

**Course:** *Sports Medicine*  
**Unit #:** *1 Sports Medicine Careers*

**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:**

- **Content Standards**

- 2.1.12.EH.1: Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.

- **21st Century Life & Career Standards**

- 9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.
- 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12 prof.CR2b, 2.2.12.LF.8).
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

<https://www.state.nj.us/education/cccs/2020/2020%20NJSLs-CLKS.pdf>

- **Interdisciplinary Content Standards**

- 8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience

- 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
- 6.1.12.CivicsDP.6.a: Use a variety of sources from multiple perspectives to document the ways in which women organized to promote government policies designed to address injustice, inequality, and workplace safety (i.e., abolition, women's suffrage, and the temperance movement)
- **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 analyze their own interests and career goals by exploring sports medicine careers.

As aligned with LRHSD Long Term Learning Goal(s): <https://www.lrhhsd.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. . .

Essential Questions

<p><i>EU 1</i> the field of sports medicine covers a large area of careers.</p>	<ul style="list-style-type: none"> <li>● What makes a profession part of the sports medicine field?</li> <li>● What type of personality traits do sports medicine professionals possess?</li> </ul>
<p><u>Knowledge</u> <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>● what classifies something as a sports medicine career. (2.1.12.EH.1)</li> <li>● the roles and regulations governing each sports medicine career. (2.1.12.EH.1)</li> <li>● the importance of communication and mutual respect. (2.1.12.EH.1)</li> <li>● the value of continuing education. (2.1.12.EH.1)</li> </ul>	<p><u>Skills</u> <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>● evaluate the pros and cons of the various sports medicine careers. (2.1.12.EH.1)</li> <li>● identify criteria for certification and/or licensing. (2.1.12.EH.1)</li> <li>● demonstrate effective communication skills. (2.1.12.EH.1)</li> <li>● work cooperatively and collaboratively in a group setting. (2.1.12.EH.1)</li> </ul>
<p><b>Stage Two - Assessment</b></p>	
<ul style="list-style-type: none"> <li>●</li> </ul>	
<p><b>Stage Three - Instruction</b></p>	

**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**

- Discuss the various sports medicine careers including but not limited to; Athletic Trainer, Physical Therapist, Strength & Conditioning Specialist, Nurse, Physician Assistant, and Emergency Medical Technician. **(A, EU1)**
- Discuss the commonalities between the various careers such as compassionate, good listeners, patient priority. **(A, EU1)**
- **Research the internet for information on various sports medicine careers. (A, EU1)**
- Guest speakers of various sports medicine professions. **(A, EU1)**
- View videos on various sports medicine careers. **(A, EU1)**
- Discuss the components of professionalism(ethics, good communicators, team player) **(A, M, EU1)**
- **Create a career pamphlet on a specific profession. (A, EU1)**
- **Discuss personality traits needed for each career. (A, EU1)**
- Discuss the pros and cons of each of the sports medicine careers(long hours, years of schooling, financial debt) **(M, EU1)**
- Field trip to Velocity Sports Performance Center/The Training Room to learn about the profession. **(M, EU1)**
- **Research the internet on the various national organizations and their mission statements, professional standards and ethics. (M, EU1)**
- **Discuss effective communication and listening skills. (M, EU1)**
- Discuss respect and the effects it has on relationships. **(M, EU1)**
- Group discussion comparing/contrasting professional ethics and morals. **(M, EU 2)**
- Role play scenarios that involve effective communication between the different members of the sports medicine team. **(T, EU 1)**
- Role play sports medicine scenarios that involve ethical decisions. **(T, EU 1)**
- Using a current sport event, evaluate the ethics involved in the decision. **(T, EU 1)**

## Pacing Guide

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

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

### **Instructional Materials**

Fundamentals of Sports Medicine Textbook  
Online Resources  
Diagrams  
Flashcards  
Projector

## **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.