

## Acti-Vie 1: Souvenirs de ma famille

**Final task:** Creating a family scrapbook

**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
<b>Knowledge and Understanding</b>				
	<b>The student:</b>			
Knowledge of the content: vocabulary relating to family members, activities, and celebrations, the structure <i>on aime</i> + an infinitive to describe activities	-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 scrapbook, the elements and the vocabulary involved	-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 skills:	-uses planning skills	-uses planning skills	-uses planning skills	-uses planning skills

<p>focusing an inquiry, formulating questions, gathering information, using prior knowledge of the language</p>	<p>with limited effectiveness</p>	<p>with some effectiveness</p>	<p>with considerable effectiveness</p>	<p>with a high degree of effectiveness</p>
<p>Use of processing skills: generating, analyzing, integrating, synthesizing, and evaluating available information and reaching decisions on appropriateness</p>	<p>-uses processing skills with limited effectiveness</p>	<p>-uses processing skills with some effectiveness</p>	<p>-uses processing skills with considerable effectiveness</p>	<p>-uses processing skills with a high degree of effectiveness</p>
<p>Use of critical/creative thinking processes: oral discourse, reading process, writing process, problem solving, invention, research</p>	<p>-uses critical/creative thinking processes with limited effectiveness</p>	<p>-uses critical/creative thinking processes with some effectiveness</p>	<p>-uses critical/creative thinking processes with considerable effectiveness</p>	<p>-uses critical/creative thinking processes with a high degree of effectiveness</p>
<p><b>Communication</b></p>				
	<p><b>The student:</b></p>			
<p>Expression and organization of ideas in visual and written forms (clear expression, use of visuals, use of appropriate vocabulary)</p>	<p>-expresses and organizes ideas and information with limited effectiveness</p>	<p>-expresses and organizes ideas and information with some effectiveness</p>	<p>-expresses and organizes ideas and information with considerable effectiveness</p>	<p>-expresses and organizes ideas and information with a high degree of effectiveness</p>
<p>Communication for different audiences and purposes in visual and written forms</p>	<p>-communicates with limited effectiveness</p>	<p>-communicates with some effectiveness</p>	<p>-communicates with considerable effectiveness</p>	<p>-communicates with a high degree of effectiveness</p>

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.) – discussing the family	-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 scrapbook based on his or her family	-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: Souvenirs de ma famille

**Final task:** Sharing the family scrapbook

**Strand:** Oral Communication

### Expectations:

- Students will use some conventions of oral language (e.g., pronunciation, intonation) to speak in rehearsed contexts.
- Students will give an oral presentation of up to five sentences in length.

Categories	Level 1	Level 2	Level 3	Level 4
<b>Knowledge and Understanding</b>				
	<b>The student:</b>			
Knowledge of the content: vocabulary relating to family members, activities, and celebrations, the structure <i>on aime</i> + an infinitive to describe activities	-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 presentation and the strategies involved in conveying the meaning of the material to a partner	-demonstrates limited understanding of the content and strategies	-demonstrates some understanding of the content and strategies	-demonstrates considerable understanding of the content and strategies	-demonstrates thorough understanding of the content and strategies
<b>Thinking</b>				
	<b>The student:</b>			
Use of planning skills:	-uses planning skills	-uses planning skills	-uses planning skills	-uses planning skills

focusing an inquiry, formulating questions, gathering information, using prior knowledge of the language	with limited effectiveness	with some 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, 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
<b>Communication</b>				
	<b>The student:</b>			
Expression and organization of ideas in visual and oral forms (clear expression; use of visuals, use of appropriate vocabulary, tone of voice)	-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, pronunciation, intonation) 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
<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.) – 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 his or her scrapbook to a partner and conveying 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 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