

Course: Sports Medicine
Unit #4: Injury Evaluation, Treatment, and Rehabilitation

Year of Implementation: 2024-2025

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Stage One - Desired Results

Link(s) to New Jersey Student Learning Standards for this course:

{provide all applicable links to standards here}

<https://www.state.nj.us/education/cccs/2020/>

- **Unit Standards:** *(keep each of the following headings in place)*
 - **Content Standards**
 - 2.3.12.HCDM.4: Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and in other countries (e.g., hepatitis, stroke, heart attacks, cancer,).
 - 2.2.12.MSC.2: Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.
 - 2.2.12.PF.4: Determine the role of genetics, age, nutrition, sleep, the environment, and exercise type on body composition and personal health (e.g., anabolic steroids, human growth hormones, stimulants).
 - **21st Century Life & Career Standards**
 - 9.1.12.FP.5: Evaluate how behavioral bias (e.g., overconfidence, confirmation, recency, loss aversion, etc.) affects decision-making.
 - 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
 - 9.4.2.CI.2: Demonstrate originality and inventiveness in work
 - 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas
 - 9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.
 - 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving
 - 9.1.12.CFR.6: Identify and explain the consequences of breaking federal and/or state employment or financial laws.
 - 9.4.2.CT.2: Identify possible approaches and resources to execute a plan

- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem
 - 9.4.2.CT.3: Use a variety of types of thinking to solve problems
 - 9.4.2.DC.1: Explain differences between ownership and sharing of information.
 - 9.4.2.DC.2: Explain the importance of respecting the digital content of others.
 - 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals
- <https://www.state.nj.us/education/cccs/2020/2020%20NJSLS-CLKS.pdf>
- **English Companion Standards**
 - List grade-level appropriate companion standards for History, Social Studies, Science and Technical Subjects (CTE/Arts) 9-12. English Companion Standards are required only in these subject/content areas. This section can be deleted for all other content areas.
 - Grade 9-10 Companion Standards:
 - https://www.nj.gov/education/standards/ela/Docs/2016NJSLS-ELA_Companion9-10.pdf
 - Grade 11-12 Companion Standards:
 - https://www.nj.gov/education/standards/ela/Docs/2016NJSLS-ELA_Companion11-12.pdf
- **Interdisciplinary Content Standards**
 - List any standards from other content areas that apply to this unit.
- **NJ Statutes:** NJ State law mandates the inclusion of the following topics in lesson design and instruction as aligned to elementary and secondary curriculum.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in

an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion ([N.J.S.A. 18A:35-4.36a](#)) A board of education shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.

Asian American and Pacific Islanders (AAPI) [P.L.2021, c.410](#) Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416)

For additional information, see

NJ Amistad Curriculum: <https://www.nj.gov/education/amistad/about/>

Diversity and Inclusion: <https://www.nj.gov/education/standards/dei/index.shtml>

- (Sample Activities/ Lessons): <https://www.nj.gov/education/standards/dei/samples/index.shtml>

Asian American and Pacific Islanders:

- [Asian American and Pacific Islander Heritage and History in the U.S.](#)
A Teacher's Guide from EDSITEment offering a collection of lessons and resources for K-12 social studies, literature and arts classrooms that center around the experiences, achievements and perspectives of Asian Americans and Pacific Islanders across U.S. history.

Transfer Goal: Students will be able to independently use their learning to assess common athletic injuries.

As aligned with LRHSD Long Term Learning Goal(s):<https://www.lrhdsd.org/Page/6163>

The Lenape Regional High School District Health/Physical Education program, in alignment with the New Jersey Core Curriculum Content Standards for Comprehensive Health and Physical Education, prepares students to lead successful lives. Through completing our coursework, our students will be better able to

- foster positive social influence as educated, contributing citizens
- use problem solving skills to solve “real world” health and well-being situations
- make responsible life decisions that contribute to their wellness
- communicate effectively as part of a peer group
- live healthy lifestyles through physical activity
- analyze and evaluate health and safety situations
- self-assess their personal decisions to improve wellness

Enduring Understandings

Students will understand that. . .

EU 1

there are a variety of factors that can lead to athletic injuries.

EU 2

prompt evaluation and treatment will lead to recovery.

Essential Questions

- How do injuries occur?
- What leads to a successful recovery?

Knowledge

Students will know . . .

