

Acti-Vie 3: Le mystère du trophée de basket-ball

Final task: Selecting a suspect

Strand: Writing

Expectations:

- Students will write sentences and questions that contain learned vocabulary and familiar language structures.
- Students will write in different forms.
- 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: vocabulary of the story; adjective agreement, colours	-demonstrates limited knowledge of content	-demonstrates some knowledge of content	-demonstrates considerable knowledge of content	-demonstrates thorough knowledge of content
Understanding of the format: the elements to be covered, use of story as a reference, logical use of story material to support suspicion	-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 written forms (clear expression, complete sentences where required, 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 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 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

Application				
	The student:			
Application of knowledge and skills in familiar contexts (use of a model, language knowledge, language-learning strategies, etc.) – discussing the content of the story	-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.) – using the content to solve a mystery	-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

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Final task: Presenting a suspect

Strand: Reading

Expectations:

- Students will read at least nine simple passages or stories.
- Students will participate in a variety of reading situations, such as guided, shared, and choral; reading, using expression, correct pronunciation, and intonation.
- Students will identify the main idea and a few supporting details.
- Students will use various reading strategies to determine meaning.

Categories	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding				
	The student:			
Knowledge of the content: vocabulary of the story; adjective agreement, colours, as well as the group decision on the identity of the culprit and the reasons	-demonstrates limited knowledge of content	-demonstrates some knowledge of content	-demonstrates considerable knowledge of content	-demonstrates thorough knowledge of content
Understanding of the format: the elements to be covered, use of story as a reference, logical use of story material to support suspicion	-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, 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, complete sentences where required, use of appropriate vocabulary, gestures and intonation, costumes and props if required)	-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) in 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
Application				
	The student:			
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 aloud with expression to convey meaning to an audience	-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