



West Windsor-Plainsboro Regional School District
Fundamentals of Sports Medicine Grade 12

Unit 1: Introduction to Sports Medicine

Content Area: 02 Comprehensive Health and Physical Education

Course & Grade Level: 12 Grade 12 Comprehensive Health and Physical Education

Summary and Rationale

This elective course introduces the student to the allied health care fields involving athletic participation at all levels. Students analyze measures in preventing injury through strength, conditioning and nutritional methods. They develop skills through text, visual aids and supplemental material to identify injuries and understand the human body’s response to injuries, specific treatments and rehabilitation techniques, which are used in various health care fields. Further, students gain practical hands-on experience leading to American Red Cross Community First Aid and CPR certification. This course equips students with the necessary knowledge and skills to seek community service opportunities in health care settings such as the student athletic training program and emergency medical services. Entry level college/university degree programs also look favorably upon students who have previous experience in allied health care fields.

This first unit focuses on the profession of sports medicine, its parameters and requirements. Students exam the burgeoning information from the field; they become familiar with the certifications and liability issues; and they take a look at the administrative aspects of a career this field.

Recommended Pacing

18 days

State Standards

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle

CPI #2.1 A	Cumulative Progress Indicator (CPI)	
	Strand A	Personal Growth and Development

2.1.12.A.1 Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness..

2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle

CPI #2.2.A	Cumulative Progress Indicator (CPI)	
	Strand A	Interpersonal Communication

2.2.12.A.1 Employ skills for communicating with family, peers, and people from other backgrounds and cultures that may impact the health of oneself and others.

CPI #2.2.E	Cumulative Progress Indicator (CPI)	
	Strand E	Health Services and Information

2.2.12..E.1 Analyze a variety of health products and services based on cost, availability, accessibility, benefits, and accreditation.

2.2.12.E.2 Determine the effect of accessibility and affordability of healthcare on family, community, and global health.

CPI #2.5.C	Cumulative Progress Indicator (CPI)	
-------------------	--	--

	Strand C	Sportsmanship, Rules, and Safety
2.5.12.C.1	Analyze the role, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance and behavior.	
Instructional Focus		
Unit Enduring Understandings:		
<ul style="list-style-type: none"> ● Sports medicine is a broad field that goes well beyond physical training. Professionals and paraprofessionals have knowledge and education in the sciences related to the care, treatment, and prevention of sports related injuries. ● Educational requirements vary among occupations; the certification process has become more stringent and specific. 		
Unit Essential Questions:		
<ul style="list-style-type: none"> ● Why do hospitals, recreation centers, gyms, and schools employ sports medicine professionals and paraprofessionals? Are they necessary? How do they improve care? ● How do professional in the field of sports medicine prepare to deal with the needs of diverse people and circumstances? Is it enough to have healthy personal habits? 		
Objectives:		
Students will know		
<ul style="list-style-type: none"> ● The members of the sports medicine team ● The roles and responsibilities of sports medicine professionals and paraprofessionals (support staff) ● Requirements of the profession and the various job settings for sports medicine professionals ● Legal issues related to athletic training ● Principles of negligence, gross negligence, and assumption of risk ● Certification examinations, medical requirements, insurance coverage ● Requirement for continuing education in the field ● Role of effective communication skills for sports medicine professionals and paraprofessionals ● Elements and characteristics of proper leadership in the field ● Administrative aspects of sports medicine 		
Students will be able to		
<ul style="list-style-type: none"> ● Define the umbrella term <i>sports medicine</i> ● Research and compare various sports medicine organizations ● Prepare an annotated list of requirements for becoming a sports medicine professional or paraprofessional ● Participate in online discussions concerning legal issues facing sports medicine professionals ● Enumerate the requirements for certification as a sports medicine professional or paraprofessional ● Interview professionals and paraprofessionals in the field about the different aspects of their jobs and the skills needed to function effectively and efficiently 		
Resources		
Core Text:		
Suggested Resources:		

Unit 2: First-Aid Procedures

Content Area: 02 Comprehensive Health and Physical Education

Course & Grade Level: 12 Grade 12 Comprehensive Health and Physical Education Unit 2 First-Aid Procedures

Summary and Rationale

This elective course introduces the student to the allied health care fields involving athletic participation at all levels. Students analyze measures in preventing injury through strength, conditioning and nutritional methods. They develop skills through text, visual aids and supplemental material to identify injuries and understand the human body’s response to injuries, specific treatments and rehabilitation techniques, which are used in various health care fields. Further, students gain practical hands-on experience leading to American Red Cross Community First Aid and CPR certification. This course equips students with the necessary knowledge and skills to seek community service opportunities in health care settings such as the student athletic training program and emergency medical services. Entry level college/university degree programs also look favorably upon students who have previous experience in allied health care fields.

This unit begins with an overview of basic human anatomy including the anatomical position and the common medical terms for the location of anatomical structures. Next, students learn protocols and procedures for dealing with situations that involve resuscitation. They simulate emergency settings they might encounter as sports medicine professionals and paraprofessionals and develop guides for others to follow when confronted with the same or similar problems.

