EVERETT PUBLIC SCHOOLS
SPORTS MEDICINE I

Course: Sports Medicine I		**Total Framework Hours:** 90 Hours
CIP Code: 510913	☐**Exploratory** ☒**Preparatory**	**Date Last Modified:** 07.2022
Career Cluster: Health Sciences		**Cluster Pathway:** Therapeutic

Industry-Recognized Certificates:

Work-Based Learning:

Course Information:

COMPONENTS AND ASSESSMENTS
Performance Assessments: Students will demonstrate mastery through successful completion of the following: • Allied Health Career exploration (Naviance) • Allied Health Career Settings presentation (poster/brochure/commercial) • Draw a timeline and give brief explanations of the significance that specific past events have on the present, as well as infer possible implications those events may have on the profession's future. • Create a scenario involving a minimum of five members of the sports medicine team and explain how they work together. • Pick 5 states, locate their practice acts, and determine the process required to be able to practice athletic training or physical therapy in each state. How is each different or the same? • Discussion on the sports medicine team and all its members. This can include physicians, athletic trainers, personal trainers, massage therapists, physician assistants, nurse practitioners, physical therapists, sports psychologists, nutritionist, dentists, chiropractors, nurses, exercise physiologists, biomechanisms, strength and conditioning coaches, emergency medical technicians, paramedics, orthotists and prosthetists.
Leadership Alignment: Students will ***think creatively, manage goals and time, and be self-directed learners*** completing their Allied Health Career exploration research project and presentations. Students will ***access and evaluate information while applying technology effectively*** to create a poster/brochure/media product to communicate their findings about a designated Allied Health Career Setting. Students will ***interact effectively with others*** discussing the roles within a sports medicine team and its members. Students will ***adapt to change and be flexible*** to varied roles, jobs and responsibilities within a given scenario involving members of a sports medicine team needing to work together for a common goal.
Standards and Competencies
Unit 1: Career Exploration (The Sports Medicine Team and Profession, NATA, ATC, etc.)

Industry Standards and/or Competencies	Total Learning Hours for Unit: 10
NATA-	

• 1.1 Describe the historical foundations of athletic training.
• 1.2 Compare and contrast various professional organizations dedicated to athletic training and sports medicine.
• 1.3 Delineate the process for attaining national certification and state licensure for the athletic trainer.
• 1.4 List and differentiate between the roles and responsibilities of other health care professionals who make up the sports medicine team (e.g., physicians, physical therapists, occupational therapists, nurses, EMTs, etc.).
• 1.5 Analyze the different types of job opportunities and settings available to the athletic trainer as well as other members of the sports medicine team.

Foundation Standard 4: Employability Skills
Use employability skills to enhance employment opportunities and job satisfaction.

4.1 Personal Traits of the Health Professional
4.1.1 Identify personal traits and attitudes desirable in a career ready member of a health team.
• Acceptance of criticism
• Competence
• Dependability
• Discretion
• Empathy
• Enthusiasm
• Honesty
• Initiative
• Integrity
• Patience
• Positive Attitude
• Responsibility
• Self-motivation
• Tact
• Team player
• Willingness to learn
4.1.2 Summarize professional standards as they apply to hygiene, dress, language, confidentiality and behavior.

4.2 Employability Skills
4.2.1 Apply employability skills in healthcare.
• Chain of command
• Communication Skills
• Decision making
• Flexible
• Organization
• Problem Solving
• Scope of practice
• Time Management
• Work Ethic

4.3 Career Decision-making
4.3.1 Research levels of education, credentialing requirements, and employment trends in health professions.
4.3.2 Distinguish differences among careers within a health science pathway.
• Biotechnology research and development
• Diagnostic services
• Health informatics
• Support services
• Therapeutic services

4.4 Employability Preparation
4.4.1 Develop components of a personal portfolio.
• Letter of introduction
• Resume
• Leadership Examples
Foundation Standard 8: Teamwork
Identify roles and responsibilities of individual members as part of the healthcare team.
8.1 Healthcare Teams
8.1.1 Evaluate roles and responsibilities of healthcare team members.
8.1.2 Identify characteristics of effective teams.
• Defined roles
• Common purpose
• Effective communication
• Effective leadership
• Measurable processes and outcomes
• Mutual respect
• Shared goals
8.2 Team Member Participation
8.2.1 Recognize methods for building positive team relationships.
8.2.2 Analyze attributes and attitudes of an effective leader.
a. Characteristics
• Focused and driven
• Interpersonal skills
• Motivates and inspires
• Organized and balanced
• Gather the facts
• Mediate disputes
• Negotiate resolutions
8.2.4 Evaluate why teamwork is an important part of healthcare and how it improves patient care.

