

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 Advanced Kinesiology</div> <p><input checked="" type="checkbox"/> New <input type="checkbox"/> Revised</p> <p>If revised, the previous course name if there was a change</p> <div style="border: 1px solid black; height: 20px; width: 100%; margin-bottom: 5px;"></div> <p>Transcript Course Code/Number:</p> <div style="border: 1px solid black; height: 20px; width: 100%; margin-bottom: 5px;"></div> <p>(To be assigned by Educational Services if it's a new course)</p> <p>CREDIT TYPE EARNED: CALPADS CODE:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 5px;"> <tr> <td style="width: 70%;">Elective</td> <td>7922</td> </tr> </table>	Elective	7922	<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>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> <p>CTE CDE Code: Pathway 198</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>		
Elective	7922					
<p>Was this course <i>previously approved by UC</i> for PUHSD?</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p style="text-align: center;">(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; width: 100%; margin-bottom: 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; font-size: 1.2em; margin-bottom: 5px;"> CTE Health Service and Medical Technology </div> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%; border: 1px solid black; text-align: center; vertical-align: middle;"> </td> <td style="width: 30%; border: 1px solid black; text-align: center; vertical-align: middle;"> 11/1/2023 </td> </tr> <tr> <td style="text-align: center;">Signature</td> <td style="text-align: center;">Date</td> </tr> </table>			11/1/2023	Signature	Date
	11/1/2023					
Signature	Date					
<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						

RCOE ADVANCED KINESIOLOGY

DATE:

INDUSTRY SECTOR: Health Science and Medical Technology Sector

PATHWAY: Patient Care

CALPADS TITLE: Advanced Patient Care (Capstone)

CALPADS CODE: 7922

HOURS:

Total	Classroom	Laboratory/CC/CVE
180	75	105

JOB TITLE	O*NET CODE	JOB TITLE	O*NET CODE
Preventive Medicine Physicians	29-1069.09	Sports Medicine Physicians	29-1069.11
Exercise Physiologists	29-1128.00	Athletic Trainers	29-9091.00

COURSE DESCRIPTION:

In this course, students will receive an overview of health careers and foundational preparation for careers in the physical therapy, athletic training, sports medicine, exercise science, and other careers relating to Kinesiology or Exercise Science field. Students will learn everything from medical terminology, human anatomy and physiology, and the causes, symptoms, and management of common athletic injuries. Students will acquire practical hands-on experience in the recognition and assessment, prevention, treatment, and rehabilitation of sports injuries to the head and spine, upper extremities, chest and abdomen, the pelvis, and lower extremities. Students will be able to evaluate their patient and design a treatment and rehabilitation plan including various therapeutic exercises and modalities. There is a high level of rigor in the reading and decoding of the textbooks. Students will be examining and formulating their own conclusion of real-world medical research. The curriculum for this course includes very important 21st-century skills, such as effective communication, critical thinking, research, and collaboration that have been identified as foundational to success in this field.

A-G APPROVAL: G

ARTICULATION: None

DUAL ENROLLMENT: None

PREREQUISITES:

Prerequisite
RCOE Intermediate Kinesiology

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:

- No

RECOMMENDED TEXTS:

- Supplementary: Sports Medicine Essentials 3rd Edition Author: Jim Clover Edition Year: 2016
- Primary: Principles of Athletic Training, 15th Edition Author: William E. Prentice Edition Year: 2014
- Primary: BLS Student Provider Manual - American Heart Association Edition Year: 2016

PROGRAM OF STUDY

Grade	Fall	Spring	Year	Course Type	Course Name
10, 11, 12				Concentrator	RCOE Intermediate Kinesiology
11, 12				Capstone	RCOE Advanced Kinesiology
12				Concentrator	RCOE Applied Kinesiology

