



Suggested Pacing	Content Standards What must students know and be able to do?	Learning and Performance Expectations	Assessment of Learning Options How will we know if they learned this skill?	Learning Resources Options What will we do if they didn't, and what if they did?
<u>Exercise & Athletic Training</u>				
Y1: First Quarter Green = Applied during all 4 quarters of the class	<p><u>Outcome: 2.3. Medical Terminology</u> Decipher medical terms through word origin and structure with an emphasis on derivation, meaning, pronunciation, and spelling.</p> <p>2.3.1. Build and decipher medical term meanings by identifying and using word elements (e.g., word roots, prefixes, suffixes, and combining forms).</p> <p>2.3.2. Apply the rules used to build singular and plural forms of medical terminology derived from the Greek and Latin language.</p> <p>2.3.3 Use diagnostic, symptomatic, and procedural terms to read and interpret various medical reports.</p> <p>2.3.4. Use the appropriate abbreviations and symbols to</p>	<p><u>Strand 1. Business Operations/21st Century Skills</u> Learners apply principles of economics, business management, marketing and employability in an entrepreneur, manager and employee role to the leadership, planning, developing and analyzing of business enterprises related to the career field.</p> <p><u>Strand 2. Human Body System</u> Learners will discuss the various forms, functions and pathophysiology associated with body systems and alterations related to the normal aging process, obtain a health history, perform an evaluation of body systems and document using medical terminology.</p> <p><u>Strand 3. Therapeutic Interventions</u> Learners will administer or assist with environmental, health promotion, pharmacological, emergency, nutritional, exercise and rehabilitative</p>	<p>Classroom Discussions Exit Tickets Bell Work</p> <p><u>Unit 1:</u> - Career Exploration Presentation & Poster - Intro to SES Exam - Terminology worksheet</p> <p><u>Unit 2:</u> - Legal Considerations Quiz - Sports Medicine Essentials Textbook Ch. 2 Reading w/ Cornell Notes - Legal Considerations Kahoot</p> <p><u>Unit 3:</u> - SMART Goals Worksheet - Personal Time Audit - SMART Goals Essay</p> <p><u>Lab:</u> - Hip Hinge Biomechanics &</p>	<p>Google Slides Pre-Lab/Post-Lab Questions & Discussions Instructor Feedback</p> <p>Sports Medicine Essentials Textbook & Workbook Ch. 1 & 2</p> <p>SES Careers Fact Sheet</p> <p>Employability Skills Guided Notes</p> <p>SES Journal Entries</p> <p>Student Introductory Survey</p> <p>Learning Styles Inventory</p>



	<p>identify anatomical, physiological and pathological classifications and the associated medical specialties and procedures. 2.3.5. Use proper spelling and pronunciation of medical terms when communicating medical instructions and preparing medical documentations.</p> <p><u>Outcome: 3.6. Exercise and Rehabilitative Intervention</u> Evaluate, define and perform training and therapies to enhance mobility and muscle strength and document.</p> <p>3.6.1. Complete a comprehensive fitness evaluation. 3.6.2. Evaluate kinesthetic awareness as related to functional movement. 3.6.6. Apply techniques to enhance muscle strength, endurance and flexibility (e.g., isometric, isotonic, isokinetic, aerobic, strength, power and flexibility training).</p> <p><u>Outcome 1.1. Employability Skills</u> Develop career awareness and employability skills (e.g., face-to-face, online) needed for gaining and maintaining</p>	<p>and dental and surgical interventions and/or procedures to improve the individuals' outcome and quality of life across the life span within their scope of practice, evaluate outcomes and ensure individual's rights.</p> <p><u>Strand 4. Assistive Care</u> Learners will demonstrate the skills and knowledge to provide personal assistive care for the activities of daily living to a variety of individuals across the life span within their scope of practice.</p> <p><u>Strand 6. Health Information Management</u> Learners will demonstrate basic computer literacy, health information literacy and skills, confidentiality and privacy of health records, information security and basic skills in the use of electronic health records.</p>	<p>Musculature - Squat Biomechanics & Musculature - Corrective Exercise Lab - Upper Body Exercise Lab</p>	
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	<p>employment in diverse business settings.</p> <p>1.1.1. Identify the knowledge, skills and abilities necessary to succeed in careers.</p> <p>1.1.2. Identify the scope of career opportunities and the requirements for education, training, certification, licensure and experience.</p> <p>1.1.4. Describe the role and function of professional organizations, industry associations and organized labor and use networking techniques to develop and maintain professional relationships.</p> <p>1.1.6. Explain the importance of work ethic, accountability and responsibility and demonstrate associated behaviors in fulfilling personal, community and workplace roles.</p> <p>1.1.8. Identify the correlation between emotions, behavior and appearance and manage those to establish and maintain professionalism.</p> <p>1.1.12. Identify healthy lifestyles that reduce the risk of chronic disease, unsafe habits and abusive behavior.</p> <p><u>Outcome 1.2.</u></p>			
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	<p style="text-align: center;"><u>Leadership and Communications</u></p> <p>Process, maintain, evaluate and disseminate information in a business. Develop leadership and team building to promote collaboration.</p> <p>1.2.1. Extract relevant, valid information from materials and cite sources of information (e.g., medical reports, fitness assessment, medical test results).</p> <p>1.2.2. Deliver formal and informal presentations.</p> <p>1.2.3. Identify and use verbal, nonverbal and active listening skills to communicate effectively.</p> <p>1.2.6. Use proper grammar and expression in all aspects of communication.</p> <p>1.2.8. Identify the strengths, weaknesses and characteristics of leadership styles that influence internal and external workplace relationships.</p> <p>1.2.9. Identify advantages and disadvantages involving digital and/or electronic communications.</p> <p>1.2.10. Use interpersonal skills to provide group leadership, promote collaboration and work in a team.</p> <p>1.2.12. Use technical writing</p>			
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	<p>skills to complete forms and create reports.</p> <p><u>Outcome: 1.3. Business Ethics and Law</u> Analyze how professional, ethical, and legal behavior contributes to continuous improvement in organizational performance and regulatory compliance.</p> <p>1.3.1. Analyze how regulatory compliance affects business operations and organizational performance.</p> <p>1.3.2. Follow protocols and practices necessary to maintain a clean, safe, and healthy work environment.</p> <p>1.3.3. Use ethical character traits consistent with workplace standards (e.g., honesty, personal integrity, compassion, justice).</p> <p>1.3.4. Identify how federal and state consumer protection laws affect products and services.</p> <p>1.3.5. Access and implement safety compliance measures (e.g., quality assurance information, safety data sheets [SDSs], product safety data sheets [PSDSs], United States Environmental Protection Agency [EPA], United</p>			
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	<p>States Occupational Safety and Health Administration [OSHA]) that contribute to the continuous improvement of the organization.</p> <p>1.3.6. Identify deceptive practices (e.g., bait and switch, identity theft, unlawful door-to-door sales, deceptive service estimates, fraudulent misrepresentations) and their overall impact on organizational performance.</p> <p>1.3.7. Identify the labor and practice laws that affect employment and the consequences of noncompliance for both employee and employer (e.g., harassment, labor, employment, employment interview, testing, minor labor laws, Americans with Disabilities Act, Fair Labor Standards Acts, Equal Employment Opportunity Commission [EEOC], human trafficking) and interpret personal safety rights according to the employee Right-to-Know Plan.</p> <p>1.3.8. Verify compliance with computer and intellectual property laws and regulations.</p> <p>1.3.9. Identify potential conflicts of interest (e.g., personal gain, project bidding) between personal,</p>			
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	<p>organizational, and professional ethical standards.</p> <p><u>Outcome: 2.2. Evaluate Body Systems</u> Use interviewing techniques, observation, auscultation, palpation and percussion to perform a systematic head-to-toe evaluation of the body systems and document using medical terminology.</p> <p>2.2.1. Provide privacy and demonstrate cultural sensitivity. 2.2.2. Contact interpretive services for non-English speaking and English as a Second Language (ESL) individuals.</p> <p><u>Outcome: 3.1. Environmental Interventions</u> Create and maintain a safe, sterile, efficient, age-appropriate care environment.</p> <p>3.1.2. Maintain patients' rights, respect individual's choices and obtain informed consent. 3.1.3. Describe confidentiality guidelines in the Health Insurance Portability and Accountability Act (HIPAA).</p>			
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	<p>3.6.9. Modify physical activity to accommodate specific medical conditions and changes across the life span (e.g., asthma, sickle cell, diabetes, osteoporosis, skeletal-muscular disorders, age, pregnancy).</p> <p><u>Outcome: 4.1. Scope of Practice</u> Demonstrate the roles and responsibilities of assistive personnel and identify the medical specialists who treat disorders of each body system.</p> <p>4.1.5. Identify the medical specialists who treat disorders of each body system. 4.1.6. Identify body planes, directions, cavities, quadrants and regions.</p> <p><u>Outcome: 4.2. Therapeutic Communication and Interpersonal Skills</u> Demonstrate communication techniques and behaviors when communicating with individuals and interacting with individuals with impairments and documents.</p>			
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	<p>4.2.1. Describe non-verbal communication, including gestures, posture, touch, facial expressions, eye contact, body movements, avoidance and appearance.</p> <p>4.2.2. Describe the importance of maintaining an individual's personal space.</p> <p>4.2.3. Describe the importance of empathy in interpersonal relationships and the need for kindness,</p> <p>4.2.8. Provide aids to facilitate communication for speech impaired individuals (e.g., picture cards, slates, notepads).</p> <p><u>Outcome: 6.2.</u> <u>Confidentiality, Privacy and Security</u> Apply the fundamentals of confidentiality, privacy and security to communicate health/medical information accurately and within legal/regulatory bounds across the organization and between organizations.</p> <p>6.2.2. Differentiate between types of evidence used in healthcare litigation, process of discovery and the permissible</p>			
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	<p>use of evidence in litigation, recognizing the elements of negligence and medical malpractice.</p> <p>6.2.3. Explain and interpret regulatory requirements, standards of practice, legal responsibility, limitations and implications of actions and describe the appropriate avenues for reporting incidences of malpractice or negligence.</p> <p>6.2.4. Identify what constitutes the authorized access, release and use of personal health data.</p> <p>6.2.5. Distinguish between confidential and non-confidential information within the healthcare system and document, categorize and prioritize requests for personal health information according to internal/external privacy and confidentiality guidelines (e.g. Health Insurance Portability and Accountability Act [HIPAA]).</p>			
<p>Y1: Second Quarter</p>	<p><u>Outcome: 2.1. Human Body Form, Function and Pathophysiology</u> Discuss the various human body systems, alterations related to the normal aging process and possible dysfunctions.</p>	<p><u>Strand 2. Human Body System</u> Learners will discuss the various forms, functions and pathophysiology associated with body systems and alterations related to the normal aging process, obtain a health history, perform an evaluation of body systems and document using medical terminology.</p>	<p><u>Unit 4:</u> - Infection Control/Blood-Borne Pathogen Test - Infection Control Essay - OSHA Safety Video Worksheet - BBP Triangle Truths</p> <p><u>Unit 5:</u></p>	<p>Sports Medicine Essentials Textbook & Workbook Ch.3-7</p> <p>OSHA Safety Video</p> <p>Infection Control/Blood-Borne Pathogen Guided</p>



