**FSF 2D1: Comment pourrait-on changer notre école?**

Mme. Rochon dit toujours, à tout le monde, que notre classe est vraiment intelligente et créative. Alors, nous allons utiliser notre intelligence et créativité pour améliorer notre école.

Considérez comment vous finiriez la phrase, « Si je pouvais changer une chose à Victoria Park… »

Nous travaillerons à créer une présentation de 2-3 minutes où nous proposerons des changements à Victoria Park. Les changements que nous proposons doivent être liés à une expérience personnelle.

Par exemple :

* proposer des meilleurs plats dans la cafétéria parce que votre ami est tombé malade une fois après le déjeuner
* suggérer un nouveau programme pour les 9ièmes parce que vous aviez très peur quand vous avez commencé à VPCI

**M. Bushell, directeur adjoint à Victoria Park, visitera notre classe le \_\_\_\_\_\_\_\_\_\_\_. Il viendra pour écouter vos suggestions et pour vous poser des questions à propos de vos idées. Alors, les présentations doivent être professionnelles!**

Pour réussir cette tâche, chaque élève doit :

* proposer une ou deux idées pour améliorer notre école;
* lier chaque idée à une expérience personnelle;
* expliquer comment cette expérience a inspiré la suggestion;
* faire une présentation professionnelle de ses idées;
* répondre à des questions après la présentation.

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| --- | --- | --- | --- | --- |
| À la tâche: Si je pouvais changer une chose à Victoria Park | | | | |
| Critères d’évaluation | **1** | **2** | **3** | **4** |
| Knowledge / Understanding  * Student makes logical suggestions to improve the school based on personal experiences. * Student includes elements of a professional presentation, including memorization, eye contact and appropriate dress. | The student demonstrates limited understanding of how to link personal experience to a suggestion for improvement.  The student presentation does not include elements of a professional presentation. | The student demonstrates some understanding of how to link personal experience to a suggestion for improvement.  The student presentation includes some elements of a professional presentation. | The student demonstrates considerable understanding of how to link personal experience to a logical suggestion for improvement.  The student presentation includes key elements of a professional presentation. | The student demonstrates thorough understanding of how to link personal experience to a logical and creative suggestion for improvement.  The student presentation includes key elements of a professional presentation and student is confident and at ease. |
| **Thinking / Inquiry**   * Student proposes logical and creative suggestions for improvements | The student uses critical and creative thinking skills with limited effectiveness to choose logical or creative suggestions for improvements. | The student uses critical and creative thinking skills with some effectiveness to choose logical or creative suggestions for improvements. | The student uses critical and creative thinking skills with considerable effectiveness to choose logical or creative suggestions for improvements. | The student uses critical and creative thinking skills with a high degree of effectiveness to choose logical or creative suggestions for improvements. |
| **Communication**   * Student proposes suggestions clearly * Student uses the language accurately to link suggestions to experiences * Student answers questions clearly | The student communicates information and ideas with limited clarity.  The suggestions lack clarity and are difficult to follow.  Answers to questions are inappropriate and/or unclear. | The student communicates information and ideas with some clarity.  The suggestions are somewhat clear but sometimes are difficult to follow.  Answers to questions are somewhat clear. | The student communicates information and ideas with considerable clarity and with logical organisation.  The suggestions are generally clear and easy to follow.  Answers to questions are clear and relevant. | The student communicates information and ideas with a high degree of clarity and logic, and with confidence.  The suggestions flow logically and are easy to follow.  Answers to questions are clear, relevant and offer interesting or additional details. |
| **Application**   * Student uses new vocabulary and language structures to share suggestions and experiences | The student demonstrates a limited degree of skill and accuracy in transferring vocabulary and structures in the new context of sharing suggestions and experiences. | The student demonstrates some degree of skill and accuracy in transferring vocabulary and structures in the new context of sharing suggestions and experiences. | The student demonstrates considerable degree of skill and accuracy in transferring vocabulary and structures in the new context of sharing suggestions and experiences. | The student demonstrates a high degree of skill and accuracy in transferring vocabulary and structures in the new context of sharing suggestions and experiences. |