



Grade 5 Semester One Learner Outcomes

	Unit 1	Unit 2	Unit 3	Year Long Unit
Transdisciplinary Theme	<p>How we organize ourselves</p> <p><i>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment</i></p>	<p>Sharing the planet</p> <p><i>An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.</i></p>	<p>Where we are in place and time</p> <p><i>An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; and the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</i></p>	<p>How we express ourselves</p> <p><i>An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic</i></p>
Unit of Inquiry Details	<p>Global Food Production</p> <p>Central Idea People have developed systems for producing and distributing food around the world</p> <p>Key concepts: Function, Perspective, Responsibility</p> <p>Related concepts: Sustainability, consumption, waste</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> • Access to food • Food production and distribution • Sustainable practices in food production • 	<p>Peace & Conflict</p> <p>Central Idea Reaching a resolution to conflict can be influenced by the actions and reactions of all involved.</p> <p>Key concepts: causation, perspective, responsibility</p> <p>Related concepts: peace, reconciliation, exploitation</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> • Causes of conflict (personal, local and global) • Strategies used to resolve conflict and their consequences 	<p>Ancient Civilizations</p> <p>Central Idea Evidence of past civilizations can be used to make connections to present-day societies.</p> <p>Key concepts: form, change, connection</p> <p>Related concepts: continuity, analyses, societies</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> • Characteristics of civilizations and societies • Connections between past and present societies • Processes involved in collecting, analysing and validating evidence 	<p>Media</p> <p>Central Idea People can create or manipulate messages to target specific audiences</p> <p>Key concepts - function, perspective, responsibility</p> <p>Related concepts - media, messages, influence</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • How the elements of messages can be used to influence target audiences • The power and impact of media • Critical evaluation of messages presented through media
Approaches to Learning Focus	<ul style="list-style-type: none"> • Thinking • Research 	<ul style="list-style-type: none"> • Social • Research 	<ul style="list-style-type: none"> • Communication • Research 	<ul style="list-style-type: none"> • Social • Communication • Research
Learner Profile Focus	<ul style="list-style-type: none"> • Learner Profile: Leader, Principled 	<ul style="list-style-type: none"> • Learner Profile: Communicator, Open-minded 	<ul style="list-style-type: none"> • Learner Profile: Inquirers, Knowledgeable 	<ul style="list-style-type: none"> • Learner Profile: Communicators, Reflective, Principled
ICT Integration	<p>Define and plan information searches:</p> <ul style="list-style-type: none"> • Recognise the need to locate a variety of resources representing a range of views • Plan appropriate investigation methods to answer questions or solve problems • Establish a timeline for research using an online tool (such as Google Calendar) • Follow a search plan using keywords and related terms • Determine the type of resources most appropriate for the topic by evaluating resources and discarding those which are unsuitable • Become familiar with a limited number of search engines and databases and how they function • Use a range of ICT to identify and represent patterns in sets of information and to pose questions to guide searching for, or generating, further information <p>Locate, retrieve and generate data and information</p> <ul style="list-style-type: none"> • Identify and clarify relevant information and prioritise ideas • Use simple and combined terms when using advanced search tools • Select an appropriate graphic organizer or note taking system to use when collecting information (including flowcharts, timelines, concept mapping, spreadsheets, graphs and databases) 	<p>Define and plan information searches:</p> <ul style="list-style-type: none"> • Recognise the need to locate a variety of resources representing a range of views • Plan appropriate investigation methods to answer questions or solve problems • Establish a timeline for research using an online tool (such as Google Calendar) • Follow a search plan using keywords and related terms • Determine the type of resources most appropriate for the topic by evaluating resources and discarding those which are unsuitable • Become familiar with a limited number of search engines and databases and how they function • Use a range of ICT to identify and represent patterns in sets of information and to pose questions to guide searching for, or generating, further information <p>Locate, retrieve and generate data and information</p> <ul style="list-style-type: none"> • Identify and clarify relevant information and prioritise ideas • Use simple and combined terms when using advanced search tools • Select an appropriate graphic organizer or note taking system to use when collecting information (including flowcharts, timelines, concept mapping, spreadsheets, graphs and databases) 	<p>IT Integration: <i>VR walkthroughs and exploration of ancient civilisations</i></p> <p>Use of educational apps to collaborate:</p> <ul style="list-style-type: none"> • Communicate understanding, new knowledge, follow directions and demonstrate digital citizenship when using Learning Platforms (Google Classroom, Google Sites & Blogger). • Create and contribute to conversations, record observations and add images using Google Classrooms, Google Documents • Take part in online projects or active collaborations with appropriate local and global audiences (parents / PYP community) <p>Data and Information:</p> <ul style="list-style-type: none"> • To select, use and combine a variety of software (including internet services) to create a range of content that accomplish given goals, including collecting and presenting data and information • Explain and use common troubleshooting techniques <p>How computers work:</p> <ul style="list-style-type: none"> • To understand computer networks and the opportunities they offer for communication and collaboration 	<p>IT integration: throughout various times of the year students will be producing various forms of media relating to different events throughout the school calendar. (EG: Festival of Nations)</p> <p>Recognize intellectual property</p> <ul style="list-style-type: none"> • Conform to intellectual property and copyright laws by acknowledging the ownership of digital information • Develop an awareness of digital theft and plagiarism • Understand copyright, fair use and the rights they have as creators • Reflect on their responsibilities as creators and users of creative work <p>Creating:</p> <ul style="list-style-type: none"> • Multimedia and Presentation Tools (Slides, Graphics, Painting and Drawing Tools, videos) • Photos / photo manipulation • Movies (imovie, YouTube Editor) • Music (Introduce Garageband) • Photo collages using web based tools (Canva) <p>Apply digital information security practices Apply personal security protocols</p> <ul style="list-style-type: none"> • Comply with school expectations and protocols when using ICT (e.g. closing laptops halfway when somebody may be speaking; having screens visible to teachers at all times; no videos/music open in