	<p>2.1.3 Describe how blood pressure is controlled and factors influencing changes in blood pressure.</p> <p>2.1.4. Describe the function and components of the respiratory system and pulmonary ventilation and factors influencing respiratory rates.</p> <p>2.1.6. Describe the musculoskeletal system including skeletal, cardiac and smooth muscle, various bone structures and the role of bone marrow, and joints and injuries.</p> <p>2.1.15. Explain the pathophysiology changes associated with or resulting from disease or injury.</p> <p><u>Outcome: 3.1. Environmental Interventions</u> Create and maintain a safe, sterile, efficient, age-appropriate care environment.</p> <p>3.1.1. Use standard precaution guidelines, recommended by the Centers for Disease Control and</p> <p>3.1.6. Identify and remove environmental and electrical hazards to decrease the risk of falls, injury, or ingestion of dangerous</p>	<p><u>Strand 3. Therapeutic Interventions</u> Learners will administer or assist with environmental, health promotion, pharmacological, emergency, nutritional, exercise and rehabilitative and dental and surgical interventions and/or procedures to improve the individuals' outcome and quality of life across the life span within their scope of practice, evaluate outcomes and ensure individual's rights.</p> <p><u>Strand 4. Assistive Care</u> Learners will demonstrate the skills and knowledge to provide personal assistive care for the activities of daily living to a variety of individuals across the life span within their scope of practice.</p> <p><u>Strand 6. Health Information Management</u> Learners will demonstrate basic computer literacy, health information literacy and skills, confidentiality and privacy of health records, information security and basic skills in the use of electronic health records.</p>	<ul style="list-style-type: none"> - First Aid/CPR/Emergency Care Test - CPR Certification <p><u>Unit 6:</u></p> <ul style="list-style-type: none"> - Vital Signs quizzes - Vital Signs Exam <p><u>Lab:</u></p> <ul style="list-style-type: none"> - Joints, Bones, & Articulations - Hand-Washing - Glove Donning & Doffing - Vital Signs - Measuring HR - Chest Compressions - CPR/AED/First Aid - Wound Debridement - Spine Boarding 	<p>Notes</p> <p>Bloodborne Pathogen Training Packet</p> <p>Nurse Corrigan</p> <p>First Aid/CPR/Emergency Care Guided Notes</p> <p>Vital Signs Study Packet</p>
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	<p>materials (e.g., clutter, equipment, throw rugs, spills, plants, hazardous chemicals).</p> <p>3.1.14. Apply principles of asepsis and sterile techniques and determine recommended use of germicides (e.g., sterilant, disinfectant, antiseptic).</p> <p>3.1.15. Follow Standard Operational Protocols (SOP's) for exposure and disposal of tissue cultures, contaminated materials, body fluids and radioisotopes and place sharps in biohazard containers.</p> <p>3.1.16. Use proper body mechanics to perform therapeutic interventions.</p> <p>3.1.17. Identify electrical, thermal and drowning risks in aquatic environments.</p> <p>3.1.19. Control the level of distractions and noise.</p> <p>3.1.20. Perform the safe operation, packing and cleaning of equipment</p> <p><u>Outcome: 4.5.</u> <u>Ambulation and Mobility</u> Assist in the safe ambulation and mobility of individuals across the life span</p>			
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	<p>continuum and document.</p> <p>4.5.1. Describe risks of immobilization and take measures (e.g., apply anti-embolic stockings, breathing, turning) to prevent complications.</p> <p>4.5.2. Apply assistive devices based on individual needs.</p> <p>4.5.3. Operate wheelchairs, Geri Chairs and lifts.</p> <p>4.5.4. Prepare an individual for ambulation with skid-proof footwear, use gait belt and encourage the individual to use assistive devices.</p> <p>4.5.5. Demonstrate ambulation techniques for the use of walkers, crutches and canes.</p> <p>4.5.6. Reposition slowly to avoid postural hypotension.</p> <p>4.5.7. Support the individual on the affected side of the body to prevent falls or injury.</p> <p>4.5.8. Position the individual in bed for comfort, to maintain proper body alignment and to decrease pressure on bony prominences.</p>			
<p>Y1: Third Quarter</p>	<p><u>Outcome: 2.1. Human Body Form, Function and Pathophysiology</u> Discuss the various human body systems, alterations</p>	<p><u>Strand 2. Human Body System</u> Learners will discuss the various forms, functions and pathophysiology associated with body systems and alterations related to the normal aging</p>	<p><u>Unit 7:</u> - Intro to Wellness & Fitness Test - Health & Wellness Cornell Notes</p>	<p>Concepts of Physical Fitness Textbook Ch. 1-5 Health & Wellness</p>



	<p>related to the normal aging process and possible dysfunctions.</p> <p>2.1.2. Describe the cardiovascular system and trace the path of blood and factors affecting blood flow.</p> <p><u>Outcome: 2.2. Evaluate Body Systems</u> Use interviewing techniques, observation, auscultation, palpation and percussion to perform a systematic head-to-toe evaluation of the body systems and document using medical terminology.</p> <p>2.2.3. Use age-appropriate language to systematically review disease processes related to each body system (e.g., vaccinations, allergies, reactions, history of abuse, history of suicidal ideation, alcohol use, risk behaviors, stressors, sleep patterns, nutritional patterns, occupation, living conditions, current medications, over-the-counter medications, herbals).</p> <p>2.2.7. Determine site, onset, type, quality and level of pain.</p> <p>2.2.8. Determine what decreases and increases the</p>	<p>process, obtain a health history, perform an evaluation of body systems and document using medical terminology.</p> <p><u>Strand 3. Therapeutic Interventions</u> Learners will administer or assist with environmental, health promotion, pharmacological, emergency, nutritional, exercise and rehabilitative and dental and surgical interventions and/or procedures to improve the individuals' outcome and quality of life across the life span within their scope of practice, evaluate outcomes and ensure individual's rights.</p>	<ul style="list-style-type: none"> - Healthy People 2020 Goal Solutions Presentations - ACSM Pre-Participation Screening (PAR-Q) - Healthy Lifestyle Questionnaire Intro to Fitness & Wellness Kahoot <p><u>Unit 8:</u></p> <ul style="list-style-type: none"> - Preparing for Physical Activity Test - Individual Warm-Up Exercise Prescription <p><u>Unit 9:</u></p> <ul style="list-style-type: none"> - Health Benefits of Physical Activity Quiz - Hypokinetic Disease Academic Research & Presentation <p><u>Unit 10:</u></p> <ul style="list-style-type: none"> - Principles of Physical Activity Quiz - Hypokinetic Disease Academic Research & Presentation - Take-Home Case Study Exercise Prescription <p><u>Lab:</u></p> <ul style="list-style-type: none"> - Ice/Heat Application - Ankle Taping - Ankle Compression - Principles of Training 	<p>Concept Check</p> <p>FMS Research Article Review</p> <p>Case Studies</p> <p>Warm-Up Videos</p> <p>Ankle Taping/Wrapping Instructional Video</p>
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	<p>pain experience.</p> <p><u>Outcome: 3.2. Health Promotion Interventions</u> Identify and communicate health promotion and wellness to individuals, families and communities.</p> <p>3.2.1. Describe the national and state health agenda for wellness.</p> <p>3.2.2 Identify skill related components (i.e., agility, balance, coordination, power, proprioception, speed and reaction time).</p> <p>3.2.3 Measure and document an individual's health-related components (i.e., cardiorespiratory fitness, muscular strength and endurance, endurance flexibility, body composition and power).</p> <p>3.2.5. Share information to promote, maintain and restore.</p> <p>3.2.6. Communicate the importance of age-appropriate healthy eating, exercise and preventative medicine.</p> <p>3.2.8. Identify the components of wellness and communicate the relationship between physical fitness, physical performance, injury prevention and nutritional intake.</p>		<p>- Balance, Coordination & Reaction Time</p>	
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	<p><u>Outcome: 3.3.</u> <u>Pharmaceutical Interventions</u> Prepare, administer, store and document medications, reactions and outcomes according to laws, regulations and authorized health care provider orders and protocols.</p> <p>3.3.14. Recognize fluid and electrolyte imbalances, side-effects and adverse reactions.</p> <p><u>Outcome: 3.6. Exercise and Rehabilitative Intervention</u> Evaluate, define and perform training and therapies to enhance mobility and muscle strength and document.</p> <p>3.6.10. Fit ambulatory aids and perform gait training.</p> <p>3.6.11. Apply protective taping, wrapping, padding and protective equipment to upper and lower extremities.</p> <p>3.6.12. Employ techniques to disrupt the interpretation of pain.</p> <p>3.6.13. Apply evidence-based therapeutic modalities (e.g., cryotherapy, thermotherapy, hydrotherapy, light therapy, electrotherapy).</p>			
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	<p>3.6.14. Apply the FITT principle (i.e., frequency, intensity, time, type) to health and skill conditioning activities.</p>			
<p>Y1: Fourth Quarter</p>	<p><u>Outcome 1.2. Leadership and Communications</u> Process, maintain, evaluate and disseminate information in a business. Develop leadership and team building to promote collaboration.</p> <p>1.2.11. Write professional correspondence, documents, job applications and resumés.</p> <p><u>Outcome: 2.2. Evaluate Body Systems</u> Use interviewing techniques, observation, auscultation, palpation and percussion to perform a systematic head-to-toe evaluation of the body systems and document using medical terminology.</p> <p>2.2.12. Determine joint mobility and muscle strength (e.g., range-of-motion). 2.2.13. Identify open wounds, skin abrasions, decubitus and rashes. 2.2.15. Identify symptoms of substance abuse.</p>	<p><u>Strand 1. Business Operations/21st Century Skills</u> Learners apply principles of economics, business management, marketing and employability in an entrepreneur, manager and employee role to the leadership, planning, developing and analyzing of business enterprises related to the career field.</p> <p><u>Strand 2. Human Body System</u> Learners will discuss the various forms, functions and pathophysiology associated with body systems and alterations related to the normal aging process, obtain a health history, perform an evaluation of body systems and document using medical terminology.</p> <p><u>Strand 3. Therapeutic Interventions</u> Learners will administer or assist with environmental, health promotion, pharmacological, emergency, nutritional, exercise and rehabilitative and dental and surgical interventions and/or procedures to improve the individuals' outcome and quality of life across the life span within their scope of practice, evaluate outcomes and ensure individual's rights.</p>	<p><u>Unit 11:</u> - Cardiovascular Fitness Quiz - Cardiovascular Fitness Cornell Notes - CV Fitness Exercise Prescription - Rockport 1-Mile Walk Lab - Harvard 3-minute step test Lab - VO2 Max Estimation Lab - Determining MHR, RHR, Target HR Lab</p> <p><u>Unit 12:</u> - Muscular Fitness Test - Muscular Contraction PowerPoint Project - Exercise Videos - Muscular Strength & Endurance Test Lab - Upper Body Muscular Fitness Workout Lab - Lower Body Muscular Fitness Workout Lab - Core Muscular Fitness Workout Lab</p> <p><u>Unit 13:</u> - Flexibility Test - Home Yoga Session</p>	<p>Concepts of Physical Fitness Textbook Ch. 6-10, 13-14</p> <p>CV Fitness Guided Notes</p> <p>Exercise Encyclopedia Entries</p> <p>Muscular Fitness Guided Notes</p> <p>YouTube Instructional Videos</p> <p>MyFitnessPal phone app</p> <p>Kinesiology OT Pro Consult phone app</p> <p>Body Composition/Nutrition Guided Notes</p>



