Rumson-Fair Haven Regional High School

Course: *Sports Medicine II*
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Board Approval: August 2025

Section I: Course Description

Sports Medicine II builds on concepts from *Sports Medicine I* and focuses on the treatment, rehabilitation, and prevention of athletics-related injuries. Students learn therapeutic modalities for non-emergency care, develop rehabilitation protocols for various body regions, and understand criteria for return-to-play decisions. Additional topics include emergency response procedures and the administrative responsibilities involved in sports medicine professions.

Section II: NJSLS: New Jersey Student Learning Standards/Learning Objectives:

1. ***2020 New Jersey Student Learning Standards: Comprehensive Health and Physical Education:***
    - "Successful preparation of students for the opportunities, rigors and advances of the 21st Century cannot be accomplished without a strong and sustained emphasis on the health and wellness of all students. Today's students are continually bombarded with physical, mental, and social influences that affect not only learning in school, but also the lifelong health of the citizens that schools are preparing for graduation. To that end, the New Jersey Student Learning Standards - Comprehensive Health and Physical Education (NJSLS-CHPE) were revised to address the need for students to gain knowledge and skills in caring for themselves, interact effectively with others, and analyze the impact of choices and consequences. The NJSLS-CHPE mission and vision reflects this perspective:"
2. ***2020 New Jersey Student Learning Standards: Science:***
    - "Scientific and technological advances have proliferated and now permeate most aspects of life in the 21st century. It is increasingly important that all members of our society develop an understanding of scientific and engineering concepts and processes. Learning how to construct scientific explanations and how to design evidence-based solutions provides students with tools to think critically about personal and societal issues and needs. Students can then contribute meaningfully to decision-making processes, such as discussions about climate change, new approaches to health care, and innovative solutions to local and global problems."
3. ***2023 New Jersey Student Learning Standards English Language Arts:***
    - A New Jersey education in English Language Arts builds readers, writers, and communicators prepared to meet the demands of college and career and to engage as productive American citizens with global responsibilities. …Students will [d]evelop the necessary skills in reading, writing, speaking, and listening that are the foundations for creative and purposeful expression in language[; r]ead rich, challenging texts that build their knowledge of the world, grow their confidence and identities as readers, and develop critical thinking skills and vocabulary necessary for long-term success[; e]ngage in regular, meaningful, writing authentic tasks, exploring valued topics, writing for impact and expression, and sharing their work with others (including authentic audiences)[; l]everage complex texts and digital media to develop comprehension, active listening, and discussion skills[; g]round daily writing and discussion in evidence, fostering an ability to read critically, build arguments, cite evidence, and communicate ideas to contribute meaningfully as productive citizens[; e]evaluate the reliability, credibility, and perspective of authors and speakers across all forms of media[; e]xpress ideas and knowledge through a variety of modalities and media, and serve as effective communicators who purposefully read, write, and speak across multiple disciplines [and l]earn to persist in reading complex texts, establishing lifelong habits to read voluntarily for pleasure, for further education, for information on public policy, and for advancement in the workplace.
4. ***2023 New Jersey Student Learning Standards – Mathematics:***
    - "A New Jersey education in Mathematics builds quantitatively and analytically literate citizens prepared to meet the demands of college and career, and to engage productively in an information-driven society; …A high-quality mathematics education fosters a population that…leverages data in decision-making and as a lens for discussing, analyzing, and responding to practical questions, persists to make sense of and model problems arising in everyday life, society, and the workplace, thinks critically and strategically to assess quantitative relationships and to solutions to complex problems, employs precise reasoning and constructs viable arguments to deduce conclusions, recognize false statements and assess peers' reasoning, interprets, evaluates and critiques the mathematics embedded in social, scientific and commercial systems, as well as the claims made in the private and public sectors, communicates precisely when conveying, representing, and justifying both qualitative and quantitative perspectives."
5. ***Standard 8.1 (Computer Science) and 8.2 (Design Thinking) of the 2020 NJSLS:***
    - "The 'Intent and Spirit of the Computer Science and Design Thinking Standards' is to focus on deep understanding of concepts that enable students to think critically and systematically about leveraging technology to solve local and global issues. Authentic learning experiences that enable students to apply content knowledge, integrate concepts across disciplines, develop computational thinking skills, acquire

and incorporate varied perspectives, and communicate with diverse audiences about the use and effects of computing prepares New Jersey students for college and careers."