Recommended Pacing

18 days

State Standards

CPI #2.1.C	Cumulative Progress Indicator (CPI)
	Strand C Diseases and Health Conditions

2.1.12.C.1	Predict diseases and health conditions that may occur during one’s lifespan and speculate on potential prevention and treatment strategies.
------------	---

CPI #2.1.D	Cumulative Progress Indicator (CPI)
	Strand D Safety

2.1.12.D.1	Determine the causes and outcomes of <u>intentional and unintentional injuries</u> in adolescents and young adults and propose prevention strategies.
------------	---

2.1.12.D.6	Demonstrate first-aid procedures, including Basic Life Support and automatic external defibrillations, caring for head trauma, bone and joint emergencies, caring for cold and heart injuries, and responding to medical emergencies.
------------	---

2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle

CPI #2.2.B	Cumulative Progress Indicator (CPI)
	Strand B Decision-Making and Goal-Setting

2.2.12.B.1	Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others.
2.2.12.B.2	Evaluate the impact of individual and family needs on the development of a personal wellness plan and address identified barriers.
2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.	
CPI #2.3.A	Cumulative Progress Indicator (CPI) Strand A Medicines
2.3.12.A.1	Determine the potential risks and benefits of the use of new or experimental medicines and herbal and medicinal supplements.
2.3.12.A.2	Summarize the criteria for evaluating the effectiveness of a medicine.
CPI #2.5.C	Cumulative Progress Indicator (CPI) Strand C Sportsmanship, Rules, and Safety
2.5.12.C.1	Analyze the role, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance and behavior.
Instructional Focus	
Unit Enduring Understandings:	
<ul style="list-style-type: none"> ● The human body comprises a myriad of complex systems; most people are unaware of the mechanics and the reaction one movement has on a system and how these systems work together ● Decision making processes guide sports medicine practitioners as they evaluate and assess a range of situations they encounter in their work. ● First-aid procedures reduce and in some cases eliminate unintended consequences from injuries. 	
Unit Essential Questions:	
<ul style="list-style-type: none"> ● If the human body is a machine, how should it be characterized? ● How does knowledge about the functions of body systems enhance the work of sports medicine professionals? ● How do safety practices and procedures help to prevent injuries and provide a safe environment? ● What role do decision-making processes and knowledge of emergency procedures play in the daily work of a sports medicine professional or paraprofessional? ● What are the proper procedures that must be used in emergency situations? 	
Objectives:	
Students will know	
<ul style="list-style-type: none"> ● Legalities governing sports medicine professionals dealing with emergency care ● Terms and definitions of anatomical systems, anatomical positions, common medical terms for the location of anatomical structures ● Priorities of emergency care <ul style="list-style-type: none"> ○ Principles of emergency response ○ Primary survey of injured person ● Diagnosis, care, and treatment of breathing emergencies and airway obstructions <ul style="list-style-type: none"> ○ Rescue breathing strategies for adults, children, and infants ○ Clearing airway obstructions from conscious and unconscious adults, children, and infants ○ First-aid procedures for the use of the resuscitation mask, and the bag-valve mask ● Diagnosis, care, and treatment of cardiac emergencies 	

- Symptoms
- Adult, child, and infant CPR protocols
- Two-rescuer CPR
- Response to special emergency resuscitation situations including near drowning, electric shock, lightning strike, traumatic injury, hypothermia

Students will be able to

- Define the anatomical planes and describe the anatomical positions
- Develop concepts maps of the anatomical systems with annotations explaining the function of each and the interrelationships that exist
- Create concepts maps outlining emergency procedures and protocols
- Simulate emergency situations and response protocols
- Develop digital guides for emergency response procedures for breathing emergencies (airway obstructions, cardiac distress, drowning, electric shock, lightning strike, traumatic injury, and hypothermia); post the guides on a shared video site and/or a class blog or wikispace

Resources

Core Text:

Suggested Resources:

Unit 3: American Red Cross First Aid

Content Area: 02 Comprehensive Health and Physical Education

Course & Grade Level: 12 Grade 12 Comprehensive Health and Physical Education

Summary and Rationale

This elective course introduces the student to the allied health care fields involving athletic participation at all levels. Students analyze measures in preventing injury through strength, conditioning and nutritional methods. They develop skills through text, visual aids and supplemental material to identify injuries and understand the human body's response to injuries, specific treatments and rehabilitation techniques, which are used in various health care fields. Further, students gain practical hands-on experience leading to American Red Cross Community First Aid and CPR certification. This course equips students with the necessary knowledge and skills to seek community service opportunities in health care settings such as the student athletic training program and emergency medical services. Entry level college/university degree programs also look favorably upon students who have previous experience in allied health care fields.

In this unit, students examine risks associated with participation in sports and recreational activities. Further, they learn to assess wounds, injuries, shock, injuries to bones, muscles, and joints and administer appropriate first-aid treatment. As part of the process of diagnosis and treatment, they focus on the elements of sound decision-making when confronted with emergency situations.

Recommended Pacing

18 days

State Standards

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle

CPI #2.1 A	Cumulative Progress Indicator (CPI)	
	Strand A	Personal Growth and Development
2.1.12.A.1	Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.	
2.1.12.A.2	Debate the social and ethical implications of the availability and use of technology and medical advances to support wellness.	
CPI #2.1.C	Cumulative Progress Indicator (CPI)	
	Strand C	Diseases and Health Conditions
2.1.12.C.1	Predict diseases and health conditions that may occur during one's lifespan and speculate on potential prevention and treatment strategies..	
CPI #2.1.D	Cumulative Progress Indicator (CPI)	
	Strand D	Safety
2.1.12.D.1	Determine the causes and outcomes of <u>intentional and unintentional injuries</u> in adolescents and young adults and propose prevention strategies.	

