

Cross Reference Chart

Achievement Levels & Acti-Vie

L'environnement et moi 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. 64 (TRB p. 60, #5) O <input type="checkbox"/> WB p. 14 (TRB p. 61, #8) W <input type="checkbox"/> TRB p. 103, #3 O <input type="checkbox"/> TRB p. 110 (TRB p. 107) W <input type="checkbox"/> TRB p. 108 (cooperative oral activity) 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 p. 3 (TRB p. 20, #9) W <input type="checkbox"/> TRB p. 28 (TRB p. 22, #13) R/W <input type="checkbox"/> WB p. 4 (TRB p. 30, #3) O/R <input type="checkbox"/> TRB p. 37 (TRB p. 34, #16) W <input type="checkbox"/> WB p. 9 (TRB p. 49, #6) R/W <input type="checkbox"/> TRB p. 66 (TRB p. 61, #10) O <input type="checkbox"/> TRB p. 75 (TRB p. 72, #8) O <input type="checkbox"/> TRB p. 77 (TRB p. 73, #10) R <input type="checkbox"/> TRB p. 109 (TRB p. 106) W <input type="checkbox"/> TRB p. 111 (TRB p. 107) R <input type="checkbox"/> TRB p. 112 (TRB p. 107) 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"/> TRB p. 17, #3 O <input type="checkbox"/> TRB p. 18, #4 O <input type="checkbox"/> WB p. 3 (TRB p. 20, #9) W <input type="checkbox"/> WB p. 9 (TRB p. 49, #6) R/W <input type="checkbox"/> WB pp. 10-11 (TRB p. 50, #7) R/W <input type="checkbox"/> WB p. 14 (TRB p. 61, #8) W <input type="checkbox"/> WB p. 15 (TRB p. 71, #4) R/W <input type="checkbox"/> TRB p. 89 (TRB p. 85, #14) 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"/> WB p. 16 (TRB p. 82, #9) O/W <input type="checkbox"/> WB p. 17 (TRB p. 93, #3) 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

Explorons l'univers! 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. 20, #8 O <input type="checkbox"/> TRB p. 45, #13 O <input type="checkbox"/> TRB p. 57, #12 O <input type="checkbox"/> TRB p. 66, #6 O <input type="checkbox"/> WB p. 15 (TRB p. 77, #5) W <input type="checkbox"/> TRB p. 79, #9 W <input type="checkbox"/> TRB p. 92, #7 W <input type="checkbox"/> TRB p. 93, #9 O <input type="checkbox"/> TRB p. 106 (TRB p. 101) 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 p. 3 (TRB p. 16, #1) R/W <input type="checkbox"/> WB p. 4 (TRB p. 17, #3) W <input type="checkbox"/> WB p. 5 (TRB p. 19, #6) R/W <input type="checkbox"/> WB p. 6 (TRB p. 26, #4) R <input type="checkbox"/> TRB p. 38 (TRB p. 31, #13) R/W <input type="checkbox"/> TRB p. 46, #15 O <input type="checkbox"/> WB p. 9 (TRB p. 42, #6) O <input type="checkbox"/> WB pp. 10-11 (TRB p. 55, #5) W <input type="checkbox"/> TRB p. 104 (TRB p. 101) O <input type="checkbox"/> TRB p. 105 (TRB p. 101) R/W <input type="checkbox"/> TRB p. 108 (TRB p. 102) 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. 12-13 (TRB p. 66, #5) R/W <input type="checkbox"/> TRB pp. 72-73 (TRB p. 68, #11) R <input type="checkbox"/> WB p. 15 (TRB p. 77, #5) W <input type="checkbox"/> WB pp. 16-17, (TRB p. 92, #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:				
<ul style="list-style-type: none"> <input type="checkbox"/> TRB p. 35 (TRB p. 29, #10) W <input type="checkbox"/> TRB p. 60 (TRB p. 57, #11) W <input type="checkbox"/> TRB p. 70 (TRB p. 68, #10) W <input type="checkbox"/> TRB p. 74 (TRB p. 69, #13) W <input type="checkbox"/> TRB p. 71 (TRB p. 69) W <input type="checkbox"/> TRB p. 106 (TRB p. 101) 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*

