Regional Occupational Program

Sports Medicine 1 A-G 2026-2027

COURSE DESCRIPTION

As a student in this course, you will receive an overview of health careers and foundational preparation for careers in physical therapy, exercise science, athletic training, sports medicine, and other careers related to the medical or paramedical field. You will learn about medical terminology, human anatomy and physiology, emergency medical procedures, soft tissue and bone injuries, sports nutrition, physical fitness, and the causes, symptoms, and management of common athletic injuries. Students will acquire practical, hands-on experience in the prevention, recognition, basic assessment, taping, wrapping, and introductory rehabilitation concepts related to common sports injuries, within appropriate classroom, safety, and scope-of-practice guidelines. Students will gain knowledge of the legal and ethical responsibilities related to sports medicine and athletic training and will debate issues related to sport psychology and performance-enhancement philosophies. The curriculum for this course includes important 21st century skills, such as effective communication, critical thinking, creativity, and collaboration, that have been identified as foundational to success in school and at work. Students will participate in emergency-response instruction aligned with First Aid and CPR training expectations, including AED awareness where applicable to school, provider, or site protocols.

Course Information

Course Length:	1 Year
Prerequisite:	None
Course Level:	Concentrator
UC:	Yes - G Elective
Articulated:	No
Industry Cert.:	First Aid and CPR
Industry Sector:	Health Science and Medical Technology
Pathway:	Patient Care
CALPADS:	7921

O*Net SOC Codes

29-9091	Athletic Trainers
31-2022	Physical Therapy Aides
29-1125	Recreational Therapists
31-2021	Physical Therapist Assistants

Legend

CTE - PS	CTE Pathway Standards
CRP	Career Ready Practices
CTE - AS	CTE Anchor Standards
CCSS	Common Core State Standards
ISTE	International Society for Technology in Education

Includes updates from 25/26 Health Science and Medical Technology Advisory

Advisory Minutes

Sports Medicine 1

Course Orientation

a. Discuss objectives for this course, including competencies, teacher expectations, classroom policies, and procedures.
b. Identify and discuss the acquisition of transferable skills (communication, collaboration, creativity, and critical thinking) and their importance to being college and career ready and for future personal and professional success.
c. Review objectives, competencies, and course syllabus.
d. Discuss student and teacher expectations, including behavior, class rules, appropriate dress, pre-course knowledge, and grading policies, including enrollment and attendance requirements and procedures, and classroom/school safety and disaster procedures.
e. Discuss next steps in course sequence related to the career pathway, the need for reinforcement of basic skills, transferrable skills, and postsecondary and career options.
f. Discuss the Big Six: Career Ready Essentials and the Standards for Career Ready Practice as they relate to this course, all aspects of the industry sector, and being college and career ready.

Big Six: Career Ready Essentials

1. Effective Communication	CTE – PS	CRP	CTE - AS	CCSS	ISTE
a. Demonstrate effective verbal communication and conflict resolution skills. **b. Use the writing process to develop written communication with the appropriate tone, organization, and format for the identified audience.** c. Explain the effect of interpersonal skills on one's ability to communicate effectively and develop relationships. d. Describe the impact of ineffective communication on business relationships. e. Analyze the impact of vocabulary, body language, and tone on verbal communication. f. Demonstrate active listening skills. g. Accurately interpret industry-specific written communication. h. Model responsible and effective use of various communication technologies. i. Identify valid and reliable digital reference and resource materials. j. Gather information from multiple digital sources to compare and contrast, synthesize, and summarize. k. Identify and use appropriate communication and collaboration technologies. l. Utilize technology to problem solve, accomplish tasks, and to produce or publish products.		1 2 11	2 3 4 5 7 8 9 10 11	**LS** 9-10 11-12.6 **SLS** 11-12.2 9-10 11-12.1 11-12.1d **WS** 11-12.7 11-12.6	1b,c 2c 3b,c 5c 6b,c,d

