

Wallenpaupack Area School District Planned Course Curriculum Guide

Exercise Science and Sports Medicine Career and Technical Education

Course Exercise Science and Sports Medicine CTE Program (CIP 51.2604)

Course Description:

The Exercise Science and Sports Medicine program is designed for any student who may be considering going into one of the athletic or rehabilitative fields, such as physical therapy, athletic training, occupational therapy, fitness instructor, physical education, kinesiology, massage therapy, or sport nutrition. This program is two-year, preparing students to enter college with a comprehensive background in anatomy and physiology, rehabilitation, and emergency care. Students graduating from this program will have certifications in rehabilitative aide, first aid and CPR, and blood borne pathogens. Students will also be prepared to sit and take the ACSM personal training test if they choose to go into the personal fitness field. During the last semester, students will be doing clinical rotations at local facilities of the student's interest, such as, athletic training, physical therapy, and occupational therapy.

Revision Date:

March 2021- Ragonese

Wallenpaupack Area School District Curriculum	
COURSE: ESSM	GRADE/S: 11/12
Communication	TIMEFRAME: 3 blocks

COMMON CORE STANDARDS: POS: 103, 105, 502-4,
UNIT OBJECTIVES (SWBATS): <ul style="list-style-type: none"> • Students will demonstrate active listening • Students will identify the 5-step process to communication • Students will demonstrate different types of nonverbal communication • Students will understand how tone affects communication
INSTRUCTIONAL STRATEGIES/ACTIVITIES: <ul style="list-style-type: none"> • Interviews • Role play • Charades • Catch phrase game
ANCHOR VOCABULARY: <ul style="list-style-type: none"> • Tone • Noise • Gestures • Kinesics • Proxemics • Paraphrase • Personal space
ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative): <ul style="list-style-type: none"> • written test • scenario analysis • Short answer questions
EVIDENCE OF MASTERY/Cut Score (Keystone Exam):
DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)
RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.): Communication Skills for Healthcare Professionals (McCorry, L.K. & Mason, J)
RESOURCE SPECIFIC VOCABULARY:

Wallenpaupack Area School District Curriculum	
COURSE: ESSM	GRADE/S: 11/12
Careers	TIMEFRAME: 5 blocks

COMMON CORE STANDARDS: POS: 106 PA common Core Standard: 13.1.11, D & F	
UNIT OBJECTIVES (SWBATS): <ul style="list-style-type: none"> • Students will explore different fitness and health care careers • Students will describe the historical path of different professions • Students will compare and contrast the scope of practice of health careers • Students will describe the educational, certification and licensure required for a profession. 	
INSTRUCTIONAL STRATEGIES/ACTIVITIES: <ul style="list-style-type: none"> • Career project <ul style="list-style-type: none"> ○ Research a profession ○ Presentations to the class • College class visits • Clinical Rotation (Level II) 	
ANCHOR VOCABULARY: <ul style="list-style-type: none"> • Undergraduate degree • Masters degree • Licensure • Certification • Professional organizations 	
ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative): <ul style="list-style-type: none"> • presentation 	
EVIDENCE OF MASTERY/Cut Score (Keystone Exam):	
DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)	
RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):	
RESOURCE SPECIFIC VOCABULARY:	
Wallenpaupack Area School District Curriculum	
COURSE: ESSM	GRADE/S: 11/12
Ethical and legal Aspects	TIMEFRAME: 5-6 blocks

COMMON CORE STANDARDS: POS: 201, 202, 204, 205, 206, 303,	
UNIT OBJECTIVES (SWBATS): <ul style="list-style-type: none"> • Maintain the confidentiality of records/information as required by HIPPA/FERPA 	

