



Grade 6 Semester One Learner Outcomes 2019-20

	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>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>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>Who we are</p> <p><i>An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; and what it means to be human.</i></p>
Unit of Inquiry Details	<p>Governments</p> <p>Central Idea The way in which government systems function can influence the lives of citizens.</p> <p>Key concepts: function, perspective, responsibility</p> <p>Related concepts: governance, citizenship, sustainability</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> How government systems function The United Nations Sustainable Development Goals How different types of governments work to address the Development Goals 	<p>Earth and Space</p> <p>Central Idea Space exploration has led to new discoveries and ideas about life beyond earth</p> <p>Key concepts: Function, Connection</p> <p>Related concepts: exploration, systems, time, space</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> How Earth's position in space supports life Space exploration through time The ethics of space exploration 	<p>Global Access to Medical Care</p> <p>Central Idea Access to medical care around the world varies and can influence how diseases are spread</p> <p>Key concepts: function, connection, responsibility</p> <p>Related concepts: transmission, control, equality</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> Types of diseases and microorganisms How diseases spread Global access to medical care 	<p>International Mindedness</p> <p>Central Idea Understanding the beliefs and values of different cultures can promote international mindedness</p> <p>Key concepts: form, causation, perspective</p> <p>Related concepts: international mindedness, identity</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> What constitutes culture The varying beliefs of different people and how they develop Developing and promoting international mindedness
Approaches to Learning Focus	<ul style="list-style-type: none"> Social Research 	<ul style="list-style-type: none"> Communication Self-Management 	<ul style="list-style-type: none"> Research Thinking Communication 	<ul style="list-style-type: none"> Thinking Communication
Learner Profile Focus	<ul style="list-style-type: none"> Learner Profile: Communicator, Knowledgeable, Principled 	<ul style="list-style-type: none"> Learner Profile: Thinkers 	<ul style="list-style-type: none"> Learner Profile: Inquirers, Knowledgeable 	<ul style="list-style-type: none"> Learner Profile: Global Minded, Religious, Knowledgeable, Open-Minded
ICT Integration	<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>Organising:</p> <p>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>Collaborating and communicating:</p> <p>Use Google apps to communicate, share and exchange information</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) Use email accounts in accordance to school guidelines (e.g. between hours of 7am-7pm) 	<p>IT Integration: Plague INC: <i>Students work together and against each other in the app "PlagueINC to see how quickly diseases can spread through countries and the world.</i></p> <p>Communication and E-safety:</p> <ul style="list-style-type: none"> To use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content To use technology safely, respectfully and responsibly ; recognise acceptable / unacceptable behaviour; identify a range of ways to report concerns about content and contact Discuss social issues raised by the role of computers 	<p>IT integration: Using Flipgrid as a tool to create discussion around different cultures</p> <p>Collaborating and Communicating:</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>Communication and E-safety: To use technology safely, respectfully and responsibly ; recognise acceptable / unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>



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<p>PSPE Integration (Personal and Social - Identity and Interactions)</p>	<ul style="list-style-type: none"> Independently use different strategies to resolve conflict Work towards a consensus, understanding the need to negotiate and compromise Apply different strategies when attempting to resolve conflict Take action to support reparation in relationships and in the environment when harm has been done 			<ul style="list-style-type: none"> Analyse self-talk and use it constructively Embrace a strong sense of self-efficacy that enhances their accomplishments, attitudes and personal well-being Understand the role of and strategies for optimism in the development of their own well-being Use emotional awareness and personal skills to relate to and help others Examine the complexity of their own evolving identities Recognize how a person's identity affects self-worth Recognize how a person's identity affects how they are perceived by others and influences interactions Analyse how society can influence our concept of self-worth (for example, through the media and advertising) Identify how aspects of a person's identity can be expressed through symbols, spirituality, dress, adornment, personal attitudes, lifestyle, interests and activities pursued Analyse how assumptions can lead to misconceptions Recognize, analyse and apply different strategies to cope with adversity Accept and appreciate the diversity of cultures, experiences and perspectives of others Identify causal relationships and understand how they impact on the experience of individuals and groups Identify how their self-knowledge can continue to support the growth and development of identity Reflect on the perspectives and ideas of others
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Language Arts

