



CTAE Module: **Health Science**

Language: **French**

Lesson # **3** of Week # **2**

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. ... identify the requirements necessary to be a doctor, a pharmacist, a nurse, a nurse midwife, a paramedic, a physical therapist, or a medical receptionist.

What vocabulary do students need to learn for this lesson?

Medical professions

\*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

*Possible use of subjunctive, as desired by teacher*

**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?

The students will have created an infographic to share with the class that contains the education requirements, potential salary, and basic job description of the health sciences field worker assigned to them or chosen by them.



**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><b>Lesson Set-Up:</b> 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><b>Journal Follow-Up</b> The teacher asks students to take out their Lifestyle Journals. Engage students in a brief follow-up conversation of their daily activities from the day before. Possible discussion questions include:</p> <ul style="list-style-type: none"> <li>• <i>Quels sont les bons choix que vous avez faits hie?</i></li> <li>• <i>Quels sont les mauvais choix que vous avez faits?</i></li> <li>• <i>Comment pourriez-vous faire de meilleurs choix aujourd’hui?</i></li> <li>• <i>Pourquoi est-il important de prendre de bonnes décisions?</i></li> <li>• <i>Comment nos choix influencent-ils notre qualité de vie?</i></li> <li>• <i>Que se passerait-il si on prenait trop de mauvaises décisions?</i></li> </ul>	10-15 minutes	
<p><b>Research Introduction</b> Students will need to divide into partners or groups of 3 (assigned or self-chosen). In this activity, students will research the educational requirements, potential salary, and the basic job description of the following health science field workers in France and in the United States:</p> <ul style="list-style-type: none"> <li>• doctor</li> <li>• pharmacist</li> <li>• nurse</li> <li>• receptionist</li> <li>• nurse midwife</li> <li>• paramedic</li> <li>• physical therapist</li> <li>* medical</li> </ul>	15 minutes	



<p>Once groups are established, the teacher should show the sample infographic, and explain that students will work together to create their own infographic containing the required information. They will then create a short 3-5 minute presentation in which they must compare the requirements, salary, and job description of their profession in the United States and in France. If the class is too large for only one of each profession, the teacher should assign other Francophone countries such as Canada, Senegal, and Haiti for research.</p>		
<p><b>Research Pre-work</b></p> <p> If the class has BYOT technology available, students should have the remaining class time to divide research responsibilities among group members and begin researching their assigned part of the project. Remind students that although they may find information in English, the infographic and presentation must be in French. It is also important that the teacher remind students of the importance of finding information from valid and reliable websites (hint, not Wikipedia).</p> <p> If BYOT technology is NOT available, students should spend the remaining class time assigning research responsibilities and beginning to visualize their infographic. They should use notebook paper to sketch out a rough draft of how they want the infographic to look and begin identifying which information they want to place where.</p> <p><b>***All students need to finish their research at home for homework.***</b></p>	<p>15-25 minutes</p>	
<p><b>Lesson Wrap-Up:</b> 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>	<p>1 minute</p>	