DELAWARE VALLEY SCHOOL DISTRICT

# PLANNED INSTRUCTION

## A PLANNED COURSE FOR:

**Athletic Training II**

## Grade Level: 10-12

**Date of Board Approval: 2018**

**DELAWARE VALLEY SCHOOL DISTRICT**

# Planned Instruction

## Title of Planned Instruction: Athletic Training II

## Subject Area: Health and Physical Education

## Grade(s): 11-12

**Course Description**: The Athletic Training II course is a one semester course which is designed for students interested in the field of sports medicine. The course includes class work and practical hands-on application in the following areas: assessment and evaluation of sports injuries, prevention and treatment of sports injuries, preventive taping of the ankles, anatomy and physiology and fitness.

**Time/Credit for the Course: 1 Semester ½ credit Curriculum Writing**

**Committee:** Sean Giblin

**DELAWARE VALLEY SCHOOL DISTRICT**

# Curriculum Map

1. Marking Period One -Overview with time range in days:
   Unit 1 – Injury Assessment and Management (45 Days)
   - Kinesiology (12 days)
   - Bleeding and Shock (6 days)
   - The Bones and Soft Tissues (12 days)
   - The Foot, Ankle, and Lower Leg (7 days)
   - The Knee (8 days)

   Goals:
   - Define the articular system and describe its importance to movement.
   - Explain how blood circulates throughout the body.
   - Define the functions of the skeletal system.
   - Describe the anatomy of the foot and ankle.
   - Describe the functions of the knee.

2. Marking Period Two -Overview with time range in days:
   Unit 1 – Injury Assessment and Management, continued (38 days)
   - The Hip and Pelvis (6 days)
   - The Elbow, Wrist, and Hand (6 days)
   - The Shoulder (6 days)
   - The Chest and Abdomen (6 days)
   - The Head and Face (6 days)
   - The Spine (6 days)

   Unit 2 – Special Considerations in Athletes (2 days)

   Marking Period Two -Goals:
   - Define the major components of the elbow, wrist and hand.
   - Describe the skeletal structure of the hip and pelvis.
   - Describe how stability of the shoulder is maintained.
   - Describe the anatomy of the thoracic cavity.
   - Describe the anatomy of the head and face.
   - Describe how the nervous system works.
   - Explain how climate affects athletic performance.

# DELAWARE VALLEY SCHOOL DISTRICT

## UNIT ONE: Kinesiology

**Big Idea # 1: Physical movement is based on scientific concepts and principles.**

**Essential Questions:**

- How do scientific principles, biomechanical principles, and practice strategies influence movement forms?
- What knowledge is needed to select an appropriate response to a variety of physical activities?

**Concepts:**

- The application of scientific and biomechanical principles enhances quality of movement.
- There is an interrelationship among motor skill development and physical activity.

**Competencies:**

- Incorporate and evaluate motor skill development concepts and biomechanical principles to enhance quality of movement.
- Describe and illustrate how application of scientific and biomechanical principles enhances quality of movement.

**Big Idea #2: Community well-being is dependent upon a balance of personal and social responsibility.**

**Essential Questions:**

- How can using safe practices and strategies influence injury prevention, emergency preparedness, and conflict management?
- What are safety guidelines to follow in a sports activity setting?
- How do you determine an environment is safe?

**Concepts:**

- Understanding concepts of safe practices and injury prevention can help individuals make good decisions in the home, school and community.

**Competencies:**

- Examine safe practices and strategies in sports-activity settings.

# DELAWARE VALLEY SCHOOL DISTRICT

**Unit:1Kinesiology** **Time Range in Days: 12**

**Standard(s):** PA Academic Standards, PACS English/Language Arts, PACS Writing in Science and Technical Subjects, PACS in Reading in Science and Technical Subjects, PACS in Technology.

