



Spokane Public Schools Sports Medicine 1 & 2

Course Sports Medicine	Total Hours: 180 Hours
CIP Code: 510913	Type: <input type="checkbox"/> Exploratory <input checked="" type="checkbox"/> Preparatory
Career Health Science	Date Last Tuesday, January 05, 2016
Resources and Standard used in Framework: Standards used for this framework include Health Sciences Careers Foundation Standards and Sports Medicine Career Specialty standards outlined in OSPI Model Framework for Sports Medicine 1 and 2.	

Unit 1 ACADEMIC FOUNDATION	Hours: 35
Performance Assessment(s):	
After successfully demonstrating competence in an academic and laboratory setting, it is suggested that students participate in an Instructional Work Based Learning practicum. The practicum experience is designed to enhance the knowledge, skills and abilities learned in the classroom setting. Using the academic foundations of correct medical terminology, accurate mathematical operations and computations, and knowledge of the life sciences students will demonstrate technical skill competency in both leader and follower roles in real life health care situations.	
Using appropriate communication techniques (e.g., role-play, scenarios, formal presentation), students will gather and assess information which contributes to the determination of the appropriate health care plan for individuals within a diverse client population. Students will analyze, clarify, document and distribute information to the health care team, including at least one situation that requires conflict resolution skills.	
Leadership Alignment:	
21st Century Skills	
Work Creatively with Others	
1.B.1 Develop, implement and communicate new ideas to others effectively	
1.B.2 Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work	
1.B.3 Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas	
1.B.4 View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes	
Communicate Clearly	
3.A.1 Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts	
3.A.2 Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions	

3.A.3	Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)
3.A.4	Utilize multiple media and technologies, and know how to judge their effectiveness a priori as well as assess their impact
3.A.5	Communicate effectively in diverse environments (including multi-lingual)
Use and Manage Information	
4.B.1	Use information accurately and creatively for the issue or problem at hand
4.B.2	Manage the flow of information from a wide variety of sources
4.B.3	Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information
Manage Goals and Time	
8.A.1	Set goals with tangible and intangible success criteria
8.A.2	Balance tactical (short-term) and strategic (long-term) goals
8.A.3	Utilize time and manage workload efficiently
Work Independently	
8.B.1	Monitor, define, prioritize and complete tasks without direct oversight
Interact Effectively with Others	
9.A.1	Know when it is appropriate to listen and when to speak
9.A.2	Conduct themselves in a respectable, professional manner
Work Effectively in Diverse Teams	
9.B.1	Respect cultural differences and work effectively with people from a range of social and cultural backgrounds
9.B.2	Respond open-mindedly to different ideas and values
9.B.3	Leverage social and cultural differences to create new ideas and increase both innovation and quality of work
Produce Results	
10.B.1	Demonstrate additional attributes associated with producing high quality products including the abilities to:
10.B.1.a	Work positively and ethically
10.B.1.b	Manage time and projects effectively
10.B.1.c	Multi-task
10.B.1.d	Participate actively, as well as be reliable and punctual
10.B.1.e	Present oneself professionally and with proper etiquette
10.B.1.f	Collaborate and cooperate effectively with teams
10.B.1.g	Respect and appreciate team diversity
10.B.1.h	Be accountable for results
Guide and Lead Others	
11.A.1	Use interpersonal and problem-solving skills to influence and guide others toward a goal
11.A.2	Leverage strengths of others to accomplish a common goal
11.A.3	Inspire others to reach their very best via example and selflessness
11.A.4	Demonstrate integrity and ethical behavior in using influence and power

Standards and Competencies

Foundation Standard 1: Academic Foundation

1.1 Human Structure and Function

1.1.1 Classify the basic structural and functional organization of the human body (tissue, organ, and system).

1.1.2 Recognize body planes, directional terms, quadrants, and cavities.

1.1.3 Analyze the basic structure and function of the human body

1.2 Diseases and Disorders

1.2.1 Describe common diseases and disorders of each body system (prevention, pathology, diagnosis, and treatment).

1.2.2 Recognize emerging diseases and disorders.

1.2.3 Investigate biomedical therapies as they relate to the prevention, pathology, and treatment of disease.

1.3 Medical Mathematics

1.3.1 Apply mathematical computations related to health care procedures (metric and household, conversions and measurements).

1.3.2 Analyze diagrams, charts, graphs, and tables to interpret healthcare results.

1.3.3 Record time using the 24-hour clock.

Aligned to Washington State Standards

Arts

Communication - Speaking and Listening

CC: College and Career Speaking and Listening Anchor Standards

Comprehension and Collaboration

1 - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

2 - Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

3 - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4 - Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

5 - Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

6 - Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Health and Fitness

Health 2.1: Understands dimensions and indicators of health.

2.1.1 Evaluates dimensions of health and relates to personal health behaviors.

Health 2.2: Understands stages of growth and development.

2.2.1 Analyzes the physiological and psychological changes throughout the lifetime.

2.2.2 Understands how to maintain sexual health throughout life.

2.2.3 Evaluates hereditary factors affecting growth, development, and health.

Health 2.3: Understands the concepts of prevention and control of disease.

2.3.1 Analyzes personal health practices, and how they affect communicable diseases.

2.3.2 Analyzes personal health practices, and how they affect non-communicable diseases.

Health 2.4: Acquires skills to live safely and reduce health risks.

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

2.4.2 Evaluates emergency situations, ways to prevent injuries, and demonstrates skills to respond appropriately and safely.
2.4.3 Analyzes stress and how it relates to personal stress-management strategies.
2.4.4 Creates personal stress-management strategies.
2.4.5 Analyzes the stages of addiction and dependency and the impact on the individual, family, and society.
2.4.6 Understands legal implications of drug, alcohol, and tobacco use.
2.4.7 Analyzes various treatment options and recovery processes.
Health 3.1: Understands how family, culture, and environmental factors affect personal health.
3.1.1 Analyzes how family and cultural diversity enriches and affects personal health behaviors.
3.1.2 Analyzes how environmental factors impact health.
3.1.3 Evaluates environmental risks associated with certain occupational, residential, and recreational choices.
Health 3.2: Evaluates health and fitness information.
3.2.1 Evaluates health and fitness information, products, and services.
3.2.3 Creates health and fitness messages in media.
Health 3.3: Evaluates the impact of social skills on health.
3.3.1 Analyzes conflict situations

Language

Mathematics

CC: Mathematical Practices (MP)
2 - Reason abstractly and quantitatively.
6 - Attend to precision.
7 - Look for and make use of structure.

Reading

Science

Science and Engineering Practices
7. Engaging in argument from evidence
8. Obtaining, evaluating, and communicating information

Social Studies

Social Studies Skills
Social Studies Skills 5.1: Uses critical reasoning skills to analyze and evaluate positions.
5.1.1 (9-10) Analyzes consequences of positions on an issue or event.
5.1.1 (11) Analyzes the underlying assumptions of positions on an issue or event.
Social Studies Skills 5.2: Uses inquiry-based research.
5.2.1 (9-10) Creates and uses research questions that are tied to an essential question to focus inquiry on an idea, issue, or event.
5.2.1 (11) Evaluates and revises research questions to refine inquiry on an issue or event.
Social Studies Skills 5.3: Deliberates public issues.
5.3.1 (9-10) Evaluates one's own viewpoint and the viewpoints of others in the context of a discussion.
5.3.1 (11) Creates and articulates possible alternative resolutions to public issues and evaluates these resolutions using criteria that have been identified in the context of a

discussion.

Social Studies Skills 5.4: Creates a product that uses social studies content to support a thesis and presents the product in an appropriate manner to a meaningful audience.

5.4.1 (9-10) Evaluates multiple reasons or factors to develop a position paper or presentation.

5.4.1 (11) Evaluates and interprets other points of view on an issue within a paper or presentation.

5.4.1 (12) Evaluates positions and evidence to make one's own decisions in a paper or presentation.

Writing

21st Century Skills

LEARNING AND INNOVATION	INFORMATION, MEDIA AND TECHNOLOGY SKILLS	LIFE AND CAREER
Creativity and	Information Literacy	Flexibility and Adaptability
Think	Access and Evaluate Information	Adapt to Change
Work Creatively with	Use and Manage Information	Be Flexible
Implement		
	Media Literacy	Initiative and Self-Direction
Creative Thinking and Problem Solving	Analyze	Manage Goals and Time
Reason	Create Media Products	Work Independently
Use Systems		Be Self-Directed Learners
	Information, Communications, and	Social and Cross-
Make Judgements and Decisions	Technology (ICT Literacy)	
Solve Problems		
	Apply Technology Effectively	Interact Effectively with
Communication and		Work Effectively in Diverse
Communicate Clearly		
		Productivity and Accountability
Collaborate with Others		Manage Projects
		Produce Results
		Leadership and Responsibility
		Guide and Lead Others
		Be Responsible to Others

Unit 2 COMMUNICATION

Hours: 13

Performance Assessment(s):

Performance Assessments:

Using appropriate communication techniques (e.g., role-play, scenarios, formal presentation), students will gather and assess information which contributes to the determination of the appropriate health care plan for individuals within a diverse client population. Students will analyze, clarify, document and distribute information to the health care team, including at least one situation that requires conflict resolution skills.

Leadership Alignment:

21st Century Skills

- Creativity and Innovation: Think Creatively
1.A.1 Use a wide range of idea creation techniques (such as brainstorming)
- Creativity and Innovation: Work Creatively with Others
1.B.1 Develop, implement and communicate new ideas to others effectively
1.B.2 Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work
1.B.3 Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas
- Critical Thinking & Problem Solving: Solve Problems
2.D.1 Solve different kinds of non-familiar problems in both conventional and innovative ways
2.D.2 Identify and ask significant questions that clarify various points of view and lead to better solutions
- Communication and Collaboration: Communicate Clearly
3.A.1 Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts
3.A.2 Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions
- Flexibility and Adaptability: Be Flexible
7.B.1 Incorporate feedback effectively
7.B.2 Deal positively with praise, setbacks and criticism
7.B.3 Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments
- Social and Cross-Cultural: Work Effectively in Diverse Teams
9.B.1 Respect cultural differences and work effectively with people from a range of social and cultural backgrounds
9.B.2 Respond open-mindedly to different ideas and values
9.B.3 Leverage social and cultural differences to create new ideas and increase both innovation and quality of work
- Be Responsible to Others
11.B.1 Act responsibly with the interests of the larger community in mind
Standards and Competencies
Foundation Standard 2: Communications
2.1 Concepts of Effective Communication

1.1 Interpret verbal and nonverbal communication
2.1.2 Recognize barriers to communication.
2.1.3 Report subjective and objective information.
2.1.4 Recognize the elements of communication using a sender-receiver model.
2.1.5 Apply speaking and active listening skills.
2.2 Medical Terminology
2.2.1 Use roots, prefixes, and suffixes to communicate information.
2.2.2 Use medical abbreviations to communicate information.
2.3 Written Communication Skills
2.3.1 Recognize elements of written and electronic communication (spelling, grammar, and formatting).

Aligned to Washington State Standards

Arts

Communication - Speaking and Listening

Health and Fitness

Health 2.1: Understands dimensions and indicators of health.
2.1.1 Evaluates dimensions of health and relates to personal health behaviors.
Health 2.2: Understands stages of growth and development.
2.2.1 Analyzes the physiological and psychological changes throughout the lifetime.
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3.1.1 Analyzes how family and cultural diversity enriches and affects personal health behaviors.
3.1.2 Analyzes how environmental factors impact health.
3.1.3 Evaluates environmental risks associated with certain occupational, residential, and recreational choices.
Health 3.3: Evaluates the impact of social skills on health.
3.3.1 Analyzes conflict situations

Language

Mathematics

Reading

CC: College and Career Reading Anchor Standards
Key Ideas and Details
1 - Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2 - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

3 - Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

Integration of Knowledge and Ideas

7 - Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

8 - Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

9 - Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10 - Read and comprehend complex literary and informational texts independently and proficiently.

Science

Science and Engineering Practices

1. Asking questions and defining problems

4. Analyzing and interpreting data

7. Engaging in argument from evidence

8. Obtaining, evaluating, and communicating information

Social Studies

Social Studies Skills

Social Studies Skills 5.1: Uses critical reasoning skills to analyze and evaluate positions.

5.1.1 (9-10) Analyzes consequences of positions on an issue or event.

5.1.1 (11) Analyzes the underlying assumptions of positions on an issue or event.

5.1.1 (12) Analyzes the short-term and long-term implications of decisions affecting the global community.

5.1.2 Evaluates the precision of a position on an issue or event.

5.1.2 (11) Evaluates the depth of a position on an issue or event.

5.1.2 (12) Evaluates the plausibility of an analysis of decisions affecting the global community.

Social Studies Skills 5.3: Deliberates public issues.

5.3.1 (9-10) Evaluates one's own viewpoint and the viewpoints of others in the context of a discussion.

5.3.1 (11) Creates and articulates possible alternative resolutions to public issues and evaluates these resolutions using criteria that have been identified in the context of a discussion.

5.3.1 (12) Evaluates how the discussion and the proposed alternative resolutions changed or solidified one's own position on public issues.

Social Studies Skills 5.4: Creates a product that uses social studies content to support a thesis and presents the product in an appropriate manner to a meaningful audience.

5.4.1 (9-10) Evaluates multiple reasons or factors to develop a position paper or presentation.

5.4.1 (11) Evaluates and interprets other points of view on an issue within a paper or presentation.