6. ***Standard 9.4 (Life Literacies and Key Skills)* of the *2020 NJSLS*:**
    - "This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy."
      ***Climate Change:** The state of New Jersey has mandated instruction in, "Climate Change across all content areas, leveraging the passion students have shown for this critical issue and providing them opportunities to develop a deep understanding of the science behind the changes and to explore the solutions our world desperately needs."
7. ****Amistad Law: N.J.S.A. 18A 52:16A-88:***
    - The inclusion of lessons and resources/texts dealing with the African slave trade, slavery in America, the vestiges of slavery in this country and the contributions of African-Americans to our society will be implemented in English and Social Studies courses in accordance with state law: "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."
8. ****Holocaust Law: N.J.S.A. 18A 35-28:***
    - The inclusion of lessons and resources/texts that enable pupils to identify and analyze applicable theories concerning human nature and behavior; to understand that genocide is a consequence of prejudice and discrimination; and to understand that issues of moral dilemma and conscience have a profound impact on life will be implemented in English and Social Studies courses in accordance with state law: "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."
9. ****LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35*:**
    - A transformative approach to the inclusion of lessons and resources/texts on the contributions and issues concerning the LGBTQ+ population and people with disabilities will be implemented across all core subjects in accordance with state law: "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."
10. ****Asian American and Pacific Islanders Legislation: N.J.S.A 4021/A6100:***
    - The inclusion of lessons and resources/texts on the history and contributions of Asian Americans and Pacific Islanders, will enable New Jersey's schools to provide a curriculum that reflects the diversity of our state. In accordance with state law: "A board of education shall include instruction on the history and contributions of Asian Americans and Pacific Islanders in an appropriate place in the curriculum of students in grades kindergarten through as part of the school district's implementation of the New Jersey Student Learning Standards in Social Studies."
11. Acquisition/development/refinement of the higher-order critical thinking skills aligned with the *Revised Bloom's Taxonomy of Cognitive Objectives*

Section III: Curriculum Modifications

The *Sports Medicine II* curriculum is subject to case-by-case modifications to support/advance the needs of all students, including special education students, multilingual learners, gifted students, and those at risk of school failure. These modifications are based on Individualized Learning Programs (IEPs), recommendations made by the district's Multilingual Learners (ML) coordinator, feedback from members of the Intervention & Referral Services Team (*I&RS*) for at-risk students, and 504 Plans.

Coursework and assessments will be modified on an individual basis for students when necessary. Modifications may include, but are not limited to those outlined on the Modifications/Accommodations for Physical Education and Health Courses chart.

Section IV: Preparation for Standardized Testing

Instruction in *Sports Medicine II* is aligned with the requirements of state and national standardized assessments, including the *NJGPA*, *NJSLA*, the *ACT*, the *PSAT,* and the *SAT*.

Section V: Curriculum Pacing Guide

Curriculum Pacing Guide	
Course Title: *Sports Medicine II*	**Grade Levels:** 10-12
Unit I: Initial Treatment & Therapeutic Modalities for Non-Emergency Athletics-Related Injuries	Weeks 1-2
Unit II: Rehabilitation & Return to Play for Athletic-Related Injuries to the Lower Extremity	Weeks 3-6
Unit III: Rehabilitation & Return to Play for Athletic-Related Injuries to the Upper Extremity	Weeks 7-10
Unit VI: Providing Emergency Care to Athletic-Related Injuries	Weeks 11-13
Unit V: Prevention of Athletic-Related Injuries	Weeks 14-16
Unit VI: Administrative Aspects of Sports Medicine	Weeks 17-20

Section VI: Primary Texts and Year-Long Instructional Resources

The following texts and instructional resources are employed for all students in *Sports Medicine II*:

- Google Classroom
- *Common Sense Education* (www.commonsense.org)
- *Sports Medicine Essentials: Core Concepts in Athletic Training and Fitness Instruction* (Textbook)
- *Fundamentals of Athletic Training* (Textbook)
- The PT Initiative Website (https://www.theptinitiative.com/)
- National High School Sports Medicine Association (nhssma.org)
- CEV Multimedia / iCEV Online Platform (icevonline.com)
- YouTube Channels: Bob & Brad, CrashCourse Anatomy & Physiology & NATA Student Channel
- Interactive & Hands-On Resources: Visible Body or BioDigital Human

Section VII: Grading Formula and Assessment Modes

Marking period grades in *Sports Medicine II* are determined via a percentage weighting model. The specific grading categories and weightings of each will be determined before the start of each academic year and will be published in the posted/distributed course syllabi.

Assessments in *Sports Medicine II* vary greatly in format, scope/content/skills assessed, and alternative assessments; differentiation in assessments and choice will be incorporated as appropriate. Preliminary assessments of each format will be

used as benchmarks, and summative assessments will be created/revised collaboratively each year and planned by members of the *Sports Medicine II* instructional team to inform future learning and to measure student growth.