2. Collaboration, Creativity, and Critical Thinking	CTE - PS	CRP	CTE - AS	CCSS	ISTE
a. Demonstrate critical thinking skills for a variety of purposes and in different settings. **b. Collaborate to reach consensus on an identical objective through the sharing of knowledge, tasks, and learning.** c. Discuss the importance of the critical thinking process to real-world applications.		2 4 5 7 9	2 3 4 5 7	**LS** 9-10 11- 12.6 **SLS**	1c 3c,d 4a-d 5c,d 6c

d. Evaluate the impact of creative thinking on problem solving and innovation in real-world applications. e. Compile work that demonstrates the process used to (elaborate, refine, analyze) evaluate original ideas and maximize creative efforts. f. Apply divergent and convergent thinking to the development of an original idea or solution. g. Examine real-world limits to adopting ideas. h. Demonstrate creative thinking (preparation, insight, evaluation, elaboration, and communication) to create a new idea or concept. i. Assume shared responsibility for collaborative work, and value the individual contributions made by each team member. j. Evaluate evidence, arguments, claims, and beliefs to identify connections. k. Identify bias, prejudice, propaganda, self-deception, distortion, and misinformation. l. Produce intellectual, informational, or material products that serve an authentic purpose. m. Work effectively and respectfully with those from diverse backgrounds or cultures. **n.** Demonstrate respect, trust, commitment, and the ability to compromise in collaborative projects.		10 11	8 9 11	9-10 11-12.1 11-12.1d 11-12.2 **WS** 11-12.7 11-12.6	7b,c,d
3. Leaders and Teams: Roles and Responsibilities	**CTE – PS**	**CRP**	**CTE - AS**	**CCSS**	**ISTE**
a. Determine the individual and team members' roles and responsibilities. **b. Demonstrate leadership skills and qualities (i.e., reliability, negotiation skills, initiative, positive reinforcement, recognition of others' efforts, problem-solving skills, conflict resolution, and delegation).** c. Explain the importance of technical, social, and communication skills to team success. d. Compare and contrast leadership styles and their effectiveness in various situations. e. Organize and delegate responsibilities in a team setting to encourage ideas, perspectives, and contributions from all team members. f. Develop a strong sense of team identity by brainstorming solutions, volunteering, assisting others, practicing respect and courtesy, and taking initiative. g. Examine situations in which a follower becomes the leader. h. Describe twenty-first-century skills required across all occupations. i. Identify and discuss the characteristics of a successful team (i.e., leadership, cooperation, and effective decision-making). j. Leverage social and cultural differences to increase innovation and quality of work.		7 8 9	3 7 8 9 11	**SLS** 11-12.2 9-10 11-12.1 11-12.1d **WS** 11-12.6	7a,c
4. Legal, Ethical, and Environmental Considerations	**CTE - PS**	**CRP**	**CTE - AS**	**CCSS**	**ISTE**
a. Demonstrate industry specific ethical and legal practices. **b. Identify eco-friendly industry specific practices and resources.** c. Identify local, state, and federal regulatory agencies, entities, laws, and regulations.		5 7 8	3 5 7	**WS** 11-12.6 11-12.7	2a,b 3a,b 5c

d. Identify discrimination based on race, nationality, religion, gender, age, disability, or sexual orientation. e. Summarize the ethical and legal implications of workplace discrimination and harassment. f. Explain the concept of corporate citizenship. g. Examine an employer's role in protecting the health and welfare of employees, the community, and the environment. h. Analyze current environmental laws and regulations and their impact on industry. i. Compare and contrast both society's and industry's impact on the environment.		12	8 9 11	**SLS** 9-10 11-12.1 11-12.1d 11-12.2	6c
5. Personal Growth and Career Planning	**CTE - PS**	**CRP**	**CTE - AS**	**CCSS**	**ISTE**
a. Demonstrate continued personal development and growth. **b. Develop and manage a personal growth and career plan.** c. Explain the relationship between sound financial habits and financial security. d. Create and manage a personal financial plan. e. Demonstrate initiative in achieving personal and professional goals. f. Apply time management strategies to meet deadlines. g. Demonstrate a growth mindset through flexibility and a positive attitude. h. Select and demonstrate appropriate job-search and retention techniques. i. Demonstrate strategies to prepare for employment. j. Demonstrate interpersonal skills appropriate for the workplace. k. Elaborate on the importance of perseverance to personal and professional success. l. Discover personal career interests, aptitudes, and skills.		1 2 3 4 6	2 3 4 7 8 11	**LS** 9-10 11-12.6 **SLS** 9-10 11-12.1 11-12.1d 11-12.2 **WS** 11-12.6	1a 3a,c 4d 6a,d 7b
6. Workplace Safety and Personal Wellness	**CTE - PS**	**CRP**	**CTE - AS**	**CCSS**	**ISTE**
a. Demonstrate proper industry specific safe work practices to prevent injury or illness. **b. Assess the potential impact of goal setting on personal and professional success.** c. Describe the role of security and emergency procedures in workplace safety. d. Describe the effect of preventative measures on emergencies in the workplace. e. Identify and describe the causes, prevention, and treatment of common accidents. f. Identify local, state, and federal agencies that regulate workplace safety. g. Explain the role of the California Occupational Safety and Health Administration (Cal-OSHA) and the Environmental Protection Agency (EPA). h. Discuss the basics of system operations. i. Demonstrate the proper use of personal protective equipment (PPE). j. Explain the purpose of and accurately interpret a Safety Data Sheet (SDS). k. Identify hazardous materials and chemicals. l. Demonstrate proper procedures to respond to work-related accidents and injuries. m. Describe how ergonomics, housekeeping, and maintenance are related to accidents and injuries.		2 5 6 8 12	2 5 6 7 8 10 11	**LS** 9-10 11-12.6 **WS** 11-12.7 11-12.6 **SLS** 9-10 11-12.1 11-12.1d	1a,d 2a,d 5b

