

**District:** EMUHSD  
**High School:** Rosemead

**\*\*For AP/Honors course attach a page** describing how this course is above and beyond a regular course. Also, explain why this course is the equivalent of a college level class.

\*\*\*For CTE, **attach the CTE course outline** created in the online template (<http://ctecourse.scoe.net/>).

1. Prerequisite(s):

- Grade of C or better in Biology
- Must have completed PE 9 with C or better
- Must be credit current

2. Short description of course which may also be used in the registration manual:

*Sports Medicine is a coeducational physical education course designed for sophomores, juniors and seniors who have a basic knowledge of health related fitness, training principles, nutrition, and anatomy. Students will gain an understanding of principles involved with first aid, CPR, and sports medicine through group and individual activities. They will gain confidence in knowledge and technique through practical application on models, fellow students and athletes. They will demonstrate expertise through written, oral, and practical application. They will gain insight into the occupational opportunities related to sports medicine and explore the possibilities in that career path. They will learn to access information through the internet.*

▪ **Objectives of course**

Section I: CPR / First Aid

- For this section students will be introduced to how to perform CPR as well as learn First Aid procedures

Section II: Introduction to Sports Medicine

- Students will learn basic vocabulary and learn how to use prefixes and suffixes in medical terminology to identify definitions to medical terms
- Students will learn about the many careers available in the Sports Medicine field

Section III: Taping and Wrapping

- Students will learn numerous taping and wrapping procedures
- Students will also learn the evaluation process for various injuries as well as rehabilitation and strengthening exercises for different injuries

**Course Content**

*This course is designed to be a predominantly hands-on learning course. Therefore, most of the work will be designed in a visual learning setting. This will help the students who have trouble with the English language and allow them to be successful in the classroom. Videos will also accompany some of the lessons which will be helpful for the student who has trouble reading English.*

▪ **Student performance standards**

In accordance with his/her present capacities, the student grows in ability to:

1. Identify and safely use CPR manikins, first aid equipment, pre-wrap and athletic tape.
2. Memorize evaluation procedures and recite them orally.
3. Learn how to tape and wrap injuries

4. Identify occupational opportunities in the Sports Medicine Industry.
5. Understand general college / university requirement information needed to secure and obtain a degree in Sports Medicine.
6. Identify his or her interests and abilities in Sports Medicine.

▪ **Evaluation/assessment/rubrics**

<p><b>A+</b> <b>100%-97%</b> <b><u>(6) Excellent Quality</u></b></p> <ul style="list-style-type: none"> <li>• Consistently high quality</li> <li>• Evidence of thinking</li> <li>• Sense of confidence</li> <li>• Complex visual and conceptual ideas</li> <li>• Technique is generally excellent</li> <li>• Successful engagement with experimentation and/or risk-taking</li> <li>• Composition is strong and purposeful</li> </ul>	<p><b>A</b> <b>96%-90%</b> <b><u>(5) Strong Quality</u></b></p> <ul style="list-style-type: none"> <li>• Work shows evidence of thinking</li> <li>• Some evocation or special qualities</li> <li>• Work may be inconsistent, but there will be pieces that are strong enough to offset those weaknesses</li> <li>• Successful engagement with most aspects of technique</li> <li>• Composition is generally strong</li> </ul>	<p><b>B</b> <b>89%-80%</b> <b><u>(4) Good Quality</u></b></p> <ul style="list-style-type: none"> <li>• Some degree of success, but inconsistent</li> <li>• Some sense of purpose/direction, but not well handled or resolved</li> <li>• Some technical aspects are handled well: some ideas are handled well, but the two don't always work together</li> <li>• Technical competence is emerging</li> </ul>
<p><b>C</b> <b>79%-70%</b> <b><u>(3) Moderate Quality</u></b></p> <ul style="list-style-type: none"> <li>• Work shows a sense of real effort, but problems are not successfully resolved</li> <li>• May be more ambitious than work that receives a 2, without necessarily being more successful</li> </ul>	<p><b>D</b> <b>69%-60%</b> <b><u>(2) Poor Quality</u></b></p> <ul style="list-style-type: none"> <li>• Technical aspects are weak</li> <li>• The sense of exploration of the medium is missing</li> <li>• Image tends to be awkward</li> <li>• Composition is poor</li> <li>• In contrast to work that receives a score of 1, some artistic decisions are made</li> </ul>	<p><b>F</b> <b>59%-50%</b> <b><u>(1) Very Poor Quality</u></b></p> <ul style="list-style-type: none"> <li>• There is very little, if any, evidence of thinking</li> <li>• Technique is very poor</li> <li>• Composition is very poor</li> </ul>

