

Wallenpaupack Area School District Planned Course Curriculum Guide

Exercise Science and Sports Medicine Career and Technical Education

Course Exercise Science and Sports Medicine Level 1 CTE Program (CIP 51.2604)

Course Description:

The Exercise Science and Sports Medicine program is designed for any student who may be considering going into one of the athletic or rehabilitative fields, such as physical therapy, athletic training, occupational therapy, fitness instructor, physical education, kinesiology, massage therapy, or sport nutrition. This program is two-year, preparing students to enter college with a comprehensive background in anatomy and physiology, rehabilitation, and emergency care. Students graduating from this program will have certifications in rehabilitative aide, first aid and CPR, and blood borne pathogens. Students will also be prepared to sit and take the ACSM personal training test if they choose to go into the personal fitness field. During the last semester, students will be doing clinical rotations at local facilities of the student's interest, such as, athletic training, physical therapy, and occupational therapy.

Revision Date:

September 2025- Ragonese

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| Wallenpaupack Area School District Curriculum | |
| COURSE: ESSM | GRADE/S: 11/12 |
| Communication | TIMEFRAME: 3 blocks |

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| <p>COMMON CORE STANDARDS: POS: 103, 105, 502-4, CC.1.2.11-12G, CC.1.2.11-12J</p> |
| <p>UNIT OBJECTIVES (SWBATS):</p> <ul style="list-style-type: none"> • Students will demonstrate active listening • Students will identify the 5-step process to communication • Students will demonstrate different types of nonverbal communication • Students will understand how tone affects communication |
| <p>INSTRUCTIONAL STRATEGIES/ACTIVITIES:</p> <ul style="list-style-type: none"> • Interviews • Role play • Charades • Catch phrase game |
| <p>ANCHOR VOCABULARY:</p> <ul style="list-style-type: none"> • Tone • Noise • Gestures • Kinesics • Proxemics • Paraphrase • Personal space |
| <p>ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):</p> <ul style="list-style-type: none"> • scenario analysis • Short answer questions |
| <p>EVIDENCE OF MASTERY/Cut Score (Keystone Exam): 75 or above</p> |
| <p>DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content) Accommodations will be made on an individual basis according to their IEP</p> |
| <p>RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.): Communication Skills for Healthcare Professionals (McCorry, L.K. & Mason, J)</p> |
| <p>RESOURCE SPECIFIC VOCABULARY: none</p> |

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| Wallenpaupack Area School District Curriculum | |
| COURSE: ESSM | GRADE/S: 11/12 |
| Careers | TIMEFRAME: 5 blocks |

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| COMMON CORE STANDARDS: |
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| POS: 106 PA common Core Standard: 13.1.11, D & F | |
| UNIT OBJECTIVES (SWBATS): <ul style="list-style-type: none"> • Students will explore different fitness and health care careers • Students will describe the historical path of different professions • Students will compare and contrast the scope of practice of health careers • Students will describe the educational, certification and licensure required for a profession. | |
| INSTRUCTIONAL STRATEGIES/ACTIVITIES: <ul style="list-style-type: none"> • Career project <ul style="list-style-type: none"> ○ Research a profession <ul style="list-style-type: none"> ▪ Job description ▪ Education requirements ▪ Job projection and salary ○ Presentations to the class • College class visits • Clinical Rotation (Level II) | |
| ANCHOR VOCABULARY: <ul style="list-style-type: none"> • Undergraduate degree • Master’s degree • Licensure • Certification • Professional organizations • Scope of practice | |
| ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative): <ul style="list-style-type: none"> • presentation | |
| EVIDENCE OF MASTERY/Cut Score (Keystone Exam): 70 or above | |
| DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content) Accommodations will be made on an individual basis according to their IEP | |
| RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.): | |
| RESOURCE SPECIFIC VOCABULARY: | |
| Wallenpaupack Area School District Curriculum | |
| COURSE: ESSM | GRADE/S: 11/12 |
| Ethical and legal Aspects | TIMEFRAME: 5-6 blocks |
| COMMON CORE STANDARDS: | |

