

## Sports Medicine/Exercise Physiology LP Lower Extremities

<b>Teacher :</b> R. Yeargan	
<b>Course/ Subject:</b> Sports med/Ex Phy	
<b>Date of Instruction:</b> Mon	
<p><b>Opening (I Do)</b> An engaging process for lesson introduction that is specifically planned to encourage equitable and purposeful student participation. Describe the instructional process that will be used to introduce the lesson. <b>TKES 1, 2, 3,4,5, 8,10</b></p>	<p><b>Standard/s:</b> HS-SM-9.1 ID and locate the bones associated with the joints of the lower extremity on either a human skeleton or subject HS-FEP-4.1 define the concepts of biomechanics HS-SM/FEP-1.5 - appropriate skills in a diverse workplace to work independently and apply teamwork skills.</p>
	<p><b>Learning Target:</b> SPARK: Help one another on Create a training room assignment. Share and create inventory list. Students will be able to answer: "Where are the phalanges located? What bone is known as the heel bone? Where are the metatarsals located?"</p>
	<p><b>Success Criteria:</b> Students will use a diagram of the foot bones and label the bones using a word bank with 80% accuracy</p>
	<p><b>Introduction/Connection:</b> First five color worksheet with bones and labeling. Students will come into class and begin coloring the worksheet, they may continue to color during the lecture making notes on the worksheet as needed. EOPA: watch Olympic video on clean and jerk competition. Convert kg to pounds. kg to grams. Review conversions in medial math</p>
	<p><b>DIRECT INSTRUCTION:</b> -PPT on foot ankle overview, Chapter 17 SM textbook, use PPT provided via textbook and guided notes in outline form of text reading. Refer to color labeling sheet for visual references Show x-rays of patient pre op and post op of foot surgery</p>
<p><b>Work Period (We Do, You Do)</b> Students learning by doing/demonstrating learning expectations. Describe the instructional process that will be used to engage the students in the work period. <b>TKES 1, 2, 3, 4, 5, 7, 8,10</b></p>	<p><b>GUIDED PRACTICE:</b> -using the skeleton and sticky notes begin labeling the bones of the foot, as the instructor calls out the bones students locate it on the skeleton and use sticky pad to label it. Walk room and assist and check.</p>
	<p><b>INDEPENDENT/COLLABORATIVE PRACTICE/DIFFERENTIATION:</b> Students will read textbook Chapter 17 Students will research links provided in GC on the foot.</p>
<p><b>Closing (We Check)</b> Describe the instructional process that will be used to close the lesson and check for student understanding . <b>TKES : 1,2,3, 4,5,6,7,8</b></p>	<p><b>SUMMARIZE/CHECK FOR UNDERSTANDING:</b> Homework: any reading not completed Complete drawing of foot and labeling Practice terms and locations  Exit ticket: quiz a friend on pointing to the skeleton and peer must name the bone.</p>

supplies google classroom, guided notes, skeletons, sticky pads, color sheets and crayons/markers/colored pencils

## Sports Medicine/Exercise Physiology LP

<b>Teacher :R. Yeargan</b>	
<b>Course/ Subject: Sports med/Ex Phy</b>	
<b>Date of Instruction: Tues.</b>	
<p><b>Opening (I Do)</b></p> <p>An engaging process for lesson introduction that is specifically planned to encourage equitable and purposeful student participation. Describe the instructional process that will be used to introduce the lesson.</p> <p><b>TKES 1, 2, 3,4,5, 8,10</b></p>	<p><b>Standard/s:</b></p> <p>HS-SM-2.2 Describe the various types and characteristics of bones and joints in the human body. HS-SM-9.1 Identify and locate the bones associated with the joints of the lower extremity on either a human skeleton or subject. 4.9 Classify and explain the various injuries to the bone and joint articulations.HS-SM/FEP1.5 appropriate skills in a diverse workplace to work independently and apply teamwork skills.</p>
	<p><b>Learning Target:</b></p> <p>What is the function of the skeletal system? What are the possible injuries to the bones and how are they classified?</p> <p><b>SPARK:</b> watch video on Shane Wiskus olympics performance: never give up. try try again</p>
	<p><b>Success Criteria:</b></p> <p>Following a teacher demonstration using the class skeleton, the students will be able to physically identify and verbally identify the different structures of the axial vs appendicular skeleton with 80% accuracy.</p>
	<p><b>Introduction/Connection:</b></p> <p>Students will enter class and begin taking a Kahoot! on the Musculoskeletal system: this will be used as a pre-test assessment for the Unit on the skeletal and Muscular system EOPA review: body planes and directions</p>
	<p><b>DIRECT INSTRUCTION:</b></p> <p>- Instructor begins PPT presentation on Chapter 16 section on skeletal system and soft tissue, guided notes provided. Using the Skeletons in class the student will touch feel and point out the axial skeleton vs. appendicular skeleton bones.</p> <p>Introduce types of fractures, particular anatomy and injury to long bones.</p>
<p><b>Work Period (We Do, You Do)</b></p> <p>Students learning by doing/demonstrating learning expectations. Describe the instructional process that will be used to engage the students in the work period.</p> <p><b>TKES 1, 2, 3, 4, 5, 7, 8,10</b></p>	<p><b>GUIDED PRACTICE:</b></p> <p>-After lecture divide into 2 groups: Guided group will wash hands clinically, don gloves and use a worksheet provided to identify anatomy of long bones. 1st externally and then demonstrate cuts to discover anatomy internally and explain hematopoiesis and bone marrow. After the demo allow Q&amp;A. ensure all areas labeled and clean up area.Switch with the next group.</p>
	<p><b>INDEPENDENT/COLLABORATIVE PRACTICE/DIFFERENTIATION:</b></p> <p>Computer research, links provided in Google Classroom on G-W learning: labeling, vocabulary, and articles on health of bones, and Nutrients found and needed in bones.</p> <p><a href="https://www.g-wlearning.com/healthsciences/9781619604124/student/ch04_01/matching.htm">https://www.g-wlearning.com/healthsciences/9781619604124/student/ch04_01/matching.htm</a></p>
<p><b>Closing (We Check)</b></p> <p><b>TKES : 1,2,3, 4,5,6,7,8</b></p>	<p><b>SUMMARIZE/CHECK FOR UNDERSTANDING:</b></p> <p>Review NB assignments. Review project assignment of create your own training room Homework: complete any work assigned not finished: Chapter 17, and Chapter 7 readings in textbook. Review any links not looked at in Google Classroom</p>