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	<ul style="list-style-type: none"> Organize information using a variety of strategies <p>Select and evaluate data and information</p> <ul style="list-style-type: none"> Compare different sources for opposing viewpoints, biases, accuracy and assesses the credibility of each Recognize that search results are ranked and dependent on key search terms used Recognize the need for adequate information and data and seeks more if necessary Analyze, condense and combine relevant information from multiple sources Understand that social networking and interactive sites provide new and different sources of information and knowledge that may provide an individual perspective and subjective opinion but are not necessarily correct Identify patterns in the data, suggest explanations for discrepancies, and summarize the data Reflect on how ICT sources have assisted inquiry <p>Organising: Google Drive:</p> <ul style="list-style-type: none"> Understand that there are a variety of ways to organise files into Google folders Locate folders and files using advanced Search Tools (<i>More Tools</i>) Understand the relationship between Google Sites and Google Drive and use appropriate permission settings 	<ul style="list-style-type: none"> Organize information using a variety of strategies <p>Select and evaluate data and information</p> <ul style="list-style-type: none"> Compare different sources for opposing viewpoints, biases, accuracy and assesses the credibility of each Recognize that search results are ranked and dependent on key search terms used Recognize the need for adequate information and data and seeks more if necessary Analyze, condense and combine relevant information from multiple sources Understand that social networking and interactive sites provide new and different sources of information and knowledge that may provide an individual perspective and subjective opinion but are not necessarily correct Identify patterns in the data, suggest explanations for discrepancies, and summarize the data Reflect on how ICT sources have assisted inquiry <p>Organising: Google Drive:</p> <ul style="list-style-type: none"> Understand that there are a variety of ways to organise files into Google folders Locate folders and files using advanced Search Tools (<i>More Tools</i>) Understand the relationship between Google Sites and Google Drive and use appropriate permission settings 		<p><i>background tabs; headphones only used for educational purposes, etc.)</i></p> <ul style="list-style-type: none"> Use online communication tools responsibly (such as blog commenting and emails) Understand that presenting themselves in different ways online carries both benefits and risks Use tools (such as Creative Commons) to identify ownership of digital products. Use Google Forms
<p>PSPE Integration (Personal and Social - Identity and Interactions)</p>		<ul style="list-style-type: none"> Reflect on how they cope with change in order to approach and manage situations of adversity Identify how their attitudes, opinions and beliefs affect the way they act and how those of others also impact on their actions Analyse how they are connected to the wider community Reflect on their own cultural influences, experiences, traditions and perspectives, and are open to those of others Use understanding of their own emotions to interact positively with others Embrace optimism to shape a positive attitude towards themselves and their future Analyse how assumptions can lead to misconceptions Recognize, analyse and apply different strategies to cope with adversity Reflect on the perspectives and ideas of others Apply different strategies when attempting to resolve conflict Independently use different strategies to resolve conflict 		<ul style="list-style-type: none"> Work and learn with increasing independence Explain how self-talk can influence their behavior and their approach to learning Motivate themselves intrinsically and behave with belief in themselves Discuss ideas and ask questions to clarify meaning Reflect on the process of achievement and value the achievements of others Recognize that committing to shared goals in group situations improves individual and shared experiences and outcomes Develop a shared plan of action for group work that incorporates each individual's experiences and strengths Reflect on shared and collaborative performance Adopt a variety of roles for the needs of the group, for example, leader, presenter <p>Human Growth and Development:</p> <ul style="list-style-type: none"> Examine different factors (heritable and non-heritable) that shape an identity (for example, gender, nationality, language group)