▪ **Include minimal attainment for student to pass course**

Grading period and semester grades will be given based on student's level of work in each of the following categories: class participation, classwork, quizzes, and tests. Grades will be given based on the percentage of points each student has earned. Students will also receive a citizenship grade based on their behavior in the classroom.

Grading Scale

- . A = 90% - 100%
- . B = 80% - 89%
- . C = 70% - 79%
- . D = 60% - 69%
- . F = 50% - 59%

### 3. Course content: Sports Medicine

Number of units (minimum of 6): 6

<b>Unit 1</b>	<b>CPR &amp; First Aid</b>
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Content: Students will explore and understand terms and the use of the manikins for use in administering CPR. First Aid procedures will be taught as according to the American Red Cross. Students who pass the written and practical tests, according to the American Red Cross standards, will receive a certificate of certification from the American Red Cross. Students will be quizzed both orally and through written quizzes. Steps and procedures will be reviewed in each assignment. Students will learn how CPR and First Aid can be used to save a life. Students will work collaboratively to learn the steps. Students will demonstrate their skills by performing the steps to CPR on a manikin.

**Sample Assignment:**

Student will work in groups to learn the steps in order on how to perform CPR.

**Culminating Project:**

Student will explain each step as well as demonstrate the CPR steps on a manikin in front of the teacher as a one-on-one test.

<b>Unit 2</b>	<b>Introduction to Sports Medicine</b>
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Description: Students will begin an exploration into terminology in the medical field. Students will learn how to break down medical words using prefixes, root words, and suffixes to understand a word meaning.

**Sample Assignment:**

Students will read a medical journal article and break down terminology.

**Culminating Project:**

Students will take a test on a bank of medical terms and provide definitions to the terms as learned in class.

**Unit 3****Introduction to Taping / Wrapping**

Description: Student will learn how to prepare a body part for taping or wrapping. They will also learn how to apply pre-wrap to a body part and tear athletic tape correctly.

**Sample Assignment:** Photograph each of the elements of art and principles of design found only on school grounds.

**Culminating Project:**

Student will pick a social issue in today's society and create a movie trailer for their subject and understand how editing can manipulate a story. Students will learn current programs used in the industry for video editing.

**Unit 4****Taping and Wrapping I**

Description: Students will learn various ways to tape an ankle. They will also learn which circumstances require which kind of tape jobs. They will become familiar with more medical terminology and will work with partners to accomplish these goals. The unit begins with an analysis of an ankle injury. Students will learn how to evaluate an injury and determine the proper tape job to support that injury.

**Sample Assignment:** Students will learn how to do a closed basket weave tape job and perform it on another student.

**Culminating Project:**

Students will tape another student with an ankle tape job and they will leave the tape job on for a day. The next day, they will learn what was good and bad about that tape job by talking with the person who got taped.

**Unit 5****Taping and Wrapping II**

Description: Students will learn how to tape more body parts including the knee, elbow, hand, wrist, and thumb. They will also learn the steps on how to evaluate knee and shoulder injuries.

**Sample Assignment:** Students will learn how to tape an anterior cruciate knee injury.

**Culminating Project:**

Students will perform practical tests where they demonstrate the ability to tape and wrap injuries such as a knee injury, elbow hyperextension, wrist sprain, and thumb injury.

**Unit 6**

**Life Scenarios and Review**

Description: Students will be given life-like scenarios that they may encounter and they will evaluate the type of injury it is and determine the best tape job or wrap for that injury. Students will create a game that encompasses all the things they've learned during the year as a way to review the information.

**Sample Assignment:** Teacher will give the class a situation where someone gets hurt and the students will have to decide what to do and the best way to help in the situation.