Fêtons l'hiver! 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. 15 (TRB p. 65, #10) W <input type="checkbox"/> TRB p. 65, #12 O <input type="checkbox"/> TRB p. 66, #14 O/W <input type="checkbox"/> TRB pp. 92-93 (TRB p. 87, #3) O/R <input type="checkbox"/> TRB p. 95 (TRB p. 88, #5) O <input type="checkbox"/> TRB p. 101, #10 W <input type="checkbox"/> TRB p. 107, #4 O <input type="checkbox"/> TRB p. 115 (TRB p. 110) W <input type="checkbox"/> TRB p. 118 (TRB p. 111) W <input type="checkbox"/> TRB p. 120 (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:				
<ul style="list-style-type: none"> <input type="checkbox"/> WB p. 3 (TRB p. 19, #7) O <input type="checkbox"/> WB p. 4 (TRB p. 20, #9) W <input type="checkbox"/> WB p. 5 (TRB p. 30, #6) O <input type="checkbox"/> WB p. 6 (TRB p. 32, #10) O/R <input type="checkbox"/> WB pp. 7-8 (TRB p. 41, #7) R/W <input type="checkbox"/> WB p. 11 (TRB p. 52, #5) R <input type="checkbox"/> TRB p. 58 (TRB p. 54, #12) O <input type="checkbox"/> RB p. 73, Part A (TRB p. 66, #17) R <input type="checkbox"/> TRB p. 84 (TRB p. 78, #9) R <input type="checkbox"/> TRB p. 114 (TRB p. 110) O <input type="checkbox"/> TRB pp. 116-117 (TRB p. 110) R/W <input type="checkbox"/> TRB p. 119 (TRB p. 111) O <input type="checkbox"/> TRB p. 120 (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:				
<ul style="list-style-type: none"> <input type="checkbox"/> TRB p. 20, #10 W <input type="checkbox"/> WB p. 17 (TRB p. 101, #9) 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. 66, #14 O/W <input type="checkbox"/> TRB p. 73, Part B (TRB p. 66, #17) R <input type="checkbox"/> TRB p. 113 (TRB p. 109) W <input type="checkbox"/> TRB p. 118 (TRB p. 111) 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

Le mystère du trophée de basket-ball 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. 24 (TRB p. 16, #2) O <input type="checkbox"/> TRB p. 51 (TRB p. 44, #7) W <input type="checkbox"/> WB pp. 12-14 (TRB p. 60, #10) W <input type="checkbox"/> TRB p. 81, #8 O <input type="checkbox"/> TRB p. 99 (TRB p. 95, #7) W <input type="checkbox"/> TRB p. 97, #12 O <input type="checkbox"/> TRB p. 117 (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:				
<ul style="list-style-type: none"> <input type="checkbox"/> WB pp. 4-5 (TRB p. 17, #6) R <input type="checkbox"/> WB p. 3 (TRB p. 19, #10) W/R <input type="checkbox"/> TRB p. 40 (TRB p. 35, #17) R <input type="checkbox"/> WB p. 7 (TRB p. 32, #5) O <input type="checkbox"/> WB p. 8 (TRB p. 32, #6) R <input type="checkbox"/> WB pp. 10-11 (TRB p. 46, #13) O <input type="checkbox"/> TRB p. 58, #5 O <input type="checkbox"/> WB pp. 16-17 (TRB p. 81, #6) W <input type="checkbox"/> WB p. 18 (TRB p. 82, #9) O/W <input type="checkbox"/> TRB p. 84 (TRB p. 81, #7) R/W <input type="checkbox"/> TRB p. 92 (TRB p. 89, #7) R <input type="checkbox"/> TRB p. 99 (TRB p. 95, #7) W <input type="checkbox"/> TRB pp. 112-113 (TRB p. 109) R/W <input type="checkbox"/> TRB p. 114 (TRB p. 109) O <input type="checkbox"/> TRB p. 115 (TRB p. 110) O/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 • 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. 6 (TRB p. 20, #13) R <input type="checkbox"/> TRB p. 51 (TRB p. 44, #7) W <input type="checkbox"/> TRB p. 67, #3 W <input type="checkbox"/> TRB p. 73-74 (TRB p. 67, #4) R <input type="checkbox"/> WB p. 15 (TRB p. 71, #13) R/W <input type="checkbox"/> TRB p. 99 (TRB p. 95, #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:				
<ul style="list-style-type: none"> <input type="checkbox"/> TRB p. 25 (TRB p. 20, #12) R/W <input type="checkbox"/> WB p. 8 (TRB p. 32, #6) R <input type="checkbox"/> TRB p. 34, #13 O <input type="checkbox"/> WB pp. 12-14 (TRB p. 60, #10) W <input type="checkbox"/> TRB p. 65 (TRB p. 61, #13) R/W <input type="checkbox"/> TRB p. 85 (TRB p. 82, #10) R/W <input type="checkbox"/> TRB p. 99 (TRB p. 95, #7) W <input type="checkbox"/> TRB p. 116 (TRB p. 110) 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