Aligned Washington State Learning Standards	
Educational Technology	**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. **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. **6. Creative Communicator-** Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
English Language Arts	CCSS.ELA-LITERACY.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. CCSS.ELA-LITERACY.RST.11-12.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. CCSS.ELA-LITERACY.RST.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. W.1.11-12: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. L.2.11-12: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

	L.3.11-12: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. L.4.11-12: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. L.5.11-12: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

COMPONENTS AND ASSESSMENTS

Performance Assessments: Students will demonstrate mastery through successful completion of the following:
- Weekly vocabulary note look fors- medical term written out, defined, picture/symbol/sketch drawn to represent the term
- Weekly vocabulary assessment, Gimkit/Quizlet/Vocab.com

Leadership Alignment:
Students will ***initiate and be self-directed learners*** in preparation for the weekly medical terminology quizzes through completion vocabulary review using Quizlet, GIMKIT, or Kahoot or another vocabulary review game/activity.
Students will ***communicate clearly*** conveying the medical term meaning and gain understanding through note taking, active participation in class medical terminology activities, chants, songs, word sketches, etc.

Standards and Competencies

Unit 2: Medical Terminology (Consisting of 125 medical terms throughout the semester)

Industry Standards and/or Competencies	Total Learning Hours for Unit: 15

National Health Science Standards -
Foundation Standard 2: Communications
Demonstrate methods of delivering and obtaining information, while communicating effectively.
2.2 Medical Terminology
• 2.1.2 Use common roots, prefixes, and suffixes to communicate information.
• 2.2.2 Interpret common medical abbreviations to communicate information.
2.3 Written Communication Skills
• 2.3.1 Use proper elements of written and electronic communication (spelling, grammar, and formatting).
• 2.3.2 Prepare examples of technical and informative writing.
• 2.3.3 Demonstrate appropriate use of digital communication in a work environment, such as email, text, and social media.

Aligned Washington State Learning Standards	
Educational Technology	1.1: Innovate: Demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. 1.2: Collaborate: Use digital media and environments to communicate and work collaboratively to support individual learning and contribute to the learning of others. 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. 3.a. Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits. 3.b. Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources. 3.d. Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.
English Language Arts	CCSS.ELA-LITERACY.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. L.4.11-12: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. L.5.11-12: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Science	**HS-PS2 Motion and Stability: Forces and Interactions** HS-PS2-5 Plan and conduct an investigation individually and collaboratively to produce data to serve as the basis for evidence. HS-PS2-6 Communicate scientific and technical information in multiple formats.

COMPONENTS AND ASSESSMENTS

Performance Assessments: Students will demonstrate mastery through successful completion of the following:
- Concussion awareness campaign
- First Aid scenario practicum
- Environmental conditions PSA
- Demonstrate basic wound care procedures.
- Demonstrate proper hand washing and glove usage.
- Discuss the OSHA policy at your school.
- Identify common mistakes that schools make as it pertains to OSHA guidelines.
- Properly demonstrate CPR and the use of an AED
- Attain first aid certification

Leadership Alignment:

Students will *communicate clearly and collaborate with others* to provide care and implement emergency response skills in given emergency scenarios in class.

Students will *work creatively with others and make judgement and decisions to solve problems* in given emergency scenarios in class.

Students will *apply technology effectively* to develop an Environmental conditions Awareness Public Service Announcement.

Students will *interact effectively with others to manage projects and produce the result* of a Concussion Awareness campaign to educate the school community.

Students will *guide and lead others* through demonstration of proper hand washing and glove usage through application to given emergency class scenarios.

Standards and Competencies

Unit 3: First Aid/ Emergency Response- (Concussion, Environmental Concerns, Emergency Procedures, Universal Precautions, PPE, Diabetics, Strokes, Seizures, Allergies, Asthma)

Industry Standards and/or Competencies	Total Learning Hours for Unit: 25

NATA Objectives/Standards -

• 5.1 Recognize atmospheric conditions that contribute to environmental injury.

