

## Acti-Vie 1: Et maintenant... la météo

**Final task:** Creating a weather advisory poster

**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 format of a weather advisory poster and the language required to describe the weather and give advice | -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 poster and of the specific vocabulary, including 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<br>-organizes information with limited | -uses planning skills with some effectiveness<br>-organizes information with some effectiveness | -uses planning skills with considerable effectiveness<br>-organizes information with considerable | -uses planning skills with a high degree of effectiveness<br>-organizes information with a high degree of |

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| 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, writing 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 written forms (clear expression, use of appropriate vocabulary and command forms for giving advice)     | -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  |
| <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.)<br>– discussing the weather                        | -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.)<br>– creating a poster with advice                      | -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 |