

***SPORTS MEDICINE
CURRICULUM
FRAMEWORK***



This document was prepared by:

Office of Career Readiness, Adult Learning & Education Options
Nevada Department of Education
755 N. Roop Street, Suite 201
Carson City, NV 89701

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INTRODUCTION

The Nevada CTE Curriculum Frameworks are a resource for Nevada’s public and charter schools to design, implement, and assess their CTE programs and curriculum. The content standards identified in this document are listed as a model for the development of local district programs and curriculum. They represent rigorous and relevant expectations for student performance, knowledge, and skill attainment which have been validated by industry representatives.

The intent of this document is to provide a resource to districts as they develop and implement CTE programs and curricula.

This program ensures the following thresholds are met:

- The CTE course and course sequence teaches the knowledge and skills required by industry through applied learning methodology and, where appropriate, work-based learning experiences that prepare students for careers in high-wage, high-skill and/or high-demand fields. Regional and state economic development priorities shall play an important role in determining program approval. Some courses also provide instruction focused on personal development.
- The CTE course and course sequence includes leadership and employability skills as an integral part of the curriculum.
- The CTE course and course sequence are part of a rigorous program of study and include sufficient technical challenge to meet state and/or industry-standards.

The CTE program components include the following items:

- Program of Study
- State Skill Standards
- Employability Skills for Career Readiness Standards
- Career Technical Student Organizations (CTSO)
- Curriculum Framework
- CTE Assessments:
 - Workplace Readiness Skills Assessment
 - End-of-Program Technical Assessment
- Certificate of Skill Attainment
- CTE Endorsement on a High School Diploma
- CTE College Credit

* Revised 02/20/2019 – Added Content Standard 9.0, Performance Standard 9.1 and Performance Indicators 9.1.1-9.1.4 on page 6

**NEVADA DEPARTMENT OF EDUCATION
CURRICULUM FRAMEWORK FOR
SPORTS MEDICINE**

PROGRAM TITLE:	SPORTS MEDICINE
STATE SKILL STANDARDS:	HEALTH SCIENCE I & II SPORTS MEDICINE
STANDARDS REFERENCE CODE:	SPMED
CAREER CLUSTER:	HEALTH SCIENCE
CAREER PATHWAY:	THERAPEUTIC SERVICES
PROGRAM LENGTH:	3 LEVELS (L1, L2, L3C)
PROGRAM ASSESSMENT	SPORTS MEDICINE WORKPLACE READINESS SKILLS
CTSO:	HOSA
GRADE LEVEL:	9-12
AVAILABLE INDUSTRY CERTIFICATIONS/LICENSES PROVIDERS:	CPR/FIRST AID

PROGRAM PURPOSE

The purpose of this program is to prepare students for postsecondary education and employment in the Sports Medicine industry.

The program includes the following state standards:

- Nevada CTE Skill Standards: Sports Medicine
- Employability Skills for Career Readiness
- Nevada Academic Content Standards (alignment shown in the Nevada CTE Skill Standards):
 - Science (based on the Next Generation Science Standards)
 - English Language Arts (based on the Common Core State Standards)
 - Mathematics (based on the Common Core State Standards)
- Common Career Technical Core (alignment shown in the Nevada CTE Skill Standards)

CAREER CLUSTERS

The National Career Clusters™ Framework provides a vital structure for organizing and delivering quality CTE programs through learning and comprehensive programs of study (POS). In total, there are 16 Career Clusters in the National Career Clusters™ Framework, representing more than 79 Career Pathways to help students navigate their way to greater success in college and career. As an organizing tool for curriculum design and instruction, Career Clusters™ provide the essential knowledge and skills for the 16 Career Clusters™ and their Career Pathways.*

*Cite: National Association of State Directors of Career Technical Education Consortium. (2012). Retrieved from <http://www.careertech.org/career-clusters/glance/careerclusters.html>

PROGRAM OF STUDY

The program of study illustrates the sequence of academic and career and technical education coursework that is necessary for the student to successfully transition into postsecondary educational opportunities and employment in their chosen career path. (NAC 389.803)

PROGRAM STRUCTURE

The core course sequencing provided in the following table serves as a guide to schools for their programs of study. Each course is listed in the order in which it should be taught and has a designated level. Complete program sequences are essential for the successful delivery of all state standards in each program area.

