

Introduction to Athletic Training (#0044)

Description	This course will emphasize the development of fundamental skills of athletic training and the duties of the athletic trainer. This course will teach students the procedure for providing care to an injured athlete, how to evaluate an athletic injury, the healing and recovery process, and the administrative aspects of athletic training. Students will learn basic anatomy, physiology, first aid, and protective taping and wrapping techniques.
Minutes per Week	275 minutes per week for one semester each year for grades 10, 11, and 12.
Textbooks/Resources	<i>Fundamentals of Athletic Training-2nd Edition</i> . Cartwright, Lorin A. and Pitney, William A. Human Kinetics Publishers, Inc., 2005. ISBN: 9780736052580 <i>Athletic Taping and Bracing</i> . Perrin, David H. Human Kinetics Publishers, Inc., 2005. ISBN: 0736062807.
Required Assessments	District-wide, standards-based assessments & Fitnessgram
Board Approved Revised	October, 2005

AASD Physical Education Goals for K-12 Students

- *Become competent in many and proficient in a few forms of physical activity.*
- *Become physically fit.*
- *Participate regularly in physical activity.*
- *Learn the benefits from involvement in physical activity.*
- *Value physical activity and its contribution to a healthy lifestyle.*

AASD Physical Education Standards for Grades 9-12 Students

- | | |
|--|--|
| I. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. | A. Demonstrates proficient skills to participate in advanced play of some activities.
B. Demonstrates mature movement forms in a variety of activities ranging from individual to lifetime activities.
C. Demonstrates and describes offensive, defensive and transitional skills and strategies in individual and team sports.
D. Supports teammates by movement and spacing in invasion, net and field games.
E. Combines and applies movement patterns simple to complex, in aquatic, rhythms/dance, and individual and dual activities.
F. Operate a bike, kayak, or canoe safely and skillfully in a natural environment.
G. Identifies, explains, and applies the skill related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in a variety of physical activities. |
| II. Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. | A. Develops an appropriate personal wellness program for lifetime fitness activity.
B. Plan a personal conditioning program.
C. Identifies the differences and benefits of both functional fitness training and traditional weight training.
D. Identifies a new skill to be learned and lists a scientific principle that can be applied to improved performance.
E. Explains appropriate tactical decisions in a competitive activity.
F. Self assesses performance and makes appropriate corrections.
G. Applies and evaluates biomechanical principles to achieve advanced performance in aquatic, rhythms/dance, and individual and dual activities. |
| III. Participates regularly in physical activity. | A. Participates willingly in a variety of physical activities appropriate for maintaining or enhancing a healthy, active lifestyle.
B. Accumulates a recommended number of minutes of moderate to vigorous physical activity outside of physical education on five or more days per week.
C. Monitors physical activity through the use of available technology: pedometers, heart rate monitors, activity logs.
D. Establishes goals by identifying strengths and weaknesses using personal fitness assessments.
E. Compares health and fitness benefits derived from various physical activities.
F. Describes the ways in which personal characteristics, performance styles, and activity preferences will change over the life span. |

AASD Physical Education Standards for Grades 9-12 Students

- | | |
|---|---|
| IV. Achieves and maintains a health-enhancing level of physical fitness. | A. Develops an appropriate health-related physical fitness exercise program based on fitness assessment results and classroom activities.
B. Identifies a variety of activities and how often they should be done to improve all health-related fitness components.
C. Applies the principles of exercise (FITT, overload, specificity, and progression) in implementing a personal fitness program.
D. Maintains appropriate levels of aerobic capacity, muscular strength and endurance, flexibility, and body composition necessary for a healthy and productive life. |
| V. Exhibits responsible personal and social behavior that respects self and others in physical activity settings. | A. Solves conflicts agreeable to both parties.
B. Adjusts participation level and personal behavior to make activities inclusive for everyone.
C. Demonstrates responsible decisions about using time, applying rules, and following through with decisions made.
D. Exhibits respectful and mature behavior to contribute to a positive learning environment.
E. Identifies positive and negative peer influences. |
| VI. Values physical activity for health, enjoyment, challenge, self-expression and/or social interaction. | A. Participates in activity outside of school for self-enjoyment.
B. Identifies reasons to participate in physical activity in the local community.
C. Describes the correlation that being physically active leads to a higher quality of life.
D. Demonstrates through verbal and non-verbal behavior, cooperation with peers of different gender, race, and ethnicity in a physical setting.
E. Take appropriate leadership or supportive roles in activities.
F. Describes the positive feelings that result from physical activity participation alone and with others. |

