

Créons un jeu de société!

The Task

“Géniale”, a popular French-Canadian game company, has invited students to create a new game for the adolescent market that is interesting and fun and that has educational value. Students were required to create a game (and a game board) that:

- was based on themes such as sports, hobbies, careers, legends, or la Francophonie;
- was in question-and-answer format similar to games such as “Jeopardy”, “Trivial Pursuit”, or “Who Wants to Be a Millionaire”;
- used *le présent* and *l’impératif* to outline the rules and provide explanations for the game;
- used *le présent* and *le passé composé* in the questions and answers.

As a team, each group had to decide on the object of the game. Individually, each team member had to contribute at least five questions and answers and at least two rules.

To monitor their work, students were encouraged to complete the self-pacing *Fiche de contrôle* (included at the end of the Teacher Package, on page 43).

The final product consisted of the game, complete with game board, goals/aims, rules, and questions and answers.

Expectations

This task gave students the opportunity to demonstrate achievement of the following selected expectations from the Oral Communication, Reading, and Writing strands.

Students will:

1. recognize and use appropriate language structures;
2. extract information from authentic texts and apply it in relevant, everyday situations;
3. extract detailed information from a range of authentic materials to plan a specific activity;
4. create short texts based on class discussions, individual research, or topics of personal interest;
5. create visuals and text based on topics under study;
6. use newly acquired vocabulary in conversations, narrations, and presentations.

Prior Knowledge and Skills

Before beginning this task, students were expected to know:

- the formation and use of *le présent*, *le passé composé*, and *l’impératif*;
- the stages of the writing process;
- how to play different board games;
- how to research information;
- how to use dictionaries to determine the meaning of unfamiliar words, and understand common dictionary abbreviations.

For information on the process used to prepare students for the task and on the materials, resources, and equipment required, see the Teacher Package reproduced on pages 40–43 of this document.

Task Rubric – Créons un jeu de société!

Expectations*	Criteria	Level 1	Level 2	Level 3	Level 4
Knowledge/Understanding					
The student:					
1, 2	<ul style="list-style-type: none"> provides information in the questions and answers appropriate to the theme demonstrates knowledge of specified language structures 	<ul style="list-style-type: none"> provides information of limited appropriateness to the theme demonstrates limited knowledge of specified language structures 	<ul style="list-style-type: none"> provides information of some appropriateness to the theme demonstrates some knowledge of specified language structures 	<ul style="list-style-type: none"> provides information of considerable appropriateness to the theme demonstrates considerable knowledge of specified language structures 	<ul style="list-style-type: none"> provides information of thorough appropriateness to the theme demonstrates thorough knowledge of specified language structures
Thinking/Inquiry					
The student:					
3	<ul style="list-style-type: none"> develops a game structure that follows logical steps includes all the required elements (rules, cards, etc.) 	<ul style="list-style-type: none"> develops a game in which few of the steps are logical includes few of the required elements 	<ul style="list-style-type: none"> develops a game in which some of the steps are logical includes some of the required elements 	<ul style="list-style-type: none"> develops a game in which most of the steps are logical includes most of the required elements 	<ul style="list-style-type: none"> develops a game in which all/almost all of the steps are logical includes all or almost all of the required elements
Communication					
The student:					
4, 5, 6	<ul style="list-style-type: none"> explains rules and content of the game clearly uses visuals/illustrations in the game communicates with accuracy, fluency, and effectiveness 	<ul style="list-style-type: none"> explains rules/content with limited clarity uses visuals/illustrations with limited effectiveness uses language with limited accuracy, fluency, and effectiveness 	<ul style="list-style-type: none"> explains rules/content with some clarity uses visuals/illustrations with some effectiveness uses language with some accuracy, fluency, and effectiveness 	<ul style="list-style-type: none"> explains rules/content with considerable clarity uses visuals/illustrations with considerable effectiveness uses language with considerable accuracy, fluency, and effectiveness 	<ul style="list-style-type: none"> explains rules/content with a high degree of clarity and precision uses visuals/illustrations with a high degree of effectiveness uses language with a high degree of accuracy, fluency, and effectiveness
Application					
The student:					
1, 4	<ul style="list-style-type: none"> uses specified language structures correctly applies knowledge/understanding of the task (theme, purpose, and intention) by creating and presenting/playing the game 	<ul style="list-style-type: none"> uses the specified structures, with numerous errors applies knowledge/understanding with limited effectiveness 	<ul style="list-style-type: none"> uses the specified structures, with some errors applies knowledge/understanding with some effectiveness 	<ul style="list-style-type: none"> uses the specified structures, with occasional errors applies knowledge/understanding with considerable effectiveness 	<ul style="list-style-type: none"> uses the specified structures with no errors or almost no errors applies knowledge/understanding with a high degree of effectiveness

*The expectations that correspond to the numbers given in this chart are listed on page 12.

Note: A student whose overall achievement at the end of a course is below level 1 (below 50%) will not obtain a credit for the course.