5.4.1 (12) Evaluates positions and evidence to make one's own decisions in a paper or presentation.

5.4.2 (9-10) Creates strategies to avoid plagiarism and respects intellectual property when developing a paper or presentation.

Writing

CC: College and Career Writing Anchor Standards

Text Types and Purposes

1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

2 - Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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Unit 2 Communication

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5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

6 - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7 - Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

8 - Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding

9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

21st Century Skills

LEARNING AND INNOVATION	INFORMATION, MEDIA AND TECHNOLOGY SKILLS	LIFE AND CAREER
Creativity and	Information Literacy	Flexibility and Adaptability
Think	Access and Evaluate Information	Adapt to Change
Work Creatively with	Use and Manage Information	Be Flexible
Implement		
	Media Literacy	Initiative and Self-Direction
Creative Thinking and Problem Solving	Analyze	Manage Goals and Time
Reason	Create Media Products	Work Independently
Use Systems		Be Self-Directed Learners
	Information, Communications, and	
Make Judgements and Decisions	Technology (ICT Literacy)	Social and Cross-
Solve Problems		
	Apply Technology Effectively	Interact Effectively with
Communication and		Work Effectively in Diverse
Communicate Clearly		
		Productivity and Accountability
Collaborate with Others		
		Manage Projects
		Produce Results
		Leadership and Responsibility
		Guide and Lead Others
		Be Responsible to Others

Unit 3 INFORMATION TECHNOLOGY APPLICATIONS**Hours: 4****Performance Assessment(s):**

Performance Assessments:

- Students will use a variety of sources (computer programs, resources, medical library journals and internet) to research and document up-to-date information on diseases and/or career information.

- Students will compare and contrast research, using problem solving skills and cause and effect relationships to draw a conclusion of fact to be presented to a group outside the school arena.

- Students will collaborate with health care professional staff, using technology to teach facility protocol and procedures to new staff or to provide instruction to the general public on a health issue.

- Students will effectively use electronic record keeping systems both for data input and patient care.

Leadership Alignment:

21st Century Skills

Creativity & Innovation: Work Creatively with Others

1.B.1 Develop, implement and communicate new ideas to others effectively

1.B.2 Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work

Communication & Collaboration: Collaborate with Others

3.B.1 Demonstrate ability to work effectively and respectfully with diverse teams

3.B.2 Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal

3.B.3 Assume shared responsibility for collaborative work, and value the individual contributions made by each team member

Information Literacy: Access and Evaluate Information

4.A.1 Access information efficiently (time) and effectively (sources)

4.A.2 Evaluate information critically and competently

Use and Manage Information

4.B.1 Use information accurately and creatively for the issue or problem at hand

4.B.2 Manage the flow of information from a wide variety of sources

4.B.3 Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information

Productivity & Accountability: Produce Results

10.B.1 Demonstrate additional attributes associated with producing high quality products including the abilities to:

10.B.1.a Work positively and ethically

10.B.1.b Manage time and projects effectively

10.B.1.c Multi-task

10.B.1.d Participate actively, as well as be reliable and punctual

10.B.1.e Present oneself professionally and with proper etiquette

10.B.1.f Collaborate and cooperate effectively with teams

10.B.1.g Respect and appreciate team diversity

10.B.1.h Be accountable for results

Standards and Competencies

Foundation Standard 3: Systems

3.1 Healthcare Delivery Systems

3.1.1 Understand the healthcare delivery system (public, government, and non-profit).

3.1.2 Explain the factors influencing healthcare delivery systems.

3.1.3 Describe the responsibilities of consumers within the healthcare system.

3.1.4 Explain the impact of emerging issues such as technology, epidemiology, bioethics, and socioeconomics on healthcare delivery systems.

3.1.5 Discuss common methods of payment for healthcare.

Arts

Communication - Speaking and Listening

CC: College and Career Speaking and Listening Anchor Standards

Comprehension and Collaboration

1 - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

2 - Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

3 - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4 - Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

5 - Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

6 - Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

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3.1.2 Analyzes how environmental factors impact health.

3.1.3 Evaluates environmental risks associated with certain occupational, residential, and recreational choices.

Language

Mathematics

CC: Mathematical Practices (MP)

1 - Make sense of problems and persevere in solving them.

2 - Reason abstractly and quantitatively.

5 - Use appropriate tools strategically.

6 - Attend to precision.

Reading

CC: College and Career Reading Anchor Standards

Key Ideas and Details

1 - Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

2 - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

3 - Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4 - Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Aligned to Washington State Standards

5 - Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

6 - Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7 - Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

8 - Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

9 - Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10 - Read and comprehend complex literary and informational texts independently and proficiently.

Science

Science and Engineering Practices

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Social Studies Skills 5.2: Uses inquiry-based research.

5.2.1 (9-10) Creates and uses research questions that are tied to an essential question to focus inquiry on an idea, issue, or event.

5.2.1 (11) Evaluates and revises research questions to refine inquiry on an issue or event.

5.2.2 (11) Evaluates the validity, reliability, and credibility of sources when researching an issue or event.

5.2.2 (12) Evaluates the breadth of research to determine the need for new or additional investigation when researching an issue or event.

Social Studies Skills 5.3: Deliberates public issues.

5.3.1 (9-10) Evaluates one's own viewpoint and the viewpoints of others in the context of a discussion.

5.3.1 (11) Creates and articulates possible alternative resolutions to public issues and evaluates these resolutions using criteria that have been identified in the context of a discussion.

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Writing**21st Century Skills**

LEARNING AND INNOVATION	INFORMATION, MEDIA AND TECHNOLOGY SKILLS	LIFE AND CAREER
Creativity and	Information Literacy	Flexibility and Adaptability
Think	Access and Evaluate Information	Adapt to Change
Work Creatively with	Use and Manage Information	Be Flexible
Implement		
	Media Literacy	Initiative and Self-Direction
Creative Thinking and Problem Solving	Analyze	Manage Goals and Time
Reason	Create Media Products	Work Independently
Use Systems		Be Self-Directed Learners
	Information, Communications, and	
Make Judgements and Decisions	Technology (ICT Literacy)	Social and Cross-
Solve Problems		
	Apply Technology Effectively	Interact Effectively with
Communication and		Work Effectively in Diverse
Communicate Clearly		
		Productivity and Accountability
Collaborate with Others		
		Manage Projects
		Produce Results
		Leadership and Responsibility
		Guide and Lead Others
		Be Responsible to Others

Unit 4 SYSTEMS**Hours: 4****Performance Assessment(s):**

Performance Assessments:

Students will research traditional and alternative healthcare delivery facilities to compare and contrast the philosophy, management structures and health care system

components of each. Students will create a graphic organizer that illustrates the health care system in their community and which component of that system would be used by patients in specific medical situations.

Students will interview local health care providers about ways in which evolving current healthcare trends have demanded system changes and if that has had an effect of health care costs. Students will present their findings to the class.

Leadership Alignment:

21st Century Skills

Reason Effectively

2.A.1 Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation

Use Systems Thinking

2.B.1 Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems

Access and Evaluate Information

4.A.1 Access information efficiently (time) and effectively (sources)

4.A.2 Evaluate information critically and competently

Use and Manage Information

4.B.1 Use information accurately and creatively for the issue or problem at hand

4.B.2 Manage the flow of information from a wide variety of sources

4.B.3 Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information

Manage Goals and Time

8.A.1 Set goals with tangible and intangible success criteria

8.A.2 Balance tactical (short-term) and strategic (long-term) goals

8.A.3 Utilize time and manage workload efficiently

Work Independently

8.B.1 Monitor, define, prioritize and complete tasks without direct oversight

Be Self-Directed Learners

8.C.1 Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise

8.C.2 Demonstrate initiative to advance skill levels towards a professional level

8.C.3 Demonstrate commitment to learning as a lifelong process

8.C.4 Reflect critically on past experiences in order to inform future progress

Manage Projects

10.A.1 Set and meet goals, even in the face of obstacles and competing pressures

10.A.2 Prioritize, plan and manage work to achieve the intended result

Produce Results
10.B.1 Demonstrate additional attributes associated with producing high quality products including the abilities to:
10.B.1.a Work positively and ethically
10.B.1.b Manage time and projects effectively
10.B.1.c Multi-task
10.B.1.d Participate actively, as well as be reliable and punctual
10.B.1.e Present oneself professionally and with proper etiquette
10.B.1.f Collaborate and cooperate effectively with teams
10.B.1.g Respect and appreciate team diversity
10.B.1.h Be accountable for results

Aligned to Washington State Standards

Arts

Communication - Speaking and Listening

CC: College and Career Speaking and Listening Anchor Standards

Comprehension and Collaboration

1 - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

2 - Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

3 - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4 - Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

5 - Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

6 - Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Comprehension and Collaboration (9-10)

SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and

SL.9-10.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchan

SL.9-10.1b Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

SL.9-10.1c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

SL.9-10.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning present

SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of

SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Presentation of Knowledge and Ideas (9-10)

SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task
SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 here for specific expectations.)
Comprehension and Collaboration (11-12)
SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly a
SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned excha
SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent a
SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the i
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SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
Presentation of Knowledge and Ideas (11-12)
SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, su
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Health and Fitness

Health 2.1: Understands dimensions and indicators of health.
2.1.1 Evaluates dimensions of health and relates to personal health behaviors.
Health 3.1: Understands how family, culture, and environmental factors affect personal health.
3.1.1 Analyzes how family and cultural diversity enriches and affects personal health behaviors.
Health 3.3: Evaluates the impact of social skills on health.
3.3.1 Analyzes conflict situations

Language

Mathematics

CC: Mathematical Practices (MP)
6 - Attend to precision.

Standards and Competencies

5.4.1 (9-10) Evaluates multiple reasons or factors to develop a position paper or presentation.

5.4.1 (11) Evaluates and interprets other points of view on an issue within a paper or presentation.

5.4.1 (12) Evaluates positions and evidence to make one's own decisions in a paper or presentation.

5.4.2 (9-10) Creates strategies to avoid plagiarism and respects intellectual property when developing a paper or presentation.

Writing

21st Century Skills

LEARNING AND INNOVATION	INFORMATION, MEDIA AND TECHNOLOGY SKILLS	LIFE AND CAREER
Creativity and	Information Literacy	Flexibility and Adaptability
Think	Access and Evaluate Information	Adapt to Change
Work Creatively with	Use and Manage Information	Be Flexible
Implement		
	Media Literacy	Initiative and Self-Direction
Creative Thinking and Problem Solving	Analyze	Manage Goals and Time
Reason	Create Media Products	Work Independently
Use Systems		Be Self-Directed Learners
	Information, Communications, and	
Make Judgements and Decisions	Technology (ICT Literacy)	Social and Cross-
Solve Problems		
	Apply Technology Effectively	Interact Effectively with
Communication and		Work Effectively in Diverse
Communicate Clearly		
		Productivity and Accountability
Collaborate with Others		
		Manage Projects
		Produce Results
		Leadership and Responsibility
		Guide and Lead Others
		Be Responsible to Others

Unit 5 SAFETY, HEALTH AND ENVIRONMENTAL**Hours: 6****Performance Assessment(s):**

Performance Assessments:

Students will pass, at 80%, a written and practical test covering personal blood-borne pathogen prevention standards. Students will demonstrate critical thinking skills when applying these standards in all classroom and health care settings. This assessment will be linked to OSHA, WISHA, MSDS and Center for Disease Control (CDC) standards.

- After demonstrating comprehension of district emergency procedure documents students will, in leadership positions, participate in school emergency procedure drills.
- Students will demonstrate their ability to perform safe practice by adhering to principles of body mechanics and standard precautions with 100% accuracy in all classroom and health care settings.

Leadership Alignment:

Leadership:

- 1.3 The student will demonstrate oral, interpersonal, written, and electronic communication and presentation skills and understand how to apply those skills.
- 1.4 The student will be involved in activities that require applying theory, problem-solving, and using critical and creative thinking skills while understanding outcomes of related decisions.
- 1.5 The student will demonstrate self-advocacy skills by achieving planned, individual goals.
- 1.6 The student will conduct self in a professional manner in practical career applications, organizational forums, and decision-making bodies.

