

Cross Reference Chart

Achievement Levels & *Acti-Vie*

Au café The following chart indicates the activities within this unit of *Acti-Vie* that allow students to demonstrate achievement in the four categories of knowledge and skills as described in The Ontario Curriculum: French as a Second Language: Core French, 1998. Teachers may wish to reproduce the chart and use it as an assessment reference tool when determining achievement levels of students. The letters following each reference indicate whether the activity involves oral communication (O), reading (R) or writing skills (W).

KNOWLEDGE/ SKILLS	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Communication The student communicates:				
<ul style="list-style-type: none"> <input type="checkbox"/> TRB p. 32, #8 O <input type="checkbox"/> TRB p. 57, #10 O/R <input type="checkbox"/> TRB p. 66, #6 O/R/W <input type="checkbox"/> TRB p. 103, #9 O <input type="checkbox"/> TRB p. 113 (TRB p. 108) O/R/W 	<ul style="list-style-type: none"> • only with constant teacher support, in highly structured situations • using a few basic forms, structures and vocabulary 	<ul style="list-style-type: none"> • with frequent teacher support, in structured situations • using some basic forms, structures and vocabulary 	<ul style="list-style-type: none"> • with occasional teacher support, in structured and open-ended situations • using most basic forms, structures and vocabulary 	<ul style="list-style-type: none"> • with little or no teacher support, in structured and open-ended situations • using all or almost all basic forms, structures and vocabulary
Comprehension The student demonstrates understanding:				
<ul style="list-style-type: none"> <input type="checkbox"/> TRB p. 18, #6 O <input type="checkbox"/> WB pp. 3-4 (TRB p. 19, #7) O <input type="checkbox"/> WB p. 5 (TRB p. 29, #4) O <input type="checkbox"/> TRB p. 29, #5 O <input type="checkbox"/> TRB p. 39 (TRB p. 35, #15) O <input type="checkbox"/> TRB p. 51 (TRB p. 47, #13) R/W <input type="checkbox"/> TRB pp. 61-62 (TRB p. 57, #12) R <input type="checkbox"/> WB p. 15 (TRB p. 75, #5) O/W <input type="checkbox"/> WB p. 17 (TRB p. 84, #7) R/W <input type="checkbox"/> TRB p. 109 (TRB p. 106) O <input type="checkbox"/> TRB p. 110 (TRB p. 106) O <input type="checkbox"/> TRB p. 111 (TRB p. 107) R/W <input type="checkbox"/> TRB p. 113 (TRB p. 108) O/R/W 	<ul style="list-style-type: none"> • of a few of the main ideas and details • relying on non-verbal cues 	<ul style="list-style-type: none"> • of some of the main ideas and details • using some verbal cues, but relying on non-verbal cues 	<ul style="list-style-type: none"> • of most of the main ideas and details • using mostly verbal cues and a few non-verbal cues 	<ul style="list-style-type: none"> • of all or almost all of the main ideas and details • using all or almost all verbal cues and a very few non-verbal cues
Organization of Ideas The student organizes:				
<ul style="list-style-type: none"> <input type="checkbox"/> TRB p. 21, #10 W <input type="checkbox"/> TRB p. 112 (TRB p. 107) R/W 	<ul style="list-style-type: none"> • only with constant teacher support • by copying from a model 	<ul style="list-style-type: none"> • with frequent teacher support • by using a model and making minor changes to it 	<ul style="list-style-type: none"> • with occasional teacher support • by creating new forms or making some changes and additions to a model 	<ul style="list-style-type: none"> • with little or no teacher support • by creating new forms or making significant changes and additions to a model
Application of Language Knowledge (spelling, grammar, vocabulary) The student applies language knowledge:				
<ul style="list-style-type: none"> <input type="checkbox"/> TRB p. 32, #8 O <input type="checkbox"/> WB p. 6 (TRB p. 32, #9) W <input type="checkbox"/> TRB p. 66, #6 O/R/W <input type="checkbox"/> WB p. 14 (TRB p. 67, #11) W <input type="checkbox"/> TRB p. 111 (TRB p. 107) R/W <input type="checkbox"/> TRB p. 112 (TRB p. 107) R/W <input type="checkbox"/> TRB p. 113 (TRB p. 108) O/R/W 	<ul style="list-style-type: none"> • with constant major errors • using few or none of the required elements 	<ul style="list-style-type: none"> • with frequent errors • using some of the required elements 	<ul style="list-style-type: none"> • with occasional errors • using most of the required elements 	<ul style="list-style-type: none"> • with few or no errors • using all or almost all of the required elements

Cross Reference Chart

Achievement Levels & Acti-Vie

Tous des champions! The following chart indicates the activities within this unit of *Acti-Vie* that allow students to demonstrate achievement in the four categories of knowledge and skills as described in The Ontario Curriculum: French as a Second Language: Core French, 1998. Teachers may wish to reproduce the chart and use it as an assessment reference tool when determining achievement levels of students. The letters following each reference indicate whether the activity involves oral communication (O), reading (R), or writing skills (W).

