

## LA PERSONNE QUE J'ADMIRE

Tu vas créer un collage virtuel d'images, de mots et d'audios qui décrivent une personne que tu admires.

Nous allons utiliser le site web Glogster afin de créer nos collages.

### Ce que tu dois inclure dans ton collage :

- Au moins 5 adjectifs qui décrivent la personnalité de la personne
- Des images qui montrent ces caractéristiques.
  - Ex : Sidney Crosby est sportif
- Deux audios
  - **Audio #1 : une introduction à la personne.**  
Qui est-ce ? Quel est son apparence physique ? Quels sont des faits intéressants liés à cette personne ?
  - **Audio #2: la description des qualités admirables de cette personne**  
Quels adjectifs décrivent la personne ? Tu dois justifier chaque adjectif. (Ex : Sydney Crosby est sportif. Il joue au hockey.). Pourquoi est-ce que tu admires ces qualités ? Est-ce que vous avez des qualités en communs ?



**Il joue au hockey**

### Pour créer un profil sur Glogster :

- 1) Visite : [http://edu.glogster.com/register?edu\\_type=student](http://edu.glogster.com/register?edu_type=student)
- 2) Educator / school code : **6H6155**

### Pour enregistrer un audio :

- 1) Utilise Audacity et sauvegarder ton fichier comme un fichier .mp3  
*Ou*  
Utilise le site web vocaroo.com et sauvegarder le fichier comme un fichier .mp3 (download as MP3)
- 2) Incorpore ton audio dans le Glogster

**Mon plan :**

Le visuel :

**Les adjectifs :**

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

4) \_\_\_\_\_

5) \_\_\_\_\_

**Les images ?**

Les audios :

**Audio #1**

- La personne que j'admire est...
- Il/elle a les cheveux..., les yeux..., etc.
- Un fait intéressant (an interesting fact)

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**Audio #2** (un exemple à page 34 du cahier)

- J'admire (nom) parce qu'il/elle est (adjectif). (Justification)
- Un intérêt commun
- (Nom) est (adjectif). Il/elle (justification)

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**REREAD RUBRIC BEFORE SUBMITTING THE PROJECT! IT IS IN ENGLISH TO ENSURE THAT YOU UNDERSTAND AND MEET ALL EXPECTATIONS!**

## La production écrite

### To succeed:

- Plan written work
- Use appropriate terms and structures
- Edit written work
- Hand in all rough work and organizers.

Category	Level 1	Level 2	Level 3	Level 4
<b>Knowledge/Understanding</b> The Glog demonstrates a link between character traits and qualities, and examples of activities. The pictures show understanding of the adjectives.	The student demonstrates limited understanding of content.	The student demonstrates some understanding of content.	The student demonstrates considerable understanding of content.	The student demonstrates thorough understanding of content.
<b>Thinking</b> Forms logical conclusions about character traits and qualities using examples of activities of an admired person. The picture captions justify the character trait.	The student forms conclusions with limited effectiveness.	The student forms conclusions with some effectiveness.	The student forms conclusions with considerable effectiveness.	The student forms conclusions with a high degree of effectiveness.
<b>Communication</b> Shows understanding of : <ul style="list-style-type: none"> <li>• Activity vocabulary (picture captions)</li> <li>• Regular adjectives</li> <li>• Irregular adjectives</li> </ul>	The written French shows limited understanding of structures, spelling, and adjective agreements.	The written French shows some understanding of structures, spelling, and adjective agreements.	The written French shows considerable understanding of structures, spelling, and adjective agreements.	The written French shows a thorough understanding of structures, spelling, and adjective agreements.
<b>Application</b> <ul style="list-style-type: none"> <li>• Applies a model to craft a new description of an admired person.</li> <li>• Applies a writing strategy to description: uses a graphic organizer to analyze new information and plan writing.</li> </ul>	Shows limited effectiveness in using models and strategies to transfer knowledge.	Shows some effectiveness in using models and strategies to transfer knowledge.	Shows considerable effectiveness in using models and strategies to transfer knowledge.	Shows thorough effectiveness in using models and strategies to transfer knowledge.

**La production orale**

**To succeed :**

- Plan audios
- Make connections between your characteristics and the admired person's.
- Make connections between their experiences and activities and the traits that make them admirable.
- Use appropriate terms and structures
- Edit what you are planning to say.

Category	Level 1	Level 2	Level 3	Level 4
<b>Knowledge/Understanding</b> Shows knowledge of : <ul style="list-style-type: none"> <li>• Activity vocabulary (picture captions)</li> <li>• Regular adjectives</li> <li>• Irregular adjectives</li> </ul>	The student demonstrates limited knowledge of content.	The student demonstrates some knowledge of content.	The student demonstrates considerable knowledge of content.	The student demonstrates thorough knowledge of content.
<b>Thinking</b> <ul style="list-style-type: none"> <li>• Chooses character traits and qualities of an admired person and identifies supporting examples.</li> <li>• Identifies a common interest with the admired person.</li> </ul>	The student plans content with limited effectiveness.	The student plans content with some effectiveness.	The student plans content with considerable effectiveness.	The student plans content with a high degree of effectiveness.
<b>Communication</b> <ul style="list-style-type: none"> <li>• Describes an admired person in a logical way</li> <li>• Identifies a common interest with the person.</li> <li>• The visuals communicate the content of the audios.</li> </ul>	The student expresses and organizes ideas and information with limited effectiveness.	The student expresses and organizes ideas and information with some effectiveness.	The student expresses and organizes ideas and information with considerable effectiveness.	The student expresses and organizes ideas and information with a high degree of effectiveness.
<b>Application</b> <ul style="list-style-type: none"> <li>• Relates the admired person's experiences to their status as an admirable person.</li> </ul>	The student makes connections between contexts with limited effectiveness.	The student makes connections between contexts with some effectiveness.	The student makes connections between contexts with considerable effectiveness.	The student makes connections between contexts with a high degree of effectiveness.