SPORTS MEDICINE Core Course Sequence	
COURSE NAME	LEVEL
Health Science I	L1
Sports Medicine I	L2
Sports Medicine II	L3C
Sports Medicine Advanced Studies*	AS

*Complementary Courses

STATE SKILL STANDARDS

The state skill standards are designed to clearly state what the student should know and be able to do upon completion of an advanced high school career and technical education (CTE) program. The standards are designed for the student to complete all standards through their completion of a program of study. The standards are designed to prepare the student for the end-of-program technical assessment directly aligned to the standards. (Paragraph (a) of Subsection 1 of NAC 389.800)

EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS

Employability skills, often referred to as “soft skills”, have for many years been a recognizable component of the standards and curriculum in career and technical education programs. The twenty-one standards are organized into three areas: (1) Personal Qualities and People Skills; (2) Professional Knowledge and Skills; and (3) Technology Knowledge and Skills. The standards are designed to ensure students graduate high school properly prepared with skills employers prioritize as the most important. Instruction on all twenty-one standards must be part of each course of the CTE program. (Paragraph (d) of Subsection 1 of NAC 389.800)

CURRICULUM FRAMEWORK

The Nevada CTE Curriculum Frameworks are organized utilizing the recommended course sequencing listed in the Program of Study and the CTE Course Catalog. The framework identifies the recommended content standards, performance standards, and performance indicators that should be taught in each course.

CAREER AND TECHNICAL STUDENT ORGANIZATIONS (CTSOs)

To further the development of leadership and technical skills, students must have opportunities to participate in one or more of the Career and Technical Student Organizations (CTSOs). CTSOs develop character, citizenship, and the technical, leadership and teamwork skills essential for the workforce and their further education. Their activities are considered a part of the instructional day when they are directly related to the competencies and objectives in the course. (Paragraph (a) of Subsection 3 of NAC 389.800)

WORKPLACE READINESS SKILLS ASSESSMENT

The Workplace Readiness Skills Assessment has been developed to align with the Nevada CTE Employability Skills for Career Readiness Standards. This assessment provides a measurement of student employability skills attainment. Students who complete a program will be assessed on their skill attainment during the completion level course. Completion level courses are identified by the letter “C”. (e.g., Level = L3C) (Paragraph (d) of Subsection 1 of NAC 389.800)

END-OF-PROGRAM TECHNICAL ASSESSMENT

An end-of-program technical assessment has been developed to align with the Nevada CTE Skill Standards for this program. This assessment provides a measurement of student technical skill attainment. Students who complete a program will be assessed on their skill attainment during the completion level course. Completion level courses are identified by the letter “C”. (e.g., Level = L3C) (Paragraph (e) of Subsection 1 of NAC 389.800)

CERTIFICATE OF SKILL ATTAINMENT

Each student who completes a course of study must be awarded a certificate which states that they have attained specific skills in the industry being studied and meets the following criteria: A student must maintain a 3.0 grade point average in their approved course of study, pass the Workplace Readiness Skills Assessment, and pass the end-of-program technical assessment. (Subsection 4 of NAC 389.800)

CTE ENDORSEMENT ON A HIGH SCHOOL DIPLOMA

A student qualifies for a CTE endorsement on their high school diploma after successfully completing the following criteria: 1) successful completion of a CTE course of study in a program area, 2) successful completion of academic requirements governing receipt of a standard diploma, and 3) meet all requirements for the issuance of the Certificate of Skill Attainment. (NAC 389.815)

CTE COLLEGE CREDIT

CTE College Credit is awarded to students based on articulation agreements established by each college for the CTE program, where the colleges will determine the credit value of a full high school CTE program based on course alignment. An articulation agreement will be established for each CTE program designating the number of articulated credits each college will award to students who complete the program.

