

## Everett Public Schools Framework: Athletic Trainer I (Sport Med I)

<b>CIP Code:</b> 510800	<b>Total Framework Hours:</b> 90 Hours
<b>Course:</b> Therapeutic Services, other	<b>Type:</b> Preparatory
<b>Career Cluster:</b> Health Sciences	<b>Date Last Modified:</b> Friday, June 04, 2010

### Resources and Standard used in Framework Development:

Health Sciences Careers Foundation Standards: a set of broad standards that serve as a foundation for occupations and functions across the health services industry. These standards represent the skill and knowledge, both academic and technical, necessary to pursue a full range of career opportunities within this field.

<b>Unit 1 1ST AID/CPR</b>	<b>Hours: 10</b>
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### Performance Assessment(s)

Demonstration of appropriate techniques.

Pass @ 70%, written assignments/test covering the principles of 1st Aid/CPR, illness and environmental factors affecting athletic performance.

### Industry Standards and Competencies

#### C-5 Safety, Health and Environmental

5.1 Understand and demonstrate infection control.

5.2 Employ personal safety practices; comply with pertinent regulatory guidelines including OSHA and WISHA standards.

5.4 Identify common safety hazards.

5.5 Use emergency procedures and protocols.

#### C-10 Technical Skills

10.1 Demonstrate skill and knowledge appropriate for the career strand. \*See following career strands standards.

### EALRs AND GLEs Taught and Assessed in the Standards

#### Arts

#### Communications

Communication 1.1: Uses listening and observation skills and strategies to focus attention and interpret information.

Communication 1.2: Understands, analyzes, synthesizes, or evaluates information from a variety of sources.

1.2.1 Evaluates effectiveness of and creates a personal response to visual and auditory information.

#### Health and Fitness

2.4.1 Understands types of abuse and risky situations and how to respond appropriately and safely.

#### Mathematics

#### Reading

#### Science

Inquiry (Conducting Analysis and Thinking Logically)

9-12 INQC: Conclusions must be logical, based on evidence, and consistent with prior established knowledge.

Application (Science, Technology, and Society)

9-12 APPC: Choosing the best solution involves comparing alternatives with respect to criteria and constraints, then building and testing a model or other representation of the final design.

## Social Studies

## Writing

## Other Skills

### Leadership Skills

#### Leadership 1.0 Individual Skills

1.1 The student will analyze, refine, and apply decision-making skills through classroom, family, community, and business and industry (work related) experiences.

1.5 The student will demonstrate self-advocacy skills by achieving planned, individual goals.

#### Leadership 1.0 Individual Skills

2.1 The student will communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals.

### Employability Skills

#### SCANS 1.0 The student identifies, organizes, plans and allocates resources

1.1: Time - Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules.

1.3: Materials and facilities - Acquires, stores, allocates, and uses materials or space efficiently.

#### SCANS 2.0 The student demonstrates interpersonal skills in working well with others.

2.1: Participates as a member of a team

2.2: Teachers others new skills

#### SCANS 3.0 The student acquires and uses information

3.1: Acquires and evaluates information

3.2: Organizes and maintains information

### Analytical, Logical, and Creative Thinking Skills

<input checked="" type="checkbox"/> Observe	<input checked="" type="checkbox"/> Cause/Effect	<input type="checkbox"/> Finding Evidence	<input checked="" type="checkbox"/> Reasoning	<input type="checkbox"/> Originality
<input checked="" type="checkbox"/> Patterns	<input type="checkbox"/> Fact/Opinion	<input checked="" type="checkbox"/> Evaluation	<input checked="" type="checkbox"/> Problem Solving	<input type="checkbox"/> Risking
<input checked="" type="checkbox"/> Sequence	<input type="checkbox"/> Main Idea	<input type="checkbox"/> Detect Bias	<input type="checkbox"/> Goal Setting	<input type="checkbox"/> Inquisitiveness
<input type="checkbox"/> Classify	<input type="checkbox"/> Summary	<input type="checkbox"/> Inference	<input type="checkbox"/> Fluency	<input type="checkbox"/> Attending
<input type="checkbox"/> Compare/Contrast	<input type="checkbox"/> Point of View	<input type="checkbox"/> Conclusion	<input type="checkbox"/> Elaboration	<input type="checkbox"/> Persistence
<input type="checkbox"/> Predict	<input type="checkbox"/> Analysis	<input type="checkbox"/> Metacognition	<input type="checkbox"/> Flexibility	<input type="checkbox"/> Precision

### Relevance to Work

Adhere to standard precautions in workplace according to OSHA, WISHA and CDC guidelines.

