Township of Ocean Schools

Assistant Superintendent
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DEPARTMENT Physical Education and Health COURSE Introduction to Sports Medicine

Curriculum Development Timeline

School: Ocean Township High School

Course: Introduction to Sports Medicine

Department: Physical Education

Board Approval	Supervisor	Notes
March 2014	Mike Lambusta	Update Standards
August 2022	Patrick Sullivan	Alignment to New Standards and Incorporate State Standards

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DEPARTMENT Physical Education and Health COURSE Introduction to Sports Medicine

Township of Ocean Pacing Guide			
Week	Marking Period 1	**Week**	Marking Period 3
1	Introduction to Sports Medicine and Sports Medicine Professions	11	Injury Healing and Recovery
2	Introduction to Sports Medicine and Sports Medicine Professions	12	The Ankle
3	Introduction to Anatomy and Physiology	13	The Ankle and The Knee
4	Skeletal and Muscular Systems	14	The Ankle and The Knee
5	Skeletal and Muscular Systems	15	The Shoulder
Week	Marking Period 2	**Week**	Marking Period 4
6	Skeletal and Muscular Systems	16	The Shoulder and Elbow, Wrist, Hand
7	Circulatory and Respiratory Systems	17	The Shoulder and Elbow, Wrist, Hand
8	Responding to Emergencies	18	The Hip, Abdomen, Thorax
9	Responding to Emergencies	19	The Head and Neck
10	Injury Healing and Recovery	20	Review and Final Exams

State Mandate Climate Change Week 9

Core Instructional & Supplemental Materials including various levels of Texts
• NATA Position Statements • Red Cross First Aid/CPR/AED Manuals • Principles of Athletic Training - William Prentice • Basic Human Anatomy- Dean Vaughn • Introduction to Sports Medicine Google Classroom • Google Slides Topic Presentations • Weekly Topic Quizzes on Google Forms

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- Edpuzzle- Anatomy
- Crash Course Anatomy
- "Concussion" Based on a True Story

NJ Climate Change Educational Resources*
* NJ Climate Change Education

Time Frame	2 Weeks

Topic

Introduction to Sports Medicine and Sports Medicine Professions

Alignment to Standards

2.2.12.LF.8: Identify personal and community resources to explore career options related to physical activity and health.

Learning Objectives and Activities

Learning Objectives:
-What is sports medicine?
-What are the 5 Domains of Sports medicine and what tasks and responsibilities fall within each domain.
-What professions are encompassed within the field of Sports Medicine? How do these professions work together to create the sports medicine team?

Learning Activities:
-Class discussion and creation of a definition of Sports Medicine
-Work with a group to identify tasks within a domain of Sports Medicine
-Identify various professions within "Sports Medicine"
-Research and create a presentation on a Sports Medicine Profession and present to the class
-Create examples of how different Sports Medicine Professions work together as a team

Assessments

Formative:

- Class Discussion on definition of Sports Medicine, the sports Medicine Team members and how the work together
- Ability to identify tasks that fall into the domains of Sports Medicine while

working with a group
- Ability to identify different Sports Medicine Professions
- Weekly Topic Quiz

Summative:
- Sports Medicine Profession Presentation

Benchmark:
- Opening Multiple Choice Benchmark
- Opening Written Benchmark

Alternative:
- Sports Profession Poster Project

Interdisciplinary Connections

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
RST.11-12.2. Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still
accurate terms

Career Readiness, Life Literacies, and Key Skills

9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.
9.2.12.CAP.7: Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.
9.2.12.CAP.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.
9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).

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Technology Integration

Career Education
CRP7. Employ valid and reliable research strategies. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity.

Time Frame	1 Week

Topic
Introduction to Anatomy and Physiology

Alignment to Standards
HS-LS1-2 Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms. HS-LS1-3 Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.