Section VIII: Unit Templates

The following unit templates have been established for the *Sports Medicine II* curriculum by the *Sports Medicine II* instructional team:

<table>
<tr><th colspan="3">Unit I: Initial Treatment & Therapeutic Modalities for Non-Emergency Athletic-Related Injuries</th></tr>
<tr><td colspan="3">Unit Summary</td></tr>
<tr><td colspan="3">This unit focuses on the initial treatment strategies and therapeutic interventions used in managing non-emergency athletic injuries, with an emphasis on evidence-based approaches. Students will explore the PEACE & LOVE method, which emphasizes both immediate care (Protect, Elevate, Avoid anti-inflammatories, Compress, Educate) and longer-term recovery strategies (Load, Optimism, Vascularization, Exercise). The unit also introduces a variety of therapeutic modalities, including cryotherapy, thermotherapy, electrical stimulation, ultrasound, and manual therapy techniques. Additionally, students will examine the purpose and progression of therapeutic exercises, which are essential for restoring range of motion, strength, flexibility, and function. Through hands-on demonstrations, clinical scenarios, and guided practice, students will gain the knowledge and skills to apply appropriate treatments, modify plans based on injury severity, and support an athlete’s return to activity safely and effectively.</td></tr>
<tr><th colspan="3">Standards/Core Ideas/Performance Expectations/Progress Indicators</th></tr>
<tr><td colspan="3">The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in Sports Medicine II:
2020 New Jersey Student Learning Standards for Comprehensive Health & Physical Education
2.1.12.PGD.1, 2.1.12.EH.1,3, 2.2.12.MSC.2,4, 2.2.12.PF.3, 5, 2.2.12.LF, 3-4
2020 New Jersey Student Learning Standards: Science
HS.LS1.1, HS.LS1.2, HS.LS1.3
2023 New Jersey Student Learning Standards English Language Arts
L.KL.11-12.2.A, RI.CR.11-12.1, RI.CI.11-12.2, RI.IT.11-12.3, RI.MF.11-12.6, W.AW.11-12.1.A, W.AW.11-12.1.D, W.IW.11-12.2.A, W.IW.11-12.2.B, W.WR.11-12.5, W.SE.11-12.6, SL.PE.11-12.1.A, SL.PE.11-12.1.B, SL.II.11-12.2, SL.PI.11-12.4, SL.UM.11-12.5
2020 New Jersey Student Learning Standards: Computer Science and Design Thinking
8.1.12.IC.3
2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills
9.4.12.CI.1-3, 9.4.12.CT.1-2, 9.4.12.IML.1-4,7-9, 9.4.12.TL.1-2,4</td></tr>
<tr><th>Unit Essential Questions</th><th colspan="2">Unit Enduring Understandings</th></tr>
<tr><td>What is the PEACE & LOVE method, and how does it improve injury management?
How do therapeutic modalities assist in the healing process of athletic injuries?
Why is it important to choose the right treatment modality for each stage of injury?
What role do therapeutic exercises play in an athlete’s recovery and return to play?
How does patient education and optimism influence the rehabilitation process?
How do sports medicine professionals balance protection and progressive loading in injury treatment?</td><td colspan="2">The PEACE & LOVE method provides a comprehensive, evidence-based approach to soft-tissue injury management by addressing both immediate care and long-term recovery.
Therapeutic modalities support recovery by reducing pain, controlling inflammation, promoting circulation, and enhancing tissue healing when applied appropriately.
Selecting appropriate modalities based on the injury stage ensures safety, maximizes effectiveness, and prevents delays in healing.
Therapeutic exercises are essential for restoring strength, flexibility, mobility, and function, allowing athletes to safely return to activity and prevent re-injury.
Educating and encouraging athletes empowers them to take an active role in recovery and fosters a positive mindset that enhances healing outcomes.
Professionals use clinical reasoning to protect injured tissues while gradually introducing safe movement to promote optimal healing and functional recovery.</td></tr>
<tr><th colspan="3">Evidence of Learning</th></tr>
<tr><td>Formative & Alternative Assessments:
Daily Do Nows
Unit I Assignments
Unit I Quiz
Exit Tickets
Individual student check ins with teacher</td><td>Benchmark & Summative Assessments:
Unit I Test (Benchmark)
Unit I Project (Benchmark)
Performance-Based Activities (Benchmark)</td><td>Resources Needed:
Sports Medicine Essentials: Core Concepts in Athletic Training and Fitness Instruction (Textbook) Chapters 16-20
Fundamentals of Athletic Training (Textbook) Chapters 16-18
Sports Medicine Google Classroom
https://nata.org/</td></tr>
</table>

Unit II: Rehabilitation of Athletic-Related Injuries to the Lower Extremity

Unit Summary

This unit explores the principles, practices, and processes involved in rehabilitating injuries to the lower extremity, specifically the hip, pelvis, thigh, knee, lower leg, ankle, and foot. Students will study the phases of rehabilitation, including the acute, subacute, and functional phases, gaining insight into how to select and modify exercises to meet the individual needs of recovering athletes. The unit emphasizes evidence-based decision-making when creating rehabilitation programs, ensuring a logical progression from reducing pain and swelling to restoring strength, flexibility, balance, and neuromuscular control. Students will learn how to apply therapeutic exercises appropriately during each stage of recovery, using tools such as resistance bands, balance equipment, and sport-specific movement patterns. The final focus of the unit is understanding return-to-play criteria, including functional testing, psychological readiness, and communication among the sports medicine team to ensure athletes can return safely and confidently to competition. To solidify their understanding and prepare for real-world scenarios, students will also engage in case-based learning, fostering collaboration on rehabilitation planning and implementation.