<b>Unit 2 MEDICAL TERMINOLOGY</b>	<b>Hours: 5</b>
<b>Performance Assessment(s)</b>	
Pass @ 70%, written vocabulary quizzes	
<b>Industry Standards and Competencies</b>	
<u>C-1 Academic Foundation</u> 1.1 Read and write, including charts, reports, graphs and manuals. 1.3 Use medical terminology.	
<b>EALRs AND GLEs Taught and Assessed in the Standards</b>	
<b>Arts</b>	
<b>Communications</b>	
<u>Communication 1.1: Uses listening and observation skills and strategies to focus attention and interpret information.</u> 1.1.1 Applies a variety of listening strategies to accommodate the listening situation. <u>Communication 1.2: Understands, analyzes, synthesizes, or evaluates information from a variety of sources.</u> 1.2.1 Evaluates effectiveness of and creates a personal response to visual and auditory information. <u>Communication 2.1: Uses language to interact effectively and responsibly in a multicultural context.</u>	
<b>Health and Fitness</b>	
<b>Mathematics</b>	
<b>Reading</b>	
<u>Reading 1.2 Use vocabulary (word meaning) strategies to comprehend text.</u> 1.3.2 Understand and apply the content/academic vocabulary critical to the meaning of the text, including vocabularies relevant to different contexts, cultures, and communities. <u>Reading 2.2 Understand and apply knowledge of text components to comprehend text.</u>	
<b>Science</b>	
<u>Inquiry (Conducting Analysis and Thinking Logically)</u> 9-12 INQC: Conclusions must be logical, based on evidence, and consistent with prior established knowledge.	
<b>Social Studies</b>	
<b>Writing</b>	
<b>Other Skills</b>	
<b>Leadership Skills</b>	
<u>Leadership 1.0 Individual Skills</u> 1.1 The student will analyze, refine, and apply decision-making skills through classroom, family, community, and business and industry (work related) experiences. <u>Leadership 1.0 Individual Skills</u> 2.1 The student will communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals.	

## Employability Skills

SCANS 1.0 The student identifies, organizes, plans and allocates resources

1.1: Time - Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules.

SCANS 2.0 The student demonstrates interpersonal skills in working well with others.

2.1: Participates as a member of a team

2.2: Teachers others new skills

SCANS 3.0 The student acquires and uses information

3.1: Acquires and evaluates information

3.2: Organizes and maintains information

3.3: Interprets and communicates information

## Analytical, Logical, and Creative Thinking Skills

<input checked="" type="checkbox"/> Observe	<input type="checkbox"/> Cause/Effect	<input type="checkbox"/> Finding Evidence	<input checked="" type="checkbox"/> Reasoning	<input type="checkbox"/> Originality
<input checked="" type="checkbox"/> Patterns	<input type="checkbox"/> Fact/Opinion	<input type="checkbox"/> Evaluation	<input type="checkbox"/> Problem Solving	<input type="checkbox"/> Risking
<input type="checkbox"/> Sequence	<input type="checkbox"/> Main Idea	<input type="checkbox"/> Detect Bias	<input type="checkbox"/> Goal Setting	<input type="checkbox"/> Inquisitiveness
<input checked="" type="checkbox"/> Classify	<input type="checkbox"/> Summary	<input type="checkbox"/> Inference	<input type="checkbox"/> Fluency	<input type="checkbox"/> Attending
<input type="checkbox"/> Compare/Contrast	<input type="checkbox"/> Point of View	<input type="checkbox"/> Conclusion	<input type="checkbox"/> Elaboration	<input type="checkbox"/> Persistence
<input type="checkbox"/> Predict	<input type="checkbox"/> Analysis	<input type="checkbox"/> Metacognition	<input type="checkbox"/> Flexibility	<input checked="" type="checkbox"/> Precision

## Relevance to Work

•Use medical terminology to communicate information, data and observations.