<ul style="list-style-type: none"> • Implement the components of informed consent • Identify the legal importance of accurate record keeping to the benefit of all parties • Define legal concepts of liability, negligence, supervision, and assumption of risk • Analyze legal considerations and ethical actions • Review advanced directives • Identify components of an Emergency Action Plan (EAP) 	
INSTRUCTIONAL STRATEGIES/ACTIVITIES: <ul style="list-style-type: none"> • Power point discussion • Case studies • Review WAHS athletic paperwork • Fill out a EAP template for our WAHS 	
ANCHOR VOCABULARY: <ul style="list-style-type: none"> • HIPPA • FERPA • Consent • Ethics • Negligence • Confidentiality • Emergency Action Plan 	
ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative): <ul style="list-style-type: none"> • Case study • Crossword vocabulary puzzle • Legal Issue Essay 	
EVIDENCE OF MASTERY/Cut Score (Keystone Exam):	
DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)	
RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.): NATA legal journal Rocketlawyer.com Kory Stringer Institute (EAP) Chapter 2 Fundamentals of Athletic Training (Cartwright/Pitney)	
RESOURCE SPECIFIC VOCABULARY:	
Wallenpaupack Area School District Curriculum	
COURSE: ESSM	GRADE/S: 11/12
Communicable Disease Transmission	TIMEFRAME: 2 blocks

COMMON CORE STANDARDS: POS: 309, 310, 311, 312
UNIT OBJECTIVES (SWBATS): <ul style="list-style-type: none"> • Students will demonstrate proper ways to clean and disinfect objects and surfaces to prevent disease transmission • Differentiate between virus and bacteria • Students will demonstrate proper hand washing technique • Students will pass the blood borne pathogens AHSI course

<ul style="list-style-type: none"> • Students will utilize personal protective equipment 	
INSTRUCTIONAL STRATEGIES/ACTIVITIES: <ul style="list-style-type: none"> • Proper hand washing • Proper table cleaning • Complete AHSI Blood Borne Pathogen course • Watch video on immune system • Watch video on differences between bacteria and virus 	
ANCHOR VOCABULARY: <ul style="list-style-type: none"> • Communicable disease • Transmission • Virus • bacteria 	
ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative): <ul style="list-style-type: none"> • Passing score on AHSI Blood Borne Pathogens test • Demonstration of tasks 	
EVIDENCE OF MASTERY/Cut Score (Keystone Exam):	
DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)	
RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.): AHSI Blood Borne Pathogens course and handbooks https://www.youtube.com/watch?v=zQG0cOUBi6s https://www.youtube.com/watch?v=P9DXEnEd-Q	
RESOURCE SPECIFIC VOCABULARY:	
Wallenpaupack Area School District Curriculum	
COURSE: ESSM	GRADE/S: 11/12
clinical skills	TIMEFRAME:

COMMON CORE STANDARDS: POS: 203, 403, 501, 502, 503, 504, 511	
UNIT OBJECTIVES (SWBATS): <ul style="list-style-type: none"> • Identify the importance of accurate record keeping • Utilize patient/client safety measures • Measure and record vital signs (BP, Pulse, O2, ht, wt) • Perform visual acuity test • Calculate BMI • Patellar reflex 	
INSTRUCTIONAL STRATEGIES/ACTIVITIES: <ul style="list-style-type: none"> • Height and weight measurements • Blood pressure • Pulse rate 	

<ul style="list-style-type: none"> • Visual acuity test • O2 saturation
ANCHOR VOCABULARY: <ul style="list-style-type: none"> • Systolic • Diastolic • BMI • HIPPA
ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative): Demonstrate proficiency in skill
EVIDENCE OF MASTERY/Cut Score (Keystone Exam):
DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)
RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):
RESOURCE SPECIFIC VOCABULARY:

Wallenpaupack Area School District Curriculum	
COURSE: ESSM	GRADE/S: 11/12
Navigating the body	TIMEFRAME: 8 blocks

COMMON CORE STANDARDS: POS: 901, 1001,
UNIT OBJECTIVES (SWBATS): <ul style="list-style-type: none"> • Students will demonstrate body movement vocabulary • Students will use medical reverence terms when describing a location on a body • Students will differentiate between the muscular-skeletal system • Students will identify key differences between the body systems • Students will differentiate between the 4 abdominal quadrants
INSTRUCTIONAL STRATEGIES/ACTIVITIES: <ul style="list-style-type: none"> • Trail guide to the body power point on references • Flash cards • Lump of clay game • Worksheets • Power point presentation on body system • Full body diagram with body system
ANCHOR VOCABULARY: <ul style="list-style-type: none"> • Movement vocab