Language Arts

Approx. Start Date	Unit 1	Unit 2	Unit 3	Year Long Unit
<p>Reading Workshop Focus</p>	<p>Argument and Advocacy</p> <ul style="list-style-type: none"> Investigating Issues Raising the level of research 	<p>Interpretation book clubs</p> <ul style="list-style-type: none"> Writing about reading with voice and investment Raising the level of writing and talking about literature 	<p>Tackling Complexity</p> <ul style="list-style-type: none"> Working with text complexity Applying knowledge about nonfiction reading to inquiry projects 	



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		<ul style="list-style-type: none"> Thematic text sets: Turning texts inside out 		
Writing Workshop Focus	Research-Based Argument Essays <ul style="list-style-type: none"> Establishing and supporting positions Building powerful arguments Writing for real-life purpose 	Personal narrative <ul style="list-style-type: none"> Generating Personal Narratives Moving through the writing process Learning from mentor texts 	Research Reports <ul style="list-style-type: none"> Flash-drafts Focused research reports to teach and engage 	
Library/Research Skills	<ul style="list-style-type: none"> Follows a search plan using keywords and related terms. Use simple and combined terms to search catalogue, internet, and databases. Identify appropriate resources by using skimming techniques to survey readability. Use a variety of sources (ebooks, print, internet/databases) Record sources fully and accurately and comply with MLA copyright requirements. 	<ul style="list-style-type: none"> Be aware of 'Fake' news/information. (Take it APART) Use keywords and related terms. Use simple and advanced terms to search catalog, internet, and databases. Identify appropriate resources by using skimming techniques to survey readability. Use simple and advanced terms to search catalog. Use a variety of sources (ebooks, print, databases) Record sources and comply with basic copyright requirements. Formulate realistic and investigative questions about a topic. Understand use of quotations and footnotes. Find answers in more than one source to key questions of the task. 	<ul style="list-style-type: none"> Use school catalogue to locate books by title, author and subject, using Advanced Search including copy location, call number and subject keywords. Identifies and interprets key words in task. Become familiar with a limited number of appropriate search engines and databases using modeled techniques. Determine the type of resource most appropriate for the topic by evaluating resources and discarding those which are unsuitable. Acknowledge the work of others by using copied citations where available and creating own otherwise. 	<ul style="list-style-type: none"> Create and Reflect on (Sakura) goals. Record sources accurately and comply with copyright requirements. Recognize the need for adequate information and data and seek more if necessary. Become familiar with a limited number of appropriate search engines and databases using modeled techniques. Organize information using a variety of strategies. Synthesizes information to make and justify judgments and construct generalizations