21st Century Skills

Flexibility and Adaptability

- Adapt to Change

7.A.1 Adapt to varied roles, jobs responsibilities, schedules and contexts

7.A.2 Work effectively in a climate of ambiguity and changing priorities

- Be Flexible

7.B.1 Incorporate feedback effectively

7.B.2 Deal positively with praise, setbacks and criticism

7.B.3 Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments

Initiative and Self-Direction: Be Self-Directed Learners

Be Self-Directed Learners

8.C.1 Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise

8.C.2 Demonstrate initiative to advance skill levels towards a professional level

8.C.3 Demonstrate commitment to learning as a lifelong process

8.C.4 Reflect critically on past experiences in order to inform future progress

Standards and Competencies

Foundation Standard 7: Safety Practices

7.1 Infection Control

7.1.1 Explain principles of infection control.

7.1.2 Describe methods of controlling the spread and growth of microorganisms.

7.2 Personal Safety

7.2.1 Apply personal safety procedures based on Occupational Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations.
7.2.2 Apply principles of body mechanics.
7.3 Environmental Safety
7.3.1 Apply safety techniques in the work environment.
7.4 Common Safety Hazards
7.4.1 Comply with safety signs, symbols, and labels.
7.4.2 Understand implications of hazardous materials.
7.5 Emergency Procedures and Protocols
7.5.1 Practice fire safety in a healthcare setting.
7.5.2 Apply principles of basic emergency response in natural disasters and other emergencies.
Aligned to Washington State Standards
Arts
Communication - Speaking and Listening
Comprehension and Collaboration (9-10)
SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and
SL.9-10.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchan
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SL.9-10.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning present
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Presentation of Knowledge and Ideas (9-10)
SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task
SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 here for specific expectations.)
Comprehension and Collaboration (11-12)
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Presentation of Knowledge and Ideas (11-12)
SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, su
SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
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CC: College and Career Speaking and Listening Anchor Standards
Comprehension and Collaboration
1 - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2 - Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3 - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
Presentation of Knowledge and Ideas
4 - Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5 - Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6 - Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
Health and Fitness
Health 2.1: Understands dimensions and indicators of health.
2.1.1 Evaluates dimensions of health and relates to personal health behaviors.
Health 2.2: Understands stages of growth and development.
2.2.1 Analyzes the physiological and psychological changes throughout the lifetime.
2.2.2 Understands how to maintain sexual health throughout life.
2.2.3 Evaluates hereditary factors affecting growth, development, and health.
Health 2.3: Understands the concepts of prevention and control of disease.
2.3.1 Analyzes personal health practices, and how they affect communicable diseases.
2.3.2 Analyzes personal health practices, and how they affect non-communicable diseases.
Health 2.4: Acquires skills to live safely and reduce health risks.
2.4.1 Understands types of abuse and risky situations and how to respond appropriately and safely.
2.4.2 Evaluates emergency situations, ways to prevent injuries, and demonstrates skills to respond appropriately and safely.

2.4.3 Analyzes stress and how it relates to personal stress-management strategies.
2.4.4 Creates personal stress-management strategies.
2.4.5 Analyzes the stages of addiction and dependency and the impact on the individual, family, and society.
2.4.6 Understands legal implications of drug, alcohol, and tobacco use.
2.4.7 Analyzes various treatment options and recovery processes.
Health 3.1: Understands how family, culture, and environmental factors affect personal health.
3.1.1 Analyzes how family and cultural diversity enriches and affects personal health behaviors.
3.1.2 Analyzes how environmental factors impact health.
3.1.3 Evaluates environmental risks associated with certain occupational, residential, and recreational choices.
Health 3.2: Evaluates health and fitness information.
3.2.1 Evaluates health and fitness information, products, and services.
3.2.3 Creates health and fitness messages in media.

Language

Mathematics

CC: Mathematical Practices (MP)

6 - Attend to precision.

Reading

Science

Social Studies

Social Studies Skills

Social Studies Skills 5.1: Uses critical reasoning skills to analyze and evaluate positions.

5.1.1 (9-10) Analyzes consequences of positions on an issue or event.

5.1.1 (11) Analyzes the underlying assumptions of positions on an issue or event.

5.1.1 (12) Analyzes the short-term and long-term implications of decisions affecting the global community.

5.1.2 Evaluates the precision of a position on an issue or event.

5.1.2 (11) Evaluates the depth of a position on an issue or event.

5.1.2 (12) Evaluates the plausibility of an analysis of decisions affecting the global community.

Social Studies Skills 5.2: Uses inquiry-based research.

5.2.1 (9-10) Creates and uses research questions that are tied to an essential question to focus inquiry on an idea, issue, or event.

5.2.1 (11) Evaluates and revises research questions to refine inquiry on an issue or event.

Social Studies Skills 5.3: Deliberates public issues.

5.3.1 (9-10) Evaluates one's own viewpoint and the viewpoints of others in the context of a discussion.

5.3.1 (11) Creates and articulates possible alternative resolutions to public issues and evaluates these resolutions using criteria that have been identified in the context of a discussion.

5.3.1 (12) Evaluates how the discussion and the proposed alternative resolutions changed or solidified one's own position on public issues.

Writing

21st Century Skills

LEARNING AND INNOVATION	INFORMATION, MEDIA AND TECHNOLOGY SKILLS	LIFE AND CAREER
Creativity and	Information Literacy	Flexibility and Adaptability
Think	Access and Evaluate Information	Adapt to Change
Work Creatively with	Use and Manage Information	Be Flexible
Implement		
	Media Literacy	Initiative and Self-Direction
Creative Thinking and Problem Solving	Analyze	Manage Goals and Time
Reason	Create Media Products	Work Independently
Use Systems		Be Self-Directed Learners
	Information, Communications, and	
Make Judgements and Decisions	Technology (ICT Literacy)	Social and Cross-
Solve Problems		
	Apply Technology Effectively	Interact Effectively with
Communication and		Work Effectively in Diverse
Communicate Clearly		
		Productivity and Accountability
Collaborate with Others		
		Manage Projects
		Produce Results
		Leadership and Responsibility
		Guide and Lead Others
		Be Responsible to Others

Unit 6 HEALTH MAINTENANCE PRACTICES**Hours: 6****Performance Assessment(s):**

Performance Assessments:

Students will demonstrate knowledge and awareness of preventive health behaviors specific to a group other than their peers, by leading a wellness project to be presented to that specific group, through a community organization. The project will include prevention of illness, reduction of health risk factors, alternative health practices and strategies for individuals to manage their own health status.

Leadership Alignment:

21st Century Skills

Creativity and Innovation: Work Creatively with Others

1.B.1 Develop, implement and communicate new ideas to others effectively

1.B.2 Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work

1.B.3 Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas

1.B.4 View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes

Critical Thinking and Problem Solving

-Reason Effectively

2.A.1 Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation

-Use Systems Thinking

2.B.1 Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems

-Make Judgments and Decisions

2.C.1 Effectively analyze and evaluate evidence, arguments, claims and beliefs

2.C.2 Analyze and evaluate major alternative points of view

2.C.3 Synthesize and make connections between information and arguments

2.C.4 Interpret information and draw conclusions based on the best analysis

2.C.5 Reflect critically on learning experiences and processes

Communication and Collaboration: Communicate Clearly

3.A.1 Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts

3.A.2 Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions

3.A.3 Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)

3.A.4 Utilize multiple media and technologies, and know how to judge their effectiveness a priori as well as assess their impact

3.A.5 Communicate effectively in diverse environments (including multi-lingual)

Information Literacy

- Access and Evaluate Information

4.A.1 Access information efficiently (time) and effectively (sources)

4.A.2 Evaluate information critically and competently

- Use and Manage Information

4.B.1 Use information accurately and creatively for the issue or problem at hand

4.B.2 Manage the flow of information from a wide variety of sources

4.B.3 Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information

Social and Cross-Cultural: Work Effectively in Diverse Teams

9.B.1 Respect cultural differences and work effectively with people from a range of social and cultural backgrounds

9.B.2 Respond open-mindedly to different ideas and values

9.B.3 Leverage social and cultural differences to create new ideas and increase both innovation and quality of work

Standards and Competencies

Foundation Standard 9: Health Maintenance Practices

9.1 Healthy Behaviors

9.1.1 Apply behaviors that promote health and wellness.

9.1.2 Describe strategies for the prevention of diseases including health screenings and examinations.

9.1.3 Discuss complementary (alternative) health practices as they relate to wellness and disease prevention.

Aligned to Washington State Standards

Arts

Communication - Speaking and Listening

Comprehension and Collaboration (9-10)

SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and

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SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 here for specific expectations.)

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2.2.2 Understands how to maintain sexual health throughout life.
2.2.3 Evaluates hereditary factors affecting growth, development, and health.
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2.3.1 Analyzes personal health practices, and how they affect communicable diseases.
2.3.2 Analyzes personal health practices, and how they affect non-communicable diseases.
Health 3.1: Understands how family, culture, and environmental factors affect personal health.
3.1.1 Analyzes how family and cultural diversity enriches and affects personal health behaviors.

- 3.1.2 Analyzes how environmental factors impact health.
- 3.1.3 Evaluates environmental risks associated with certain occupational, residential, and recreational choices.
- Health 3.2: Evaluates health and fitness information.
- Health 3.3: Evaluates the impact of social skills on health.
- 3.3.1 Analyzes conflict situations

Language

Mathematics

- CC: Mathematical Practices (MP)
- 6 - Attend to precision.

Reading

Science

- Science and Engineering Practices
- 4. Analyzing and interpreting data
- 7. Engaging in argument from evidence
- 8. Obtaining, evaluating, and communicating information

Social Studies

- Social Studies Skills
- Social Studies Skills 5.1: Uses critical reasoning skills to analyze and evaluate positions.
- 5.1.2 (11) Evaluates the depth of a position on an issue or event.
- 5.1.2 (12) Evaluates the plausibility of an analysis of decisions affecting the global community.
- Social Studies Skills 5.3: Deliberates public issues.
- 5.3.1 (9-10) Evaluates one's own viewpoint and the viewpoints of others in the context of a discussion.
- 5.3.1 (11) Creates and articulates possible alternative resolutions to public issues and evaluates these resolutions using criteria that have been identified in the context of a discussion.
- 5.3.1 (12) Evaluates how the discussion and the proposed alternative resolutions changed or solidified one's own position on public issues.

Writing

21st Century Skills

LEARNING AND INNOVATION	INFORMATION, MEDIA AND TECHNOLOGY SKILLS	LIFE AND CAREER
Creativity and	Information Literacy	Flexibility and Adaptability
Think	Access and Evaluate Information	Adapt to Change
Work Creatively with	Use and Manage Information	Be Flexible
Implement		
	Media Literacy	Initiative and Self-Direction
Creative Thinking and Problem Solving	Analyze	Manage Goals and Time

Reason	Create Media Products	Work Independently
Use Systems		Be Self-Directed Learners
	Information, Communications, and Technology (ICT Literacy)	Social and Cross-
Make Judgements and Decisions		
Solve Problems		
	Apply Technology Effectively	Interact Effectively with
Communication and		Work Effectively in Diverse
Communicate Clearly		
		Productivity and Accountability
Collaborate with Others		
		Manage Projects
		Produce Results
		Leadership and Responsibility
		Guide and Lead Others
		Be Responsible to Others

Unit 7 LEADERSHIP AND TEAMWORK

Hours: 4

Performance Assessment(s):

Working in simulated health care teams, students will accomplish tasks meeting leadership requirements, while recognizing the diversity of team members and respecting interdisciplinary differences in various allied health professions.

Students will collaborate, using conflict management skills as needed to accomplish their common goals while also following the proper line of authority, as needed in the classroom and in clinical settings.

Leadership Alignment:

21st Century Skills

Creativity and Collaboration: Work Creatively with Others

- 1.B.1 Develop, implement and communicate new ideas to others effectively
- 1.B.2 Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work
- 1.B.3 Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas
- 1.B.4 View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes

Critical Thinking and Problem Solving

- Reason Effectively
 - 2.A.1 Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation
- Use Systems Thinking
 - 2.B.1 Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems
- Make Judgments and Decisions
 - 2.C.1 Effectively analyze and evaluate evidence, arguments, claims and beliefs
 - 2.C.2 Analyze and evaluate major alternative points of view
 - 2.C.3 Synthesize and make connections between information and arguments
 - 2.C.4 Interpret information and draw conclusions based on the best analysis

2.C.5	Reflect critically on learning experiences and processes
Communication and Collaboration	
- Communicate Clearly	
3.A.1	Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts
3.A.2	Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions
3.A.3	Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)
3.A.4	Utilize multiple media and technologies, and know how to judge their effectiveness a priori as well as assess their impact
3.A.5	Communicate effectively in diverse environments (including multi-lingual)
- Collaborate with Others	
3.B.1	Demonstrate ability to work effectively and respectfully with diverse teams
3.B.2	Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal
3.B.3	Assume shared responsibility for collaborative work, and value the individual contributions made by each team member
Social and Cross-Cultural	
- Interact Effectively with Others	
9.A.1	Know when it is appropriate to listen and when to speak
9.A.2	Conduct themselves in a respectable, professional manner
- Work Effectively in Diverse Teams	
9.B.1	Respect cultural differences and work effectively with people from a range of social and cultural backgrounds
9.B.2	Respond open-mindedly to different ideas and values
9.B.3	Leverage social and cultural differences to create new ideas and increase both innovation and quality of work

Standards and Competencies

Foundation Standard 8: Teamwork

8.1 Healthcare Teams

8.1.1 Understand roles and responsibilities of team members.

8.1.2 Recognize characteristics of effective teams.

8.2 Team Member Participation

8.2.1 Recognize methods for building positive team relationships.

8.2.2 Analyze attributes and attitudes of an effective leader.

8.2.3 Apply effective techniques for managing team conflict.

Aligned to Washington State Standards

Arts

Communication - Speaking and Listening

Comprehension and Collaboration (9-10)

SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and

SL.9-10.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchan

SL.9-10.1b Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
SL.9-10.1c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
SL.9-10.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning present
SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of
SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
Presentation of Knowledge and Ideas (9-10)
SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task
SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 here for specific expectations.)
Comprehension and Collaboration (11-12)
SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly a
SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned excha
SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent a
SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the i
SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting
SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
Presentation of Knowledge and Ideas (11-12)
SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, su
SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 here for specific expectations.)
CC: College and Career Speaking and Listening Anchor Standards
Comprehension and Collaboration
1 - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

2 - Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

3 - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4 - Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

5 - Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

6 - Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Health and Fitness

Health 2.1: Understands dimensions and indicators of health.

2.1.1 Evaluates dimensions of health and relates to personal health behaviors.

Health 3.1: Understands how family, culture, and environmental factors affect personal health.

