

# 5th grade, Unit #9, World Language, Review

Content Area: **Generic Content Area**  
Course(s): **Generic Course**  
Time Period: **June**  
Length: **2 weeks**  
Status: **Published**

## **Enduring Understanding**

---

Foreign language vocabulary and grammar must be used frequently and consistently in order to retain content knowledge.

## **Essential Questions**

---

What important information have I learned this year?

## **Common Core Standards**

---

FL.PK-12.7.1.NM.A.A	The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.
FL.PK-12.7.1.NM.A.B	Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)
FL.PK-12.7.1.NM.A.C	Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices. (Topics and activities that assist in the development of this understanding should include, but are not limited to: authentic celebrations, songs, and dances.)
FL.PK-12.7.1.NM.A.F	What is perceived as "basic needs" varies among and within cultures. (Topics that assist in the development of this understanding should include, but are not limited to: safety, food, shelter, and purchase and sale of goods such as toys, games, travel, and luxury items.)
FL.PK-12.7.1.NM.A.H	Learning about age- and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.)
FL.PK-12.7.1.NM	All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

## **Student Learning Objectives**

---

The students will:

Review the use of adjectives.

Review cultural materials covered.

Review basic conversation.

Review parts of body and health conditions.

Review telling time.

## **Instructional Activities**

---

Students play a year-end review Jeopardy style or board game.

Student drag and drop year-end review vocabulary into different categories on the smart board to categorize topics they've learned.

Vocabulary bingo.

Ball toss game with review questions.

## **Interdisciplinary Connections**

---

Science: Health and weather vocabulary and meanings

## **Texts and Resources**

---

Teacher created smart board vocabulary categorizing activity

Review game (Jeopardy/Who Wants to Be a Millionaire, board game, etc)

Online resource: [www.quia.com](http://www.quia.com)

## **Assessment**

---

Observation of appropriate response during Jeopardy type review game

Observation of accuracy in smart board matching/categorizing activity

Teacher observation during asking/answering of questions and discussions related year-end review