Mathematics

Approx. Start Date	Unit 1	Unit 2	Unit 3	Year Long Unit
	Numbers and Operations Patterns, Functions and Algebra <ul style="list-style-type: none"> Use place value understanding to round decimals to any place. Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left. Read, write, and compare decimals to thousandths. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3 × 100 + 4 × 10 + 7 × 1 + 3 × (1/10) + 9 × (1/100) + 2 × (1/1000). Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons Geometry <ul style="list-style-type: none"> Recognize volume as an attribute of solid figures and understand concepts of volume measurement. A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume. A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units. Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units. Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume 	Numbers and Operations Patterns, Functions and Algebra <ul style="list-style-type: none"> Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation "add 8 and 7, then multiply by 2" as 2 × (8 + 7). Recognize that 3 × (18932 + 921) is three times as large as 18932 + 921, without having to calculate the indicated sum or product Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so. 	Numbers and Operations Patterns, Functions and Algebra <ul style="list-style-type: none"> Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, 2/3 + 5/4 = 8/12 + 15/12 = 23/12. (In general, a/b + c/d = (ad + bc)/bd.) Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result 2/5 + 1/2 = 3/7, by observing that 3/7 < 1/2. Geometry <ul style="list-style-type: none"> AERO. 5.G.1 DOK 1 Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y coordinate). Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation. Classify two-dimensional figures in a hierarchy based on properties 	



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Specialists

	Unit 1	Unit 2	Unit 3	Year Long Unit
Art	<p>Responding</p> <ul style="list-style-type: none"> Critique and make informed judgements about artworks <p>Creating</p> <ul style="list-style-type: none"> Select, research and develop an idea for an artwork Develop an awareness of their personal preferences <p>Art and Design Skills: Artist study - research and E-presentation</p>	<p>Responding</p> <ul style="list-style-type: none"> Explain the cultural and historical perspectives of an artwork Critique and make informed judgements about artworks <p>Creating</p> <ul style="list-style-type: none"> Identify factors to be considered when displaying an artwork Select, research and develop an idea or theme for an artwork <p>Art and Design Skills: Group 3D model</p>	<p>Responding</p> <ul style="list-style-type: none"> Understand the role and relevance of visual arts in society Critique and make informed judgements about artworks <p>Creating</p> <ul style="list-style-type: none"> Become increasingly independent in the realisation of the creative process Adjust and refine their creative process in response to constructive criticism <p>Art and Design Skills: Ancient Civilisation pottery</p>	<p>Responding</p> <ul style="list-style-type: none"> Explain the cultural and historical perspectives of an artwork Understand the role of visual arts in society <p>Creating</p> <ul style="list-style-type: none"> Become increasingly independent in the realisation of the creative process Adjust and refine their creative process in response to constructive criticism <p>Art and Design Skills: Poster design - typography, graphics and layout</p>