Learning Objectives and Activities
Learning Objectives -How are the terms Anatomy, Physiology, and Homeostasis defined? -What are the 11 organ systems? -What are the structure and function of each of the 11 organ systems? -How do the 11 organ systems work together to maintain homeostasis? -What is directional terminology and why is it important? -Understand the meaning of each of the directional terms -How are directional terms used in real life situations? **Learning Activities:** -Crash course video on A&P and discuss as a class -Edpuzzle on Organ Systems -Complete Organ Systems Web and Chart and discuss -Complete Edpuzzle on Directional Terms

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-Complete diagram on Dochub of Directional Terms

Assessments

Formative:

- Class Discussion
- Ability to identify Organ Systems and their function
- Ability to identify and use Directional Terms

Summative:

- Edpuzzles
- Completion of charts and diagrams
- Weekly Topic Quiz

Benchmark:

Alternative:

- “Coach Z Says” Game

Interdisciplinary Connections

RST.11-12.4. 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.

Career Readiness, Life Literacies, and Key Skills

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a)

Technology Integration

Career Education

CRP2. Apply appropriate academic and technical skills.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving

DEPARTMENT Physical Education and Health COURSE Introduction to Sports Medicine

them CRP11. Use technology to enhance productivity

Time Frame	3 Weeks

Topic
Skeletal and Muscular Systems

Alignment to Standards
HS-LS1-2 Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.

Learning Objectives and Activities
Learning Objectives -What makes up the skeletal system? -What are the functions of the skeletal system? -What happens to a bone when excessive force is exerted onto it? -How are bones connected and what types of function do these connections allow? -What structures are found in joints and what role do these structures play? -How can different types of joints move and what are these types of movement called? -What makes up the muscular system? -What are the functions of the muscular system? -What muscles create different anatomical movements? -How do injuries occur to muscles and what types of injuries are possible? **Learning Activities** -Introduce the Skeletal system by having students complete an Edpuzzle on Skeletal System -Review anatomy, function, and characteristics of the skeletal system through presentation and class discussion -Complete a diagram on the skeletal system to check understanding -Complete bone identification lab -Lecture, take notes and discuss types of fractures and how to identify them -Introduce and define anatomical motions -Lecture, take notes and discus different classifications of joints and what movement they allow -Students will be responsible for making a video of a motion at a joint to present to the class -Students will work with a group to create a music video that incorporates anatomical motions

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-Students will take Practical Exam 1
-Students will complete Edpuzzle assignments to introduce and test their understanding of basic muscular system
-Teacher will lecture and students will take notes on the muscular system
-Students will become an “expert” on a specific muscle and present on that muscle
-Students will complete diagrams and charts to show their understanding of different muscle locations and components
-Students will take notes and participate in a class discussion on Injuries to Muscles

Assessments

Formative:

- Class Discussion
- Ability to identify and use Directional Terms
- Ability to identify where bones are located on the skeleton
- Ability to participate in class discussion about location and action of Muscles

Summative:

- Edpuzzles
- Completion of charts and diagrams
- Ability to identify and classify bones in the lab
- Music Video assignment
- Practical Exam 1
- Weekly Topic Quizzes
- Muscle Presentation

Benchmark:

Alternative:

- “Coach Z Says” Game

Interdisciplinary Connections

RST.11-12.4. 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.
NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

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Career Readiness, Life Literacies, and Key Skills
9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
Technology Integration
9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
Career Education
CRP6. Demonstrate creativity and innovation. CRP11. Use technology to enhance productivity CRP12. Work productively in teams while using cultural global competence.

Time Frame	1 Week
Topic	
Circulatory and Respiratory Systems	
Alignment to Standards	
HS-LS1-2 Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms. 2.2.12.PF.1: Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime. 2.2.12.PF.5: Analyze fitness knowledge in strength, conditioning, agility, and the physiological responses of the energy systems effects on the mind and body before, during, and after physical fitness activities	
Learning Objectives and Activities	
Learning Objectives -What makes up the circulatory system and how does it function normally? -What structures make up the Respiratory System and how does it function normally? -Techniques for monitoring the heart	

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-What happens in a diseased circulatory system? How can this affect athletes?
-How does asthma and other breathing conditions affect an athlete?
-How does the circulatory system react to exercise? What changes happen instantly and over time?