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| POS: 201, 202, 204, 205, 206, 303, CC.1.2.11-12.B, CC.1.2.11-12.C 10.3.12.A | |
| UNIT OBJECTIVES (SWBATS): <ul style="list-style-type: none"> • Maintain the confidentiality of records/information as required by HIPPA/FERPA • Implement the components of informed consent • Identify the legal importance of accurate record keeping to the benefit of all parties • Define legal concepts of liability, negligence, supervision, and assumption of risk • Analyze legal considerations and ethical actions • Review advanced directives • Identify components of an Emergency Action Plan (EAP) | |
| INSTRUCTIONAL STRATEGIES/ACTIVITIES: <ul style="list-style-type: none"> • Power point discussion • Case studies • Review WAHS athletic paperwork • Fill out a EAP template for our WAHS | |
| ANCHOR VOCABULARY: <ul style="list-style-type: none"> • HIPPA • FERPA • Consent • Ethics • Negligence • Confidentiality • Emergency Action Plan | |
| ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative): <ul style="list-style-type: none"> • Case study • Crossword vocabulary puzzle • Legal Issue Essay | |
| EVIDENCE OF MASTERY/Cut Score (Keystone Exam): 75 or above | |
| DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content) Accommodations will be made on an individual basis according to their IEP | |
| RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.): NATA legal journal Rocketlawyer.com Kory Stringer Institute (EAP) Chapter 2 Fundamentals of Athletic Training (Cartwright/Pitney) | |
| RESOURCE SPECIFIC VOCABULARY: Wallenpaupack Area School District Curriculum | |
| COURSE: ESSM | GRADE/S: 11/12 |
| Communicable Disease Transmission | TIMEFRAME: 2 blocks |
| COMMON CORE STANDARDS: POS: 309, 310, 311, 312 CC.1.2.11-12.G, CC.1.2.11-12.J | |
| UNIT OBJECTIVES (SWBATS): | |

- Students will demonstrate proper ways to clean and disinfect objects and surfaces to prevent disease transmission
- Differentiate between virus and bacteria
- Students will demonstrate proper hand washing technique
- Students will pass the blood borne pathogens AHSI course
- Students will utilize personal protective equipment

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

- Proper hand washing
- Proper table cleaning
- Complete AHSI Blood Borne Pathogen course
- Watch video on immune system
- Watch video on differences between bacteria and virus

ANCHOR VOCABULARY:

- Communicable disease
- Transmission
- Virus
- bacteria

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- Passing score on AHSI Blood Borne Pathogens test
- Demonstration of tasks

EVIDENCE OF MASTERY/Cut Score (Keystone Exam):

70 or above

DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)
 Accommodations will be made on an individual basis according to their IEP

RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):
 AHSI Blood Borne Pathogens course and handbooks
<https://www.youtube.com/watch?v=zQGOcOUBi6s>
<https://www.youtube.com/watch?v=P9DXEnEd-Q>

RESOURCE SPECIFIC VOCABULARY:

Wallenpaupack Area School District Curriculum

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| COURSE: ESSM | GRADE/S: 11/12 |
| clinical skills | TIMEFRAME: |

COMMON CORE STANDARDS:
 POS: 203, 403, 501, 502, 503, 504, 511
 CC.2.4, CC.1.2.11-12.J

UNIT OBJECTIVES (SWBATS):

- Identify the importance of accurate record keeping
- Utilize patient/client safety measures
- Measure and record vital signs (BP, Pulse, O2, ht, wt)
- Perform visual acuity test

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| <ul style="list-style-type: none"> • Calculate BMI • Patellar reflex |
| INSTRUCTIONAL STRATEGIES/ACTIVITIES: <ul style="list-style-type: none"> • Height and weight measurements • Blood pressure • Pulse rate • Visual acuity test • O2 saturation |
| ANCHOR VOCABULARY: <ul style="list-style-type: none"> • Systolic • Diastolic • BMI • HIPPA |
| ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative): Demonstrate proficiency in skill |
| EVIDENCE OF MASTERY/Cut Score (Keystone Exam): Demonstrate skills accurately |
| DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content) Accommodations will be made on an individual basis according to their IEP |
| RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.): |
| RESOURCE SPECIFIC VOCABULARY: |

| Wallenpaupack Area School District Curriculum | |
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| COURSE: ESSM | GRADE/S: 11/12 |
| Navigating the body | TIMEFRAME: 8 blocks |