CTE College Credit is awarded to students who: (1) complete the CTE course sequence with a grade-point average of 3.0 or higher; (2) pass the state end-of-program technical assessment for the program; and (3) pass the Workplace Readiness Assessment for employability skills.

Pre-existing articulation agreements will be recognized until new agreements are established according to current state policy and the criteria shown above.

Please refer to the local high school’s course catalog or contact the local high school counselor for more information. (Paragraph (b) of Subsection 3 of NAC 389.800)

ACADEMIC CREDIT FOR CTE COURSEWORK

Career and technical education courses meet the credit requirements for high school graduation (1 unit of arts and humanities or career and technical education). Some career and technical education courses meet academic credit for high school graduation. Please refer to the local high school’s course catalog or contact the local high school counselor for more information. (NAC 389.672)

**CORE COURSE:
RECOMMENDED STUDENT PERFORMANCE STANDARDS**

COURSE TITLE:	Health Science I
ABBR. NAME:	HEALTH SCIENCE I
CREDITS:	1
LEVEL:	L1
CIP CODE:	51.0000
PREREQUISITE:	None
CTSO:	HOSA
COURSE DESCRIPTION	
<p>This course will introduce students to human structure and function. Areas of study include anatomy, healthcare delivery systems, medical terminology, emergency management, health information technology, and legal practices. The appropriate use of technology and industry-standard equipment is an integral part of this course.</p>	

TECHNICAL STANDARDS (HEALTH SCIENCE I & II)

CONTENT STANDARD 1.0 : CLASSIFY THE ACADEMIC PRINCIPLES OF HEALTH SCIENCE

Performance Standard 1.1 : Demonstrate Knowledge of Human Anatomy and Physiology

Performance Indicators : 1.1.1-1.1.4

Performance Standard 1.2 : Relate Principles of Anatomy and Physiology to Diagnosis and Treatment

Performance Indicators : 1.2.1-1.2.5

Performance Standard 1.3 : Apply Mathematics in Healthcare Practice

Performance Indicators : 1.3.1-1.3.7

CONTENT STANDARD 2.0 : EXAMINE HEALTHCARE SYSTEMS

Performance Standard 2.1 : Evaluate Healthcare Delivery Systems (i.e., Private, Public, Non-Profit, Government)

Performance Indicators : 2.1.1-2.1.7

CONTENT STANDARD 3.0 : UNDERSTAND THE LEGAL AND ETHICAL RESPONSIBILITIES WITHIN THE HEALTHCARE SYSTEM

Performance Standard 3.1 : Perform Duties According to Regulations, Policies, Laws, and Legislated Rights of Clients

Performance Indicators : 3.1.1-3.1.4

Performance Standard 3.2 : Evaluate the Role of Ethical Issues Impacting Healthcare

Performance Indicators : 3.2.1-3.2.3

Performance Standard 3.3 : Demonstrate Professional and Ethical Standards Impacting Healthc

Performance Indicators : 3.3.1-3.3.7

CONTENT STANDARD 4.0 : DEMONSTRATE METHODS OF COMMUNICATION IN THE HEALTHCARE SETTING

Performance Standard 4.1 : Utilize Appropriate Verbal and Nonverbal Communication Skills

Performance Indicators : 4.1.1-4.1.11

Performance Standard 4.2 : Utilize Written and Electronic Communication

Performance Indicators : 4.2.1-4.2.5

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CONTENT STANDARD 5.0 : DEMONSTRATE PROFESSIONAL STANDARDS IN THE HEALTHCARE SETTING