Standards/Core Ideas/Performance Expectations/Progress Indicators

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *Sports Medicine II:*

- *2020 New Jersey Student Learning Standards for Comprehensive Health & Physical Education*
  - 2.1.12.PGD.1, 2.2.12.MSC.2,4, 2.2.12.PF.3, 5, 2.2.12.LF, 3-4
- *2020 New Jersey Student Learning Standards: Science*
  - HS.LS1.1, HS.LS1.2, HS.LS1.3
- *2023 New Jersey Student Learning Standards English Language Arts*
  - L.KL.11-12.2.A, RI.CR.11-12.1, RI.CI.11-12.2, RI.IT.11-12.3, RI.MF.11-12.6, W.AW.11-12.1.A, W.AW.11-12.1.D, W.IW.11-12.2.A, W.IW.11-12.2.B, W.WR.11-12.5, W.SE.11-12.6, SL.PE.11-12.1.A, SL.PE.11-12.1.B, SL.II.11-12.2, SL.PI.11-12.4, SL.UM.11-12.5
- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
  - 8.1.12.IC.3
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills*
  - 9.4.12.CI.1-3, 9.4.12.CT.1-2, 9.4.12.IML.1-4,7-9, 9.4.12.TL.1-2,4

Unit Essential Questions	Unit Enduring Understandings
• What are the key stages of rehabilitation for lower extremity injuries, and why are they important? • How do sports medicine professionals select appropriate therapeutic exercises during rehabilitation? • Why is progression in exercise intensity and complexity important during rehabilitation? • How do balance, proprioception, and sport-specific movement contribute to successful lower extremity rehab? • What criteria are used to determine an athlete's readiness to return to play? • How do communication and collaboration impact successful rehabilitation outcomes?	• Each rehabilitation stage (acute, subacute, and functional) has specific goals that guide the recovery process and ensure a safe, gradual return to full activity. • Exercise selection is based on the type and severity of injury, stage of healing, and the athlete's individual needs and goals. • Gradually increasing exercise difficulty restores strength, flexibility, and neuromuscular control while minimizing the risk of reinjury. • These elements are crucial for preparing the athlete to return to their sport with functional strength, stability, and confidence. • Return-to-play decisions are based on functional testing, absence of pain, psychological readiness, and input from the entire sports medicine team. • Effective communication among the athlete, athletic trainer, coaches, and healthcare providers ensures a coordinated and individualized recovery plan.

Evidence of Learning

Formative & Alternative Assessments:	Benchmark & Summative Assessments:	Resources Needed:
• Daily Do Nows • Unit II Assignments • Unit II Quizzes • Exit Tickets • PT Pre Assessment • Individual student check ins with teacher	• Unit II Written Test • Unit II Lower Extremity Rehabilitation Project • Performance-Based Activities	• *Sports Medicine Essentials: Core Concepts in Athletic Training and Fitness Instruction* (Textbook) Chapters 21-23 • *Fundamentals of Athletic Training* (Textbook) Chapters 16-18 • Sports Medicine Google Classroom • www.theptinitiative.com

Unit III: Rehabilitation of Athletic-Related Injuries to the Upper Extremity

Unit Summary

This unit explores the principles, practices, and processes involved in rehabilitating injuries to the upper extremity, specifically the shoulder, elbow, wrist, hand, thumb, and fingers. Students will study the phases of rehabilitation, including the acute, subacute, and functional phases, gaining insight into how to select and modify exercises to meet the individual needs of recovering athletes. The unit emphasizes evidence-based decision-making when creating rehabilitation programs, ensuring a logical progression from reducing pain and swelling to restoring strength, flexibility, balance, and neuromuscular control. Students will learn how to apply therapeutic exercises appropriately during each stage of recovery, using tools such as resistance bands, balance equipment, and sport-specific movement patterns. The final focus of the unit is understanding return-to-play criteria, including functional testing, psychological readiness, and communication among the sports medicine team to ensure athletes can return safely and confidently to competition. To solidify their understanding and prepare for real-world scenarios, students will also engage in case-based learning, fostering collaboration on rehabilitation planning and implementation.

