

# ***SPORTS MEDICINE STANDARDS***



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Office of Career Readiness, Adult Learning, and Education Options  
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*All Nevadans ready for success in the 21st century*

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*To improve student achievement and educator effectiveness by ensuring opportunities, facilitating learning, and promoting excellence*



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The development of Nevada career and technical standards and assessments is a collaborative effort sponsored by the Office of Career Readiness, Adult Learning, and Education Options at the Department of Education. The Department of Education relies on teachers and industry representatives who have the technical expertise and teaching experience to develop standards and performance indicators that truly measure student skill attainment. Most important, however, is recognition of the time, expertise and great diligence provided by the writing team members in developing the career and technical standards for Sports Medicine.

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### BUSINESS AND INDUSTRY VALIDATION

All CTE standards developed through the Nevada Department of Education are validated by business and industry through one or more of the following processes: (1) the standards are developed by a team consisting of business and industry representatives; or (2) a separate review panel was coordinated with industry experts to ensure the standards include the proper content; or (3) the adoption of nationally recognized standards endorsed by business and industry.

The Sports Medicine standards were validated through active participation of business and industry representatives on the development team.

### PROJECT COORDINATOR

Jennifer Fisk, Education Programs Professional  
Office of Career Readiness, Adult Learning, and Education Options  
Nevada Department of Education

## INTRODUCTION

The standards in this document are designed to clearly state what the student should know and be able to do upon completion of an advanced high school Sports Medicine program. These standards are designed for a two-credit course sequence that prepares the student for a technical assessment directly aligned to the standards.

These exit-level standards are designed for the student to complete all standards through their completion of a program of study. These standards are intended to guide curriculum objectives for a program of study.

The standards are organized as follows:

- **Content Standards** are general statements that identify major areas of knowledge, understanding, and the skills students are expected to learn in key subject and career areas by the end of the program.
- **Performance Standards** follow each content standard. Performance standards identify the more specific components of each content standard and define the expected abilities of students within each content standard.
- **Performance Indicators** are very specific criteria statements for determining whether a student meets the performance standard. Performance indicators may also be used as learning outcomes, which teachers can identify as they plan their program learning objectives.

The crosswalk and alignment section of the document shows where the performance indicators support the Nevada Academic Content Standards. Where correlation with an academic content standard exists, students in the Sports Medicine program perform learning activities that support, either directly or indirectly, achievement of the academic content standards that are listed.

All students are encouraged to participate in the career and technical student organization (CTSO) that relates to the Sports Medicine program. CTSOs are co-curricular national organizations that directly reinforce learning in the CTE classroom through curriculum resources, competitive events, and leadership development. CTSOs provide students the ability to apply academic and technical knowledge, develop communication and teamwork skills, and cultivate leadership skills to ensure college and career readiness.

The Employability Skills for Career Readiness identify the “soft skills” needed to be successful in all careers and must be taught as an integrated component of all CTE course sequences. These standards are available in a separate document.

The **Standards Reference Code** is only used to identify or align performance indicators listed in the standards to daily lesson plans, curriculum documents, or national standards. The Standards Reference Code is an abbreviated name for the program, and the content standard, performance standard and performance indicator are referenced in the program standards. This abbreviated code for identifying standards uses each of these items. For example, SPMED is the Standards Reference Code for Sports Medicine. For Content Standard 2, Performance Standard 3 and Performance Indicator 4 the Standards Reference Code would be SPMED.2.3.4.

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**CONTENT STANDARD 1.0: INTEGRATE CAREER AND TECHNICAL STUDENT ORGANIZATIONS (CTSOs)\*****PERFORMANCE STANDARD 1.1: EXPLORE THE HISTORY AND ORGANIZATION OF CTOS**

- 1.1.1 Discuss the requirements of CTSO participation/involvement as described in Carl D. Perkins Law
- 1.1.2 Research nationally recognized CTOS
- 1.1.3 Investigate the impact of federal and state government regarding the progression and operation of CTOS (e.g., Federal Statutes and Regulations, Nevada Administrative Code [NAC], Nevada Revised Statutes [NRS])

**PERFORMANCE STANDARD 1.2: DEVELOP LEADERSHIP SKILLS**

- 1.2.1 Discuss the purpose of parliamentary procedure
- 1.2.2 Demonstrate the proper use of parliamentary procedure
- 1.2.3 Differentiate between an office and a committee
- 1.2.4 Discuss the importance of participation in local, regional, state, and national conferences, events, and competitions
- 1.2.5 Participate in local, regional, state, or national conferences, events, or competitions
- 1.2.6 Describe the importance of a constitution and bylaws to the operation of a CTSO chapter