2.1.12.D.6	Demonstrate first-aid procedures, including Basic Life Support and automatic external defibrillations, caring for head trauma, bone and joint emergencies, caring for cold and heart injuries, and responding to medical emergencies.
CPI #2.2.B	Cumulative Progress Indicator (CPI) Strand B Decision-Making and Goal-Setting
2.2.12.B.1	Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others.
CPI #2.2.E	Cumulative Progress Indicator (CPI) Strand E Health Services and Information
2.2.12..E.1	Analyze a variety of health products and services based on cost, availability, accessibility, benefits, and accreditation.
2.2.12.E.2	Determine the effect of accessibility and affordability of healthcare on family, community, and global health.
2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.	
CPI #2.5.A	Cumulative Progress Indicator (CPI) Strand A Movement Skills and Concepts
2.5.12.A.1	Explain and demonstrate ways to transfer movement skills from one game, sport, dance, or recreational activity to another (e.g., striking skills from/to tennis, badminton, ping pong, racquetball).
2.5.12.A.2	Analyze application of force and motion (weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.
CPI #2.5.C	Cumulative Progress Indicator (CPI) Strand C Sportsmanship, Rules, and Safety
2.5.12.C.1	Analyze the role, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance and behavior.
Instructional Focus	
Unit Enduring Understandings:	
<ul style="list-style-type: none"> The ability to perform movement skills in a technically correct manner decreases the risk of injury and increases the likelihood of participation in lifelong physical activity. Making informed decisions when faced with a bodily injury involves an understanding of the mechanics of the human body and knowing appropriate steps to reduce the injuries and mitigate after effects. 	
Unit Essential Questions:	
<ul style="list-style-type: none"> Why are movement skills so important for athletes? Why does a sports medicine professional need to know anatomy and physiology? How do his/her decisions impact the health and well-being of others? 	
Objectives:	
Students will know	
<ul style="list-style-type: none"> Types of possible soft-tissue and bone injuries suffered by athletes Definitions of sprains, strains, wounds, and fractures and the differences among those injuries 	

- The healing process for soft-tissue injuries
- Appropriate responses to soft-tissue injuries, burns, and shock (First-aid procedures)
- Conditions that accelerate and/or impede healing of soft-tissue injuries, burns, and shock
- Role of the sports medicine professional when injuries occur
- Training principles that improve fitness and prevent exercise-related injuries and illnesses

Students will be able to

- Explain the various types of soft-tissue injuries
- Chart the differences and/or similarities among sprains, strains, wounds, and fractures
- Explain tissue repair and healing
- Explain the various bone injuries & how bone heals
- Role-play the sports medicine professional's responses to soft-tissue injuries and the positive and/or negative outcomes
- Demonstrate first-aid procedures for soft-tissue wounds, burns, and shock caused by injuries
- Start an online discussion about soft-tissue injuries and steps an individual can take to prevent and treat these types of wounds

Resources

Core Text:

Suggested Resources:

Unit 4: Human Anatomy

Content Area: 02 Comprehensive Health and Physical Education

Course & Grade Level: 12 Comprehensive Health and Physical Education Unit 4 Fundamentals of Sports Medicine

Summary and Rationale

This elective course introduces the student to the allied health care fields involving athletic participation at all levels. Students analyze measures in preventing injury through strength, conditioning and nutritional methods. They develop skills through text, visual aids and supplemental material to identify injuries and understand the human body’s response to injuries, specific treatments and rehabilitation techniques, which are used in various health care fields. Further, students gain practical hands-on experience leading to American Red Cross Community First Aid and CPR certification. This course equips students with the necessary knowledge and skills to seek community service opportunities in health care settings such as the student athletic training program and emergency medical services. Entry level college/university degree programs also look favorably upon students who have previous experience in allied health care fields.

Students delve deeper into human anatomy and physiology as it relates to athletic performance. In this unit, they first acquire anatomical terminology; then they examine the functions of the skeletal system, bones, and the muscular system. This leads to an understanding of the mechanisms of injuries incurred by people who participate in sports and recreational physical activities. Finally, students investigate the rehabilitation process and the responsibilities of the sports medicine professional or paraprofessional.

Recommended Pacing

18 days

State Standards

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle

CPI #2.1 A	Cumulative Progress Indicator (CPI)
	Strand A Personal Growth and Development

2.1.12.A.1 Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.

2.1.12.A.2 Debate the social and ethical implications of the availability and use of technology and medical advances to support wellness.

CPI #2.1.D	Cumulative Progress Indicator (CPI)
	Strand D Safety

2.1.12.D.1 Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies.

2.1.12.D.6 Demonstrate first-aid procedures, including Basic Life Support and automatic external defibrillations, caring for head trauma, bone and joint emergencies, caring for cold and heart injuries, and responding to medical emergencies.

2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

CPI #2.5.A	Cumulative Progress Indicator (CPI)
-------------------	--

	Strand A	Movement Skills and Concepts
2.5.12.A.1	Explain and demonstrate ways to transfer movement skills from one game, sport, dance, or recreational activity to another (e.g., striking skills from/to tennis, badminton, ping pong, racquetball).	
2.5.12.A.2	Analyze application of force and motion (weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.	
CPI #2.5.C	Cumulative Progress Indicator (CPI)	
	Strand C	Sportsmanship, Rules, and Safety
2.5.12.C.1	Analyze the role, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance and behavior.	
Instructional Focus		
Unit Enduring Understandings:		
<ul style="list-style-type: none"> ● Sports medicine professionals and paraprofessionals equipped with a sound foundation in anatomy and physiology are able to assist clients in reducing risks associated with athletics and in responding to injuries when they occur. ● Making informed decisions involves evaluating potential for injury prior to engaging in unhealthy/risky behaviors; taking steps to be prepared with first-aid procedures reduces injuries and saves lives. ● Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity. 		
Unit Essential Questions:		
<ul style="list-style-type: none"> ● Why is a basic knowledge of human anatomy and physiology important to the sports medicine professional? ● How do sports medicine professionals and paraprofessionals recognize and respond to injuries associated with athletics? How do their decisions impact clients' wellness? ● How and where can they find health resources and help when needed? 		
Objectives:		
Students will know		
<ul style="list-style-type: none"> ● Anatomical terminology ● Anatomical position ● Movement terms ● Functions of the skeletal system ● Names of bones and their functions ● Muscular system <ul style="list-style-type: none"> ○ Names of muscles ○ Functions of muscles ○ Types of muscular contractions ○ Line of pulls ○ Role of muscles ● Tissue response to injury <ul style="list-style-type: none"> ○ Classification of injuries ○ Types of soft tissue injuries ○ Bone injuries ● Response to and treatment of injuries 		