Standards/Core Ideas/Performance Expectations/Progress Indicators

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *Sports Medicine II:*

- *2020 New Jersey Student Learning Standards for Comprehensive Health & Physical Education*
  - 2.1.12.PGD.1, 2.2.12.MSC.2,4, 2.2.12.PF.3, 5, 2.2.12.LF, 3-4
- *2020 New Jersey Student Learning Standards: Science*
  - HS.LS1.1, HS.LS1.2, HS.LS1.3
- *2023 New Jersey Student Learning Standards English Language Arts*
  - L.KL.11-12.2.A, RI.CR.11-12.1, RI.CI.11-12.2, RI.IT.11-12.3, RI.MF.11-12.6, W.AW.11-12.1.A, W.AW.11-12.1.D, W.IW.11-12.2.A, W.IW.11-12.2.B, W.WR.11-12.5, W.SE.11-12.6, SL.PE.11-12.1.A, SL.PE.11-12.1.B, SL.II.11-12.2, SL.PI.11-12.4, SL.UM.11-12.5
- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
  - 8.1.12.IC.3
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills*
  - 9.4.12.CI.1-3, 9.4.12.CT.1-2, 9.4.12.IML.1-4,7-9, 9.4.12.TL.1-2,4

Unit Essential Questions	Unit Enduring Understandings
• What are the key stages of rehabilitation for upper extremity injuries, and why are they important? • How do sports medicine professionals select appropriate therapeutic exercises during rehabilitation? • Why is progression in exercise intensity and complexity important during rehabilitation? • How do balance, proprioception, and sport-specific movement contribute to successful lower extremity rehab? • What criteria are used to determine an athlete's readiness to return to play? • How do communication and collaboration impact successful rehabilitation outcomes?	• Each rehabilitation stage (acute, subacute, and functional) has specific goals that guide the recovery process and ensure a safe, gradual return to full activity. • Exercise selection is based on the type and severity of injury, stage of healing, and the athlete's individual needs and goals. • Gradually increasing exercise difficulty restores strength, flexibility, and neuromuscular control while minimizing the risk of reinjury. • These elements are crucial for preparing the athlete to return to their sport with functional strength, stability, and confidence. • Return-to-play decisions are based on functional testing, absence of pain, psychological readiness, and input from the entire sports medicine team. • Effective communication among the athlete, athletic trainer, coaches, and healthcare providers ensures a coordinated and individualized recovery plan.

Evidence of Learning

Formative & Alternative Assessments:	Benchmark & Summative Assessments:	Resources Needed:
• Daily Do Nows • Unit III Assignments • Unit III Quizzes • Exit Tickets • PT Pre-Assessment • Individual student check ins with teacher	• Unit III Written Test • Unit III Upper Extremity Rehabilitation Project • Performance-Based Activities	• *Sports Medicine Essentials: Core Concepts in Athletic Training and Fitness Instruction* (Textbook) Chapters 21-23 • *Fundamentals of Athletic Training* (Textbook) Chapters 16-18 • Sports Medicine Google Classroom • www.theptinitiative.com

Unit IV: Providing Emergency Care to Athletic-Related Injuries

Unit Summary

This unit prepares students to respond confidently and effectively to emergencies that may arise during athletic participation. Students will learn the fundamental principles of emergency action planning, including scene safety, initial assessment, and prioritization of care. Emphasis is placed on the primary and secondary assessment process, management of life-threatening conditions (such as cardiac arrest, respiratory distress, and severe bleeding), and stabilization of serious injuries such as fractures, dislocations, and head or spinal trauma. Students will gain hands-on experience in using emergency equipment, including spine boards, splints, and will practice communication with EMS and other healthcare professionals. This unit also covers legal and ethical responsibilities, documentation, and the importance of staying within one's scope of training while acting quickly and effectively under pressure.

Standards/Core Ideas/Performance Expectations/Progress Indicators

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *Sports Medicine II:*

- *2020 New Jersey Student Learning Standards for Comprehensive Health & Physical Education*
  - 2.1.12.CHSS.1, 5, 6, 2.2.12.MSC.4, 2.3.12.HCDM.4, 2.3.12.PS.1
- *2020 New Jersey Student Learning Standards: Science*
  - HS.LS1.1, HS.LS1.2, HS.LS1.3
- *2023 New Jersey Student Learning Standards English Language Arts*
  - L.KL.11-12.2.A, RI.CR.11-12.1, RI.CI.11-12.2, RI.IT.11-12.3, RI.MF.11-12.6, W.AW.11-12.1.A, W.AW.11-12.1.D, W.IW.11-12.2.A, W.IW.11-12.2.B, W.WR.11-12.5, W.SE.11-12.6, SL.PE.11-12.1.A, SL.PE.11-12.1.B, SL.II.11-12.2, SL.PI.11-12.4, SL.UM.11-12.5
- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
  - 8.1.12.IC.3
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills*
  - 9.4.12.CI.1-3, 9.4.12.CT.1-2, 9.4.12.IML.1-4,7-9, 9.4.12.TL.1-2,4