PE	<p>Volleyball (Stand Alone)</p> <ul style="list-style-type: none"> Serve a lightweight ball over a low net, using the underhand movement pattern Volley a tossed ball to an intended location Explain the importance of open space in playing sport-related net/wall games Explain how to adjust body position to catch a ball thrown off-centre To engage in small-sided games applying the skills of the serve, set and bump competitively and cooperatively 	<p>Adventure Challenge (Stand Alone)</p> <ul style="list-style-type: none"> Act in a safe and healthy manner when confronted with negative peer pressure during physical activity Contribute ideas and listen to the ideas of others in cooperative problem-solving activities Acknowledge orally the contributions and strengths of others Accommodate individual differences in others' physical abilities in small-group activities Appreciate physical games and activities reflecting diverse heritages Showing tolerance and acceptance for individuals from different cultures and backgrounds Demonstrate resilience when challenged and continue to persevere when achieving team goals 	<p>Dance (Stand Alone)</p> <ul style="list-style-type: none"> Design and perform a creative dance, combining locomotor patterns with intentional changes in speed and direction Design and perform a routine to music that involves manipulation of an object Design a routine to music, changing speed and direction while manipulating an object Perform a choreographed routine to showcase intentional changes in movements, speed, direction and levels 	<ul style="list-style-type: none"> Jump for height, using proper take off and landing form Jump for distance using proper takeoff and landing form Identify the following phases for striking a ball: preparation, application of force, follow-through and recovery Participate three to four days each week, for increasing periods of time, in continuous moderate to vigorous physical activities at the appropriate intensity for increasing aerobic capacity Sustain continuous movement for an increasing period of time while participating in moderate to vigorous physical activities Improve the level of performance on one component of health-related physical fitness and one identified motor skill by participating in fitness and skill development activities outside school Work towards a long-term physical activity goal and record data on one's progress
Music	<p><u>Tone Chimes</u></p> <p>Responding</p> <ul style="list-style-type: none"> Sing/play with accuracy and control focusing awareness on the musical elements. Participate in performing and creating music both individually and collectively <p>Creating</p> <ul style="list-style-type: none"> Create a soundscape based on personal experiences. Deliver a musical message to different audiences 	<p><u>Performance</u></p> <p>Responding</p> <ul style="list-style-type: none"> Sing individually and in harmony Reflect upon and modify their practices and/or compositions based on the peer, teacher or audience response. <p>Creating</p> <ul style="list-style-type: none"> Incorporate the other arts and available resources in order to broaden their creative expression 	<p><u>Peace and Conflict</u></p> <p>Responding</p> <ul style="list-style-type: none"> Analyse different compositions describing how the musical elements enhance messages of peace and also in times of conflict Sing with accuracy and control focusing awareness on the musical elements. (Festival of Nations) <p>Creating</p> <ul style="list-style-type: none"> Create and Modify compositions based on themes of peace and conflict Adapt, refine and perform compositions in collaborative group 	
Religion	<p>Multi-faith Social Justice "Why Give"</p> <ul style="list-style-type: none"> Identify reasons why people may give/may not give to charity Explore religious groups/ 	<p>Multi-faith On Peace and Conflict</p> <ul style="list-style-type: none"> Identify many kinds and causes of conflicts Explore what peace organisations do to promote reconciliation 	<p>Multi-faith On Rites of Passage</p> <ul style="list-style-type: none"> Identify rites of passage from secular and religious perspectives Explore the significance of the rites of passage 	<p>Multi-faith Worship in Different Religions</p> <ul style="list-style-type: none"> Identify worship in different religions