Performance Standard 5.1 : Demonstrate Workplace Readiness Skills

Performance Indicators : 5.1.1-5.1.3

Performance Standard 5.2 : Demonstrate Career Development Skills

Performance Indicators : 5.2.1-5.2.3

CONTENT STANDARD 6.0 : INTERPRET FUNDAMENTALS OF WELLNESS AND PREVENTION OF DISEASE

Performance Standard 6.1 : Describe and Apply Behaviors for Prevention of Diseases and Promotion of Health and Wellness

Performance Indicators : 6.1.1-6.1.7

CONTENT STANDARD 9.0 : APPLY TECHNICAL SKILLS REQUIRED FOR HEALTHCARE CAREERS

Performance Standard 9.1 : Demonstrate Healthcare Skills and Knowledge

Performance Indicators : 9.1.1-9.1.4

EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS**CONTENT STANDARD 1.0 : DEMONSTRATE EMPLOYABILITY SKILLS FOR CAREER READINESS**

Performance Standard 1.1 : Demonstrate Personal Qualities and People Skills

Performance Indicators : 1.1.1-1.1.7

Performance Standard 1.2 : Demonstrate Professional Knowledge and Skills

Performance Indicators : 1.2.1-1.2.10

Performance Standard 1.3 : Demonstrate Technology Knowledge and Skills

Performance Indicators : 1.3.1-1.3.4

ALIGNMENT TO THE NEVADA ACADEMIC CONTENT STANDARDS*

English Language Arts: Reading Standards for Literacy in Science and Technical Subjects
Writing Standards for Literacy in Science and Technical Subjects
Speaking and Listening

Mathematics: Mathematical Practices
Geometry-Congruence
Geometry-Circles

Science: Nature of Science
Physical Science
Life Science
Earth and Space

*Refer to the Health Science I & II Standards for alignment by performance indicator

**CORE COURSE:
RECOMMENDED STUDENT PERFORMANCE STANDARDS**

COURSE TITLE:	Sports Medicine I
ABBR. NAME:	SPORTS MEDICINE I
CREDITS:	1
LEVEL:	L2
CIP CODE:	51.0913
PREREQUISITE:	Health Science I
CTSO:	HOSA
COURSE DESCRIPTION	
<p>This course is designed to introduce students to the field of sports medicine. It will provide students the opportunity to explore athletic training and sports medicine related fields. Students will receive instruction in sports medicine terminology, physical fitness, anatomy and physiology, kinesiology, injury evaluation and prevention procedures, and careers in sports medicine. Students will also demonstrate skills in cardiopulmonary resuscitation (CPR), first aid, and sports injury management and rehabilitation. The appropriate use of technology and industry-standard equipment is an integral part of this course.</p>	

TECHNICAL STANDARDS (SPORTS MEDICINE)

CONTENT STANDARD 1.0 : UNDERSTAND ANATOMY AND PHYSIOLOGY

Performance Standard 1.1 : Define and Explain the Medical Terms

Performance Indicators : 1.1.1-1.1.4

Performance Standard 1.2 : Understand Structure and Function of the Musculoskeletal System

Performance Indicators : 1.2.1-1.2.8

Performance Standard 1.3 : Understand Structure of Related Body Systems

Performance Indicators : 1.3.1-1.3.3

CONTENT STANDARD 2.0 : EXPLORE THE FUNDAMENTAL ASPECTS OF A SPORTS MEDICINE TEAM

Performance Standard 2.1 : Identify Members of a Sports Medicine Team

Performance Indicators : 2.1.1-2.1.4

Performance Standard 2.2 : Explore Educational Requirements

Performance Indicators : 2.2.1-2.2.4

Performance Standard 2.3 : Identify Career Opportunities

Performance Indicators : 2.3.1-2.3.4

Performance Standard 2.4 : Understand Licensure Requirements of Medical Professionals