KNOWLEDGE / SKILLS	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Communication The student communicates:				
<ul style="list-style-type: none"> <input type="checkbox"/> WB p. 5 (TRB p. 21, #18) W <input type="checkbox"/> TRB p. 34 (TRB p. 30, #10) W <input type="checkbox"/> TRB p. 40, #7 O <input type="checkbox"/> TRB p. 41, #10 W <input type="checkbox"/> TRB p. 41, #11 O <input type="checkbox"/> TRB p. 75, #12 O <input type="checkbox"/> WB p. 16 (TRB p. 91, #4) W <input type="checkbox"/> TRB p. 94, #12 O <input type="checkbox"/> TRB p. 100, #11 O <input type="checkbox"/> TRB pp. 114-115 (TRB p. 110) O 	<ul style="list-style-type: none"> • only with constant teacher support, in highly structured situations • using a few basic forms, structures and vocabulary 	<ul style="list-style-type: none"> • with frequent teacher support, in structured situations • using some basic forms, structures and vocabulary 	<ul style="list-style-type: none"> • with occasional teacher support, in structured and open-ended situations • using most basic forms, structures and vocabulary 	<ul style="list-style-type: none"> • with little or no teacher support, in structured and open-ended situations • using all or almost all basic forms, structures and vocabulary
Comprehension The student demonstrates understanding:				
<ul style="list-style-type: none"> <input type="checkbox"/> WB pp. 6-7 (TRB p. 27, #4) O/R/W <input type="checkbox"/> TRB p. 35 (TRB p. 30, #12) O <input type="checkbox"/> WB p. 8 (TRB p. 39, #4) W <input type="checkbox"/> TRB p. 59 (TRB p. 54, #9) R/W <input type="checkbox"/> WB p.11 (TRB p. 64, #6-7) R/W <input type="checkbox"/> WB pp. 12-13, Part B (TRB p. 72, #4) R/W <input type="checkbox"/> WB p. 14 (TRB p. 73, #5) R <input type="checkbox"/> TRB p. 82 (TRB p. 76, #15) R/W <input type="checkbox"/> WB pp. 17-18 (TRB p. 93, #11) R/W <input type="checkbox"/> TRB p. 100, #11 O <input type="checkbox"/> TRB p. 112 (TRB p. 110) W <input type="checkbox"/> TRB p. 117 (TRB p. 110) O <input type="checkbox"/> TRB p. 118 (TRB p. 111) R/W 	<ul style="list-style-type: none"> • of a few of the main ideas and details • relying on non-verbal cues 	<ul style="list-style-type: none"> • of some of the main ideas and details • using some verbal cues, but relying on non-verbal cues 	<ul style="list-style-type: none"> • of most of the main ideas and details • using mostly verbal cues and a few non-verbal cues 	<ul style="list-style-type: none"> • of all or almost all of the main ideas and details • using all or almost all verbal cues and a very few non-verbal cues
Organization of Ideas The student organizes:				
<ul style="list-style-type: none"> <input type="checkbox"/> WB p. 3 (TRB p. 19, #10) R/W <input type="checkbox"/> WB p. 4 (TRB p. 20, #13) W <input type="checkbox"/> WB p. 9 (TRB p. 52, #3) W <input type="checkbox"/> WB p. 10 (TRB p. 53, #6) R/W <input type="checkbox"/> WB p. 16 (TRB p. 93, #7) W <input type="checkbox"/> TRB p. 112 (TRB p. 110) W 	<ul style="list-style-type: none"> • only with constant teacher support • by copying from a model 	<ul style="list-style-type: none"> • with frequent teacher support • by using a model and making minor changes to it 	<ul style="list-style-type: none"> • with occasional teacher support • by creating new forms or making some changes and additions to a model 	<ul style="list-style-type: none"> • with little or no teacher support • by creating new forms or making significant changes and additions to a model
Application of Language Knowledge (spelling, grammar, vocabulary) The student applies language knowledge:				
<ul style="list-style-type: none"> <input type="checkbox"/> TRB pp. 114-115 (TRB p. 110) O 	<ul style="list-style-type: none"> • with constant major errors • using few or none of the required elements 	<ul style="list-style-type: none"> • with frequent errors • using some of the required elements 	<ul style="list-style-type: none"> • with occasional errors • using most of the required elements 	<ul style="list-style-type: none"> • with few or no errors • using all or almost all of the required elements

Cross Reference Chart

Achievement Levels & Acti-Vie

Que le spectacle commence! The following chart indicates the activities within this unit of *Acti-Vie* that allow students to demonstrate achievement in the four categories of knowledge and skills as described in The Ontario Curriculum: French as a Second Language: Core French, 1998. Teachers may wish to reproduce the chart and use it as an assessment reference tool when determining achievement levels of students. The letters following following each reference indicate whether the activity involves oral communication (O), reading (R) or writing skills (W).

