

# 06\_UN PIQUE-NIQUE NONPAREIL: An Ideal Picnic

Content Area: **TEMPLATE**  
Course(s):  
Time Period: **Full Year**  
Length: **25-30 days**  
Status: **Published**

## General Overview, Course Description or Course Philosophy

The study of another language and culture enables individuals, whether functioning as citizens or workers, to communicate face-to-face and by virtual means in appropriate ways with people from diverse cultures. An education in world languages fosters a population that: communicates in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace, exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhances cross-cultural communication and values language learning as a global literacy as well as for its long-term worth in fostering personal, work-related, and/or financial success in our increasingly interconnected world.

## RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives

9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

HE.6-8.2.2.8.MSC.1

Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).

HE.6-8.2.2.8.MSC.3

Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).

HE.6-8.2.2.8.MSC.5

Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.

LA.RI.6.6

Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

LA.RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
LA.RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
TH.6-8.1.4.8.Pr5	Developing and refining techniques and models or steps needed to create products.
TH.6-8.1.4.8.Pr5b	Use various character objectives and tactics in a theatre work to identify the conflict and overcome the obstacle.

## **OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS**

---

Students will understand that:

- there are a variety of activities and foods in the life of a French student which are similar to an American lifestyle .
- similar good/bad situations, reactions and solutions may arise during social events.

Essential Questions:

- What is entailed in the planning of an optimal picnic?
- How do I go about organizing a successful social event?
- What are the elements involved in its planning, including foods, venue, activities ?
- What is the process of an proper invitation?

## **CONTENT AREA STANDARDS**

---

WL.NM.7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
WL.NM.7.1.NM.IPERS.3	Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
WL.NM.7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
WL.NM.7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
WL.NM.7.1.NM.IPRET.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
WL.NM.7.1.NM.PRSNT.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
WL.NM.7.1.NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
WL.NM.7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

## **STUDENT LEARNING TARGETS**

---

Students will know:

- that aspects of weather and geography are linked; these can be researched in many ways .
- that insight into France's culture can happen through the study of weather and its implications.
- that the understanding of culture can occur through the lens of weather comparisons of Francophone countries and one's own .
- that French can be used to expand knowledge and to connect with other disciplines (science, social concerns, civic responsibilities).

## **Procedural Knowledge**

---

Students will be able to:

- identify areas or regions in France for ideal picnic spots.
- give picnic activities via appropriate verb conjugations.
- create negative sentences from affirmative and vice versa.
- categorize areas which address an invitation.
- ask/ answer questions using the appropriate question words.
- create scenario/ predict potential problems.
- give solutions for "problems".

## **Declarative Knowledge**

---

Students will understand that:

- there are rules of conjugation: subjects and verbs must make agreement (singular v. plural).
- subjects/ proper nouns can be replaced with pronouns.
- sentences are made in the negative form using ne and pas as well as other words (ne rien).
- different regions geographically and climate-wise lend themselves to better areas for a picnic spot.
- invitations may address the who, what, when, where, why, how regarding an event.

## **EVIDENCE OF LEARNING**

---

## **Alternate Assessments**

---

- Oral Presentations
- Multimedia Presentations
- Student Dramatizations
- Original Artwork Creations
- Modified Rubrics
- Teacher/Student Conferences
- Interactive Game Creations

## **Benchmark Assessments**

---

## **Formative Assessments**

---

- teacher observations
- finger checks
- think/pair/share work
- chat stations
- presentational communications
- find someone who
- applicable games (info gap)
- content based video clips/ feedback
- exit tickets / index (color) cards
- charades/ drawings
- prediction cards

## **Summative Assessments**

---

- Quizzes

- Role-Play situations
- Written, aural, oral assessments
- Rubrics for presentations, projects, speaking proficiency
- Project: Creation of Picnic Scene; Picnic Invitation
- Comprehension questions about authentic French song "Les Cornichons" (Nino Ferrer)
- Project: Google slides, narration of picnic
- Narration + Labeling: The Disgusting Sandwich

## **RESOURCES (Instructional, Supplemental, Intervention Materials)**

---

Textbook Chapters (Bon Voyage), DVDs, CDs

Video clips, exercises from various Websites

Workbooks, readings, Astrapi article on climate change & pollution

D'Accord series, grammar tutorials

Smartboard, dry erase boards

Canadian workbook: FrenchSmart (picnic story)

Les Cornichons (song by Nino Ferrer)

Biftek Song

## **INTERDISCIPLINARY CONNECTIONS**

---

English/Language Arts: Speech/debate, narration

Science & Health: reasoned judgment based on research findings, compare and contrast the information gained from video and multimedia sources

Visual Performing Arts: dramatization

Career Readiness: use technology to enhance productivity, work productively in teams while using cultural global competence

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

---

See link to Accommodations & Modifications document in course folder.