**Sports Medicine**



**2019-2020 Tangela McCorkle**

**PREREQUISITES:** Intro. to Healthcare Science, Essentials of Healthcare [**mccorklet@fultonschools.org**](mailto:mccorklet@fultonschools.org)

**Textbook/Course Resources:** **Sports Medicine Essentials, by Jim Clover.** Work book pages will be provided by the instructor. Guest Speakers, Field Trips, Audiovisual Aids, Key Train, and Career Cruising.

*Students are financially responsible for all books issued by CHS. The copy which was issued must be turned in at the end of the course. The cost of replacement will be assessed to any student that fails to turn in the book they were issued or turns in a damaged book.*

**Course Description:**

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| Sports Medicine is the third course in the Therapeutic Services/Sports Medicine Career Pathway. The course is appropriate for students who wish to pursue a career in healthcare with a focus on the musculoskeletal system, injury assessment, injury prevention, or rehabilitation including careers in Sports Medicine and Rehabilitative Services. This course will enable students to receive initial exposure to therapeutic services skills and attitudes applicable to the healthcare industry. The concepts of anatomy and physiology, assessment, preventative and rehabilitative care are introduced. Fundamental healthcare skills development is initiated, including medical terminology, kinesiology, patient assessment, record keeping, and basic life support. The prerequisites for this course are Introduction to Healthcare and Essentials of Healthcare.  Mastery of these standards through project-based learning, technical-skills practice, and leadership-development activities of the career and technical student organization, HOSA (Health Occupations Students of America), will provide students with a competitive edge for entry into either the healthcare global marketplace or a post-secondary institution to pursue further education and training. |

**Course Standards & Topics**

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| [HS-SPM-1 - Employability Skills](http://www.livebinders.com/play/play/1341600?backurl=%2Fshelf%2Ffeatured&play_view=play#anchor)  [HS-SPM-2 - Anatomic positions, directional terms, movements, and postures](http://www.livebinders.com/play/play/1341600?backurl=%2Fshelf%2Ffeatured&play_view=play#anchor)  [HS-SPM-3 - Oral & Written Communication](http://www.livebinders.com/play/play/1341600?backurl=%2Fshelf%2Ffeatured&play_view=play#anchor)  [HS-SPM-4 Injury classifications and evaluations.](http://www.livebinders.com/play/play/1341600?backurl=%2Fshelf%2Ffeatured&play_view=play#anchor)  [HS-SPM-5 -Concepts of healing.](http://www.livebinders.com/play/play/1341600?backurl=%2Fshelf%2Ffeatured&play_view=play#anchor)  [HS-SPM-6 - Basic Life Support](http://www.livebinders.com/play/play/1341600?backurl=%2Fshelf%2Ffeatured&play_view=play#anchor)  [HS-SPM-7 - Infection Control](http://www.livebinders.com/play/play/1341600?backurl=%2Fshelf%2Ffeatured&play_view=play#anchor)  [HS-SPM-8 - Upper Extremity](http://www.livebinders.com/play/play/1341600?backurl=%2Fshelf%2Ffeatured&play_view=play#anchor)  [HS-SPM-9 -Lower Extremity](http://www.livebinders.com/play/play/1341600?backurl=%2Fshelf%2Ffeatured&play_view=play#anchor)  [HS-SPM-10 - Head and Facial injuries](http://www.livebinders.com/play/play/1341600?backurl=%2Fshelf%2Ffeatured&play_view=play#anchor)  [HS-SPM-11 - Spine](http://www.livebinders.com/play/play/1341600?backurl=%2Fshelf%2Ffeatured&play_view=play#anchor)  [HS-SPM-12- Thoracic and abdominal regions](http://www.livebinders.com/play/play/1341600?backurl=%2Fshelf%2Ffeatured&play_view=play#anchor)  [HS-SPM-13 - Nutrition in physical medicine](http://www.livebinders.com/play/play/1341600?backurl=%2Fshelf%2Ffeatured&play_view=play#anchor)  [HS-SPM-14- Basic assessment, monitoring, and reporting](http://www.livebinders.com/play/play/1341600?backurl=%2Fshelf%2Ffeatured&play_view=play#anchor)  [HS-SPM-15- Rehabilitation](http://www.livebinders.com/play/play/1341600?backurl=%2Fshelf%2Ffeatured&play_view=play#anchor)  [HS-SPM-16 - Pharmacology](http://www.livebinders.com/play/play/1341600?backurl=%2Fshelf%2Ffeatured&play_view=play#anchor)  [HS-SPM-17 -Therapeutic modalities](http://www.livebinders.com/play/play/1341600?backurl=%2Fshelf%2Ffeatured&play_view=play#anchor) |

**Detailed Description of Course Standards**

http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Documents/Sports-Medicine.pdf

