



CTAE Module: **Health Science**

Language: **French**

Lesson # **4** of Week # **1**

This lesson is designed for a 50-minute class period. Teachers whose schedules are different should make adaptations for their particular scheduling configuration.

Stage 1: What will students know and be able to do at the end of this lesson?

At the end of this lesson, the student will be able to say “I can . . .”

1. I can describe the role and responsibilities of the CDC, WHO, FDA, and ANSM.

What vocabulary do students need to learn for this lesson?

Vocabulary from the research

*The vocabulary word banks may contain some words that are new or other words that are already familiar to students.

What language structures need to be refreshed for students in this lesson?

Present tense

Stage 2: What will be the evidence that students attained the lesson’s learning targets?

At the end of the lesson, how will you know that students can do the learning targets for the lesson?

Students will be able to explain in French the mission, funding sources, and services provided by their assigned health organization.



Stage 3: What will be the roadmap to reach the lesson’s learning targets?

What activities will you use during the lesson?

Icon Legend:



= this activity incorporates technology



= this activity is a non-technological option

Activity	How many minutes?	Resources
<p>Lesson Set-Up: The teacher previews the lesson by talking with students about the “can do” statements for the day as well as mentioning the activities in which students will engage throughout the lesson.</p>	1 minute	
<p>Health Organizations Research : This activity requires students to have access to the Internet to work in four groups to research their assigned health organization.</p> <p> Students should conduct research on the Internet to discover the basic mission, funding sources, and five services performed by their organization.</p> <p>Once they have completed the research handout, students should begin creating a poster that details the information they discovered.</p> <p>**If all students have access to the Internet at home, the research portion may be assigned for homework so that more time can be spent in class on the poster. An additional assignment could be to have each group prepare a 1-minute “commercial” for their organization to be presented live in class the next day.**</p>	48 minutes	<p>Computer lab, library, or BYOT research time</p> <p>Research handout</p> <p>Butcher paper</p> <p>Markers and/or crayons</p>
<p>Lesson Wrap-Up: The teacher makes certain that students understand what they are able to do at the end of the lesson that they could not do at its start. The teacher also reviews the opportunities which students had during the lesson to demonstrate their new knowledge.</p>	1 minute	