**PERFORMANCE STANDARD 1.3: PARTICIPATE IN COMMUNITY SERVICE**

- 1.3.1 Explore opportunities in community service-related work-based learning (WBL)
- 1.3.2 Participate in a service learning (program related) and/or community service project or activity
- 1.3.3 Engage with business and industry partners for community service

**PERFORMANCE STANDARD 1.4: DEVELOP PROFESSIONAL AND CAREER SKILLS**

- 1.4.1 Demonstrate college and career readiness (e.g., applications, resumes, interview skills, presentation skills)
- 1.4.2 Describe the appropriate professional/workplace attire and its importance
- 1.4.3 Investigate industry-standard credentials/certifications available within this Career Cluster™
- 1.4.4 Participate in authentic contextualized instructional activities
- 1.4.5 Demonstrate technical skills in various student organization activities/events

**PERFORMANCE STANDARD 1.5: UNDERSTAND THE RELEVANCE OF CAREER AND TECHNICAL EDUCATION (CTE)**

- 1.5.1 Make a connection between program standards to career pathway(s)
- 1.5.2 Explain the importance of participation and completion of a program of study
- 1.5.3 Promote community awareness of local student organizations associated with CTE programs

\*Refer to the program of study Curriculum Framework for appropriate CTSO(s).

**CONTENT STANDARD 2.0: UNDERSTAND ANATOMY AND PHYSIOLOGY****PERFORMANCE STANDARD 2.1: DEFINE AND EXPLAIN THE MEDICAL TERMS**

- 2.1.1 Define common prefixes, suffixes, and word roots relating to body structures and functions
- 2.1.2 Spell and pronounce medical terms correctly
- 2.1.3 Identify basic medical abbreviations
- 2.1.4 Use proper terminology while describing major sports injuries

**PERFORMANCE STANDARD 2.2: UNDERSTAND STRUCTURE AND FUNCTION OF THE MUSCULOSKELETAL SYSTEM**

- 2.2.1 Differentiate between the four basic tissue types in the body
- 2.2.2 Explain the mechanism of muscle contraction
- 2.2.3 Categorize the structures of the body into the organizational system
- 2.2.4 Summarize functions of the skeletal system
- 2.2.5 Identify the bones of the axial and appendicular skeleton and their gross anatomical landmarks
- 2.2.6 Distinguish among three types of cartilage
- 2.2.7 Differentiate among the various types of joints
- 2.2.8 Compare the characteristics of muscles

**CONTENT STANDARD 3.0: EXPLORE THE FUNDAMENTAL ASPECTS OF A SPORTS MEDICINE TEAM****PERFORMANCE STANDARD 3.1: DESCRIBE THE MEMBERS OF A SPORTS MEDICINE TEAM**

- 3.1.1 Differentiate between the roles and responsibilities of health care professionals within Sports Medicine specialties
- 3.1.2 Explore the educational requirements of the various sports medicine team members
- 3.1.3 Explain the function of allied health professionals in sports medicine



**CONTENT STANDARD 4.0: RECOGNIZE AND IMPLEMENT ACUTE CARE SKILLS****PERFORMANCE STANDARD 4.1: DEMONSTRATE MANAGEMENT OF ACUTE INJURIES**

- 4.1.1 Apply the principle of rest, ice, compression, and elevation (R.I.C.E.)
- 4.1.2 Demonstrate proper fitting and gait of crutches
- 4.1.3 Demonstrate proper splinting applications
- 4.1.4 Demonstrate proper spinal immobilization techniques
- 4.1.5 Demonstrate proper techniques of applying a walking boot, knee brace, shoulder sling, etc.
- 4.1.6 Demonstrate proper first aid techniques
- 4.1.7 Differentiate between different types of thermal stresses

**CONTENT STANDARD 5.0: EXPLORE MECHANISMS OF INJURY****PERFORMANCE STANDARD 5.1: IDENTIFY COMMON INJURIES**

- 5.1.1 Differentiate between signs and symptoms of concussions
- 5.1.2 Differentiate between signs and symptoms of sprains
- 5.1.3 Differentiate between signs and symptoms of strains
- 5.1.4 Differentiate between signs and symptoms of fractures
- 5.1.5 Categorize the most common types of skin injuries
- 5.1.6 Differentiate between signs and symptoms of contusions
- 5.1.7 Differentiate between the etiology of soft tissue and bone injuries

