

Acti-Vie 3: L'environnement et moi

Final task: Creating an environment jingle

Strand: Oral Communication

Expectations:

- Students will use appropriate pronunciation, liaison, intonation, and language in familiar contexts.
- Students will give an oral presentation of ten to fifteen sentences in length.

Categories	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding				
	The student:			
Knowledge of the content: vocabulary related to environmental dangers, methods of environmental protection, animals, plants, and habitats; formation of plurals; rhyming words	-demonstrates limited knowledge of content	-demonstrates some knowledge of content	-demonstrates considerable knowledge of content	-demonstrates thorough knowledge of content
Understanding of the content of the jingle: the elements to be covered, use of the visual dictionary, rhyming words; understanding of the individual roles in the group	-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 and ideas, 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: 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, invention	-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, appropriate gestures, use of appropriate vocabulary, appropriate props and costumes)	-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, non-verbal communication) 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.) – discussing environmental dangers and protection	-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

<p>Application of knowledge and skills to new contexts (use of a model, language knowledge, language-learning strategies, etc.) – creating a jingle about environmental dangers and protection</p>	<p>-applies knowledge and skills in a new context with limited effectiveness</p>	<p>-applies knowledge and skills in a new context with some effectiveness</p>	<p>-applies knowledge and skills in a new context with considerable effectiveness</p>	<p>-applies knowledge and skills in a new context with a high degree of effectiveness</p>
<p>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)</p>	<p>-makes connections within and between various contexts with limited effectiveness</p>	<p>-makes connections within and between various contexts with some effectiveness</p>	<p>-makes connections within and between various contexts with considerable effectiveness</p>	<p>-makes connections within and between various contexts with a high degree of effectiveness</p>