- Training principles of rehabilitation

Students will be able to

- Diagram anatomical planes and discuss the anatomical position
- Explain the functions of the skeletal system
- Classify bones according to position and function
- Label general muscular and bony anatomy
- Explain the function of skin, bone, muscle, ligament, tendon, and cartilage
- Describe the classification of joints
- Discuss predictors of injuries and possible interventions
- Demonstrate and explain therapeutic procedures for sports-related injuries
- Create a concept map to represent the decision making processes that a sports medicine professional uses when dealing with injured clients
- Describe the progressive reactions to injury, dependent on length of rehabilitation

Resources

Core Text:

Suggested Resources:

Unit 5: Injuries to the Lower Extremities

Content Area: 02 Comprehensive Health and Physical Education	
Course & Grade Level: 12 Health	
Summary and Rationale	
<p>This elective course introduces the student to the allied health care fields involving athletic participation at all levels. Students analyze measures in preventing injury through strength, conditioning and nutritional methods. They develop skills through text, visual aids and supplemental material to identify injuries and understand the human body's response to injuries, specific treatments and rehabilitation techniques, which are used in various health care fields. Further, students gain practical hands-on experience leading to American Red Cross Community First Aid and CPR certification. This course equips students with the necessary knowledge and skills to seek community service opportunities in health care settings such as the student athletic training program and emergency medical services. Entry level college/university degree programs also look favorably upon students who have previous experience in allied health care fields.</p> <p>In this unit, students review and deepen their understanding of the anatomy of the lower extremity. In doing so, they examine common injuries incurred by athletes and emergency response and treatment options. They continue to evaluate sound decision-making processes in the face of emergency situations and enact scenarios that might occur when dealing with injuries and wounds incurred by athletes.</p>	
Recommended Pacing	
18 days	
State Standards	
2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle	
CPI #2.1 A	Cumulative Progress Indicator (CPI) Strand A Personal Growth and Development
2.1.12.A.1	Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness..
CPI #2.1.D	Cumulative Progress Indicator (CPI) Strand D Safety
2.1.12.D.1	Determine the causes and outcomes of <u>intentional and unintentional injuries</u> in adolescents and young adults and propose prevention strategies.
2.1.12.D.6	Demonstrate first-aid procedures, including Basic Life Support and automatic external defibrillations, caring for head trauma, bone and joint emergencies, caring for cold and heart injuries, and responding to medical emergencies.
2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle	
CPI #2.2.B	Cumulative Progress Indicator (CPI) Strand B Decision-Making and Goal-Setting
2.2.12.B.1	Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others.
2.2.12.B.2	Evaluate the impact of individual and family needs on the development of a personal wellness plan and address identified barriers.

CPI #2.5.A	Cumulative Progress Indicator (CPI) Strand A Movement Skills and Concepts
2.5.12.A.1	Explain and demonstrate ways to transfer movement skills from one game, sport, dance, or recreational activity to another (e.g., striking skills from/to tennis, badminton, ping pong, racquetball).
2.5.12.A.2	Analyze application of force and motion (weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.
Instructional Focus	
Unit Enduring Understandings: associated with athletics? How do their decisions impact clients' wellness?	
<ul style="list-style-type: none"> ● Sports medicine professionals and paraprofessionals equipped with a sound foundation in the anatomy and physiology of the lower extremity associated with athletics are able to advise clients and assist them when injured. ● Making informed decisions involves evaluating potential for injury prior to engaging in unhealthy/risky behaviors; taking steps to be prepared with first-aid procedures reduces injuries and saves lives. ● Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity. 	
Unit Essential Questions:	
<ul style="list-style-type: none"> ● Why is a basic knowledge of human anatomy and physiology important to the sports medicine professional? ● How do sports medicine professionals and paraprofessionals recognize and respond to injuries of the lower extremity associated with athletes? ● How do their decisions impact the well-being of clients? ● How and where can they find health resources and help when needed? 	
Objectives:	
Students will know <ul style="list-style-type: none"> ● Basic anatomy of the hip, thigh, and pelvic region ● Common injuries of the hip, thigh, and pelvic region incurred by athletes ● Basic anatomy of the knee ● Common injuries of the knee ● Basic anatomy of the foot, ankle, and lower leg ● Common injuries of the lower extremity incurred by athletes ● Preventive measures to avoid injury to the lower extremity ● Treatment options ● Rehabilitation options ● Decision making processes ● Available health resources for injuries to the lower extremity Students will be able to <ul style="list-style-type: none"> ● Label the basic anatomy of the hip, thigh, and pelvic region with accurate terminology; include explanations of common injuries ● Describe the anatomy of the knee including the function of the bones, ligaments, cartilage ● Discuss common knee injuries that occur with athletic participation ● Label the basic anatomy of the foot, ankle, and lower leg 	

- Describe the various injuries that occur in the foot, ankle, and lower leg
- Chart and evaluate prevention measures for specific injuries to the lower extremity
- Create a concept map outlining the decision making processes used during the assessment of the injuries
- Suggest rehabilitation options for common injuries; suggest health resources for the injured athlete
- Start an online blog to discuss, compare, and suggest preventive measures for lower extremity injuries incurred by athletes
- Role-play scenarios faced by sports medicine workers

Resources

Core Text:

Suggested Resources:

Unit 6: Axial Injuries	
Content Area: 02 Comprehensive Health and Physical Education	
Course & Grade Level: 12 Health	
Summary and Rationale	
<p>This elective course introduces the student to the allied health care fields involving athletic participation at all levels. Students analyze measures in preventing injury through strength, conditioning and nutritional methods. They develop skills through text, visual aids and supplemental material to identify injuries and understand the human body’s response to injuries, specific treatments and rehabilitation techniques, which are used in various health care fields. Further, students gain practical hands-on experience leading to American Red Cross Community First Aid and CPR certification. This course equips students with the necessary knowledge and skills to seek community service opportunities in health care settings such as the student athletic training program and emergency medical services. Entry level college/university degree programs also look favorably upon students who have previous experience in allied health care fields.</p> <p>In this unit, students focus on the anatomy of the axial region, common injuries incurred by athletes, and emergency response and treatment. They continue to evaluate sound decision-making processes in the face of emergency situations and enact scenarios that might occur when dealing with injuries and wounds incurred by athletes.</p>	
Recommended Pacing	
18 days	
State Standards	
2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle	
CPI #2.1 A	Cumulative Progress Indicator (CPI) Strand A Personal Growth and Development
2.1.12.A.1	Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness..
CPI #2.1.D	Cumulative Progress Indicator (CPI) Strand D Safety
2.1.12.D.1	Determine the causes and outcomes of <u>intentional and unintentional injuries</u> in adolescents and young adults and propose prevention strategies.
2.1.12.D.6	Demonstrate first-aid procedures, including Basic Life Support and automatic external defibrillations, caring for head trauma, bone and joint emergencies, caring for cold and heart injuries, and responding to medical emergencies.
2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle	
CPI #2.2.B	Cumulative Progress Indicator (CPI) Strand B Decision-Making and Goal-Setting
2.2.12.B.1	Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others.

2.2.12.B.2	Evaluate the impact of individual and family needs on the development of a personal wellness plan and address identified barriers.
CPI #2.5.A	Cumulative Progress Indicator (CPI) Strand A Movement Skills and Concepts
2.5.12.A.1	Explain and demonstrate ways to transfer movement skills from one game, sport, dance, or recreational activity to another (e.g., striking skills from/to tennis, badminton, ping pong, racquetball).
2.5.12.A.2	Analyze application of force and motion (weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.
Instructional Focus	
Unit Enduring Understandings: associated with athletics? How do their decisions impact clients' wellness?	
<ul style="list-style-type: none"> • Sports medicine professionals and paraprofessionals equipped with a sound foundation in the anatomy and physiology of the axial region associated with athletics are able to advise clients and assist them when injured • Making informed decisions involves evaluating potential for injury prior to engaging in unhealthy/risky behaviors; taking steps to be prepared with first-aid procedures reduces injuries and saves lives. • Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity. 	
Unit Essential Questions:	
<ul style="list-style-type: none"> • Why is a basic knowledge of human anatomy and physiology important to the sports medicine professional? • How do sports medicine professionals and paraprofessionals recognize and respond to injuries of the axial region? • How and where can they find health resources and help when needed? 	
Objectives:	
<p>Students will know</p> <ul style="list-style-type: none"> • Bones of the skull • Common injuries of the skull • Bones of the face • Common facial injuries • Basic anatomy of the throat and thorax region • Anatomy of the abdomen • Anatomy of the spine • Common spinal injuries that occur in athletes • Signs and symptoms of spinal injuries • Treatments for injuries of the axial region <p>Students will be able to</p> <ul style="list-style-type: none"> • Locate and label the bones of the skull • Enact scenarios in which a sports medicine professional/paraprofessional assesses common injuries of the skull and suggests treatment • Briefly describe the anatomy of the face 	

- Identify causes of common injuries to the face; assess severity of those injuries; suggest treatment
- Demonstrate preventive strategies
- Summarize the steps in caring for facial injuries
- Describe the anatomy of the throat and thorax region
- Create a guide for athletes on how to prevent injuries to the throat and thorax region
- Map specific injuries and conditions associated with the throat and thorax
- Recall the basic anatomy of the abdominal region
- Describe how to prevent and care for injuries within the abdomen
- Discuss the basic anatomy of the spine
- Compare normal and abnormal postures
- Explain common spinal injuries that occur with participation in athletics
- Demonstrate proper treatments for specific spinal injuries

Resources

Core Text:

Suggested Resources:

Unit 7: Injuries to the Upper Extremity	
Content Area: 02 Comprehensive Health and Physical Education	
Course & Grade Level: 12 Health	
Summary and Rationale	
<p>This elective course introduces the student to the allied health care fields involving athletic participation at all levels. Students analyze measures in preventing injury through strength, conditioning and nutritional methods. They develop skills through text, visual aids and supplemental material to identify injuries and understand the human body’s response to injuries, specific treatments and rehabilitation techniques, which are used in various health care fields. Further, students gain practical hands-on experience leading to American Red Cross Community First Aid and CPR certification. This course equips students with the necessary knowledge and skills to seek community service opportunities in health care settings such as the student athletic training program and emergency medical services. Entry level college/university degree programs also look favorably upon students who have previous experience in allied health care fields.</p> <p>In this unit, students review and deepen their understanding of the anatomy of the upper extremity. In doing so, they examine common injuries incurred by athletes and emergency response and treatment options. They continue to evaluate sound decision-making processes in the face of emergency situations and enact scenarios that might occur when dealing with injuries and wounds incurred by athletes.</p>	
Recommended Pacing	
18 days	
State Standards	
2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle	
CPI #2.1 A	Cumulative Progress Indicator (CPI) Strand A Personal Growth and Development
2.1.12.A.1	Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness..
CPI #2.1.D	Cumulative Progress Indicator (CPI) Strand D Safety
2.1.12.D.1	Determine the causes and outcomes of <u>intentional and unintentional injuries</u> in adolescents and young adults and propose prevention strategies.
2.1.12.D.6	Demonstrate first-aid procedures, including Basic Life Support and automatic external defibrillations, caring for head trauma, bone and joint emergencies, caring for cold and heart injuries, and responding to medical emergencies.
2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle	
CPI #2.2.B	Cumulative Progress Indicator (CPI) Strand B Decision-Making and Goal-Setting
2.2.12.B.1	Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others.

