

Acti-Vie 1: Les aventures d’A-V

Final task: Creating a comic strip

Strand: Writing

Expectations:

- Students will copy and write simple words, phrases, and short sentences and questions, using basic vocabulary and very simple language structures.
- Students will write, using a model, a first draft and corrected version in guided and cooperative writing tasks.
- Students will use and spell the vocabulary appropriate for this grade level.

Categories	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding				
	The student:			
Knowledge of the format of a comic strip and the writing process	-demonstrates limited knowledge of content	-demonstrates some knowledge of content	-demonstrates considerable knowledge of content	-demonstrates thorough knowledge of content
Understanding of how to complete the comic strip, the need to select characters, settings, and actions and of the specific vocabulary, including descriptive adjectives	-demonstrates limited understanding of the content	-demonstrates some understanding of the content	-demonstrates considerable understanding of the content	-demonstrates thorough understanding of the content
Thinking				
	The student:			
Use of planning strategies (inquiry, formulating questions, gathering information, using prior knowledge of the language) and logical	-uses planning skills with limited effectiveness -organizes information with limited effectiveness	-uses planning skills with some effectiveness -organizes information with some effectiveness	-uses planning skills with considerable effectiveness -organizes information with considerable effectiveness	-uses planning skills with a high degree of effectiveness -organizes information with a high degree of effectiveness

organization of required information				
Use of processing skills: generating, analyzing, integrating, synthesizing, and evaluating available information and reaching decisions on appropriateness	-uses processing skills with limited effectiveness	-uses processing skills with some effectiveness	-uses processing skills with considerable effectiveness	-uses processing skills with a high degree of effectiveness
Use of critical/creative thinking processes: oral discourse, reading process, writing process, problem solving, invention, research	-uses critical/creative thinking processes with limited effectiveness	-uses critical/creative thinking processes with some effectiveness	-uses critical/creative thinking processes with considerable effectiveness	-uses critical/creative thinking processes with a high degree of effectiveness
Communication				
	The student:			
Expression and organization of ideas in visual and written forms (clear expression; use of appropriate vocabulary, including descriptive adjectives)	-expresses and organizes ideas and information with limited effectiveness	-expresses and organizes ideas and information with some effectiveness	-expresses and organizes ideas and information with considerable effectiveness	-expresses and organizes ideas and information with a high degree of effectiveness
Communication for different audiences and purposes in visual and written forms	-communicates with limited effectiveness	-communicates with some effectiveness	-communicates with considerable effectiveness	-communicates with a high degree of effectiveness
Use of conventions (grammar, vocabulary) in visual and written forms	-uses conventions and vocabulary with limited effectiveness	-uses conventions and vocabulary with some effectiveness	-uses conventions and vocabulary with considerable effectiveness	-uses conventions and vocabulary with a high degree of effectiveness

Application				
	The student:			
Application of knowledge and skills in familiar contexts (use of a model, language knowledge, language-learning strategies, etc.) – reading and discussing comic strips	-applies knowledge and skills in familiar contexts with limited effectiveness	-applies knowledge and skills in familiar contexts with some effectiveness	-applies knowledge and skills in familiar contexts with considerable effectiveness	-applies knowledge and skills in familiar contexts with a high degree of effectiveness
Application of knowledge and skills to new contexts (use of a model, language knowledge, language-learning strategies, etc.) – creating a comic strip	-applies knowledge and skills in a new context with limited effectiveness	-applies knowledge and skills in a new context with some effectiveness	-applies knowledge and skills in a new context with considerable effectiveness	-applies knowledge and skills in a new context with a high degree of effectiveness
Making connections within and between various contexts (e.g., between personal experiences and FSL, between FSL and other disciplines, between FSL and the world outside the school)	-makes connections within and between various contexts with limited effectiveness	-makes connections within and between various contexts with some effectiveness	-makes connections within and between various contexts with considerable effectiveness	-makes connections within and between various contexts with a high degree of effectiveness

Acti-Vie 1: Les aventures d’A-V

Final task: Sharing a comic strip

Strand: Reading

Expectations:

- Students will read aloud familiar material, using correct pronunciation and intonation.
- Students will read at least six simple passages or stories.

Categories	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding				
	The student:			
Knowledge of the content of his or her comic strip	-demonstrates limited knowledge of content	-demonstrates some knowledge of content	-demonstrates considerable knowledge of content	-demonstrates thorough knowledge of content
Understanding of the strategies required for reading his or her comic strip to a partner and conveying the meaning	-demonstrates limited understanding of the strategies	-demonstrates some understanding of the strategies	-demonstrates considerable understanding of the strategies	-demonstrates thorough understanding of the strategies
Thinking				
	The student:			
Use of planning skills: focusing an inquiry, formulating questions, gathering information, using prior knowledge of the language	-uses planning skills with limited effectiveness	-uses planning skills with some effectiveness	-uses planning skills with considerable effectiveness	-uses planning skills with a high degree of effectiveness
Use of processing skills:	-uses processing skills	-uses processing skills	-uses processing skills	-uses processing skills

generating, analyzing, integrating, synthesizing, and evaluating available information and reaching decisions on appropriateness	with limited effectiveness	with some effectiveness	with considerable effectiveness	with a high degree of effectiveness
Use of critical/creative thinking processes: oral discourse, reading process, problem solving	-uses critical/creative thinking processes with limited effectiveness	-uses critical/creative thinking processes with some effectiveness	-uses critical/creative thinking processes with considerable effectiveness	-uses critical/creative thinking processes with a high degree of effectiveness
Communication				
	The student:			
Expression and organization of ideas in visual and oral forms (clear expression; use of visual and verbal cues, use of appropriate vocabulary, use of appropriate tone of voice and sound effects)	-expresses and organizes ideas and information with limited effectiveness	-expresses and organizes ideas and information with some effectiveness	-expresses and organizes ideas and information with considerable effectiveness	-expresses and organizes ideas and information with a high degree of effectiveness
Communication for different audiences and purposes in visual and oral forms	-communicates with limited effectiveness	-communicates with some effectiveness	-communicates with considerable effectiveness	-communicates with a high degree of effectiveness
Use of conventions (grammar, vocabulary) in visual and oral forms	-uses conventions and vocabulary with limited effectiveness	-uses conventions and vocabulary with some effectiveness	-uses conventions and vocabulary with considerable effectiveness	-uses conventions and vocabulary with a high degree of effectiveness

Application				
	The student:			
Application of knowledge and skills in familiar contexts (use of a model, language knowledge, language-learning strategies, etc.) – reading aloud	-applies knowledge and skills in familiar contexts with limited effectiveness	-applies knowledge and skills in familiar contexts with some effectiveness	-applies knowledge and skills in familiar contexts with considerable effectiveness	-applies knowledge and skills in familiar contexts with a high degree of effectiveness
Application of knowledge and skills to new contexts (use of a model, language knowledge, language-learning strategies, etc.) – reading aloud to a partner to convey meaning	-applies knowledge and skills in a new context with limited effectiveness	-applies knowledge and skills in a new context with some effectiveness	-applies knowledge and skills in a new context with considerable effectiveness	-applies knowledge and skills in a new context with a high degree of effectiveness
Making connections within and between various contexts (e.g., between personal experiences and FSL, between FSL and other disciplines, between FSL and the world outside the school)	-makes connections within and between various contexts with limited effectiveness	-makes connections within and between various contexts with some effectiveness	-makes connections within and between various contexts with considerable effectiveness	-makes connections within and between various contexts with a high degree of effectiveness