Performance Indicators : 2.4.1-2.4.3

CONTENT STANDARD 3.0 : EXPLORE ETHICAL, LEGAL, AND PROFESSIONAL RESPONSIBILITIES

Performance Standard 3.1 : Recognize and Implement Professionalism

Performance Indicators : 3.1.1-3.1.4

Performance Standard 3.2 : Examine Ethical Behavior in Healthcare

Performance Indicators : 3.2.1-3.2.5

Performance Standard 3.3 : Demonstrate Legal Responsibilities in Healthcare

Performance Indicators : 3.3.1-3.3.7

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CONTENT STANDARD 4.0 : RECOGNIZE AND IMPLEMENT ACUTE CARE SKILLS

Performance Standard 4.1 : Complete Basic First Aid and CPR Training

Performance Indicators : 4.1.1-4.1.4

Performance Standard 4.2 : Assess Vital Signs

Performance Indicators : 4.2.1-4.2.6

Performance Standard 4.3 : Demonstrate Management of Acute Injuries

Performance Indicators : 4.3.1, 4.3.3

CONTENT STANDARD 6.0 : EXPLORE HOW ENVIRONMENTAL FACTORS AFFECT PERFORMANCE

Performance Standard 6.1 : Differentiate Between Thermal Stresses

Performance Indicators : 6.1.1-6.1.3

Performance Standard 6.2 : Investigate Severe Weather Situations

Performance Indicators : 6.2.1-6.2.4

CONTENT STANDARD 7.0 : EXPLORE MECHANISMS OF INJURY

Performance Standard 7.1 : Identify Common Injuries

Performance Indicators : 7.1.1-7.1.7

Performance Standard 7.2 : Explore Tissue Response to Injury

Performance Indicators : 7.2.1-7.2.3

Performance Standard 7.3 : Demonstrate Management Strategies for Injury

Performance Indicators : 7.3.1-7.3.2

CONTENT STANDARD 8.0 : EXPLORE SPECIAL CONSIDERATIONS IN ATHLETICS

Performance Standard 8.1 : Demonstrate Safety Practices for Sports Medicine

Performance Indicators : 8.1.1-8.1.6

CONTENT STANDARD 10.0 : IDENTIFY ASSESSMENT AND EVALUATION TECHNIQUES OF ATHLETIC INJURIES

Performance Standard 10.1 : Perform Subjective Assessment

Performance Indicators : 10.1.1-10.1.5

Performance Standard 10.2 : Explore Objective Assessment Techniques

Performance Indicators : 10.2.1-10.2.2, 10.2.7

CONTENT STANDARD 11.0 : PROPHYLACTIC TAPING AND BRACING

Performance Standard 11.1 : Demonstrate Lower Extremity Taping

Performance Indicators : 11.1.1-11.1.3

Performance Standard 11.2 : Demonstrate Upper Extremity Taping

Performance Indicators : 11.2.1-11.2.3

Performance Standard 11.3 : Describe the Use of Braces and Other Equipment

Performance Indicators : 11.3.1-11.3.4

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TECHNICAL STANDARDS (HEALTH SCIENCES I & II)**CONTENT STANDARD 7.0 : UNDERSTAND THE ROLES AND RESPONSIBILITIES OF INDIVIDUAL MEMBERS AS PART OF THE HEALTHCARE TEAM**

Performance Standard 7.1 : Describe Characteristics of an Effective Healthcare Team

Performance Indicators : 7.1.1-7.1.3

Performance Standard 7.2 : Understand Methods for Building Positive Team Relationships

Performance Indicators : 7.2.1-7.2.6

CONTENT STANDARD 8.0 : UNDERSTAND SAFETY PRACTICES

Performance Standard 8.1 : Identify Procedures Mandated by Local, State, and Federal Guidelines