Learning Activities

-Introduce the Circulatory system by having students complete an Edpuzzle on Heart Anatomy and review as a class
-Students will complete a diagram on the structures of the heart and how blood runs through it
-Edpuzzle followed by discussion on how the Heart responds to Exercise
-Practice taking a pulse and blood pressure
-Complete the Heart and Exercise Lab
-Review heart disease by completing an Edpuzzle
-Introduce the Respiratory system by having students complete an Edpuzzle on the Respiratory System and review as a class.
-Complete an online respiratory labeling activity.
-Edpuzzle on Asthma and how it affects the athlete

Assessments

Formative:

- Class Discussion
- Ability to identify components of the Circulatory System.
- Ability to identify different cardiac conditions
- Practicing accuracy in pulse taking and blood pressure
- Understanding of the Heart & Exercise Lab questions

Summative:

- Edpuzzles
- Completion of Heart and Respiratory diagrams
- Heart & Exercise Lab
- Weekly Topic Quiz

Benchmark:

Alternative:

Interdisciplinary Connections

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RST.11-12.4. 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.
NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
A-CED.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.

Career Readiness, Life Literacies, and Key Skills

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

Technology Integration

9.4.12.TL.2: Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.

Career Education

CRP6. Demonstrate creativity and innovation.
CRP11. Use technology to enhance productivity
CRP12. Work productively in teams while using cultural global competence.

Time Frame	2 Weeks

Topic

Responding to Emergencies

Alignment to Standards

HS-LS1-2 Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.
2.2.12.MSC.4: Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior.
2.2.12.MSC.5: Develop rule changes to existing games, sports, and activities that enhance

participation, safety, and enjoyment.
2.1.12.CHSS.5: Analyze a variety of health products and services based on cost, availability, accessibility, benefits and accreditation in the home, school, and in the community (e.g., suicide prevention, breast/testicular self-examination, CPR/AED, life skills training, menstrual products).
2.1.12.CHSS.8: Investigate how local, state, and global agencies are addressing health issues caused by climate change and share this information in an appropriate setting.

Learning Objectives and Activities

Learning Objectives
-What is CPR and in what situations do we use it?
-Proficiency in performing CPR to the Red Cross Standards
-How do we prepare for emergencies?
-What is an Emergency Action Plan, why do we need them and what do they include?
-What is First Aid and what types of situations require First Aid?
-Proficiency in performing First Aid to the Red Cross Standards
-How do we prepare for and prevent heat stroke in the spring/summer months?

Learning Activities
-Complete the online learning Red Cross CPR/AED Training as well as the hands on skills course
-Watch a video and discuss what we need to be able to recognize emergencies
-Complete an Edpuzzle on Emergency Action Plans
-Key Components of an Emergency Action Plan research activity
-Create Your Own Emergency Action Plan for a facility of students choice
-Complete the online learning Red Cross First Aid Training as well as the hands on skills course
-Items in a med kit list and discussion
-First Aid Scenarios- What would you do to treat different injuries
-Discussion on heat stroke prevention and understanding of the tools and charts used to determine safe participation guidelines
-Final First Aid Project on a given topic

Assessments

Formative:

- Participation in class discussion
- Ability to perform CPR & First Aid Skills during class practice
- Items in a med kit

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Summative:

- Edpuzzles
- CPR/AED/First Aid Skills Assessment
- Key Components of an Emergency Action Plan research project
- Create Your Own Emergency Action Plan
- Weekly Topic Quizzes
- First Aid Scenarios
- Final First Aid Project

Benchmark:

Alternative:

- Skills Practice

Interdisciplinary Connections

RST.11-12.4. 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.
NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Career Readiness, Life Literacies, and Key Skills

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.

Technology Integration

Career Education

CRP1. Act as a responsible and contributing citizen and employee.
CRP7. Employ valid and reliable research strategies.
CRP11. Use technology to enhance productivity

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CRP12. Work productively in teams while using cultural global competence.

Time Frame	2 Weeks

Topic

Injury Healing and Recovery

Alignment to Standards

HS-LS1-2 Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.
2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life.
2.1.12.EH.1: Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.
2.1.12.EH.2: Analyze factors that influence the emotional and social impact of mental health illness on the family.
2.2.12.MSC.2: Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.