Unit 3 <b>ATHLETIC TAPING/BANDAGING</b>		Hours: 10
Performance Assessment(s)		
Demonstration of proficiency in various athletic taping/wrapping techniques.		
Industry Standards and Competencies		
<u>C-5 Safety, Health and Environmental</u> 5.2 Employ personal safety practices; comply with pertinent regulatory guidelines including OSHA and WISHA standards. 5.3 Use techniques to insure environmental safety. <u>C-10 Technical Skills</u> 10.1 Demonstrate skill and knowledge appropriate for the career strand. *See following career strands standards.		
EALRs AND GLEs Taught and Assessed in the Standards		
Arts		
Communications		
<u>Communication 1.1: Uses listening and observation skills and strategies to focus attention and interpret information.</u> <u>Communication 1.2: Understands, analyzes, synthesizes, or evaluates information from a variety of sources.</u> 1.2.1 Evaluates effectiveness of and creates a personal response to visual and auditory information. <u>Communication 2.2: Uses interpersonal skills and strategies in a multicultural context to work collaboratively, solve problems, and perform tasks.</u>		
Health and Fitness		
Mathematics		
Reading		
Science		
<u>Application (Science, Technology, and Society)</u> 9-12 APPC: Choosing the best solution involves comparing alternatives with respect to criteria and constraints, then building and testing a model or other representation of the final design.		
Social Studies		
Writing		
Other Skills		
Leadership Skills		
<u>Leadership 1.0 Individual Skills</u> 1.1 The student will analyze, refine, and apply decision-making skills through classroom, family, community, and business and industry (work related) experiences. <u>Leadership 1.0 Individual Skills</u> 2.1 The student will communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals. 2.3 The student will analyze the complex responsibilities of the leader and follower and demonstrate the ability to both lead and follow.		

## Employability Skills

SCANS 1.0 The student identifies, organizes, plans and allocates resources

1.1: Time - Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules.

1.3: Materials and facilities - Acquires, stores, allocates, and uses materials or space efficiently.

SCANS 2.0 The student demonstrates interpersonal skills in working well with others.

2.1: Participates as a member of a team

2.2: Teaches others new skills

2.3: Serves clients/customers

SCANS 3.0 The student acquires and uses information

3.1: Acquires and evaluates information

## Analytical, Logical, and Creative Thinking Skills

<input checked="" type="checkbox"/> Observe	<input checked="" type="checkbox"/> Cause/Effect	<input type="checkbox"/> Finding Evidence	<input checked="" type="checkbox"/> Reasoning	<input checked="" type="checkbox"/> Originality
<input checked="" type="checkbox"/> Patterns	<input type="checkbox"/> Fact/Opinion	<input type="checkbox"/> Evaluation	<input checked="" type="checkbox"/> Problem Solving	<input type="checkbox"/> Risking
<input checked="" type="checkbox"/> Sequence	<input type="checkbox"/> Main Idea	<input type="checkbox"/> Detect Bias	<input type="checkbox"/> Goal Setting	<input type="checkbox"/> Inquisitiveness
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<input type="checkbox"/> Compare/Contrast	<input type="checkbox"/> Point of View	<input type="checkbox"/> Conclusion	<input type="checkbox"/> Elaboration	<input checked="" type="checkbox"/> Persistence
<input type="checkbox"/> Predict	<input type="checkbox"/> Analysis	<input type="checkbox"/> Metacognition	<input type="checkbox"/> Flexibility	<input type="checkbox"/> Precision

## Relevance to Work

Provide appropriate service, based on knowledge of disease and body function.  
Participate in delivering appropriate care, based on client's needs and knowledge.