Performance Indicators : 8.1.1-8.1.5

Performance Standard 8.2 : Explain Principles of Infection Control

Performance Indicators : 8.2.1-8.2.6

Performance Standard 8.3 : Understand Appropriate Safety Techniques

Performance Indicators : 8.3.1-8.3.5

Performance Standard 8.4 : Understand Emergency Management and Preparedness

Performance Indicators : 8.4.1-8.4.16

CONTENT STANDARD 9.0 : APPLY TECHNICAL SKILLS REQUIRED FOR HEALTHCARE CAREERS

Performance Standard 9.1 : Demonstrate Healthcare Skills and Knowledge

Performance Indicators : 9.1.1-9.1.3

Performance Standard 9.2 : Utilize Appropriate Assessment Tools to Evaluate Individual Situations

Performance Indicators : 9.2.1-9.2.7

CONTENT STANDARD 10.0: IMPLEMENT THE COMPONENTS OF HEALTH INFORMATION MANAGEMENT

Performance Standard 10.1 : Interpret Records and Files Common to Healthcare

Performance Indicators : 10.1.1-10.1.5

Performance Standard 10.2 : Utilize Health Information Technology to Securely Access and Distribute Patient Health Data and Other Health-Related Information

Performance Indicators : 10.2.1-10.2.7

EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS**CONTENT STANDARD 1.0 : DEMONSTRATE EMPLOYABILITY SKILLS FOR CAREER READINESS**

Performance Standard 1.1 : Demonstrate Personal Qualities and People Skills

Performance Indicators : 1.1.1-1.1.7

Performance Standard 1.2 : Demonstrate Professional Knowledge and Skills

Performance Indicators : 1.2.1-1.2.10

Performance Standard 1.3 : Demonstrate Technology Knowledge and Skills

Performance Indicators : 1.3.1-1.3.4

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ALIGNMENT TO THE NEVADA ACADEMIC CONTENT STANDARDS*

English Language Arts: Reading Standards for Literacy in Science and Technical Subjects
Writing Standards for Literacy in Science and Technical Subjects
Speaking and Listening

Mathematics: Mathematical Practices
Geometry-Congruence
Geometry-Circles

Science: Nature of Science
Physical Science
Life Science
Earth and Space

* Refer to the Sports Medicine Standards for alignment by performance indicator

**CORE COURSE:
RECOMMENDED STUDENT PERFORMANCE STANDARDS**

COURSE TITLE:	Sports Medicine II
ABBR. NAME:	SPORTS MEDICINE II
CREDITS:	1
LEVEL:	L3C
CIP CODE:	51.0913
PREREQUISITE:	Sports Medicine I
CTSO:	HOSA
COURSE DESCRIPTION	
<p>This course is a continuation of Sports Medicine I. This course provides advanced sports medicine students with instruction in advanced techniques and processes. This course will give students hands-on experience evaluating injuries commonly sustained by the competitive athlete. It includes all areas of sports medicine such as sports medicine terminology, musculoskeletal anatomy, evaluation, assessment, rehabilitation, and prevention of athletic injuries. Emphasis will be placed on evaluating and assessing athletic injuries. The appropriate use of technology and industry-standard equipment is an integral part of this course. Upon successful completion of this course, students will have acquired entry-level skills for employment and be prepared for postsecondary education.</p>	

TECHNICAL STANDARDS (SPORTS MEDICINE)

CONTENT STANDARD 4.0 : RECOGNIZE AND IMPLEMENT ACUTE CARE SKILLS

Performance Standard 4.3 : Demonstrate Management of Acute Injuries

Performance Indicators : 4.3.2, 4.3.4-4.3.5

CONTENT STANDARD 5.0 : INVESTIGATE THE PRINCIPLES OF EXERCISE PROGRAM

Performance Standard 5.1 : Explain the Principles of Physical Conditioning

Performance Indicators : 5.1.1-5.1.5

Performance Standard 5.2 : Understand Physical Fitness Testing and Training

Performance Indicators : 5.2.1-5.2.6

Performance Standard 5.3 : Understand Nutrition and Weight Management

Performance Indicators : 5.3.1-5.3.6

CONTENT STANDARD 6.0 : EXPLORE HOW ENVIRONMENTAL FACTORS AFFECT PERFORMANCE

Performance Standard 6.3 : Identify Other Physical Factors Related to Performance