Soyons branchés! 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. 6 (TRB p. 30, #11-12) O/W <input type="checkbox"/> WB p. 8 (TRB p. 36, #4) W <input type="checkbox"/> WB p. 9 (TRB p. 49, #5-6) O/W <input type="checkbox"/> WB p. 11 (TRB p. 64, #7) W <input type="checkbox"/> WB p. 17 (TRB p. 88, #7) W <input type="checkbox"/> TRB p. 116 (TRB p. 110) 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:				
<ul style="list-style-type: none"> <input type="checkbox"/> WB p. 4 (TRB p. 19, #6) O/R <input type="checkbox"/> TRB p. 27, #6-7 R/W <input type="checkbox"/> TRB p. 59 (TRB p. 53, #17) R/W <input type="checkbox"/> TRB p. 71 (TRB p. 65, #13) R/W <input type="checkbox"/> WB pp. 12-13 (TRB p. 75, #3) R <input type="checkbox"/> TRB p. 75, #4 O <input type="checkbox"/> TRB pp. 80-81 (TRB p. 76, #5) W <input type="checkbox"/> WB p. 17 (TRB p. 88, #7) R/W <input type="checkbox"/> TRB p. 93 (TRB p. 90, #16) R/W <input type="checkbox"/> WB pp. 14-15 (TRB p. 95, #3) R <input type="checkbox"/> WB p. 16 (TRB p. 97, #5) R/W <input type="checkbox"/> TRB p. 111 (TRB p. 109) O/W <input type="checkbox"/> TRB pp. 112-113 (TRB p. 109) R/W <input type="checkbox"/> TRB p. 114 (TRB p. 109) R/W <input type="checkbox"/> TRB p. 115 (TRB p. 110) 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 • 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. 17, #4) R <input type="checkbox"/> WB p. 10 (TRB p. 63, #5) W <input type="checkbox"/> TRB pp. 112-113 (TRB p. 109) W <input type="checkbox"/> TRB p. 115 (TRB p. 110) 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"/> WB p. 9 (TRB p. 49, #5-6) O/W <input type="checkbox"/> WB p. 10 (TRB p. 63, #5-6) W <input type="checkbox"/> TRB pp. 80-81 (TRB p. 76, #5) W <input type="checkbox"/> TRB p. 93 (TRB p. 90, #16) 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