Unit 4 TISSUE INJURY AND HEALING	Hours: 4
Performance Assessment(s)	
Pass @ 70%, written assignments covering tissue injury and healing.	
Industry Standards and Competencies	
<p><u>C-1 Academic Foundation</u></p> <p>1.1 Read and write, including charts, reports, graphs and manuals.</p> <p>1.3 Use medical terminology.</p> <p>1.4 Apply knowledge of life sciences, such as biology, chemistry, physics, and human growth and development.</p> <p>1.5 Use knowledge of human structure and function.</p> <p><u>C-4 Systems</u></p> <p>4.1 Understand systems theory.</p> <p><u>C-6 Health Maintenance Practices</u></p> <p>6.5 Show knowledge of illness prevention.</p>	
EALRs AND GLEs Taught and Assessed in the Standards	
Arts	
Communications	
<p><u>Communication 1.1: Uses listening and observation skills and strategies to focus attention and interpret information.</u></p> <p><u>Communication 1.2: Understands, analyzes, synthesizes, or evaluates information from a variety of sources.</u></p> <p><u>Communication 2.1: Uses language to interact effectively and responsibly in a multicultural context.</u></p>	
Health and Fitness	
<p><u>Health 2.4: Acquires skills to live safely and reduce health risks.</u></p>	
Mathematics	
Reading	
<p><u>Reading 1.2 Use vocabulary (word meaning) strategies to comprehend text.</u></p> <p><u>Reading 1.3 Build vocabulary through wide reading.</u></p> <p>1.3.2 Understand and apply the content/academic vocabulary critical to the meaning of the text, including vocabularies relevant to different contexts, cultures, and communities.</p> <p><u>Reading 2.1 Demonstrate evidence of reading comprehension.</u></p> <p>2.1.3 Apply comprehension monitoring strategies during and after reading: determine importance using theme, main idea, and supporting details in grade-level informational/expository text and/or literary/narrative text.</p> <p>2.1.5 Apply comprehension monitoring strategies for informational and technical materials, complex narratives, and expositions: synthesize ideas from selections to make predictions and inferences.</p> <p><u>Reading 2.2 Understand and apply knowledge of text components to comprehend text.</u></p> <p>2.2.2 Apply understanding of complex organizational features of printed text and electronic sources.</p> <p><u>Reading 2.3 Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text.</u></p> <p>2.3.2 Evaluate informational materials, including electronic sources, for effectiveness.</p> <p><u>Reading 3.1 Read to learn new information.</u></p>	

## Science

### Physical Science – Force and Motion (Newton's Laws)

9-11 PS1A: Average velocity is defined as a change in position with respect to time. Velocity includes both speed and direction.

9-11 PS2G: Chemical reactions change the arrangement of atoms in the molecules of substances. Chemical reactions release or acquire energy from their surroundings and result in the formation of new substances.

### Inquiry (Conducting Analysis and Thinking Logically)

9-12 INQB: Scientific progress requires the use of various methods appropriate for answering different kinds of research questions, a thoughtful plan for gathering data needed to answer the question, and care in collecting, analyzing, and displaying the data.

9-12 INQC: Conclusions must be logical, based on evidence, and consistent with prior established knowledge.

9-12 APPC: Choosing the best solution involves comparing alternatives with respect to criteria and constraints, then building and testing a model or other representation of the final design.

## Social Studies

## Writing

## Other Skills

### Leadership Skills

#### Leadership 1.0 Individual Skills

1.1 The student will analyze, refine, and apply decision-making skills through classroom, family, community, and business and industry (work related) experiences.

#### Leadership 1.0 Individual Skills

2.1 The student will communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals.

### Employability Skills

#### SCANS 1.0 The student identifies, organizes, plans and allocates resources

1.1: Time - Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules.

#### SCANS 3.0 The student acquires and uses information

3.1: Acquires and evaluates information

3.2: Organizes and maintains information

3.3: Interprets and communicates information

### Analytical, Logical, and Creative Thinking Skills

<input checked="" type="checkbox"/> Observe	<input checked="" type="checkbox"/> Cause/Effect	<input type="checkbox"/> Finding Evidence	<input checked="" type="checkbox"/> Reasoning	<input type="checkbox"/> Originality
<input checked="" type="checkbox"/> Patterns	<input type="checkbox"/> Fact/Opinion	<input type="checkbox"/> Evaluation	<input checked="" type="checkbox"/> Problem Solving	<input type="checkbox"/> Risking
<input type="checkbox"/> Sequence	<input type="checkbox"/> Main Idea	<input type="checkbox"/> Detect Bias	<input type="checkbox"/> Goal Setting	<input checked="" type="checkbox"/> Inquisitiveness
<input checked="" type="checkbox"/> Classify	<input type="checkbox"/> Summary	<input type="checkbox"/> Inference	<input type="checkbox"/> Fluency	<input type="checkbox"/> Attending
<input checked="" type="checkbox"/> Compare/Contrast	<input type="checkbox"/> Point of View	<input type="checkbox"/> Conclusion	<input type="checkbox"/> Elaboration	<input type="checkbox"/> Persistence
<input checked="" type="checkbox"/> Predict	<input checked="" type="checkbox"/> Analysis	<input type="checkbox"/> Metacognition	<input type="checkbox"/> Flexibility	<input type="checkbox"/> Precision

### Relevance to Work

Use medical terminology to communicate information, data and observations.