KNOWLEDGE / SKILLS	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Communication The student communicates:				
<ul style="list-style-type: none"> <input type="checkbox"/> TRB p. 30, #9 O/R <input type="checkbox"/> TRB p. 30, #10 O/R <input type="checkbox"/> TRB p. 44, #10 O/R <input type="checkbox"/> TRB p. 58, #8 O <input type="checkbox"/> TRB p. 61, #14 O/R <input type="checkbox"/> TRB p. 69, #10 O <input type="checkbox"/> TRB p. 79, #8 (TRB p. 82) W <input type="checkbox"/> TRB p. 80, #10 O <input type="checkbox"/> TRB p. 90, #9 W <input type="checkbox"/> TRB p. 95, #7 W <input type="checkbox"/> TRB p. 100, #8 O <input type="checkbox"/> TRB p. 113 (TRB p. 106) W 	<ul style="list-style-type: none"> • only with constant teacher support, in highly structured situations • using a few basic forms, structures and vocabulary 	<ul style="list-style-type: none"> • with frequent teacher support, in structured situations • using some basic forms, structures and vocabulary 	<ul style="list-style-type: none"> • with occasional teacher support, in structured and open-ended situations • using most basic forms, structures and vocabulary 	<ul style="list-style-type: none"> • with little or no teacher support, in structured and open-ended situations • using all or almost all basic forms, structures and vocabulary
Comprehension The student demonstrates understanding:				
<ul style="list-style-type: none"> <input type="checkbox"/> WB p. 3 (TRB p. 18, #7) W <input type="checkbox"/> WB pp. 6-7 (TRB p. 29, #6) W <input type="checkbox"/> WB p. 10 (TRB p. 42, #6) R/W <input type="checkbox"/> WB pp. 8-9 (TRB p. 42, #7) R <input type="checkbox"/> TRB pp. 50-51 R/W <input type="checkbox"/> WB p. 12 (TRB p. 56, #5) R <input type="checkbox"/> WB pp. 13-14 (TRB p. 60, #13) R/W <input type="checkbox"/> WB p. 15 (TRB p. 66, #1) O <input type="checkbox"/> WB p. 16 (TRB p. 68, #6) R/W <input type="checkbox"/> TRB p. 100, #8 O <input type="checkbox"/> TRB p. 108 (TRB p. 105) O <input type="checkbox"/> TRB p. 109-110 (TRB p. 105) O <input type="checkbox"/> TRB p. 111 (TRB p. 106) R/W <input type="checkbox"/> TRB p. 112 (TRB p. 106) R <input type="checkbox"/> TRB p. 114 (TRB p. 106) O 	<ul style="list-style-type: none"> • of a few of the main ideas and details • relying on non-verbal cues 	<ul style="list-style-type: none"> • of some of the main ideas and details • using some verbal cues, but relying on non-verbal cues 	<ul style="list-style-type: none"> • of most of the main ideas and details • using mostly verbal cues and a few non-verbal cues 	<ul style="list-style-type: none"> • of all or almost all of the main ideas • using all or almost all verbal cues and a very few non-verbal cues
Organization of Ideas The student organizes:				
<ul style="list-style-type: none"> <input type="checkbox"/> WB pp. 6-7 (TRB p. 27, #3) R <input type="checkbox"/> WB p. 17 (TRB p. 77, #3) O/R <input type="checkbox"/> TRB p. 79, #8 (TRBp. 82) O <input type="checkbox"/> TRB p. 89, #4-5 O <input type="checkbox"/> WB p. 18 (TRB p. 90, #6) W <input type="checkbox"/> TRB p. 94, #4 O <input type="checkbox"/> TRB p. 100, #8 O <input type="checkbox"/> TRB p. 113 (TRB p. 106) W 	<ul style="list-style-type: none"> • only with constant teacher support • by copying from a model 	<ul style="list-style-type: none"> • with frequent teacher support • by using a model and making minor changes to it 	<ul style="list-style-type: none"> • with occasional teacher support • by creating new forms or making some changes and additions to a model 	<ul style="list-style-type: none"> • with little or no teacher support • by creating new forms or making significant changes and additions to a model
Application of Language Knowledge (spelling, grammar, vocabulary) The student applies language knowledge:				
<ul style="list-style-type: none"> <input type="checkbox"/> TRB p. 51 O/W <input type="checkbox"/> TRB p. 51, #16 O <input type="checkbox"/> TRB p. 79, #8 (TRB p. 82) O/W <input type="checkbox"/> TRB p. 90, #9 W <input type="checkbox"/> TRB p. 100, #8 O <input type="checkbox"/> TRB pp. 109-110 (TRB p. 105) O/W <input type="checkbox"/> TRB p. 113 (TRB p. 106) W 	<ul style="list-style-type: none"> • with constant major errors • using few or none of the required elements 	<ul style="list-style-type: none"> • with frequent errors • using some of the required elements 	<ul style="list-style-type: none"> • with occasional errors • using most of the required elements 	<ul style="list-style-type: none"> • with few or no errors • using all or almost all of the required elements