2.2.12.B.2	Evaluate the impact of individual and family needs on the development of a personal wellness plan and address identified barriers.
CPI #2.5.A	Cumulative Progress Indicator (CPI) Strand A Movement Skills and Concepts
2.5.12.A.1	Explain and demonstrate ways to transfer movement skills from one game, sport, dance, or recreational activity to another (e.g., striking skills from/to tennis, badminton, ping pong, racquetball).
2.5.12.A.2	Analyze application of force and motion (weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.
Instructional Focus	
Unit Enduring Understandings: associated with athletics? How do their decisions impact clients' wellness?	
<ul style="list-style-type: none"> • Sports medicine professionals and paraprofessionals equipped with a sound foundation in the anatomy and physiology of the upper extremity associated with athletics are able to advise clients and assist them when injured. • Making informed decisions involves evaluating potential for injury prior to engaging in unhealthy/risky behaviors; taking steps to be prepared with first-aid procedures reduces injuries and saves lives. • Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity. 	
Unit Essential Questions:	
<ul style="list-style-type: none"> • Why is a basic knowledge of human anatomy and physiology important to the sports medicine professional? • How do sports medicine professionals and paraprofessionals recognize and respond to injuries of the lower extremity associated with athletes? • How do their decisions impact the well-being of clients? • How and where can they find health resources and help when needed? 	
Objectives:	
<p>Students will know</p> <ul style="list-style-type: none"> • Basic anatomy of the shoulder, elbow, wrist, and hand • Major muscle actions of the shoulder complex, the elbow, the wrist, and the hand • Kinetics of the shoulder, elbow, wrist, and hand • Conditions incurred by athletes (sprains, fractures, nerve entrapment syndromes) • Overuse conditions • Assessment of injuries and conditions of the upper extremity incurred by athletes • Care and treatment options • Rehabilitation options • Decision making processes • Available health resources for injuries to the upper extremity <p>Students will be able to</p> <ul style="list-style-type: none"> • Label and describe the anatomy of the shoulder, elbow, wrist, and hand • Discuss common injuries that occur with athletic participation • Chart the various injuries that occur in the shoulder, elbow, wrist, and hand as a result of participation in athletics 	

- Evaluate prevention measures for specific injuries to the upper extremity
- Create a concept map outlining the decision making processes used during the assessment of the injuries
- Suggest rehabilitation options for common injuries; suggest health resources for the injured athlete
- Simulate situations faced by sports medicine workers when dealing with injured clients

Resources

Core Text:

Suggested Resources:

Unit 8: Preventing Injuries Through Conditioning and Training

Content Area: 02 Comprehensive Health and Physical Education

Course & Grade Level: 12 Health

Summary and Rationale

This elective course introduces the student to the allied health care fields involving athletic participation at all levels. Students analyze measures in preventing injury through strength, conditioning and nutritional methods. They develop skills through text, visual aids and supplemental material to identify injuries and understand the human body's response to injuries, specific treatments and rehabilitation techniques, which are used in various health care fields. Further, students gain practical hands-on experience leading to American Red Cross Community First Aid and CPR certification. This course equips students with the necessary knowledge and skills to seek community service opportunities in health care settings such as the student athletic training program and emergency medical services. Entry level college/university degree programs also look favorably upon students who have previous experience in allied health care fields.

In this unit, students address the role of the sports medicine professional and paraprofessional in the prevention and rehabilitation of sports related injuries and conditions. They gain an understanding of the principles of training and conditioning relative to flexibility, strength, and cardiovascular endurance. Further, they explore the concept of periodization and value of continual conditioning.

Recommended Pacing

18 days

State Standards

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle

CPI #2.1 A	Cumulative Progress Indicator (CPI)	
	Strand A	Personal Growth and Development
2.1.12.A.1	Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.	
2.1.12.E.4	Develop a personal stress management plan to improve/maintain wellness.	
	2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle	
CPI #2.2.B	Cumulative Progress Indicator (CPI)	
	Strand B	Decision-Making and Goal-Setting
2.2.12.B.1	Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others.	
2.2.12.B.2	Evaluate the impact of individual and family needs on the development of a personal wellness plan and address identified barriers.	
CPI #2.2.D	Cumulative Progress Indicator (CPI)	
	Strand C	Advocacy and Service