**Culminating Project:**

Students will select a random scenario from an envelope depicting an injury. The student will read it, and determine which tape job or wrap would be best to help the injured person.

**4. Describe how this course integrates the schools SLO (former ESLRs- Expected School-wide Learning Results):**

(A) Graduates of Rosemead High School will be **ACADEMIC ACHIEVERS** who

- Exhibit good study and work habits and effectively use time and time management skills.

***Student will have weekly deadlines to create and produce assignments.***

- Successfully complete assigned tasks through independent study or research practice projects.

***Students are responsible for their work, and will be tested individually.***

- Develop an appreciation for lifelong learning.

**Students will utilize the foundations of sports medicine. They will learn to appreciate and continue to further their knowledge and understanding in the medical field.**

(B) Graduates of Rosemead High School will be **RESPONSIBLE CITIZENS** who

- Are able to work in collaborative groups to produce an outcome in a timely manner.

***Working with fellow students and instructors, students will participate in group critiques and are encouraged to help one another with projects and assignments***

- Display knowledge of cultural diversity and foster tolerance for individual differences through classroom and co-curricular cooperation.

***Assignments and projects vary but some involve identity and cultural subject matters. Students will explore their own identities and be exposed to other student's identities and cultures.***

- Demonstrate the ability to compromise.

***Through group and individual critiques students will learn to listen to suggestions and apply them to their work.***

- Enhance their lives through an appreciation and support of the medical field.

***Students will learn about possible job opportunities in the medical field. They will learn how to evaluate injuries and tape certain body parts.***

(C) Graduates of Rosemead High School will be **HEALTHY INDIVIDUALS** who

- Exhibit knowledge of high-risk activities that affect their health and how to avoid them.

***Students will learn how to prevent, treat, and tape injuries.***

(D) Graduates of Rosemead High School will be **PROFICIENT TECHNOLOGY USERS** who

- Demonstrate competency in the use of computers and their applications.

***Students will use the internet to do research on certain topics throughout the year.***

- Demonstrate competency in the use of technological devices

***Use of smart phones and computers will be used by all students throughout the course.***

(E) Graduates of Rosemead High School will be **EFFECTIVE COMMUNICATORS** who

- Effectively read, write, listen, speak and understand the English language

***Students will develop their oral language skills by participating in small group discussions using a visual thinking strategy to evaluate and discuss injuries and tape jobs.***

(F) Graduates of Rosemead High School will be **COMPLEX THINKERS** who

- Utilize creative analytical thinking.

***Students will be designing a game to display all the topics and concepts that were learned throughout the year.***

## **5. Describe the Integrated ELD teaching techniques to be used to meet the needs of English Language Learners:**

Cooperative Learning: Small learning groups

Visual Learning Methods: Demonstrations of procedures, hands on learning, directions with Pictures and written instructions, and other methods that require kinesthetic Response to visual and /or auditory instruction.

Instructor: CLAD certification

**6. Describe the interdepartmental articulation process for this course:**

*This course will complement both the science and physical education departments because it combines the physics, kinesiology, anatomy and physiology aspects of the science department and the tactile aspect of the physical education department.*

**7. Describe how this course will integrate academic and vocational concepts, possibly through connecting activities. Describe how this course will address work-based learning/school to career concepts:**

*By offering this course, students will gain an understanding of principles involved with First Aid, CPR, and sports medicine through group and individual activities. They will gain insight into the occupational opportunities related to sports medicine and work together to explore the possibilities in the health/medical career path.*

**8. Supplemental Materials of Instruction (Note: Materials of instruction for English Language Learners are required and should be listed below.)**

Type of material (book, manual, periodical, article, website, primary source document, etc.)	Authors	Publisher	Edition /Year	URL	Primary book, read in its entirety? (Y/N)
Basic Athletic Training, 6th Edition	Ken Wright, D.A., ATC; Scott Barker, M.S., ATC; Jason Bennett, D.A., ATC; Randy Deere, D.A., AT-R	Sagamore Publishing LLC	2013		Y

Supplemental Materials:

CPR manikins, iMac computers, Cramer videos, pre-wrap, athletic tape, elastic tape, elastic wraps, and the internet.