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| COMMON CORE STANDARDS: POS: 901, 1001, CC.1.2.11-12A, C, G |
| UNIT OBJECTIVES (SWBATS): <ul style="list-style-type: none"> • Students will demonstrate body movement vocabulary • Students will use medical reverence terms when describing a location on a body • Students will identify key differences between the body systems • Students will differentiate between the 4 abdominal quadrants |
| INSTRUCTIONAL STRATEGIES/ACTIVITIES: <ul style="list-style-type: none"> • Trail guide to the body power point on references • Flash cards |

- Lump of clay game
- Worksheets
- Power point presentation on body system
- Full body diagram with body system

ANCHOR VOCABULARY:

- **Movement vocab**
- **Reference vocab**

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- written test
- quizzes
- Body system presentation
- flashcards

EVIDENCE OF MASTERY/Cut Score (Keystone Exam):

Score above a 75 on the test

DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)

Accommodations will be made on an individual basis according to their IEP

RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):

Complete Anatomy App
ATu

RESOURCE SPECIFIC VOCABULARY:

Wallenpaupack Area School District Curriculum

COURSE: ESSM

GRADE/S: 11/12

Muscle function and movement

TIMEFRAME: 4 classes

COMMON CORE STANDARDS:

POS: 508, 901, 1004

CC.1.2.G, CC.2.4

UNIT OBJECTIVES (SWBATS):

- Understand the difference between concentric and eccentric muscle contractions
- Demonstrate the movement of joints
- Analyze movement and identify the muscle responsible
- Measure Range of Motion of major joints using a goniometer

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

- Videos
- Movement lab
- ROM measurements
- Muscle diagram

ANCHOR VOCABULARY:

- Myofibril
- Muscle bundle
- Eccentric
- Concentric
- Movement vocabulary
- Muscle anatomy

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

Lab write-up

quiz

EVIDENCE OF MASTERY/Cut Score (Keystone Exam):

DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)

Accommodations will be made on an individual basis according to their IEP

RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):

Youtube: muscle contraction process McGraw-Hill 4:24

Fast twitch vs slow twitch Ali Tajran 2:06

Complete Anatomy App

RESOURCE SPECIFIC VOCABULARY:

| Wallenpaupack Area School District Curriculum | |
|---|----------------------------|
| COURSE: ESSM | GRADE/S: 11/12 |
| Injuries: classification and mechanism | TIMEFRAME: 4 blocks |

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| COMMON CORE STANDARDS: POS: 508, 1003, 10041005, 1006 CC.1.2.11-12J | |
| UNIT OBJECTIVES (SWBATS): <ul style="list-style-type: none"> • Students will identify characteristics and injuries relating to various stages of physical maturity • Explain distinctive qualities of various types of musculoskeletal tissue • Describe the mechanical forces necessary to cause a specific injury • Classify injuries as acute or chronic • Describe different types of closed soft tissue wounds, including degrees of severity and mechanism of injury • Describe skeletal injuries and mechanism of injury • Describe different types of open wounds, including their severity and mechanism of injury | |
| INSTRUCTIONAL STRATEGIES/ACTIVITIES: <ul style="list-style-type: none"> • Chapter reading: Core Concepts; Hillman, chapter 7 • Worksheets • Video project • Mechanical force scenarios • Solving the Mystery: a thinking Game | |
| ANCHOR VOCABULARY: Sprain Strain Fracture Epiphysis Mechanism of injury Acute chronic | |
| ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative): <ul style="list-style-type: none"> • written test • quizzes • scenario worksheet • Power point presentation | |
| EVIDENCE OF MASTERY/Cut Score (Keystone Exam): Scoring above a 75 on quizzes and test | |
| DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content) Accommodations will be made on an individual basis according to their IEP | |
| RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.): Power point | |
| RESOURCE SPECIFIC VOCABULARY: | |

| Wallenpaupack Area School District Curriculum | |
|---|-----------------------|
| COURSE: ESSM | GRADE/S: 11/12 |
| Environmental Illness | TIMEFRAME: |

