

Acti-Vie 2: Que le spectacle commence!

Final task: Creating a publicity poster for a magic show

Strand: Writing

Expectations:

- Students will write simple phrases, short sentences and questions, using learned vocabulary and 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
Knowledge and Understanding				
	The student:			
Knowledge of the content: vocabulary associated with magic shows, adjectives to attract an audience	-demonstrates limited knowledge of content	-demonstrates some knowledge of content	-demonstrates considerable knowledge of content	-demonstrates thorough knowledge of content
Understanding of the format of the poster: answering the key questions <i>quoi?</i> , <i>qui?</i> , <i>quand?</i> and <i>où?</i>	-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	-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

knowledge of the language				
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 written forms (clear expression, use of visuals etc. to attract attention, 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 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	-uses conventions and	-uses conventions and	-uses conventions and	-uses conventions and

(grammar, vocabulary) in visual and written forms	vocabulary with limited effectiveness	vocabulary with some effectiveness	vocabulary with considerable effectiveness	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 a magic show	-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.) – creating a publicity poster for a magic show	-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 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 magic trick

Strand: Oral Communication

Expectations:

- Students will use some conventions of oral language (e.g., pronunciation, intonation) to speak and to understand in familiar contexts.
- Students will use visual and verbal cues to convey the meaning of familiar material.
- Students will give an oral presentation of five to ten sentences in length.

Categories	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding				
	The student:			
Knowledge of the content: vocabulary associated with magic tricks	-demonstrates limited knowledge of content	-demonstrates some knowledge of content	-demonstrates considerable knowledge of content	-demonstrates thorough knowledge of content
Understanding of the format of the presentation: a dialogue involving a magician and a volunteer, including presentation of a trick; understanding of the uses of <i>tu</i> and <i>vous</i> in the context of the magic show	-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	-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

ideas, using prior knowledge of the language				
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, use of visuals, props, tone of voice, 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 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, tone of voice) 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 a magic show	-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.) – presenting a magic trick	-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 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