



CTAE Module: **Health Science**

Language: **French**

Lesson # **2** 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. ...differentiate between healthy choices and unhealthy life-style choices.
2. ...describe how certain choices influence my overall health.

What vocabulary do students need to learn for this lesson?

Healthy and unhealthy life-styles

\*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(s) – *passé composé*, *imparfait* at minimum, possible *plus-que-parfait*, if desired by teacher

*Potential for conditional and future, 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?

Students will show that they know the difference between healthy and unhealthy lifestyle choices by evaluating the daily activities from the previous day.



**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>Healthy Living Choices</b> To continue the discussion of healthy choices, the teacher will walk students through the activities presented on the Healthy Living Choices Powerpoint presentation. Each activity presents a variety of healthy and unhealthy choices. The teacher should lead students in a discussion of how choices influence their overall health.</p>	30 minutes	Healthy Living Choices (PPT)
<p><b>Lifestyle Journal Introduction</b> A (possibly summative) assessment for this lesson is a lifestyle journal in which students maintain a journal of their daily activities for 72 hours. At the end of each day, students should reflect on the choices they made, and decide how they could make healthier choices the next day.</p> <p>To introduce this activity, the teacher should lead students through writing the first entry together, based upon yesterday’s activities. A sample Day 1 Journal Entry is included, as well as a sample PALS rubric from Fairfax County Schools in Virginia, but teachers may change the format to fit their own students and preferences as desired. If the timing presented is followed, this assignment should be turned in on Week 2 Day 5. Assuming that Day 1 is Monday, some teachers may choose to allow students the weekend to complete the</p>	15-20 minutes.	Sample Journal Entry Day 1  Sample Rubric



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project and turn it in on Week 3 Day 1.		
<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.	1 minute	