the muscular system and how it pertains directly to the athlete. • Students will assess and comprehend the health advantages and disadvantages of utilizing free-weights and stationary machines for resistance training. • Students will identify the current trends in strength and conditioning and physical fitness training. Students will compose a 150-word (MLA/APA format) essay and explain which trend they would be an ideal fit for and why. • Students will compose a 250-word (MLA/APA format) essay to explain the importance to evaluate their client's physical and medical history before beginning the strength and conditioning or 	7	8	<p>Academic: WS: 11-12.2a, 11-12.2b, 11-12.2c, 11-12.2d, 11-12.2e, 11-12.2f, 11-12.2, 11-12.4, 11-12.6, 11-12.7, 11-12.8, 11-12.9</p> <p>CTE Anchor: Career Planning and Management: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4, 5.5, 5.6 Demonstration and Application: 11.1, 11.2, 11.3, 11.4, 11.5 CTE Pathway: B2.4, B2.2, B2.3,</p>

	<p>physical fitness program.</p> <p>Lab:</p> <ul style="list-style-type: none"> • Students will explain the importance of cardiovascular and muscular endurance by demonstrating a variety of exercises to their peers. Students will compose a 250-word (MLA/APA format) essay illustrating how cardiovascular and muscular endurance exercise affects the mitochondria in a cell. • Students will explain the importance of flexibility in the muscular system by demonstrating flexibility exercises to peers. Students will compose a 250-word (MLA/APA format) essay illustrating how flexibility exercises can be incorporated into a strength and conditioning program. • Students will explain the importance of resistance training exercises on the muscular and skeletal systems by demonstrating exercises to peers. Students will compose a 250-word (MLA/APA format) essay describing how resistance training can prevent and/or delay Osteoporosis in the geriatric population. <p>Anchor Standards: 3.0, 5.0, 11.0</p> <p>Pathway Standards: B2.0, B3.0, B5.0, B9.0, B12.0</p> <p>Academic Standards: WS 11-12</p>			B2.1, B3.1, B3.2, B3.3, B5.2, B5.1, B5.3, B5.7, B5.5, B5.6, B5.4, B9.3, B9.4, B9.1, B9.2, B9.5, B9.6, B12.4, B12.1, B12.3, B12.2
XVI.	RCOE COLLEGE AND CAREER TRANSITION PLAN (CCTP)	CR	Lab/CC	Standards
	<p>This unit of instruction links student interests to potential careers through exploration and research. Students will develop a post-secondary career plan that identifies and maps out a course of action which incorporates college and career opportunities. Within the twelve (12) topics, students will complete interest surveys, career related documents (i.e., applications, resumes, letters of introduction, letters of recommendation), and mock interviews with the express goal of preparing students to graduate from high school academically and socially prepared for college, the workforce, and civic responsibility. Additionally, students will analyze the importance of financial literacy through topics such as credit, creating a budget, and saving and investing.</p> <p>Lessons:</p> <ul style="list-style-type: none"> • Work, Job, and Career • The Career Plan • Job Applications (Portfolios – Part 1) • The Letter of Introduction (Portfolios – Part 2) • Resume (Portfolios – Part 3) • Letters of Recommendation (Portfolios – Part 4) • Interviewing • Career Research and Reflection • Financial Literacy (Part 1 – The Basics) • Financial Literacy (Part 2 – Credit) • Financial Literacy (Part 3 – Creating a Budget) • Financial Literacy (Part 4 – Saving and Investing) <p>Key Assignments:</p> <ol style="list-style-type: none"> 1. RCOE College and Career Transition Guide: This project will incorporate the development of a 5-10 year career plan, preparing a portfolio (letter of introduction, resume, and letters of recommendation), and practicing job applications and mock interviews. 2. Financial Literacy: This project will include identifying elements and deduction on a paycheck, research loan options based on credit worthiness, creating a budget, and planning for retirement. 	15	0	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Communications: 2.3, 2.4 Career Planning and Management: 3.1, 3.2, 3.4, 3.8, 3.9 Technology: 4.1 Problem Solving and Critical Thinking: 5.4 Responsibility and Flexibility: 7.6</p> <p>CTE Pathway: B1.1</p>
XVII.	NOTES	CR	Lab/CC	Standards
	<ul style="list-style-type: none"> • 3/14/18 – Approved for UC A-G Credit-College-Preparatory Elective ("g") / Laboratory Science – Integrated Science • 5/2018 – Updated from Sports Medicine PLC – Lisa Biesiada's changes. • 5/16/18 – Added to SCOE site • Permanent and Working Folder Started • 12/14/18 – Changed Common Core wording to Academic per/Lori Fry • 12/5/19 – Changed program of study and level (CALPADS) to match Hemet USD as per Sara. <p>Previous Course Title: RCOE Sports Medicine & Therapeutic Services, Level 1</p> <p>Course Code/Transcript Abbreviation: HLT-198-02-02</p>	0	0	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Career Planning and Management: 3.3</p> <p>CTE Pathway: B3.3</p>

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