**Standards Addressed:**

**PACS: ELA**- CC1.2.11-12A: CC.1.2-12.B**. PACS: WST**- CC3.6.11-12.C;CC 3.6.11-12.D;CC 3.6.11-12.E; CC 3.6.11-12.F; CC3.6.11-12.G; CC 3.6.11-12.H **PACS: RST-** CC.3.5.11-12.A; CC.3.5.11-12.B; CC.3.5.11-12.C; CC.3.5.11-12.D; CC.3.5.11-12.E; CC.3.5.11-12.F; **TECHNOLOGY**-15.4.8.L; 15.4.12.L

**PA Academic Standards:** 10.1.6.B; 10.1.12.B; 10.2.12.B; 10.3.12.B; 10.4.12.B; 10.3.9.B; 10.4.9.C; 10.5.9.D; 10.5.12.A; 10.5.12.B; 10.5.12.E

**Overview**

An athletic trainer must recognize when an injury has occurred, determine its severity and apply proper evaluation procedures and treatment protocols. The multidisciplinary study of physical activity or movement; encompasses anatomy, biomechanics, physiology, psychomotor behavior and social cultures.

**Focus Question(s):**

- What is Kinesiology?
- What is the articular system?
- What are the classifications of joints?
- What is range of motion?
- What are the movements of synovial joints?
- What are the anatomical planes?
- What is the procedure for recognizing an injury, determine the severity of the injury, apply proper evaluation procedures and treatment protocols?

**Goals:**

- Students will be able to define a variety of vocabulary terms.
- Students will be able to list the types of joints in the human body.

# DELAWARE VALLEY SCHOOL DISTRICT

- Students will be able to explain the range of motion of certain joints of the body.
- Students will be able to analyze the movement of joints and understand these movements relate to normal activities in sports.
- Students will be able to recognize an injury, determine its severity, and apply proper evaluation procedures and treatment protocols.
- Students will be able to identify the locations of different joints of the human body.

**Objectives:**

- Students will be able to define the study of kinesiology.
- Students will define three classifications of joints.
- Students will be able to state the six types of diarthroses joints.
- Students will be able to define, explain, and analyze the 18 different movements of synovial joints.
- Cite the three anatomical planes and their importance to medicine.
- Differentiate between assessment, evaluation, and diagnosis of injuries.
- Evaluate an athletic injury using a systematic approach.
- Describe the various factors that influence the type and severity of athletic injuries.
- Explain the different methods and reasons for documenting injuries.

**Core Activities and Corresponding Instructional Methods:**

1. Integrate academic and content vocabulary activities.
    a. Direct instruction and practice, word games, visualization using smart board

2. Students will read and discuss special handouts on subject matter.
    a. Direct instruction and practice. Group discussion, small group guided practice.

3. Students will label and color diagrams of joints, and anatomical planes.
    a. Direct instruction and practice. Visualization using the smart board.

4. Analyze the movement of joints.
    a. Class handouts, direct instruction, and visualization using the smart board.

5. Analyze the steps for the care of an injured athlete.
    a. Direct instruction and practice

b. Material handouts and charts to care for an injured athlete. Visualization using the smart board, small group activities, hands on exercises in doing evaluations

6. Students will participate in practical experience.

**Assessments:**

**Diagnostic:**

1. Student will have prepared pre- chapter outline quizzes on each unit

**Formative:**

1. Students will keep a notebook on key terms, and class notes.
2. Students will complete homework, worksheets, and diagrams, on subject matter.
3. Students will develop a flow chart for giving care to an injured athlete.
4. Students will complete cooperative learning assignments.
5. Students will take written quizzes.

**Summative:**

1. Students will take unit test.
2. Students will be take skills test.

**Extensions:**

1. More extensive in-class review of subject matter, discussion, and presentation strategies.
2. More extensive use of hands on skills.
3. More extensive use of updated material and methods related to subject matter.
4. More extensive in-class and out of class reading.

**Correctives:**

1. Prescribed activities and projected based activities and assessments
2. Supplemental articles based on subject material found on the internet.

# DELAWARE VALLEY SCHOOL DISTRICT

## UNIT 2: Bleeding and Shock

**Big Idea #1: Community well-being is dependent upon a balance of personal and social responsibility.**

**Essential Questions:**

- How can using safe practices and strategies influence injury prevention, emergency preparedness, and conflict management?
- What are safety guidelines to follow in a sports activity setting?
- How do you determine an environment is safe?

