Rumson-Fair Haven Regional High School

Course: *Sports Medicine I*
Staff Writers: Lauren Butler and Jessica Olszewski
Supervisor: Seth Herman
Board Approval: August 2025

Section I: Course Description

This introductory course explores the foundational principles of sports medicine, including human anatomy and physiology, injury evaluation, and documentation. Students examine common athletic-related injuries to the lower and upper extremities as well as the axial skeleton. The course emphasizes basic skills in injury recognition and prevention, preparing students for further study in healthcare and sports performance fields.

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. ***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."
5. ***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."

6. ***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."
7. ***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."
8. ***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."
9. ****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."
10. 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 I* 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 & Health Courses chart.

Section IV: Preparation for Standardized Testing

Instruction in *Sports Medicine I* 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 I*	**Grade Level:** 10-12
Unit I: Foundations of Sports Medicine	Weeks 1-2

Unit II: Basics of Human Anatomy & Physiology	Weeks 3-5
Unit III: Injury Evaluation & Documentation	Weeks 6-8
Unit IV: Understanding Athletics-Related Injuries to the Lower Extremity	Weeks 9-13
Unit V: Understanding Athletics-Related Injuries to the Upper Extremity	Weeks 14-18
Unit VI: Understanding Athletics-Related Injuries to the Axial Skeleton	Weeks 19-20

Section VI: Primary Texts and Year-Long Instructional Resources

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

- 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)
- National High School Sports Medicine Association (nhssma.org)
- CEV Multimedia / iCEV Online Platform (icevonline.com)
- Physiopedia Website: https://physiopedia.com/
- YouTube Channels: Bob & Brad, CrashCourse Anatomy & Physiology
- Interactive & Hands-On Resources: Visible Body or BioDigital Human

Section VII: Grading Formula and Assessment Modes

Marking period grades in *Sports Medicine I* 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 I* 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 I* 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 I* curriculum by the *Sports Medicine I* instructional team:

Unit I: Foundations of Sports Medicine
Unit Summary
This unit introduces students to the field of sports medicine by providing a comprehensive overview of its foundational concepts and the professionals who make up the sports medicine team. Students will begin by defining what sports medicine is and exploring its historical development and evolution into a vital component of modern healthcare and athletics. Throughout the unit, students will examine the different roles, responsibilities, and settings in which sports medicine professionals work. From athletic trainers to physical therapists and other healthcare providers, students will identify the key members of the sports medicine team and describe how they collaborate to support athletes' health and performance. Additionally, students will investigate the education, training, and professional development needed to enter and sustain a career in sports medicine. This includes exploring job opportunities and understanding the competencies required for success in the field.

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 I:* ● *2020 New Jersey Student Learning Standards: Comprehensive Health and Physical Education* ○ 2.1.12.CHSS.6, 2.2.12.PF.4-5, 2.2.12.LF.1, 2.2.12.LF.8 ● *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.2, 9.4.12.DC.7, 9.4.12.IML.2

Unit Essential Questions	Unit Enduring Understandings
● What is sports medicine? ● How did sports medicine begin and how has it evolved into a vital part of modern healthcare and athletics? ● Who makes up the sports medicine team? ● What are the educational and professional requirements to become a sports medicine professional? ● What are the roles of various health care providers of the sports medicine team? ● What are the job opportunities available in the sports medicine field?	● Sports medicine is a branch of healthcare that focuses on injuries and illnesses related to physical activity and sports. ● Sports medicine began in ancient civilizations with the care of athletes and has evolved into a vital part of modern healthcare and athletics through advances in injury prevention, treatment, rehabilitation, and performance enhancement for people of all activity levels. ● To become a sports medicine professional, one typically needs a relevant college degree, specialized training or certification, and ongoing professional development to maintain credentials and stay current in the field. ● The roles of various healthcare providers on the sports medicine team include preventing, diagnosing, treating, and rehabilitating injuries, as well as promoting overall health and performance for active individuals ● Job opportunities in the sports medicine field include roles such as athletic trainer, physical therapist, orthopedic surgeon, sports psychologist, exercise physiologist, and physician assistant, among others.