3.1.1 Analyzes how family and cultural diversity enriches and affects personal health behaviors.

3.1.2 Analyzes how environmental factors impact health.

3.1.3 Evaluates environmental risks associated with certain occupational, residential, and recreational choices.

Health 3.3: Evaluates the impact of social skills on health.

3.3.1 Analyzes conflict situations

Language

Mathematics

CC: Mathematical Practices (MP)

6 - Attend to precision.

Reading

Science

Science and Engineering Practices

1. Asking questions and defining problems

7. Engaging in argument from evidence

8. Obtaining, evaluating, and communicating information

Social Studies

Social Studies Skills

Social Studies Skills 5.1: Uses critical reasoning skills to analyze and evaluate positions.

5.1.1 (9-10) Analyzes consequences of positions on an issue or event.

5.1.1 (11) Analyzes the underlying assumptions of positions on an issue or event.

5.1.1 (12) Analyzes the short-term and long-term implications of decisions affecting the global community.

Social Studies Skills 5.3: Deliberates public issues.

5.3.1 (9-10) Evaluates one's own viewpoint and the viewpoints of others in the context of a discussion.

5.3.1 (11) Creates and articulates possible alternative resolutions to public issues and evaluates these resolutions using criteria that have been identified in the context of a discussion.

5.3.1 (12) Evaluates how the discussion and the proposed alternative resolutions changed or solidified one's own position on public issues.

Social Studies Skills 5.4: Creates a product that uses social studies content to support a thesis and presents the product in an appropriate manner to a meaningful audience.

5.4.1 (9-10) Evaluates multiple reasons or factors to develop a position paper or presentation.

5.4.1 (11) Evaluates and interprets other points of view on an issue within a paper or presentation.

5.4.1 (12) Evaluates positions and evidence to make one's own decisions in a paper or presentation.

5.4.2 (9-10) Creates strategies to avoid plagiarism and respects intellectual property when developing a paper or presentation.

Writing

21st Century Skills

LEARNING AND INNOVATION	INFORMATION, MEDIA AND TECHNOLOGY SKILLS	LIFE AND CAREER
Creativity and	Information Literacy	Flexibility and Adaptability
Think	Access and Evaluate Information	Adapt to Change
Work Creatively with	Use and Manage Information	Be Flexible
Implement		
	Media Literacy	Initiative and Self-Direction
Creative Thinking and Problem Solving	Analyze	Manage Goals and Time
Reason	Create Media Products	Work Independently
Use Systems		Be Self-Directed Learners
	Information, Communications, and	
Make Judgements and Decisions	Technology (ICT Literacy)	Social and Cross-
Solve Problems		
	Apply Technology Effectively	Interact Effectively with
Communication and		Work Effectively in Diverse
Communicate Clearly		
		Productivity and Accountability
Collaborate with Others		
		Manage Projects
		Produce Results
		Leadership and Responsibility
		Guide and Lead Others
		Be Responsible to Others

Unit 8 ETHICS AND LEGAL RESPONSIBILITIES

Hours: 4

Performance Assessment(s):

Performance Assessments:

- Students will identify, examine, and analyze, in writing, key components of various medical/legal case studies in order to recognize appropriate legal/ethical behaviors related to liability, scope of practice, documentation, regulatory guidelines and the reporting of activity that could cause risk or adverse effect to anyone.
- Students will demonstrate ethical and legal responsibility in their behavior/actions in the lab/clinical settings by maintaining confidentiality and recognizing the importance of, and exercising loyalty toward all team members, especially the client and the client's rights.
- Working in teams, students will identify different legal issues with specifically assigned case studies (i.e., negligence, abandonment, abuse, harassment).

Leadership Alignment:
21st Century Skills
Flexibility and Adaptability
- Adapt to Change
7.A.1 Adapt to varied roles, jobs responsibilities, schedules and contexts
7.A.2 Work effectively in a climate of ambiguity and changing priorities
- Be Flexible
7.B.1 Incorporate feedback effectively
7.B.2 Deal positively with praise, setbacks and criticism
7.B.3 Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments
Initiative and Self-Direction: Be Self-Directed Learners
Be Self-Directed Learners
8.C.1 Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise
8.C.2 Demonstrate initiative to advance skill levels towards a professional level
8.C.3 Demonstrate commitment to learning as a lifelong process
8.C.4 Reflect critically on past experiences in order to inform future progress
Standards and Competencies
Foundation Standard 6: Ethics
6.1 Ethical Boundaries
6.1.1 Differentiate between ethical and legal issues impacting healthcare.
6.1.2 Recognize ethical issues and their implications related to healthcare.
6.2 Ethical Practice
6.2.1 Apply procedures for reporting activities and behaviors that affect the health, safety, and welfare of others.
6.3 Cultural, Social, and Ethnic Diversity
6.3.1 Understand religious and cultural values as they impact healthcare.
6.3.2 Demonstrate respectful and empathetic treatment of ALL patients/clients (customer services).
Aligned to Washington State Standards
Arts
Communication - Speaking and Listening
Comprehension and Collaboration (9-10)
SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and
SL.9-10.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange
SL.9-10.1b Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
SL.9-10.1c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into
Sports Medicine 1-2

the discussion; and clarify, verify, or challenge ideas and conclusions.
SL.9-10.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning present
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SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 here for specific expectations.)
Health and Fitness
Health 2.1: Understands dimensions and indicators of health.
2.1.1 Evaluates dimensions of health and relates to personal health behaviors.
Health 2.3: Understands the concepts of prevention and control of disease.
2.3.1 Analyzes personal health practices, and how they affect communicable diseases.
2.3.2 Analyzes personal health practices, and how they affect non-communicable diseases.
Health 3.1: Understands how family, culture, and environmental factors affect personal health.

- 3.1.1 Analyzes how family and cultural diversity enriches and affects personal health behaviors.
 - 3.1.2 Analyzes how environmental factors impact health.
 - 3.1.3 Evaluates environmental risks associated with certain occupational, residential, and recreational choices.
- Health 3.3: Evaluates the impact of social skills on health.
- 3.3.1 Analyzes conflict situations

Language

Mathematics

CC: Mathematical Practices (MP)

- 1 - Make sense of problems and persevere in solving them.
- 2 - Reason abstractly and quantitatively.
- 3 - Construct viable arguments and critique the reasoning of others.
- 4 - Model with mathematics.
- 5 - Use appropriate tools strategically.
- 6 - Attend to precision.
- 7 - Look for and make use of structure.
- 8 - Look for and express regularity in repeated reasoning.

Reading

CC: Reading for Literacy in Science and Technical Subjects

Key Ideas and Details (9-10)

RST.9-10.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

RST.9-10.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

RST.9-10.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

Craft and Structure (9-10)

RST.9-10.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.

RST.9-10.5 Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).

RST.9-10.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.

Integration of Knowledge and Ideas (9-10)

RST.9-10.7 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

RST.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.

RST.9-10.9 Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

Range of Reading and Level of Text Complexity (9-10)

RST.9-10.10 By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.

Key Ideas and Details (11-12)

RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
Craft and Structure (11-12)
RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
RST.11-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
RST.11-12.6 Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.
Range of Reading and Level of Text Complexity (11-12)
RST.11-12.10 By the end of grade 12, read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently.

Science

Science and Engineering Practices
1. Asking questions and defining problems
5. Using mathematics and computational thinking
7. Engaging in argument from evidence
8. Obtaining, evaluating, and communicating information

Social Studies

Social Studies Skills
Social Studies Skills 5.1: Uses critical reasoning skills to analyze and evaluate positions.
5.1.1 (9-10) Analyzes consequences of positions on an issue or event.
5.1.1 (11) Analyzes the underlying assumptions of positions on an issue or event.
5.1.1 (12) Analyzes the short-term and long-term implications of decisions affecting the global community.
5.1.2 Evaluates the precision of a position on an issue or event.
5.1.2 (11) Evaluates the depth of a position on an issue or event.
5.1.2 (12) Evaluates the plausibility of an analysis of decisions affecting the global community.
Social Studies Skills 5.3: Deliberates public issues.
5.3.1 (9-10) Evaluates one’s own viewpoint and the viewpoints of others in the context of a discussion.
5.3.1 (11) Creates and articulates possible alternative resolutions to public issues and evaluates these resolutions using criteria that have been identified in the context of a discussion.
5.3.1 (12) Evaluates how the discussion and the proposed alternative resolutions changed or solidified one’s own position on public issues.
Social Studies Skills 5.4: Creates a product that uses social studies content to support a thesis and presents the product in an appropriate manner to a meaningful audience.
5.4.1 (9-10) Evaluates multiple reasons or factors to develop a position paper or presentation.
5.4.1 (11) Evaluates and interprets other points of view on an issue within a paper or presentation.
5.4.1 (12) Evaluates positions and evidence to make one’s own decisions in a paper or presentation.
5.4.2 (9-10) Creates strategies to avoid plagiarism and respects intellectual property when developing a paper or presentation.

Writing		
CC: College and Career Writing Anchor Standards		
Text Types and Purposes		
1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.		
2 - Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and		
3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.		
Production and Distribution of Writing		
4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		
5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.		
6 - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.		
Research to Build and Present Knowledge		
7 - Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.		
8 - Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding		
9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.		
Range of Writing		
10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.		
21st Century Skills		
LEARNING AND INNOVATION	INFORMATION, MEDIA AND TECHNOLOGY SKILLS	LIFE AND CAREER
Creativity and	Information Literacy	Flexibility and Adaptability
Think	Access and Evaluate Information	Adapt to Change
Work Creatively with	Use and Manage Information	Be Flexible
Implement		
	Media Literacy	Initiative and Self-Direction
Creative Thinking and Problem Solving	Analyze	Manage Goals and Time
Reason	Create Media Products	Work Independently
Use Systems		Be Self-Directed Learners
	Information, Communications, and	
Make Judgements and Decisions	Technology (ICT Literacy)	Social and Cross-
Solve Problems		
	Apply Technology Effectively	Interact Effectively with
Communication and		Work Effectively in Diverse
Communicate Clearly		
		Productivity and Accountability
Collaborate with Others		
		Manage Projects
		Produce Results
		Leadership and Responsibility
		Guide and Lead Others
		Be Responsible to Others

Unit 9 EMPLOYABILITY SKILLS**Hours:****Performance Assessment(s):**

Students will include information about their clinical experience or job shadow experience and the skills they need to acquire to meet their career options, in a school wide portfolio, to be used in career planning.

In lab/clinical settings students will demonstrate, in writing and orally, professionalism, flexibility, problem solving, critical thinking and job related skills, as evaluated by the instructor in accordance with industry standards.

Possible scoring guides:

1. The same tool used for professionals in this lab/clinical setting adapted appropriately for use with students.
2. A scoring guide based on the employability skills in the employability skills column of this framework.

Using current technology applications, students will create a career plan reflecting research of the preparation required for a variety of healthcare career options.

Students will utilize and practice upgraded technology skills.

This demonstration could be part of the student's High School and Beyond Plan and/or their culminating project.

Leadership Alignment:

Leadership:

- 1.3 The student will demonstrate oral, interpersonal, written, and electronic communication and presentation skills and understand how to apply those skills.
- 1.4 The student will be involved in activities that require applying theory, problem-solving, and using critical and creative thinking skills while understanding outcomes of related decisions.
- 1.5 The student will demonstrate self-advocacy skills by achieving planned, individual goals.
- 1.6 The student will conduct self in a professional manner in practical career applications, organizational forums, and decision-making bodies.

21st Century Skills**Flexibility and Adaptability**

- Adapt to Change

- 7.A.1 Adapt to varied roles, jobs responsibilities, schedules and contexts
- 7.A.2 Work effectively in a climate of ambiguity and changing priorities

- Be Flexible

- 7.B.1 Incorporate feedback effectively
- 7.B.2 Deal positively with praise, setbacks and criticism
- 7.B.3 Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments

Initiative and Self-Direction: Be Self-Directed Learners

Be Self-Directed Learners

- 8.C.1 Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise
- 8.C.2 Demonstrate initiative to advance skill levels towards a professional level
- 8.C.3 Demonstrate commitment to learning as a lifelong process
- 8.C.4 Reflect critically on past experiences in order to inform future progress

Standards and Competencies

Foundation Standard 4: Employability Skills

4.1 Personal Traits of the Healthcare Professional

4.1.1 Classify the personal traits and attitudes desirable in a member of the healthcare team.

4.1.2 Summarize professional standards as they apply to hygiene, dress, language, confidentiality and behavior.

4.2 Employability Skills

4.2.1 Apply employability skills in healthcare.

4.3 Career Decision-making

4.3.1 Discuss levels of education, credentialing requirements, and employment trends in healthcare.

4.3.2 Compare careers within the health science career pathways (diagnostic services, therapeutic services, health informatics, support services, or biotechnology research and development.

4.4 Employability Preparation

4.4.1 Develop components of a personal portfolio.

4.4.2 Demonstrate the process for obtaining employment.

Aligned to Washington State Standards

Arts

Communication - Speaking and Listening

Comprehension and Collaboration (9-10)

SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and

SL.9-10.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchan

SL.9-10.1b Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

SL.9-10.1c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

SL.9-10.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning present

SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of

SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Presentation of Knowledge and Ideas (9-10)

SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task

SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 here for specific expectations.)