	<p><u>Outcome: 3.3. Pharmaceutical Interventions</u> Prepare, administer, store and document medications, reactions and outcomes according to laws, regulations and authorized health care provider orders and protocols.</p> <p>3.3.14. Recognize fluid and electrolyte imbalances, side-effects and adverse reactions.</p> <p><u>Outcome: 3.5. Nutritional Interventions</u> Identify nutritional needs and communicate information to the individual and family member.</p> <p>3.5.2. Calculate the energy of carbohydrates, proteins and fats. 3.5.3. Describe ergogenic aids and possible benefits and risks. 3.5.4. Calculate caloric needs of the individual and refer the individual to nutritional resources for optimal health and performance. 3.5.5. Provide diet and hydration guidelines to maintain optimal health. 3.5.10. Take anthropometric measurements (e.g., weight,</p>		<ul style="list-style-type: none"> - Measuring Flexibility Lab - Home Stretching Lab <p><u>Unit 14:</u></p> <ul style="list-style-type: none"> - Body Composition/Nutrition Test - Reading Food Labels Assignment - Dietary Nutritional Log & Write-Up - Measuring Body Composition Lab <p><u>Unit 15:</u></p> <ul style="list-style-type: none"> - Resume Writing - Cover Letters - Completing Post-Secondary Application Forms - APA Formatting - Professional Communication 	
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	<p>height, body mass index [BMI], body fat percentage).</p> <p><u>Outcome: 3.6. Exercise and Rehabilitative Intervention</u> Evaluate, define and perform training and therapies to enhance mobility and muscle strength and document.</p> <p>3.6.3. Design and implement an individualized training program by using interval, continuous and circuit training techniques.</p> <p>3.6.4. Calculate the differences in caloric costs between various exercise protocols (e.g., cardio versus resistance training, large versus small muscle groups).</p> <p>3.6.5. Apply techniques to enhance neuromuscular flexibility (e.g., proprioceptive neuromuscular facilitations [PNF], static, dynamic and ballistic stretching techniques).</p> <p>3.6.7. Perform active, passive, assistive and resistive Range-of-Motion (ROM) on joints.</p> <p>3.6.8. Use aquatic exercises for improvement of ROM, strength and cardiovascular benefits.</p>			
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<u>Medical Terminology</u>				
<p>Y1: First Quarter</p> <p>Green = Applied during all 4 quarters of the class</p>	<p><u>Outcome: 2.1. Human Body Form, Function and Pathophysiology</u> Discuss the various human body systems, alterations related to the normal aging process and possible dysfunctions.</p> <p>2.1.6. Describe the musculoskeletal system including skeletal, cardiac and smooth muscle, various bone structures and the role of bone marrow, and joints and injuries. 2.1.14. Describe the difference between pathology and physiology and the conditions typically observed during a disease state. 2.1.15. Explain the pathophysiology changes associated with or resulting from disease or injury.</p> <p><u>Outcome: 2.3. Medical Terminology</u> Decipher medical terms through word origin and</p>	<p><u>Strand 2. Human Body System</u> Learners will discuss the various forms, functions and pathophysiology associated with body systems and alterations related to the normal aging process, obtain a health history, perform an evaluation of body systems and document using medical terminology.</p> <p><u>Strand 4. Assistive Care</u> Learners will demonstrate the skills and knowledge to provide personal assistive care for the activities of daily living to a variety of individuals across the life span within their scope of practice.</p> <p><u>Strand 6. Health Information Management</u> Learners will demonstrate basic computer literacy, health information literacy and skills, confidentiality and privacy of health records, information security and basic skills in the use of electronic health records.</p>	<p>Classroom Discussions Exit Tickets Bell Work Lab Practicals</p> <p><u>Ch. 1:</u> - Intro to Med Term Review Guide - Suffix/Prefix/Word Root Test - Word Glossary Quiz #1 - Word Glossary Quiz #2</p> <p><u>Ch. 2:</u> - Anatomical Terms & Human Health/Diseases Review Guide - Ch. 2 Test - Human Health/Disease Worksheet - Word Glossary Quiz #3</p> <p><u>Unit 3:</u> - Skeletal System Review Guide - Ch. 3 Test - Joints & Movements Lab - Word Glossary Quiz #4 - Skeletal System Kahoot</p>	<p>Google Slides Medical Terms Word Glossary/Vocab List Instructor Feedback Textbook Teacher's Manual & Online Resources</p> <p>Medical Terminology for Health Professions textbook (8th. ed) Ch. 1-3</p>

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	<p>structure with an emphasis on derivation, meaning, pronunciation, and spelling.</p> <p>2.3.1. Build and decipher medical term meanings by identifying and using word elements (e.g., word roots, prefixes, suffixes, and combining forms).</p> <p>2.3.2. Apply the rules used to build singular and plural forms of medical terminology derived from the Greek and Latin language.</p> <p>2.3.3 Use diagnostic, symptomatic, and procedural terms to read and interpret various medical reports.</p> <p>2.3.4. Use the appropriate abbreviations and symbols to identify anatomical, physiological and pathological classifications and the associated medical specialties and procedures.</p> <p>2.3.5. Use proper spelling and pronunciation of medical terms when communicating medical instructions and preparing medical documentations.</p> <p><u>Outcome: 4.1. Scope of Practice</u> Demonstrate the roles and responsibilities of assistive personnel and identify the</p>			
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	<p>medical specialists who treat disorders of each body system.</p> <p>4.1.5. Identify the medical specialists who treat disorders of each body system. 4.1.6. Identify body planes, directions, cavities, quadrants, and regions.</p> <p><u>Outcome: 6.2.</u> <u>Confidentiality, Privacy and Security</u> Apply the fundamentals of confidentiality, privacy and security to communicate health/medical information accurately and within legal/regulatory bounds across the organization and between organizations.</p> <p>6.2.1. Identify components of the court systems and distinguish between public and private law, civil and criminal law and tort, contract actions, and the trial process. 6.2.4. Identify what constitutes the authorized access, release, and use of personal health data. 6.2.5. Distinguish between confidential and non-confidential information within the healthcare system and document,</p>			
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	<p>categorize, and prioritize requests for personal health information according to internal/external privacy and confidentiality guidelines (e.g. HIPAA).</p> <p>6.2.8. Describe the possible consequences of inappropriate use of health data in terms of disciplinary action.</p> <p>6.2.10. Describe elements that are included in the design of audit trails and data quality monitoring programs.</p>			
<p>Y1: Second Quarter</p>	<p><u>Outcome: 2.1. Human Body Form, Function and Pathophysiology</u> Discuss the various human body systems, alterations related to the normal aging process and possible dysfunctions.</p> <p>2.1.3. Describe how blood pressure is controlled and factors influencing changes in blood pressure.</p> <p>2.1.6. Describe the musculoskeletal system including skeletal, cardiac and smooth muscle, various bone structures and the role of bone marrow, and joints and injuries.</p>	<p><u>Strand 2. Human Body System</u> Learners will discuss the various forms, functions and pathophysiology associated with body systems and alterations related to the normal aging process, obtain a health history, perform an evaluation of body systems and document using medical terminology.</p> <p><u>Strand 4. Assistive Care</u> Learners will demonstrate the skills and knowledge to provide personal assistive care for the activities of daily living to a variety of individuals across the life span within their scope of practice.</p> <p><u>Strand 5. Bioscience Research and Development</u></p>	<p><u>Ch. 4:</u></p> <ul style="list-style-type: none"> - Ch. 4 Muscular System Review Guide - Ch. 4 Test - Muscle Origin/Insertion/Action Clay Project - Muscle Tendon/Injury Research Project - Muscular System Cornell Notes - Word Glossary Quiz #5 - Word Glossary Quiz #6 <p><u>Ch. 5:</u></p> <ul style="list-style-type: none"> - Ch. 5 Cardiovascular System Review Guide - Ch. 5 Test - SOAP Notes, Crossword Puzzle, Word Search 	<p>Medical Terminology for Health Professions textbook (8th. ed) Ch. 4-5, 12</p> <p>Muscle List</p>