Evidence of Learning		
Formative & Alternative Assessments: ● Daily Do Nows ● Unit I Assignments ● Unit I Quiz ● Exit Tickets ● Individual student check ins with teacher	**Benchmark & Summative Assessments:** ● Unit I Test (Benchmark) ● Career Exploration Project (Benchmark) ● Performance-Based Activity (Benchmark)	**Resources Needed:** ● *Sports Medicine Essentials: Core Concepts in Athletic Training and Fitness Instruction* (Textbook) Chapters 1-3 ● *Fundamentals of Athletic Training* (Textbook) Chapters 1-2 ● Sports Medicine Google Classroom ● Website: https://explorehealthcareers.org/careers/

Unit II: Basics of Human Anatomy & Physiology
Unit Summary
In this unit, students will explore the structure and function of the human body with a focus on how it relates to athletic performance and injury. As such, a solid understanding of human anatomy is essential for recognizing and treating athletic injuries, forming the foundation for many healthcare careers. The unit begins with an introduction to anatomical terminology and the anatomical position, followed by a detailed examination of the skeletal and muscular systems. Students will study the roles and characteristics of skin, bone, muscle, ligaments, tendons, and cartilage, as well as learn to identify different types of bones and joints. They will also explore how joints allow for various types of motion critical to sports and movement. Building on this knowledge, students will investigate common soft-tissue and bone injuries, how these injuries occur, and the body's natural healing and repair processes.
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 I:* ● *2020 New Jersey Student Learning Standards: Comprehensive Health and Physical Education* ○ 2.1.12.PGD.1-2, 2.1.12.EH.2, 2.3.12.HCDM.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.CL.1, 9.4.12.CL.3, 9.4.12.CT.2, 9.4.12.DC.6, 9.4.12.DC.7, 9.4.12.IML.2, 9.4.12.TL.1, 9.4.12.TL.3, 9.4.12.TL.4

Unit Essential Questions	Unit Enduring Understandings
• What are the anatomical position and the anatomical planes of motion? Why are they important for sports medicine professionals? • What are the functions of skin, bone, muscle, ligaments, tendons, and cartilage? • What are the different types of bones in the human body? • What are the various types of joints in the human body, and what movements do they produce? • What are the different types of soft-tissue injuries, and how do they affect the body? • How does the body repair and heal damaged soft tissue? • How can I recognize the signs and symptoms of common athletic injuries? • What is the difference between acute and chronic injuries, and why does it matter?	• The anatomical position is a standardized stance used as a reference point, and the anatomical planes of motion (sagittal, frontal, and transverse) divide the body to describe movements accurately, which is crucial for sports medicine professionals to assess, diagnose, and treat athletes effectively • Skin, bone, muscle, ligaments, tendons, and cartilage each play vital roles in protecting the body, supporting movement, and maintaining structural integrity. • The human body has five main types of bones (long, short, flat, irregular, and sesamoid), each classified by shape and function. • The human body has several types of joints, such as hinge, ball-and-socket, pivot, saddle, gliding, and condyloid, that allow for different movements, including flexion, extension, rotation, abduction, and adduction, enabling a wide range of motion and mobility. • Soft-tissue injuries include sprains, strains, contusions, tendonitis, and bursitis, which can impair movement, cause pain, and reduce function in muscles, tendons, or ligaments. • Soft tissue heals through three stages: inflammation, regeneration of new cells, and remodeling of the tissue to restore strength and function. • Common signs and symptoms of athletic injuries include pain, swelling, bruising, limited range of motion, and visible deformities, which help indicate the type and severity of the injury. • Acute injuries happen suddenly, while chronic injuries develop over time, and understanding the difference is important for proper treatment and prevention.

Evidence of Learning

Formative & Alternative Assessments:	Benchmark & Summative Assessments:	Resources Needed:
• Daily Do Nows • Unit II Assignments • Unit II Quizzes • Performance Based Activities • Individual student check ins with teacher	• Unit II Study Guide • Unit II Tests • Unit II Performance-Based Practicals (Benchmark)	• *Sports Medicine Essentials: Core Concepts in Athletic Training and Fitness Instruction* (Textbook) Chapters 4 & 14 • *Fundamentals of Athletic Training* (Textbook) Chapters 3-4 • Sports Medicine Google Classroom • Anatomy Directional Terminology YouTube Video: https://www.youtube.com/watch?v=u7WXfp35FWk&authuser=0

Unit III: Injury Evaluation & Documentation

Unit Summary

This unit focuses on the structured evaluation and documentation of athletic injuries - key components of effective and professional sports medicine practice. Students will learn how to systematically assess injuries using the HOPS method (History, Observation, Palpation, Special Tests) and communicate findings through SOAP notes (Subjective, Objective, Assessment, Plan), the standard documentation format used in healthcare. Emphasis is placed on developing critical thinking, observation skills, and clinical reasoning needed to accurately evaluate injuries and make informed decisions. Proper documentation ensures legal protection, continuity of care, and effective communication among healthcare team members. Through hands-on practice, role-playing, and written documentation, students will gain confidence in performing evaluations and recording information clearly, accurately, and professionally.