**Concepts:**

- Understanding concepts of safe practices and injury prevention can help individuals make good decisions in the home, school and community.

**Competencies:**

- Examine safe practices and strategies in sports-activity settings.

# DELAWARE VALLEY SCHOOL DISTRICT

**Unit:2 Bleeding and Shock** **Time Range in Days: 6**

**Standard(s):** PA Academic Standards, PACS English/Language Arts, PACS Writing in Science and Technical Subjects, PACS in Reading in Science and Technical Subjects, PACS in Technology.

**Standards Addressed:**

**PACS: ELA**- CC1.2.11-12A: CC.1.2-12.B**. PACS: WST**- CC3.6.11-12.C;CC 3.6.11-12.D;CC 3.6.11-12.E; CC 3.6.11-12.F; CC3.6.11-12.G; CC 3.6.11-12.H **PACS: RST-** CC.3.5.11-12.A; CC.3.5.11-12.B; CC.3.5.11-12.C; CC.3.5.11-12.D; CC.3.5.11-12.E; CC.3.5.11-12.F; **TECHNOLOGY**-15.4.8.L; 15.4.12.L

**PA Academic Standards:** 10.1.6.B; 10.1.12.B; 10.2.12.B; 10.3.12.B; 10.4.12.B; 10.3.9.B; 10.4.9.C; 10.5.9.D; 10.5.12.A; 10.5.12.B; 10.5.12.E

**Anchor(s):**

(As Applicable)

**Overview**

The cardiorespiratory system is responsible for providing oxygen and nutrients to all of the body's cells, as well as ridding the body of the waste products of metabolism. The structures that make up the circulatory system are the heart, blood, and blood vessels. There are three basic types of bleeding.

**Focus Question(s):**

- What is the cardiovascular system?
- What is the circulatory system?
- What makes up blood?
- What is blood pressure?
- What are the standard precautions?
- What is the appropriate way to care for a wound?
- What is shock?

**Goals:**

- Students will be able to define a variety of vocabulary terms.
- Students will be able to identify the structures of the heart.

# DELAWARE VALLEY SCHOOL DISTRICT

- Students will be able to list the components of blood.
- Students will be able to explain how to measure blood pressure.
- Students will be able to recognize an injury, determine its severity, and apply proper evaluation procedures and treatment protocols.

**Objectives:**

1. Students will be able to describe the cardiovascular system.
2. Students will be able to list the components of the cardiovascular system
3. Students will explain how blood circulates throughout the body.
4. Students will be able to explain blood pressure and pulse.
5. Students will be able to explain what is meant by standard precautions
6. Students will define the three basic types of bleeding.
7. Students will explain the dangers associated with shock.

**Core Activities and Corresponding Instructional Methods:**

1. Integrate academic and content vocabulary activities.

    a. Direct instruction and practice, word games, visualization using smart board

2. Students will read and discuss special handouts on subject matter.

    a. Direct instruction and practice. Group discussion, small group guided practice.

3. Students will label and color diagrams of the heart and cardiovascular system.

    a. Direct instruction and practice. Visualization using the smart board.

4. Students will measure blood pressure.

    a. Class handouts, direct instruction, and visualization using the smart board.

5. Analyze the steps for the care of a bleeding athlete.

    a. Direct instruction and practice

b. Material handouts and charts to care for a bleeding athlete. Visualization using the smart board, small group activities, hands on exercises in doing evaluations

7. Students will participate in practical experience.

**Assessments:**

**Diagnostic:**

1. Student will have prepared pre- chapter outline quizzes on each unit

**Formative:**

1. Students will keep a notebook on key terms, and class notes.
2. Students will complete homework, worksheets, and diagrams, on subject matter.
3. Students will develop a flow chart for giving care to an injured athlete.
4. Students will complete cooperative learning assignments.
5. Students will take written quizzes.

**Summative:**

1. Students will take unit test.
2. Students will be take skills test.

**Extensions:**

1. More extensive in-class review of subject matter, discussion, and presentation strategies
2. More extensive use of hands on skills.
3. More extensive use of updated material and methods related to subject matter.
4. More extensive in-class and out of class reading.