<ul style="list-style-type: none">• Reference vocab
ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative): <ul style="list-style-type: none">• written test• quizzes• Body system presentation• flashcards
EVIDENCE OF MASTERY/Cut Score (Keystone Exam):
DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)
RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):
RESOURCE SPECIFIC VOCABULARY:

Wallenpaupack Area School District Curriculum	
COURSE: ESSM	GRADE/S: 11/12
Muscle function and movement	TIMEFRAME: 4 classes

COMMON CORE STANDARDS:

POS: 508, 901, 1004

UNIT OBJECTIVES (SWBATS):

- Understand the difference between concentric and eccentric muscle contractions
- Demonstrate the movement of joints
- Analyze movement and identify the muscle responsible
- Measure Range of Motion of major joints using a goniometer

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

- Videos
- Movement lab
- ROM measurements
- Muscle diagram

ANCHOR VOCABULARY:

- Myofibril
- Muscle bundle
- Eccentric
- Concentric
- Movement vocabulary
- Muscle anatomy

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

Lab write-up
quiz

EVIDENCE OF MASTERY/Cut Score (Keystone Exam):**DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)****RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):**

Youtube: muscle contraction process McGraw-Hill 4:24
Fast twitch vs slow twitch Ali Tajran 2:06

RESOURCE SPECIFIC VOCABULARY:

Wallenpaupack Area School District Curriculum	
COURSE: ESSM	GRADE/S: 11/12
Injuries: classification and mechanism	TIMEFRAME: 4 blocks

COMMON CORE STANDARDS:

POS: 508, 1003, 10041005, 1006

UNIT OBJECTIVES (SWBATS):

- Students will identify characteristics and injuries relating to various stages of physical maturity
- Explain distinctive qualities of various types of musculoskeletal tissue
- Describe the mechanical forces necessary to cause a specific injury
- Classify injuries as acute or chronic
- Describe different types of closed soft tissue wounds, including degrees of severity and mechanism of injury
- Describe skeletal injuries and mechanism of injury
- Describe different types of open wounds, including their severity and mechanism of injury

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

- Chapter reading: Core Concepts; Hillman, chapter 7
- Worksheets
- Video project
- Mechanical force scenarios
- Solving the Mystery: a thinking Game

ANCHOR VOCABULARY:

Sprain
Strain
Fracture
Epiphysis
Mechanism of injury
Acute
chronic

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- written test
- quizzes
- scenario worksheet
- Power point presentation

EVIDENCE OF MASTERY/Cut Score (Keystone Exam):**DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)****RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):****RESOURCE SPECIFIC VOCABULARY:**

Wallenpaupack Area School District Curriculum	
COURSE: ESSM	GRADE/S: 11/12
Environmental Illness	TIMEFRAME:

<p>COMMON CORE STANDARDS: POS: 302, 603, 604</p>
<p>UNIT OBJECTIVES (SWBATS):</p> <ul style="list-style-type: none"> • Signs and symptoms, prevention and treatment of weather-related illnesses injuries or illnesses • Identify signs and symptoms of dehydration • Identify hydration needs • Environmental impact of health • Identify symptoms of cardiorespiratory complications
<p>INSTRUCTIONAL STRATEGIES/ACTIVITIES:</p> <ul style="list-style-type: none"> • Illness research project • Wet bulb thermometer readings • Urine density measurements • Brainstorm illnesses • Dehydration scenarios
<p>ANCHOR VOCABULARY:</p> <ul style="list-style-type: none"> • Heat illness • Cold illness
<p>ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):</p> <ul style="list-style-type: none"> • Illness power point • Hydration scenarios
<p>EVIDENCE OF MASTERY/Cut Score (Keystone Exam):</p>
<p>DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)</p>
<p>RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):</p>
<p>RESOURCE SPECIFIC VOCABULARY:</p>

Wallenpaupack Area School District Curriculum	
COURSE: ESSM	GRADE/S: 11/12
Sudden Illness	TIMEFRAME:

<p>COMMON CORE STANDARDS: POS: 302, 303, 306</p>
<p>UNIT OBJECTIVES (SWBATS):</p>

<ul style="list-style-type: none"> • Identify signs, symptoms, and treatment of diabetic illness • Identify signs, symptoms and treatment of sickle cell • Identify signs, symptoms and treatment of asthma
INSTRUCTIONAL STRATEGIES/ACTIVITIES: <ul style="list-style-type: none"> • Power point • Scenario mystery game
ANCHOR VOCABULARY: <ul style="list-style-type: none"> • Red blood cell • Glucose • Bronchi
ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative): <ul style="list-style-type: none"> • Presentation on illness
EVIDENCE OF MASTERY/Cut Score (Keystone Exam):
DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)
RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):
RESOURCE SPECIFIC VOCABULARY:

Wallenpaupack Area School District Curriculum	
COURSE: ESSM	GRADE/S: 11/12
Knee/thigh injuries	TIMEFRAME:
Wallenpaupack Area School District Curriculum	
COURSE: ESSM	GRADE/S: 11/12
Lower leg Injuries	TIMEFRAME:

<p>COMMON CORE STANDARDS: POS: 108, 401, 505, 508, 511, 900, 1003, 1004</p>
<p>UNIT OBJECTIVES (SWBATS):</p> <ul style="list-style-type: none"> • Use proper body mechanics for personal and patient safety • Identify bracing/splinting devices and taping techniques for the foot and ankle • Perform ROM for ankle and foot • Identify signs and symptoms, prevention and treatment for neuromusculoskeletal injuries of the lower leg • Use medical terminology related to a lower leg examine • Identify the bones and joints of the lower leg • Identify the muscles of the foot and ankle • Demonstrate the function of the muscles of the lower leg
<p>INSTRUCTIONAL STRATEGIES/ACTIVITIES:</p> <ul style="list-style-type: none"> • Diagram labeling • palpations • Tape practice • 3D foot model • Crossword puzzle • Gait analysis
<p>ANCHOR VOCABULARY:</p> <ul style="list-style-type: none"> • Sprain • Strain • Inversion • eversion
<p>ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):</p> <ul style="list-style-type: none"> • Anatomy quiz • 3D model • Test • Taping skill check-off
<p>EVIDENCE OF MASTERY/Cut Score (Keystone Exam):</p>
<p>DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)</p>
<p>RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):</p>
<p>RESOURCE SPECIFIC VOCABULARY:</p>

<p>COMMON CORE STANDARDS:</p>

<p>POS: 108, 401, 505, 508, 511, 900, 1003, 1004</p>
<p>UNIT OBJECTIVES (SWBATS):</p> <ul style="list-style-type: none"> • Use proper body mechanics for personal and patient safety • Identify bracing/splinting devices and taping techniques for the knee and thigh • Identify signs and symptoms, prevention and treatment for neuromusculoskeletal injuries of the knee • Demonstrate understanding of how to protect a patient’s privacy while treating/examining him or her • Use medical terminology related to a leg exam • Identify the bones of the knee joint • Identify the muscles of the knee • Demonstrate the function of the knee muscles
<p>INSTRUCTIONAL STRATEGIES/ACTIVITIES:</p> <ul style="list-style-type: none"> • Diagrams • Palpations • movement lab • presentation • laxity tests
<p>ANCHOR VOCABULARY:</p> <ul style="list-style-type: none"> • Valgus • Varus
<p>ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):</p> <ul style="list-style-type: none"> • Anatomy quiz • Power point presentation • Scenario test • Palpation anatomy test
<p>EVIDENCE OF MASTERY/Cut Score (Keystone Exam):</p>
<p>DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)</p>
<p>RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):</p>
<p>RESOURCE SPECIFIC VOCABULARY:</p>

Wallenpaupack Area School District Curriculum	
COURSE: ESSM	GRADE/S: 11/12
Hand, Wrist, and Elbow	TIMEFRAME:
COMMON CORE STANDARDS: POS: 108, 401, 505, 508, 511, 900, 1003, 1004	
UNIT OBJECTIVES (SWBATS): <ul style="list-style-type: none"> • Use proper body mechanics for personal and patient safety • Identify bracing/splinting devices and taping techniques for the hand, wrist and elbow • Identify signs and symptoms, prevention and treatment for neuromusculoskeletal injuries of the hand, wrist, and elbow • Demonstrate understanding of how to protect a patient’s privacy while treating/examining him or her • Use medical terminology related to a hand, wrist, and elbow exam • Identify the bones of the hand, wrist, and elbow • Identify the muscles of the hand, wrist, and elbow • Demonstrate the function of the hand, wrist and elbow • 	
INSTRUCTIONAL STRATEGIES/ACTIVITIES: Power point Racquet lab Palpation lab Taping lab	
ANCHOR VOCABULARY: <ul style="list-style-type: none"> • 	
ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative): Test Anatomy quiz lab	
EVIDENCE OF MASTERY/Cut Score (Keystone Exam):	
DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)	
RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):	
RESOURCE SPECIFIC VOCABULARY:	