I.	INTRODUCTION TO SPORTS MEDICINE	CR	Lab/ CC	Standards
	<p>Description: 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 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 research the role and function of professional organizations, industry associations, and organized labor in a productive society.</p> <p>Key Assignment: 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 deliver a class presentation teaching the 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>	5	0	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Communications: 2.1</p> <p>CTE Pathway: B1.1</p>
II.	BASIC LIFE SUPPORT FOR HEALTHCARE PROVIDERS	CR	Lab/ CC	Standards
	<p>Description: Students will use their extensive knowledge base in human anatomy and physiology to comprehend and apply life-saving first-aid and 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 Heart Association (AHA).</p> <p>Key Assignments:</p> <ul style="list-style-type: none"> • Students will demonstrate CPR and AED skills on the manikin to simulate real-life. 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. 	10	10	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Communications: 2.1</p> <p>CTE Pathway: B1.1</p>
III.	INTRODUCTION TO ANATOMY/INJURIES TO THE TISSUES	CR	Lab/ CC	Standards
	<p>Description: This unit will provide students with an understanding of mechanical forces that can injure human tissue; tension, compression, torsion, and shearing forces. Students will know the difference between acute versus chronic injuries. Students will have the ability to classify specific injuries like sprains, strains, contusions, fractures, and dislocations.</p> <p>Key Assignment: In groups, students will create a packet on their assigned tissue type that includes the anatomy of the injured tissue and the conditions relative to that tissue. This includes strains, sprains, lacerations, abrasions, contusions, various fractures, etc.</p>	5	5	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Communications: 2.1</p> <p>CTE Pathway: B1.1</p>
IV.	CLASSIFICATION/MECHANISMS OF INJURIES	CR	Lab/ CC	Standards
	<p>Description: This unit will provide students with an understanding of mechanical forces that can injure human tissue; tension, compression, torsion, and shearing forces. Students will know the difference between acute versus chronic injuries. Students will have the ability to classify specific injuries like sprains, strains, contusions, fractures, and dislocations.</p> <p>Key Assignment:</p>	5	5	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Communications: 2.1</p> <p>CTE Pathway: B1.1</p>

	Students will pick an injury and describe the mechanism of injury in terms of mechanical forces that include either tension, compression, torsion, and any shearing forces to the class. Then the students will describe the same injury in a way that everyone can understand.			
V.	ANKLE AND FOOT	CR	Lab/ CC	Standards
	<p>Description: Students will examine the anatomy, most common injuries, mechanisms of injury, signs and symptoms, evaluation, and management of injuries to the ankle. Students will be able to recognize, treat, and prevent ankle specific injuries. Students will use appropriate protocols for stabilizing patients with common traumatic and non-traumatic injuries in Sports Medicine. Students will use medical terminology appropriate to diagnostic services to interpret, transcribe, and communication information and observations. Students will use critical thinking skills to make informed decisions to treat and manage injuries to the ankle.</p> <p>Key Assignment: Students will demonstrate their understanding of what an inversion ankle sprain is, the mechanism of injury, appropriate treatment related to the different grades, and perform an inversion ankle tape job in 3 minutes or less.</p>	5	10	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Communications: 2.1</p> <p>CTE Pathway: B1.1</p>
VI.	KNEE, THIGH, AND HIP	CR	Lab/ CC	Standards
	<p>Description: Students will examine the anatomy, most common injuries in Sports Medicine, mechanisms of injury, signs and symptoms, evaluation, and management of injuries to the knee, thigh, and hip. Students will use appropriate protocols for stabilizing patients with common traumatic and non-traumatic injuries in Sports Medicine. Students will use medical terminology appropriate to diagnostic services to interpret, transcribe, and communication information and observations. Students will use critical thinking skills to make informed decisions to treat and manage injuries to the knee, thigh, and hip.</p> <p>Key Assignment: Students will compose a 250-word essay in MLA or APA format, on the evaluation, management, and preventative measures for Osgood-Schlatter's Disease. Students will create a management plan utilizing evidence-based research for the pre-adolescent population.</p>	5	10	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Communications: 2.1</p> <p>CTE Pathway: B1.1</p>
VII.	HEAD, NECK, AND BACK	CR	Lab/ CC	Standards
	<p>Description: Students will examine the anatomy, most common injuries, mechanisms of injury, signs and symptoms, evaluation, and management of injuries to the head, neck, and back. Students will analyze the emerging trends in sports rules, regulations and equipment in terms to reduce concussion rates in the United States. Students will be able to recognize, treat, and prevent concussions. Students will use appropriate protocols for stabilizing patients with common traumatic and non-traumatic injuries in Sports Medicine.</p> <p>Students will use medical terminology appropriate to diagnostic services to interpret, transcribe, and communication information and observations. Students will use critical thinking skills to make informed decisions to treat and manage injuries to head, neck, and back. Students will explain how these types of injuries can affect the nervous and musculoskeletal systems, and synthesize this information to be able to provide life-saving techniques.</p> <p>Key Assignment: After researching and reading articles on concussions, students will compose a 500-word essay in MLA or APA format, demonstrating how concussion rates have affected contact sports in the United States, especially the National Football League (NFL).</p>	5	10	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Communications: 2.1</p> <p>CTE Pathway: B1.1</p>
VIII.	CHEST AND ABDOMEN	CR	Lab/ CC	Standards