# DELAWARE VALLEY SCHOOL DISTRICT

**Correctives:**

1. Prescribed activities and projected based activities and assessments

2. Supplemental articles based on subject material found on the internet.

**Materials and Resources:**

**PRINT TEXTS:** *Orthopedic Taping, Wrapping, Bracing, and Padding*, 2nd Edition; Joel W. Beam, 2012

*Examination of Orthopedic and Athletic Injuries,* 3rd Edition; Chad Starkey, Sara Brown, Jeff Ryan, 2010

*Cramer Basic Athletic Training,* Kenneth Wright and William Whitchill

**WORKBOOKS:** *Sports Medicine Essentials*, Jim Clover, 2007

*The Anatomy Coloring Book,* Wynn Kapit, Lawrence M. Elson, 2002

**OTHER RESOURCES:** StudyWare™ interactive activities and quizzes, *Sports Medicine and Athletic Training* online companion for 3-D animations and PowerPoint slides, teacher- developed research activities, teacher-developed rubrics and scoring guidelines.

# DELAWARE VALLEY SCHOOL DISTRICT

## UNIT 3: Bones and Soft Tissue

**Big Idea # 1: Physical movement is based on scientific concepts and principles.**

**Essential Questions:**

- How do scientific principles, biomechanical principles, and practice strategies influence movement forms?
- What knowledge is needed to select an appropriate response to a variety of physical activities?

**Concepts:**

- The application of scientific and biomechanical principles enhances quality of movement.
- There is an interrelationship among motor skill development and physical activity.

**Competencies:**

- Incorporate and evaluate motor skill development concepts and biomechanical principles to enhance quality of movement.
- Describe and illustrate how application of scientific and biomechanical principles enhances quality of movement.

**Big Idea #2: Community well-being is dependent upon a balance of personal and social responsibility.**

**Essential Questions:**

- How can using safe practices and strategies influence injury prevention, emergency preparedness, and conflict management?
- What are safety guidelines to follow in a sports activity setting?
- How do you determine an environment is safe?

**Concepts:**

- Understanding concepts of safe practices and injury prevention can help individuals make good decisions in the home, school and community.

**Competencies:**

- Examine safe practices and strategies in sports-activity settings.

# DELAWARE VALLEY SCHOOL DISTRICT

**Unit:3 Bones and Soft Tissue** **Time Range in Days: 23 days**

**Standard(s):** PA Academic Standards, PACS English/Language Arts, PACS Writing in Science and Technical Subjects, PACS in Reading in Science and Technical Subjects, PACS in Technology.

**Standards Addressed:**
**PACS: ELA**- CC1.2.11-12A: CC.1.2-12.B**. PACS: WST**- CC3.6.11-12.C;CC 3.6.11-12.D;CC 3.6.11-12.E; CC 3.6.11-12.F; CC3.6.11-12.G; CC 3.6.11-12.H **PACS: RST-** CC.3.5.11-12.A; CC.3.5.11-12.B; CC.3.5.11-12.C; CC.3.5.11-12.D; CC.3.5.11-12.E; CC.3.5.11-12.F; **TECHNOLOGY**-15.4.8.L; 15.4.12.L

**PA Academic Standards:** 10.1.6.B; 10.1.12.B; 10.2.12.B; 10.3.12.B; 10.4.12.B; 10.3.9.B; 10.4.9.C; 10.5.9.D; 10.5.12.A; 10.5.12.B; 10.5.12.E
**Anchor(s):**
(As Applicable)

**Overview:**
An athletic trainer must recognize when an injury has occurred, determine its severity and apply proper evaluation procedures and treatment protocols.

The multidisciplinary study of physical activity or movement; encompasses anatomy, biomechanics, physiology, psychomotor behavior and social cultures.

## Focus Question(s):

- What are the names of the bones found in the skeletal system?
- What are the names of the common ligaments found in the joints of the human body?
- What are the names of the extrinsic and intrinsic muscles, and their functions?
- What common injuries occur at the foot, ankle and lower leg?
- What are the common injuries that occur at the knee?
- What are the signs of a head, neck, or back injury?