Wallenpaupack Area School District Curriculum	
COURSE: ESSM	GRADE/S: 11/12
Shoulder Injuries	TIMEFRAME:

COMMON CORE STANDARDS: POS: 108, 401, 505, 508, 511, 900, 1003, 1004

UNIT OBJECTIVES (SWBATS):	
<ul style="list-style-type: none"> • Use proper body mechanics for personal and patient safety • Identify bracing/splinting devices and techniques for shoulder • Perform ROM for shoulder • Identify signs and symptoms, prevention and treatment for neuromusculoskeletal injuries of the shoulder • Demonstrate understanding of how to protect a patient's privacy while treating/examining him or her • Use medical terminology related to a shoulder examine • Identify the bones and joints of the shoulder • Identify the muscles of the shoulder • Demonstrate the function of the shoulder muscles 	
INSTRUCTIONAL STRATEGIES/ACTIVITIES:	
<ul style="list-style-type: none"> • Anatomy sheets • Power point • worksheets • Video project • Palpation lab • Specialty tests • WT room lab 	
ANCHOR VOCABULARY:	
<ul style="list-style-type: none"> • Sprain • Strain • dislocation 	
ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):	
Video project	
Test	
quizzes	
EVIDENCE OF MASTERY/Cut Score (Keystone Exam):	
DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)	
RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):	
RESOURCE SPECIFIC VOCABULARY:	
Wallenpaupack Area School District Curriculum	
COURSE: ESSM	GRADE/S: 11/12
Hip Injuries	TIMEFRAME:
COMMON CORE STANDARDS:	
POS: 108, 401, 505, 508, 511, 900, 1003, 1004	
UNIT OBJECTIVES (SWBATS):	
<ul style="list-style-type: none"> • Use proper body mechanics for personal and patient safety • Identify bracing/splinting devices and techniques for a hip • Perform ROM for a Hip 	

<ul style="list-style-type: none"> • Identify signs and symptoms, prevention and treatment for neuromusculoskeletal injuries • Demonstrate understanding of how to protect a patient’s privacy while treating/examining him or her • Use medical terminology related to a hip examine • Identify the bones and joints of the hip • Identify the muscles of the hip • Demonstrate the function of the hip muscles
INSTRUCTIONAL STRATEGIES/ACTIVITIES: Power point Palpation Movement lab
ANCHOR VOCABULARY: <ul style="list-style-type: none"> •
ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative): Test Lab Anatomy quiz Movement quiz
EVIDENCE OF MASTERY/Cut Score (Keystone Exam):
DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)
RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):
RESOURCE SPECIFIC VOCABULARY:

Wallenpaupack Area School District Curriculum	
COURSE: ESSM	GRADE/S: 11/12
Spine and Thorax	TIMEFRAME:

COMMON CORE STANDARDS: POS: 1004, 1005, 1003, 305, 307
UNIT OBJECTIVES (SWBATS): <ul style="list-style-type: none"> • Identify anatomical parts of the spine • Identify muscles that control spine movement • Identify major nerve roots • Understand the function and movement of spine thorax muscles • Understand the MOI of spine injuries • Demonstrate first aid for spine injuries • Demonstrate proper technique for spine boarding with and without pads • Identify internal organs and their quadrants