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| COMMON CORE STANDARDS: POS: 302, 603, 604 CC1.2.11-12J | |
| UNIT OBJECTIVES (SWBATS): <ul style="list-style-type: none"> • Signs and symptoms, prevention and treatment of weather-related illnesses injuries or illnesses • Identify signs and symptoms of dehydration • Identify hydration needs • Environmental impact of health • Identify symptoms of cardiorespiratory complications | |
| INSTRUCTIONAL STRATEGIES/ACTIVITIES: <ul style="list-style-type: none"> • Illness research project • Wet bulb thermometer readings • Urine density measurements • Brainstorm illnesses • Dehydration scenarios | |
| ANCHOR VOCABULARY: <ul style="list-style-type: none"> • Heat illness • Cold illness | |
| ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative): <ul style="list-style-type: none"> • Illness power point • Hydration scenarios | |
| EVIDENCE OF MASTERY/Cut Score (Keystone Exam): 70 or above on presentation | |
| DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content) Accommodations will be made on an individual basis according to their IEP | |
| RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.): ASHI booklet | |
| RESOURCE SPECIFIC VOCABULARY: | |

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| Wallenpaupack Area School District Curriculum | |
| COURSE: ESSM | GRADE/S: 11/12 |
| Sudden Illness | TIMEFRAME: |

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| COMMON CORE STANDARDS: POS: 302, 303, 306 10.1.12.B | |
| UNIT OBJECTIVES (SWBATS): | |

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| <ul style="list-style-type: none"> Identify signs, symptoms, and treatment of diabetic illness Identify signs, symptoms and treatment of sickle cell Identify signs, symptoms and treatment of asthma |
| INSTRUCTIONAL STRATEGIES/ACTIVITIES: <ul style="list-style-type: none"> Power point Scenario mystery game |
| ANCHOR VOCABULARY: <ul style="list-style-type: none"> Red blood cell Glucose Bronchi |
| ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative): <ul style="list-style-type: none"> Presentation on illness Scenario assessment |
| EVIDENCE OF MASTERY/Cut Score (Keystone Exam): Score of 75 or above |
| DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content) Accommodations will be made on an individual basis according to their IEP |
| RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.): ASHI First Aide book |
| RESOURCE SPECIFIC VOCABULARY: |

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| Wallenpaupack Area School District Curriculum | |
| COURSE: ESSM | GRADE/S: 11/12 |
| Lower leg Injuries | TIMEFRAME: |

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| COMMON CORE STANDARDS: POS: 108, 401, 505, 508, 511, 900, 1003, 1004 CC.1.2.11-12J, G 10.1.12B |
| UNIT OBJECTIVES (SWBATS): <ul style="list-style-type: none"> Use proper body mechanics for personal and patient safety Identify bracing/splinting devices and taping techniques for the foot and ankle Perform ROM for ankle and foot |

| Wallenpaupack Area School District Curriculum | |
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| COURSE: ESSM | GRADE/S: 11/12 |
| Knee/thigh injuries | TIMEFRAME: |
| <ul style="list-style-type: none"> • Identify signs and symptoms, prevention and treatment for neuromusculoskeletal injuries of the lower leg • Use medical terminology related to a lower leg examine • Identify the bones and joints of the lower leg • Identify the muscles of the foot and ankle • Demonstrate the function of the muscles of the lower leg | |
| INSTRUCTIONAL STRATEGIES/ACTIVITIES: <ul style="list-style-type: none"> • Diagram labeling • palpations • Tape practice • 3D foot model • Crossword puzzle • Gait analysis | |
| ANCHOR VOCABULARY: <ul style="list-style-type: none"> • Sprain • Strain • Inversion • eversion | |
| ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative): <ul style="list-style-type: none"> • Anatomy quiz • 3D model • Test • Taping skill check-off | |
| EVIDENCE OF MASTERY/Cut Score (Keystone Exam): Score above a 75 | |
| DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content) Accommodations will be made on an individual basis according to their IEP | |