n. Demonstrate cyber ethics, cyber safety, and cybersecurity. o. Assess the potential impact of preventative physical and mental health measures on workplace safety.					
Sports Medicine 1 Units of Instruction					
7. Careers in Sports Medicine	**CTE-PS**	**CRP**	**CTE- AS**	**CCSS**	**ISTE**
a. **Identify career opportunities in the field of sports medicine.** b. Identify the ethical and legal obligations, duties, personal characteristics, education, and certification requirements for: 1. Certified athletic trainers 2. Physical therapists 3. Strength and conditioning specialists 4. Sports therapy aides and/or physical therapy aides c. Identify other members of the sports medicine team and their roles.		1 2 3 11	1 2 3 11	**LS** 9-10 11-12.6 **SLS** 11-12.2	
8. Medical Terminology	**CTE - PS**	**CRP**	**CTE - AS**	**CCSS**	**ISTE**
a. **Demonstrate knowledge of medical terminology used within the sports medicine field.** b. Identify anatomical descriptors and fundamental human body structures. c. Build vocabulary of key terms associated with sports medicine. Identify prefixes, suffixes, root words, and combining forms. Use and define directional terms. d. Correctly define, spell, abbreviate, and pronounce key terms associated with sports medicine. e. Understand and use correct medical terminology for common pathologies.	B5.0 B5.2 B5.3 B5.6 B5.7	1 2 6	1 2 6	**LS** 9-10 11-12.6 **RSTS** 9-10 11-12.4	
9. Anatomy and Physiology of Sports Injuries	**CTE - PS**	**CRP**	**CTE - AS**	**CCSS**	**ISTE**
a. Explain how bones and muscles work together to provide a structural framework for movement and identify the signs and symptoms of common sports-related injuries. b. **Explain anatomical terms, including planes, directional terms, and cavities.** c. Identify and diagram body systems and their key functions, recognizing that such knowledge is the foundation of sports medicine. d. Shoulder complex - identify bone and muscle anatomy, ligaments, and the signs and symptoms of common sports-related injuries. e. Elbow, forearm, wrist, and hand - identify bone and muscle anatomy, ligaments, and the signs and symptoms of common sports-related injuries. f. Thorax - identify bone and muscle anatomy, cartilage, and the signs and symptoms of common sports-related injuries. g. Pelvic girdle - identify bone and muscle anatomy, ligaments, and the signs and symptoms of common sports-related injuries.	B2.0	1 2 5 6 11	1 2 5 6 11	**LS** 9-10 11-12.6 **WS** 11-12.7 **RSTS** 9-10 11-12.4	