Approx. Start Date	Unit 1	Unit 2	Unit 3	Year Long Unit
<p>Reading Workshop Focus</p>	<ul style="list-style-type: none"> Social Issues Bookclubs Reading to Learn How Authors Craft Stories to Convey Messages 	<ul style="list-style-type: none"> Social Issues Bookclubs Reading Thoughtfully to Deepen Interpretation -- Identifying Social Issues Reading Critically for Power, Pressures, and Relationships A Deep Study of Character Investigate themes 	<ul style="list-style-type: none"> A Deep Study of Character Investigate themes 	
<p>Writing Workshop Focus</p>	<ul style="list-style-type: none"> Personal Narrative- Crafting Powerful Life Stories Launch independent writing lives and generate personal narratives Move through the writing process and toward clear, individual writing goals 	<ul style="list-style-type: none"> Personal Narrative- Crafting Powerful Life Stories Write personal narrative with new independence The Literary Essay - From Character to Compare/Contrast Write a literary essay about character How to analyse evidence Write a theme based literary essay 	<ul style="list-style-type: none"> The Literary Essay - From Character to Compare/Contrast Write a literary essay about character How to analyse evidence Write a theme based literary essay 	
<p>Library/Research Skills</p>	<ul style="list-style-type: none"> Recognize where currency of information is necessary. 	<ul style="list-style-type: none"> Determine the type of resource most appropriate for the topic by evaluating resources and discarding those which are unsuitable. 	<ul style="list-style-type: none"> Use organization of resources in school libraries and in catalogue to locate required information. 	



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	<ul style="list-style-type: none"> Recognize the differences in purpose and coverage of magazines, newspapers, etc. Compare different sources for opposing viewpoints, biases, accuracy, currency and assess the credibility of each. (Take it APART) Recognize the need to locate a variety of resources representing a range of views. Record sources fully and accurately and fully comply with copyright requirements. Using modeled examples, begin to discriminate between fact and opinion. Organise research questions under the headings of the PYP Key Concepts. 	<ul style="list-style-type: none"> Use simple and combined terms to search catalog, internet, and databases. Identify appropriate resources by using skimming techniques to survey readability. 	<ul style="list-style-type: none"> Appreciate insight and information that fictional works can provide. Select appropriate method of note taking and group collaboration. Formulate realistic and investigative questions about a topic. Determine the type of resource most appropriate for the topic by evaluating resources and discarding those which are unsuitable. Use Take it APART model to evaluate online websites. Understand use of quotations and footnotes. Record sources fully and accurately and fully comply with copyright requirements. 	<ul style="list-style-type: none"> Understand that the presentation is just the end-product of a series of learning sequences and these are as important as the product. Analyze audience response to presentation and accept feedback from peers and teachers. Devises a time-management strategy to meet deadlines which incorporates other commitments. Create questions that brings out the strengths and weaknesses of an issue
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Mathematics

Approx. Start Date	Unit 1	Unit 2	Unit 3	Year Long Unit
	<p>Geometry/Measurement</p> <ul style="list-style-type: none"> Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = l w h$ and $V = b h$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problem Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems 	<p>Ratios</p> <ul style="list-style-type: none"> Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship Use ratio and rate reasoning to solve real world and mathematical problems. Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios. Solve unit rate problems including those involving unit pricing and constant speed. Find a percent of a quantity as a rate per 100 ; solve problems involving finding the whole, given a part and the percent Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities. 	<p>Patterns, Functions and Algebra</p> <ul style="list-style-type: none"> Write and evaluate numerical expressions involving whole-number exponents. Write, read, and evaluate expressions in which letters stand for numbers. Write expressions that record operations with numbers and with letters standing for numbers. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). Apply the properties of operations to generate equivalent expressions. Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true Use variables to represent numbers and write expressions when solving a realworld or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p, q and x are all nonnegative rational numbers. Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams. 	<p>Numbers and Operations</p> <ul style="list-style-type: none"> Fluently divide multi-digit numbers using the standard algorithm. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation. Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1-100 with a common factor as a multiple of a sum of two whole numbers with no common factor. Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem.