	<p>Description: Through reading and analyzing the text, students will identify the anatomy, most common injuries, mechanisms of injury, signs and symptoms, evaluation, and management of injuries to the chest and abdomen. Students will use appropriate protocols for stabilizing patients with common traumatic and non-traumatic injuries in Sports Medicine. Students will use medical terminology appropriate to diagnostic services to interpret, transcribe, and communication information and observations. Students will implement critical thinking skills to make informed decisions to treat and manage injuries to the chest and abdomen.</p> <p>Key Assignment: Students will create an emergency action plan for the proper protocol for a life-threatening injury, Commotio Cordis. The EAP's will include venue specific information that includes emergency personnel, emergency communication, and any emergency equipment.</p>	5	10	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Communications: 2.1</p> <p>CTE Pathway: B1.1</p>
IX.	SHOULDER	CR	Lab/ CC	Standards
	<p>Description: Students will study and examine the anatomy, most common injuries, mechanisms of injury, signs and symptoms, evaluation, and management of injuries to the shoulder. Students will compose appropriate protocols for stabilizing patients with common traumatic and non-traumatic injuries in Sports Medicine. Students will use medical terminology appropriate to diagnostic services to interpret, transcribe, and communication information and observations. Students will explore critical thinking skills to make informed decisions to treat and manage injuries to the shoulder.</p> <p>Key Assignment: Students will present on specific shoulder injuries, including; rotator cuff tears, labral tears, biceps tendonitis, shoulder subluxation and dislocation, fractures, and muscle sprains. Presentations should include the definition and mechanism of the injury, structures affected, treatment, and prevention.</p>	10	10	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Communications: 2.1</p> <p>CTE Pathway: B1.1</p>
X.	ELBOW, WRIST, HAND	CR	Lab/ CC	Standards
	<p>Description: Students will study and examine the anatomy, most common injuries, mechanisms of injury, signs and symptoms, evaluation, and management of injuries to the elbow, wrist, and hand. Students will compose appropriate protocols for stabilizing patients with common traumatic and non-traumatic injuries in Sports Medicine. Students will use medical terminology appropriate to diagnostic services to interpret, transcribe, and communication information and observations. Students will explore critical thinking skills to make informed decisions to treat and manage injuries to the elbow, wrist, and hand.</p> <p>Key Assignment: After researching and reading, students will compose a 250-word essay in MLA or APA format, and make a graph that illustrates the rise of Ulnar Cruciate Ligament (UCL) tears in the United States over the last decade and its contributing factors.</p>	5	10	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Communications: 2.1</p> <p>CTE Pathway: B1.1</p>
XI.	THERAPEUTIC MODALITIES AND PHYSICAL REHABILITATION	CR	Lab/ CC	Standards
	<p>Description: Students will identify and comprehend therapeutic exercises and physical therapy agents. Students will analyze and comprehend the goals of rehabilitation and proper patient care skills. Students will assess and understand the health advantages and disadvantages of physical rehabilitation prior to and post-surgical procedures. Students will use effective communication skills in explaining the process and therapy and the expectations of the treatment.</p> <p>Key Assignment: Students will read, compare, and contrast the types of therapeutic modalities, such as cryotherapy, thermotherapy, electrical, mechanical, and pharmacological. Students will design and develop a chart that illustrates the therapeutic indications, contraindications, and physiological effects for each modality.</p>	5	10	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Communications: 2.1</p> <p>CTE Pathway: B1.1</p>

XII.	HUMAN PERFORMANCE	CR	Lab/ CC	Standards
	<p>Description: Students will explore the principles of strength training, the importance of flexibility, and have an understanding for proper biomechanics for various movement patterns for optimal performance in sport; as well as, the care and prevention of athletic injuries.</p> <p>Key Assignment: Students will research a sports-related injury that requires surgery to their assigned body part and create a presentation to the class that includes the definition of the injury, the procedure, the healing time, and rehabilitation.</p>	5	10	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Communications: 2.1</p> <p>CTE Pathway: B1.1</p>
XIII.	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</p> <p>Career Planning and Management: 3.1, 3.2, 3.4, 3.8, 3.9</p> <p>Technology: 4.1</p> <p>Problem Solving and Critical Thinking: 5.4</p> <p>Responsibility and Flexibility: 7.6</p> <p>CTE Pathway: B1.1</p>
XIV.	COURSE NOTES	CR	Lab/ CC	Standards
	<p>Previous Course Title: RCOE Kinesiology: Sports Medicine</p> <p>Course Code/Transcript Abbreviation: HLT-198-03-03</p> <p>Primary:</p> <ol style="list-style-type: none"> 1. <i>BLS Student Provider Manual - American Heart Association</i> Edition Year: 2016 2. <i>Principles of Athletic Training, 15th Edition</i> Author: William E. Prentice Edition Year: 2014 	0	0	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Communications: 2.1</p> <p>CTE Pathway: B1.1</p>

Supplementary:

1. *Sports Medicine Essentials 3rd Edition*

Author: Jim Clover

Edition Year: 2016

2. *Sports Medicine Essentials Workbook*

Author Jim Clover

3. *Introduction to Medical Terminology*

Author: Ann Ehrlich and Carol L. Schroeder

Edition Year: 2002

Entered by:

District: Riverside County Office of Education

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