h. Upper leg - identify bone and muscle anatomy, cartilage, knee ligaments, and the signs and symptoms of common sports-related injuries. i. Lower leg, ankle, and foot - identify bone and muscle anatomy, ligaments, and the signs and symptoms of common sports-related injuries. j. Cranium and face - identify skeletal anatomy and common sports-related injuries. k. Spine - identify skeletal anatomy, cartilage, dermatomes, and the signs and symptoms of common sports-related injuries.					
10. Vital Signs	**CTE - PS**	**CRP**	**CTE - AS**	**CCSS**	**ISTE**
a. Identify the four vital signs, the body functions measured by each, and the normal measurements of each. b. Identify the appropriate equipment and methods used to obtain a patient's vital signs. c. Identify and locate major pulse points and explain factors that affect pulse and respiratory rates in a sports medicine or physical therapy setting. d. Demonstrate the procedures for taking vital signs, including blood pressure, heart rate, and respiratory rate.	B4.4	1 2 5 6	1 2 5 6 11	**LS** 9-10 11-12.6 **WS** 11-12.7 **RSTS** 9-10 11-12.4	
11. Infection Control	**CTE - PS**	**CRP**	**CTE - AS**	**CCSS**	**ISTE**
a. **Demonstrate knowledge of preventing the spread of communicable disease by practicing aseptic techniques, following protocols, and complying with Standard Precautions.** b. Identify bloodborne pathogens that may be encountered in sports settings and explain how they can infect athletes and others. c. Demonstrate the procedure for proper hand washing. d. Explain and demonstrate the proper procedure for putting on and taking off disposable gloves. e. Identify Standard Precautions and bloodborne pathogen safety practices aligned with Occupational Safety and Health Administration (OSHA) requirements. f. Recognize National Federation of State High School Associations (NFHS) and National Collegiate Athletic Association (NCAA) rules as they apply to biohazardous materials and their disposal. g. Know and implement practices to prevent injury and protect health for self and others.	B9.1 B10.0 B10.4 B10.5 B11.0	1 2 5 6 11	1 2 5 6 11	**LS** 9-10 11-12.6 **WS** 11-12.7 **RSTS** 9-10 11-12.4	
12. Injury Prevention through Fitness Training and Nutrition	**CTE - PS**	**CRP**	**CTE - AS**	**CCSS**	**ISTE**
a. Identify the major conditioning seasons in relation to specific sports. **b. Identify the six classes of nutrients and discuss their major functions.** c. Identify the principles of conditioning, including flexibility, strength, and cardiorespiratory endurance in fitness training.	B9.0	1 2 5 6	1 2 5 6	**LS** 9-10 11-12.6	

d. Demonstrate knowledge in the assessment and evaluation of an individual's level of fitness. e. Distinguish between body weight and body composition and explain how to measure body mass index. f. Identify weight gain and weight loss principles in fitness training (including impact of salt on water absorption). g. Differentiate between the types of exercises necessary in each season and sport. h. Distinguish the importance of the warm-up period and cool-down period in sports training. i. Discuss the relationship between good nutrition, diet, and performance enhancement and injury prevention. j. Identify components of a nutrition label and how they contribute to general health. k. Analyze the main ingredients of a pre-game meal.		11	11	**WS** 11-12.7 **RSTS** 9-10 11-12.4	
13. Emergency Preparation	**CTE - PS**	**CRP**	**CTE - AS**	**CCSS**	**ISTE**
a. Create an Emergency Action Plan and explain the roles of key personnel during an emergency situation. **b. Demonstrate knowledge of the components of first aid kits and equipment bags.** c. Explain why an Emergency Action Plan is necessary. d. Explain why it is important to practice Emergency Action Plan drills during day and night events and home and away games. e. Explain who should call emergency medical services during an emergency and identify the information that person will need to provide. f. Identify and describe the contents and function of first aid kits for specific emergencies, specific sports and away games. g. List the forms that are a necessary part of first aid kits.		1 2 5 6 10 11	1 2 5 6 11	**LS** 9-10 11-12.6 **WS** 11-12.7 **RSTS** 9-10 11-12.4	
14. Emergency Situations and Injury Assessment	**CTE - PS**	**CRP**	**CTE - AS**	**CCSS**	**ISTE**
a. Demonstrate appropriate emergency-response behaviors and assessment of an athlete's injuries and/or illness. b. **Provide first aid for life-threatening and non-life-threatening emergencies.** c. Explain the importance of CPR and demonstrate the procedure for abdominal thrusts. d. Identify measures to control bleeding and shock. e. Demonstrate observational skills by looking, listening, touching, and smelling. f. Demonstrate the correct procedure for safely transporting an injured athlete. g. Demonstrate the steps necessary for proper evaluation of an athletic injury. h. Identify common bloodborne pathogens and methods to prevent communicable diseases. i. Understand basic AED use and situations requiring its use. j. Explain procedures used to support breathing when breathing has stopped. k. Identify and discuss illnesses or injuries that may cause breathing or the heart to stop.	B4.3	1 2 4 5 6 11	1 2 4 5 6 11	**LS** 9-10 11-12.6 **WS** 11-12.6 11-12.7 **RSTS** 9-10 11-12.4	