Essential Learning Objectives	Performance Indicators	Classroom Assessments
<p>1. Understand the role of the athletic trainer.</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. understands the educational requirements of a certified athletic trainer. b. understands daily job requirements of an athletic trainer. c. understands the role of an athletic trainer as part of a sports medicine team. 	<ul style="list-style-type: none"> • Written test • Written assignment
<p>Objectives are linked to the following AASD Physical Education Standards: II.</p>		
<p>2. Acquire basic knowledge of anatomy and physiology of the human body to identify athletic injuries.</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. identifies the skeletal structure with correct anatomical names. b. identifies the musculature that is most common to athletic injury. c. identifies the difference in joint structure with correct anatomical names. d. understands basic movement concepts and correctly identifies the action of a joint and muscle 	<ul style="list-style-type: none"> • Observation • Checklist • Rubric • Skills test • Written assignment • Written test
<p>Objectives are linked to the following AASD Physical Education Standards: II.</p>		

Essential Learning Objectives	Performance Indicators	Classroom Assessments
<p>3. Identify basic physiological response of the body to an injury and stages of the healing process.</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. understands the physiological response of the body at the time of injury. b. understands the role of inflammation and edema as a part of the healing process. c. understands the basic physiology of tissue repair and the three phases of the healing process. d. understands the basics of bone repair and remodeling process. e. applies knowledge of the healing process into designing a rehabilitation program for an athletic injury. 	<ul style="list-style-type: none"> • Observation • Checklist • Rubric • Skills test • Written assignment • Written test
<p>Objectives are linked to the following AASD Physical Education Standards: II.</p>		
<p>4. Perform basic first aid procedures for an injured athlete.</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. applies blood-borne pathogen safety rules. b. applies correct procedures when providing care for a bleeding wound. c. applies the RICE principal when treating an injured athlete. d. applies appropriate immobilization methods to protect injury. 	<ul style="list-style-type: none"> • Observation • Checklist • Rubric • Skills test • Written assignment • Written test
<p>Objectives are linked to the following AASD Physical Education Standards: II.</p>		

Essential Learning Objectives	Performance Indicators	Classroom Assessments
<p>5. Apply protective taping techniques and wraps to protect an athlete from injury.</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. understands and demonstrates correct taping techniques and the appropriate time for their application. b. understands how and when to apply an elastic wrap for protection. 	<ul style="list-style-type: none"> • Observation • Checklist • Rubric • Skills test • Written assignment • Written test
<p>Objectives are linked to the following AASD Physical Education Standards: II.</p>		
<p>6. Demonstrate appropriate behavior and procedures when providing care to an injured athlete.</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. demonstrates respectful and caring attitude when assisting an injured athlete. b. demonstrates proper etiquette in all athletic training situations. c. understands the importance of remaining calm and in control when treating injuries. d. understands confidentiality rules when assisting with or treating an injury. e. respects all individuals when applying care. f. recognizes the value of providing assistance to those in need. 	<ul style="list-style-type: none"> • Observation • Checklist • Rubric • Skills test • Written assignment • Written test •
<p>Objectives are linked to the following AASD Physical Education Standards: II.; V.</p>		

Essential Learning Objectives	Performance Indicators	Classroom Assessments
<p>7. Apply appropriate assessment skills and procedures in evaluating an athletic injury.</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. understands how to take a subjective history of an injury. b. knows how to perform a visual assessment of an injured athlete. c. identifies the findings of an injury assessment based on the outcome of an evaluation. 	<ul style="list-style-type: none"> • Observation • Checklist • Rubric • Skills test • Written assignment • Written test • Clinical skills test
<p>Objectives are linked to the following AASD Physical Education Standards: II.</p>		
<p>8. Identify health related components and design a fitness plan.</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. identifies FITT formula. b. understands the guideline for physical activity. c. develops a personal plan for physical activity and wellness. d. understands the benefits of cardiovascular fitness. e. understands and explains body composition. f. identifies muscular endurance and strength. 	<ul style="list-style-type: none"> • Observation • Checklist • Skills test • Rubric • Written assignment • Test • Web-based assessment
<p>Objectives are linked to the following AASD Physical Education Standards: II.; III.; IV.; V.; VI.</p>		