• 5.2 Explain the environmental factors to be considered when caring for athletes.

• 5.3 Determine an appropriate SPF for specific individuals.

• 5.4 Explain the complications circadian dysrhythmia could have for various levels of athletes.

• 5.5 Discuss the importance of an EAP and policy for thunder and lightning as it relates to athletics.

• 5.6 Determine the risks associated with repeated overexposure to the sun.

Immediate and Emergency care

• 10.2 Investigate various blood borne pathogens.

• 10.3 Explain the OSHA blood borne pathogen standard.

• 10.4 Outline the components of a written exposure plan.

• 10.5 Explain basic wound care procedures.

• 7.1 List considerations to be given when properly fitting headgear.

• 7.2 Debate the advantages and disadvantages of customized versus commercial protective devices.

• 7.3 Identify the types of marketed and fabricated bracing devices as well as techniques.

• 7.4 Debate the advantages and disadvantages of taping versus bracing.

• 7.5 Determine which elastic wraps and wrapping procedures are most appropriate for specific scenarios.

• 7.6 Differentiate between different types of adhesive and cohesive tape, and determine what application is best for a specific scenario

• 7.7 Identify 4 basic tape applications and the rationale of each.

• 11.2 Determine the components of an EAP.

• 11.3 Investigate the acute injury management techniques.
• 11.4 List and describe the signs and symptoms of a concussion and demonstrate the recognition of them.
• 11.5 Explain the steps involved in performing CPR.
• 11.6 Recognize the common causes of cardiopulmonary complications in sports.
Standard 4: Protective materials and products used to prevent athletic injuries are safely and appropriately applied.
Standard 5: Athletic participation in a safe environment is ensured or activity is modified or canceled based on established environmental policies.
Standard 8: Comprehensive athletic emergency action plan (EAP) is established and integrated with local EMS per athletic venue.
National Health Science Standards
Foundation Standard 1: Academic Foundation
Understand human anatomy, physiology, common diseases and disorders, and medical math principles.
1.2 Diseases and Disorders
• 1.2.1 Describe etiology, pathology, diagnosis, treatment, and prevention of common diseases and disorders, including, but
not limited to the following:
• Arthritis
• Asthma
• Concussion / Traumatic Brain Injury (TBI)
• Cystic fibrosis
• Diabetes mellitus
• Hypertension
• Muscular Dystrophy
• Myocardial Infarction
• Stroke / Cerebrovascular Accident (CVA)
Foundation Standard 7: Safety Practices
Identify existing and potential hazards to clients, co-workers, and self. Employ safe work practices and
follow health and safety policies and procedures to prevent injury and illness.
7.1 Infection Control
• 7.1.1 Explain principles of infection transmission.
a. Identify classifications of pathogens
• Bacteria
• Fungi
• Parasites
• Protozoa
• Viruses
b. Describe characteristics of microorganisms
• Aerobic
• Anaerobic
• Non-pathogenic
• Pathogenic
c. Recognize chain of infection
d. Describe mode of transmission
• Common vehicle (air, food, water)
• Direct
• Healthcare-associated infections (nosocomial)
• Indirect
• Opportunistic
• Vectors

• 7.1.2 Differentiate methods of controlling the spread and growth of pathogens.
a. Asepsis
• Sanitization
• Antisepsis
• Disinfection
• Sterile technique
• Sterilization
b. Standard precautions
• Handwashing
• Gloving
• Personal Protective Equipment (PPE)
• Environmental cleaning
c. Isolation precautions
• Transmission-based contact
d. Bloodborne pathogen precautions
e. Vaccinations

7.2 Personal Safety
• 7.2.1 Apply personal safety procedures based on Occupational Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations.
• 7.2.2 Demonstrate principles of body mechanics during patient care.
• Ambulating
• Lifting
• Positioning
• 7.2.3 Demonstrate and apply the use of personal protective equipment (PPE).

7.3 Environmental Safety
• 7.3.1 Apply safety techniques in the work environment.
• Ergonomics
• Safe operation of equipment
• Patient/client/employee safety measures

7.4 Common Safety Hazards
• 7.4.1 Observe all safety standards related to the occupational exposure to hazardous chemicals standard (safety data sheets [SDS]).
• 7.4.2 Comply with safety signs, symbols, and labels.

