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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Health Science |
| **Course Name** | Principles of Health Science |
| **Lesson/Unit Title** | Physical Therapy- Range of Motion |
| **TEKS Student Expectations** | **130.222. (c) Knowledge and Skills**  (5) The student assesses career options and the preparation necessary for employment in the health science industry.  (A) The student is expected to locate, evaluate, and interpret career options and employment information and  (B) The student is expected to recognize the impact of career decisions, including the causes and effects of changing employment situations. |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | |  | | --- | |  | | * Identify and explore career opportunities within the Health Science   Cluster | | * Collect information needed for a patient history | | * Demonstrate Range of Motion | |
| **Rationale** | Students should be aware of the career opportunities available in the Health Science field. |
| **Duration of Lesson** | 45 minutes |
| **Word Wall/Key Vocabulary**  *(ELPS c1a, c, f; c2b; c3a, b, d; c4c; c5b) PDAS II (5)* |  |
| **Materials/Specialized Equipment Needed** | |  | | --- | | * Goniometers (a protractor may be substituted) | | * Groups of two students to participate as therapist and patient | | * Range of Motion Activity | | * Range of Motion Activity Rubric | |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | |  | | --- | | * Initiate a discussion to determine if students have ever needed | | specialty therapy with a physical therapist | | * Explain that physical therapists work with patients who have lost | | certain physical abilities through injury or illness to relieve their pain, | | help them regain physical strength, help them recover the use of an | | affected limb, or relearn how to perform the activities of daily living. | | They confer with the patient’s physician prior to initiating treatment and | | evaluation. | | **Therapeutic Services**- *Primarily focused on changing the health* | | *status of the patient over time* | | Ex: Physicians, Nurses, and Therapist | |
| **Direct Instruction \*** | *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **Guided Practice \*** | |  | | --- | | * Review vocabulary terms and definitions relevant to today’s lesson | | * Place students in pairs and explain that one student will start off as the | | patient and the other student will act as the physical therapist. After | | completing the exercise, the pair will switch roles | | * Distribute and review corresponding handout and rubric | | * Activity: Physical Therapist – Range of Motion |   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **Lesson Closure** | |  | | --- | | * Review details of the Health Science pathways using questioning | | Techniques | | * Discuss upcoming career module experiences and expectations | |
| **Summative/End of Lesson Assessment \*** | * Verbal responses to questions * Participation in all activities * Successful completion of “Range of Motion” Activity (Coming Soon) * Physical Therapist – Range of Motion Rubric (Coming Soon)   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **References/Resources/**  **Teacher Preparation** |  |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** |  |
| **Quotes** |  |
| **Multimedia/Visual Strategy**  **Presentation Slides + One Additional Technology Connection** |  |
| **Graphic Organizers/Handout** |  |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** |  |
| **Communication**  **90 Second Speech Topics** |  |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | Develop an exercise plan to help the patient improve range of motion. |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | HOSA/SkillsUSA |
| **Service Learning Projects** |  |
| **Lesson Notes** |  |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)