	<p><u>Outcome: 4.3. Pathogenic microorganisms, Infection Control and Infection</u> Use basic principles of infection control to prevent the growth and spread of pathogenic microorganisms and infection.</p> <p>4.3.1. Describe the chain of infection (e.g. host, vectors, and portal of entry). 4.3.2. Describe mechanisms for the spread of infection including airborne, vector-borne, common vehicle, droplet, and contact. 4.3.3. Describe methods of controlling or eliminating microorganisms and the importance of practices that hinder the spread of infection (e.g. hand washing, disinfecting care areas).</p> <p><u>Outcome: 5.3. Microbiology Testing & Technology</u> Describe the morphology and process of reproduction of microorganisms important in clinical disease and biotechnology applications and perform assays as a diagnostic tool to detect the presence of a pathogen.</p>	<p>Learners will demonstrate the skills and knowledge of interpreting laboratory requests, using protective clothing and hazardous material containment, specimen collection procedures, a variety of laboratory testing and techniques and maintenance of laboratory equipment and supplies.</p>	<ul style="list-style-type: none">- Kahoot Quiz- Heart Rate Lab- Word Glossary Quiz #7- Word Glossary Quiz #8 <p><u>Ch. 12:</u></p> <ul style="list-style-type: none">- Ch. 5 Integumentary System Review Guide- Ch. 5 Test- SOAP Notes- Vocab Quiz	
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	<p>5.3.1. Explain microbial taxonomy and classification systems and use to identify microbial organisms.</p> <p>5.3.2. Compare and contrast cellular structure and functions of prokaryotic, eukaryotic cells.</p> <p>5.3.3. Explain bacterial metabolism, reproduction, cell structures and their functions.</p> <p>5.3.4. Identify aerobic bacteria through morphological, physical and biochemical properties.</p>			
<p>Y1: Third Quarter</p>	<p><u>Outcome: 2.1. Human Body Form, Function and Pathophysiology</u> Discuss the various human body systems, alterations related to the normal aging process and possible dysfunctions.</p> <p>2.1.2. Describe the cardiovascular system and trace the path of blood and factors affecting blood flow.</p> <p>2.1.4. Describe the function and components of the respiratory system and pulmonary ventilation and factors influencing respiratory rates.</p> <p>2.1.5. Describe nerve tissue and the nervous system including regions of the brain and their function, the spinal nerves,</p>	<p><u>Strand 2. Human Body System</u> Learners will discuss the various forms, functions and pathophysiology associated with body systems and alterations related to the normal aging process, obtain a health history, perform an evaluation of body systems and document using medical terminology.</p> <p><u>Strand 3. Therapeutic Interventions</u> Learners will administer or assist with environmental, health promotion, pharmacological, emergency, nutritional, exercise and rehabilitative and dental and surgical interventions and/or procedures to improve the individuals' outcome and quality of life across the life span within their scope of practice, evaluate outcomes and ensure individual's rights.</p>	<p><u>Ch. 7:</u> - Ch. 7 Respiratory System Review Guide - Ch. 7 Test - SOAP Notes/Case Study/Medical Mystery - Kahoot Quiz - Word Glossary Quiz #9</p> <p><u>Ch. 8:</u> - Ch. 8 Digestive System Research Project & Group Presentations - SOAP Notes, Crossword Puzzle, Word Search - Word Glossary Quiz #10</p> <p><u>Ch. 10:</u> - Ch. 10 Nervous System Review Guide - Ch. 10 Quizzes (3) - Nervous System Research</p>	<p>Medical Terminology for Health Professions textbook (8th. ed) Ch. 6-8, 10</p> <p>Quizlet</p>



	<p>signal transmission at synapses, and the sympathetic and parasympathetic system. 2.1.7. Describe the gastrointestinal system including structures of chewing, swallowing, digestion, and elimination and the role of accessory organs including the liver, pancreas and gallbladder.</p> <p><u>Outcome: 3.3. Pharmaceutical Interventions</u> Prepare, administer, store and document medications and reactions and outcomes according to laws, regulations and authorized health care provider orders and protocols.</p> <p>3.3.1. Identify and define terms related to drugs, pharmacology and medicines. 3.3.2. Identify drug classifications. 3.3.3. Recognize brand and generic names of prescription medications, over-the-counter drugs and herbal preparations.</p>	<p><u>Strand 6. Health Information Management</u> Learners will demonstrate basic computer literacy, health information literacy and skills, confidentiality and privacy of health records, information security and basic skills in the use of electronic health records.</p>	<p>Article Review - Quizlet Flashcards</p> <p><u>Ch. 6:</u> - Ch. 6 Lymphatic & Immune System Review Guide - Ch. 6 Quizzes (3) - Case Study/SOAP Notes/Medical Mystery - Quizlet Flashcards</p>	
<p>Y1: Fourth Quarter</p>	<p><u>Outcome: 2.1. Human Body Form, Function and Pathophysiology</u> Discuss the various human body systems, alterations</p>	<p><u>Strand 2. Human Body System</u> Learners will discuss the various forms, functions and pathophysiology associated with body systems and alterations related to the normal aging</p>	<p><u>Ch. 13:</u> - Ch. 13 Endocrine System Review Guide - Ch.13 Test - Endocrine System Vocab</p>	<p>Medical Terminology for Health Professions textbook (8th. ed) Ch. 9, 11, 13-15</p>



	<p>related to the normal aging process and possible dysfunctions.</p> <p>2.1.8. Describe the urinary system structures and principles of glomerular filtration, electrolyte exchanges, role in the production of red blood cells and control of blood pressure.</p> <p>2.1.9. Describe the immune system and the lymphatic system's role in immunity.</p> <p>2.1.10. Describe the sensory system, related structures and functions.</p> <p>2.1.11. Describe the endocrine system , structures and the role of hormones.</p> <p>2.1.12. Differentiate between the male and female reproductive system, structures, and function.</p> <p>2.1.13. Describe the integumentary system, related structures, and functions.</p> <p><u>Outcome: 3.3.</u> <u>Pharmaceutical Interventions</u> Prepare, administer, store and document medications and reactions and outcomes according to laws, regulations and authorized health care provider orders and protocols.</p>	<p>process, obtain a health history, perform an evaluation of body systems and document using medical terminology.</p> <p><u>Strand 3. Therapeutic Interventions</u> Learners will administer or assist with environmental, health promotion, pharmacological, emergency, nutritional, exercise and rehabilitative and dental and surgical interventions and/or procedures to improve the individuals' outcome and quality of life across the life span within their scope of practice, evaluate outcomes and ensure individual's rights.</p> <p><u>Strand 6. Health Information Management</u> Learners will demonstrate basic computer literacy, health information literacy and skills, confidentiality and privacy of health records, information security and basic skills in the use of electronic health records.</p>	<p>Quiz</p> <ul style="list-style-type: none"> - Endocrine System & Exercise Research Article Review - Endocrine Responses to Exercise Video & Worksheet - Quizlet Flashcards <p><u>Ch. 9:</u></p> <ul style="list-style-type: none"> - Ch. 9 Urinary System Review Guide - Ch. 9 Test - Urinary System Vocab Quiz - Urinary System Research Article Review - Vocab Worksheet - Quizlet Flashcards <p><u>Ch. 11:</u></p> <ul style="list-style-type: none"> - Ch. 11 Special Senses System Vocab quizzes (2) - Ch. 11 SOAP Notes - Quizlet Flashcards <p><u>Ch. 14:</u></p> <ul style="list-style-type: none"> - Ch. 14 Reproductive System Vocab quizzes (2) - Quizlet Flashcards <p><u>Ch. 15:</u></p> <ul style="list-style-type: none"> - Ch. 15 Diagnostic Procedures, Nuclear Medicine & Pharmacology Vocab quizzes (3) - Ch. 15 SOAP Notes - Ch. 15 Research Article 	<p>Quizlet</p>
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	<p>3.3.1. Identify and define terms related to drugs, pharmacology and medicines.</p> <p>3.3.2. Identify drug classifications.</p> <p>3.3.3. Recognize brand and generic names of prescription medications, over-the-counter drugs and herbal preparations.</p> <p><u>Outcome: 6.1. Health Information Literacy</u> Apply principles of systems operations used to capture, retrieve, and maintain information from internal and external sources.</p> <p>6.1.1. Define Health Information Management and differentiate data versus information or competency.</p> <p>6.1.5. Use health record data collection tools (e.g input screens, document templates).</p> <p>6.1.6. Recognize standard data definitions, vocabularies, terminologies, nomenclatures (e.g. SNOMED-CT), classifications (e.g. ICD9CM, ICD10, CPT), and/or relevant healthcare data sets (e.g. OASIS, HEDIS, UHDDS) as used in the organization's health information systems.</p>		<p>Review - Quizlet Flashcards</p>	
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	<p>6.1.7. Differentiate between the types and content of patient health records and the data collected (e.g. paper-based, electronic health records, and personal health records).</p> <p>6.1.8. Describe health record documentation requirements of external agencies and organizations (e.g. those specified by accrediting bodies, regulatory bodies, professional review organizations, licensure, reimbursement, discipline-specific “good practice”).</p> <p>6.1.9. Describe typical internal organizational health record documentation requirements, policies, and procedures</p> <p><u>Outcome: 6.3. Electronic Health Records and Coding</u> Perform functions within Electronic Health Records (EHR) and Personal Health Record (PHR) to ensure accurate information, retrieve information and maintain data.</p> <p>6.3.1. Create and update documents within the electronic health record EHR and personal health record PHR systems.</p> <p>6.3.2. Locate and retrieve information in the electronic health record EHR and other</p>			
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	<p>electronic sources for a variety of purposes.</p> <p>6.3.3. Populate and use health data content.</p> <p>6.3.4. Apply documentation management principles to ensure data quality, legal compliance and integrity.</p> <p>6.3.5. Apply methods to ensure authenticity, timeliness, and completeness of health data entries in electronic information systems.</p> <p>6.3.6. Document profession-specific information in an electronic health record EHR.</p> <p>6.3.7. Identify methods to correct errors entered in an electronic health record EHR.</p> <p>6.3.8. Access reference material available through an electronic health record EHR.</p> <p>6.3.9. Identify the source of information entered in an electronic health record (EHR).</p> <p>6.3.10. Resolve minor technology problems associated with using and electronic health record (EHR).</p> <p>6.3.11. Follow access protocols for entry to an electronic health record (EHR).</p> <p>6.3.12. Manage documents within the electronic health record (EHR) and personal health record (PHR) utilizing</p>			
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	<p>filing and patient identification methodologies.</p> <p>6.3.13. Complete health information management (HIM) functions (e.g. scanning, transcription, releasing information) in an electronic environment.</p> <p>6.3.14. Perform procedural and diagnostic coding according to managed care policies and procedures (including third-party guidelines).</p> <p>6.3.15. Describe the common insurance claim procedures and apply guidelines of documentation and processing to ensure federal, state, and third party insurance reimbursements are included and complete insurance claim forms.</p> <p>6.3.16. Select accurate medical terminology to record and code charges and reimbursement aligned with regulatory and legal purposes.</p>			
<p>Nutrition & Wellness</p>				