**CTAE Gradebook:**

Summative Assessments (Test, Check-offs, Shadowing, etc.)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_50%

Formative Assessments (Quizzes, Presentations, etc.) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_20%

Progress (Study Guides, Classwork, etc.) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_10%

Cumulative Final Exam/Portfolio \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_20%

**Fulton County School Board Policy IHA Grading and Reporting System**

**Provision for Improving Grades**

1. Opportunities designed to allow students to recover from a low or failing cumulative grade will be allowed when all work required to date has been completed and the student has demonstrated a legitimate effort to meet all course requirements including attendance. Students should contact the teacher concerning recovery opportunities. Teachers are expected to establish a reasonable time period for recovery work to be completed during the semester. All recovery work must be directly related to course objectives and must be completed ten school days prior to the end of the semester.

2. Teachers will determine when and how students with extenuating circumstances may improve their grades.

**CTAE Department Provision for Grade Improvement Policy**

Students who have received a grade below 75% on a major test/project have the opportunity to recover their grade through the Grade Improvement process.

• The maximum grade that can be earned is 75%.

• Students must initiate the recovery process.

• Once notified of the low grade, students have up to 10 days to initiate and complete the recovery work.

• The individual teacher will determine the means of recovery.

• Students can have no more than 5 unexcused absences from the class.

• All missing work/zeros must be made up before the recovery process can begin.

**Late/Missing Work**

• Work that is turned in after the deadline will receive a maximum grade of 75%.

• Work that is missing will receive an NHI (not handed in).

• If the missing work is not submitted within 10 days from the initial deadline, the NHI will be changed to a zero permanently.

**CTAE End Of Pathway Assessment (EOPA)**

The Georgia Department of Education has made available an End-of-Pathway Assessment to ascertain the competence of our Career Technology students. The End-of-Pathway Assessment measures the level of technical skill attainment of each career pathway completer. The End-of-Pathway Assessment will be administered to all CTE students who have finished or are finishing a pathway. The End-of-Pathway Assessment will be administered in April and students that pass the test will receive an industry-recognized certification. Seniors who pass the test will receive a special CTE cord to wear at graduation.

**Extra Help:** It is the student responsibility to seek help immediately when needed. It does you no good to wait until test time. I will make myself available before school or after school for individual help.

**Classroom Expectations:** **All student handbook rules and policies will be enforced in class. The following rules are expected in the classroom:**

1. Be respectful and polite to others in class.
2. Bring all of your materials to class daily.
3. Maintain a neat and organized note book.
4. All music devices and cell phones are to be out of site or may be confiscated.

***\*Failure to follow these rules will result in private detention, a phone call to your parents, or a referral to the appropriate administrator*.**

**HOSA:** All Healthcare Science students are **expected** to join Health Occupations Students of America (HOSA). Dues are **$35.00** and should be paid on or before **September 6th, 2019.** HOSA is a national student organization endorsed by the U. S. Department of Education and the Health Science Technology Education division of Agricultural and Career Technical Education (ACTE). HOSA’s two-fold mission is to promote career opportunities in the health care industry and to enhance the delivery of quality health care to all people. HOSA’s goal is to encourage all health occupations instructors and students to join and be actively involved in the HSTE-HOSA Partnership. Students will have the option to purchase a t-shirt. More information will be provided later in the semester. Students choosing not to join HOSA will be provided with alternative assignments that will be used to meet the grading requirements.

**Sports Medicine**

**2019-2020**

**Ms. McCorkle**

# Print Student Name: ­­­­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class Period \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please access copies of class syllabus through Ms. McCorkle’s website. I have read the class syllabus for the 2019-2020 school year of Sports Medicine. I understand what is expected of me both academically and socially. I have read and fully understand the safety procedures and guidelines. I understand the need to be safe and follow teacher instructions at all times.

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**Student Signature Date**

I have read the class syllabus for the 2019-2020 school year of Sports Medicine. I understand the specific academic requirements and workload that this class demands of my student. I have read the grading policies of this course as well as Chattahoochee’s grade recovery policy. I understand this is in addition to Fulton County’s attendance and discipline policies and procedures including but not limited to honor code and technology violations. I give permission for my son or daughter to view curriculum related videos.

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**Please PRINT parent(s) name Parent Signature Date**

**Email\*: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Phone # (to be reached during the day): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Consent for WBL Teacher’s Assistant Support**

**I grant permission for Ms. McCorkle’s WBL Teacher Assistant to assist in my class with assigned classroom responsibilities including, but not limited to tutoring and student assistance.**

**Parent signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for 2019-2020.**

**Infinite Campus**: Every parent is encouraged to join Infinite Campus. This web based program allows parents to obtain student grades, their cumulative average, attendance, tardiness, and conduct. I recommend using this program to help you stay informed about your student’s progress.