15. Environmental Factors and Sports Medicine	CTE - PS	CRP	CTE - AS	CCSS	ISTE
a. Demonstrate knowledge of the effects of environmental factors on an athlete's health and physical performance. b. **Identify the signs, symptoms, prevention, and basic first-aid response for injury or illness due to environmental conditions.** c. Discuss the dangers of over-exposure in the sun, dehydration, and precautions to take to protect against harm from the sun. d. Describe how the human body regulates excessive heat and identify how to provide basic care for heat-related illnesses. e. Describe individuals who may be more prone to cold- or heat-related injuries. f. Describe the precautions to be taken outside during an electrical storm. g. Describe the effects of altitude, air quality, water pressure, and other environmental issues on an athlete's health and performance.		1 2 5 6 11 12	1 2 5 6 11	**LS** 9-10 11-12.6 **WS** 11-12.7 **RSTS** 9-10 11-12.4	

16. Medical Conditions and Illnesses	CTE - PS	CRP	CTE - AS	CCSS	ISTE
a. **Demonstrate knowledge of common pre-existing medical conditions and the importance of the preparticipation physical examination for athletes.** b. List common pre-existing medical conditions that can affect athletics. c. Describe methods to reduce the risk of medical conditions becoming emergencies. d. Identify signs and symptoms of medical conditions that require immediate treatment. e. Describe methods for responding to emergencies associated with pre-existing conditions. f. Describe how to prevent and control contagious diseases. g. Describe common signs and symptoms of contagious diseases and how they affect athletic competition.	B2.3 B10.3	1 2 5 6 11	1 2 5 6 11	**LS** 9-10 11-12.6 **WS** 11-12.7 **RSTS** 9-10 11-12.4	

17. Protective Athletic Equipment	CTE - PS	CRP	CTE - AS	CCSS	ISTE
a. Demonstrate knowledge of appropriate attire and proper fitting protective sports equipment. b. Demonstrate proper removal of sports equipment in case of injury. c. Identify types and functions of protective equipment. d. Describe and demonstrate the care and use of sports protective equipment. e. Identify various sports braces and the purpose of each. f. Discuss the legal considerations related to the manufacture, purchase, and issuance of protective equipment in sports. g. Recognize the governing agencies that set the standards and rules for equipment safety.	B9.3	1 2 5 6 8 11	1 2 5 6 8 11	**LS** 9-10 11-12.6 **WS** 11-12.7 **RSTS** 9-10 11-12.4 **SLS** 11-12.1d	

18. Basics of Soft Tissue and Bone Injuries	CTE - PS	CRP	CTE - AS	CCSS	ISTE
a. **Demonstrate knowledge of soft tissue and bone injuries and explain the healing process for both.** b. Recognize soft tissue injuries, including wounds, sprains, and strains, and discuss the process of tissue repair and healing. c. Identify various bone injuries. d. Discuss the process of bone repair and healing.		1 2 5 6 11	1 2 5 6 11	**LS** 9-10 11-12.6 **WS** 11-12.7 **RSTS** 9-10 11-12.4	
19. Taping, Wrapping, and Bandaging	**CTE - PS**	**CRP**	**CTE - AS**	**CCSS**	**ISTE**
a. Demonstrate knowledge of proper basic taping and wrapping techniques. b. Demonstrate common techniques in the application of ankle wraps, elastic wraps, and athletic tape. c. Explain how to apply tapes to the body by following procedures of tape handling, skin preparation, and taping methods. d. Identify and explain reasons for allergic reactions to tape and adhesive and identify alternative taping methods when allergies are present. e. Understand why and how elastic wraps are applied to the body for specific injuries. f. Identify new taping methods and products, such as kinesiology tape.		1 2 5 11	1 2 5 11	**LS** 9-10 11-12.6 **WS** 11-12.7	
20. Stabilization and Transportation of Injured Athletes	**CTE - PS**	**CRP**	**CTE - AS**	**CCSS**	**ISTE**
a. Demonstrate the proper extrication and/or stabilization techniques for injured athletes. b. Recognize why athletic equipment is sometimes removed after an injury; evaluate equipment for possible hazards. c. Explain appropriate procedures for removing an athlete from the field. d. Identify when an athlete should walk, use an aid, or require additional support to get off a field or court. Explain when a backboard or other stabilization equipment may be necessary. e. Determine appropriate transport and transfer methods to accommodate the health status of the injured athlete. f. Integrate proper body mechanics, ergonomics, safety equipment, and techniques to prevent personal injury to self and others.	B8.0 B8.1 B8.2 B8.3 B8.4 B8.5	1 2 5 6 11	1 2 5 6 11	**LS** 9-10 11-12.6 **WS** 11-12.7 **RSTS** 9-10 11-12.4	
21. Common Drugs Used in Athletics	**CTE - PS**	**CRP**	**CTE - AS**	**CCSS**	**ISTE**
a. **Demonstrate knowledge of substances used for therapeutic purposes, performance enhancement, and recreational use, including related health, safety, legal, and ethical considerations.**		1 2 5	1 2 5	**LS** 9-10 11-12.6	

