



CTAE Module: **Health Science**

Language: **French**

Lesson # **1** 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. evaluate how lifestyle choices affect health.
2. evaluate how personal lifestyle choice affect personal health.

What vocabulary do students need to learn for this lesson?

Lifestyle

\*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 identify their own positive and negative lifestyle choices, as well as those of French students.



**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>Discussion : Quelle organisation est la meilleure ?</b> The teacher will reference the previous week’s lesson by asking student groups to share the conclusions they drew at the end of the previous lesson regarding which organization was the best and their reasons why.</p>	5 minutes	
<p><b>Introduction: Êtes-vous en forme?</b> The teacher will go through the presentation with students and ask them to express their opinion about each of the presented healthy living ideas as it relates to their personal life. In some way (written, oral, class discussion), the students should express their opinion of how healthy they are based on each prompt.</p>	15-20 minutes	Êtes-vous en bonne forme? (ppt)
<p><b>Lecture: Élèves français en bonne santé</b> The teacher will make copies of the reading and activities to distribute to students. Students should complete the activities and reading in the order presented, as well as discussing each activity before moving on. To complete the reading, the teacher may have students read silently, read in groups, or call on volunteers to read aloud.</p>	20-30 minutes (may be completed for homework)	French/English dictionaries OR access to Internet to access <a href="http://www.wordreference.com">www.wordreference.com</a>  Élèves français en bonne santé
<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	