Unit Essential Questions	Unit Enduring Understandings
• What steps should be taken when responding to a life-threatening athletic injury? • How do Emergency Action Plans (EAPs) support the delivery of emergency care in athletic environments? • What skills and equipment are essential for providing immediate care to injured athletes? • How does effective communication impact emergency response and coordination with EMS? • What are the legal and ethical responsibilities of sports medicine professionals during emergencies? • Why is preparation and ongoing practice critical for emergency care in athletic settings?	• A calm, organized approach using primary and secondary assessments ensures life-threatening conditions are identified and managed quickly and effectively. • EAPs provide a clear, practiced protocol that guides responders in delivering timely and coordinated emergency care. • Skills like CPR, AED use, splinting, and spinal immobilization, combined with proper equipment, enable responders to stabilize injuries and preserve life until advanced care arrives. • Clear, accurate communication ensures that emergency responders are prepared and that athletes receive appropriate, timely care. • Professionals must act within their scope of practice, follow state laws, and uphold ethical standards while prioritizing the safety and well-being of the athlete. • Regular training and rehearsal of emergency scenarios build confidence, improve response times, and reduce errors in real-life emergencies.

Evidence of Learning

Formative & Alternative Assessments:	Benchmark & Summative Assessments:	Resources Needed:
• Daily Do Nows • Unit IV Assignments • Unit IV Quizzes • Exit Tickets • EMS Pre-Assessment • Individual student check ins with teacher	• Unit IV Written Test • Unit IV Practical Skills Test • Performance-Based Activities	• *Sports Medicine Essentials: Core Concepts in Athletic Training and Fitness Instruction* (Textbook) Chapters 4-8 • *Fundamentals of Athletic Training* (Textbook) Chapters 19-22 • Sports Medicine Google Classroom • https://YouTube.com

Unit V: Prevention of Athletic-Related Injuries

Unit Summary

This unit focuses on the proactive measures sports medicine professionals take to minimize the risk of injury in athletic environments. Students will explore evidence-based strategies for injury prevention, including proper warm-up and cool-down routines, strength and conditioning programs, flexibility training, and sport-specific movement preparation. The unit also examines the importance of biomechanics, proper technique, and equipment selection (such as footwear, padding, and braces) in reducing the risk of injury. Students will analyze how environmental factors, overtraining, and inadequate recovery contribute to injury and learn how to design and implement individualized and team-wide prevention plans. Emphasis will be placed on communication, education, and collaboration among athletes, coaches, and healthcare professionals to promote a culture of safety and long-term athletic health.

Standards/Core Ideas/Performance Expectations/Progress Indicators

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *Sports Medicine II:*

- *2020 New Jersey Student Learning Standards for Comprehensive Health & Physical Education*
  - 2.2.12.MSC.2, 4, 2.2.12.PF.3, 5, 2.2.12.LF.3-4, 2.3.12.PS.1
- *2020 New Jersey Student Learning Standards: Science*
  - HS.LS1.1, HS.LS1.2, HS.LS1.3
- *2023 New Jersey Student Learning Standards English Language Arts*
  - L.KL.11-12.2.A, RI.CR.11-12.1, RI.CI.11-12.2, RI.IT.11-12.3, RI.MF.11-12.6, W.AW.11-12.1.A, W.AW.11-12.1.D, W.IW.11-12.2.A, W.IW.11-12.2.B, W.WR.11-12.5, W.SE.11-12.6, SL.PE.11-12.1.A, SL.PE.11-12.1.B, SL.II.11-12.2, SL.PI.11-12.4, SL.UM.11-12.5
- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
  - 8.1.12.IC.3
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills*
  - 9.4.12.CI.1-3, 9.4.12.CT.1-2, 9.4.12.IML.1-4,7-9, 9.4.12.TL.1-2,4

Unit Essential Questions	Unit Enduring Understandings
• What factors contribute to the risk of athletic injuries, and how can they be addressed proactively? • Why are proper warm-up, cool-down, and flexibility routines essential for injury prevention? • How do proper biomechanics and technique help in preventing sports injuries? • What role does strength and conditioning play in keeping athletes injury-free? • How can protective equipment reduce the likelihood of sports-related injuries? • What lifestyle factors influence injury risk and recovery in athletes? • Why is collaboration among athletes, coaches, and healthcare professionals important for injury prevention?	• Identifying and addressing intrinsic and extrinsic risk factors through training, education, and environmental management helps reduce injury potential. • These routines prepare the body for activity and assist in recovery, reducing muscle strain and enhancing performance. • Correct movement patterns reduce unnecessary stress on joints and muscles, lowering the risk of both acute and overuse injuries. • Strength and conditioning enhance muscular balance, joint stability, and endurance, making athletes more resilient to injury. • Properly selected and maintained equipment acts as a barrier against impact, friction, and structural stress during athletic participation. • Sleep, nutrition, hydration, and recovery practices significantly impact an athlete's ability to train, perform, and heal safely. • Injury prevention is most effective when all team members communicate and work together to prioritize athlete safety and wellness.