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Une maison pas comme les autres! The following chart indicates the activities within this unit of *Acti-Vie* that allow students to demonstrate achievement in the four categories of knowledge and skills as described in The Ontario Curriculum: French as a Second Language: Core French, 1998. Teachers may wish to reproduce the chart and use it as an assessment reference tool when determining achievement levels of students. The letters following each reference indicate whether the activity involves oral communication (O), reading (R) or writing skills (W).

KNOWLEDGE/ SKILLS	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Communication The student communicates:				
<input type="checkbox"/> WB p. 3 (TRB p. 17, #3) O/R <input type="checkbox"/> TRB p. 63, #9 O <input type="checkbox"/> TRB p. 92 (TRB p. 111) O	<ul style="list-style-type: none"> only with constant teacher support, in highly structured situations using a few basic forms, structures and vocabulary 	<ul style="list-style-type: none"> with frequent teacher support, in structured situations using some basic forms, structures and vocabulary 	<ul style="list-style-type: none"> with occasional teacher support, in structured and open-ended situations using most basic forms, structures and vocabulary 	<ul style="list-style-type: none"> with little or no teacher support, in structured and open-ended situations using all or almost all basic forms, structures and vocabulary
Comprehension The student demonstrates understanding:				
<input type="checkbox"/> WB pp. 4-5 (TRB pp. 19-20, #8-9) O/W <input type="checkbox"/> WB p. 6 (TRB p. 31, #4) W <input type="checkbox"/> WB p. 7 (TRB p. 32, #6) O/W <input type="checkbox"/> TRB pp. 38-39 (TRB pp. 35-36, #13) R/W <input type="checkbox"/> WB p. 8 (TRB p. 44, #5) O/W <input type="checkbox"/> TRB pp. 61-62, #4 R/O <input type="checkbox"/> WB p. 11 (TRB p. 62, #6) W <input type="checkbox"/> WB p. 14 (TRB p. 75, #7) W <input type="checkbox"/> WB pp. 16-17 (TRB pp. 84-85, #5) R <input type="checkbox"/> TRB p. 115 (TRB p. 110) R <input type="checkbox"/> TRB p. 116 (TRB p. 111) O <input type="checkbox"/> TRB p. 92 (TRB p. 111) O	<ul style="list-style-type: none"> of a few of the main ideas and details relying on non-verbal cues 	<ul style="list-style-type: none"> of some of the main ideas and details using some verbal cues, but relying on non-verbal cues 	<ul style="list-style-type: none"> of most of the main ideas and details using mostly verbal cues and a few non-verbal cues 	<ul style="list-style-type: none"> of all or almost all of the main ideas and details using all or almost all verbal cues and a very few non-verbal cues
Organization of Ideas The student organizes:				
<input type="checkbox"/> TRB p. 102 (TRB pp. 98-99, #5) W <input type="checkbox"/> WB p. 18 (TRB p. 99, #6) W	<ul style="list-style-type: none"> only with constant teacher support by copying from a model 	<ul style="list-style-type: none"> with frequent teacher support by using a model and making minor changes to it 	<ul style="list-style-type: none"> with occasional teacher support by creating new forms or making some changes and additions to a model 	<ul style="list-style-type: none"> with little or no teacher support by creating new forms or making significant changes and additions to a model
Application of Language Knowledge (spelling, grammar, vocabulary) The student applies language knowledge:				
<input type="checkbox"/> TRB pp. 34-35, #11 O <input type="checkbox"/> WB p. 14 (TRB p. 75, #7) W <input type="checkbox"/> WB p. 5 (TRB p. 76, #10) W <input type="checkbox"/> TRB p. 113 (TRB p. 110) W/O <input type="checkbox"/> TRB p. 117 (TRB p. 111) R/W	<ul style="list-style-type: none"> with constant major errors using few or none of the required elements 	<ul style="list-style-type: none"> with frequent errors using some of the required elements 	<ul style="list-style-type: none"> with occasional errors using most of the required elements 	<ul style="list-style-type: none"> with few or no errors using all or almost all of the required elements

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Vive l'amitié! The following chart indicates the activities within this unit of *Acti-Vie* that allow students to demonstrate achievement in the four categories of knowledge and skills as described in The Ontario Curriculum: French as a Second Language: Core French, 1998. Teachers may wish to reproduce the chart and use it as an assessment reference tool when determining achievement levels of students. The letters following each reference indicate whether the activity involves oral communication (O), reading (R) or writing skills (W).