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	<p>organisations that promote volunteerism and helping others</p> <ul style="list-style-type: none"> Reflect on actions as a response to people in need <p>Catholic/ Christian Dignity of the Human Person</p> <ul style="list-style-type: none"> Examine the Gospel of Matthew to understand what Jesus taught about the human dignity of others. Summarize how God will judge our actions toward others Identify the Corporal Works of Mercy Connect the needs of those affected by the current food shortage with the application of the Works of Mercy 	<ul style="list-style-type: none"> Reflect on what it means to have a just and peaceful world <p>Catholic/ Christian Freedom, Responsibility, and Conscience Formation</p> <ul style="list-style-type: none"> Understand the narrative of the first sin and explain what it tells us about human free will and responsibility, how it shares with followers the "sources of morality" and the consequences for immoral actions Distinguish between a morally good and evil act. Describe the three sources of morality outlined in the moral teachings of the Church upon which the morality of a human act depends Apply the three sources of morality to an analysis of various moral dilemmas a student might face. 	<ul style="list-style-type: none"> Reflect on changes in people's lives <p>Catholic/ Christian The Apostle's Creed</p> <ul style="list-style-type: none"> Find evidence in biblical passages of professing one's faith(Creed). Examine the importance of the Apostle's Creed. Understand why the Creed is professed at the Sacrament of Baptism and during the Liturgy of the Easter Vigil. Make connections between the Apostles' Creed and the Advent/Christmas season. 	<ul style="list-style-type: none"> Explore the importance of worship in different religious and what worship would look like to non-religious people Reflect critically on the messages on worship from social media <p>Catholic/ Christian The Liturgical year</p> <ul style="list-style-type: none"> Name the signs and symbols within the Liturgical year Understand the parts of Mass and our role in the celebration Explain how the Liturgical year and divinity of Jesus, as examined in the New Testament, show important truth of faith to Christians
<p>Japanese</p>	<p>Advanced 「白いぼうし」 (reading)</p> <ul style="list-style-type: none"> Read using imagination from character's action and expression of the story Read in consideration of the mutual relationship between paragraphs Accurately read Kanji introduced in class <p>(writing)</p> <ul style="list-style-type: none"> Write basic Kanji accurately and legibly Construct sentences providing reasons and examples <p>(listening & speaking)</p> <ul style="list-style-type: none"> Speak logically with providing reasons and examples Speak using appropriate words Listen attentively and ask questions <p>Beginner / Intermediate</p> <ul style="list-style-type: none"> Follow spoken classroom instructions Use basic greetings Start recognizing Hiragana or Katakana Start writing some Hiragana or Katakana Start recognizing a contracted sound, a long sound, a syllabic nasal, a voiced sound. Start writing a contracted sound, a long sound, a syllabic nasal, a voiced sound. Start writing sentences Recognize Hiragana or Katakana 	<p>Advanced 「アメンボはにん者か」 (reading)</p> <ul style="list-style-type: none"> Consider what the keywords and main sentences are in relation to the paragraph, and read the text correctly according to the purpose Accurately read Kanji introduced in class <p>(writing)</p> <ul style="list-style-type: none"> Summarize the main points and report it Write basic Kanji accurately and legibly <p>(listening & speaking)</p> <ul style="list-style-type: none"> Ask questions to gain information and respond to questions Listen attentively and express own impressions. <p>Beginner / Intermediate</p> <ul style="list-style-type: none"> Introduce herself orally with name, age, where she is from, where she lives, grade, what she likes and dislikes, her family members Write her profile sheet with name, age, where she is from, where she lives, grade, what she likes and dislikes, her family members Recognize Hiragana or Katakana Write 10-30 Hiragana or Katakana Describe likes and dislikes Describe familiar objects(形容詞) 	<p>Advanced 「ドリームツリーを作って発表しよう」「身の回りのメディアを研究しよう」 (reading)</p> <ul style="list-style-type: none"> Understand a range of different text types (for instance, letters, poetry, reports and articles) <p>(writing)</p> <ul style="list-style-type: none"> Select a writing theme from the interests, and study necessary matters according to purpose and who the reader is <p>(listening & speaking)</p> <ul style="list-style-type: none"> Discuss about their interpretation of drawings, photos and advertisements. Exchange opinions and listen attentively. <p>Beginner / Intermediate</p> <ul style="list-style-type: none"> Understand simple questions on daily routines Inquire about an item at stores & restaurant Ask and give information about ownership Ask for price Recognize and tell time (hours & minutes) Recognize Hiragana or Katakana with fluency Write Hiragana or Katakana with teacher's support Write sentences correctly 	<p>Advanced 「身の回りのメディアを研究しよう」</p>
<p>Spanish</p>	<p>Level A1 Who we are</p> <ul style="list-style-type: none"> Learn how to introduce myself in Spanish Discriminate information Ask for the meaning of word in Spanish Ask how to say something in another language Ask for clarifications and repetitions in Spanish Learn how to spell in Spanish Learn the vocabulary of the classroom. Learn the Spanish alphabet. Get to know a little bit about the Hispanic world. <ul style="list-style-type: none"> Master how to greet and say goodbye in Spanish Learn how to ask and give information in Spanish Study vocabulary related to Nationalities, countries' names, professions, the months of the year, the days of the week and the seasons. Learn how to count from 0 to 31 in Spanish 	<p>Level A1</p> <ul style="list-style-type: none"> Learn how to express opinion and preference Learn how to describe objects and places Master the colours in Spanish Study the parts of a house in Spanish Learn how to count from 31 to 100 in Spanish Study about housing in Spain How to write an email in Spanish <p>(Peace talks and agreements in LA and Spain)</p>	<p>Level A1</p> <ul style="list-style-type: none"> Learn how to describe people's character physical appearance in Spanish Talk about the physical condition Study how to express ownership Learn how to describe a piece of clothing Study the family members 	



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	<ul style="list-style-type: none">• <i>Learn about Spanish in the world</i>• <i>Study about the languages in Spain</i>			
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