<p>Y2: First Quarter</p> <p>Green = Applied during all 4 quarters of the class</p>	<p><u>Outcome: 2.3. Medical Terminology</u> Decipher medical terms through word origin and structure with an emphasis on derivation, meaning, pronunciation, and spelling.</p> <p>2.3.1. Build and decipher medical term meanings by identifying and using word elements (e.g., word roots, prefixes, suffixes, and combining forms).</p> <p>2.3.2. Apply the rules used to build singular and plural forms of medical terminology derived from the Greek and Latin language.</p> <p>2.3.3 Use diagnostic, symptomatic, and procedural terms to read and interpret various medical reports.</p> <p>2.3.4. Use the appropriate abbreviations and symbols to identify anatomical, physiological and pathological classifications and the associated medical specialties and procedures.</p> <p>2.3.5. Use proper spelling and pronunciation of medical terms when communicating medical instructions and preparing medical documentations.</p> <p><u>Outcome: 3.2. Health Promotion Interventions</u></p>	<p><u>Strand 2. Human Body System</u> Learners will discuss the various forms, functions and pathophysiology associated with body systems and alterations related to the normal aging process, obtain a health history, perform an evaluation of body systems and document using medical terminology.</p> <p><u>Strand 3. Therapeutic Interventions</u> Learners will administer or assist with environmental, health promotion, pharmacological, emergency, nutritional, exercise and rehabilitative and dental and surgical interventions and/or procedures to improve the individuals' outcome and quality of life across the life span within their scope of practice, evaluate outcomes and ensure individual's rights.</p> <p><u>Strand 4. Assistive Care</u> Learners will demonstrate the skills and knowledge to provide personal assistive care for the activities of daily living to a variety of individuals across the life span within their scope of practice.</p> <p><u>Strand 6. Health Information Management</u> Learners will demonstrate basic computer literacy, health information literacy and skills, confidentially and privacy of health records, information</p>	<p>Classroom Discussions Exit Tickets Bell Work</p> <p><u>Ch. 1:</u> - Intro to Sports Nutrition Test - Kahoot Quiz - Nutrition Video Worksheet - Nutrition Triangle Truths</p> <p><u>Ch. 2:</u> - Defining & Measuring Energy Test - Energy Calculations Case Study Worksheets - Crossword Puzzle - Vocab Quiz</p> <p><u>Ch. 3:</u> - Energy Systems and Exercise Exam - Athlete Case Studies - Creatine Supplementation Activity - PowerPoint Presentation</p> <p><u>Lab:</u> - Energy Calculations - Energy Systems during Exercise</p>	<p>Google Slides Instructor Feedback Textbook Teacher's Manual & Online Resources</p> <p>Nutrition for Sport & Exercise (4th Ed.) Ch. 1-3</p> <p>YouTube Videos</p> <p>MyFitnessPal</p> <p>MyPlate</p>
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	<p>Identify and communicate health promotion and wellness to individuals, families and communities.</p> <p>3.2.1. Describe the national and state health agenda for wellness.</p> <p>3.2.2. Identify body composition, neuromuscular flexibility, agility, balance, coordination and proprioception.</p> <p>3.2.3. Measure and document an individual's cardiorespiratory fitness, muscular strength, endurance and power.</p> <p>3.2.4. Identify the needs of the individual, family and community related to physical, biological, technological, spiritual, religious, social and behavioral concepts.</p> <p>3.2.5. Share information to promote, maintain and restore.</p> <p>3.2.6. Communicate the importance of age-appropriate healthy eating, exercise and preventative medicine.</p> <p>3.2.7. Communicate the medical benefits and risks associated with immunizations across the life span.</p> <p>3.2.8. Identify the components of wellness and communicate</p>	<p>security and basic skills in the use of electronic health records.</p>		
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	<p>the relationship between physical fitness, physical performance, injury prevention and nutritional intake.</p> <p><u>Outcome: 4.2. Therapeutic Communication and Interpersonal Skills</u> Demonstrate communication techniques and behaviors when communicating with individuals and interacting with individuals with impairments and document.</p> <p>4.2.1. Describe non-verbal communication, including gestures, posture, touch, facial expressions, eye contact, body movements, avoidance and appearance. 4.2.2. Describe the importance of maintaining an individual's personal space. 4.2.3. Describe the importance of empathy in interpersonal relationships and the need for kindness, patience and listening.</p> <p><u>Outcome: 2.1. Human Body Form, Function and Pathophysiology</u> Discuss the various human body systems, alterations related to the normal aging</p>			
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	<p>process and possible dysfunctions.</p> <p>2.1.7. Describe the gastrointestinal system, including structures of chewing, swallowing, digestion and elimination and the role of accessory organs including the liver, pancreas and gallbladder.</p> <p><u>Outcome: 2.2. Evaluate Body Systems</u> Use interviewing techniques, observation, auscultation, palpation and percussion to perform a systematic head-to-toe evaluation of the body systems and document using medical terminology.</p> <p>2.2.1. Provide privacy and demonstrate cultural sensitivity. 2.2.2. Contact interpretive services for non-English speaking and English as a Second Language (ESL) individuals. 2.2.3. Use age-appropriate language to systematically review disease processes related to each body system (e.g., vaccinations, allergies, reactions, history of abuse, history of suicidal ideation,</p>			
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	<p>alcohol use, risk behaviors, stressors, sleep patterns, nutritional patterns, occupation, living conditions, current medications, over-the-counter medications, herbals).</p> <p><u>Outcome: 3.1. Environmental Interventions</u> Create and maintain a safe, sterile, efficient, age-appropriate care environment.</p> <p>3.1.1. Use standard precaution guidelines, recommended by the Centers for Disease Control and Prevention, for reducing the risk of transmission of blood-borne and other pathogens. 3.1.2. Maintain patients' rights, respect individual's choices and obtain informed consent. 3.1.3. Describe confidentiality guidelines in the Health Insurance Portability and Accountability Act (HIPAA).</p> <p><u>Outcome: 3.5. Nutritional Interventions</u> Identify nutritional needs and communicate information to the individual and family member.</p>			
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	<p>3.5.1. Describe the role and effects of carbohydrates, proteins, fats, electrolytes, minerals, vitamins and water in different body systems and life processes.</p> <p>3.5.2. Calculate the energy of carbohydrates, proteins and fats.</p> <p>3.5.3. Describe ergogenic aids and possible benefits and risks.</p> <p>3.5.4. Calculate caloric needs of the individual and refer the individual to nutritional resources for optimal health and performance.</p> <p>3.5.5. Provide diet and hydration guidelines to maintain optimal health.</p> <p>3.5.6. Describe which drugs interact with certain foods.</p> <p>3.5.7. Describe types of allergic reactions to foods and food intolerances.</p> <p>3.5.8. Describe regional, cultural and religious food preferences.</p> <p>3.5.9. Monitor intake and output when medically indicated.</p> <p>3.5.10. Take anthropometric measurements (e.g., weight, height, body mass index [BMI], body fat percentage).</p> <p><u>Outcome: 3.6. Exercise and Rehabilitative Intervention</u> Evaluate, define and perform</p>			
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	<p>training and therapies to enhance mobility and muscle strength and document.</p> <p>3.6.1. Complete a comprehensive fitness evaluation.</p> <p>3.6.9. Modify physical activity to accommodate specific medical conditions and changes across the life span (e.g., asthma, sickle cell, diabetes, osteoporosis, skeletal-muscular disorders, age, pregnancy).</p> <p><u>Outcome: 3.7. Dental Interventions</u> Assist in the application of dental and oral interventions and document with dental terminology and symbols.</p> <p>3.7.1. Explain the relationship between oral health and nutritional factors related to dentistry.</p> <p>3.7.2. Summarize the uses and effects of tobacco, caffeine, alcohol, marijuana, cocaine and methamphetamines on the oral cavity and teeth.</p> <p><u>Outcome: 4.1. Scope of Practice</u> Demonstrate the roles and responsibilities of assistive</p>			
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	<p>personnel and identify the medical specialists who treat disorders of each body system.</p> <p>4.1.5. Identify the medical specialists who treat disorders of each body system.</p>			
<p>Y2: Second Quarter</p>	<p><u>Outcome: 3.3. Pharmaceutical Interventions</u> Prepare, administer, store and document medications, reactions and outcomes according to laws, regulations and authorized health care provider orders and protocols.</p> <p>3.3.14. Recognize fluid and electrolyte imbalances, side-effects and adverse reactions.</p> <p><u>Outcome: 3.5. Nutritional Interventions</u> Identify nutritional needs and communicate information to the individual and family member.</p> <p>3.5.1. Describe the role and effects of carbohydrates, proteins, fats, electrolytes, minerals, vitamins and water in different body systems and life processes. 3.5.2. Calculate the energy of</p>	<p><u>Strand 3. Therapeutic Interventions</u> Learners will administer or assist with environmental, health promotion, pharmacological, emergency, nutritional, exercise and rehabilitative and dental and surgical interventions and/or procedures to improve the individuals' outcome and quality of life across the life span within their scope of practice, evaluate outcomes and ensure individual's rights.</p>	<p><u>Ch. 4:</u></p> <ul style="list-style-type: none"> - Carbohydrates Test - Carbohydrates Quizzes (2) - Kahoot Quiz - Cornell Notes <p><u>Ch.5:</u></p> <ul style="list-style-type: none"> - Proteins Test - Proteins Quizzes (2) - Case Study Worksheets - Word Search - Research Article Review <p><u>Ch. 3:</u></p> <ul style="list-style-type: none"> - Fats Exam - Fats Quizzes (2) - PowerPoint Presentation <p><u>Lab:</u></p> <ul style="list-style-type: none"> - Carbohydrates & Exercise - Nutrition Prescription for Athletes 	<p>Nutrition for Sport & Exercise (4th Ed.) Ch. 4-6</p> <p>YouTube Videos</p> <p>MyFitnessPal</p> <p>PDF Articles</p> <p>Dietary Guidelines Packet</p>