**PERFORMANCE STANDARD 5.2: EXPLORE TISSUE RESPONSE TO INJURY**

- 5.2.1 Describe the inflammatory scheme
- 5.2.2 Examine the steps in the healing process of bone and soft tissue
- 5.2.3 Compare and contrast acute and chronic response to injury

**PERFORMANCE STANDARD 5.3: DEMONSTRATE MANAGEMENT STRATEGIES FOR INJURY**

- 5.3.1 Describe the principles of primary and secondary assessment
- 5.3.2 Explain the principle of rest, ice, compression, and elevation (R.I.C.E.)
- 5.3.3 Explore pharmacological intervention in injury management
- 5.3.4 Explore the role of rehabilitation on injury healing
- 5.3.5 Discuss dietary strategies to enhance healing
- 5.3.6 Identify criteria for return to activity

**CONTENT STANDARD 6.0: UNDERSTAND REHABILITATION AND RECONDITIONING**

**PERFORMANCE STANDARD 6.1: UNDERSTAND THERAPEUTIC MODALITIES**

- 6.1.1 Identify the purpose of therapeutic modalities
- 6.1.2 Describe the physiological effects, indications, contraindications, and application of various therapies

**CONTENT STANDARD 7.0: IDENTIFY ASSESSMENT AND EVALUATION TECHNIQUES OF ATHLETIC INJURIES****PERFORMANCE STANDARD 7.1: PERFORM SUBJECTIVE ASSESSMENT**

- 7.1.1 Perform an accurate medical history and subjective assessment
- 7.1.2 Differentiate between methods used to document injuries (i.e., HOPS [History, Observation, Palpation, and Stress], SOAP [Subjective, Objective, Assessment, and Plan])
- 7.1.3 Describe a pain rating scale
- 7.1.4 Identify the importance of a pre-participation examination
- 7.1.5 Document the mechanism of injury

**PERFORMANCE STANDARD 7.2: EXPLORE OBJECTIVE ASSESSMENT TECHNIQUES**

- 7.2.1 Demonstrate palpation of various joint structures
- 7.2.2 Demonstrate range of motion testing of various joints
- 7.2.3 Demonstrate strength testing of various muscle groups
- 7.2.4 Demonstrate reflex testing
- 7.2.5 Demonstrate functional testing of various body parts
- 7.2.6 Demonstrate special tests for orthopedic assessment
- 7.2.7 Demonstrate concussion assessment

**CONTENT STANDARD 8.0: PROPHYLACTIC TAPING AND BRACING****PERFORMANCE STANDARD 8.1: DEMONSTRATE VARIOUS TAPING METHODS**

- 8.1.1 Demonstrate various taping methods for the lower extremity
- 8.1.2 Demonstrate various taping methods for the upper extremity
- 8.1.3 Demonstrate various specialized taping methods

**PERFORMANCE STANDARD 8.2: DESCRIBE THE USE OF BRACES AND OTHER EQUIPMENT**

- 8.2.1 Explain procedures for maintaining protective equipment for sports
- 8.2.2 Identify appropriate prophylactic braces for the knee and ankle
- 8.2.3 Identify various types of orthotics and their uses

**CROSSWALKS AND ALIGNMENTS****CROSSWALKS (ACADEMIC STANDARDS)**

The crosswalk of the Sports Medicine Standards shows links to the Nevada Academic Content Standards. The crosswalk identifies the performance indicators in which the learning objectives in the Sports Medicine program support academic learning. The performance indicators are grouped according to their content standard and are crosswalked to the Nevada Academic Content Standards in English Language Arts, Mathematics, and Science.

**ALIGNMENTS (MATHEMATICAL PRACTICES)**

In addition to correlation with the Nevada Academic Content Standards for Mathematics, many performance indicators support the Mathematical Practices. The following table illustrates the alignment of the Sports Medicine Standards Performance Indicators and the Mathematical Practices. This alignment identifies the performance indicators in which the learning objectives in the Sports Medicine program support academic learning.

**ALIGNMENTS (SCIENCE AND ENGINEERING PRACTICES)**

In addition to correlation with the Nevada Academic Content Standards for Science, many performance indicators support the Science and Engineering Practices. The following table illustrates the alignment of the Sports Medicine Standards Performance Indicators and the Science and Engineering Practices. This alignment identifies the performance indicators in which the learning objectives in the Sports Medicine program support academic learning.