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			<ul style="list-style-type: none"> Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. 	
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Specialists

	Unit 1	Unit 2	Unit 3	Year Long
Art	<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"> Develop an awareness of their personal preferences Select, research and develop an idea or theme for an artwork <p>Art and Design Skills: Street Artist research and critique</p>	<p>Responding</p> <ul style="list-style-type: none"> Explain the cultural and historical perspectives of an artwork <p>Creating</p> <ul style="list-style-type: none"> Select, research and develop an idea for a theme for an artwork Adjust and refine their creative process in response to constructive criticism <p>Art and Design Skills: Mixed Media - Pop Art</p>	<p>Responding</p> <ul style="list-style-type: none"> Reflect on the factors that influence personal reactions to artwork <p>Creating</p> <ul style="list-style-type: none"> Develop an awareness of their personal preferences <p>Art and Design Skills: Poly printing</p>	<p>Responding</p> <ul style="list-style-type: none"> Explain the cultural and historical perspectives of an artwork Reflect throughout the creative process to challenge their thinking and enact new and unusual possibilities <p>Creating</p> <ul style="list-style-type: none"> Utilise a broad range of ways to make meaning Select, research and develop an idea or theme for an artwork <p>Art and Design Skills: 3D mixed media mask</p>
PE	<p>Adventure Challenges (Stand Alone)</p> <ul style="list-style-type: none"> Participate productively in group physical activities Evaluate individual responsibility in group efforts Identify and define the role of each participant in a cooperative physical activity Identify and agree on a common goal when participating in a cooperative physical activity Analyse possible solutions to a movement problem in a cooperative physical activity and come to a consensus on the best solution 	<p>Volleyball (Stand Alone)</p> <ul style="list-style-type: none"> Volley an object repeatedly with a partner, using the forearm pass. Explain the role of the legs, shoulders, and forearm in the forearm pass Explain the role of the legs, shoulders, hands and wrist follow through in the set pass Explain and demonstrate the role of the feet, shoulders, and arm in the underhand serve Apply the skills of setting, passing and serving into game play 	<p>Health Related Fitness (Stand Alone)</p> <ul style="list-style-type: none"> Distinguish between effective and ineffective warm up and cool down techniques Classify physical activities as aerobic or anaerobic Explain methods of monitoring heart rate intensity List the long term benefits of participating in regular physical activity Compare individual physical fitness results with research based standards for good health Participate in moderate to vigorous physical activity for a minimum of four days each week Monitor the intensity of one's heart rate during physical activity 	<p>International Mindedness</p> <ul style="list-style-type: none"> Identify ways global sports has an impact on society Identify how Olympics brings countries and people together in collaboration and promotes unity and peace through sport
Music	<p><u>International Mindedness Unit</u></p> <p>Responding</p> <ul style="list-style-type: none"> Explain the role and relevance of music in their own culture, its uses and associations through place and time Compare different aspects of music from different times and places Collaborate to record national anthem or folk song from home countries Sing/ play instruments individually and in harmony <p>Creating</p> <ul style="list-style-type: none"> Improvise upon a basic pattern to reinforce the importance of the individual within the group Read and write music in traditional and/or non-traditional notation 	<p><u>Performance</u></p> <p>Responding</p> <ul style="list-style-type: none"> Sing/ play instruments 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>Composition</u></p> <p>Responding</p> <ul style="list-style-type: none"> Compare different aspects of music from different times and places Using skills in bass and treble clef notation, play ensemble music using Handbells Sing/play instruments individually and in harmony <p>Creating</p> <ul style="list-style-type: none"> Read and write music in traditional and/or non-traditional notation. 	<p><u>International Mindedness Unit</u></p> <p>Responding</p> <ul style="list-style-type: none"> Explain the role and relevance of music in their own culture, its uses and associations through place and time Compare different aspects of music from different times and places Collaborate to record national anthem or folk song from home countries <p>Creating</p> <ul style="list-style-type: none"> Improvise upon a basic pattern to reinforce the importance of the individual within the group Read and write music in traditional and/or non-traditional notation
Religion	<p>Catholic/Christian Role Models</p> <ul style="list-style-type: none"> Identify what makes one a role model 	<p>Catholic/Christian Stewardship (Ten Commandments of Climate) Change</p>	<p>Catholic/Christian Life of Jesus and the Sacraments</p> <ul style="list-style-type: none"> Identify Jesus' life from birth to Ascension 	<p>Catholic/Christian International Mindedness</p>