b. Recognize the difference between therapeutic and recreational drugs. c. Identify types, functions, and safety considerations of prescription and over-the-counter medications commonly discussed in sports medicine contexts. d. Demonstrate knowledge of current issues related to performance-enhancing substance use in sports and factors that may influence athlete use. e. Define addiction and its relationship to athletics and recognize signs and symptoms of substance misuse. f. Discuss the need for drug testing programs for these substances.		6 11	6 11	**WS** 11-12.7 **RSTS** 9-10 11-12.4	

A-G Approved Key Assignments

1.	Complete a graphic organizer organizing specific data points on four careers in the field of sports medicine. Use the data collected to write a 2-3 page reflective paper that compares and contrasts the careers and explores the viability of each career as a future career choice. *Unit(s) 7*
2.	Correctly use, pronounce, and spell medical terminology continually throughout the course. *Unit(s) All*
3.	Pass a medical terminology written exam. *Unit(s) 8*
4.	Predict and then perform various common activities such as walking upstairs, doing jumping jacks, answering their cell phones, and jumping rope, then determine which muscles are causing the motions at each joint. Descriptions must include the correct anatomical and medical terminology (extension, flexion, abduction, adduction, dorsiflexion, plantarflexion, inversion and eversion). Students will be assessed via examination and written essay. *Unit(s) 9*
5.	To measure the length-tension relationship in skeletal muscle students will design an experiment utilizing bar bells, handgrips, or other types of sporting equipment to measure how a muscle performs after repeated use. The experiments include timed periods of work and timed periods of rest. This lab reinforces the concepts of skeletal muscle contraction and the physiology of neuromuscular junctions. Students will be assessed with a rubric. *Unit(s) 9*
6.	Design an experiment to test how mild and vigorous exercise will affect their pulse rate. Their laboratory experiment must also include resting pulse rates, recovery pulse rates, and blood pressure measurements. Consistency and accuracy during repetitions must be verified. Students must be able to take accurate pulse rate measurements and blood pressure measurements using a sphygmomanometer and stethoscope. They practice taking blood pressure measurements prior to performing their lab. Students describe the relationship between changes in heart rate and blood pressure relative to changes in body position and work rate. Students determine the "fitness index" for an adult human. This lab reinforces concepts of blood flow through the heart, systemic blood flow, and blood pressure. Students will be assessed with a rubric. *Unit(s) 10*
7.	Write a 2-3 page paper on assigned bloodborne pathogens, how they are spread, their specific impact on athletes, and how to prevent contamination. *Unit(s) 11*
8.	Demonstrate proper procedures for donning PPE and proper hand washing. *Unit(s) 11*
9.	In groups, research and create a digital presentation, handouts, and an assessment on one of the following topics: • Assigned nutrient(s) • Principles of flexibility, strength, and cardiorespiratory endurance in fitness training • Assessment and evaluation of an individual's level of fitness. • Weight gain and weight loss principles in fitness training (including impact of salt on water absorption). • The relationship between good nutrition, diet, performance enhancement and injury prevention. • Nutrition labels