2.2.12.D.1	Plan and implement an advocacy strategy to stimulate action on a state, national, or global health issue, including but not limited to, organ/tissue donation.
2.4.12.A.6	Analyze how various technologies impact the development and maintenance of local and global interpersonal relationships.
CPI #2.4.B	Cumulative Progress Indicator (CPI) Strand B Sexuality
2.4.12.B.1	Predict the possible long-term effects of adolescent sex on future education, on career plans, and on the various dimensions of wellness.
2.4.12.B.2	Evaluate information that supports abstinence from sexual activity using reliable research data.
2.4.12.B.3	Analyze factors that influence the choice, use, and effectiveness of contraception, including risk-reduction and risk-elimination strategies.
2.4.12.B.4	Compare and contrast attitudes and beliefs about gender identity, sexual orientation, and gender equity across cultures.
2.4.12.B.5	Relate preventative healthcare strategies of male/female reproductive systems to the prevention and treatment of disease (e.g., breast/testicular exams, Pap smear, HPV vaccine).
2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle	
CPI #2.1 A	Cumulative Progress Indicator (CPI) Strand A Personal Growth and Development
2.1.12.A.1	Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.
CPI #2.1.D	Cumulative Progress Indicator (CPI) Strand D Safety
2.1.12.D.1	Determine the causes and outcomes of <u>intentional and unintentional injuries</u> in adolescents and young adults and propose prevention strategies.
2.1.12.D.6	Demonstrate first-aid procedures, including Basic Life Support and automatic external defibrillations, caring for head trauma, bone and joint emergencies, caring for cold and heart injuries, and responding to medical emergencies.
2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle	
CPI #2.2.B	Cumulative Progress Indicator (CPI) Strand B Decision-Making and Goal-Setting
2.2.12.B.1	Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others.
2.2.12.B.2	Evaluate the impact of individual and family needs on the development of a personal wellness plan and address identified barriers.
CPI #2.5.A	Cumulative Progress Indicator (CPI) Strand A Movement Skills and Concepts
2.5.12.A.2	Analyze application of force and motion (weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.

Instructional Focus

Unit Enduring Understandings:

- Sports medicine professionals and paraprofessionals equipped with a sound foundation in the anatomy and physiology are able to advise clients and assist them in the prevention of injury.
- Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.
- Systematic, proper fitness and conditioning can prevent and/or mitigate injuries commonly incurred by athletes.

Unit Essential Questions:

- Why is a basic knowledge of human anatomy and physiology important to the sports medicine professional?
- How can sports medicine professionals and paraprofessionals reduce and/or mitigate common injuries incurred by athletes?
- How does their advice and counsel impact the well-being of clients?

Objectives:

Students will know

- Definitions of training and conditioning
- Overload principal
- Conditioning procedures for soft and bony tissues
- Concept of periodization as it relates to conditioning
- Principles of conditioning
 - Warm up/Cool down
 - Motivation
 - Overload
 - Consistency
 - Progression
 - Intensity
 - Specificity
 - Individuality
 - Safety
- Techniques and principles for improving flexibility, muscular strength, and cardio-respiratory endurance
- Body types

Students will be able to

- Explain the concept of periodization and the types of exercises that are performed in each phase
- Enumerate the principles of conditioning
- Establish a personal conditioning goal, track progress, and record outcomes and insights; share this personal experience via an online discussion with peers and with the teacher
- Explain the importance of the warm-up and cool-down periods; demonstrate proper techniques
- Describe the importance of flexibility, strength, and cardio-respiratory endurance in injury prevention
- Demonstrate specific techniques and principles for improving flexibility, muscular strength, and cardio-respiratory endurance
- Design a strength training program for teenagers; hold training sessions for peers; evaluate the results as they pertain to the overall fitness, endurance, and strength of the participants

Resources
Core Text: Suggested Resources:

Unit 9: Nutrition and Weight Control
Content Area: 02 Health
Course & Grade Level: 12 Grade 12 Health

Summary and Rationale
<p>This elective course introduces the student to the allied health care fields involving athletic participation at all levels. Students analyze measures in preventing injury through strength, conditioning and nutritional methods. They develop skills through text, visual aids and supplemental material to identify injuries and understand the human body’s response to injuries, specific treatments and rehabilitation techniques, which are used in various health care fields. Further, students gain practical hands-on experience leading to American Red Cross Community First Aid and CPR certification. This course equips students with the necessary knowledge and skills to seek community service opportunities in health care settings such as the student athletic training program and emergency medical services. Entry level college/university degree programs also look favorably upon students who have previous experience in allied health care fields.</p> <p>Students deepen their understanding of the importance of healthy eating habits and nutritional needs and apply that knowledge and understanding to the impact on athletic endurance and performance. They evaluate dietary trends, discuss signs and symptoms of eating disorders common to young adults, and devise nutritionally sound diets for potential clients.</p>

Recommended Pacing
18 days

State Standards	
2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle	
CPI #2.1 A	Cumulative Progress Indicator (CPI) Strand A Personal Growth and Development
2.1.12.A.1	Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.
CPI #2.1.B	Cumulative Progress Indicator (CPI) Strand B Nutrition
2.1.12.B.1	Determine the relationship of nutrition and physical activity to weight loss, weight gain, and weight maintenance.
2.1.12.B.2	Compare and contrast the dietary trends and eating habits of adolescents and young adults in the United States and other countries.
2.1.4.B.3	Analyze the unique contributions of each nutrient class (fats, carbohydrates, protein, water, vitamins, and minerals) to one’s health.
CPI #2.1.C	Cumulative Progress Indicator (CPI)

	Strand C Diseases and Health Conditions
2.1.12.C.1	Predict diseases and health conditions that may occur during one’s lifespan and speculate on potential prevention and treatment strategies.
2.1.12.E.4	Develop a personal stress management plan to improve/maintain wellness.
	2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle
CPI #2.2.B	Cumulative Progress Indicator (CPI) Strand B Decision-Making and Goal-Setting
2.2.12.B.1	Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others.
2.2.12.B.2	Evaluate the impact of individual and family needs on the development of a personal wellness plan and address identified barriers.
	2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.
CPI #2.3.A	Cumulative Progress Indicator (CPI) Strand A Medicines
2.3.12.A.1	Determine the potential risks and benefits of the use of new or experimental medicines and herbal and medicinal supplements.
Instructional Focus	
Unit Enduring Understandings:	
<ul style="list-style-type: none"> • There is a continuing relationship between personal behavior, health, and well-being that affects not only individuals, but also society through intended and unintended consequences. • While good nutrition and fitness have a positive influence on an individual’s appearance, these behaviors impact the functioning of the human body and consequently lifelong good health and well-being. • Making informed decisions involves evaluating potential for injury prior to engaging in unhealthy/risky behaviors; taking steps to be prepared with first-aid procedures reduces injuries and saves lives. 	
Unit Essential Questions:	
<ul style="list-style-type: none"> • How do personal choices and lifestyle affect wellness? • What knowledge is essential to be able to make good decisions and stay healthy? How do life decisions impact health? 	
Objectives:	
Students will know	
<ul style="list-style-type: none"> • Six classes of nutrients and their major functions • Elements of a balanced diet • Eating disorders and their effect on body systems and overall wellness • Nutritional supplements and their role in overall performance and wellness 	
Students will be able to	