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| COMMON CORE STANDARDS: POS: 108, 401, 505, 508, 511, 900, 1003, 1004 CC.1.2.11-12J 10.1.12.B, 10.3.12B |
| UNIT OBJECTIVES (SWBATS): <ul style="list-style-type: none"> • Use proper body mechanics for personal and patient safety • Identify bracing/splinting devices and taping techniques for the knee and thigh • Identify signs and symptoms, prevention and treatment for neuromusculoskeletal injuries of the knee • Demonstrate understanding of how to protect a patient’s privacy while treating/examining him or her • Use medical terminology related to a leg exam • Identify the bones of the knee joint • Identify the muscles of the knee |

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| <ul style="list-style-type: none"> • Demonstrate the function of the knee muscles |
| INSTRUCTIONAL STRATEGIES/ACTIVITIES: <ul style="list-style-type: none"> • Diagrams • Palpations • movement lab • presentation • laxity tests |
| ANCHOR VOCABULARY: <ul style="list-style-type: none"> • Valgus • Varus |
| ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative): <ul style="list-style-type: none"> • Anatomy quiz • Power point presentation • Scenario test • Palpation anatomy test |
| EVIDENCE OF MASTERY/Cut Score (Keystone Exam): Score above 75 |
| DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content) Accommodations will be made on an individual basis according to their IEP |
| RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.): |

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| Wallenpaupack Area School District Curriculum | |
| COURSE: ESSM | GRADE/S: 11/12 |
| Hand, Wrist, and Elbow | TIMEFRAME: |

COMMON CORE STANDARDS

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POS: 108,

CC.1.2.11-12J
10.1.12.B,
10.3.12B

UNIT OBJECTIVES (SWBATS):

- Use proper bod

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| <ul style="list-style-type: none"> • y mechanics • Identify bracing • Identify signs and symptoms of shoulder injury of the hand, wrist, and forearm • Demonstrate proper use of braces and splints on the hand or wrist • Use medical tape to immobilize the hand or wrist • Identify the bony landmarks of the hand and wrist • Identify the muscles of the hand and wrist • Demonstrate proper use of braces and splints on the hand or wrist • |
| <p>INSTRUCTIONAL STRATEGIES</p> <p>Power point Racquet lab Palpation lab Taping lab</p> |
| <p>ANCHOR VOCABULARY</p> <ul style="list-style-type: none"> • |
| <p>ASSESSMENTS (Diagnostic)</p> <p>Test Anatomy quiz lab</p> |
| <p>EVIDENCE OF MASTERY</p> <p>Core of 75 or above</p> |
| <p>DIFFERENTIATED INSTRUCTION</p> <p>Accommodations will be made for students with special needs.</p> |
| <p>RESOURCES (Websites)</p> |
| <p>RESOURCE SPECIFIC</p> |

| Wallenpaupack Area School District Curriculum | |
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| COURSE: ESSM | GRADE/S: 11/12 |
| Shoulder Injuries | TIMEFRAME: |

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| <p>COMMON CORE STANDARDS: POS: 108, 401, 505, 508, 511, 900, 1003, 1004 CC.1.2.11-12J 10.1.12.B, 10.3.12B</p> |
| <p>UNIT OBJECTIVES (SWBATS):</p> <ul style="list-style-type: none"> • Use proper body mechanics for personal and patient safety • Identify bracing/splinting devices and techniques for shoulder • Perform ROM for shoulder • Identify signs and symptoms, prevention and treatment for neuromusculoskeletal injuries of the shoulder |

- Demonstrate understanding of how to protect a patient’s privacy while treating/examining him or her
- Use medical terminology related to a shoulder examine
- Identify the bones and joints of the shoulder
- Identify the muscles of the shoulder
- Demonstrate the function of the shoulder muscles

- INSTRUCTIONAL STRATEGIES/ACTIVITIES:**
- Anatomy sheets
 - Power point
 - worksheets
 - Video project
 - Palpation lab
 - Specialty tests
 - WT room lab

- ANCHOR VOCABULARY:**
- Sprain
 - Strain
 - dislocation

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):
 Video project
 Test
 quizzes