	Groups will present to the class and post the presentation on the class page to gather feedback from industry professionals and educators. *Unit(s) 12*
10.	Develop an emergency action plan that includes: • Key personnel and their roles and functions in an emergency situation • The contents of first aid kits and equipment bags • Forms and required documentation • Schedule for practice drills for the emergency action plan Students will use this emergency action plan to run a practice drill. *Unit(s) 13*
11.	Participate in First Aid and CPR training with the opportunity to earn a First Aid/CPR card. *Unit(s) 14*
12.	Participate in a mock emergency setting to demonstrate assessment of an athlete's injury, first aid as appropriate, observational skills, safe transport of an injured athlete, and methods to prevent communicable diseases. *Unit(s) 14*
13.	Using scenarios or video clips of sporting events students will identify environmental factors that may negatively impact the performance of the athletes. Using the identified environmental factors students will describe the types of conditions, illnesses, and emergency situations that may arise and the precautions that should be taken to prevent those issues. *Unit(s) 15*
14.	Research an assigned pre-existing medical condition and create a presentation that includes the following. *Unit(s) 16*: • A description of the pre-existing condition. • Methods that can be used to reduce the risk of a pre-existing condition becoming an emergency. • A list of the signs and symptoms of the medical condition that require immediate treatment. • How to handle an emergency related to the pre-existing condition.
15.	Successfully complete the following. *Unit(s) 17*: • Select the appropriate protective sports equipment based on a selected sport. • Demonstrate proper protective sports equipment fitting. • Demonstrate proper protective sports equipment removal in an emergency setting. • Create a table of various sports braces and their purposes.
16.	Research various soft tissue and bone injuries and the related processes of repair and healing. Write an investigative paper on a topic of their choice related to a sports or fitness injury of the muscular system integrating the information from the course with their research findings. *Unit(s) 18*
17.	Using scenarios, students will interpret the technical information and select the appropriate taping and wrapping techniques. *Unit(s) 19*
18.	Demonstrate the proper extrication and/or stabilization techniques for injured athletes. *Unit(s) 20*
19.	Using scenarios or video clips, students will identify the signs and symptoms of substance misuse. *Unit(s) 21*
20.	Write a 2-3 page paper on an assigned drug. The report should include the composition, uses, side effects, level of addictiveness, and the routes of administration. *Unit(s) 21*

Standards Alignment

The curricula have been aligned with the CTE Model Curriculum Standards released in 2013. Each industry sector was updated to meet the increased rigor and relevancy requirements of the Common Core State Standards. The curriculum also includes the new Standards for Career Ready Practices.

Standards for Career Ready Practice

1. *Apply appropriate technical skills and academic knowledge.*
2. *Communicate clearly, effectively, and with reason.*
3. *Develop an education and career plan aligned with personal goals.*
4. *Apply technology to enhance productivity.*
5. *Utilize critical thinking to make sense of problems and persevere in solving them.*
6. *Practice personal health and understand financial literacy.*
7. *Act as a responsible citizen in the workplace and the community.*
8. *Model integrity, ethical leadership, and effective management.*
9. *Work productively in teams while integrating cultural and global competence.*
10. *Demonstrate creativity and innovation.*
11. *Employ valid and reliable research strategies.*
12. *Understand the environmental, social, and economic impacts of decisions.*

CTE Anchor Standards—Common Core English Language Arts Alignment

Anchor Standard 1: Academics

Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the industry sector alignment matrix for identification of standards. Note: alignment listed within each sector.

Anchor Standard 2: Communications

Language Standard: Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the (career and college) readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. LS 9-10, 11-12.6

Anchor Standard 3: Career Planning and Management

Speaking and Listening Standard: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. SLS 11-12.2

Anchor Standard 4: Technology

Writing Standard: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.

Anchor Standard 5: Problem Solving and Critical Thinking

Writing Standard: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem, narrow or broaden the inquiry when appropriate, and synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. WS 11-12.7

Anchor Standard 6: Health and Safety

Reading Standards for Science and Technical Subjects: Determine the meaning of symbols, keywords, and other domain-specific words and phrases as they are used in a specific scientific or technical context. RSTS 9-10, 11-12.4

Anchor Standard 7: Responsibility and Flexibility

Speaking and Listening Standard: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly and persuasively. SLS 9-10, 11-12.1

Anchor Standard 8: Ethics and Legal Responsibilities

Speaking and Listening Standard: Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the work. SLS 11-12.1d