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	<ul style="list-style-type: none"> Explore the different types of inspirational people Reflect on ways to become a leader or what it means to make a difference in the lives of people <p>Multi-faith Protecting our World</p> <ul style="list-style-type: none"> Understand the 10 commandments of climate change as an influential factor to promote change Compare and contrast the messages of different faiths (Islam, Buddhism, Hinduism, Christianity) on the protection of the Earth and all its inhabitants Evaluate the impact of their own actions on the local environment and global environments Develop a plan to promote awareness of climate change through a religious lens 	<ul style="list-style-type: none"> Identify stories about Creation Explore the practical application of the "Ten Commandments of Climate Change" by Pope Francis Reflect on ways to take care of God's gift of Creation Make connections between stories of creation and the responsibility to care for our world <p>Multi-faith The History of Christianity and Buddhism</p> <ul style="list-style-type: none"> Have a basic understanding of Christianity and Buddhism. Explore the similarities and differences between Christianity and Buddhist religions. Relate Christian/ Buddhist beliefs, concepts and practices to personal experience and values. Consider what is of value to religious people through their exploration of Christian beliefs, concepts and practices and how this makes a difference to people's lives. 	<ul style="list-style-type: none"> Explore the Sacraments and their significance Compare the time Jesus lived and present day Christianity <p>Multi-faith The problem of evil and suffering (Christianity)</p> <ul style="list-style-type: none"> Know some real life examples of suffering around the world. Understand different religious responses to the problem of evil and suffering. Compare and contrast different approaches to the problem. Consider the strengths and weaknesses of different approaches. 	<ul style="list-style-type: none"> Explore the beliefs of religious and non-religious people Find connections between St. Raphaela's teachings and one's life Reflect on global concerns <p>Multi-faith Learning to Promote Community and Collaboration</p> <ul style="list-style-type: none"> Explain the different parts of Mass Understand the significant connections between attending and participating in Mass and the current Seisen theme Make connections between the actions of St. Raphaela Mary and the promotion of international mindedness
Japanese	<p>Intermediate</p> <ul style="list-style-type: none"> Listen and show understanding main ideas Ask questions to gain information and respond to questions Write hiragana accurately and legibly Recognize katakana Speak and write simple sentence on familiar topics Use prior knowledge to make sentences (vocabulary and grammar structure) <p>Advanced (「のはらた」/「みちくさ」/「二字の熟語の構成」)</p> <p><u>Reading</u></p> <ul style="list-style-type: none"> Understand the essential characteristic about poet Comprehend the story and identify main characters and plots. Analyze the effect of a variety of expressions in the story Increase the vocabulary of onomatopoeia Read the kanji in the stories and in the Kanji textbook which suits each students' level <p><u>Writing</u></p> <ul style="list-style-type: none"> Write the explanation sentences about her idea Introduce a two-character compounds Use correct spelling for frequently words Start writing kanji accurately and legibly which suits each students' level. <p><u>Listening and Speaking</u></p> <ul style="list-style-type: none"> Read aloud a poet she choose with confidence Explain her idea of the way she read aloud the poet orally Follow multi-step directions. 	<p>Intermediate</p> <ul style="list-style-type: none"> Listen and show understanding main ideas Describe personal experiences in simple sentences Participate in simple dialogue and dramatization Write katakana Use prior knowledge to make sentences <p>Advanced (「注文の多い料理店」「せる・させる/れる・られる」)</p> <p><u>(Reading)</u></p> <ul style="list-style-type: none"> Analyze the characters traits, symbols, the effect of ending of the story. Read aloud with increasing fluency, expression and intonation. Comprehend a variety of stories and identify main characters and plots. Consider the essential idea about literature and story (for instance, scene setting, symbolic item in the story, effect of dialect, differences between the named characters and no-name characters) through reading the story <p><u>Writing</u></p> <ul style="list-style-type: none"> Use correct spelling for frequently words. Write basic kanji accurately and legibly. Use appropriate punctuation marks on Genkou youshi format. Write book review with summary of the story, own reflections, and author's intentions. <p><u>Listening and Speaking</u></p> <ul style="list-style-type: none"> Read aloud paying attention to changes in the scenes and use of dialect and words. Follow multi-step directions. Differentiate spoken language and written language. Show awareness of appropriate language style. Retell stories in sequence. 	<p>Intermediate</p> <ul style="list-style-type: none"> Listen and show understanding Write katakana accurately Speak and write simple sentences or short paragraph on familiar topics Use prior knowledge to make sentences (vocabulary and grammar structures) Comprehend the main idea in written text with teacher's guide <p>Advanced (「和紙の心」「父ちゃんの凧」)</p> <p><u>(Reading)</u></p> <ul style="list-style-type: none"> Analyze the characters traits, symbols, the effect of ending of the story. Read aloud with increasing fluency, expression and intonation. Comprehend a variety of stories and identify main characters and plots. Recognize some essentials elements of cultures from a variety of stories <p><u>Writing</u></p> <ul style="list-style-type: none"> Use correct spelling for frequently words. Write basic kanji accurately and legibly. Use appropriate punctuation marks on Genkou youshi format. Write book review with summary of the story, own reflections, and author's intentions. <p><u>Listening and Speaking</u></p> <ul style="list-style-type: none"> Read aloud paying attention to changes in the scenes and use of dialect and words. Follow multi-step directions. Differentiate spoken language and written language. Show awareness of appropriate language style. Retell stories in sequence. 	<p>Advanced</p> <p><u>Reading</u></p> <ul style="list-style-type: none"> Recognize some essentials elements of cultures from a variety of stories <p><u>Writing</u></p> <ul style="list-style-type: none"> Define the 'culture' meaning with her words and write the definition Make an essay to explain her own idea towards the question which is discussed in class <p><u>Listening and Speaking</u></p> <ul style="list-style-type: none"> Interview to her family for collecting information about their family culture Make an oral presentation to share her information in class Explain her idea in class discussion <p>ICT Collaboration</p> <ul style="list-style-type: none"> Use PCs to make slides with friends (Google doc, Google slide) Use PCs to make a presentation with Keynote or Powerpoint.
Spanish	<p>Level A1 Starting Point</p> <ul style="list-style-type: none"> Review how to introduce myself in Spanish. Review the alphabet in Spanish. 	<p>Level A1 Spanish Speaking Countries</p> <ul style="list-style-type: none"> Learn about the Spanish speaking countries Nationalities in Spanish 	<p>Level A1 Food and beverages</p> <ul style="list-style-type: none"> Identify food names in Spanish Learn about some prepared food 	<p>Level A1 Reading comprehension practice</p> <ul style="list-style-type: none"> Reading short story books