EVIDENCE OF MASTERY/Cut Score (Keystone Exam):
 Score of 75 or above

DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)
 Accommodations will be made on an individual basis according to their IEP

RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):

RESOURCE SPECIFIC VOCABULARY:

Wallenpaupack Area School District Curriculum

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| COURSE: ESSM | GRADE/S: 11/12 |
| Hip Injuries | TIMEFRAME: |

COMMON CORE STANDARDS:
 POS: 108, 401, 505, 508, 511, 900, 1003, 1004
 CC.1.2.11-12J
 10.1.12.B, 10.3.12B

- UNIT OBJECTIVES (SWBATS):**
- Use proper body mechanics for personal and patient safety
 - Identify bracing/splinting devices and techniques for a hip
 - Perform ROM for a Hip
 - Identify signs and symptoms, prevention and treatment for neuromusculoskeletal injuries
 - Demonstrate understanding of how to protect a patient’s privacy while treating/examining him or her
 - Use medical terminology related to a hip examine
 - Identify the bones and joints of the hip

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| <ul style="list-style-type: none"> Identify the muscles of the hip Demonstrate the function of the hip muscles |
| INSTRUCTIONAL STRATEGIES/ACTIVITIES: Power point Palpation Movement lab |
| ANCHOR VOCABULARY: <ul style="list-style-type: none"> |
| ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative): Test Lab Anatomy quiz Movement quiz |
| EVIDENCE OF MASTERY/Cut Score (Keystone Exam): Score of 75 or above |
| DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content) Accommodations will be made on an individual basis according to their IEP |
| RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.): |
| RESOURCE SPECIFIC VOCABULARY: |

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| Wallenpaupack Area School District Curriculum | |
| COURSE: ESSM | GRADE/S: 11/12 |
| Spine and Thorax | TIMEFRAME: |

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| COMMON CORE STANDARDS: POS: 1004, 1005, 1003, 305, 307 CC.1.2.11-12J 10.1.12.B, 10.3.12B |
| UNIT OBJECTIVES (SWBATS): <ul style="list-style-type: none"> Identify anatomical parts of the spine Identify muscles that control spine movement Identify major nerve roots Understand the function and movement of spine thorax muscles Understand the MOI of spine injuries Demonstrate first aid for spine injuries Demonstrate proper technique for spine boarding with and without pads Identify internal organs and their quadrants Recognize signs and symptoms of spine and thorax injuries Identify parts of the nervous system |
| INSTRUCTIONAL STRATEGIES/ACTIVITIES: <ul style="list-style-type: none"> Label and color anatomy sheets Construct a section of the spine with all anatomical parts identified |

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| <ul style="list-style-type: none"> • Spine board and c-spine collar demonstration • Palpate anatomical structures • Thoracic puzzle with internal organs • Power point • Tens unit demo • Test • worksheets |
| ANCHOR VOCABULARY: <ul style="list-style-type: none"> • PNS, CNS, plexus • paralysis |
| ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative): <ul style="list-style-type: none"> • Spine creation project • Spine board demonstration • Test • Quizzes • Organ quadrant project |
| EVIDENCE OF MASTERY/Cut Score (Keystone Exam): Score of 75 or above |
| DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content) Accommodations will be made on an individual basis according to their IEP |
| RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.): <ul style="list-style-type: none"> • Coloring sheets • Concepts book pg 123-131 • Core concepts book ch 11 |
| RESOURCE SPECIFIC VOCABULARY |

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| Wallenpaupack Area School District Curriculum | |
| COURSE: ESSM | GRADE/S: 11/12 |
| Treatment Modalities | TIMEFRAME: |
| COMMON CORE STANDARDS: POS; 509, 511, 508, CC.1.2.11-12G, CC.1.2.11-12.B | |
| UNIT OBJECTIVES (SWBATS): <ul style="list-style-type: none"> • Describe common forms of heat and cold modalities • Identify uses for a TENS unit • Identify forms of manual therapy • General precautions and contraindications for therapeutic modality application | |
| INSTRUCTIONAL STRATEGIES/ACTIVITIES: <ul style="list-style-type: none"> • Modality lab • Chapter 16; core Concepts • Guest speakers for demonstration | |
| ANCHOR VOCABULARY: <ul style="list-style-type: none"> • | |
| ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative): <ul style="list-style-type: none"> • Lab write-up • Demonstration | |
| EVIDENCE OF MASTERY/Cut Score (Keystone Exam): Score of 75 or above | |
| DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content) | |

Accommodations will be made on an individual basis according to their IEP

RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.