Anchor Standard 9: Leadership and Teamwork

Speaking and Listening Standard: Work with peers to promote civil, democratic discussions and decision making; set clear goals and deadlines; and establish individual roles as needed. SLS 11-12.1b

Anchor Standard 10: Technical Knowledge and Skills

Writing Standard: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. WS 11-12.6

Anchor Standard 11: Demonstration and Application

Demonstrate and apply the knowledge and skills contained in the industry-sector anchor standards, pathway standards, and performance indicators in the classroom, laboratory, and workplace settings, and the career technical student organization. Note: no alignment evident for this standard. WS 11-12.6

CTE Model Curriculum Standards—Industry Sectors and Pathways

Health Science and Medical Technology

B. Patient Care Pathway

B2.0 Understand the basic structure and function of the human body and relate normal function to common disorders.

B2.3 Recognize common disease and disorders of the human body.

B4.3 Observe patient actions, interests, and behaviors while documenting responses.

B4.4 Collect and synthesize information or data about the patient's symptoms and vital signs.

B5.0 Know the definition, spelling, pronunciation, and use of appropriate terminology in the health care setting.

B5.2 Accurately spell and define occupationally specific terms related to health care.

B5.3 Use roots, prefixes, and suffixes to communicate information.

B5.6 Demonstrate the correct pronunciation of medical terms.

B5.7 Practice word building medical terminology skills.

B8.0 Demonstrate the principles of body mechanics as they apply to the positioning, transferring, and transporting of patients.

B8.1 Explain the principles of body mechanics.

B8.2 Determine appropriate equipment for transportation and transfer, including the modification of equipment and techniques to accommodate the health status of the patient.

B8.3 Demonstrate appropriate transport and transfer methods to accommodate the health status of the patient.

B8.4 Evaluate equipment for possible hazards.

B8.5 Integrate proper body mechanics, ergonomics, safety equipment, and techniques to prevent personal injury to patients and clients.

B9.0 Implement wellness strategies for the prevention of injury and disease.

B9.1 Know and implement practices to prevent injury and protect health for self and others.

B9.3 Identify practices to prevent injuries and protect health, for self and others (i.e., seatbelts, helmets, and body mechanics).

B10.0 Comply with protocols and preventative health practices necessary to maintain a safe and healthy environment for patients, health care workers, coworkers, and self within the health care setting.

B10.3 Evaluate potential causes and methods of transmitting infections and how to apply standard precautionary guidelines.

B10.4 Demonstrate the use of appropriate personal protective equipment (PPE).

B10.5 Practice proper hand hygiene.

B11.0 Comply with hazardous waste disposal policies and procedures, including documentation, to ensure that regulated waste is handled, packaged, stored, and disposed of in accordance with federal, state, and local regulations.

ISTE Standards for Students

1. Empowered Learner- Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.

a) Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them, and reflect on the learning process itself to improve learning outcomes.

b) Students build networks and customize their learning environments in ways that support the learning process.

c) Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways

d) Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.

2. Digital Citizen- Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal, and ethical.

a) Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.

b) Students engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices.

c) Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.

d) Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.

3. Knowledge Constructor- Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.

a) Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

b) Students evaluate the accuracy, perspective, credibility, and relevance of information, media, data, or other resources.

c) Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

d) Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions.

4. Innovative Designer- Students use a variety of technologies within a design process to identify and solve problems creating new, useful, or imaginative solutions.

a) Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts, or solving authentic problems.

b) Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.

c) Students develop, test, and refine prototypes as part of a cyclical design process.

d) Students exhibit a tolerance for ambiguity, perseverance, and the capacity to work with open-ended problems.

5. Computational Thinker- Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.

a) Students formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models, and algorithmic thinking in exploring and finding solutions.

b) Students collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.

c) Students break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.

d) Students understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.

6. Creative Communicator- Students communicate clearly and express themselves creatively for a variety of purposes using platforms, tools, styles, formats, and digital media appropriate for their goals.

a) Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.

b) Students create original works or responsibly repurpose or remix digital resources into new creations.

c) Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations.

d) Students publish or present content that customizes the message and medium for their intended audiences.

7. Global Collaborator- Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

a) Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.

b) Students use collaborative technologies to work with others, including peers, experts, or community members, to examine issues and problems from multiple viewpoints.

c) Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.

d) Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.