



CTAE Module: **Health Science**

Language: **French**

Lesson # **4** 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 education requirements, potential salary, and basic job description of health sciences field workers.

What vocabulary do students need to learn for this lesson?

Medical professions and job descriptions

\*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 leads students in a brief follow up on their Lifestyle Journals. Possible questions for today’s lesson include:</p> <ul style="list-style-type: none"> <li>• <i>Qui a fait plus de bons choix hier que la veille?</i></li> <li>• <i>Pourquoi pensez-vous que vous avez pris ces bonnes décisions ?</i></li> <li>• <i>Quels sont les mauvais choix que vous trouvez difficile à ne pas faire ?</i></li> </ul>	5-10 minutes	
<p><b>Infographic Creation</b> For today’s lesson, students need access to technology.</p> <p> This can be done using BYOT, computer labs, or portable laptop carts.</p> <p>All students should have completed their research on the assigned portion of the project for homework and should have that information present in class. Using an infographic creator or any type of visual poster creator (see possible web resources in the Resources column), students should create their infographic. It should be visually appealing and contain the information requested for their assigned country and the United States.</p> <p> If technology access is not a possibility, have students create posters in the style of an infographic.</p>	30 minutes	<p><a href="#">Edudemic: 10 DIY Infographic Resources Piktochart</a></p>



<p>They should use a variety of colors of construction paper, different writing styles, and shapes of various sizes and forms to contain the information.</p>		
<p><b>Presentation Creation and Rehearsal</b> After students have completed their infographics, they must create their presentation. Remind students that they are all responsible for knowing the requirements for all of the different jobs, so their presentation must be clear, easy to follow, and easy to understand, as well as in French. Show students the note-taking sheet they will complete while watching presentations so that they know how to best organize their presentation (sample provided in Resources). It is important that each student present orally, so the teacher should emphasize how long each student should speak (minimum and maximum).</p> <p>Each teacher knows their class best, so it is at the teacher’s discretion whether presentations should be memorized or not. It is recommended that students be allowed to use the infographic as their “note card”, but without reading the information.</p> <p>Students should complete the editing and rehearsal of their presentation for homework. If Lifestyle Journals are due the next day, remind students of this as well.</p>	10-15 minutes	
<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>	1 minute	