

Acti-Vie 2: Au café

Final task: Ordering at a café

Strand: Oral Communication

Expectations:

- Students will use some conventions of oral; language (e.g., pronunciation, intonation) to speak and to understand in familiar contexts.
- Students will use visual and verbal cues to convey the meaning of familiar material.
- Students will give an oral presentation of up to five sentences in length.

| Categories | Level 1 | Level 2 | Level 3 | Level 4 |
|------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|-------------------------------------------------|---------------------------------------------------------|-----------------------------------------------------------|
| Knowledge and Understanding | | | | |
| | The student: | | | |
| Knowledge of the content: food items, greetings, placing and taking orders | -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 individual roles (server and customer) | -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 skills: focusing an inquiry, formulating questions, gathering information, using prior knowledge | -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 |

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| of the language | | | | |
| 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, 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 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, | -uses conventions and vocabulary with limited | -uses conventions and vocabulary with some | -uses conventions and vocabulary with | -uses conventions and vocabulary with a high |

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| pronunciation, intonation) in visual and oral forms | effectiveness | effectiveness | considerable effectiveness | degree of effectiveness |
| Application | | | | |
| | The student: | | | |
| Application of knowledge and skills in familiar contexts (use of a model, language knowledge, language-learning strategies, etc.) – ordering in a café | -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.) – role-playing | -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 2: Au café

Final task: Café décor: creating a poster or a placemat

Strand: Writing

Expectations:

- Students will write simple phrases, short sentences and questions, using learned vocabulary and 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 content: poster – name of café and message; placemat – name of café and questionnaire for the client | -demonstrates limited knowledge of content | -demonstrates some knowledge of content | -demonstrates considerable knowledge of content | -demonstrates thorough knowledge of content |
| Understanding of the elements and of the individual roles within the group; understanding of adjective agreement | -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 skills: focusing an inquiry, formulating questions, gathering information, | -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 |

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| using prior knowledge of the language | | | | |
| 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 visuals, use of appropriate vocabulary) | -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,) | -uses conventions and vocabulary with limited | -uses conventions and vocabulary with some | -uses conventions and vocabulary with | -uses conventions and vocabulary with a high |

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| in visual and written forms | effectiveness | effectiveness | considerable effectiveness | degree of effectiveness |
| Application | | | | |
| | The student: | | | |
| Application of knowledge and skills in familiar contexts (use of a model, language knowledge, language-learning strategies, etc.) – discussing a café and food | -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 materials to be used in a class café | -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 |