- Outline the classes of nutrients and describe their major functions as they relate to wellness and athletic performance
- Explain the importance of good nutrition in enhancing athletic performance and preventing injuries
- Compare the advantages and disadvantages of dietary supplementation in the athlete's diet
- Discuss common eating and drinking practices among athletes
- Explain the distinction between body weight and body composition
- Devise a healthy diet for a female and for a male athlete; include the principles of caloric balance and portion control
- Evaluate common methods for losing and gaining weight; give advice to peers about maintaining a healthy weight
- Chart the signs and symptoms of eating disorders
- Suggest care and treatment options

Resources

Core Text:

Suggested Resources:

Unit 10: Common Drugs Used in Athletics	
Content Area: 02 Health	
Course & Grade Level: 12 Grade 12 Health	
Summary and Rationale	
<p>This elective course introduces the student to the allied health care fields involving athletic participation at all levels. Students analyze measures in preventing injury through strength, conditioning and nutritional methods. They develop skills through text, visual aids and supplemental material to identify injuries and understand the human body's response to injuries, specific treatments and rehabilitation techniques, which are used in various health care fields. Further, students gain practical hands-on experience leading to American Red Cross Community First Aid and CPR certification. This course equips students with the necessary knowledge and skills to seek community service opportunities in health care settings such as the student athletic training program and emergency medical services. Entry level college/university degree programs also look favorably upon students who have previous experience in allied health care fields.</p>	
Recommended Pacing	
18 days	
State Standards	
CPI #2.2.B	Cumulative Progress Indicator (CPI)
	Strand B Decision-Making and Goal-Setting
2.2.12.B.1	Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others.
2.2.12.B.2	Evaluate the impact of individual and family needs on the development of a personal wellness plan and address identified barriers.
	2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.
CPI #2.3.A	Cumulative Progress Indicator (CPI)
	Strand A Medicines
2.3.12.A.1	Determine the potential risks and benefits of the use of new or experimental medicines and herbal and medicinal supplements.
2.3.12.A.2	Summarize the criteria for evaluating the effectiveness of a medicine..
2.3.12.A.3	Relate personal abuse of prescription and over-the-counter medicines to wellness.
CPI #2.3.B	Cumulative Progress Indicator (CPI)
	Strand B Alcohol, Tobacco, and Other Drugs

2.3.12.B.1	Compare and contrast the incidence and impact of commonly abused substances (such as tobacco, alcohol, marijuana, inhalants, anabolic steroids, and other drugs) on individuals and communities in the United States and other countries.
2.3.12.B.3	Correlate increased alcohol use with challenges that may occur at various life stages.
CPI #2.3.C	Cumulative Progress Indicator (CPI) Strand C Dependency/Addiction and Treatment
2.3.12.C.1	Correlate duration of drug abuse to the incidence of drug-related injury, illness, and death.

Instructional Focus

- Unit Enduring Understandings:**
- The continuing relationship between personal behavior, health, and well-being affect not only individuals, but also society through intended and unintended consequences.
 - Using medicines correctly assures that they are safe and have the maximum benefit.
 - Making healthy decisions requires knowledge and the ability to assess potential risks and outcomes

- Unit Essential Questions:**
- How do lifestyle choices affect personal wellness and the wellness of others?
 - What determine whether or not a medication will be effective?
 - How can a person decide which risks are worth taking and which are dangerous?

Objectives:

- Students will know**
- Names of therapeutic drugs commonly used by athletes
 - Names and composition of recreational drugs
 - Names and composition of performance enhancing drugs
 - Potential risks and benefits of the use of medicines, drugs, and herbal and medicinal supplements
 - Criteria for evaluating drug abuse
- Students will be able to**
- Explain the difference between therapeutic and recreational drugs
 - Describe how medications work and know the types of medications commonly used in athletic situations
 - Compare benefits and risks of performance enhancing drugs
 - Identify types of drug testing and the criteria used to determine dependency/addiction
 - Prepare a Public Service Announcement possible effects of performance enhancing drugs
 - Interview substance abuse counselors; develop a top 10 list of ways to avoid addiction

Resources

Core Text:
Suggested Resources:

Evidence of Learning

Competencies for 21st Century Learners

Collaborative Team Member

Effective Communicator	
Self-Directed Learner	
Globally Aware, Active, & Responsible Student/Citizen	
New Jersey Student Learning Standards for 21st Century Life and Careers	
Career Ready Practices	
Standard #	Standard
CRP2.	Apply appropriate academic technical skills.
CRP4.	Communicate clearly and effectively with reason.
CRP8.	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP11.	Use technology to enhance productivity
9.2.8.B.7	Evaluate the impact of online activities and social media on employer decisions.
New Jersey Student Learning Standards for Technology	
Standard #	Standard
8.1	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
Interdisciplinary Connections	
Standard #	Standard
NJLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
NJLSA.W8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
C:A1	Develop Career Awareness
B-SS 1	Use effective oral and written communication skills and listening skills
National Standards for Family and Consumer Sciences Education	
2.1.3	Analyze decisions about providing safe and nutritious food for individuals and families.