**CROSSWALKS (COMMON CAREER TECHNICAL CORE)**

The crosswalk of the Sports Medicine Standards shows links to the Common Career Technical Core. The crosswalk identifies the performance indicators in which the learning objectives in the Sports Medicine program support the Common Career Technical Core. The Common Career Technical Core defines what students should know and be able to do after completing instruction in a program of study. The Sports Medicine Standards are crosswalked to the Health Science Career Cluster™ and the Therapeutic Services Career Pathway.

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**CROSSWALK OF SPORTS MEDICINE STANDARDS  
AND THE NEVADA ACADEMIC CONTENT STANDARDS**

**CONTENT STANDARD 1.0: INTEGRATE CAREER AND TECHNICAL STUDENT ORGANIZATIONS (CTSOs)**

Performance Indicators	Nevada Academic Content Standards
1.1.1	<p><b>English Language Arts: Speaking and Listening Standards</b></p> <p>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 of ideas.</p> <p>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 discrepancies among the data.</p> <p>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 a range of formal and informal tasks.</p>
1.1.2	<p><b>English Language Arts: Speaking and Listening Standards</b></p> <p>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 of ideas.</p> <p>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 discrepancies among the data.</p> <p>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 a range of formal and informal tasks.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b></p> <p>WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
1.1.3	<p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b></p> <p>WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>



Performance Indicators	Nevada Academic Content Standards
1.2.1	<p><b>English Language Arts: Speaking and Listening Standards</b></p> <p>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 of ideas.</p> <p>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 discrepancies among the data.</p> <p>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 a range of formal and informal tasks.</p>
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1.2.5	<p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b></p> <p>WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
1.4.1	<p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b></p> <p>WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>

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1.4.2	<p><b>English Language Arts: Speaking and Listening Standards</b></p> <p>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 of ideas.</p> <p>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 discrepancies among the data.</p> <p>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 a range of formal and informal tasks.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b></p> <p>WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
1.4.3	<p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b></p> <p>WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
1.4.4	<p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b></p> <p>WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>
1.4.5	<p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b></p> <p>WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>

Performance Indicators	Nevada Academic Content Standards
1.5.2	<p><b>English Language Arts: Language Standards</b>                      L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><b>English Language Arts: Speaking and Listening Standards</b>                      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 of ideas.</p> <p>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 a range of formal and informal tasks.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b>                      WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>

## CONTENT STANDARD 2.0: UNDERSTAND ANATOMY AND PHYSIOLOGY

Performance Indicators	Nevada Academic Content Standards
2.1.1	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b> 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.</p>
2.1.2	<p><b>English Language Arts: Language Standards</b> L.11-12.2b Spell correctly.</p>
2.1.3	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b> 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.</p>
2.1.4	<p><b>English Language Arts: Language Standards</b> L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression</p>
2.2.1	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b> 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.</p> <p><b>Science: HS-From Molecules to Organisms: Structures and Processes</b> HS-LS1-2 Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.</p>
2.2.2	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b>English Language Arts: Speaking and Listening Standards</b> 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 on page 54 for specific expectations.)</p> <p><b>Science: HS-From Molecules to Organisms: Structures and Processes</b> HS-LS1-2 Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.</p>
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Performance Indicators	Nevada Academic Content Standards
2.2.4	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b> 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.</p> <p><b>Science: HS-From Molecules to Organisms: Structures and Processes</b> HS-LS1-2 Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.</p>
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**CONTENT STANDARD 3.0: EXPLORE THE FUNDAMENTAL ASPECTS OF A SPORTS MEDICINE TEAM**

Performance Indicators	Nevada Academic Content Standards
3.1.1	<p><b>English Language Arts: Speaking and Listening Standards</b>            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 a range of formal and informal tasks.</p>
3.1.2	<p><b>English Language Arts: Speaking and Listening Standards</b>            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.</p>
3.1.3	<p><b>English Language Arts: Speaking and Listening Standards</b>            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 a range of formal and informal tasks.</p>

## CONTENT STANDARD 4.0: RECOGNIZE AND IMPLEMENT ACUTE CARE SKILLS

Performance Indicators	Nevada Academic Content Standards
4.1.1	<b>Science: HS-Matter and Its Interactions</b> HS-PS1-4      Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy.
4.1.3	<b>Science: HS-From Molecules to Organisms: Structures and Processes</b> HS-LS1-3      Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.
4.1.4	<b>Science: HS-From Molecules to Organisms: Structures and Processes</b> HS-LS1-3      Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.
4.1.5	<b>Science: HS-From Molecules to Organisms: Structures and Processes</b> HS-LS1-3      Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.
4.1.6	<b>Science: HS-From Molecules to Organisms: Structures and Processes</b> HS-LS1-3      Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.
4.1.7	<b>English Language Arts: Speaking and Listening Standards</b> 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 discrepancies among the data.  <b>Science: HS-From Molecules to Organisms: Structures and Processes</b> HS-LS1-3      Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.