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 I:*

- *2020 New Jersey Student Learning Standards: Comprehensive Health and Physical Education*
  - 2.1.12.PGD.1, 2.1.12.EH.1, 2.1.12.CHSS.1-2, 2.1.12.CHSS.5, 2.2.12.PF.1, 2.2.12.PF.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.CL.1, 9.4.12.CL.3, 9.4.12.CT.2, 9.4.12.DC.6, 9.4.12.DC.7, 9.4.12.IML.2, 9.4.12.TL.1, 9.4.12.TL.3, 9.4.12.TL.4

Unit Essential Questions	Unit Enduring Understandings
• Why is a systematic approach important when evaluating athletic injuries? • What are the components of the HOPS evaluation method, and how do they guide injury assessment? • How does the SOAP note format help communicate injury evaluations in sports medicine? • What is the difference between subjective and objective information in injury documentation? • Why is accurate injury documentation essential in the sports medicine profession? • How do sports medicine professionals use evaluation and documentation skills in real-world settings?	• A structured evaluation method like HOPS ensures accurate, consistent, and thorough assessments that lead to better treatment decisions and outcomes. • The HOPS method (History, Observation, Palpation, and Special Tests) guides sports medicine professionals through a logical process to identify the nature and severity of injuries. • SOAP notes organize evaluation information clearly and professionally, improving communication, legal protection, and continuity of care among healthcare providers. • Subjective information comes from the athlete's personal account of the injury, while objective information includes measurable findings from the clinician's examination. • Accurate documentation supports effective treatment, legal compliance, communication with other professionals, and protection for both the patient and provider. • Professionals rely on evaluation and documentation to make informed decisions, communicate with the care team, and track an athlete's recovery and return-to-play status.

Evidence of Learning

Formative & Alternative Assessments:	Benchmark & Summative Assessments:	Resources Needed:
• Daily Do Nows • Unit III Assignments • Unit III Quiz • SOAP Notes Assignment • Exit Tickets • Individual student check ins with teacher	• Unit III Study Guide • Unit III Test • Unit III Performance-Based Practicals • Unit III Case Study Project	• *Sports Medicine Essentials: Core Concepts in Athletic Training and Fitness Instruction* (Textbook) Chapter 14 • *Fundamentals of Athletic Training* (Textbook) Chapters 3-4 & 16 • Sports Medicine Google Classroom • YouTube multiple videos

Unit VI: Understanding Athletic-Related Injuries to the Lower Extremity

Unit Summary

This unit explores the anatomy, common injuries, and treatment strategies related to the lower extremities, specifically the hip, pelvis, thigh, knee, lower leg, ankle, and foot. These regions endure intense physical demands during athletic participation, making them especially vulnerable to both acute and chronic injuries. Students will learn to identify the

anatomical structures and understand how different types of athletic movements and forces contribute to injuries in these areas. Emphasis will be placed on recognizing signs and symptoms, applying appropriate treatment techniques, and implementing prevention strategies, including the use of protective equipment and conditioning programs. Lastly, through role-playing clinical scenarios, students will strengthen their decision-making and injury management skills as future sports medicine professionals.

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 I:*

- *2020 New Jersey Student Learning Standards: Comprehensive Health and Physical Education*
  - 2.1.12.PGD.1, 2.1.12.EH.1, 2.1.12.CHSS.1-2, 2.1.12.CHSS.5, 2.2.12.PF.1, 2.2.12.PF.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.CL.1, 9.4.12.CL.3, 9.4.12.CT.2, 9.4.12.DC.6, 9.4.12.DC.7, 9.4.12.IML.2, 9.4.12.TL.1, 9.4.12.TL.3, 9.4.12.TL.4