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RESOURCE SPECIFIC VOCABULARY

| Wallenpaupack Area School District Curriculum | |
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| COURSE: ESSM | GRADE/S: 11/12 |
| Rehabilitation | TIMEFRAME: |
| COMMON CORE STANDARDS: POS: 501, 505, 506, 507, 508, 510, 511, 201 CC.1.2.11-12J 10.1.12.B, 10.3.12B | |
| UNIT OBJECTIVES (SWBATS): <ul style="list-style-type: none"> • Compose general HOPS notes (history/observation/palpation/special test) • Compose SOAP notes (subjective/objective/assessment/plan) • List the 7 principles of rehabilitation • Describe deconditioning • Formulate short- and long-term goals • Identify basic components of therapeutic exercise • Perform manual muscle tests • Distinguish the phases of rehabilitation • Discuss the three healing phases of tissue • Discuss PRICE and how it is used in acute injury care | |
| INSTRUCTIONAL STRATEGIES/ACTIVITIES: <ul style="list-style-type: none"> • Worksheets on note taking • Read ch 15 core concepts • Write short- and long-term goals • Develop a rehabilitation program for specific injuries and sports using the basic components • Draw the phases of healing | |
| ANCHOR VOCABULARY: <ul style="list-style-type: none"> • HOPS • SOAP • AROM • PROM • MMT | |
| ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative): <ul style="list-style-type: none"> • Test • Goals • Rehabilitation program | |
| EVIDENCE OF MASTERY/Cut Score (Keystone Exam): Score of 75 or above | |
| DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content) Accommodations will be made on an individual basis according to their IEP | |
| RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.): <ul style="list-style-type: none"> • Writing patient/client notes | |
| RESOURCE SPECIFIC VOCABULARY | |

| Wallenpaupack Area School District Curriculum | |
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| COURSE: ESSM | GRADE/S: 11/12 |
| Injury prevention and protection | TIMEFRAME: |
| COMMON CORE STANDARDS: | |

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| POS: 401, 402, 403, 404 CC.1.2.11-12J 10.1.12.B, 10.3.12B |
| UNIT OBJECTIVES (SWBATS): <ul style="list-style-type: none"> • Use the proper technique for bracing an injury • Demonstrate how to tape an injury • Make a ortho-plast splint for a specific injury |
| INSTRUCTIONAL STRATEGIES/ACTIVITIES: <ul style="list-style-type: none"> • Create braces using ortho-plast • Tape various joints • Discuss how to adapt for specific sports and positions |
| ANCHOR VOCABULARY: <ul style="list-style-type: none"> • |
| ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative): <ul style="list-style-type: none"> • Taping checklist |
| EVIDENCE OF MASTERY/Cut Score (Keystone Exam): Score of 80 or above Completed checklist |
| DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content) Accommodations will be made on an individual basis according to their IEP |
| RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.): <ul style="list-style-type: none"> • |
| RESOURCE SPECIFIC VOCABULARY |

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| Wallenpaupack Area School District Curriculum |
| COURSE: ESSM |
| Human development and mental health |
| COMMON CORE STANDARDS: POS: 801, 802, 803, 805, 806 CC.1.2.11-12G, CC.1.2.11-12J |
| UNIT OBJECTIVES (SWBATS): <ul style="list-style-type: none"> • Identify stages of human growth and development • Compare and contrast types of mental health disorders • Recognize physical and psychological indicators of stress • Identify the stages of grief |