## CONTENT STANDARD 5.0: EXPLORE MECHANISMS OF INJURY

Performance Indicators	Nevada Academic Content Standards
5.1.1	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b> 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.</p> <p><b>Science: HS-From Molecules to Organisms: Structures and Processes</b> HS-LS1-3 Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.</p>
5.1.2	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b> 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.</p> <p><b>Science: HS-From Molecules to Organisms: Structures and Processes</b> HS-LS1-3 Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.</p>
5.1.3	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b> 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.</p> <p><b>Science: HS-From Molecules to Organisms: Structures and Processes</b> HS-LS1-3 Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.</p>
5.1.4	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b>Science: HS-From Molecules to Organisms: Structures and Processes</b> HS-LS1-3 Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.</p>
5.1.5	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b> 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.</p> <p><b>Science: HS-From Molecules to Organisms: Structures and Processes</b> HS-LS1-3 Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.</p>
5.1.6	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b> 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.</p> <p><b>Science: HS-From Molecules to Organisms: Structures and Processes</b> HS-LS1-3 Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.</p>



Performance Indicators	Nevada Academic Content Standards
5.2.1	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b>  RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b>  WHST.11-12.2b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p><b>Science: HS-From Molecules to Organisms: Structures and Processes</b>  HS-LS1-3 Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.</p>
5.2.2	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b>  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.</p> <p>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b>Science: HS-From Molecules to Organisms: Structures and Processes</b>  HS-LS1-2 Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.</p>
5.2.3	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b>  RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b>Science: HS-From Molecules to Organisms: Structures and Processes</b>  HS-LS1-2 Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.</p>
5.3.1	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b>  RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b>  WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>

Performance Indicators	Nevada Academic Content Standards
5.3.2	<p><b>English Language Arts: Speaking and Listening Standards</b>            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 persuasively.</p> <p><b>Science: HS-Matter and Its Interactions</b>            HS-PS1-5 Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs.</p>
5.3.3	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b>            RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b>            WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p><b>Science: HS-From Molecules to Organisms: Structures and Processes</b>            HS-LS1-3 Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.</p>
5.3.4	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b>            RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b>            WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p><b>Science: HS-From Molecules to Organisms: Structures and Processes</b>            HS-LS1-3 Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.</p>
5.3.5	<p><b>English Language Arts: Speaking and Listening Standards</b>            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 discrepancies among the data.</p> <p><b>Science: HS-From Molecules to Organisms: Structures and Processes</b>            HS-LS1-3 Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.</p>

## CONTENT STANDARD 6.0: UNDERSTAND REHABILITATION AND RECONDITIONING

Performance Indicators	Nevada Academic Content Standards
6.1.1	<p><b>English Language Arts: Writing Standards</b> W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>Science: HS-Matter and Its Interactions</b> HS-PS1-4 Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy.</p>
6.1.2	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b>Science: HS-Matter and Its Interactions</b> HS-PS1-4 Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy.</p>

## CONTENT STANDARD 7.0: IDENTIFY ASSESSMENT AN EVALUATION TECHNIQUES OF ATHLETIC INJURIES

Performance Indicators	Nevada Academic Content Standards
7.1.1	<p><b>English Language Arts: Speaking and Listening Standards</b>            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 and creative perspectives.</p>
7.1.2	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b>            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.</p>
7.1.3	<p><b>English Language Arts: Speaking and Listening Standards</b>            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.             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 a range of formal and informal tasks.</p>
7.1.4	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b>            RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>
7.1.5	<p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b>            WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.             WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
7.2.1	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b>            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.</p>
7.2.2	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b>            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.   <b>Math: Geometry – Congruence</b>            GCO.A.1 Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.</p>

Performance Indicators	Nevada Academic Content Standards
7.2.3	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b>            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.</p> <p><b>Math: Number &amp; Quantity – Quantities</b>            NQ.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p>
7.2.4	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b>            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.</p>
7.2.5	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b>            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.</p>
7.2.6	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b>            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.</p>
7.2.7	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b>            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.</p>

**CONTENT STANDARD 8.0: PROPHYLACTIC TAPING AND BRACING**

Performance Indicators	Nevada Academic Content Standards
8.1.1	<b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b> 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.
8.1.2	<b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b> 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.
8.1.3	<b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b> 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.
8.2.1	<b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b> WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
8.2.3	<b>English Language Arts: Speaking and Listening Standards</b> 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 a range of formal and informal tasks.