	<p>carbohydrates, proteins and fats. 3.5.3. Describe ergogenic aids and possible benefits and risks. 3.5.4. Calculate caloric needs of the individual and refer the individual to nutritional resources for optimal health and performance. 3.5.5. Provide diet and hydration guidelines to maintain optimal health. 3.5.6. Describe which drugs interact with certain foods. 3.5.7. Describe types of allergic reactions to foods and food intolerances. 3.5.8. Describe regional, cultural and religious food preferences. 3.5.9. Monitor intake and output when medically indicated. 3.5.10. Take anthropometric measurements (e.g., weight, height, body mass index [BMI], body fat percentage).</p> <p><u>Outcome: 3.6. Exercise and Rehabilitative Intervention</u> Evaluate, define and perform training and therapies to enhance mobility and muscle strength and document.</p> <p>3.6.1. Complete a comprehensive fitness</p>			
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	<p>evaluation. 3.6.9. Modify physical activity to accommodate specific medical conditions and changes across the life span (e.g., asthma, sickle cell, diabetes, osteoporosis, skeletal-muscular disorders, age, pregnancy).</p>			
<p>Y2: Third Quarter</p>	<p><u>Outcome: 3.3. Pharmaceutical Interventions</u> Prepare, administer, store and document medications, reactions and outcomes according to laws, regulations and authorized health care provider orders and protocols.</p> <p>3.3.14. Recognize fluid and electrolyte imbalances, side-effects and adverse reactions.</p> <p><u>Outcome: 3.5. Nutritional Interventions</u> Identify nutritional needs and communicate information to the individual and family member.</p> <p>3.5.1. Describe the role and effects of carbohydrates, proteins, fats, electrolytes, minerals, vitamins and water in different body systems and life processes. 3.5.2. Calculate the energy of</p>	<p><u>Strand 3. Therapeutic Interventions</u> Learners will administer or assist with environmental, health promotion, pharmacological, emergency, nutritional, exercise and rehabilitative and dental and surgical interventions and/or procedures to improve the individuals' outcome and quality of life across the life span within their scope of practice, evaluate outcomes and ensure individual's rights.</p>	<p><u>Ch. 7:</u> - Water & Electrolytes Test - Quizzes (2) - Essay Assignment - Triangle Truths - Concept Checks</p> <p><u>Ch.8:</u> - Vitamins Quizzes (2) - Case Study Worksheets - Research Article Review</p> <p><u>Ch. 9:</u> - Minerals Quizzes (2) - Case Study Worksheets - Research Article Review - Nutrition Brochure</p> <p><u>Lab:</u> - Salt & Nutrition - Hydration Lab - Tracking Water Intake - Tracking Vitamin Intake - Tracking Mineral Intake</p>	<p>Nutrition for Sport & Exercise (4th Ed.) Ch. 7-9</p> <p>YouTube Videos</p> <p>MyFitnessPal</p> <p>Dietary Guidelines Packet</p>



	<p>carbohydrates, proteins and fats. 3.5.3. Describe ergogenic aids and possible benefits and risks. 3.5.4. Calculate caloric needs of the individual and refer the individual to nutritional resources for optimal health and performance. 3.5.5. Provide diet and hydration guidelines to maintain optimal health. 3.5.6. Describe which drugs interact with certain foods. 3.5.7. Describe types of allergic reactions to foods and food intolerances. 3.5.8. Describe regional, cultural and religious food preferences. 3.5.9. Monitor intake and output when medically indicated. 3.5.10. Take anthropometric measurements (e.g., weight, height, body mass index [BMI], body fat percentage).</p>			
<p>Y2: Fourth Quarter</p>	<p><u>Outcome: 2.2. Evaluate Body Systems</u> Use interviewing techniques, observation, auscultation, palpation and percussion to perform a systematic head-to-toe evaluation of the body systems and document using medical terminology.</p>	<p><u>Strand 2. Human Body System</u> Learners will discuss the various forms, functions and pathophysiology associated with body systems and alterations related to the normal aging process, obtain a health history, perform an evaluation of body systems and document using medical terminology.</p>	<p><u>Ch. 10:</u> - Diet Planning Group Presentation - Quizzes (2) - Word Search</p> <p><u>Ch.11:</u> - Weight & Body Composition Exam</p>	<p>Nutrition for Sport & Exercise (4th Ed.) Ch. 10-13</p> <p>PDF Articles</p> <p>MyFitnessPal</p> <p>Dietary Guidelines</p>