<ul style="list-style-type: none"> Recognize signs and symptoms of spine and thorax injuries Identify parts of the nervous system
INSTRUCTIONAL STRATEGIES/ACTIVITIES: <ul style="list-style-type: none"> Label and color anatomy sheets Construct a section of the spine with all anatomical parts identified Spine board and c-spine collar demonstration Palpate anatomical structures Thoracic puzzle with internal organs Power point Tens unit demo Test worksheets
ANCHOR VOCABULARY: <ul style="list-style-type: none"> PNS, CNS, plexus paralysis
ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative): <ul style="list-style-type: none"> Spine creation project Spine board demonstration Test Quizzes Organ quadrant project
EVIDENCE OF MASTERY/Cut Score (Keystone Exam):
DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)
RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.): <ul style="list-style-type: none"> Coloring sheets Concepts book pg 123-131 Core concepts book ch 11
RESOURCE SPECIFIC VOCABULARY

Wallenpaupack Area School District Curriculum	
COURSE: ESSM	GRADE/S: 11/12
Treatment Modalities	TIMEFRAME:
COMMON CORE STANDARDS: POS; 509, 511, 508,	
UNIT OBJECTIVES (SWBATS): <ul style="list-style-type: none"> Describe common forms of heat and cold modalities Identify uses for a TENS unit Identify forms of manual therapy General precautions and contraindications for therapeutic modality application 	
INSTRUCTIONAL STRATEGIES/ACTIVITIES: <ul style="list-style-type: none"> Modality lab Chapter 16; core Concepts 	
ANCHOR VOCABULARY: <ul style="list-style-type: none"> 	
ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative): <ul style="list-style-type: none"> Lab write up Demonstration 	

EVIDENCE OF MASTERY/Cut Score (Keystone Exam):
DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)
RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc. <ul style="list-style-type: none">•
RESOURCE SPECIFIC VOCABULARY

Wallenpaupack Area School District Curriculum	
COURSE: ESSM	GRADE/S: 11/12
Rehabilitation	TIMEFRAME:
COMMON CORE STANDARDS: POS: 501, 505, 506, 507, 508, 510, 511, 201	
UNIT OBJECTIVES (SWBATS): <ul style="list-style-type: none"> • Compose general HOPS notes (history/observation/palpation/special test) • Compose SOAP notes (subjective/objective/assessment/plan) • List the 7 principles of rehabilitation • Describe deconditioning • Formulate short- and long-term goals • Identify basic components of therapeutic exercise • Perform manual muscle tests • Distinguish the phases of rehabilitation • Discuss the three healing phases of tissue • Discuss PRICE and how it is used in acute injury care 	
INSTRUCTIONAL STRATEGIES/ACTIVITIES: <ul style="list-style-type: none"> • Worksheets on note taking • Read ch 15 core concepts • Write short and long term goals • Develop a rehabilitation program for specific injuries and sports using the basic components • Draw the phases of healing 	
ANCHOR VOCABULARY: <ul style="list-style-type: none"> • HOPS • SOAP • AROM • PROM • MMT 	
ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative): <ul style="list-style-type: none"> • Test • Goals • Rehabilitation program 	
EVIDENCE OF MASTERY/Cut Score (Keystone Exam):	
DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)	
RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.): <ul style="list-style-type: none"> • Writing patient/client notes 	
RESOURCE SPECIFIC VOCABULARY	

Wallenpaupack Area School District Curriculum	
COURSE: ESSM	GRADE/S: 11/12
Injury prevention and protection	TIMEFRAME:

<p>COMMON CORE STANDARDS: POS: 401, 402, 403, 404</p>
<p>UNIT OBJECTIVES (SWBATS):</p> <ul style="list-style-type: none"> • Use the proper technique for bracing an injury • Demonstrate how to tape an injury • Make a orthoplast splint for a specific injury
<p>INSTRUCTIONAL STRATEGIES/ACTIVITIES:</p> <ul style="list-style-type: none"> • Create braces using orthoplast • Tape various joints • Discuss how to adapt for specific sports and positions
<p>ANCHOR VOCABULARY:</p> <ul style="list-style-type: none"> •
<p>ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):</p> <ul style="list-style-type: none"> • Taping checklist •
<p>EVIDENCE OF MASTERY/Cut Score (Keystone Exam):</p>
<p>DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)</p>
<p>RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):</p> <ul style="list-style-type: none"> •
<p>RESOURCE SPECIFIC VOCABULARY</p>