Evidence of Learning

Formative & Alternative Assessments:	Benchmark & Summative Assessments:	Resources Needed:
• Daily Do Nows • Unit V Assignments • Unit V Quizzes • Exit Tickets • Pre-Assessment of taping, bandaging • Individual student check ins with teacher	• Unit V Written Test • Unit V Practical Skills Test • Performance-Based Activities	• *Sports Medicine Essentials: Core Concepts in Athletic Training and Fitness Instruction* (Textbook) Chapter 11 • *Fundamentals of Athletic Training* (Textbook) Chapters 23-24 • Sports Medicine Google Classroom • https://YouTube.com

Unit VI: Administrative Aspects of Sports Medicine

Unit Summary

This unit introduces students to the essential administrative responsibilities involved in operating within the sports medicine field. Beyond clinical care, sports medicine professionals must manage the organization and documentation

required to support athlete health and safety effectively. Students will explore topics such as recordkeeping, budgeting, facility design, equipment maintenance, legal considerations, emergency action planning, and communication within an athletic healthcare team. Emphasis will also be placed on ethical and professional standards, risk management, and the importance of policies and procedures to ensure a safe and efficient sports medicine environment. Through case studies, simulations, and practical projects, students will develop an understanding of how strong administrative practices support successful athletic programs and enhance the quality of care provided.

Standards/Core Ideas/Performance Expectations/Progress Indicators

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *Sports Medicine II:*

- *2020 New Jersey Student Learning Standards for Comprehensive Health & Physical Education*
  - 2.1.12.CHSS.1, 6, 7, 2.2.12.LF.6, 8, 2.3.12.PS.1
- *2020 New Jersey Student Learning Standards: Science*
  - HS.LS1.1, HS.LS1.2, HS.LS1.3
- *2023 New Jersey Student Learning Standards English Language Arts*
  - L.KL.11-12.2.A, RI.CR.11-12.1, RI.CI.11-12.2, RI.IT.11-12.3, RI.MF.11-12.6, W.AW.11-12.1.A, W.AW.11-12.1.D, W.IW.11-12.2.A, W.IW.11-12.2.B, W.WR.11-12.5, W.SE.11-12.6, SL.PE.11-12.1.A, SL.PE.11-12.1.B, SL.II.11-12.2, SL.PI.11-12.4, SL.UM.11-12.5
- *2023 New Jersey Student Learning Standards – Mathematics*
  - N.Q.A.1-3; A.REI.A.1-2; A.REI.B.3; S.ID.1-2, S.MD.B.5.-7
- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
  - 8.1.12.IC.3
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills*
  - 9.4.12.CI.1-3, 9.4.12.CT.1-2, 9.4.12.IML.1-4,7-9, 9.4.12.TL.1-2,4

Unit Essential Questions	Unit Enduring Understandings
• Why are administrative responsibilities important in sports medicine? • What are the essential components of an effective emergency action plan (EAP)? • How do legal and ethical responsibilities influence sports medicine practices? • Why is accurate documentation and recordkeeping essential in sports medicine? • What role do budgeting and inventory management play in sports medicine operations? • How does facility design impact the quality and safety of sports medicine services? • Why are written policies and procedures critical for sports medicine teams?	• Administrative duties ensure the safe, legal, and efficient delivery of care to athletes and support the overall functioning of sports medicine programs. • An effective EAP includes clear communication protocols, defined roles, access to emergency equipment, and rehearsal of procedures to ensure rapid response during crises. • Adhering to legal and ethical standards protects both athletes and professionals while promoting trust, safety, and accountability in care delivery. • Proper documentation supports continuity of care, legal protection, communication among team members, and compliance with healthcare regulations. • Budgeting and inventory management ensure necessary supplies and equipment are available, maintained, and allocated efficiently within financial constraints. • A well-designed facility promotes efficient workflow, protects athlete privacy, supports emergency access, and accommodates treatment and rehabilitation needs. • Clear policies and procedures establish consistent standards, guide decision-making, and ensure safety and compliance across all aspects of care.