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| <ul style="list-style-type: none"> • Describe how characteristics of the injury sociocultural affect participants health |
| INSTRUCTIONAL STRATEGIES/ACTIVITIES: <ul style="list-style-type: none"> • Ted talks • Power point • Sport movie write up • articles |
| ANCHOR VOCABULARY: <ul style="list-style-type: none"> • depression • Erikson's stages • Maslow's hierarchy of need |
| ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative): <ul style="list-style-type: none"> • Maslow pyramid • worksheet |
| EVIDENCE OF MASTERY/Cut Score (Keystone Exam): Score of 75 or above |
| DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content) Accommodations will be made on an individual basis according to their IEP |
| RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.): |
| RESOURCE SPECIFIC VOCABULARY |

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| Wallenpaupack Area School District Curriculum |
| COURSE: ESSM |
| First Aid and CPR/AED |
| COMMON CORE STANDARDS: POS: 302, 303, 304, 305, 306, 307, 308, 401, 503 |
| UNIT OBJECTIVES (SWBATS): <ul style="list-style-type: none"> • Demonstrate proper technique while doing compressions • Demonstrate proper technique while doing rescue breaths • Recognize emergency situations • Properly administer an AED • demonstrate how to use an EPI pen • Demonstrate how to use a tourniquet • Demonstrate how to do abdominal thrusts |
| INSTRUCTIONAL STRATEGIES/ACTIVITIES: <ul style="list-style-type: none"> • Power points • Demonstrations • Partner demos • |
| ANCHOR VOCABULARY: <ul style="list-style-type: none"> • |
| ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative): <ul style="list-style-type: none"> • AHSI basic first aid and CPR test • Skills check list |
| EVIDENCE OF MASTERY/Cut Score (Keystone Exam): Score of 75 or above |
| DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content) Accommodations will be made on an individual basis according to their IEP |
| RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.): <ul style="list-style-type: none"> • CPR, AED, Basic First AID (ASHI) |
| RESOURCE SPECIFIC VOCABULARY |

| Wallenpaupack Area School District Curriculum |
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| COURSE: ESSM |
| Head Injuries |
| COMMON CORE STANDARDS: POS: 304, 402, 403, 503, 508, 805, 900 CC.1.2.11-12J 10.1.12.B, 10.3.12B |
| UNIT OBJECTIVES (SWBATS): <ul style="list-style-type: none"> • Identify signs and symptoms of head Injuries (TBI's) • Describe prevention techniques for TBI's • Describe treatment for TBI's • Utilize patient/client safety measures • Measure and record vital signs relate to head trauma • Use medical terminology related to head injuries |
| INSTRUCTIONAL STRATEGIES/ACTIVITIES: <ul style="list-style-type: none"> • Color sheets • Power point • Vital signs lab • Article summary • Perform SCAT 3 and BESS testing • Complete concussion course for students online • Watch League of Denial |
| ANCHOR VOCABULARY: <ul style="list-style-type: none"> • |
| ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative): <ul style="list-style-type: none"> • Test • Quizzes • Article summary • League of denial short answer essay |
| EVIDENCE OF MASTERY/Cut Score (Keystone Exam): Score of 75 or above |
| DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content) Accommodations will be made on an individual basis according to their IEP |
| RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.): <ul style="list-style-type: none"> • NFHSlearn.com concussion course for students • League of denial |
| RESOURCE SPECIFIC VOCABULARY |

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| Wallenpaupack Area School District Curriculum |
| COURSE: ESSM |
| Face Injuries |
| COMMON CORE STANDARDS: POS: 307, 901, 1003, CC.1.2.11-12J 10.1.12.B, 10.3.12B |
| UNIT OBJECTIVES <ul style="list-style-type: none"> • Describe the mechanism of Injury for specific face injuries • Analyze protective gear for head and face |
| INSTRUCTIONAL STRATEGIES/ACTIVITIES: <ul style="list-style-type: none"> • Palpation • Pumpkin injuries with story • Salesman presentation |
| ANCHOR VOCABULARY: <ul style="list-style-type: none"> • |
| ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative): <ul style="list-style-type: none"> • Story • Salesman project |
| EVIDENCE OF MASTERY/Cut Score (Keystone Exam): Score of 75 or above |
| DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content) Accommodations will be made on an individual basis according to their IEP |
| RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.): <ul style="list-style-type: none"> • Writing patient/client notes |
| RESOURCE SPECIFIC VOCABULARY |