Comprehension and Collaboration (11-12)

SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly a

SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned excha
SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent a
SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the i
SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting
SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
Presentation of Knowledge and Ideas (11-12)
SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, su
SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 here for specific expectations.)
CC: College and Career Speaking and Listening Anchor Standards
Comprehension and Collaboration
1 - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2 - Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3 - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
Presentation of Knowledge and Ideas
4 - Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5 - Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6 - Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
Health and Fitness
Health 2.1: Understands dimensions and indicators of health.
2.1.1 Evaluates dimensions of health and relates to personal health behaviors.
Health 2.3: Understands the concepts of prevention and control of disease.
2.3.1 Analyzes personal health practices, and how they affect communicable diseases.
2.3.2 Analyzes personal health practices, and how they affect non-communicable diseases.
Health 3.1: Understands how family, culture, and environmental factors affect personal health.
3.1.1 Analyzes how family and cultural diversity enriches and affects personal health behaviors.
3.1.2 Analyzes how environmental factors impact health.
3.1.3 Evaluates environmental risks associated with certain occupational, residential, and recreational choices.

Language
Mathematics
CC: Mathematical Practices (MP)
6 - Attend to precision.
Reading
Science
Social Studies
Social Studies Skills
Social Studies Skills 5.1: Uses critical reasoning skills to analyze and evaluate positions.
5.1.1 (9-10) Analyzes consequences of positions on an issue or event.
5.1.1 (11) Analyzes the underlying assumptions of positions on an issue or event.
5.1.1 (12) Analyzes the short-term and long-term implications of decisions affecting the global community.
5.1.2 Evaluates the precision of a position on an issue or event.
5.1.2 (11) Evaluates the depth of a position on an issue or event.
5.1.2 (12) Evaluates the plausibility of an analysis of decisions affecting the global community.
Social Studies Skills 5.2: Uses inquiry-based research.
5.2.1 (9-10) Creates and uses research questions that are tied to an essential question to focus inquiry on an idea, issue, or event.
5.2.1 (11) Evaluates and revises research questions to refine inquiry on an issue or event.
5.2.2 (11) Evaluates the validity, reliability, and credibility of sources when researching an issue or event.
5.2.2 (12) Evaluates the breadth of research to determine the need for new or additional investigation when researching an issue or event.
Social Studies Skills 5.3: Deliberates public issues.
5.3.1 (9-10) Evaluates one's own viewpoint and the viewpoints of others in the context of a discussion.
5.3.1 (11) Creates and articulates possible alternative resolutions to public issues and evaluates these resolutions using criteria that have been identified in the context of a discussion.
5.3.1 (12) Evaluates how the discussion and the proposed alternative resolutions changed or solidified one's own position on public issues.
Social Studies Skills 5.4: Creates a product that uses social studies content to support a thesis and presents the product in an appropriate manner to a meaningful audience.
5.4.1 (9-10) Evaluates multiple reasons or factors to develop a position paper or presentation.
5.4.1 (11) Evaluates and interprets other points of view on an issue within a paper or presentation.
5.4.1 (12) Evaluates positions and evidence to make one's own decisions in a paper or presentation.
5.4.2 (9-10) Creates strategies to avoid plagiarism and respects intellectual property when developing a paper or presentation.
Writing

21st Century Skills

LEARNING AND INNOVATION	INFORMATION, MEDIA AND TECHNOLOGY SKILLS	LIFE AND CAREER
Creativity and	Information Literacy	Flexibility and Adaptability
Think	Access and Evaluate Information	Adapt to Change
Work Creatively with	Use and Manage Information	Be Flexible
Implement		
	Media Literacy	Initiative and Self-Direction
Creative Thinking and Problem Solving	Analyze	Manage Goals and Time
Reason	Create Media Products	Work Independently
Use Systems		Be Self-Directed Learners
	Information, Communications, and	
Make Judgements and Decisions	Technology (ICT Literacy)	Social and Cross-
Solve Problems		
	Apply Technology Effectively	Interact Effectively with
Communication and		Work Effectively in Diverse
Communicate Clearly		
		Productivity and Accountability
Collaborate with Others		
		Manage Projects
		Produce Results
		Leadership and Responsibility
		Guide and Lead Others
		Be Responsible to Others

6

Unit 10 TECHNICAL SKILLS

Hours:

Performance Assessment(s):

Performance Assessments:

After completing units of study in communication, confidentiality, and legal documentation, students, within their scope of practice, will role-play various scenarios in which they will demonstrate their ability to listen, adjust to a variety of client situations, check for understanding, respond appropriately to clients with empathy, and maintain privacy. Students will accurately document relevant information and write a set of instructions to use in a home setting.

Leadership Alignment:

Leadership:

1.1 Analyze, refine and apply decision-making skills through classroom, family, community, business, and industry experiences.

1.3 Demonstrate oral, interpersonal, written, and electronic communication and presentation skills and understand how to apply those skills.

2.1 Communicate, participate and advocate effectively in pairs, small groups, teams and large groups in order to reach common goals.

21st Century Skills

Communicate Clearly

3.A.1	Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts
3.A.2	Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions
3.A.3	Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)
3.A.4	Utilize multiple media and technologies, and know how to judge their effectiveness a priori as well as assess their impact
3.A.5	Communicate effectively in diverse environments (including multi-lingual)
Be Flexible	
7.B.1	Incorporate feedback effectively
7.B.2	Deal positively with praise, setbacks and criticism
7.B.3	Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments
Manage Goals and Time	
8.A.1	Set goals with tangible and intangible success criteria
8.A.2	Balance tactical (short-term) and strategic (long-term) goals
8.A.3	Utilize time and manage workload efficiently
Work Independently	
8.B.1	Monitor, define, prioritize and complete tasks without direct oversight
Manage Projects	
10.A.1	Set and meet goals, even in the face of obstacles and competing pressures
10.A.2	Prioritize, plan and manage work to achieve the intended result
Produce Results	
10.B.1	Demonstrate additional attributes associated with producing high quality products including the abilities to:
10.B.1.a	Work positively and ethically
10.B.1.b	Manage time and projects effectively
10.B.1.c	Multi-task
10.B.1.d	Participate actively, as well as be reliable and punctual
10.B.1.e	Present oneself professionally and with proper etiquette
10.B.1.f	Collaborate and cooperate effectively with teams
10.B.1.g	Respect and appreciate team diversity
10.B.1.h	Be accountable for results
Standards and Competencies	
Foundation Standard 10: Technical Skills	
10.1	Technical Skills
10.1.1	Apply procedures for measuring and recording vital signs including the normal ranges.
Sports Medicine 1-2	Unit 10 Technical Skills
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10.1.2 Apply skills to obtain training or certification in cardiopulmonary resuscitation (CPR), automated External defibrillator (AED), foreign body airway obstruction (FBAO) and first aid.
Aligned to Washington State Standards
Arts
Communication - Speaking and Listening
Comprehension and Collaboration (9-10)
SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and
SL.9-10.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchan
SL.9-10.1b Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
SL.9-10.1c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
SL.9-10.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning present
SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of
SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
Presentation of Knowledge and Ideas (9-10)
SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task
SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 here for specific expectations.)
Comprehension and Collaboration (11-12)
SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly a
SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned excha
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SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent a
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SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
Presentation of Knowledge and Ideas (11-12)

SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, su

SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 here for specific expectations.)

CC: College and Career Speaking and Listening Anchor Standards

Comprehension and Collaboration

1 - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

2 - Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

3 - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4 - Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

5 - Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

6 - Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Health and Fitness

Health 2.1: Understands dimensions and indicators of health.

2.1.1 Evaluates dimensions of health and relates to personal health behaviors.

Health 3.1: Understands how family, culture, and environmental factors affect personal health.

3.1.1 Analyzes how family and cultural diversity enriches and affects personal health behaviors.

Health 3.3: Evaluates the impact of social skills on health.

3.3.1 Analyzes conflict situations

Language

Mathematics

CC: Mathematical Practices (MP)

6 - Attend to precision.

Reading

CC: College and Career Reading Anchor Standards

Key Ideas and Details

1 - Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

2 - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

3 - Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Range of Reading and Level of Text Complexity

10 - Read and comprehend complex literary and informational texts independently and proficiently.

Science		
Science and Engineering Practices		
8. Obtaining, evaluating, and communicating information		
Social Studies		
Social Studies Skills		
Social Studies Skills 5.1: Uses critical reasoning skills to analyze and evaluate positions.		
5.1.2 Evaluates the precision of a position on an issue or event.		
5.1.2 (11) Evaluates the depth of a position on an issue or event.		
5.1.2 (12) Evaluates the plausibility of an analysis of decisions affecting the global community.		
Social Studies Skills 5.3: Deliberates public issues.		
5.3.1 (9-10) Evaluates one's own viewpoint and the viewpoints of others in the context of a discussion.		
5.3.1 (11) Creates and articulates possible alternative resolutions to public issues and evaluates these resolutions using criteria that have been identified in the context of a discussion.		
5.3.1 (12) Evaluates how the discussion and the proposed alternative resolutions changed or solidified one's own position on public issues.		
Writing		
CC: College and Career Writing Anchor Standards		
Text Types and Purposes		
Production and Distribution of Writing		
4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		
5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.		
6 - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.		
Range of Writing		
10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.		
21st Century Skills		
LEARNING AND INNOVATION	INFORMATION, MEDIA AND TECHNOLOGY SKILLS	LIFE AND CAREER
Creativity and	Information Literacy	Flexibility and Adaptability
Think	Access and Evaluate Information	Adapt to Change
Work Creatively with	Use and Manage Information	Be Flexible
Implement		
	Media Literacy	Initiative and Self-Direction
Creative Thinking and Problem Solving	Analyze	Manage Goals and Time
Reason	Create Media Products	Work Independently
Use Systems		Be Self-Directed Learners
	Information, Communications, and	
Make Judgements and Decisions	Technology (ICT Literacy)	Social and Cross-
Solve Problems		
	Apply Technology Effectively	Interact Effectively with

Communication and	Work Effectively in Diverse
Communicate Clearly	
	Productivity and Accountability
Collaborate with Others	
	Manage Projects
	Produce Results
	Leadership and Responsibility
	Guide and Lead Others
	Be Responsible to Others

Unit 11 CLIENT INTERACTION

Hours: 2

Performance Assessment(s):

Performance Assessments:

Using problem-solving and decision-making skills, groups of students will be presented with a variety of scenarios, to include reporting abnormalities in treatment progress and environmental hazards. They will role play a simulation of the communication of information among team members, then produce a written summary of gathered information to pass on to other members of the healthcare team.

Leadership Alignment:

Standards and Competencies

Therapeutic Services Pathway Standards

Standard 1: Client Interaction

1.1 Oral communication

1.1.1 Evaluate patient or other client's ability to understand information given.

1.1.2 Demonstrate empathy for patients and other clients.

1.1.3 Choose jargon-free language appropriate to the situation.

1.1.4 Adjust communication to the needs of the patient or other clients.

Aligned to Washington State Standards

Arts

Communication - Speaking and Listening

Health and Fitness

Language

Mathematics

Reading

Science

Social Studies

Writing

21st Century Skills

LEARNING AND INNOVATION	INFORMATION, MEDIA AND TECHNOLOGY SKILLS	LIFE AND CAREER
Creativity and	Information Literacy	Flexibility and Adaptability
Think	Access and Evaluate Information	Adapt to Change
Work Creatively with	Use and Manage Information	Be Flexible
Implement		
	Media Literacy	Initiative and Self-Direction
Creative Thinking and Problem Solving	Analyze	Manage Goals and Time
Reason	Create Media Products	Work Independently
Use Systems		Be Self-Directed Learners
	Information, Communications, and	
Make Judgements and Decisions	Technology (ICT Literacy)	Social and Cross-
Solve Problems		
	Apply Technology Effectively	Interact Effectively with
Communication and		Work Effectively in Diverse
Communicate Clearly		
		Productivity and Accountability
Collaborate with Others		
		Manage Projects
		Produce Results
		Leadership and Responsibility
		Guide and Lead Others

Unit 12 INTRA-TEAM COMMUNICATION**Hours: 2****Performance Assessment(s):**

Performance Assessments:

Using problem-solving and decision-making skills, groups of students will be presented with a variety of scenarios, to include reporting abnormalities in treatment progress and environmental hazards. They will role play a simulation of the communication of information among team members, then produce a written summary of gathered information to pass on to other members of the healthcare team.

