

Grade 10

Distance Learning Module 9: Week of: June 1st – June 5th

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. 3)

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 skills in the use of the future tense and this week, we will add the conditional going from what you WILL do, etc. to what you WOULD do. Students will continue to learn to differentiate between these two tenses as they deepen their understanding of what would happen if ...war broke out in their homeland, if they landed in a refugee camp, if

Description of Task (s):	Resources and Materials:	Daily Checks (Return to Google Classroom or snapshots from a cell phone)
Monday: GMeet avec Mme pour parcourir le travail de la semaine. Introduction au temps du conditionnel.	Explanation of the conditionnel, the difference in use with the future and the similarities and differences in conjugation with the future tense. Review ppt. Uses of conditional and begin work on the assignment.	Journal du lundi Fiche du conditionnel

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Tuesday: Continue to learn the differences between a migrant and a refugee. Be able to identify the five reasons a migrant may obtain refugee status.	Watch the EdPuzzle video and complete the questions.	Dans Classroom, quelles sont les 5 raisons possibles pour une personne d'obtenir le statut du réfugié - selon la convention de Genève?
Wednesday: Understand many of the reasons why countries do not want to welcome migrants or refugees. Why did Germany welcome over 600,000 refugees (mostly Syrian)?	Watch the video. «Les migrants en Europe.»	Dans Classroom, répondez aux questions sur la vidéo. Ensuite, expliquez ce que vous feriez (what would you do) si vous étiez maire (mayor) ou président d'un pays européen où les migrants et les réfugiés voudraient venir? 5 à 7 phrases au conditionnel.
Thursday: Cultural adjustments. What steps would you take if you were a refugee to assimilate into your new country and its culture? Would you want to assimilate?	Watch the video - la francisation des réfugiés des réfugiés à Montréal. Use verbs such as: vouloir, assimiler, pratiquer, apprendre, garder, ressentir, maintenir, etc. in the conditionnel to write about what you would do if you were a refugee in a strange land.	Dans Classroom, vous êtes réfugié(e). Écrivez (au futur et au conditionnel) une petite bio imaginaire d'une dizaine de phrases. Comment ressentirez-vous? Que feriez-vous comme travail dans votre nouveau pays? Garderez-vous votre propre culture, religion, etc. ou assimilerez-vous dans le nouveau pays?
Friday: Make-up conferences for stories/fables, songs, articles, videos. Catch-up on any assignments to date.		

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

- ☐ Journal du lundi
- ☐ fiche de travail du conditionnel
- ☐ EdPuzzle video + five reasons a person might fear life in their own country and need to leave
- ☐ Migrant video and writing about what you would do as a leader or a local citizen. 5 à 7 phrases au conditionnel.
- ☐ EdPuzzle video - answers to open-ended questions
- ☐ Writing - une petite bio d'un/e réfugié/e d'une dizaine de phrases.

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