Unit Essential Questions	Unit Enduring Understandings
• What is the anatomy of the hip, pelvis, thigh, knee, lower leg, ankle, and foot, and why must athletic trainers understand it? • What types of injuries commonly occur in the hip, pelvis, thigh, knee, lower leg, ankle, and foot during athletic participation? • How can I recognize the signs and symptoms of lower-extremity injuries? • What treatments do athletic trainers perform for specific hip, pelvis, thigh, knee, lower-leg, ankle, and foot injuries? • How can lower-extremity injuries be prevented through training and protective equipment? • Why are role-play scenarios valuable for preparing sports medicine professionals to handle lower-extremity injuries?	• A detailed knowledge of lower-extremity anatomy enables athletic trainers to pinpoint injury sites, assess functional deficits, and design effective treatment and prevention strategies. • Athletes frequently experience muscle strains, ligament sprains, fractures, tendonitis, and overuse injuries in the lower extremities due to high-impact forces and repetitive movements. • Pain, swelling, bruising, instability, reduced range of motion, and altered gait are key indicators that help identify and differentiate lower-extremity injuries. • Athletic trainers utilize techniques such as manual therapy, therapeutic exercises, bracing/taping, and modalities like ice or electrical stimulation to facilitate recovery and restore function. • Prevention combines strength and flexibility programs with properly fitted equipment—such as braces, orthotics, and supportive footwear—to reduce injury risk and enhance stability. • Role-playing allows students to practice communication, assessment, and decision-making skills in realistic injury situations, building confidence and competence.

Evidence of Learning

Formative & Alternative Assessments:	Benchmark & Summative Assessments:	Resources Needed:
• Daily Do Nows • Unit IV Assignments • Anatomy Coloring • Anatomy Palpation • Unit IV Assignments (Ankle, Knee, Hip) • Exit Tickets • Individual student check ins with teacher	• Unit IV Anatomy Labeling Tests (Ankle, Knee, Hip) • Unit IV Written Tests (Ankle, Knee, Hip) • Unit IV Performance-Based Practical Tests (Ankle, Knee, Hip)	• *Sports Medicine Essentials: Core Concepts in Athletic Training and Fitness Instruction* (Textbook) Chapter 18 • *Fundamentals of Athletic Training* (Textbook) Chapters 13-15 • Sports Medicine Google Classroom • https://physiopedia.com/ • YouTube multiple videos • Interactive & Hands-On Resources: Visible Body or BioDigital Human

Unit V: Understanding Athletic-Related Injuries to the Upper Extremity

Unit Summary

This unit explores the anatomy, common injuries, and treatment strategies related to the upper extremities—specifically the shoulder, elbow, wrist, hand, and fingers—within the context of athletic participation. Students will examine the

structure and function of these areas to better understand how injuries occur during sports and physical activity. The unit covers a range of common injuries, along with their signs and symptoms, helping students develop the ability to recognize and respond appropriately. In addition to learning treatment methods, students will explore injury prevention strategies, including the use of protective equipment to reduce the risk of harm. Lastly, through role-play scenarios, students will practice critical thinking and decision-making skills, simulating real-life situations faced by sports medicine professionals.

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 I:*

- *2020 New Jersey Student Learning Standards: Comprehensive Health and Physical Education*
  - 2.1.12.PGD.1, 2.1.12.EH.1, 2.1.12.CHSS.1-2, 2.1.12.CHSS.5, 2.2.12.PF.1, 2.2.12.PF.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.CL.1, 9.4.12.CL.3, 9.4.12.CT.2, 9.4.12.DC.6, 9.4.12.DC.7, 9.4.12.IML.2, 9.4.12.TL.1, 9.4.12.TL.3, 9.4.12.TL.4

Unit Essential Questions	Unit Enduring Understandings
• What is the anatomy of the shoulder, elbow, wrist, hand, and fingers, and why is it important to understand in sports medicine? • What types of injuries commonly affect the shoulder, elbow, wrist, hand, and fingers during athletic participation? • How can I recognize the signs and symptoms of injuries to the shoulder, elbow, wrist, hand, and fingers? • What care and treatment options are used for upper extremity injuries in athletes? • How can injuries to the upper extremities be prevented in sports and physical activity? • How do role-play scenarios help prepare students for real-life situations in sports medicine?	• Understanding the anatomy of the upper extremities helps identify how injuries occur and guides effective treatment and prevention strategies in athletic settings. • Athletes often experience sprains, strains, dislocations, fractures, and overuse injuries in the upper extremities due to repetitive motion, impact, or improper technique. • Signs and symptoms of injuries to the upper extremities include pain, swelling, limited range of motion, bruising, and deformity, which help identify the type and severity of the injury. • Treatment may involve (PEACE and LOVE), immobilization, physical therapy, or referral to a medical professional, depending on the injury. • Injuries can be prevented through proper training, use of protective equipment, stretching, strengthening exercises, and safe playing techniques. • Role-playing allows students to practice communication, assessment, and decision-making skills in realistic injury situations, building confidence and competence.