Learning Objectives and Activities

Learning Objectives
-How does the body heal?
-What are the phases of healing and what happens in each phase?
-How does nutrition affect healing, what can we put in our bodies to help the healing process?
-What is a Therapeutic Modality?
-What are different Therapeutic Modalities? What effects do they have on the healing process?
-What are the contraindications/precautions when using specific modalities?
-What roles does a rehabilitation program play in tissue healing?
-What components should be included when creating a rehabilitation program?
-What are the goals of a rehabilitation program?

Learning Activities
-Edpuzzles on Phases of healing followed by discussion
-Watch "Nutrition for Injury Recovery" on Youtube, answer questions and discuss as a class

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-Create a presentation of a specific Therapeutic Modality and present to the class
-Therapeutic Modality Labs 1 & 2- practice applying and noting sensations experienced of ice, heat, massage, estim, ultrasound
-Note taking and an in class discussion on rehabilitation and what types of exercises are used for different injuries and goals.
-Create your own rehab program for a specific injury

Assessments

Formative:

- Participation in class discussion
- Participation in the Therapeutic Modality Labs and completion of discussion questions
- Classifying rehab exercises into components

Summative:

- Edpuzzles
- Nutrition for Injury Recovery
- Therapeutic Modality Presentation
- Create Your Own Rehab Program
- Weekly Topic Quizzes

Benchmark:

Alternative:

- Skills Practice

Interdisciplinary Connections

RST.11-12.4. 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.
RST.11-12.3. 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.
RST.11-12.9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

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Career Readiness, Life Literacies, and Key Skills
9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a). 9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.
Technology Integration
Career Education
CRP1. Act as a responsible and contributing citizen and employee. CRP7. Employ valid and reliable research strategies. CRP12. Work productively in teams while using cultural global competence.

Time Frame	1 Week
Topic	
The Ankle	
Alignment to Standards	
HS-LS1-2 Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms. 2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life. 2.2.12.MSC.2: Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.	
Learning Objectives and Activities	
Learning Objectives -What structures make up the ankle and how do they function? -How do we palpate different anatomical structures of the ankle?	

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-How do we evaluate the ankle after injury? What specific tests do we use for the ankle?
-What injuries can occur to the ankle? How are these injuries treated?
-What rehab exercises can we use specifically for the ankle?
-What are some basic tape jobs we can use to support the foot/ankle? How are these applied?

Learning Activities
-Watch “Intro to Ankle Anatomy” video and answer questions
-Class discussion and note taking on the anatomy of the ankle
-Completion of a diagram of ankle anatomy
-Practice ankle palpations and complete the “Ankle Anatomy Lab” with a partner
-Class discussion and note taking on the evaluation process for the ankle
-Completion of a mini presentation on an assigned ankle injury and presentation of the injury
-Completion of “Ankle Evaluation Scenarios”
-Final Ankle project on a foot/ankle injury of students choosing
-Evaluated by taking the Ankle Practical Exam
-Practice different ankle tape jobs on a partner

Assessments

Formative:

- Participation in class discussion
- “Intro to Ankle Anatomy” video & questions
- Ankle Diagram
- Participation in Ankle Anatomy Lab
- Participation in Ankle Taping Lab

Summative:

- Ankle Anatomy Lab Questions
- Ankle Injury Mini Presentation
- Ankle Evaluation Scenarios
- Ankle Practical Exam
- Final Ankle Project
- Weekly Topic Quizzes

Benchmark:

Alternative:

DEPARTMENT Physical Education and Health COURSE Introduction to Sports Medicine

- Palpation & Taping Practice

Interdisciplinary Connections

RST.11-12.4. 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.
NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Career Readiness, Life Literacies, and Key Skills

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.

Technology Integration

Career Education

CRP4. Communicate clearly and effectively and with reason.
CRP7. Employ valid and reliable research strategies.
CRP12. Work productively in teams while using cultural global competence.

Time Frame	2 Weeks

Topic

The Ankle and The Knee

Alignment to Standards

HS-LS1-2 Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.

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2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life.
2.2.12.MSC.2: Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.

Learning Objectives and Activities

Learning Objectives
-What structures make up the knee and how do they function?
-How do we palpate different anatomical structures of the knee?
-How do we evaluate the knee after injury? What specific tests do we use for the knee?
-What injuries can occur to the knee? How are these injuries treated?
-What rehab exercises can we use specifically for the knee?