**Goals:**

- Students will be **DELAWARE VALLEY SCHOOL DISTRICT** able to define a variety of vocabulary terms.

- Students will be able to identify the various bones, muscles, tendons, ligaments and joints of the body.
- Students will be able to explain the movement of extrinsic and intrinsic muscles. Students will be able to explain the signs and symptoms of various injuries.
- Students will be able to discuss common injuries that occur during athletic participation. Students will be able to recognize an injury, determine it severity, and apply proper evaluation procedures and treatment protocols.

**Objectives:**

- Students will describe the anatomy of the head, spine, arm, hand, leg, and foot of the human body.
- Students will be able to cite primary extrinsic and intrinsic muscles of the body.
- Students will be able to explain the common injuries and conditions affecting the head, spine, arm, leg, and foot of the human body.
- Students will be able to list and define various sports –related injuries. Students will be able to compare and contrast the different signs of an injury.
- Students will be able to compare and contrast the difference between assessment and evaluation of a sports injury.

**Core Activities and Corresponding Instructional Methods:**

1. Integrate academic and content vocabulary activities.

    a. Direct instruction and practice, word games, visualization using smart board

2. Students will read and discuss special handouts on subject matter.

    a. Direct instruction and practice. Group discussion, small group guided practice.

3. Students will label and color diagrams of joints, and anatomical planes.

    a. Direct instruction and practice. Visualization using the smart board.

4. Analyze the movement of joints.

a. Class handouts, direct instruction, and visualization using the smart board.

5. Analyze the steps for the care of an injured athlete.
   a. Direct instruction and practice

   b. Material handouts and charts to care for an injured athlete. Visualization using the smart board, small group activities, hands on exercises in doing evaluations

6. Students will participate in practical experience.

**Assessments:**

**Diagnostic:**

1. Student will have prepared pre- chapter outline quizzes on each unit

**Formative:**

1. Students will keep a notebook on key terms, and class notes.
2. Students will complete homework, worksheets, and diagrams, on subject matter.
3. Students will develop a flow chart for giving care to an injured athlete.
4. Students will complete cooperative learning assignments.
5. Students will take written quizzes.

**Summative:**

1. Students will take unit test.
2. Students will be take skills test.

**Extensions:**

1. More extensive in-class review of subject matter, discussion, and presentation strategies
2. More extensive use of hands-on skills.
3. More extensive use of updated material and methods related to subject matter.

4. More extensive in-class and out of class reading.

**Correctives:**

1. Prescribed activities and projected based activities and assessments
2. Supplemental articles based on subject material found on the internet.

**Materials and Resources:**

**PRINT TEXTS:** *Orthopedic Taping, Wrapping, Bracing, and Padding*, 2nd Edition; Joel W. Beam, 2012

*Examination of Orthopedic and Athletic Injuries,* 3rd Edition; Chad Starkey, Sara Brown, Jeff Ryan, 2010

*Cramer Basic Athletic Training,* Kenneth Wright and William Whitchill

**WORKBOOKS:** *Sports Medicine Essentials*, Jim Clover, 2007

*The Anatomy Coloring Book,* Wynn Kapit, Lawrence M. Elson, 2002

**OTHER RESOURCES:** StudyWare™ interactive activities and quizzes, *Sports Medicine and Athletic Training* online companion for 3-D animations and PowerPoint slides, teacher- developed research activities, teacher-developed rubrics and scoring guidelines

# DELAWARE VALLEY SCHOOL DISTRICT

## UNIT 4: Injury Management and Assessment

**Big Idea # 1: Physical movement is based on scientific concepts and principles.**

**Essential Questions:**

- How do scientific principles, biomechanical principles, and practice strategies influence movement forms?
- What knowledge is needed to select an appropriate response to a variety of physical activities?

**Concepts:**

- The application of scientific and biomechanical principles enhances quality of movement.
- There is an interrelationship among motor skill development and physical activity.

**Competencies:**

- Incorporate and evaluate motor skill development concepts and biomechanical principles to enhance quality of movement.
- Describe and illustrate how application of scientific and biomechanical principles enhances quality of movement.

