



CTAE Module: **Health Science**

Language: **French**

Lesson # **5** 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 recount in French the basic differences and similarities that exist among the following organizations: the Center for Disease Control, the World Health Organization, the United States Food and Drug Administration, and l’Agence Française de Sécurité Sanitaire des Produits de Santé.

What vocabulary do students need to learn for this lesson?

Differences and similarities

*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
Comparative constructions
Superlative constructions

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 make five accurate comparisons between the different health organizations being studied.



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>Infographic Completion Students will continue and complete the poster they began the previous day in the computer lab. Upon completion, students will hang their poster on a wall (around the classroom or along the outside hallway).</p>	15-30 minutes	<p>Butcher paper</p> <p>Markers and/or crayons</p> <p>Research sheet (from previous day)</p>
<p>Gallery Walk In smaller division of the previous groups (2 or 3 students per group), students will walk around and read the posters created by other groups. They will then make at least 3 comparisons between the organization that they researched and each of the other organizations (total of 9 comparisons). At the end, each group should decide which organization is the best and give two reasons explaining why.</p>	15-30 minutes	<p>Student-created posters</p> <p>Paper and pencil</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	