Provide appropriate service, based on knowledge of disease and body function.

Participate in delivering appropriate care, based on client's needs and knowledge.



Unit 5 INJURY ASSESSMENT	Hours: 6
Performance Assessment(s)	
Demonstrate the appropriate protocols of injury assessment. Pass @ 70%, written assignments covering injury assessment principles.	
Industry Standards and Competencies	
<u>C-1 Academic Foundation</u> 1.1 Read and write, including charts, reports, graphs and manuals. 1.3 Use medical terminology. 1.4 Apply knowledge of life sciences, such as biology, chemistry, physics, and human growth and development. 1.5 Use knowledge of human structure and function. <u>C-6 Health Maintenance Practices</u> 6.4 Encourage clients to manage and reduce health risk factors. 6.5 Show knowledge of illness prevention. <u>C-9 Employability and Career Development</u> 9.1 Demonstrate professionalism and key employability skills. 9.2 Maintain professional conduct and appearance. 9.3 Use analytical skills to solve problems and make decisions. <u>C-10 Technical Skills</u> 10.1 Demonstrate skill and knowledge appropriate for the career strand. *See following career strands standards.	
EALRs AND GLEs Taught and Assessed in the Standards	
<b>Arts</b>	
Communications	
<u>Communication 1.1: Uses listening and observation skills and strategies to focus attention and interpret information.</u> <u>Communication 1.2: Understands, analyzes, synthesizes, or evaluates information from a variety of sources.</u> 1.2.2 Evaluates the effect of bias and persuasive techniques in mass media. <u>Communication 3.3: Uses effective delivery.</u>	
Health and Fitness	
2.1.1 Evaluates dimensions of health and relates to personal health behaviors.	
Mathematics	
Reading	
<u>Reading 1.2 Use vocabulary (word meaning) strategies to comprehend text.</u> <u>Reading 2.1 Demonstrate evidence of reading comprehension.</u> 2.1.4 Apply comprehension monitoring strategies for informational and technical materials, complex narratives, and expositions: use prior knowledge. <u>Reading 2.2 Understand and apply knowledge of text components to comprehend text.</u> 2.2.2 Apply understanding of complex organizational features of printed text and electronic sources. <u>Reading 3.1 Read to learn new information.</u> <u>Reading 3.2 Read to perform a task.</u>	

3.2.2 Apply understanding of complex information, including functional documents, to perform a task.

Reading 3.3 Read for career applications.

3.3.1 Apply appropriate reading strategies for interpreting technical and non-technical documents used in job-related settings.

## Science

Inquiry (Conducting Analysis and Thinking Logically)

9-12 INQB: Scientific progress requires the use of various methods appropriate for answering different kinds of research questions, a thoughtful plan for gathering data needed to answer the question, and care in collecting, analyzing, and displaying the data.

9-12 INQC: Conclusions must be logical, based on evidence, and consistent with prior established knowledge.

Application (Science, Technology, and Society)

9-12 APPC: Choosing the best solution involves comparing alternatives with respect to criteria and constraints, then building and testing a model or other representation of the final design.

## Social Studies

## Writing

## Other Skills

## Leadership Skills

Leadership 1.0 Individual Skills

1.1 The student will analyze, refine, and apply decision-making skills through classroom, family, community, and business and industry (work related) experiences.

1.3 The student will demonstrate oral, interpersonal, written, and electronic communication and presentation skills and understands how to apply those skills.

1.4 The student will be involved in activities that require applying theory, problem-solving, and using critical and creative thinking skills while understanding outcomes of related decisions.

Leadership 1.0 Individual Skills

2.1 The student will communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals.

2.3 The student will analyze the complex responsibilities of the leader and follower and demonstrate the ability to both lead and follow.

## Employability Skills

SCANS 1.0 The student identifies, organizes, plans and allocates resources

1.1: Time - Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules.

1.3: Materials and facilities - Acquires, stores, allocates, and uses materials or space efficiently.

SCANS 2.0 The student demonstrates interpersonal skills in working well with others.

2.3: Serves clients/customers

SCANS 3.0 The student acquires and uses information

3.1: Acquires and evaluates information

3.2: Organizes and maintains information

3.3: Interprets and communicates information

SCANS 4.0 The student understands complex systems and inter-relationships

4.1: Understands Systems - Knows how social, organizational, and technological systems work and operates effectively with them.