Performance Indicators : 6.3.1-6.3.4

CONTENT STANDARD 7.0 : EXPLORE MECHANISMS OF INJURY

Performance Standard 7.3 : Demonstrate Management Strategies for Injury

Performance Indicators : 7.3.3-7.3.6

CONTENT STANDARD 8.0 : EXPLORE SPECIAL CONSIDERATIONS IN ATHLETICS

Performance Standard 8.2 : Research Metabolic and Related Disorders

Performance Indicators : 8.2.1-8.2.6

Performance Standard 8.3 : Investigate Special Needs in Human Performance

Performance Indicators : 8.3.1-8.3.4

CONTENT STANDARD 9.0 : UNDERSTAND REHABILITATION AND RECONDITIONING

Performance Standard 9.1 : Understand Therapeutic Modalities

Performance Indicators : 9.1.1-9.1.5

Performance Standard 9.2 : Demonstrate Therapeutic Exercises

Performance Indicators : 9.2.1-9.2.5

Performance Standard 9.3 : Explore Psychological Response to Injuries

Performance Indicators : 9.3.1-9.3.3

CONTENT STANDARD 10.0 : IDENTIFY ASSESSMENT AND EVALUATION TECHNIQUES OF ATHLETIC INJURIES

Performance Standard 10.2 : Explore Objective Assessment Techniques

Performance Indicators : 10.2.3-10.2.6

Performance Standard 10.3 : Investigate Diagnostic Testing

Performance Indicators : 10.3.1-10.3.4

EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS

CONTENT STANDARD 1.0 : DEMONSTRATE EMPLOYABILITY SKILLS FOR CAREER READINESS

Performance Standard 1.1 : Demonstrate Personal Qualities and People Skills

Performance Indicators : 1.1.1-1.1.7

Performance Standard 1.2 : Demonstrate Professional Knowledge and Skills

Performance Indicators : 1.2.1-1.2.10

Performance Standard 1.3 : Demonstrate Technology Knowledge and Skills

Performance Indicators : 1.3.1-1.3.4

ALIGNMENT TO THE NEVADA ACADEMIC CONTENT STANDARDS*

English Language Arts: Reading Standards for Literacy in Science and Technical Subjects
Writing Standards for Literacy in Science and Technical Subjects
Speaking and Listening

Mathematics: Mathematical Practices
Geometry-Congruence
Geometry-Circles

Science: Nature of Science
Physical Science
Life Science
Earth and Space

* Refer to the Sports Medicine Standards for alignment by performance indicator

COMPLEMENTARY COURSE(S):

Programs that utilize the complementary courses can include the following courses. The Advanced Studies course allows for additional study through investigation and in-depth research.

COURSE TITLE:	Sports Medicine Advanced Studies
ABBR. NAME:	SPORT MEDICINE AS
CREDITS:	1
LEVEL:	AS
CIP CODE:	51.0913
PREREQUISITE:	Sports Medicine II
CTSO:	HOSA
COURSE DESCRIPTION	
<p>This course is offered to students who have achieved all content standards in a program whose desire is to pursue advanced study through investigation and in-depth research. Students are expected to work independently or in a team and consult with their supervising teacher for guidance. The supervising teacher will give directions, monitor, and evaluate the students' topic of study. Coursework may include various work-based learning experiences such as internships and job shadowing, involvement in a school-based enterprise, completion of a capstone project, and/or portfolio development. This course may be repeated for additional instruction and credit.</p>	

TECHNICAL STANDARDS

Students have achieved all program content standards and will pursue advanced study through investigation and in-depth research.

EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS

Students have achieved all program content standards and will pursue advanced study through investigation and in-depth research.

SAMPLE TOPICS

- Research Biomechanics
- Athlete with Disabilities
- Nutrition for Athletes
- Exercise Prescription