



CTAE Module: **Health Science**

Language: **French**

Lesson # **3** 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. read and discuss information in French about current issues relating to the public health care system in Canada.

What vocabulary do students need to learn for this lesson?

Vocabulary from the text

*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

Past tense – *passé composé, imparfait*

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 rearrange comprehension statements to be in the correct order to demonstrate their comprehension of the text.



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>Lecture : Santé des Premières nations et des Inuits Students will read the article that presents information about the health of the First Nations and Inuit in Canada that has been adopted from the Santé Canada website. To promote active participation, the classroom needs to be rearranged into a circle or multiple circles, if at all possible. The teacher should encourage interactive reading by varying the students that read aloud. Possible methods include snake reading (students each read one sentence and “snake” around the room), popcorn reading (one student reads, then calls out “Popcorn” plus another student’s name to continue the reading).</p> <p>Students will complete all activities in the order presented. As each activity is completed, students will discuss the correct answers and where the information can be found in the text. Close-reading is an important part of the Common Core Standards and these activities help to support textual analysis by asking students to identify WHERE in the text the information is located.</p> <p>The last activity is a cultural comparison, similar to what might be found in the AP French Language and Culture exam. After students have had time to write their answer, the teacher should ask for volunteers to share</p>	40-50 minutes	Lecture Packet



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<p>with the class. If the class has been divided into groups, each person in the group should share with the group before nominating one person from each group to share. To prevent the “nose goes” style of choosing, the teacher should circulate during group sharing to influence the nominations.</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>	<p>1 minute</p>	