Analytical, Logical, and Creative Thinking Skills				
<input checked="" type="checkbox"/> Observe <input type="checkbox"/> Patterns <input checked="" type="checkbox"/> Sequence <input checked="" type="checkbox"/> Classify <input checked="" type="checkbox"/> Compare/Contrast <input checked="" type="checkbox"/> Predict	<input checked="" type="checkbox"/> Cause/Effect <input type="checkbox"/> Fact/Opinion <input type="checkbox"/> Main Idea <input type="checkbox"/> Summary <input type="checkbox"/> Point of View <input type="checkbox"/> Analysis	<input type="checkbox"/> Finding Evidence <input checked="" type="checkbox"/> Evaluation <input type="checkbox"/> Detect Bias <input type="checkbox"/> Inference <input type="checkbox"/> Conclusion <input type="checkbox"/> Metacognition	<input checked="" type="checkbox"/> Reasoning <input checked="" type="checkbox"/> Problem Solving <input type="checkbox"/> Goal Setting <input type="checkbox"/> Fluency <input type="checkbox"/> Elaboration <input type="checkbox"/> Flexibility	<input type="checkbox"/> Originality <input type="checkbox"/> Risking <input checked="" type="checkbox"/> Inquisitiveness <input type="checkbox"/> Attending <input checked="" type="checkbox"/> Persistence <input checked="" type="checkbox"/> Precision
Relevance to Work				
Adhere to standard protocols of injury assessment and medical record keeping				

Unit 6 JOINT ANATOMY, EVALUATION, TREATMENT AND REHABILITATION	Hours: 50
Performance Assessment(s)	
Pass by 70%, written assignments and test covering each area. Demonstrate the ability to perform the appropriate injury tests and rehabilitation exercises. Write injury reports including assessment, treatment and rehabilitation plans	
Industry Standards and Competencies	
<u>C-1 Academic Foundation</u> 1.1 Read and write, including charts, reports, graphs and manuals. 1.3 Use medical terminology. 1.4 Apply knowledge of life sciences, such as biology, chemistry, physics, and human growth and development. 1.5 Use knowledge of human structure and function. <u>C-7 Leadership and Teamwork</u> 7.1 Practice team membership skills, such as cooperation, leadership, and anticipation of the needs of coworkers. 7.3 Interact with others consistent with the health care team structure and lines of authority. <u>C-9 Employability and Career Development</u> 9.1 Demonstrate professionalism and key employability skills. 9.3 Use analytical skills to solve problems and make decisions. <u>C-10 Technical Skills</u> 10.1 Demonstrate skill and knowledge appropriate for the career strand. *See following career strands standards.	
EALRs AND GLEs Taught and Assessed in the Standards	
<b>Arts</b>	
Communications	
<u>Communication 1.1: Uses listening and observation skills and strategies to focus attention and interpret information.</u> <u>Communication 1.2: Understands, analyzes, synthesizes, or evaluates information from a variety of sources.</u> 1.2.1 Evaluates effectiveness of and creates a personal response to visual and auditory information. <u>Communication 2.2: Uses interpersonal skills and strategies in a multicultural context to work collaboratively, solve problems, and perform tasks.</u> 2.2.1 Uses communication skills that demonstrate respect.	
Health and Fitness	
<u>Health 2.4: Acquires skills to live safely and reduce health risks.</u> 2.4.2 Evaluates emergency situations, ways to prevent injuries, and demonstrates skills to respond appropriately and safely.	
Mathematics	
Reading	
<u>Reading 1.2 Use vocabulary (word meaning) strategies to comprehend text.</u> <u>Reading 2.1 Demonstrate evidence of reading comprehension.</u> 2.1.4 Apply comprehension monitoring strategies for informational and technical materials, complex narratives, and expositions: use prior knowledge. 2.1.5 Apply comprehension monitoring strategies for informational and technical materials, complex narratives, and expositions: synthesize ideas from selections to make predictions and inferences.	

Reading 3.1 Read to learn new information.

Reading 3.2 Read to perform a task.

3.2.2 Apply understanding of complex information, including functional documents, to perform a task.

Reading 3.3 Read for career applications.

3.3.1 Apply appropriate reading strategies for interpreting technical and non-technical documents used in job-related settings.

## Science

Physical Science – Matter Properties and Change (Chemical Reactions)

9-11 PS2I: The rate of a physical or chemical change may be affected by factors such as temperature, surface area, and pressure.