EU 1

- the various factors that can create injury (overuse, impact, field conditions, technique, improper equipment, and preparation).(2.3.12.HCDM.4)
- common sports injuries to the head, neck, spine, thorax, shoulder, elbow, wrist/hand, hip, knee, lower leg, and foot/ankle. (2.3.12.HCDM.4)
- how to prevent common injuries. (2.3.12.HCDM.4)
- how to treat chronic injuries. (2.3.12.HCDM.4)

EU 2

Skills

Students will be able to. . .

EU 1

- identify which factor created an injury to a specific body part. (2.3.12.HCDM.4)
- eliminate factors that can lead to injury in a specific sport/activity. (2.3.12.HCDM.4)
- identify common injuries to all areas of the human body. (2.3.12.HCDM.4)
- tape and/or use a brace to treat chronic injuries. (2.3.12.HCDM.4)
- distinguish between chronic and acute injuries. (2.3.12.HCDM.4)

EU 2

- the proper questions to ask when evaluating an injury. (2.3.12.HCDM.4)
- the proper signs/symptoms to look for when evaluating an injury. (2.3.12.HCDM.4)
- the proper special tests to run to identify a specific injury.
- how to create a rehabilitation program. (2.3.12.HCDM.4)

- complete a SOAP note. (2.3.12.HCDM.4)
- provide proper emergency care for acute sport injuries.
- perform special tests for specific injuries. (2.3.12.HCDM.4)
- create a rehabilitation program using the IMPRESS format. (2.3.12.HCDM.4)

Stage Two - Assessment

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Stage Three - Instruction

Learning Plan: Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer. {place A, M and/or T along with the applicable EU number in parentheses after each statement} All knowledge and skills must be addressed in this section with a corresponding lesson/activity which teaches each concept. The following color codes are used to notate activities that correspond with interdisciplinary connections and 21st Century Life & Career Connections (which involves Technology Literacy):
Red = Interdisciplinary Connection; Purple = 21st Century Life & Career Connection

- **Label and color muscles, ligaments, & bones injured in various injuries. (A, EU 1, 2)**
- Break the body down into sections to learn injuries. **(A, EU 1, 2)**
- Identify various sport injuries to each area of the body (head, neck, spine, thorax, abdomen, shoulder, forearm, wrist, hand, hip, knee, foot and ankle). **(A, EU 1, 2)**
- Show video clips of injuries occurring to athletes. **(M, EU 1, 2)**
- Students identify injuries based on watching videos and/or reading explanations of various injuries occurring. **(M, EU 1, 2)**
- Show video clips of surgical repair of serious lower extremity injuries (i.e. hip labrum; meniscectomy; ACL repair; compartment syndrome; bunion). **(M, EU 1, 2)**
- **Use IMPRESS to develop rehabilitation plans for injuries learned. (M, EU 2)**
- **Interview classmates using injury scenarios. (T, EU 1,2)**
- **Develop SOAP notes. (T, EU 2)**

- Perform Special Tests, ROM and Functional Tests on classmates. (T, EU 2)
- Practice splinting and bandaging techniques for certain injuries. (T, EU 2)
- Practice taping skills on various injuries. (T, EU 2)
- Take vital signs on classmates (T, EU 2)
- Practice/become certified in CPR. (T, EU 2)
- Perform a SCAT concussion evaluation. (T, EU 2)
- Create a webpage showing an injury(include anatomy, signs/symptoms, special tests, rehab plan) (T, EU 2)
- Field trip to Drexel Medical School Cadaver Lab for observation and hands-on exploration of anatomical structures and life threatening scenario role play. (T, EU 2)

Pacing Guide

{This chart will be identical in all of the units for this course.}

Unit #	Title of Unit	Approximate # of teaching days
1	Sports Medicine Careers	16
2	Anatomy and Physiology	34
3	Strength and Conditioning	17
4	Injury Evaluation, Treatment, Rehabilitation	68

Instructional Materials

Projector
Colored Pencils
Anatomy Diagrams
Skeleton
Individual Body Part Models

Accommodations

Special Education: The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP.

Students with 504 Plans: Students will be accommodated based on specific accommodations listed in the 504 Plan.

English Language Learners: Students will be accommodated based on individual need and in consultation with the ELL teacher.

Students at Risk of School Failure: Students will be accommodated based on individual need and provided various structural supports through their school.

Gifted and Talented Students: Students will be challenged to enhance their knowledge and skills through acceleration and additional independent research on the subject matter.