Evidence of Learning

Formative & Alternative Assessments:	Benchmark & Summative Assessments:	Resources Needed:
• Daily Do Nows • Unit VI Assignments • Unit VI Quizzes • Exit Tickets • Legal Documents • Individual student check ins with teacher	• Unit VI Written Test • Unit VI Practical Skills Test • Performance-Based Activities • Legal Documents Project Presentation	• *Sports Medicine Essentials: Core Concepts in Athletic Training and Fitness Instruction* (Textbook) Chapters 2 & 24 • *Fundamentals of Athletic Training* (Textbook) Chapters 1-2, 25-28 • Sports Medicine Google Classroom • https://YouTube.com

Section IX: Unit Reflection

The *Sports Medicine II* instructional team must confer upon the completion of each instructional unit in the *Sports Medicine II* curriculum and rate the degree to which the instructional units meet performance criteria established by the New Jersey Department of Education using the Unit Reflection Form. Completed unit reflection forms must be submitted to the

Department Supervisor for approval upon completion of curriculum implementation with a complementing list of suggested modifications to the *Sports Medicine II* curriculum.

Unit Reflection Form: *Sports Medicine II*			
Lesson Activities:	**Strongly**	**Moderately**	**Weakly**
Foster student use of technology as a tool to develop critical thinking, creativity, and innovation skills;			
Are challenging and require higher-order thinking and problem-solving skills;			
Allow for student choice;			
Provide scaffolding for acquiring targeted knowledge/skills;			
Integrate modern, global perspectives, especially those regarding diversity, genocide, global issues, and historical ones regarding racial relations;			
Integrate 21st century skills;			
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills;			
Are varied to address different student learning styles and preferences;			
Are differentiated based on student needs;			
Are student-centered, with the teacher acting as a facilitator and co-learner during the teaching and learning process;			
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives;			
Provide opportunities for student reflection and self-assessment;			
Provide data to inform and adjust instruction to better meet the varying needs of learners.			

Appendix
Writing Instruction and the RFH Community

Writing instruction should happen across the RFH Community. Writing across the curriculum is a philosophy that advances the belief that writing is a method of learning. Since all departments are committed to helping students learn, writing must be used as a methodology to advance student learning.

Each academic discipline has its own unique conventions, formats and structures. It is the responsibility of each department to agree upon domain-specific writing praxes, model them for students, and require them to utilize them on a consistent basis. Students must understand that acceptable writing in one domain may not be acceptable writing in another area. The development of domain-specific writing skills supports the overall development of the student writer because all writing is grounded in the writing situation: audience, context, purpose, subject, and writer. Representatives from the academic

disciplines must share their domain-specific writing praxes with each other, identify intersections, and determine how to address perceived gaps that limit student learning.

Students must experience writing situations that help them learn how to think creatively and critically and communicate effectively in the academic disciplines. Writing instruction, regardless of the academic discipline, must always reinforce student understanding of the writing situation. When students experience writing situations, they must study examples of domain-specific writing in order to understand how writers communicate in discipline-related contexts. This does not mean information embedded in textbooks. Domain-specific writing is writing that is used to inform and influence readers as it draws them into an established circle of discourse. Students must use these non-fiction texts to develop the close reading skills that will shape their own writing. Focused engagement with domain-specific writing should not be limited to basic reading comprehension and topical understanding. It must also include the analysis of the writing situation that is represented in the text: audience, context, purpose, subject, and writer. The close reading of well-written texts—regardless of the domain—will show students the importance of writing mechanics, diction, and syntax. The development of close reading skills will also help the students grow in terms of their ability to construct and advance independent and original claims that are well-supported by evidence. Domain-specific writing is grounded in positioning of claims and the effective use of evidence.

The final written product is important; nevertheless, the learning that results in this production must not be devalued. The writing process is not limited to the basic steps of planning, drafting, revising, and editing/proofreading. It is a complex sequence of critical and creative thinking and writing that leads to the production of a text that provides evidence of learning and understanding. Students must ultimately develop the ability to self-assess the effectiveness of their writing as a representation of the writing situation. Without the use of models that evidence learning and understanding, students will not develop the ability to self-assess their own work—the true outcome of the writing process.

What types of writing situations should RFH students engage in?

RFH students should engage in writing situations across the curriculum that require them to:

- write to improve mechanical proficiency, diction usage, and syntactical sophistication
- write to narrate, describe, and reflect
- write to summarize and report
- write to classify and define
- write to explain how process leads to an outcome
- write to compare, contrast and evaluate
- write to speculate on cause and effect
- write to propose solutions and solve problems
- write to analyze

These writing situations should be positioned in a coordinated, developmental sequence that extends <u>across</u> the academic disciplines.

Upon Completion of Grade 12, RFH students must be ready to transition to the following writing situations:

- write to analyze
- write to persuade (argument)

The core foci of first-year college writing courses are analysis and argument. These courses orient the students to the demands and expectations of writing for the academic culture of college. At colleges/universities with carefully coordinated writing programs, students must demonstrate proficiency in analysis and argument before they transition to upper level courses that require them to engage in the following writing situation:

- write to investigate (research)