7.5 Emergency Procedures and Protocols
• 7.5.1 Practice fire safety in a healthcare setting.
• 7.5.2 Apply principles of basic emergency response in natural disasters and other emergencies (safe location, contact emergency personnel, follow facility protocols).

Foundation Standard 10: Technical Skills
Apply and demonstrate technical skills and knowledge common to health career specialties.
• 10.1.2 Obtain training or certification in
• Automated external defibrillator (AED)
• Cardiopulmonary resuscitation (CPR)
• First aid
• Foreign body airway obstruction (FBAO)

Aligned Washington State Learning Standards

Educational Technology	**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. **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. **6. Creative Communicator-** Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
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Health and Physical Education	H2.W2.HSa,- Analyze prevention, lifestyle factors, and treatment of communicable and noncommunicable diseases. H2.W2.HSb.- Assess personal risk factors and predict future health status. H5.W6.HS- Predict potential short- and long-term outcomes of a personal health-related decision. H2.Sa1.HS- Compare how family, peers, culture, media, technology, and other factors influence safety and injury prevention practices and behaviors. H1.Sa3.HS- Analyze potential dangers of sharing personal information through electronic media.

COMPONENTS AND ASSESSMENTS
Performance Assessments: Students will demonstrate mastery through successful completion of the following: • Law Vocab Quiz • Research project on a recent lawsuit involving a sports medicine health care professional, create a mock trial and develop arguments for the prosecution and the defense sides of the lawsuit. Be able to argue for both sides. • Examine real-world scenarios of specific legal and ethical dilemmas related to sports medicine, analyze them, and summarize conclusions in and present it in written, oral, or digital form to the class. • Discuss ways in which health care professionals can reduce their liability risk when working with student-athletes.
Leadership Alignment: Students will *work independently to access and evaluate information to use and manage information* in researching a recent lawsuit involving a sports medicine health care professional, creating a mock trial and *reasoning effectively* to develop arguments for the prosecution and the defense sides of the lawsuit. Students will *use systems of thinking to reason effectively* when examining real world scenarios of specific legal and ethical dilemmas related to sports medicine, analyze them, and summarize their conclusions. Students will *communicate clearly* their conclusions from examining real world scenarios of specific legal and ethical dilemmas related to sports medicine through *applying technology effectively* to *create media products* to communicate their findings from examination of the scenarios.
Standards and Competencies
Unit 4: Law and Ethics Concussions, First Aid, Lystedt Law, Good Samaritan Law

Industry Standards and/or Competencies	Total Learning Hours for Unit: 10

NATA -

3.1 List and define the 4 components of negligence.

• 3.2 Analyze legal considerations for health care professionals.

• 3.3 Compare and contrast legal concepts of liability, negligence, supervision, and assumption of risks.

• 3.4 Differentiate between legal and ethical actions in a given scenario.

• 3.5 Differentiate between different types of medical insurance and be able to explain various terms associated with third party reimbursement.

• 3.6 Determine the benefits of maintaining medical records to benefit the student athletes.

• 3.7 Discuss the importance of medical professionals obtaining National Provider Identifiers (NPIs)

National Health Science Standards:

Foundation Standard 5: Legal Responsibilities

Describe legal responsibilities, limitations, and implications on healthcare worker actions.

5.1 Legal Responsibilities and Implications

• 5.1.1 Analyze legal responsibilities and implications of criminal and civil law.

• Libel

• Negligence

5.2 Legal Practices

• 5.2.1 Apply standards for the safety, privacy and confidentiality of health information.

• HIPAA

• Privileged communication

• 5.2.4 Differentiate informed and implied consent.

• 5.2.5 Explain laws governing harassment.

• 5.2.6 Describe the concept of scope of practice.

• 5.2.7 Utilize procedures for reporting activities and behaviors that affect the health, safety, and welfare of others (incident

report).

Foundation Standard 6: Ethics

Understand accepted ethical practices with respect to cultural, social, and ethnic differences within the
healthcare environment.