Inquiry (Conducting Analysis and Thinking Logically)

9-12 INQB: Scientific progress requires the use of various methods appropriate for answering different kinds of research questions, a thoughtful plan for gathering data needed to answer the question, and care in collecting, analyzing, and displaying the data.

9-12 INQC: Conclusions must be logical, based on evidence, and consistent with prior established knowledge.

9-12 INQD: The methods and procedures that scientists use to obtain evidence must be clearly reported to enhance opportunities for further investigation.

## Social Studies

### Writing

Writing 2.3: Writes in a variety of forms/genres.

Writing 2.4: Writes for career applications.

2.4.1 Produces documents used in a career setting.

Writing 3.2: Uses appropriate style.

3.2.2 Analyzes and selects language appropriate for specific audiences and purposes.

## Other Skills

### Leadership Skills

Leadership 1.0 Individual Skills

1.1 The student will analyze, refine, and apply decision-making skills through classroom, family, community, and business and industry (work related) experiences.

1.3 The student will demonstrate oral, interpersonal, written, and electronic communication and presentation skills and understands how to apply those skills.

1.4 The student will be involved in activities that require applying theory, problem-solving, and using critical and creative thinking skills while understanding outcomes of related decisions.

Leadership 1.0 Individual Skills

2.1 The student will communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals.

2.3 The student will analyze the complex responsibilities of the leader and follower and demonstrate the ability to both lead and follow.

### Employability Skills

SCANS 1.0 The student identifies, organizes, plans and allocates resources

1.1: Time - Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules.

1.3: Materials and facilities - Acquires, stores, allocates, and uses materials or space efficiently.

SCANS 2.0 The student demonstrates interpersonal skills in working well with others.

2.1: Participates as a member of a team

2.2: Teaches others new skills

2.4: Exercises Leadership

SCANS 3.0 The student acquires and uses information

- 3.1: Acquires and evaluates information  
 3.2: Organizes and maintains information  
 3.3: Interprets and communicates information

SCANS 4.0 The student understands complex systems and inter-relationships

4.2: Monitors and Corrects Performance - Distinguishes trends, predicts impacts on system operations, diagnoses deviations in performance and makes corrections.

**Analytical, Logical, and Creative Thinking Skills**

<input checked="" type="checkbox"/> Observe	<input checked="" type="checkbox"/> Cause/Effect	<input checked="" type="checkbox"/> Finding Evidence	<input checked="" type="checkbox"/> Reasoning	<input type="checkbox"/> Originality
<input checked="" type="checkbox"/> Patterns	<input type="checkbox"/> Fact/Opinion	<input checked="" type="checkbox"/> Evaluation	<input checked="" type="checkbox"/> Problem Solving	<input type="checkbox"/> Risking
<input checked="" type="checkbox"/> Sequence	<input type="checkbox"/> Main Idea	<input type="checkbox"/> Detect Bias	<input checked="" type="checkbox"/> Goal Setting	<input type="checkbox"/> Inquisitiveness
<input checked="" type="checkbox"/> Classify	<input type="checkbox"/> Summary	<input type="checkbox"/> Inference	<input type="checkbox"/> Fluency	<input type="checkbox"/> Attending
<input type="checkbox"/> Compare/Constrast	<input type="checkbox"/> Point of View	<input type="checkbox"/> Conclusion	<input type="checkbox"/> Elaboration	<input type="checkbox"/> Persistence
<input type="checkbox"/> Predict	<input type="checkbox"/> Analysis	<input type="checkbox"/> Metacognition	<input type="checkbox"/> Flexibility	<input checked="" type="checkbox"/> Precision

**Relevance to Work**

Use medical terminology to communicate information, data and observations.  
 Provide appropriate service, based on knowledge of disease and body function.  
 Read, write, speak, and understand English at the level necessary for performing duties.  
 Participate in delivering appropriate care, based on client's needs and knowledge  
 Acquires and evaluates information  
 Follow protocol for collecting an documenting client information  
 Design and implement proficient treatment plans