Supplies needed: color sheets, colored pencils, crayons or markers. Skeletons. Chicken bones, gloves, scissors, paper towels, worksheet on long bone anatomy. Download links into Google Classroom.

## Sports Medicine/Exercise Physiology LP

<b>Teacher :R. Yeargan</b>	
<b>Course/ Subject: Sports med/Ex Phy</b>	
<b>Date of Instruction: Wednesday</b>	
<p><b>Opening (I Do)</b> An engaging process for lesson introduction that is specifically planned to encourage equitable and purposeful student participation. Describe the instructional process that will be used to introduce the lesson. <b>TKES 1, 2, 3,4,5, 8,10</b></p>	<p><b>Standard/s:</b> HS-SM-HS-SM-2 2.2 describe the various types and characteristics of bones and joints in the human body. 6.3 ID soft tissue injuries HS-FEP-9.2 demo the ability to facilitate the client in developing effective SMART goals as he or she works toward physical fitness and a healthy lifestyle (post injury)</p>
	<p><b>Learning Target:</b> Students will be able to ID soft tissue injuries and ID medical signs and symptoms that require training modifications.</p> <p><b>Watch videos of Achilles Tendon rupture: id signs and symptoms, learn Tx, and rehabilitation</b></p>
	<p><b>Success Criteria:</b> Students will take a GC forms quiz over chapter 17 injuries to the lower extremities to determine their knowledge and skill. If they do not pas with an 80% retake until successful</p>
	<p><b>Introduction/Connection:</b> Students will enter class and will complete skeletal system worksheets.</p>
	<p><b>DIRECT INSTRUCTION:</b> - Instructor begins PPT presentation on Chapter 17 injuries of the lower extremities</p>
	<p><b>Work Period (We Do, You Do)</b> Students learning by doing/demonstrating learning expectations. Describe the instructional process that will be used to engage the students in the work period. <b>TKES 1, 2, 3, 4, 5, 7, 8,10</b></p>
<p><b>Closing (We Check)</b> Describe the instructional process that will be used to close the lesson and check for student understanding . <b>TKES : 1,2,3, 4,5,6,7,8</b></p>	<p><b>SUMMARIZE/CHECK FOR UNDERSTANDING:</b> <b>Review NB assignments. Complete project due Friday of create an AT room Study for upcoming test</b></p>