KNOWLEDGE/ SKILLS	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Communication The student communicates:				
<input type="checkbox"/> WB p. 5 (TRB p. 28, #2) W <input type="checkbox"/> TRB p. 35 (TRB pp. 32-33, #10) O/R/W <input type="checkbox"/> TRB p. 46 (TRB pp. 42-43, #11-12) O/R/W <input type="checkbox"/> WB p. 13 (TRB p. 61, #6) R/W <input type="checkbox"/> TRB pp. 62-63, #11 O <input type="checkbox"/> TRB pp. 77-78 (TRB p. 72, #9) O/R <input type="checkbox"/> TRB p. 85, #9 O <input type="checkbox"/> TRB p. 94, #12 O <input type="checkbox"/> TRB pp. 105-106 (TRB p. 100) O/R/W	<ul style="list-style-type: none"> only with constant teacher support, in highly structured situations using a few basic forms, structures and vocabulary 	<ul style="list-style-type: none"> with frequent teacher support, in structured situations using some basic forms, structures and vocabulary 	<ul style="list-style-type: none"> with occasional teacher support, in structured and open-ended situations using most basic forms, structures and vocabulary 	<ul style="list-style-type: none"> with little or no teacher support, in structured and open-ended situations using all or almost all basic forms, structures and vocabulary
Comprehension The student demonstrates understanding:				
<input type="checkbox"/> TRB p. 24 (TRB pp. 18-19, #5-6) O/R <input type="checkbox"/> TRB pp. 30-31, #5 O <input type="checkbox"/> WB p. 6 (TRB p. 31, #6-7) O/W <input type="checkbox"/> TRB pp. 39-40, #2 O <input type="checkbox"/> WB pp. 8-9 (TRB p. 41, #6-7) W <input type="checkbox"/> TRB p. 50, #3 O <input type="checkbox"/> TRB pp. 60-61, #4 O <input type="checkbox"/> TRB pp. 63-64, #14 R <input type="checkbox"/> TRB p. 76 (TRB p. 71, #5) O/R/W <input type="checkbox"/> WB p. 17 (TRB p. 92, #4) W <input type="checkbox"/> TRB p. 102 (TRB p. 99) O <input type="checkbox"/> TRB p. 103 (TRB p. 99) R/W	<ul style="list-style-type: none"> of a few of the main ideas and details relying on non-verbal cues 	<ul style="list-style-type: none"> of some of the main ideas and details using some verbal cues, but relying on non-verbal cues 	<ul style="list-style-type: none"> of most of the main ideas and details using mostly verbal cues and a few non-verbal cues 	<ul style="list-style-type: none"> of all or almost all of the main ideas and details using all or almost all verbal cues and a very few non-verbal cues
Organization of Ideas The student organizes:				
<input type="checkbox"/> TRB p. 52, #8 O/W <input type="checkbox"/> TRB pp. 83-84, #5 W <input type="checkbox"/> WB p. 17 (TRB p. 92, #4) W	<ul style="list-style-type: none"> only with constant teacher support by copying from a model 	<ul style="list-style-type: none"> with frequent teacher support by using a model and making minor changes to it 	<ul style="list-style-type: none"> with occasional teacher support by creating new forms or making some changes and additions to a model 	<ul style="list-style-type: none"> with little or no teacher support by creating new forms or making significant changes and additions to a model
Application of Language Knowledge (spelling, grammar, vocabulary) The student applies language knowledge:				
<input type="checkbox"/> TRB p. 19, #9 R <input type="checkbox"/> WB p. 3 (TRB pp. 19-20, #10-11) O/R/W <input type="checkbox"/> WB p. 12 (TRB pp. 53-54, #13) R/W <input type="checkbox"/> TRB p. 104 (TRB p. 100) R/W <input type="checkbox"/> TRB pp. 105-106 (TRB p. 100) O/R/W	<ul style="list-style-type: none"> with constant major errors using few or none of the required elements 	<ul style="list-style-type: none"> with frequent errors using some of the required elements 	<ul style="list-style-type: none"> with occasional errors using most of the required elements 	<ul style="list-style-type: none"> with few or no errors using all or almost all of the required elements

Cross Reference Chart

Achievement Levels & Acti-Vie

Voici ma collection! The following chart indicates the activities within this unit of *Acti-Vie* that allow students to demonstrate achievement in the four categories of knowledge and skills as described in The Ontario Curriculum: French as a Second Language: Core French, 1998. Teachers may wish to reproduce the chart and use it as an assessment reference tool when determining achievement levels of students. The letters following each reference indicate whether the activity involves oral communication (O), reading (R), or writing skills (W).