<p>Wallenpaupack Area School District Curriculum</p>
<p>COURSE: ESSM</p>
<p>Human development and mental health</p>
<p>COMMON CORE STANDARDS: POS: 801, 802, 803, 805, 806</p>
<p>UNIT OBJECTIVES (SWBATS):</p> <ul style="list-style-type: none"> • Identify stages of human growth and development

<ul style="list-style-type: none"> • Compare and contrast types of mental health disorders • Recognize physical and psychological indicators of stress • Identify the stages of grief • Describe how characteristics of the injury sociocultural affect participants health
INSTRUCTIONAL STRATEGIES/ACTIVITIES: <ul style="list-style-type: none"> • Ted talks • Power point • Sport movie write up • articles
ANCHOR VOCABULARY: <ul style="list-style-type: none"> • depression • Erikson's stages • Maslow's hierarchy of need
ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative): <ul style="list-style-type: none"> • Maslow pyramid • worksheet
EVIDENCE OF MASTERY/Cut Score (Keystone Exam):
DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)
RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):
RESOURCE SPECIFIC VOCABULARY

Wallenpaupack Area School District Curriculum
COURSE: ESSM
First Aid and CPR/AED
COMMON CORE STANDARDS: POS: 302, 303, 304, 305, 306, 307, 308, 401, 503
UNIT OBJECTIVES (SWBATS): <ul style="list-style-type: none"> • Demonstrate proper technique while doing compressions • Demonstrate proper technique while doing rescue breaths • Recognize emergency situations • Properly administer an AED • demonstrate how to use an EPI pen • Demonstrate how to use a tourniquet • Demonstrate how to do abdominal thrusts
INSTRUCTIONAL STRATEGIES/ACTIVITIES: <ul style="list-style-type: none"> • Power points • Demonstrations • Partner demos •
ANCHOR VOCABULARY: <ul style="list-style-type: none"> •
ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative): <ul style="list-style-type: none"> • AHSI basic first aid and CPR test • Skills check list
EVIDENCE OF MASTERY/Cut Score (Keystone Exam):
DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)
RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.): <ul style="list-style-type: none"> • CPR, AED, Basic First AID (ASHI)
RESOURCE SPECIFIC VOCABULARY

Wallenpaupack Area School District Curriculum
COURSE: ESSM
Head Injuries
COMMON CORE STANDARDS: POS: 304, 402, 403, 503, 508, 805, 900
UNIT OBJECTIVES (SWBATS): <ul style="list-style-type: none"> • Identify signs and symptoms of head Injuries (TBI's) • Describe prevention techniques for TBI's • Describe treatment for TBI's • Utilize patient/client safety measures • Measure and record vital signs relate to head trauma • Use medical terminology related to head injuries
INSTRUCTIONAL STRATEGIES/ACTIVITIES: <ul style="list-style-type: none"> • Color sheets • Power point • Vital signs lab • Article summary • Perform SCAT 3 and BESS testing • Complete concussion course for students online • Watch League of Denial
ANCHOR VOCABULARY: <ul style="list-style-type: none"> •
ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative): <ul style="list-style-type: none"> • Test • Quizzes • Article summary • League of denial short answer essay
EVIDENCE OF MASTERY/Cut Score (Keystone Exam):
DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)
RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.): <ul style="list-style-type: none"> • NFHSlearn.com concussion course for students • League of denial
RESOURCE SPECIFIC VOCABULARY

Wallenpaupack Area School District Curriculum
COURSE: ESSM
Face Injuries
COMMON CORE STANDARDS: POS: 307, 901, 1003,
UNIT OBJECTIVES <ul style="list-style-type: none"> • Describe the mechanism of Injury for specific face injuries • Analyze protective gear for head and face
INSTRUCTIONAL STRATEGIES/ACTIVITIES: <ul style="list-style-type: none"> • Palpation • Pumpkin injuries with story • Salesman presentation
ANCHOR VOCABULARY: <ul style="list-style-type: none"> •
ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative): <ul style="list-style-type: none"> • Story • Salesman project
EVIDENCE OF MASTERY/Cut Score (Keystone Exam):
DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)
RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.): <ul style="list-style-type: none"> • Writing patient/client notes
RESOURCE SPECIFIC VOCABULARY