Supplies needed: PPT, worksheets,

## Sports Medicine/Exercise Physiology LP

<b>Teacher :R. Yeargan</b>	
<b>Course/ Subject: Sports med/Ex Phy</b>	
<b>Date of Instruction: Thurs.</b>	
<p><b>Opening (I Do)</b> An engaging process for lesson introduction that is specifically planned to encourage equitable and purposeful student participation. Describe the instructional process that will be used to introduce the lesson. <b>TKES 1, 2, 3,4,5, 8,10</b></p>	<p><b>Standard/s:</b> HS-SM-Tests for the lower extremities standard methods of testing used in Sports Medicine to test the structures of the lower extremities. How to evaluate and write up medical charts using the HOPS method</p>
	<p><b>Learning Target:</b> What are the possible injuries to the lower extremities and how are they classified? Name 3 standard methods of testing used in Sports Medicine to test the structures of the lower extremities.</p>
	<p><b>Success Criteria:</b> Following video demonstrations and a lecture. Students will be able to identify at least 3 tests used in SM for a lower extremity injury</p>
	<p><b>Introduction/Connection:</b> Students will enter class and begin taking a Kahoot! on the Musculoskeletal system: this will be used as a review of the unit. <b>SPARK:</b> <b>EOPA Review: musculoskeletal system</b></p>
	<p><b>DIRECT INSTRUCTION:</b> - Instructor begins PPT slide 19 in Chapter 17.</p>
<p><b>Work Period (We Do, You Do)</b> Students learning by doing/demonstrating learning expectations. Describe the instructional process that will be used to engage the students in the work period. <b>TKES 1, 2, 3, 4, 5, 7, 8,10</b></p>	<p><b>GUIDED PRACTICE:</b> -Watch videos of each test being performed Review articles on fractures and Mayo clinic tests used in SM field tests</p>
	<p><b>INDEPENDENT/COLLABORATIVE PRACTICE/DIFFERENTIATION:</b> Computer research, links provided in Google Classroom on G-W learning: labeling, vocabulary, and articles on health of bones, and Nutrients found and needed in bones. <a href="https://www.g-wlearning.com/healthsciences/9781619604124/student/ch04_01/matching.htm">https://www.g-wlearning.com/healthsciences/9781619604124/student/ch04_01/matching.htm</a> Leave time for project work due Fri</p>
<p><b>Closing (We Check)</b> Describe the instructional process that will be used to close the lesson and check for student understanding . <b>TKES : 1,2,3, 4,5,6,7,8</b></p>	<p><b>SUMMARIZE/CHECK FOR UNDERSTANDING:</b>  <b>Review NB assignments.</b> <b>Homework: complete any work assigned not finished: Chapter 17, and Chapter 7 readings in textbook. Review any links not looked at in Google Classroom</b></p>

Supplies needed: color sheets, colored pencils, crayons or markers.

## Sports Medicine/Exercise Physiology LP

Teacher :R. Yeargan	
Course/ Subject: Sports med/Ex Phy	
Date of Instruction: FRI	
<p><b>Opening (I Do)</b> An engaging process for lesson introduction that is specifically planned to encourage equitable and purposeful student participation. Describe the instructional process that will be used to introduce the lesson. <b>TKES 1, 2, 3,4,5, 8,10</b></p>	<p><b>Standard/s:</b> --HS-FEP-6.2 Demonstrate and describe the usages for integrated flexibility techniques including Active, Dynamic, Static, and SMR (Self myofascial release). Define flexibility. 9.2 Identify and locate the major muscles of the lower extremity on either a human skeleton or subject. 9.3 Demonstrate muscle actions associated with the joints of the lower extremity.</p>
	<p><b>Learning Target:</b> Students will be introduced to Chapter 6 Strengthening and Conditioning, specifically lower extremities. Vocabulary: resistance, specificity, load, overload, static and dynamic stretching.</p>
	<p><b>Success Criteria:</b> Students will be able to perform 3 static and 3 dynamic stretches of the lower extremities and be able to name the muscles/muscle groups with 90% accuracy.</p>
	<p><b>Introduction/Connection:</b> Come in and begin moving the tables around and get your equipment needed for today's exercises listed on the board. Choose a location to workout and make sure you have water and proper clothing attire. Equipment list: mat, exercise ball, dumbbell weights. Ensure balls are inflated, if needed add air with proper equipment.</p>
	<p><b>DIRECT INSTRUCTION:</b> Instructor will perform an introduction to Chapter 7 PPT slides 1-4 over the vocabulary we will use with clients/athletes to determine their baseline, goals, specificity training and what our options are for training. Review warm up and cool down conditioning and static vs. dynamic stretching of muscles.</p>
<p><b>Work Period (We Do, You Do)</b> Students learning by doing/demonstrating learning expectations. Describe the instructional process that will be used to engage the students in the work period. <b>TKES 1, 2, 3, 4, 5, 7, 8,10</b></p>	<p><b>GUIDED PRACTICE:</b> We will watch videos put in GC that show different ages/levels performing exercise ball therapy, stretching and strengthening. We will look at therapy needs and athlete goals and how they differ and how they are similar.</p>
	<p><b>INDEPENDENT/COLLABORATIVE PRACTICE/DIFFERENTIATION:</b> Students perform exercises following a video guide in Google Classroom. 2 separate routines and then share one cool-down stretch with the group. Determine if it is Static or Dynamic.</p>
<p><b>Closing (We Check)</b> Describe the instructional process that will be used to close the lesson and check for student understanding . <b>TKES : 1,2,3, 4,5,6,7,8</b></p>	<p><b>SUMMARIZE/CHECK FOR UNDERSTANDING:</b>  Any work not completed is weekend homework. Monday we will start Unit on the knee and muscular system.</p>

supplies: stability balls, dumbbells, mats. Chapter 7 slides.