KNOWLEDGE / SKILLS	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Communication The student communicates:				
<ul style="list-style-type: none"> ☐ TRB p. 19, #10 O/R ☐ WB pp. 6-7 (TRB p. 29, #10) O/W ☐ WB p. 8 (TRB p. 38, #4) O/W ☐ TRB pp. 45-47 (TRB p. 40, #8-10) O/R ☐ TRB p. 52, #7 O ☐ TRB p. 60, #10 O/R ☐ TRB pp. 68-69, #10-11 O ☐ TRB p. 76, #3 O ☐ TRB p. 78, #5 O ☐ TRB p. 87 (TRB p. 83, #4-5) O/W/R ☐ TRB p. 91, #5 O ☐ TRB p. 92, #5 O ☐ TRB pp. 100-101 (TRB p. 97) O/W ☐ TRB p. 105 (TRB p. 98) O/R/W 	<ul style="list-style-type: none"> • only with constant teacher support, in highly structured situations • using a few basic forms, structures and vocabulary 	<ul style="list-style-type: none"> • with frequent teacher support, in structured situations • using some basic forms, structures and vocabulary 	<ul style="list-style-type: none"> • with occasional teacher support, in structured and open-ended situations • using most basic forms, structures and vocabulary 	<ul style="list-style-type: none"> • with little or no teacher support, in structured and open-ended situations • using all or almost all basic forms, structures and vocabulary
Comprehension The student demonstrates understanding:				
<ul style="list-style-type: none"> ☐ WB p. 3 (TRB p. 18, #7) O/R ☐ WB pp. 4-5 (TRB p. 25, #3) R/W ☐ TRB p. 34 (TRB p. 31, #13) O/W ☐ WB p. 8 (TRB p. 38, #4) O/W ☐ TRB p. 49 (TRB p. 43, #13) O/R ☐ WB p. 9 (TRB p. 51, #3) R/W ☐ WB p. 10 (TRB p. 52, #5) O/W ☐ TRB p. 58, #4 R ☐ WB p. 12 (TRB p. 59, #7) R/W ☐ TRB p. 63 (TRB p. 62, #14) R/W ☐ WB p. 13 (TRB p. 66, #3-4) R/W ☐ TRB p. 66, #6 O ☐ WB p. 14 (TRB p. 69, #12) R ☐ WB p. 15 (TRB p. 77, #4) O/R/W ☐ TRB p. 91, #5 O ☐ TRB p. 92, #5 O ☐ TRB pp. 100-101 (TRB p. 97) O/W ☐ TRB pp. 105 (TRB p. 98) O/R/W ☐ TRB pp. 108 (TRB p. 99) R/W 	<ul style="list-style-type: none"> • of a few of the main ideas and details • relying on non-verbal cues 	<ul style="list-style-type: none"> • of some of the main ideas and details • using some verbal cues, but relying on non-verbal cues 	<ul style="list-style-type: none"> • of most of the main ideas and details • using mostly verbal cues and a few non-verbal cues 	<ul style="list-style-type: none"> • of all or almost all of the main ideas and details • using all or almost all verbal cues and a very few non-verbal cues
Organization of Ideas The student organizes:				
<ul style="list-style-type: none"> ☐ WB p. 16 (TRB p. 21, #12) W ☐ WB p. 16 (TRB p. 30, #12) W ☐ WB p. 16 (TRB p. 43, #11) W ☐ WB p. 16 (TRB p. 62, #13) W ☐ WB p. 16 (TRB p. 69, #13) W ☐ WB p. 16 (TRB p. 79, #9) W ☐ TRB p. 87 (TRB p. 83, #4) R/W ☐ WB p. 16 (TRB p. 84, #6-7) R/W ☐ WB p. 17 (TRB p. 85, #9) W ☐ TRB pp. 100-101 (TRB p. 97) O/W 	<ul style="list-style-type: none"> • only with constant teacher support • by copying from a model 	<ul style="list-style-type: none"> • with frequent teacher support • by using a model and making minor changes to it 	<ul style="list-style-type: none"> • with occasional teacher support • by creating new forms or making some changes and additions to a model 	<ul style="list-style-type: none"> • with little or no teacher support • by creating new forms or making significant changes and additions to a model
Application of Language Knowledge (spelling, grammar, vocabulary) The student applies language knowledge:				
<ul style="list-style-type: none"> ☐ WB p. 16 (TRB p. 30, #12) W ☐ WB p. 16 (TRB p. 43, #11) W ☐ TRB p. 53, #10 O ☐ WB p. 16 (TRB p. 69, #13) W ☐ TRB p. 87 (TRB p. 83, #4-5) O/W/R ☐ TRB p. 84, #7-8 W ☐ TRB p. 91, #5 O ☐ TRB p. 92, #5 O ☐ TRB pp. 100-101 (TRB p. 97) O/W ☐ TRB p. 105 (TRB p. 98) O/R/W ☐ TRB p. 99 R/W 	<ul style="list-style-type: none"> • with constant major errors • using few or none of the required elements 	<ul style="list-style-type: none"> • with frequent errors • using some of the required elements 	<ul style="list-style-type: none"> • with occasional errors • using most of the required elements 	<ul style="list-style-type: none"> • with few or no errors • using all or almost all of the required elements

Cross Reference Chart

Achievement Levels & Acti-Vie

Cric? Crac! Autour du feu de camp The following chart indicates the activities within this unit of *Acti-Vie* that allow students to demonstrate achievement in the four categories of knowledge and skills as described in *The Ontario Curriculum: French as a Second Language: Core French, 1998*. Teachers may wish to reproduce the chart and use it as an assessment reference tool when determining achievement levels of students. The letters following each reference indicate whether the activity involves oral communication (O), reading (R), or writing skills (W).

