

Classroom Instructional Material Alignment Tool – Noncore

The purpose of this document is to assist teachers in determining alignment of their Instructional materials being used in the classroom. Effective instructional materials are learning resources used to help students acquire essential knowledge, skills, and abilities as outlined in the standards. This includes print and non-print materials. It may also provide evidence to support your discussion about standards and resources as part of your evaluation.

Title: Essentials of Athletic Injury Management Author(s): William E. Prentice Publisher(s): McGraw Hill Grade Level: 9-12
 Standard(s) addressed in this instructional material: Sports Medicine

Instructions: Use the tables below to reflect upon and then determine if the instructional material meets each criteria.

I. Alignment to the Nevada Academic Content Standards (NVACS)- NON NEGOTIABLES

Criteria	Meets Criteria			Evidence
	Yes	No	N/A	
Targets a set of grade-level Nevada Academic Content Standards (NVACS).	X			Sports Medicine
Selects text(s) that measure within the grade-level text complexity band and are of sufficient quality and scope for the stated purpose.	X			
Other: _____				

II. Key Shifts in the Nevada Academic Content Standards (NVACS)

Criteria	Meets Criteria			Evidence
	Yes	No	N/A	
Reading Text Closely: Makes reading text(s) closely, examining textual evidence, and discerning deep meaning a central focus of instruction.	X			
Text-Based Evidence: Facilitates rich and rigorous evidence-based discussions and writing about common texts through a sequence of specific, thought-provoking, and text-dependent questions (including, when applicable, questions about illustrations, charts, diagrams, audio/video, and media).	X			Each chapter includes review questions and class activities that require evidence based responses utilizing illustrations, charts, diagrams.
Writing from Sources: Routinely expects that students draw evidence from texts to produce clear and coherent writing that informs, explains, or makes an argument in various written forms. Include a balance of on-demand and process writing and short, focused research projects.	X			Each chapter includes: Review questions Classroom activities Solutions to Critical Thinking (exercises)
Academic Vocabulary: Focuses on building students' academic vocabulary in context throughout instruction.	X			Vocabulary is in italicized, defined and used in context, defined in glossary, and utilized in Solutions to Critical Thinking
Increasing Text Complexity: Focuses students on reading a progression of complex texts drawn from the grade band (a balance of informational and literary texts as defined by the NVACS). Provides text-centered learning that is sequenced, scaffolded, and supported to	X			

advance students toward independent reading of complex texts at the CCR level.				
Building Disciplinary Knowledge: Provides opportunities for students to build knowledge about a topic/subject through analysis of a coherent selection of strategically sequenced, discipline-specific texts.	x			Addresses Sports Medicine Standards
Other: _____				

III. Assessment

Criteria	Meets Criteria			Evidence
	Yes	No	N/A	
Assesses various modes, including a range of pre-, formative, summative, performance tasks, and self-assessment measures.	x			Teacher resources online
Includes aligned rubrics, answer keys and scoring guidelines that provide sufficient guidance for interpreting student understanding and performance.	x			Teacher resources online
Other: _____				

IV. Instructional Supports

Criteria	Meets Criteria			Evidence
	Yes	No	N/A	
Provides for authentic learning, application of literacy skills, student-directed inquiry, analysis, evaluation, and/or reflection.	x			
Integrates targeted instruction in such areas as grammar and conventions, writing strategies, discussion rules, and all aspects of foundational reading.			x	
Provides appropriate level and type of scaffolding, differentiation, intervention and support for all learners. <ul style="list-style-type: none"> Supports diverse cultural and linguistic backgrounds, interests and styles. Provides extra supports for students working below grade level. Provides extensions for students with high interest or working above grade level. 	x			Additional digital resources provided at the end of each chapter
Other: _____				

Summary/Reflection:

Curriculum Review

Based on review of the instructional materials provided by McGraw Hill, the Evaluation Committee recommends Essentials of Athletic Injury Management for the following reasons:

1. Alignment with Standards: College and Career Readiness Anchor Standards for Reading and Writing, Grades 6-12; Standards for Literacy in Science and Technical Skills, grades 6-12

Upon review, the McGraw Hill curriculum Essentials of Athletic Injury Management addresses and supports student learning needs with regard to the College and Career Readiness Anchor Standards for Reading and Writing as detailed in the Standards for Literacy in Science and Technical Skills, grades 6-12.

2. Alignment to Standards: Sports Medicine

Sports Medicine is a three-year Program of Study in the Health Science and Public Safety Career Cluster. Curriculum found in Essentials of Athletic Injury Management directly correlates with the Sports Medicine Standards.