Au secours! 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. 44, #15 O <input type="checkbox"/> TRB p. 46 (TRB p. 41, #8) W <input type="checkbox"/> WB p. 8 (TRB p. 51, #6) W <input type="checkbox"/> TRB p. 66 (TRB p. 62, #10) W <input type="checkbox"/> TRB p. 72, #8 W <input type="checkbox"/> TRB p. 72, #12 O <input type="checkbox"/> TRB p. 79 (TRB p. 73, #16) O <input type="checkbox"/> TRB p. 105, #5 O <input type="checkbox"/> TRB p. 114 (TRB p. 110) R/W <input type="checkbox"/> TRB p. 116 (TRB p. 111) O <input type="checkbox"/> TRB p. 112 (Group oral activity) 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 p. 3 (TRB p. 19, #10) O/W <input type="checkbox"/> WB p. 4 (TRB p. 20, #11) R/W <input type="checkbox"/> WB p. 6 (TRB p. 30, #8) O <input type="checkbox"/> TRB p. 35 (TRB p. 32, #11) R <input type="checkbox"/> TRB p. 36 (TRB p. 32, #12) R/W <input type="checkbox"/> WB p. 7 (TRB p. 40, #5) R <input type="checkbox"/> WB p. 9 (TRB p. 53, #9) R <input type="checkbox"/> TRB p. 56 (TRB p. 54, #11) R/W <input type="checkbox"/> WB p. 10 (TRB p. 60, #5) O <input type="checkbox"/> WB p. 12 (TRB p. 69, #3) W <input type="checkbox"/> TRB p. 88 (TRB p. 86, #14) W <input type="checkbox"/> TRB p. 106 (TRB p. 104, #3) O <input type="checkbox"/> TRB p. 113 (TRB p. 110) O/W <input type="checkbox"/> TRB p. 114 (TRB p. 110) R/W <input type="checkbox"/> TRB p. 110 (Individual listening activity) 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 p. 4 (TRB p. 20, #11) R/W <input type="checkbox"/> WB p. 5 (TRB p. 28, #4) R/W <input type="checkbox"/> WB p. 14 (TRB p. 83, #5) R/W <input type="checkbox"/> WB p. 15 (TRB p. 90, #3) W <input type="checkbox"/> TRB p. 105, #5 O 	<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. 56 (TRB p. 54, #11) R/W <input type="checkbox"/> WB p. 11 (TRB p. 61, #8) W <input type="checkbox"/> TRB p. 72, #8 W <input type="checkbox"/> TRB p. 94, #10-11 W <input type="checkbox"/> TRB p. 105, #5 O <input type="checkbox"/> TRB p. 115 (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