**Big Idea #2: Community well-being is dependent upon a balance of personal and social responsibility.**

**Essential Questions:**

- How can using safe practices and strategies influence injury prevention, emergency preparedness, and conflict management?
- What are safety guidelines to follow in a sports activity setting?
- How do you determine an environment is safe?

**Concepts:**

- Understanding concepts of safe practices and injury prevention can help individuals make good decisions in the home, school and community.

**Competencies:**

- Examine safe practices and strategies in sports-activity settings.

# DELAWARE VALLEY SCHOOL DISTRICT

**Unit:4 Injury Management and Assessment** **Time Range in Days: 46**

**Standard(s):** PA Academic Standards, PACS English/Language Arts, PACS Writing in Science and Technical Subjects, PACS in Reading in Science and Technical Subjects, PACS in Technology.

**Standards Addressed:**
**PACS: ELA**- CC1.2.11-12A: CC.1.2-12.B**. PACS: WST**- CC3.6.11-12.C;CC 3.6.11-12.D;CC 3.6.11-12.E; CC 3.6.11-12.F; CC3.6.11-12.G; CC 3.6.11-12.H **PACS: RST-** CC.3.5.11-12.A; CC.3.5.11-12.B; CC.3.5.11-12.C; CC.3.5.11-12.D; CC.3.5.11-12.E; CC.3.5.11-12.F; **TECHNOLOGY**-15.4.8.L; 15.4.12.L

**PA Academic Standards:** 10.1.6.B; 10.1.12.B; 10.2.12.B; 10.3.12.B; 10.4.12.B; 10.3.9.B; 10.4.9.C; 10.5.9.D; 10.5.12.A; 10.5.12.B; 10.5.12.E

**Overview:**
An athletic trainer must recognize when an injury has occurred, determine its severity and apply proper evaluation procedures and treatment protocols. Common injuries include contusions, strains, tendonitis, tendon ruptures, medial tibia stress syndrome, stress fractures, and fractures.

## Focus Question(s):

- What are the names of the bones found in the head, spine, arm, leg, and foot of the human body?
- What are the names of the ligaments found in the joints of head, spine, arm, leg, and foot of the human body.?
- What are the names of the extrinsic and intrinsic muscles, and their functions?
- What common injuries occur at the head, spine, arm, leg, and foot of the human body.?

**Goals:**

- Students will be able to define a variety of vocabulary terms.

# DELAWARE VALLEY SCHOOL DISTRICT

- Students will be able to identify the various bones, muscles, tendons, ligaments and joints of the human body.
- Students will be able to explain the movement of extrinsic and intrinsic muscles.
- Students will be able to explain the signs and symptoms of various injuries.
- Students will be able to discuss common injuries that occur during athletic participation.
- Students will be able to recognize an injury, determine it severity, and apply proper evaluation procedures and treatment protocols.

**Objectives:**

- Students will describe the anatomy of the head, spine, arm, leg, and foot of the human body.
- Students will be able to cite primary extrinsic and intrinsic muscles of the body.
- Students will be able to explain the common injuries and conditions affecting the head, spine, arm, leg, and foot of the human body.
- Students will be able to list and define various sports –related injuries.
- Students will be able to compare and contrast the different signs of an injury.
- Students will be able to compare and contrast the difference between assessment and evaluation of a sports injury.

**Core Activities and Corresponding Instructional Methods:**

1. Integrate academic and content vocabulary activities.

    a. Direct instruction and practice, word games, visualization using smart board

2. Students will read and discuss special handouts on subject matter.

    a. Direct instruction and practice. Group discussion, small group guided practice.

3. Students will label and color diagrams of joints, and anatomical planes.

    a. Direct instruction and practice. Visualization using the smart board.

4. Analyze the movement of joints.

a. Class handouts, direct instruction, and visualization using the smart board.

5. Analyze the steps for the care of an injured athlete.

a. Direct instruction and practice

b. Material handouts and charts to care for an injured athlete. Visualization using the smart board, small group activities, hands on exercises in doing evaluations.