	<p>2.2.1. Provide privacy and demonstrate cultural sensitivity. 2.2.2. Contact interpretive services for non-English speaking and English as a Second Language (ESL) individuals. 2.2.3. Use age-appropriate language to systematically review disease processes related to each body system (e.g., vaccinations, allergies, reactions, history of abuse, history of suicidal ideation, alcohol use, risk behaviors, stressors, sleep patterns, nutritional patterns, occupation, living conditions, current medications, over-the-counter medications, herbals).</p> <p><u>Outcome: 3.2. Health Promotion Interventions</u> Identify and communicate health promotion and wellness to individuals, families and communities.</p> <p>3.2.1. Describe the national and state health agenda for wellness. 3.2.2. Identify body composition, neuromuscular</p>	<p><u>Strand 3. Therapeutic Interventions</u> Learners will administer or assist with environmental, health promotion, pharmacological, emergency, nutritional, exercise and rehabilitative and dental and surgical interventions and/or procedures to improve the individuals' outcome and quality of life across the life span within their scope of practice, evaluate outcomes and ensure individual's rights.</p> <p><u>Strand 4. Assistive Care</u> Learners will demonstrate the skills and knowledge to provide personal assistive care for the activities of daily living to a variety of individuals across the life span within their scope of practice.</p> <p><u>Strand 6. Health Information Management</u> Learners will demonstrate basic computer literacy, health information literacy and skills, confidentiality and privacy of health records, information security and basic skills in the use of electronic health records.</p>	<ul style="list-style-type: none"> - Case Study Worksheets - Research Article Review - Vocab Quiz <p><u>Ch. 12:</u></p> <ul style="list-style-type: none"> - Distorted Eating & Exercise Patterns Quizzes (2) - Research Article Review - Guest Speaker Writing Assignment <p><u>Ch. 13:</u></p> <ul style="list-style-type: none"> - Diet & Exercise For Lifelong Health Quizzes (2) - Nutrition Final Project <p><u>Lab:</u></p> <ul style="list-style-type: none"> - Nutrition Prescription - Supplements and Performance - Measuring Body Composition 	<p>Packet</p>
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	<p>flexibility, agility, balance, coordination and proprioception.</p> <p>3.2.3. Measure and document an individual's cardiorespiratory fitness, muscular strength, endurance and power.</p> <p>3.2.4. Identify the needs of the individual, family and community related to physical, biological, technological, spiritual, religious, social and behavioral concepts.</p> <p>3.2.5. Share information to promote, maintain and restore.</p> <p>3.2.6. Communicate the importance of age-appropriate healthy eating, exercise and preventative medicine.</p> <p>3.2.7. Communicate the medical benefits and risks associated with immunizations across the life span.</p> <p>3.2.8. Identify the components of wellness and communicate the relationship between physical fitness, physical performance, injury prevention and nutritional intake.</p> <p><u>Outcome: 3.5. Nutritional Interventions</u> Identify nutritional needs and communicate information to</p>			
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	<p>the individual and family member.</p> <p>3.5.1. Describe the role and effects of carbohydrates, proteins, fats, electrolytes, minerals, vitamins and water in different body systems and life processes.</p> <p>3.5.2. Calculate the energy of carbohydrates, proteins and fats.</p> <p>3.5.3. Describe ergogenic aids and possible benefits and risks.</p> <p>3.5.4. Calculate caloric needs of the individual and refer the individual to nutritional resources for optimal health and performance.</p> <p>3.5.5. Provide diet and hydration guidelines to maintain optimal health.</p> <p>3.5.6. Describe which drugs interact with certain foods.</p> <p>3.5.7. Describe types of allergic reactions to foods and food intolerances.</p> <p>3.5.8. Describe regional, cultural and religious food preferences.</p> <p>3.5.9. Monitor intake and output when medically indicated.</p> <p>3.5.10. Take anthropometric measurements (e.g., weight, height, body mass index [BMI], body fat percentage).</p>			
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	<p><u>Outcome: 3.7. Dental Interventions</u> Assist in the application of dental and oral interventions and document with dental terminology and symbols.</p> <p>3.7.1. Explain the relationship between oral health and nutritional factors related to dentistry.</p> <p>3.7.2. Summarize the uses and effects of tobacco, caffeine, alcohol, marijuana, cocaine and methamphetamines on the oral cavity and teeth.</p> <p><u>Outcome: 4.8. End-of-Life Care</u> Provide physical, emotional and spiritual support to individuals and families at end-of-life.</p> <p>4.8.4. Provide resources for an individual's cultural, spiritual and religious needs.</p> <p><u>Outcome: 6.2. Confidentiality, Privacy and Security</u> Apply the fundamentals of confidentiality, privacy and security to communicate health/medical information</p>			
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	<p>accurately and within legal/regulatory bounds across the organization and between organizations.</p> <p>6.2.2. Differentiate between types of evidence used in healthcare litigation, process of discovery and the permissible use of evidence in litigation, recognizing the elements of negligence and medical malpractice.</p> <p>6.2.3. Explain and interpret regulatory requirements, standards of practice, legal responsibility, limitations and implications of actions and describe the appropriate avenues for reporting incidences of malpractice or negligence.</p> <p>6.2.4. Identify what constitutes the authorized access, release and use of personal health data.</p> <p>6.2.5. Distinguish between confidential and non-confidential information within the healthcare system and document, categorize and prioritize requests for personal health information according to internal/external privacy and confidentiality guidelines (e.g. Health Insurance Portability and Accountability Act [HIPAA]).</p>			
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Fitness Evaluation & Assessment				
Y2: First Quarter Green = Applied during all 4 quarters of the class	<p><u>Outcome 1.2. Leadership and Communications</u> Process, maintain, evaluate and disseminate information in a business. Develop leadership and team building to promote collaboration.</p> <p>1.2.1. Extract relevant, valid information from materials and cite sources of information (e.g., medical reports, fitness assessment, medical test results). 1.2.2. Deliver formal and informal presentations. 1.2.3. Identify and use verbal, nonverbal and active listening skills to communicate effectively. 1.2.4. Use negotiation and conflict-resolution skills to reach solutions. 1.2.5. Communicate information for an intended audience and purpose. 1.2.6. Use proper grammar and expression in all aspects of</p>	<p><u>Strand 1. Business Operations/21st Century Skills</u> Learners apply principles of economics, business management, marketing and employability in an entrepreneur, manager and employee role to the leadership, planning, developing and analyzing of business enterprises related to the career field.</p> <p><u>Strand 2. Human Body System</u> Learners will discuss the various forms, functions and pathophysiology associated with body systems and alterations related to the normal aging process, obtain a health history, perform an evaluation of body systems and document using medical terminology.</p> <p><u>Strand 3. Therapeutic Interventions</u> Learners will administer or assist with environmental, health promotion, pharmacological, emergency, nutritional, exercise and rehabilitative and dental and surgical interventions and/or procedures to improve the</p>	<p>Classroom Discussions Exit Tickets Bell Work</p> <p><u>Unit 1:</u> - Intro to Physical Fitness & Wellness Test - Kahoot Quiz - Scenario Essays - Community Health Project</p> <p><u>Unit 2:</u> - Behavior Modification Test - Behavior Modification Written Plan - Guest Speaker - Vocab Quiz</p> <p><u>Unit 3:</u> - Nutrition for Wellness Exam - Athlete Case Studies - Creatine Supplementation Activity - PowerPoint Presentation</p>	<p>Google Slides Instructor Feedback Textbook Teacher's Manual & Online Resources</p> <p>Principles and Labs for Fitness and Wellness (15th Ed.) Ch. 1-3</p> <p>Research Articles</p> <p>Dietary Guidelines Packet</p> <p>Guided Notes</p>



	<p>communication.</p> <p>1.2.7. Use problem-solving and consensus-building techniques to draw conclusions and determine next steps.</p> <p>1.2.8. Identify the strengths, weaknesses and characteristics of leadership styles that influence internal and external workplace relationships.</p> <p>1.2.9. Identify advantages and disadvantages involving digital and/or electronic communications.</p> <p>1.2.10. Use interpersonal skills to provide group leadership, promote collaboration and work in a team.</p> <p>1.2.11. Write professional correspondence, documents, job applications and résumés.</p> <p>1.2.12. Use technical writing skills to complete forms and create reports.</p> <p>1.2.13. Identify stakeholders and solicit their opinions.</p> <p>1.2.14. Use motivational strategies to accomplish goals.</p> <p><u>Outcome: 2.3. Medical Terminology</u> Decipher medical terms through word origin and structure with an emphasis on derivation, meaning, pronunciation, and spelling.</p>	<p>individuals' outcome and quality of life across the life span within their scope of practice, evaluate outcomes and ensure individual's rights.</p> <p><u>Strand 4. Assistive Care</u> Learners will demonstrate the skills and knowledge to provide personal assistive care for the activities of daily living to a variety of individuals across the life span within their scope of practice.</p>		
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	<p>2.3.1. Build and decipher medical term meanings by identifying and using word elements (e.g., word roots, prefixes, suffixes, and combining forms).</p> <p>2.3.2. Apply the rules used to build singular and plural forms of medical terminology derived from the Greek and Latin language.</p> <p>2.3.3 Use diagnostic, symptomatic, and procedural terms to read and interpret various medical reports.</p> <p>2.3.4. Use the appropriate abbreviations and symbols to identify anatomical, physiological and pathological classifications and the associated medical specialties and procedures.</p> <p>2.3.5. Use proper spelling and pronunciation of medical terms when communicating medical instructions and preparing medical documentations.</p> <p><u>Outcome: 4.2.</u> <u>Therapeutic Communication and Interpersonal Skills</u> Demonstrate communication techniques and behaviors when communicating with</p>			
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	<p>individuals and interacting with individuals with impairments and document.</p> <p>4.2.1. Describe non-verbal communication, including gestures, posture, touch, facial expressions, eye contact, body movements, avoidance and appearance.</p> <p>4.2.2. Describe the importance of maintaining an individual's personal space.</p> <p>4.2.3. Describe the importance of empathy in interpersonal relationships and the need for kindness, patience and listening.</p> <p>4.2.8. Provide aids to facilitate communication for speech impaired individuals (e.g., picture cards, slates, notepads).</p> <p><u>Outcome 1.1. Employability Skills</u> Develop career awareness and employability skills (e.g., face-to-face, online) needed for gaining and maintaining employment in diverse business settings.</p> <p>1.1.1. Identify the knowledge, skills and abilities necessary to succeed in careers.</p>			
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	<p>1.1.2. Identify the scope of career opportunities and the requirements for education, training, certification, licensure and experience.</p> <p>1.1.3. Develop a career plan that reflects career interests, pathways and secondary and postsecondary options.</p> <p>1.1.4. Describe the role and function of professional organizations, industry associations and organized labor and use networking techniques to develop and maintain professional relationships.</p> <p>1.1.5. Develop strategies for self-promotion in the hiring process (e.g., filling out job applications, résumé writing, interviewing skills, portfolio development).</p> <p>1.1.6. Explain the importance of work ethic, accountability and responsibility and demonstrate associated behaviors in fulfilling personal, community and workplace roles.</p> <p>1.1.7. Apply problem-solving and critical-thinking skills to work-related issues when making decisions and formulating solutions.</p> <p>1.1.8. Identify the correlation between emotions, behavior and</p>			
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	<p>appearance and manage those to establish and maintain professionalism.</p> <p>1.1.9. Give and receive constructive feedback to improve work habits.</p> <p>1.1.10. Adapt personal coping skills to adjust to taxing workplace demands.</p> <p>1.1.11. Recognize different cultural beliefs and practices in the workplace and demonstrate respect for them.</p> <p>1.1.12. Identify healthy lifestyles that reduce the risk of chronic disease, unsafe habits and abusive behavior.</p> <p><u>Outcome: 3.1.</u> <u>Environmental</u> <u>Interventions</u> Create and maintain a safe, sterile, efficient, age-appropriate care environment.</p> <p>3.1.1. Use standard precaution guidelines, recommended by the Centers for Disease Control and Prevention, for reducing the risk of transmission of blood-borne and other pathogens.</p> <p>3.1.2. Maintain patients' rights, respect individual's choices and describe informed consent.</p> <p>3.1.3. Describe confidentiality</p>			
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	<p>guidelines in the Health Insurance Portability and Accountability Act (HIPAA).</p> <p>3.1.6. Identify and remove environmental and electrical hazards to decrease the risk of falls, injury, or ingestion of dangerous materials (e.g., clutter, equipment, throw rugs, spills, plants,</p> <p>3.1.17. Identify electrical, thermal and drowning risks in aquatic environments.</p> <p>3.1.19. Control the level of distractions and noise.</p> <p>3.1.20. Perform the safe operation, packing and cleaning of equipment.</p> <p><u>Outcome: 3.2. Health Promotion Interventions</u> Identify and communicate health promotion and wellness to individuals, families and communities.</p> <p>3.2.1. Describe the national and state health agenda for wellness.</p> <p>3.2.4. Identify the needs of the individual, family and community related to physical, biological, technological, spiritual, religious, social and behavioral concepts.</p>			
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	<p>3.2.5. Share information to promote, maintain and restore.</p> <p>3.2.6. Communicate the importance of age-appropriate healthy eating, exercise and preventative medicine.</p> <p>3.2.7. Communicate the medical benefits and risks associated with immunizations across the life span.</p> <p>3.2.8. Identify the components of wellness and communicate the relationship between physical fitness, physical performance, injury prevention and nutritional intake.</p> <p><u>Outcome: 3.5. Nutritional Interventions</u> Identify nutritional needs and communicate information to the individual and family member.</p> <p>3.5.2. Calculate the energy of carbohydrates, proteins and fats.</p> <p>3.5.3. Describe ergogenic aids and possible benefits and risks.</p> <p>3.5.4. Calculate caloric needs of the individual and refer the individual to nutritional resources for optimal health and performance.</p>			
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	<p>3.5.5. Provide diet and hydration guidelines to maintain optimal health.</p> <p><u>Outcome: 4.1. Scope of Practice</u> Demonstrate the roles and responsibilities of assistive personnel and identify the medical specialists who treat disorders of each body system.</p> <p>4.1.5. Identify the medical specialists who treat disorders of each body system. 4.1.6. Identify body planes, directions, cavities, quadrants and regions.</p>			
<p>Y2: Second Quarter</p>	<p><u>Outcome: 2.1. Human Body Form, Function and Pathophysiology</u> Discuss the various human body systems, alterations related to the normal aging process and possible dysfunctions.</p> <p>2.1.2. Describe the cardiovascular system and trace the path of blood and factors affecting blood flow. 2.1.3. Describe how blood</p>	<p><u>Strand 2. Human Body System</u> Learners will discuss the various forms, functions and pathophysiology associated with body systems and alterations related to the normal aging process, obtain a health history, perform an evaluation of body systems and document using medical terminology.</p> <p><u>Strand 3. Therapeutic Interventions</u> Learners will administer or assist with environmental, health promotion, pharmacological, emergency, nutritional, exercise and rehabilitative</p>	<p><u>Unit 4:</u> - Cardiorespiratory Fitness Test - Marketing for 5K Run - Peer assessments</p> <p><u>Unit 5:</u> - Muscular Fitness Test - Video Worksheets - EMG Testing</p> <p><u>Unit 6:</u> - Flexibility Exam - Stretching demos - Flexibility project</p>	<p>Principles and Labs for Fitness and Wellness (15th Ed.) Ch. 6-8</p> <p>Guided Notes</p> <p>EMG/EKG</p> <p>Testing Materials</p> <p>NSCA Textbook</p>