Nevada Sports Medicine Standards	Essentials of Athletic Injury Management Curriculum
<u>Content Standard 1.0</u> Understand Anatomy and Physiology 1.1 Define and Explain the Medical Terms 1.2 Understand Structure and Function of the Musculoskeletal System 1.3 Understand Structure of Related Body Systems	Chapter 13: Recognizing Different Sports Injuries Chapter 14: The Foot Chapter 15: The Ankle and Lower Leg Chapter 16: The Knee and Related Structures Chapter 17: The Thigh, Hip, Groin, and Pelvis Chapter 18: The Shoulder Complex Chapter 19: The Elbow, Forearm, Wrist and Hand Chapter 20: The Spine Chapter 21: The Thorax and Abdomen Chapter 22: The Head, Face, Eyes, Ears, Nose, and Throat.
<u>Content Standard 2.0</u> Explore the Fundamental Aspects of a Sports Medicine Team 2.1 Identify Members of a Sports Medicine Team 2.2 Explore Educational Requirements 2.3 Identify Career Opportunities 2.4 Understand Licensure Requirements of Medical Professionals	Chapter 1: Fitness Professionals, Coaches, and the Sports Medicine Team: Defining Roles Chapter 2: Organizing and Administering an Athletic Health Care Program

<p><u>Content Standard 3.0</u> Explore Ethical, Legal, and Professional Responsibilities</p> <p>3.1 Recognize and Implement Professionalism 3.2 Examine Ethical Behavior in Healthcare 3.3 Demonstrate Legal Responsibilities in Healthcare</p>	<p>Chapter 3: Legal Liability and Insurance</p>
<p><u>Content Standard 4.0</u> Recognize and Implement Acute Care Skills</p> <p>4.1 Complete Basic First Aid and CPR Training 4.2 Assess Vital Signs 4.3 Demonstrate Management of Acute Injuries</p>	<p>Chapter 7: Handling Emergency Situations and Injury Assessment Chapter 8: Bloodborne Pathogens, Universal Precautions, and Wound Care</p>
<p><u>Content Standard 5.0</u> Investigate the Principles of an Exercise Program</p> <p>5.1 Explain the Principles of Physical Conditioning 5.2 Understand Physical Fitness Testing and Training 5.3 Understand Nutrition and Weight Management</p>	<p>Chapter 4: Preventing Injuries through Fitness Training Chapter 5: Sports Nutrition and Supplements Chapter 25: Preventing and Managing Injuries in Young Athletes</p>
<p><u>Content Standards 6.0</u> Explore How Environmental Factors Affect Performance</p> <p>6.1 Differentiate Between Thermal Stresses 6.2 Investigate Severe Weather Situations 6.3 Identify Other Physical Factors Related to Performance</p>	<p>Chapter 9: Understanding the Potential Dangers of Adverse Environmental Conditions</p>
<p><u>Content Standard 7.0</u> Explore Mechanisms of Injury</p> <p>7.1 Identify Common Injuries 7.2 Explore Tissue Response to Injury 7.3 Demonstrate Management Strategies for Injury</p>	<p>Chapter 11: Understanding the Basics of Injury Rehabilitation Chapter 13: Recognizing Different Sports Injuries</p>
<p><u>Content Standard 8.0</u> Explore Special Considerations in Athletics</p> <p>8.1 Demonstrate Safety Practices for Sports Medicine 8.2 Research Metabolic and Related Disorders 8.3 Investigate Special Needs in Human Performance</p>	<p>Chapter 6: Selecting and Using Protective Sports Equipment</p>

<p><u>Content Standard 9.0</u> Understand Rehabilitation and Reconditioning</p> <p>9.1 Understand Therapeutic Modalities 9.2 Demonstrate Therapeutic Exercises 9.3 Explore Psychological Response to Injuries</p>	<p>Chapter 11: Understanding the Basics of Injury Rehabilitation</p> <p>Chapter 12: Helping the Injured Athlete Psychologically</p>
<p><u>Content Standard 10.0</u> Identify Assessment and Evaluation Techniques of Athletic Injuries</p> <p>10.1 Perform Subjective Assessment 10.2 Explore Objective Assessment Techniques 10.3 Investigate Diagnostic Testing</p>	<p>Chapter 13: Recognizing Different Sports Injuries</p>
<p><u>Content Standard 11.0</u> Prophylactic Taping and Bracing</p> <p>11.1 Demonstrate Lower Extremity Taping 11.2 Demonstrate Upper Extremity Taping 11.3 Describe the Use of Braces and Other Equipment</p>	<p>Chapter 10: Bandaging and Taping Techniques</p>

3. Alignment with Standards: Employability Skills for Career Readiness

Essentials of Athletic Injury Management addresses and supports student learning needs by using concrete examples within the field of Sports Medicine to support the Standards for Employability Skills for Career Readiness.

Nevada Employability Skills for Career Readiness	Essentials of Athletic Injury Management
<p><i>Performance Standard 1.2</i> Demonstrate Professional Knowledge and Skills</p>	<p>Chapter 1: Fitness Professionals, Coaches, and the Sports Medicine Team: Defining Roles</p> <ul style="list-style-type: none"> The Players in a Sports on a Sports Medicine Team <p>Chapter 2: Organizing and Administering an Athletic Health Care Program</p> <ul style="list-style-type: none"> Establishing Rules of Operation for an Athletic Health Care Program Developing a Budget Recordkeeping
<p><i>Performance Standard 1.3</i> Demonstrate Technology and Skills</p>	<p>Chapter 3: Legal Liability and Insurance</p> <ul style="list-style-type: none"> Legal Concerns Insurance Billing Insurance to Protect the Professional

Overall Classroom Instructional Material Meets Criteria Rating: ☒ Yes ☐ No ☐ N/A