KNOWLEDGE/ SKILLS	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Communication The student communicates:				
<input type="checkbox"/> WB p. 4 (TRB p. 18, #6) O <input type="checkbox"/> TRB p. 29 (TRB p. 25, #5) O <input type="checkbox"/> TRB pp. 30-31 (TRB p. 26, #6) O <input type="checkbox"/> TRB p. 27, #9 O <input type="checkbox"/> TRB p. 42 (TRB p. 37, #7) O <input type="checkbox"/> TRB p. 68 (TRB pp. 61-62, #6-7) W <input type="checkbox"/> WB p. 14 (TRB p. 73, #5) O <input type="checkbox"/> TRB p. 91, #7 W <input type="checkbox"/> TRB p. 91, #8 O <input type="checkbox"/> TRB p. 92, #9 W <input type="checkbox"/> TRB p. 109 (TRB p. 104) W <input type="checkbox"/> TRB p. 112 (TRB p. 106) R/W <input type="checkbox"/> TRB pp. 113-114 (TRB p. 106) O/R	<ul style="list-style-type: none"> only with constant teacher support, in highly structured situations using a few basic forms, structures and vocabulary 	<ul style="list-style-type: none"> with frequent teacher support, in structured situations using some basic forms, structures and vocabulary 	<ul style="list-style-type: none"> with occasional teacher support, in structured and open-ended situations using most basic forms, structures and vocabulary 	<ul style="list-style-type: none"> with little or no teacher support, in structured and open-ended situations using all or almost all basic forms, structures and vocabulary
Comprehension The student demonstrates understanding:				
<input type="checkbox"/> WB pp. 8-9 (TRB p. 38, #9) R/W <input type="checkbox"/> TRB p. 54 (TRB pp. 51-52, #12) O/R <input type="checkbox"/> TRB p. 60, #3 R <input type="checkbox"/> WB p. 13 (TRB p. 71, #3) R <input type="checkbox"/> WB p. 13 (TRB p. 72, #4) R <input type="checkbox"/> WB p. 16 (TRB p. 82, #6) O/R <input type="checkbox"/> WB p. 17 (TRB p. 83, #9) R/W <input type="checkbox"/> TRB p. 86 (TRB p. 84, #11) R/W <input type="checkbox"/> TRB p. 108 (TRB p. 104) R/W <input type="checkbox"/> TRB p. 109 (TRB p. 104) W <input type="checkbox"/> TRB p. 110 (TRB p. 104) O <input type="checkbox"/> TRB p. 112 (TRB p. 106) R/W <input type="checkbox"/> TRB pp. 113-114 (TRB p. 106) O/R	<ul style="list-style-type: none"> of a few of the main ideas and details relying on non-verbal cues 	<ul style="list-style-type: none"> of some of the main ideas and details using some verbal cues, but relying on non-verbal cues 	<ul style="list-style-type: none"> of most of the main ideas and details using mostly verbal cues and a few non-verbal cues 	<ul style="list-style-type: none"> of all or almost all of the main ideas and details using all or almost all verbal cues and a very few non-verbal cues
Organization of Ideas The student organizes:				
<input type="checkbox"/> WB p. 3 (TRB pp. 16-17, #3) W <input type="checkbox"/> TRB p. 68 (TRB pp. 61-62, #6-7) W <input type="checkbox"/> TRB p. 91, #7 W	<ul style="list-style-type: none"> only with constant teacher support by copying from a model 	<ul style="list-style-type: none"> with frequent teacher support by using a model and making minor changes to it 	<ul style="list-style-type: none"> with occasional teacher support by creating new forms or making some changes and additions to a model 	<ul style="list-style-type: none"> with little or no teacher support by creating new forms or making significant changes and additions to a model
Application of Language Knowledge (spelling, grammar, vocabulary) The student applies language knowledge:				
<input type="checkbox"/> TRB pp. 30-31 (TRB p. 26, #6) O <input type="checkbox"/> TRB p. 27, #9 O <input type="checkbox"/> TRB pp. 55-56 (TRB pp. 51-52, #12) O/R <input type="checkbox"/> TRB p. 68 (TRB pp. 61-62, #6-7) W <input type="checkbox"/> TRB p. 78 (TRB p. 74, #10) R/W <input type="checkbox"/> TRB p. 111 (TRB p. 105) R/W	<ul style="list-style-type: none"> with constant major errors using few or none of the required elements 	<ul style="list-style-type: none"> with frequent errors using some of the required elements 	<ul style="list-style-type: none"> with occasional errors using most of the required elements 	<ul style="list-style-type: none"> with few or no errors using all or almost all of the required elements