**ALIGNMENT OF SPORTS MEDICINE STANDARDS  
AND THE MATHEMATICAL PRACTICES**

Mathematical Practices	Sports Medicine Performance Indicators
1. Make sense of problems and persevere in solving them.	3.1.2 5.3.2
2. Reason abstractly and quantitatively.	2.2.2 4.1.1 - 4.1.3
3. Construct viable arguments and critique the reasoning of others.	2.2.1 4.1.1 5.2.3
4. Model with mathematics.	2.2.3 4.1.4 - 4.1.6
5. Use appropriate tools strategically.	2.1.2, 2.1.3; 2.2.3, 2.2.4 3.1.1 - 3.1.3 4.1.1-4.1.7
6. Attend to precision.	2.2.2, 2.2.7 3.1.1-3.1.3 5.1.1-5.1.7
7. Look for and make use of structure.	2.1.1, 2.1.4; 2.2.6 3.1.1
8. Look for and express regularity in repeated reasoning.	2.2.6 3.1.2

**ALIGNMENT OF SPORTS MEDICINE STANDARDS  
AND THE SCIENCE AND ENGINEERING PRACTICES**

Science and Engineering Practices	Sports Medicine Performance Indicators
1. Asking questions (for science) and defining problems (for engineering).	2.1.1 5.2.1-5.2.3
2. Developing and using models.	2.2.2 4.1.2-4.1.6
3. Planning and carrying out investigations.	2.2.1-2.2.8 4.1.2-4.1.6
4. Analyzing and interpreting data.	1.1.6; 1.2.3 4.1.2-4.1.6 7.2.1-7.2.7
5. Using mathematics and computational thinking.	5.3.3 6.1.2 7.1.2 7.2.1-7.2.7
6. Constructing explanations (for science) and designing solutions (for engineering).	2.2.1-2.2.8 5.1.5 5.3.2; 5.3.5
7. Engaging in argument from evidence.	2.2.1; 2.2.6-2.2.7 4.1.2-4.1.7 5.1.1-5.1.7 5.2.1; 5.3.3 6.1.1-6.1.2 7.1.2
8. Obtaining, evaluating, and communicating information.	1.1.1; 1.2.1, 1.2.4, 1.2.6 2.2.1, 2.2.4 5.2.1-5.3.2, 5.3.5 6.1.2 8.2.1



**CROSSWALKS OF SPORTS MEDICINE STANDARDS  
AND THE COMMON CAREER TECHNICAL CORE**

Health Science Career Cluster <sup>TM</sup>	Performance Indicators
1. Determine academic subject matter, in addition to high school graduation requirements, necessary for pursuing a health science career.	1.5.1 3.1.1-3.1.3
2. Explain the healthcare worker's role within their department, their organization, and the overall healthcare system.	3.1.1-3.1.3
3. Identify existing and potential hazards to clients, coworkers, visitors, and self in the healthcare workplace.	
4. Evaluate the roles and responsibilities of individual members as part of the healthcare team and explain their role in promoting the delivery of quality health care.	3.1.1-3.1.3
5. Analyze the legal and ethical responsibilities, limitations, and implications of actions within the healthcare workplace.	6.1.2 7.1.2
6. Evaluate accepted ethical practices with respect to cultural, social, and ethnic differences within the healthcare workplace.	5.3.1-5.3.6 6.1.2 7.1.2

Therapeutic Services Career Pathway	Performance Indicators
1. Utilize communication strategies to answer patient/client questions and concerns on planned procedures and goals.	2.1.4, 2.2.2 4.1.1-4.1.6 5.3.2 7.1.3
2. Communicate patient/client information among healthcare team members to facilitate a team approach to patient care.	7.1.2
3. Utilize processes for assessing, monitoring, and reporting patient's/clients' health status to the treatment team within protocol and scope of practice.	5.1.1-5.1.7
4. Evaluate patient/client needs, strengths, and problems in order to determine if treatment goals are being met.	5.3.2 6.1.1-6.1.2