Leadership Alignment:

Work Creatively with Others

1.B.1 Develop, implement and communicate new ideas to others effectively

1.B.2 Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work

1.B.3 Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas

1.B.4 View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes

Reason Effectively

2.A.1 Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation

Use Systems Thinking

2.B.1 Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems

Make Judgments and Decisions

2.C.1 Effectively analyze and evaluate evidence, arguments, claims and beliefs

2.C.2 Analyze and evaluate major alternative points of view

2.C.3 Synthesize and make connections between information and arguments

2.C.4 Interpret information and draw conclusions based on the best analysis

2.C.5 Reflect critically on learning experiences and processes

Solve Problems

2.D.1 Solve different kinds of non-familiar problems in both conventional and innovative ways

2.D.2 Identify and ask significant questions that clarify various points of view and lead to better solutions

Access and Evaluate Information

4.A.1 Access information efficiently (time) and effectively (sources)

4.A.2 Evaluate information critically and competently

Use and Manage Information

4.B.1 Use information accurately and creatively for the issue or problem at hand

4.B.2 Manage the flow of information from a wide variety of sources

4.B.3 Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information

Guide and Lead Others

11.A.1 Use interpersonal and problem-solving skills to influence and guide others toward a goal

11.A.2 Leverage strengths of others to accomplish a common goal

11.A.3 Inspire others to reach their very best via example and selflessness

11.A.4 Demonstrate integrity and ethical behavior in using influence and power
Be Responsible to Others
11.B.1 Act responsibly with the interests of the larger community in mind
Standards and Competencies
Therapeutic Services Pathway Standards
Standard 2: Intra Team Communication
2.1 Team Interactions
2.1.1 Distinguish appropriate role and responsibilities of each team member.
2.1.2 Respect and value the expertise and contributions of all team members.
2.1.3 Evaluate relevancy of information to be conveyed.
2.1.4 Formulate and report information in a way that is clear and concise.
Aligned to Washington State Standards
Arts
Communication - Speaking and Listening
Comprehension and Collaboration (9-10)
SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and
SL.9-10.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchan
SL.9-10.1b Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
SL.9-10.1c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
SL.9-10.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning present
SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of
SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
Presentation of Knowledge and Ideas (9-10)
SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task
SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 here for specific expectations.)
Comprehension and Collaboration (11-12)
SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly a
SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned excha

SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent a
SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the i
SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting
SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
Presentation of Knowledge and Ideas (11-12)
SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, su
SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 here for specific expectations.)
CC: College and Career Speaking and Listening Anchor Standards
Comprehension and Collaboration
1 - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2 - Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3 - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
Presentation of Knowledge and Ideas
4 - Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5 - Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6 - Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
Health and Fitness
Health 2.1: Understands dimensions and indicators of health.
2.1.1 Evaluates dimensions of health and relates to personal health behaviors.
Health 3.1: Understands how family, culture, and environmental factors affect personal health.
3.1.1 Analyzes how family and cultural diversity enriches and affects personal health behaviors.
Health 3.3: Evaluates the impact of social skills on health.
3.3.1 Analyzes conflict situations
Language
Mathematics
CC: Mathematical Practices (MP)
6 - Attend to precision.

Reading

Science

Science and Engineering Practices

4. Analyzing and interpreting data

7. Engaging in argument from evidence

8. Obtaining, evaluating, and communicating information

Social Studies

Social Studies Skills

Social Studies Skills 5.2: Uses inquiry-based research.

5.2.1 (9-10) Creates and uses research questions that are tied to an essential question to focus inquiry on an idea, issue, or event.

5.2.1 (11) Evaluates and revises research questions to refine inquiry on an issue or event.

5.2.2 (11) Evaluates the validity, reliability, and credibility of sources when researching an issue or event.

5.2.2 (12) Evaluates the breadth of research to determine the need for new or additional investigation when researching an issue or event.

Social Studies Skills 5.3: Deliberates public issues.

5.3.1 (9-10) Evaluates one's own viewpoint and the viewpoints of others in the context of a discussion.

5.3.1 (11) Creates and articulates possible alternative resolutions to public issues and evaluates these resolutions using criteria that have been identified in the context of a discussion.

5.3.1 (12) Evaluates how the discussion and the proposed alternative resolutions changed or solidified one's own position on public issues.

Writing

21st Century Skills

LEARNING AND INNOVATION	INFORMATION, MEDIA AND TECHNOLOGY SKILLS	LIFE AND CAREER
Creativity and	Information Literacy	Flexibility and Adaptability
Think	Access and Evaluate Information	Adapt to Change
Work Creatively with	Use and Manage Information	Be Flexible
Implement		
	Media Literacy	Initiative and Self-Direction
Creative Thinking and Problem Solving	Analyze	Manage Goals and Time
Reason	Create Media Products	Work Independently
Use Systems		Be Self-Directed Learners
	Information, Communications, and	
Make Judgements and Decisions	Technology (ICT Literacy)	Social and Cross-
Solve Problems		
	Apply Technology Effectively	Interact Effectively with
Communication and		Work Effectively in Diverse
Communicate Clearly		
		Productivity and Accountability
Collaborate with Others		

Manage Projects

Produce Results

Leadership and Responsibility

Guide and Lead Others

Be Responsible to Others

Unit 13 COLLECT AND DOCUMENT INFORMATION

Hours: 5

Performance Assessment(s):

Performance Assessments:

The student will develop a treatment plan based on research of a specific disease or abnormality and client input. The student will identify needed resources, evaluate the outcome, and organize priorities needed to carry out the plan. The safe use of any equipment needed and the appropriate documentation process will be included in this treatment plan.

The plan will be evaluated by class members and industry representatives.

Leadership Alignment:

21st Century Skills

Reason Effectively

2.A.1 Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation

Use Systems Thinking

2.B.1 Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems

Make Judgments and Decisions

2.C.1 Effectively analyze and evaluate evidence, arguments, claims and beliefs

2.C.2 Analyze and evaluate major alternative points of view

2.C.3 Synthesize and make connections between information and arguments

2.C.4 Interpret information and draw conclusions based on the best analysis

2.C.5 Reflect critically on learning experiences and processes

Solve Problems

2.D.1 Solve different kinds of non-familiar problems in both conventional and innovative ways

2.D.2 Identify and ask significant questions that clarify various points of view and lead to better solutions

Access and Evaluate Information

4.A.1 Access information efficiently (time) and effectively (sources)

4.A.2 Evaluate information critically and competently

Use and Manage Information

4.B.1 Use information accurately and creatively for the issue or problem at hand

4.B.2 Manage the flow of information from a wide variety of sources

4.B.3 Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information

Manage Goals and Time

8.A.1 Set goals with tangible and intangible success criteria

8.A.2 Balance tactical (short-term) and strategic (long-term) goals

8.A.3 Utilize time and manage workload efficiently

Work Independently
8.B.1 Monitor, define, prioritize and complete tasks without direct oversight
Be Self-Directed Learners
8.C.1 Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise
8.C.2 Demonstrate initiative to advance skill levels towards a professional level
8.C.3 Demonstrate commitment to learning as a lifelong process
8.C.4 Reflect critically on past experiences in order to inform future progress
Manage Projects
10.A.1 Set and meet goals, even in the face of obstacles and competing pressures
10.A.2 Prioritize, plan and manage work to achieve the intended result
Produce Results
10.B.1 Demonstrate additional attributes associated with producing high quality products including the abilities to:
10.B.1.a Work positively and ethically
10.B.1.b Manage time and projects effectively
10.B.1.c Multi-task
10.B.1.d Participate actively, as well as be reliable and punctual
10.B.1.e Present oneself professionally and with proper etiquette
10. B.1.f Collaborate and cooperate effectively with teams
10.B.1.g Respect and appreciate team diversity
10.B.1.h Be accountable for results
Standards and Competencies
Therapeutic Services Pathway Standards
Standard 3: Information Collection
3.1 Information collection
3.1.1 Select appropriate tools for information to be collected.
3.1.2 Collect and format information using facility protocols and regulatory guidelines.
Aligned to Washington State Standards
Arts
Communication - Speaking and Listening
Health and Fitness
Health 2.1: Understands dimensions and indicators of health.
2.1.1 Evaluates dimensions of health and relates to personal health behaviors.
Language
Mathematics
CC: Mathematical Practices (MP)

6 - Attend to precision.

Reading

CC: College and Career Reading Anchor Standards

Key Ideas and Details

1 - Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

2 - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

3 - Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4 - Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

5 - Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

6 - Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7 - Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

8 - Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

9 - Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10 - Read and comprehend complex literary and informational texts independently and proficiently.

CC: Reading for Literacy in Science and Technical Subjects

Key Ideas and Details (9-10)

RST.9-10.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

RST.9-10.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

RST.9-10.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

Craft and Structure (9-10)

RST.9-10.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.

RST.9-10.5 Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).

RST.9-10.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.

Integration of Knowledge and Ideas (9-10)

RST.9-10.7 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

RST.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.

RST.9-10.9 Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

Range of Reading and Level of Text Complexity (9-10)

RST.9-10.10 By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.
Key Ideas and Details (11-12)
RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
Craft and Structure (11-12)
RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
RST.11-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
RST.11-12.6 Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.
Integration of Knowledge and Ideas (11-12)
RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
Range of Reading and Level of Text Complexity (11-12)
RST.11-12.10 By the end of grade 12, read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently.
Science
Social Studies
Social Studies Skills
Social Studies Skills 5.2: Uses inquiry-based research.
5.2.1 (9-10) Creates and uses research questions that are tied to an essential question to focus inquiry on an idea, issue, or event.
5.2.1 (11) Evaluates and revises research questions to refine inquiry on an issue or event.
5.2.2 (11) Evaluates the validity, reliability, and credibility of sources when researching an issue or event.
5.2.2 (12) Evaluates the breadth of research to determine the need for new or additional investigation when researching an issue or event.
Social Studies Skills 5.4: Creates a product that uses social studies content to support a thesis and presents the product in an appropriate manner to a meaningful audience.
5.4.1 (9-10) Evaluates multiple reasons or factors to develop a position paper or presentation.
5.4.1 (11) Evaluates and interprets other points of view on an issue within a paper or presentation.
5.4.1 (12) Evaluates positions and evidence to make one’s own decisions in a paper or presentation.
5.4.2 (9-10) Creates strategies to avoid plagiarism and respects intellectual property when developing a paper or presentation.
Writing
CC: College and Career Writing Anchor Standards

Text Types and Purposes
1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2 - Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
Production and Distribution of Writing
4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6 - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
Research to Build and Present Knowledge
7 - Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8 - Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding
9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.
Range of Writing
10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

21st Century Skills

LEARNING AND INNOVATION	INFORMATION, MEDIA AND TECHNOLOGY SKILLS	LIFE AND CAREER
Creativity and	Information Literacy	Flexibility and Adaptability
Think	Access and Evaluate Information	Adapt to Change
Work Creatively with	Use and Manage Information	Be Flexible
Implement		
	Media Literacy	Initiative and Self-Direction
Creative Thinking and Problem Solving	Analyze	Manage Goals and Time
Reason	Create Media Products	Work Independently
Use Systems		Be Self-Directed Learners
	Information, Communications, and	
Make Judgements and Decisions	Technology (ICT Literacy)	Social and Cross-
Solve Problems		
	Apply Technology Effectively	Interact Effectively with
Communication and		Work Effectively in Diverse
Communicate Clearly		
		Productivity and Accountability
Collaborate with Others		
		Manage Projects
		Produce Results
		Leadership and Responsibility
		Guide and Lead Others
		Be Responsible to Others

Unit 14 TREATMENT PLANNING AND IMPLEMENTATION**Hours:****5****Performance Assessment(s):**

Performance Assessments:

Under the supervision of a healthcare professional, the student will assess the client's health in accordance with the student's career specialty procedure. The student will report information and collaborate with the healthcare team to evaluate client response, use of equipment and any need for further revisions of the treatment plan.

Leadership Alignment:

21st Century Skills

Reason Effectively

2.A.1 Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation

Use Systems Thinking

2.B.1 Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems

Make Judgments and Decisions

2.C.1 Effectively analyze and evaluate evidence, arguments, claims and beliefs

2.C.2 Analyze and evaluate major alternative points of view

2.C.3 Synthesize and make connections between information and arguments

2.C.4 Interpret information and draw conclusions based on the best analysis

2.C.5 Reflect critically on learning experiences and processes

Solve Problems

2.D.1 Solve different kinds of non-familiar problems in both conventional and innovative ways

2.D.2 Identify and ask significant questions that clarify various points of view and lead to better solutions

Access and Evaluate Information

4.A.1 Access information efficiently (time) and effectively (sources)

4.A.2 Evaluate information critically and competently

Use and Manage Information

4.B.1 Use information accurately and creatively for the issue or problem at hand

4.B.2 Manage the flow of information from a wide variety of sources

4.B.3 Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information

Manage Goals and Time

8.A.1 Set goals with tangible and intangible success criteria

8.A.2 Balance tactical (short-term) and strategic (long-term) goals

8.A.3 Utilize time and manage workload efficiently

Work Independently

8.B.1 Monitor, define, prioritize and complete tasks without direct oversight

Be Self-Directed Learners

8.C.1 Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise

8.C.2 Demonstrate initiative to advance skill levels towards a professional level

8.C.3 Demonstrate commitment to learning as a lifelong process

8.C.4 Reflect critically on past experiences in order to inform future progress
Manage Projects
10.A.1 Set and meet goals, even in the face of obstacles and competing pressures
10.A.2 Prioritize, plan and manage work to achieve the intended result
Produce Results
10.B.1 Demonstrate additional attributes associated with producing high quality products including the abilities to:
10.B.1.a Work positively and ethically
10.B.1.b Manage time and projects effectively
10.B.1.c Multi-task
10.B.1.d Participate actively, as well as be reliable and punctual
10.B.1.e Present oneself professionally and with proper etiquette
10.B.1.f Collaborate and cooperate effectively with teams
10.B.1.g Respect and appreciate team diversity
10.B.1.h Be accountable for results
Standards and Competencies
Therapeutic Services Pathway Standards
Standard 4: Treatment Planning and Implementation
4.1 Planning
4.1.1 Design the treatment plan incorporating patient or other client input.
4.1.2 Create a treatment plan using a problem-solving model and evaluate for intervention opportunities.
4.1.3 Select appropriate resources to implement a treatment plan.
4.2 Implementation
4.2.1 Evaluate priorities in order to organize work.
4.2.2 Use equipment and instruments according to the manufacturer's guidelines and accepted safety practice.
4.2.3 Document actions according to facility protocol and regulatory guidelines.
Aligned to Washington State Standards
Arts
Communication - Speaking and Listening
Health and Fitness
Health 2.1: Understands dimensions and indicators of health.
2.1.1 Evaluates dimensions of health and relates to personal health behaviors.
Language
Mathematics
CC: Mathematical Practices (MP)
6 - Attend to precision.