Cross Reference Chart

Achievement Levels & Acti-Vie

Finis les conflits! 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. 41, #10 O <input type="checkbox"/> TRB p. 56, #10 O <input type="checkbox"/> WB p. 14 (TRB p. 69, #7) O <input type="checkbox"/> WB p. 15 (TRB p. 70, #8) W <input type="checkbox"/> WB p. 17 (TRB p. 82, #11) W <input type="checkbox"/> TRB p. 83, # 16 O <input type="checkbox"/> TRB p. 96, #9 W <input type="checkbox"/> TRB p. 104, #11 O <input type="checkbox"/> TRB p. 110 (<i>Jouons des rôles!</i>) O <input type="checkbox"/> TRB p. 118 (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 p. 3 (TRB p. 17, #4) W <input type="checkbox"/> WB p. 4 (TRB p. 19, #7) R/W <input type="checkbox"/> WB p. 5 (TRB p. 20, #9) R <input type="checkbox"/> TRB p. 25 (TRB p. 21, #11) R/W <input type="checkbox"/> WB p. 7 (TRB p. 33, #12) R <input type="checkbox"/> WB p. 8 (TRB p. 38, #3) W <input type="checkbox"/> TRB pp. 47-48 (TRB p. 39, #6) R <input type="checkbox"/> WB p. 9 (TRB p. 43, #15) R/W <input type="checkbox"/> WB p. 10 (TRB p. 53, #4) R <input type="checkbox"/> WB p. 11 (TRB p. 56, #8) O/W <input type="checkbox"/> TRB p. 63 (TRB p. 57, #11) O/W <input type="checkbox"/> WB p. 12 (TRB p. 67, #3) R <input type="checkbox"/> WB p. 13 (TRB p. 68, #6) R/W <input type="checkbox"/> TRB p. 112 (TRB p. 107) R/W <input type="checkbox"/> TRB p. 114 (TRB p. 107) O/W <input type="checkbox"/> TRB p. 115 (TRB p. 109) R <input type="checkbox"/> TRB p. 116 (TRB p. 109) O <input type="checkbox"/> TRB p. 117 (TRB p. 110) 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:				
<input type="checkbox"/> TRB p. 29, #6 O/W <input type="checkbox"/> WB p. 15 (TRB p. 70, #8) W <input type="checkbox"/> TRB p. 96, #9 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"/> WB p. 6 (TRB p. 32, #9) R/W <input type="checkbox"/> WB p. 7 (TRB p. 33, #11) R/W <input type="checkbox"/> TRB p. 51 (TRB p. 43, #16) R/W <input type="checkbox"/> WB p. 16 (TRB p. 71, #12) R/W <input type="checkbox"/> TRB p. 76 (TRB p. 72, #14) R/W <input type="checkbox"/> TRB pp. 87-90 (TRB p. 81, #9) R/W <input type="checkbox"/> TRB p. 92 (TRB p. 83, #15) W <input type="checkbox"/> TRB p. 112 (TRB p. 107) R/W <input type="checkbox"/> TRB p. 113 (TRB p. 107) R/W <input type="checkbox"/> TRB p. 114 (TRB p. 107) O/W <input type="checkbox"/> TRB p. 115 (TRB p. 109) R <input type="checkbox"/> TRB p. 116 (TRB p. 109) 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

Voyageons dans le temps... 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. 45 (TRB p. 41, #13) O/W <input type="checkbox"/> TRB p. 53, #7 O <input type="checkbox"/> WB p. 12 (TRB p. 61, #7) W <input type="checkbox"/> TRB p. 74, #11 W <input type="checkbox"/> TRB p. 105, #9 O <input type="checkbox"/> TRB p. 112 (TRB p. 108) O/W <input type="checkbox"/> TRB p. 115 (TRB p. 109) 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"/> TRB p. 25 (TRB p. 23, #13) R <input type="checkbox"/> WB p. 7 (TRB p. 31, #8) R <input type="checkbox"/> WB pp. 8-9 (TRB p. 38, #5) O <input type="checkbox"/> WB p. 10 (TRB p. 50, #3) W <input type="checkbox"/> TRB p. 79 (TRB p. 75, #14) R/W <input type="checkbox"/> TRB p. 75, #15 O <input type="checkbox"/> WB p. 15 (TRB p. 84, #4) O <input type="checkbox"/> WB p. 16 (TRB p. 84, #5) O/W <input type="checkbox"/> WB p. 17 (TRB p. 93, #4) O/R <input type="checkbox"/> TRB p. 102 (TRB p. 97, #15) R <input type="checkbox"/> TRB p. 111 (TRB p. 107) R <input type="checkbox"/> TRB p. 114 (TRB p. 109) 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 • 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. 5 (TRB p. 20, #8) W <input type="checkbox"/> WB p. 3 (TRB p. 22, #12) R/W <input type="checkbox"/> WB p. 7 (TRB p. 31, #9) W <input type="checkbox"/> WB p. 11 (TRB p. 52, #5) W <input type="checkbox"/> WB p. 14 (TRB p. 73, #6) R/W <input type="checkbox"/> TRB p. 102 (TRB p. 97, #15) R <input type="checkbox"/> TRB p. 112 (TRB p. 108) 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"> <input type="checkbox"/> WB p. 12 (TRB p. 61, #7) W <input type="checkbox"/> TRB p. 113 (TRB p. 109) R <input type="checkbox"/> TRB p. 114 (TRB p. 109) 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