6.1 Ethical Practice

6.1.1 Differentiate between ethical and legal issues impacting healthcare.

6.1.2 Identify ethical issues and their implications related to healthcare.

• Scope of practice

6.2 Cultural, Social, and Ethnic Diversity

• 6.2.1 Discuss religious and cultural values as they impact healthcare.

• Ethnicity

• Gender

• Race

• Religion

• 6.2.2 Demonstrate respectful and empathetic treatment of ALL patients/clients.

• Civility

• Customer service

• Patient satisfaction

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Health and Physical Education	H1.Sa3.HS- Analyze potential dangers of sharing personal information through electronic media.

COMPONENTS AND ASSESSMENTS
Performance Assessments: Students will demonstrate mastery through successful completion of the following: • Identification and labeling of diagrams and sketches of skeletal and muscular anatomy of the human body. • Creating 3D models of skeletal and muscular structures of the human body through use of clay. • Summative written test correctly identifying the skeletal and muscular anatomy of the human body.
Leadership Alignment: Students will *interactively effectively work with others* to identify the skeletal and muscular anatomy of the human body. Students will *work creatively with others* to create 3D models of the skeletal and muscular anatomy of the human body.
Standards and Competencies
Unit 5: Skeletal/Muscular Anatomy

Industry Standards and/or Competencies	Total Learning Hours for Unit: 15
Foundation Standard 1: Academic Foundation *Understand human anatomy, physiology, common diseases and disorders, and medical math principles.* **1.1 Human Anatomy and Physiology** 1.1.2 Identify basic structures and describe functions of human body systems. a. Skeletal • Structures of the skeletal system • Distinguish between axial and appendicular skeletons • Describe long bone anatomy • Identify joint types and movement • Name and classify all bones (206) • Functions of the skeletal system • Structure and support • Muscle attachment and movement b. Muscular • Identify major muscle groups of neck, shoulder, chest, abdomen, back, arms, and legs • Functions of the muscular system • Body movement • Posture • Protection	
Aligned Washington State Learning Standards	

Educational Technology	**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. **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. **6. Creative Communicator-** Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
English Language Arts	CCSS.ELA-LITERACY.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. CCSS.ELA-LITERACY.RST.11-12.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. CCSS.ELA-LITERACY.RST.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. W.1.11-12: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. L.2.11-12: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
Health and Physical Education	H1.W1.HS- Analyze personal dimensions of health and design a plan to balance health. H2.W2.HSa,- Analyze prevention, lifestyle factors, and treatment of communicable and noncommunicable diseases. H2.W2.HSb.- Assess personal risk factors and predict future health status. H5.W6.HS- Predict potential short- and long-term outcomes of a personal health-related decision. H2.Sa1.HS- Compare how family, peers, culture, media, technology, and other factors influence safety and injury prevention practices and behaviors.
Science	**HS-LS1 From Molecules to Organisms: Structures and Processes** HS-LS1-1 Systems of specialized cells within organisms help them perform the essential functions of life. HS-LS1-2 Develop and use a model based on evidence to illustrate the relationships between systems or between components of a system. HS-LS1-4 Use a model based on evidence to illustrate the relationships between systems or between components of a system. Science and Engineering Practices: Developing and Using Models (HS-LS1-2, HS-LS1-4, HS-LS1-5, HS-LS1-7) Disciplinary Core Ideas: LS1.A: Structure and Function (HS-LS1-1) Crosscutting Concepts: Systems and System Models (HS-LS1-2, HS-LS1-4) Structure and Function (HS-LS1-1)

COMPONENTS AND ASSESSMENTS
Performance Assessments: Students will demonstrate mastery through successful completion of the following: • Identify proper taping techniques to address specific injuries in class labs and practical and written tests. • Identify appropriate positioning of body parts and joint angles to optimize performance of taping techniques and reduce risk of injury secondary to poor technique. • Explain to patients why specific tape jobs and positioning of body parts and joint angles enhances the taping of an injury for optimal success. • Discuss different types of taping and wrapping products and when they should be used.
Leadership Alignment: Students will *reason effectively to make judgements and decisions* to the appropriate positioning of a body part and joint angle to optimize performance of taping techniques and reduce risk of injury secondary to poor technique.

Students will *communicate clearly articulating thoughts* in identifying proper taping techniques to address specific injuries in class labs and practical and written tests.