Reading
Science
Science and Engineering Practices
8. Obtaining, evaluating, and communicating information
Social Studies
Social Studies Skills
Social Studies Skills 5.2: Uses inquiry-based research.
5.2.1 (9-10) Creates and uses research questions that are tied to an essential question to focus inquiry on an idea, issue, or event.
5.2.1 (11) Evaluates and revises research questions to refine inquiry on an issue or event.
5.2.2 (11) Evaluates the validity, reliability, and credibility of sources when researching an issue or event.
5.2.2 (12) Evaluates the breadth of research to determine the need for new or additional investigation when researching an issue or event.
Social Studies Skills 5.4: Creates a product that uses social studies content to support a thesis and presents the product in an appropriate manner to a meaningful audience.
5.4.1 (9-10) Evaluates multiple reasons or factors to develop a position paper or presentation.
5.4.1 (11) Evaluates and interprets other points of view on an issue within a paper or presentation.
5.4.1 (12) Evaluates positions and evidence to make one's own decisions in a paper or presentation.
5.4.2 (9-10) Creates strategies to avoid plagiarism and respects intellectual property when developing a paper or presentation.
Writing
CC: College and Career Writing Anchor Standards
Text Types and Purposes
1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2 - Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
Production and Distribution of Writing
4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6 - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
Research to Build and Present Knowledge
7 - Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8 - Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding
9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.
Range of Writing
10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

21st Century Skills

LEARNING AND INNOVATION	INFORMATION, MEDIA AND TECHNOLOGY SKILLS	LIFE AND CAREER
Creativity and	Information Literacy	Flexibility and Adaptability
Think	Access and Evaluate Information	Adapt to Change
Work Creatively with	Use and Manage Information	Be Flexible
Implement		
	Media Literacy	Initiative and Self-Direction
Creative Thinking and Problem Solving	Analyze	Manage Goals and Time
Reason	Create Media Products	Work Independently
Use Systems		Be Self-Directed Learners
	Information, Communications, and	
Make Judgements and Decisions	Technology (ICT Literacy)	Social and Cross-
Solve Problems		
	Apply Technology Effectively	Interact Effectively with
Communication and		Work Effectively in Diverse
Communicate Clearly		
		Productivity and Accountability
Collaborate with Others		
		Manage Projects
		Produce Results
		Leadership and Responsibility
		Guide and Lead Others
		Be Responsible to Others

Unit 15 MONITOR AND EVALUATE CLIENT STATUS**Hours: 7****Performance Assessment(s):**

Performance Assessments:

While transferring client in a clinical/lab setting, student will demonstrate according to industry standards, proper body mechanics, and apply safety techniques for client/personal use. This will also include the safe use of equipment. The instructor or health care professional will evaluate the students' practical application of defined tasks.

Possible scoring guide:

The same tool used for professionals in this lab/clinical setting adapted appropriately for use with students.

Leadership Alignment:

21st Century Skills

Reason Effectively

2.A.1 Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation

Use Systems Thinking

2.B.1 Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems

Make Judgments and Decisions

2.C.1 Effectively analyze and evaluate evidence, arguments, claims and beliefs

2.C.2 Analyze and evaluate major alternative points of view

2.C.3 Synthesize and make connections between information and arguments

2.C.4 Interpret information and draw conclusions based on the best analysis

2.C.5 Reflect critically on learning experiences and processes

Communicate Clearly

3.A.1 Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts

3.A.2 Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions

3.A.3 Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)

3.A.4 Utilize multiple media and technologies, and know how to judge their effectiveness a priori as well as assess their impact

3.A.5 Communicate effectively in diverse environments (including multi-lingual)

Access and Evaluate Information

4.A.1 Access information efficiently (time) and effectively (sources)

4.A.2 Evaluate information critically and competently

Use and Manage Information

4.B.1 Use information accurately and creatively for the issue or problem at hand

4.B.2 Manage the flow of information from a wide variety of sources

4.B.3 Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information

Manage Goals and Time

8.A.1 Set goals with tangible and intangible success criteria

8.A.2 Balance tactical (short-term) and strategic (long-term) goals

8.A.3 Utilize time and manage workload efficiently
Work Independently
8.B.1 Monitor, define, prioritize and complete tasks without direct oversight
Be Self-Directed Learners
8.C.1 Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise
8.C.2 Demonstrate initiative to advance skill levels towards a professional level
8.C.3 Demonstrate commitment to learning as a lifelong process
8.C.4 Reflect critically on past experiences in order to inform future progress
Standards and Competencies
Therapeutic Services Pathway Standards
Standard 5: Monitoring Client Status
5.1 Procedures for Monitoring
5.1.1 Evaluate patient and client response to administered treatments and procedures.
5.1.2 Analyze and report patient and other client response.
5.1.3 Assess need for follow up and alternative care.
Aligned to Washington State Standards
Arts
Communication - Speaking and Listening
Comprehension and Collaboration (9-10)
SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and
SL.9-10.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchan
SL.9-10.1b Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
SL.9-10.1c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
SL.9-10.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning present
SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of
SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
Comprehension and Collaboration (11-12)
SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly a
SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned excha
SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent a
SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the i
SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting
SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
Presentation of Knowledge and Ideas (11-12)
SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, su
SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 here for specific expectations.)
Health and Fitness
Health 2.1: Understands dimensions and indicators of health.
2.1.1 Evaluates dimensions of health and relates to personal health behaviors.
Language
Mathematics
CC: Mathematical Practices (MP)
6 - Attend to precision.
Reading
Science
Science and Engineering Practices
8. Obtaining, evaluating, and communicating information
Social Studies
Social Studies Skills
Social Studies Skills 5.2: Uses inquiry-based research.
5.2.1 (9-10) Creates and uses research questions that are tied to an essential question to focus inquiry on an idea, issue, or event.
5.2.1 (11) Evaluates and revises research questions to refine inquiry on an issue or event.

Writing**21st Century Skills**

LEARNING AND INNOVATION	INFORMATION, MEDIA AND TECHNOLOGY SKILLS	LIFE AND CAREER
Creativity and	Information Literacy	Flexibility and Adaptability
Think	Access and Evaluate Information	Adapt to Change
Work Creatively with	Use and Manage Information	Be Flexible
Implement		
	Media Literacy	Initiative and Self-Direction
Creative Thinking and Problem Solving	Analyze	Manage Goals and Time
Reason	Create Media Products	Work Independently
Use Systems		Be Self-Directed Learners
	Information, Communications, and	
Make Judgements and Decisions	Technology (ICT Literacy)	Social and Cross-
Solve Problems		
	Apply Technology Effectively	Interact Effectively with
Communication and		Work Effectively in Diverse
Communicate Clearly		
		Productivity and Accountability
Collaborate with Others		
		Manage Projects
		Produce Results
		Leadership and Responsibility
		Guide and Lead Others
		Be Responsible to Others

Unit 16 CLIENT MOVEMENT**Hours: 4****Performance Assessment(s):**

Performance Assessments:

The student will perform a basic ankle and hand/wrist/thumb tape job

The student will perform a variety of ace wraps for injury prevention and treatment options

The student will perform helmet and shoulder pad fitting to a variety of individuals

The student will instruct others on the proper fitting and care for protective equipment for a variety of sports

The student will design a physical conditioning program and instruct others on the programs implementation

The student will design a proper nutrition plan for physically active individuals

The student will understand and perform proper body fat testing using skin fold measurements

Leadership Alignment:

Think Creatively

1.A.1 Use a wide range of idea creation techniques (such as brainstorming)

1.A.2 Create new and worthwhile ideas (both incremental and radical concepts)

1.A.3 Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts

Work Creatively with Others

1.B.1 Develop, implement and communicate new ideas to others effectively

1.B.2 Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work

1.B.3 Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas

1.B.4 View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes

Solve Problems

2.D.1 Solve different kinds of non-familiar problems in both conventional and innovative ways

2.D.2 Identify and ask significant questions that clarify various points of view and lead to better solutions

Standards and Competencies

Therapeutic Services Pathway Standards

Standard 6: Patient and other Client Status Evaluation

6.1 Evaluation

6.1.1 Choose appropriate evaluation tools to assess patient and other client response to treatment plan.

6.1.2 Analyze information gathered.

6.1.3 Revise or create modifications to treatment plan based on information gathered.

Aligned to Washington State Standards**Arts****Communication - Speaking and Listening**

Comprehension and Collaboration (9-10)

SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and

SL.9-10.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange
SL.9-10.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented
SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source
SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
Presentation of Knowledge and Ideas (9-10)
SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task
SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 here for specific expectations.)
Comprehension and Collaboration (11-12)
SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and thoughtfully
SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange
SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any biases that arise
SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
Presentation of Knowledge and Ideas (11-12)
SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and task
SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 here for specific expectations.)
CC: College and Career Speaking and Listening Anchor Standards
Comprehension and Collaboration
1 - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2 - Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3 - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
Presentation of Knowledge and Ideas
4 - Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5 - Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

6 - Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Health and Fitness

Health 2.1: Understands dimensions and indicators of health.

2.1.1 Evaluates dimensions of health and relates to personal health behaviors.

Health 2.2: Understands stages of growth and development.

2.2.3 Evaluates hereditary factors affecting growth, development, and health.

2.4.7 Analyzes various treatment options and recovery processes.

Health 3.2: Evaluates health and fitness information.

3.2.1 Evaluates health and fitness information, products, and services.

3.2.3 Creates health and fitness messages in media.

Language

Mathematics

Reading

Science

Science and Engineering Practices

8. Obtaining, evaluating, and communicating information

Social Studies

Social Studies Skills

5.4.1 (11) Evaluates and interprets other points of view on an issue within a paper or presentation.

5.4.1 (12) Evaluates positions and evidence to make one's own decisions in a paper or presentation.

Writing

21st Century Skills

LEARNING AND INNOVATION	INFORMATION, MEDIA AND TECHNOLOGY SKILLS	LIFE AND CAREER
Creativity and	Information Literacy	Flexibility and Adaptability
Think	Access and Evaluate Information	Adapt to Change
Work Creatively with	Use and Manage Information	Be Flexible
Implement		
	Media Literacy	Initiative and Self-Direction
Creative Thinking and Problem Solving	Analyze	Manage Goals and Time
Reason	Create Media Products	Work Independently
Use Systems		Be Self-Directed Learners
	Information, Communications, and	
Make Judgements and Decisions	Technology (ICT Literacy)	Social and Cross-

Solve Problems	Apply Technology Effectively	Interact Effectively with Work Effectively in Diverse
Communication and Communicate Clearly		
		Productivity and Accountability
Collaborate with Others		Manage Projects Produce Results
		Leadership and Responsibility
		Guide and Lead Others Be Responsible to Others
Unit 17 ATHLETIC INJURY PREVENTION AND RISK MANAGEMENT		Hours: 17
Performance Assessment(s):		
Performance Assessments:		
The student will write medical reports in a Subjective, Objective, Assessment, and Plan (SOAP) and/or History, Observation, Palpation, Special Tests (HOPS) format.		
The student will utilize basic medical terminology, anatomical terms, tissue terminology and ranges of motion in written and oral documentation linked to their clinical/lab experience.		
The student will use palpation techniques to assess injuries of individuals		
Leadership Alignment:		
21st Century Skills		
Reason Effectively		
2.A.1 Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation		
Communicate Clearly		
3.A.1 Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts		
3.A.2 Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions		
3.A.3 Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)		
3.A.4 Utilize multiple media and technologies, and know how to judge their effectiveness a priori as well as assess their impact		
3.A.5 Communicate effectively in diverse environments (including multi-lingual)		
Be Self-Directed Learners		
8.C.1 Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise		
8.C.2 Demonstrate initiative to advance skill levels towards a professional level		
8.C.3 Demonstrate commitment to learning as a lifelong process		
8.C.4 Reflect critically on past experiences in order to inform future progress		
Produce Results		
10.B.1 Demonstrate additional attributes associated with producing high quality products including the abilities to:		
10.B.1.a Work positively and ethically		
10.B.1.b Manage time and projects effectively		

10.B.1.c Multi-task
10.B.1.d Participate actively, as well as be reliable and punctual
10.B.1.e Present oneself professionally and with proper etiquette
10.B.1.f Collaborate and cooperate effectively with teams
10.B.1.g Respect and appreciate team diversity
10.B.1.h Be accountable for results

Standards and Competencies

Sports Medicine Career Speciality Standards

Domain 1: Injury/Illness Prevention & Wellness Protection

- A. Minimize risk of injury and illness of individuals and groups impacted by or involved in a specific activity through awareness, education and intervention.
- B. Interpret individual and group pre-participation and other relevant screening information (e.g., verbal, observed, written) in accordance with accepted and applicable guidelines to minimize the risk of injury and illness.
- C. Identify and educate individuals(s) and groups through appropriate communication methods (e.g., verbal, written) about the appropriate use of personal protective equipment (e.g., clothing, shoes, protective gear, braces) by following accepted procedures and guidelines.
- D. Maintain physical activity, clinical treatment and rehabilitation areas by complying with regulatory standards to minimize the risk of injury and illness.
- E. Monitor environmental conditions (e.g., weather, surfaces, client work-setting) using appropriate methods and guidelines to facilitate individual and group safety.
- F. Maintain or improve physical conditioning for the individual or group by designing and implementing programs (e.g., strength, flexibility, CV fitness) to minimize the risk of injury and illness.
- G. Promote healthy lifestyle behaviors using appropriate education and communication strategies to enhance wellness and minimize the risk of injury and illness.

