

Grade 10

Distance Learning Module 8: Week of: May 26th – May 29th

Français 3 - Modified from [Unit #4 - Global Challenges](#)

Targeted Goals from Stage 1: Desired Results

Content Knowledge: **K1.** Future tense (regular and irregular verb forms). **K2.** Conditional tense (regular and irregular verb forms). **K3.** Vocabulary associated with the readings about refugees/immigration/legends. **K4.** Main ideas and themes from the readings/film about refugees/immigration/legends. **K5.** Se manquer de + se plaire (to miss and to like). (Semaine no. 2)

Vocabulary: Recycled vocabulary from the unit on immigration, migrants and refugees.

Skills: **S1.** Reading and interpreting skills at the intermediate level. **S2.** Using the future tense to make predictions, plans, and goals. **S3.** Using the conditional tense to explain what you would do in a situation **S4.** Using se manquer and se plaire in context to express what you miss and likes. **S5.** Using the past, present, and future tenses in context to talk/write about what happened, is happening, and will happen in the readings/film associated with refugees/immigration

Expectation: Students will continue to develop their understanding of the global refugee crisis and learn what some of the salient issues are that lead directly to these situations of displaced persons, people seeking asylum and people simply seeking better economic opportunities. A big focus this week will be on learning the future tense of both regular and irregular verbs.

Description of Task (s):	Resources and Materials:	Daily Checks (Return to Google Classroom or snapshots from a cell phone)
Monday- Memorial Day		
Tuesday: EN DIRECT! Online class to discuss the week and learn the basics of the future tense w/ regular verbs.	Expliquer QUAND on utilise le futur Expliquer la formation du FUTUR. Utiliser la fiche du futur. Explain difference w/futur proche Show PPT or ask students to view on their own.	Journal du lundi. Écrivez une dizaine de phrases OU un paragraphe de ce que vous ferez quand vous serez plus âgé. Le monde sera comment dans 10, 20 ou 30 ans? Utilisez des verbes réguliers. Peer-edit. Classroom

Description of Task (s):	Resources and Materials:	Daily Checks (Return to Google Classroom or snapshots from a cell phone)
	Focus upon regular verbs	
Wednesday: Learn to conjugate the future with irregular verbs.	Focus upon irregular verbs. Pp. 14-15 in PV	Fiche du travail avec des verbes réguliers et irréguliers.
Thursday: Et vous? Students will use the future tense in the context of their own lives - you will travel abroad this summer and...	Watch the video re: studying abroad. Think about the cultural differences you will face. YouTube video link posted in Google classroom	Un long paragraphe de 10 à 12 phrases dans lequel vous écrivez: - Où habiterez-vous? - Que ferez-vous? - Avec qui voyagerez-vous? - Qu'est-ce que vous verrez? - Comment vous sentirez-vous dans un pays avec une culture différente de la tienne (yours)? [Je pense que je me sentirai...] - Quelle sera la réaction des autres quand ils vous entendent parler? - etc... Classroom
Friday: EN DIRECT. Discussion au futur pendant la classe. A l'orale.	Discuss assignment for next week of the song project. Students will submit via voice memo or Flipgrid if they are unable to participate for this class session.	EN LIVE - Que ferez-vous ce weekend - trois idées par personne. (Zoom breakouts if allowed for per. 5) Classe à l'orale. Faites les révisions avec les corrections de Mme.

Week criteria for success (attach student checklists or rubrics):

- ☐ Journal du lundi
- ☐ 10 phrases au futur avec des verbes réguliers - Que ferez-vous quand vous serez plus âgé(e)? Peer -edit.
- ☐ la fiche de travail du futur avec des verbes réguliers et irréguliers
- ☐ un paragraphe de 10-12 phrases dans Classroom

- ❑ participation dans la discussion de la classe vendredi OU un Flipgrid à l'option si vous ne pouvez pas assister à la classe

Supportive resources and tutorials for the week (plans for re-teaching):