Learning Activities
-Watch “Intro to Knee Anatomy” video and answer questions
-Class discussion and note taking on the anatomy of the knee
-Completion of a diagram of knee anatomy
-Practice knee palpations and complete the “Knee Anatomy Lab” with a partner
-Class discussion and note taking on the evaluation process for the knee
-Completion of a mini presentation on an assigned knee injury and presentation of the injury
-Completion of “Knee Evaluation Scenarios”
-Final Knee project on a knee/thigh injury of students choosing
-Evaluated by taking the Knee Practical Exam

Assessments

Formative:
- Participation in class discussion
- “Intro to Knee Anatomy” video & questions
- Knee Diagram
- Participation in Knee Anatomy Lab

Summative:
- Knee Anatomy Lab Questions
- Knee Injury Mini Presentation
- Knee Evaluation Scenarios
- Knee Practical Exam
- Final Knee Project
- Weekly Topic Quizzes

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Benchmark:

Alternative:

- Palpation Practice

Interdisciplinary Connections
RST.11-12.4. 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. NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
Career Readiness, Life Literacies, and Key Skills
9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a). 9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.
Technology Integration
Career Education
CRP4. Communicate clearly and effectively and with reason. CRP7. Employ valid and reliable research strategies. CRP12. Work productively in teams while using cultural global competence.

Time Frame	1 Week
Topic	
The Shoulder	

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DEPARTMENT Physical Education and Health COURSE Introduction to Sports Medicine

Alignment to Standards

HS-LS1-2 Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.
2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life.
2.2.12.MSC.2: Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.

Learning Objectives and Activities

Learning Objectives
-What structures make up the shoulder and how do they function?
-How do we palpate different anatomical structures of the shoulder?
-How do we evaluate the shoulder after injury? What specific tests do we use for the shoulder?
-What injuries can occur to the shoulder? How are these injuries treated?
-What rehab exercises can we use specifically for the shoulder?

Learning Activities
-Watch “Intro to Shoulder Anatomy” video and answer questions
-Class discussion and note taking on the anatomy of the shoulder
-Completion of a diagram of shoulder anatomy
-Practice shoulder palpations and complete the “Shoulder Anatomy Lab” with a partner
-Class discussion and note taking on the evaluation process for the shoulder
-Completion of a mini presentation on an assigned shoulder injury and presentation of the injury
-Completion of “Shoulder Evaluation Scenarios”
-Final Shoulder project on a shoulder injury of students choosing
-Evaluated by taking the Shoulder Practical Exam

Assessments

Formative:

- Participation in class discussion
- “Intro to Shoulder Anatomy” video & questions
- Shoulder Diagram
- Participation in Shoulder Anatomy Lab

Summative:

- Shoulder Anatomy Lab Questions
- Shoulder Injury Mini Presentation
- Shoulder Evaluation Scenarios
- Shoulder Practical Exam
- Final Shoulder Project
- Weekly Topic Quizzes

Benchmark:

Alternative:

- Palpation Practice

Interdisciplinary Connections

RST.11-12.4. 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.
NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Career Readiness, Life Literacies, and Key Skills

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.

Technology Integration

Career Education

CRP4. Communicate clearly and effectively and with reason.
CRP7. Employ valid and reliable research strategies.
CRP12. Work productively in teams while using cultural global competence.

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Time Frame	2 Weeks

Topic

The Shoulder and Elbow, Wrist, Hand

Alignment to Standards

HS-LS1-2 Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.
2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life.
2.2.12.MSC.2: Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.

Learning Objectives and Activities

Learning Objectives
-What structures make up the elbow/wrist/hand and how do they function?
-How do we palpate different anatomical structures of the elbow/wrist/hand?
-How do we evaluate the elbow/wrist/hand after injury? What specific tests do we use for the elbow/wrist/hand?
-What injuries can occur to the elbow/wrist/hand? How are these injuries treated?
-What rehab exercises can we use specifically for the elbow/wrist/hand?