Evidence of Learning

Formative & Alternative Assessments:	Benchmark & Summative Assessments:	Resources Needed:
• Daily Do Nows • Unit V Assignments • Anatomy Coloring (Shoulder, Elbow, Wrist/Hand) • Anatomy Palpation (Shoulder, Elbow, Wrist/Hand) • Unit V Assignments (Shoulder, Elbow, Wrist/Hand) • Individual student check ins with teacher	• Unit V Anatomy Labeling Tests (Shoulder, Elbow, Wrist/Hand) • Unit V Written Tests (Shoulder, Elbow, Wrist/Hand) • Unit V Performance-Based Practical Tests (Shoulder, Elbow, Wrist/Hand)	• *Sports Medicine Essentials: Core Concepts in Athletic Training and Fitness Instruction* (Textbook) • Chapter 16 • *Fundamentals of Athletic Training* (Textbook) Chapters 10-12 • Sports Medicine Google Classroom • https://physiopedia.com/ • YouTube multiple videos • Interactive & Hands-On Resources: Visible Body or BioDigital Human

Unit VI: Understanding Athletic-Related Injuries of the Axial Skeleton

Unit Summary

This unit focuses on the recognition, prevention, and management of injuries related to the axial skeleton, which includes the head, face, throat, thorax, abdomen, and spine—areas critical to life functions and overall stability. Students will

explore the unique anatomical structures of these regions and learn how athletic participation can lead to both common and life-threatening injuries. The unit emphasizes the importance of early recognition of signs and symptoms, appropriate immediate care, and when to activate emergency protocols. Students will also learn about protective equipment and strategies designed to reduce the risk of serious injuries. Through case studies, role-playing, and hands-on practice, students will build competence in assessing and responding to these complex injuries.

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 I:*

- *2020 New Jersey Student Learning Standards: Comprehensive Health and Physical Education*
  - 2.1.12.PGD.1, 2.1.12.EH.1, 2.1.12.CHSS.1-2, 2.1.12.CHSS.5, 2.2.12.PF.1, 2.2.12.PF.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.CL.1, 9.4.12.CL.3, 9.4.12.CT.2, 9.4.12.DC.6, 9.4.12.DC.7, 9.4.12.IML.2, 9.4.12.TL.1, 9.4.12.TL.3, 9.4.12.TL.4

Unit Essential Questions	Unit Enduring Understandings
• What is the anatomy of the head, face, throat, thorax, abdomen, and spine, and why is it important in sports medicine? • What types of injuries commonly affect the axial skeleton in athletic settings? • How can I identify the signs and symptoms of potentially serious or life-threatening axial injuries? • What are the appropriate initial responses to injuries of the head, spine, or internal organs during athletic events? • How can protective equipment and proper technique help prevent axial skeleton injuries? • Why is it important to practice decision-making and emergency responses for axial injuries in realistic scenarios?	• Understanding the complex anatomy of the axial skeleton helps sports medicine professionals assess injury risks, recognize critical symptoms, and provide appropriate care. • Athletes may suffer from concussions, facial fractures, throat contusions, rib and organ injuries, and spinal trauma, each requiring timely recognition and specific responses. • Symptoms such as unconsciousness, abnormal breathing, severe pain, numbness, and deformity can signal serious injuries and demand immediate attention and possible emergency care. • Initial care may include stabilization, monitoring vital signs, controlling bleeding, and activating emergency protocols to prevent further harm or complications. • Properly fitted gear like helmets, mouthguards, and padding—along with safe athletic techniques—significantly reduce the risk of injury to vital body regions. • Simulated scenarios build critical thinking, confidence, and readiness to handle real-life injuries effectively and safely in high-pressure environments.

Evidence of Learning

Formative & Alternative Assessments:	Benchmark & Summative Assessments:	Resources Needed:
• Daily Do Nows • Unit VI Assignments • Unit VI Anatomy Coloring (Head, Face, Throat & Thorax, Abdomen, Spine) • Unit VI Case Studies	• Unit VI Anatomy Labeling Tests • Unit VI Written Tests • Unit VI Performance-Based Practical Tests • Concussion Movie Project	• *Sports Medicine Essentials: Core Concepts in Athletic Training and Fitness Instruction* (Textbook) • Chapters 15 & 17 • *Fundamentals of Athletic Training* (Textbook) Chapters 5-9 • Sports Medicine Google Classroom • https://physiopedia.com/ • YouTube multiple videos • Interactive & Hands-On Resources: Visible Body or BioDigital Human

Section IX: Unit Reflection

The *Sports Medicine I* instructional team must confer upon the completion of each instructional unit in the *Sports Medicine I* 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 I* curriculum.

Unit Reflection Form: *Sports Medicine I*			
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)