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	<ul style="list-style-type: none"> Learn in Spanish the countries and their capitals where Spanish is an official language Review the vocabulary of the class objects. Review how to greet informally Spanish Learn how to ask and give personal information; name, age and phone number Review the number from 0 to 20 Talk about my classmates Learn about culture from Spain 	<ul style="list-style-type: none"> Review the days of the week Review the numbers in Spanish Learn the names of the subjects in Spanish Review how to greet formally Spanish Learn how to ask and give personal information; name, age and phone number Review the number from 21 to 100 Learn how to suggest Make a self introduction letter Study about the middle school education in Spain <p>The family</p> <ul style="list-style-type: none"> Our relatives Learn how to introduce some in Spanish Talk about our family Learn how to tell the time in Spanish Study about comics in Spanish 	<ul style="list-style-type: none"> Learn how to offer something in Spanish What we like and do not like to eat How they usually eat in Spain How to eat healthy <ul style="list-style-type: none"> Types of housing Identify the parts of the house and furniture in Spanish Learn how to describe a house and its things in Spanish Describe the house of your dreams in Spanish Study about an ecological house in Spanish 	<p>Food and beverages</p> <ul style="list-style-type: none"> Identify food names in Spanish Learn about some prepared food Learn how to offer something in Spanish What we like and do not like to eat How they usually eat in Spain How to eat healthy
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