Arts

Communication - Speaking and Listening

Health and Fitness

- Health 2.1: Understands dimensions and indicators of health.
 - 2.1.1 Evaluates dimensions of health and relates to personal health behaviors.
- Health 3.1: Understands how family, culture, and environmental factors affect personal health.
 - 3.1.1 Analyzes how family and cultural diversity enriches and affects personal health behaviors.

Language

Mathematics

- CC: Mathematical Practices (MP)
- 6 - Attend to precision.

Reading

Science

- Science and Engineering Practices

8. Obtaining, evaluating, and communicating information

Social Studies

Social Studies Skills

Social Studies Skills 5.1: Uses critical reasoning skills to analyze and evaluate positions.

5.1.1 (9-10) Analyzes consequences of positions on an issue or event.

5.1.1 (11) Analyzes the underlying assumptions of positions on an issue or event.

5.1.1 (12) Analyzes the short-term and long-term implications of decisions affecting the global community.

5.1.2 Evaluates the precision of a position on an issue or event.

5.1.2 (11) Evaluates the depth of a position on an issue or event.

5.1.2 (12) Evaluates the plausibility of an analysis of decisions affecting the global community.

Social Studies Skills 5.4: Creates a product that uses social studies content to support a thesis and presents the product in an appropriate manner to a meaningful audience.

5.4.1 (9-10) Evaluates multiple reasons or factors to develop a position paper or presentation.

5.4.1 (11) Evaluates and interprets other points of view on an issue within a paper or presentation.

5.4.1 (12) Evaluates positions and evidence to make one's own decisions in a paper or presentation.

5.4.2 (9-10) Creates strategies to avoid plagiarism and respects intellectual property when developing a paper or presentation.

Writing

CC: College and Career Writing Anchor Standards

Text Types and Purposes

Aligned to Washington State Standards

2 - Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
Production and Distribution of Writing
4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6 - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
Research to Build and Present Knowledge
7 - Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8 - Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding
9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.
Range of Writing
10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

21st Century Skills

LEARNING AND INNOVATION	INFORMATION, MEDIA AND TECHNOLOGY SKILLS	LIFE AND CAREER
Creativity and	Information Literacy	Flexibility and Adaptability
Think	Access and Evaluate Information	Adapt to Change
Work Creatively with	Use and Manage Information	Be Flexible
Implement		
	Media Literacy	Initiative and Self-Direction
Creative Thinking and Problem Solving	Analyze	Manage Goals and Time
Reason	Create Media Products	Work Independently
Use Systems		Be Self-Directed Learners
	Information, Communications, and	
Make Judgements and Decisions	Technology (ICT Literacy)	Social and Cross-
Solve Problems		
	Apply Technology Effectively	Interact Effectively with
Communication and		Work Effectively in Diverse
Communicate Clearly		
		Productivity and Accountability
Collaborate with Others		
		Manage Projects
		Produce Results
		Leadership and Responsibility
		Guide and Lead Others
		Be Responsible to Others

Unit 18 RECOGNITION, EVALUATION AND ASSESSMENT OF INJURIES AND ILLNESSES**Hours: 27****Performance Assessment(s):**

Performance Assessments:

The student will write medical reports in a Subjective, Objective, Assessment, and Plan (SOAP) and/or History, Observation, Palpation, Special Tests (HOPS) format.

The student will utilize basic medical terminology, anatomical terms, tissue terminology and ranges of motion in written and oral documentation linked to their clinical/lab experience.

The student will use palpation techniques to assess injuries of individuals

Leadership Alignment:**Standards and Competencies**

Sports Medicine Career Speciality Standards

Domain 2: Clinical Evaluation and Diagnosis

A. Obtain an individual's history through observation, interview and/or review of relevant records to assess injury, illness or health-related condition.

B. Utilize appropriate visual and palpation techniques to determine the type and extent of the injury, illness or health-related condition.

C. Utilize appropriate tests (e.g., ROM, special tests, neurological tests) to determine the type and extent of the injury, illness or health-related condition.

D. Formulate a clinical diagnosis by interpreting the signs, symptoms and predisposing factors of the injury, illness or health-related condition to determine the appropriate course of action.

E. Educate the appropriate individual(s) about the clinical evaluation by communicating information about the injury, illness or health-related condition to encourage compliance with recommended care.

Aligned to Washington State Standards**Arts****Communication - Speaking and Listening****Health and Fitness****Language****Mathematics****Reading****Science****Social Studies****Writing**

21st Century Skills		
LEARNING AND INNOVATION	INFORMATION, MEDIA AND TECHNOLOGY SKILLS	LIFE AND CAREER
Creativity and	Information Literacy	Flexibility and Adaptability
Think	Access and Evaluate Information	Adapt to Change
Work Creatively with	Use and Manage Information	Be Flexible
Implement		
	Media Literacy	Initiative and Self-Direction
Creative Thinking and Problem Solving	Analyze	Manage Goals and Time
Reason	Create Media Products	Work Independently
Use Systems		Be Self-Directed Learners
	Information, Communications, and	
Make Judgements and Decisions	Technology (ICT Literacy)	Social and Cross-
Solve Problems		
	Apply Technology Effectively	Interact Effectively with
Communication and		Work Effectively in Diverse
Communicate Clearly		
		Productivity and Accountability
Collaborate with Others		
		Manage Projects
		Produce Results
		Leadership and Responsibility
		Guide and Lead Others
		Be Responsible to Others

Unit 19 IMMEDIATE CARE OF INJURIES

Hours: 21

Performance Assessment(s):

Performance Assessments:

The student will perform basic first-aid and CPR in emergency situations in the athletic training arena

The student will remove special equipment from athletes in order to perform CPR/rescue breathing

Leadership Alignment:

Standards and Competencies

Sports Medicine Career Speciality Standards

Domain 3: Immediate and Emergency Care

A. Coordinate care of individual(s) through appropriate communication (e.g., verbal, written, demonstrative) of assessment findings to pertinent individual(s).

B. Apply appropriate immediate and emergency care procedures to prevent the exacerbation of health-related conditions to reduce the risk factors for morbidity and

C. Implement appropriate referral strategies, while stabilizing and/or preventing exacerbation of the condition(s), to facilitate the timely transfer of care for the health-related conditions beyond the scope of practice of the Athletic Trainer.

D. Demonstrate how to implement and direct immediate care strategies (e.g., first aid, Emergency Action Plan) using established communication and administrative practices to provide effective care.

Aligned to Washington State Standards

Arts

Communication - Speaking and Listening

Health and Fitness

Language

Mathematics

Reading

Science

Social Studies

Writing

21st Century Skills

LEARNING AND INNOVATION	INFORMATION, MEDIA AND TECHNOLOGY SKILLS	LIFE AND CAREER
Creativity and	Information Literacy	Flexibility and Adaptability
Think	Access and Evaluate Information	Adapt to Change
Work Creatively with	Use and Manage Information	Be Flexible
Implement		
	Media Literacy	Initiative and Self-Direction
Creative Thinking and Problem Solving	Analyze	Manage Goals and Time
Reason	Create Media Products	Work Independently
Use Systems		Be Self-Directed Learners
	Information, Communications, and	
Make Judgements and Decisions	Technology (ICT Literacy)	Social and Cross-
Solve Problems		
	Apply Technology Effectively	Interact Effectively with
Communication and		Work Effectively in Diverse
Communicate Clearly		
		Productivity and Accountability
Collaborate with Others		
		Manage Projects
		Produce Results

Leadership and Responsibility	
Guide and Lead Others	
Be Responsible to Others	
Unit 20 TREATMENT, REHABILITATION AND RECONDITIONING	Hours: 5
Performance Assessment(s):	
Performance Assessments:	
The student will utilize anatomy to explain to athletes the injury and how to treat the injury	
The student will administer and explain the correct therapeutic exercise to facilitate recovery, function and/or performance	
The student will administer the correct non-penetrating (ice, heat) modality to enhance healing in the injured person	
Leadership Alignment:	
Standards and Competencies	
Sports Medicine Career Speciality Standards	
Domain 4: Treatment and Rehabilitation	
A. Administer therapeutic and conditioning exercise(s) using appropriate techniques and procedures to aid recovery and restoration of function.	
B. Administer therapeutic modalities (e.g., electromagnetic, manual, mechanics) using appropriate techniques and procedures based on the individual's phase of recovery to restore functioning.	
C. Apply braces, splints or other assistive devices according to appropriate practices in order to facilitate injury protection to achieve optimal functioning for the	
D. Administer treatment for injury, illness and/or health-related conditions using appropriate methods to facilitate injury protection, recovery and/or optimal functioning for individual(s).	
E. Reassess the status of injuries, illnesses and/or health-related conditions using appropriate techniques and documentation strategies to determine appropriate treatment, rehabilitation and/or reconditioning and to evaluate readiness to return to a desired level of activity.	
F. Provide guidance and/or referral to specialist for individual(s) and groups through appropriate communication strategies (e.g., oral and education materials) to restore an individual(s) optimal functioning.	

Aligned to Washington State Standards

Arts

Communication - Speaking and Listening

Health and Fitness

Language

Mathematics

Reading

Science

Social Studies

Writing

LEARNING AND INNOVATION

INFORMATION, MEDIA AND TECHNOLOGY SKILLS

LIFE AND CAREER

Creativity and

Information Literacy

Flexibility and Adaptability

Think

Access and Evaluate Information

Adapt to Change

Work Creatively with

Use and Manage Information

Be Flexible

Implement

Media Literacy

Initiative and Self-Direction

Creative Thinking and Problem Solving

Analyze

Manage Goals and Time

Reason

Create Media Products

Work Independently

Use Systems

Be Self-Directed Learners

Information, Communications, and

Make Judgements and Decisions

Technology (ICT Literacy)

Social and Cross-

Solve Problems

Apply Technology Effectively

Interact Effectively with

Communication and

Work Effectively in Diverse

Communicate Clearly

Productivity and Accountability

Collaborate with Others

Manage Projects

Produce Results

Leadership and Responsibility

Guide and Lead Others

Unit 21 HEALTH CARE ORGANIZATION AND ADMINISTRATION**Hours: 3****Performance Assessment(s):**

Performance Assessments:

Upon completion of instruction of medical legal issues the student will sign and abide by mandated state and federal laws regarding patient privacy, release of records and recording of treatments.

Leadership Alignment:**Standards and Competencies**

Sports Medicine Career Speciality Standards

Domain 5: Organization and Professional Health and Well-Being

A. Apply basic internal business functions (e.g., business planning, financial operations, staffing) to support individual and organizational growth and development.

B. Apply basic external business functions (e.g., marketing and public relations) to support organizational sustainability, growth and development.

C. Maintain records and documentation that comply with organizational, association and regulatory standards to provide quality care and to enable internal surveillance for program validation and evidence-based interventions.

D. Demonstrate appropriate planning for coordination of resources (e.g., personnel, equipment, liability, scope of service) in event medical management and emergency action plans.

E. Demonstrate an understanding of statutory and regulatory provisions and professional standards of practice of athletic training in order to provide for the safety and welfare of individual(s) and groups.

F. Develop a support/referral process for interventions to address unhealthy lifestyle behaviors.

Aligned to Washington State Standards

Arts

Communication - Speaking and Listening

Health and Fitness

Language

Mathematics

Reading

Science

Social Studies

Writing

21st Century Skills

Creativity and

Information Literacy

Flexibility and Adaptability

Think

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Initiative and Self-Direction

Creative Thinking and Problem Solving

Analyze

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Guide and Lead Others

Unit 22 PROFESSIONAL DEVELOPMENT AND RESPONSIBILITY**Hours: 3****Performance Assessment(s):**

Performance Assessments:

The student will participate in small and large group discussions on the history of athletic training and how it relates to general medicine

Students will choose one standard and will research and write how athletic trainers utilize this portion of their scope of practice

Students will write and discuss the role of athletic training within the health care industry.

Leadership Alignment:**Standards and Competencies**

Sports Medicine Career Speciality Standards

F. Maintain or improve physical conditioning for the individual or group by designing and implementing programs (e.g., strength, flexibility, CV fitness) to minimize the risk of injury and illness.

G. Promote healthy lifestyle behaviors using appropriate education and communication strategies to enhance wellness and minimize the risk of injury and illness.

Domain 5: Organization and Professional Health and Well-Being

E. Demonstrate an understanding of statutory and regulatory provisions and professional standards of practice of athletic training in order to provide for the safety and welfare of individual(s) and groups.

Aligned to Washington State Standards

Arts

Communication - Speaking and Listening

Health and Fitness

Language

Mathematics

Reading

Science

Social Studies

Writing

21st Century Skills

LEARNING AND INNOVATION	INFORMATION, MEDIA AND TECHNOLOGY SKILLS	LIFE AND CAREER
Creativity and	Information Literacy	Flexibility and Adaptability
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Make Judgements and Decisions	Technology (ICT Literacy)	Social and Cross-
Solve Problems		
	Apply Technology Effectively	Interact Effectively with
Communication and		Work Effectively in Diverse
Communicate Clearly		
		Productivity and Accountability
Collaborate with Others		
		Manage Projects
		Produce Results
		Leadership and Responsibility
		Guide and Lead Others