	<p>pressure is controlled and factors influencing changes in blood pressure.</p> <p>2.1.4. Describe the function and components of the respiratory system and pulmonary ventilation and factors influencing respiratory rates.</p> <p>2.1.5. Describe nerve tissue and the nervous system, including regions of the brain and their function, the spinal nerves, signal transmission at synapses, and the sympathetic and parasympathetic system.</p> <p>2.1.6. Describe the musculoskeletal system, including skeletal, cardiac and smooth muscle, various bone structures and the role of bone marrow and joints and injuries.</p> <p><u>Outcome: 2.2. Evaluate Body Systems</u></p> <p>Use interviewing techniques, observation, auscultation, palpation and percussion to perform a systematic head-to-toe evaluation of the body systems and document using medical terminology.</p> <p>2.2.10. Perform pulmonary function testing (e.g., vital</p>	<p>and dental and surgical interventions and/or procedures to improve the individuals' outcome and quality of life across the life span within their scope of practice, evaluate outcomes and ensure individual's rights.</p>	<p><u>Lab:</u></p> <ul style="list-style-type: none"> - Aerobic Power - Caloric Expenditure & Exercise Heart Rate - Bruce Protocol Treadmill Test - Lactate Threshold - 1rm Bench Press - 10rm Leg Press - Muscular Endurance - Goniometer Measurements - Sit-and-Reach test 	
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	<p>capacity, tidal volumes, total lung capacity). 2.2.12. Determine joint mobility and muscle strength (e.g., range-of-motion).</p> <p><u>Outcome: 3.2. Health Promotion Interventions</u> Identify and communicate health promotion and wellness to individuals, families and communities.</p> <p>3.2.3 Measure and document an individual's health-related components (i.e., cardiorespiratory fitness, muscular strength and endurance, endurance flexibility, body composition and power). (Updated 1 September 2014)</p>			
<p>Y2: Third Quarter</p>	<p><u>Outcome: 3.5. Nutritional Interventions</u> Identify nutritional needs and communicate information to the individual and family member.</p> <p>3.5.2. Calculate the energy of carbohydrates, proteins and fats. 3.5.3. Describe ergogenic aids and possible benefits and risks. 3.5.4. Calculate caloric needs of the individual and refer the individual to nutritional resources</p>	<p><u>Strand 3. Therapeutic Interventions</u> Learners will administer or assist with environmental, health promotion, pharmacological, emergency, nutritional, exercise and rehabilitative and dental and surgical interventions and/or procedures to improve the individuals' outcome and quality of life across the life span within their scope of practice, evaluate outcomes and ensure individual's rights.</p>	<p><u>Unit 7:</u> - Body Composition Test - Kahoot Quiz - Sedentary vs. Active worksheet</p> <p><u>Unit 8:</u> - Wright Management Test - Weight disorders group presentation</p> <p><u>Unit 9:</u> - Therapeutic Interventions Test</p>	<p>Principles and Labs for Fitness and Wellness (15th Ed.) Ch. 4-5</p> <p>Guided Notes</p> <p>Testing Materials</p> <p>NSCA Textbook</p> <p>Therapeutic Interventions Textbook</p>



	<p>for optimal health and performance. 3.5.5. Provide diet and hydration guidelines to maintain optimal health. 3.5.10. Take anthropometric measurements (e.g., weight, height, body mass index [BMI], body fat percentage).</p> <p><u>Outcome: 3.2. Health Promotion Interventions</u> Identify and communicate health promotion and wellness to individuals, families and communities.</p> <p>3.2.3 Measure and document an individual's health-related components (i.e., cardiorespiratory fitness, muscular strength and endurance, endurance flexibility, body composition and power). (Updated 1 September 2014)</p>		<ul style="list-style-type: none"> - Injury Mechanisms worksheet - Anatomy of injuries project <p><u>Lab:</u></p> <ul style="list-style-type: none"> - Height/Weight/BMI - Waist-to-Hip -Circumference Measurements - Skinfold callipers - Bioelectrical Impedance - Taping/Wrapping/Casting 	
<p>Y2: Fourth Quarter</p>	<p><u>Outcome: 2.2. Evaluate Body Systems</u> Use interviewing techniques, observation, auscultation, palpation and percussion to perform a systematic head-to-toe evaluation of the body</p>	<p><u>Strand 2. Human Body System</u> Learners will discuss the various forms, functions and pathophysiology associated with body systems and alterations related to the normal aging process, obtain a health history, perform an evaluation of body</p>	<p><u>Unit 10:</u></p> <ul style="list-style-type: none"> - Preventative Diseases & Disorders Exam - Case Studies - PowerPoint Presentation <p><u>Unit 11:</u></p>	<p>Principles and Labs for Fitness and Wellness (15th Ed.) Ch. 9, 11-15</p> <p>Guided Notes</p>



	<p>systems and document using medical terminology.</p> <p>2.2.1. Provide privacy and demonstrate cultural sensitivity. 2.2.2. Contact interpretive services for non-English speaking and English as a Second Language (ESL) individuals. 2.2.3. Use age-appropriate language to systematically review disease processes related to each body system (e.g., vaccinations, allergies, reactions, history of abuse, history of suicidal ideation, alcohol use, risk behaviors, stressors, sleep patterns, nutritional patterns, occupation, living conditions, current medications, over-the-counter medications, herbals).</p> <p><u>Outcome: 3.2. Health Promotion Interventions</u> Identify and communicate health promotion and wellness to individuals, families and communities.</p> <p>3.2.2 Identify skill related components (i.e., agility, balance, coordination, power,</p>	<p>systems and document using medical terminology.</p> <p><u>Strand 3. Therapeutic Interventions</u> Learners will administer or assist with environmental, health promotion, pharmacological, emergency, nutritional, exercise and rehabilitative and dental and surgical interventions and/or procedures to improve the individuals' outcome and quality of life across the life span within their scope of practice, evaluate outcomes and ensure individual's rights.</p>	<ul style="list-style-type: none"> - Skill-Related Fitness Test - Power vs. Speed Worksheet - Skill-Related Fitness in Rehab Research Project <p><u>Unit 12:</u></p> <ul style="list-style-type: none"> - Personal Fitness Programming Exam - Research Article Reviews - Programming Project <p><u>Lab:</u></p> <ul style="list-style-type: none"> - Skill-Related Fitness Assessments - Programming for Partner 	<p>NASM Textbook</p> <p>Research Articles</p>
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	<p>proprioception, speed and reaction time). (Updated 1 September 2014)</p> <p><u>Outcome: 3.6. Exercise and Rehabilitative Intervention</u> Evaluate, define and perform training and therapies to enhance mobility and muscle strength and document.</p> <p>3.6.1. Complete a comprehensive fitness evaluation.</p> <p>3.6.2. Evaluate kinesthetic awareness as related to functional movement.</p> <p>3.6.3. Design and implement an individualized training program by using interval, continuous and circuit training techniques.</p> <p>3.6.4. Calculate the differences in caloric costs between various exercise protocols (e.g., cardio versus resistance training, large versus small muscle groups).</p> <p>3.6.5. Apply techniques to enhance neuromuscular flexibility (e.g., dynamic, static and proprioceptive neuromuscular facilitation [PNF]). (Updated 1 September 2014)</p> <p>3.6.6. Apply techniques to enhance muscle strength,</p>			
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	<p>endurance and flexibility (e.g., isometric, isotonic, isokinetic, aerobic, strength, power and flexibility training).</p> <p>3.6.8. Use aquatic exercises for improvement of ROM, strength and cardiovascular benefits.</p> <p>3.6.9. Modify physical activity to accommodate specific medical conditions and changes across the life span (e.g., asthma, sickle cell, diabetes, osteoporosis, skeletal-muscular disorders, age, pregnancy).</p> <p>3.6.14. Apply the FITT principle (i.e., frequency, intensity, time, type) to health and skill conditioning activities.</p>			
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