6. Students will participate in practical experience.

**Assessments:**

**Diagnostic:**

1. Student will have prepared pre- chapter outline quizzes on each unit

**Formative:**

1. Students will keep a notebook on key terms, and class notes.
2. Students will complete homework, worksheets, and diagrams, on subject matter.
3. Students will develop a flow chart for giving care to an injured athlete.
4. Students will complete cooperative learning assignments.
5. Students will take written quizzes.

**Summative:**

1. Students will take unit test.
2. Students will be take skills test.

**Extensions:**

1. More extensive in-class review of subject matter, discussion, and presentation strategies.
2. More extensive use of hands-on skills.

3. More extensive use of updated material and methods related to subject matter.
4. More extensive in-class and out of class reading.

**Correctives:**

1. Prescribed activities and projected based activities and assessments
2. Supplemental articles based on subject material found on the internet

**Materials and Resources:**

**PRINT TEXTS:** *Orthopedic Taping, Wrapping, Bracing, and Padding*, 2nd Edition; Joel W. Beam, 2012

*Examination of Orthopedic and Athletic Injuries,* 3rd Edition; Chad Starkey, Sara Brown, Jeff Ryan, 2010

*Cramer Basic Athletic Training,* Kenneth Wright and William Whitchill

**WORKBOOKS:** *Sports Medicine Essentials*, Jim Clover, 2007

*The Anatomy Coloring Book,* Wynn Kapit, Lawrence M. Elson, 2002

**OTHER RESOURCES:** StudyWare™ interactive activities and quizzes, *Sports Medicine and Athletic Training* online companion for 3-D animations and PowerPoint slides, teacher- developed research activities, teacher-developed rubrics and scoring guidelines

**DELAWARE VALLEY SCHOOL DISTRICT**

# Primary Textbook(s) Used for this Course of Instruction

Name of Textbook: Introduction to Sports Medicine and Athletic

Training Textbook ISBN #: 13-978-1-4354-6436-0

Textbook Publisher & Year of Publication: Delmar, Cengage Learning/

2011 Curriculum Textbook is utilized in: **Athletic Training II**

**DELAWARE VALLEY SCHOOL DISTRICT**

# Appendix

## English Language Arts

CC.1.2.11-12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.

CC.1.2.11-12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.

## Reading in Science and Technical Subjects

CC.3.5.11-12A Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

CC.3.5.11-12.B Determine the central ideas or conclusions of a text, summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

CC.3.5.11-12.C Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.

CC.3.5.11-12.E Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.

**DELAWARE VALLEY SCHOOL DISTRICT**

# Writing in Science and Technical Subjects

CC.3.6.11-12.C Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CC.3.6.11-12.E 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.

CC.3.6.11-12.F Conducts 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; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation.

CC.3.6.11-12.H Draw evidence from informational texts to support analysis, reflection, and research.

# Health, Safety and Physical Education

10.1.12.B Evaluate factors that impact the body systems and apply protective/preventative strategies.

10.2.12.B Assess factors that impact adult health consumer choices.

10.3.9.B Describe and apply strategies for emergency and long-term management of injuries.

10.3.12.B Analyze and apply strategies for the management of injuries.

10.4.9.C Analyze factors that affect the responses of body systems during moderate to vigorous physical activities.

10.4.12.C Evaluate how changes in adult health status may affect the responses of the body systems during moderate to vigorous physical activity.

10.5.9.D Identify and describe the principles of training using appropriate vocabulary.

10.5.12.A Apply knowledge of movement skills, skill-related fitness and movement concepts to identify and evaluate physical activities that promote personal lifelong participation.

10.5.12.E Evaluate movement forms for appropriate application of scientific and biomechanical principles.

10.5.12.A Apply knowledge of movement skills, skill-related fitness and movement concepts to identify and evaluate physical activities that promote personal lifelong participation.

10.5.12.B Incorporate and synthesize knowledge of motor skill development concepts to improve the quality of motor skills.

10.1.6.B Identify and describe the structure and function of the major body systems.

10.1.3.B Identify and know the location and function of the major body organs and systems.

# Technology

15.4.12.L Find and use primary documentation; employ an accepted protocol for citation

15.1.8.L Identify and classify expenses.