Students will *guide and lead, being responsible to others* explaining to patients why specific tape jobs and positions of body parts and joint angles enhances the taping of an injury for optimal success.

Standards and Competencies

Unit 6: Taping and Wrapping

Industry Standards and/or Competencies	Total Learning Hours for Unit: 15

NATA-

• 7.1 List considerations to be given when properly fitting headgear.• 7.2 Debate the advantages and disadvantages of customized versus commercial protective devices.

• 7.3 Identify the types of marketed and fabricated bracing devices as well as techniques.

• 7.4 Debate the advantages and disadvantages of taping versus bracing.

• 7.5 Determine which elastic wraps and wrapping procedures are most appropriate for specific scenarios.

• 7.6 Differentiate between different types of adhesive and cohesive tape, and determine what application is best for a specific scenario

• 7.7 Identify 4 basic tape applications and the rationale of each.

National Health Science Standards-

Foundation Standard 7: Safety Practices

Identify existing and potential hazards to clients, co-workers, and self. Employ safe work practices and

follow health and safety policies and procedures to prevent injury and illness.

• 7.2 Personal Safety

• 7.2.1 Apply personal safety procedures based on Occupational Safety and Health Administration (OSHA) and Centers for

Disease Control (CDC) regulations.

• 7.2.2 Demonstrate principles of body mechanics during patient care.

• Positioning

• 7.2.3 Demonstrate and apply the use of personal protective equipment (PPE).

Foundation Standard 10: Technical Skills

Apply and demonstrate technical skills and knowledge common to health career specialties.

Aligned Washington State Learning Standards	
Educational Technology	**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. **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. **6. Creative Communicator-** Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
Health and Physical Education	H2.Sa1.HS- Compare how family, peers, culture, media, technology, and other factors influence safety and injury prevention practices and behaviors.
Science	**HS-PS2 Motion and Stability: Forces and Interactions** HS-PS2-1 and HS-PS2-5 Empirical evidence is required to differentiate between cause and correlation and make claims about specific causes and effects. HS-PS2-2and HS-PS2-4 Use mathematical representations of phenomena to describe explanations. *When investigating or describing a system, the boundaries and initial conditions of the system need to be defined. HS-PS2-3 Criteria may need to be broken down into simpler ones that can be approached systematically, and decisions about the priority of certain criteria over others may be needed. *Systems can be designed to cause a desired effect. HS-PS2-6 Communicate scientific and technical information in multiple formats. HS-PS2-6 Investigating or designing new systems or structures requires a detailed examination of the properties of different

	materials, the structures of different components, and connections of components to reveal its function and/or solve a problem. Science and Engineering Practices: Using Mathematics and Computational Thinking (HS-PS2-2, HS-PS2-4) Obtaining, Evaluating, and Communicating Information (HS-PS2-6) Disciplinary Core Ideas: ETS1.C: Optimizing the Design Solution (HS-PS2-3) Crosscutting Concepts: Cause and Effect (HS-PS2-1, HS-PS2-3, HS-PS2-5) Systems and System Models (HS-PS2-2) Structure and Function (HS-PS2-6)

21st Century Skills

Check those that students will demonstrate in this course:

LEARNING & INNOVATION

Creativity and Innovation
☒Think Creatively
☒Work Creatively with Others
☐Implement Innovations

Critical Thinking and Problem Solving
☒Reason Effectively
☒Use Systems Thinking
☒Make Judgments and Decisions
☒Solve Problems

Communication and Collaboration
☒Communicate Clearly
☒Collaborate with Others

INFORMATION, MEDIA & TECHNOLOGY SKILLS

Information Literacy
☒Access and /evaluate Information
☒Use and Manage Information

Media Literacy
☒Analyze Media
☒Create Media Products

Information, Communications and Technology (ICT Literacy)
☒Apply Technology Effectively

LIFE & CAREER SKILLS

Flexibility and Adaptability
☒Adapt to Change
☒Be Flexible

Initiative and Self-Direction
☒Manage Goals and Time
☒Work Independently
☒Be Self-Directed Learners

Social and Cross-Cultural
☒Interact Effectively with Others
☒Work Effectively in Diverse Teams

Productivity and Accountability
☒Manage Projects
☒Produce Results

Leadership and Responsibility
☒Guide and Lead Others
☒Be Responsible to Others