Learning Activities
-Watch “Intro to Elbow, Wrist, Hand Anatomy” video and answer questions
-Class discussion and note taking on the anatomy of the elbow/wrist/hand
-Completion of a diagram of elbow/wrist/hand anatomy
-Practice elbow/wrist/hand palpations and complete the “Elbow, Wrist, Hand Anatomy Lab” with a partner
-Class discussion and note taking on the evaluation process for the elbow/wrist/hand
-Completion of a mini presentation on an assigned elbow/wrist/hand injury and presentation of the injury
-Completion of “Elbow, Wrist, Hand Evaluation Scenarios”
-Final Elbow/Wrist/Hand project on a shoulder injury of students choosing
-Evaluated by taking the Elbow/Wrist/Hand Practical Exam

Assessments

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Formative:

- Participation in class discussion
- "Intro to Elbow, Wrist, Hand Anatomy" video & questions
- Elbow, Wrist, Hand Diagram
- Participation in Elbow, Wrist, Hand Anatomy Lab

Summative:

- Elbow, Wrist, HandAnatomy Lab Questions
- Elbow, Wrist, Hand Injury Mini Presentation
- Elbow, Wrist, Hand Evaluation Scenarios
- Elbow, Wrist, Hand Practical Exam
- Final Elbow, Wrist, Hand Project
- Weekly Topic Quizzes

Benchmark:

Alternative:

- Palpation Practice

Interdisciplinary Connections

RST.11-12.4. 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.
NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Career Readiness, Life Literacies, and Key Skills

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.

Technology Integration

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Career Education

CRP4. Communicate clearly and effectively and with reason.
CRP7. Employ valid and reliable research strategies.
CRP12. Work productively in teams while using cultural global competence.

Time Frame	1 Week

Topic

The Hip, Abdomen, Thorax

Alignment to Standards

HS-LS1-2 Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.
2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life.
2.2.12.MSC.2: Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.

Learning Objectives and Activities

Learning Objectives
-What structures make up the hip and how do they function?
-What injuries can occur to the hip? How are these injuries treated?
-What role does flexibility play in preventing injuries to the hip/back?
-What structures make up the abdomen/thorax and how do they function?
-What injuries can occur to the abdomen/thorax? How are these injuries treated?

Learning Activities
-Class discussion and note taking on hip anatomy, and injuries.
-Completion of the Hip Flexibility Lab
-Class discussion and note taking on abdomen/thorax anatomy, and injuries.
-Completion of a partner project and presentation to the class on a famous athletes abdomen/thorax injury

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Assessments

Formative:

- Participation in class discussion
- Hip Flexibility Lab

Summative:

- Thorax/Abdomen Professional Athlete Injury Presentation
- Weekly Topic Quizzes

Benchmark:

Alternative:

Interdisciplinary Connections

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Career Readiness, Life Literacies, and Key Skills

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

Technology Integration

Career Education

CRP5. Consider the environmental, social and economic impacts of decisions.
CRP7. Employ valid and reliable research strategies.
CRP12. Work productively in teams while using cultural global competence.

Time Frame	1 Week

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Topic

The Head and Neck

Alignment to Standards

HS-LS1-2 Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.
2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life.
2.2.12.MSC.2: Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.

Learning Objectives and Activities

Learning Objectives
-What structures make up the head/neck and how do they function?
-What injuries can occur to the head/neck? How are these injuries treated?
-What is a concussion? How can we prevent them?
-What legislation exists regarding head injury and how does that guide treatment of concussions? How has it changed over time?

Learning Activities
-Class discussion and note taking on head/neck anatomy, and injuries.
-Discussion about what a concussion is, what symptoms are, and how we evaluate for them.
-Completion of the SCAT5 Assessment tool with a partner
-Watch “Heads up Concussion” Video and discuss how we can better prevent concussions
-Watch “Concussion” movie and discuss

Assessments

Formative:
- Participation in class discussion
- SCAT5 Assessment Tool

Summative:
- Weekly Topic Quizzes

Benchmark:

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Alternative:

Interdisciplinary Connections

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Career Readiness, Life Literacies, and Key Skills

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

Technology Integration

Career Education

CRP1. Act as a responsible and contributing citizen and employee.
CRP5. Consider the environmental, social and economic impacts of decisions.
CRP12. Work productively in teams while using cultural global competence.

Modifications (ELL, Special Education, At Risk Students, Gifted & Talented, & 504 Plans)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

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Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists

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- Provide anchor charts with high frequency words and phonemic patterns