<b>Unit 7 EXERCISE SCIENCE</b>	<b>Hours: 5</b>
<b>Performance Assessment(s)</b>	
Pass @ 70%, written assignment and test covering exercise science	
<b>Industry Standards and Competencies</b>	
<u>C-1 Academic Foundation</u> 1.1 Read and write, including charts, reports, graphs and manuals. 1.3 Use medical terminology. 1.4 Apply knowledge of life sciences, such as biology, chemistry, physics, and human growth and development. 1.5 Use knowledge of human structure and function. <u>C-6 Health Maintenance Practices</u> 6.2 Be aware of alternative health practices, such as massage therapy and herbal remedies. 6.3 Explain preventive health practices, such as good nutrition and stress management. 6.5 Show knowledge of illness prevention.	
<b>EALRs AND GLEs Taught and Assessed in the Standards</b>	
<b>Arts</b>	
<b>Communications</b>	
<b>Health and Fitness</b>	
<u>Fitness 1.3: Understands the components of health-related fitness and interprets information from feedback, evaluation, and self-assessment in order to improve performance.</u> 1.3.1 Analyzes the components of health-related fitness.  <u>Health 2.1: Understands foundations of health.</u> <u>Health 2.3: Understands the concepts of prevention and control of disease.</u> <u>Health 3.2: Evaluates health and fitness information.</u>	
<b>Mathematics</b>	
<b>Reading</b>	
<u>Reading 1.3 Build vocabulary through wide reading.</u> <u>Reading 2.1 Demonstrate evidence of reading comprehension.</u> 2.1.5 Apply comprehension monitoring strategies for informational and technical materials, complex narratives, and expositions: synthesize ideas from selections to make predictions and inferences. <u>Reading 3.1 Read to learn new information.</u> 3.1.1 Analyze web-based and other resource materials (including primary sources and secondary sources) for relevance in answering research questions. <u>Reading 3.3 Read for career applications.</u> 3.3.1 Apply appropriate reading strategies for interpreting technical and non-technical documents used in job-related settings.	
<b>Science</b>	
<u>Inquiry (Conducting Analysis and Thinking Logically)</u>	

9-12 INQB: Scientific progress requires the use of various methods appropriate for answering different kinds of research questions, a thoughtful plan for gathering data needed to answer the question, and care in collecting, analyzing, and displaying the data.

9-12 INQC: Conclusions must be logical, based on evidence, and consistent with prior established knowledge.

Application (Science, Technology, and Society)

9-12 APPB: The technological design process begins by defining a problem in terms of criteria and constraints, conducting research, and generating several different solutions.

## Social Studies

### Writing

Writing 2.4: Writes for career applications.

Writing 3.2: Uses appropriate style.

## Other Skills

### Leadership Skills

Leadership 1.0 Individual Skills

1.1 The student will analyze, refine, and apply decision-making skills through classroom, family, community, and business and industry (work related) experiences.

1.4 The student will be involved in activities that require applying theory, problem-solving, and using critical and creative thinking skills while understanding outcomes of related decisions.

### Employability Skills

SCANS 3.0 The student acquires and uses information

3.1: Acquires and evaluates information

3.2: Organizes and maintains information

SCANS 4.0 The student understands complex systems and inter-relationships

4.1: Understands Systems - Knows how social, organizational, and technological systems work and operates effectively with them.

### Analytical, Logical, and Creative Thinking Skills

<input checked="" type="checkbox"/> Observe	<input checked="" type="checkbox"/> Cause/Effect	<input type="checkbox"/> Finding Evidence	<input checked="" type="checkbox"/> Reasoning	<input checked="" type="checkbox"/> Originality
<input type="checkbox"/> Patterns	<input type="checkbox"/> Fact/Opinion	<input checked="" type="checkbox"/> Evaluation	<input checked="" type="checkbox"/> Problem Solving	<input type="checkbox"/> Risking
<input checked="" type="checkbox"/> Sequence	<input type="checkbox"/> Main Idea	<input type="checkbox"/> Detect Bias	<input checked="" type="checkbox"/> Goal Setting	<input type="checkbox"/> Inquisitiveness
<input type="checkbox"/> Classify	<input type="checkbox"/> Summary	<input type="checkbox"/> Inference	<input type="checkbox"/> Fluency	<input type="checkbox"/> Attending
<input type="checkbox"/> Compare/Contrast	<input type="checkbox"/> Point of View	<input type="checkbox"/> Conclusion	<input type="checkbox"/> Elaboration	<input type="checkbox"/> Persistence
<input type="checkbox"/> Predict	<input type="checkbox"/> Analysis	<input type="checkbox"/> Metacognition	<input type="checkbox"/> Flexibility	<input type="checkbox"/> Precision

### Relevance to Work