Cross Reference Chart

Achievement Levels & *Acti-Vie*

Bienvenue chez nous! The following chart indicates the activities within this unit of *Acti-Vie* that allow students to demonstrate achievement in the four categories of knowledge and skills as described in The Ontario Curriculum: French as a Second Language: Core French, 1998. Teachers may wish to reproduce the chart and use it as an assessment reference tool when determining achievement levels of students. The letters following each reference indicate whether the activity involves oral communication (O), reading (R), or writing skills (W).

KNOWLEDGE/ SKILLS	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Communication The student communicates:				
<input type="checkbox"/> TRB p. 76 (TRB p. 73, #5) O/R <input type="checkbox"/> WB pp. 10-11 (TRB p. 74, #7) W <input type="checkbox"/> TRB p. 82, #6 O <input type="checkbox"/> TRB p. 83, #9 O <input type="checkbox"/> TRB p. 101 (TRB pp. 97-98, #5) W <input type="checkbox"/> TRB p. 104 (TRB p. 99, #10) O <input type="checkbox"/> TRB pp. 109-110 (TRB p. 106) O/W	<ul style="list-style-type: none"> only with constant teacher support, in highly structured situations using a few basic forms, structures and vocabulary 	<ul style="list-style-type: none"> with frequent teacher support, in structured situations using some basic forms, structures and vocabulary 	<ul style="list-style-type: none"> with occasional teacher support, in structured and open-ended situations using most basic forms, structures and vocabulary 	<ul style="list-style-type: none"> with little or no teacher support, in structured and open-ended situations using all or almost all basic forms, structures and vocabulary
Comprehension The student demonstrates understanding:				
<input type="checkbox"/> TRB pp. 19-20, #5 O <input type="checkbox"/> WB p. 3 (TRB p. 20, #6) O/R <input type="checkbox"/> WB p. 3 (TRB p. 21, #7) O/R <input type="checkbox"/> WB p. 5 (TRB p. 30, #6) O/R <input type="checkbox"/> TRB p. 39 (TRB p. 33, #15) O <input type="checkbox"/> WB p. 7 (TRB p. 46, #8) R <input type="checkbox"/> WB p. 9 (TRB p. 57, #13) R/W <input type="checkbox"/> TRB pp. 71-72, #3 O <input type="checkbox"/> WB pp. 10-11 (TRB p. 72, #4) O <input type="checkbox"/> TRB p. 81, #5 O <input type="checkbox"/> WB p. 14 (TRB pp. 88-89, #4-5) R/W <input type="checkbox"/> TRB p. 112 (TRB p. 106) R <input type="checkbox"/> TRB p. 113 (TRB p. 107) O <input type="checkbox"/> TRB p. 114 (TRB p. 107) O <input type="checkbox"/> TRB p. 115 (TRB p. 108) R	<ul style="list-style-type: none"> of a few of the main ideas and details relying on non-verbal cues 	<ul style="list-style-type: none"> of some of the main ideas and details using some verbal cues, but relying on non-verbal cues 	<ul style="list-style-type: none"> of most of the main ideas and details using mostly verbal cues and a few non-verbal cues 	<ul style="list-style-type: none"> of all or almost all of the main ideas and details using all or almost all verbal cues and a very few non-verbal cues
Organization of Ideas The student organizes:				
<input type="checkbox"/> WB p. 4 (TRB p. 23, #13) R/W <input type="checkbox"/> TRB p. 100 (TRB p. 97, #4) W	<ul style="list-style-type: none"> only with constant teacher support by copying from a model 	<ul style="list-style-type: none"> with frequent teacher support by using a model and making minor changes to it 	<ul style="list-style-type: none"> with occasional teacher support by creating new forms or making some changes and additions to a model 	<ul style="list-style-type: none"> with little or no teacher support by creating new forms or making significant changes and additions to a model
Application of Language Knowledge (spelling, grammar, vocabulary) The student applies language knowledge:				
<input type="checkbox"/> TRB p. 101 (TRB pp. 97-98, #5) W <input type="checkbox"/> TRB p. 112 (TRB p. 106) R	<ul style="list-style-type: none"> with constant major errors using few or none of the required elements 	<ul style="list-style-type: none"> with frequent errors using some of the required elements 	<ul style="list-style-type: none"> with occasional errors using most of the required elements 	<ul style="list-style-type: none"> with few or no errors using all or almost all of the required elements