

**Acti-Vie 1: Bonne fête à tous!**

**Final task:** Creation of a birthday card

**Strand:** Writing

**Expectations:**

- Students will copy and write simple words, phrases, and short sentences, 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
<b>Knowledge and Understanding</b>				
	<b>The student:</b>			
Knowledge of the use of greetings and dates on a birthday card.	-demonstrates limited knowledge of content	-demonstrates some knowledge of content	-demonstrates considerable knowledge of content	-demonstrates thorough knowledge of content
Understanding of the format of the birthday card and of the various elements and specific vocabulary to be included	-demonstrates limited understanding of the content	-demonstrates some understanding of the content	-demonstrates considerable understanding of the content	-demonstrates thorough understanding of the content
<b>Thinking</b>				
	<b>The student:</b>			
Use of planning strategies (inquiry, formulating questions, gathering information,	-uses planning skills with limited effectiveness -organizes information	-uses planning skills with some effectiveness -organizes information with some effectiveness	-uses planning skills with considerable effectiveness -organizes information	-uses planning skills with a high degree of effectiveness -organizes information

using prior knowledge of the language) and logical organization of required information	with limited effectiveness		with considerable effectiveness	with a high degree of effectiveness
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
<b>Communication</b>				
	<b>The student:</b>			
Expression and organization of ideas in visual and written forms (clear expression; use of appropriate vocabulary and greetings)	-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
<b>Application</b>				
	<b>The student:</b>			
Application of knowledge and skills in familiar contexts (use of a model, language knowledge, language-learning strategies, etc.) – understanding the format of a birthday card	-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 birthday card in French	-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 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: Bonne fête à tous!**

**Final task:** Playing birthday party games

**Strand:** Oral communication

**Expectations:**

- Students will follow basic classroom instructions.
- Students will use visual and verbal cues to understand what they hear, following repetition.
- Students will use some conventions of oral language (e.g., pronunciation, intonation) to speak in rehearsed contexts.

Categories	Level 1	Level 2	Level 3	Level 4
<b>Knowledge and Understanding</b>				
	<b>The student:</b>			
Knowledge of the format and language of the games.	-demonstrates limited knowledge of content	-demonstrates some knowledge of content	-demonstrates considerable knowledge of content	-demonstrates thorough knowledge of content
Understanding of how to play the games and of their specific vocabulary, including recognition of command forms	-demonstrates limited understanding of the content	-demonstrates some understanding of the content	-demonstrates considerable understanding of the content	-demonstrates thorough understanding of the content
<b>Thinking</b>				
	<b>The student:</b>			
Use of planning strategies (inquiry, formulating questions, gathering information, using prior knowledge)	-uses planning skills with limited effectiveness -organizes information with limited	-uses planning skills with some effectiveness -organizes information with some effectiveness	-uses planning skills with considerable effectiveness -organizes information with considerable	-uses planning skills with a high degree of effectiveness -organizes information with a high degree of

of the language) and logical organization of required information	effectiveness		effectiveness	effectiveness
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, problem solving, 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
<b>Communication</b>				
	<b>The student:</b>			
Expression and organization of ideas in visual and oral forms (clear expression; use of appropriate vocabulary and commands)	-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)	-uses conventions and vocabulary with limited	-uses conventions and vocabulary with some	-uses conventions and vocabulary with	-uses conventions and vocabulary with a high

in visual and oral forms	effectiveness	effectiveness	considerable effectiveness	degree of effectiveness
<b>Application</b>				
	<b>The student:</b>			
Application of knowledge and skills in familiar contexts (use of a model, language knowledge, language-learning strategies, etc.) – understanding the format of the games	-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.) – playing the games	-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 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