



Grade 6 Semester 2 Learner Outcomes 2019-20

	Unit 5	Unit 6	Year Long Unit
Transdisciplinary Theme	<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>	<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>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 style="text-align: center;">EXHIBITION</p>	<p style="text-align: center;">Earth and Space</p> <p>Central Idea Space exploration has led to an understanding of how Earth's position in space supports life</p> <p>Key concepts: Function, Connection, Reflection 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 possibilities for future space exploration 	<p style="text-align: center;">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 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"> ALL 	<ul style="list-style-type: none"> Communication Self-Management 	<ul style="list-style-type: none"> Thinking Communication
Learner Profile Focus	<ul style="list-style-type: none"> Learner Profile: ALL 	<ul style="list-style-type: none"> Learner Profile: Thinkers 	<ul style="list-style-type: none"> Learner Profile: Global Minded, Religious, Knowledgeable, Open-Minded
ICT	<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) 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 	<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: 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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	<ul style="list-style-type: none"> 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 		
PSPE	<ul style="list-style-type: none"> 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 Adopt a variety of roles for the needs of the group, for example, leader, presenter Build on previous experiences to improve group performance Identify individual strengths that can contribute to shared goals Reflect critically on the effectiveness of the group during and at the end of the process 		

Language Arts

Approx. Start Date	Unit 4 Jan 7- Feb 19	Unit 5 March-April	Unit 6 May-June
Reading Workshop Focus	<p>Tapping the Power of Non-Fiction</p> <ul style="list-style-type: none"> Navigating nonfiction chapter books in book clubs with an emphasis on discerning central ideas. Investigating topics with research groups and synthesizing across texts on that topic. Researching a new topic with more independence. 	<p>Exhibition Based Reading</p> <ul style="list-style-type: none"> Reading recommended and self sourced materials related to the chosen topic. Synthesizing across texts on that topic. 	<p>Dystopian Book Clubs</p> <ul style="list-style-type: none"> Reading Dystopia in the shadow of Literary Traditions Investigating the Challenges of series reading Bridging the world and dystopian novels
Writing Workshop Focus	<p>Research Based Information Writing</p> <ul style="list-style-type: none"> Writing research based information essays. Drafting and revising information books on focused topics. Publishing Informational Books 	<p>Exhibition Based Writing</p> <ul style="list-style-type: none"> Writing to reflect and deepen understandings Writing to demonstrate skills in narrative, informative or persuasive style 	<p>Narrative Genre Fiction Science Fiction</p> <ul style="list-style-type: none"> uses a variety of prewriting strategies effectively such as talk, view, read, listen, brainstorm to organize and strengthen writing with increasing confidence uses graphic organizers to plan writing, for example, webs, mind maps, story boards, with guidance, including simple orientation and story development participates in generating a class list of ideas to write about, keeps a log of ideas increasing complexity to write about



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<p>Library/Research Skills</p>	<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. Compare different sources for opposing viewpoints, biases, accuracy, currency and assesses the credibility of each. Record sources fully and accurately and fully comply with copyright requirements. Formulate realistic and investigative questions about a topic. Acknowledge and celebrate personal and group achievements. Find answers in more than one source to key questions of the task. Analyze audience response to presentation and accept feedback from others. 	<ul style="list-style-type: none"> Recognize where currency of information is necessary. Use simple and advanced terms to search catalog. Compare different sources for opposing viewpoints, biases, accuracy, currency and assesses the credibility of each. Recognize the need to locate a variety of resources representing a range of views. Find answers in more than one source to key questions of the task. Differentiate reliable from unreliable resources. 	<ul style="list-style-type: none"> Understand the significance of academic integrity and intellectual property rights. Practise flexible thinking by considering multiple perspectives. Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions.
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Mathematics

Approx. Start Date	Expressions / Equations (Algebra) Jan 7 - Feb 19	Data Analysis (Statistics) Feb 24 - June	The Number System Year Long Unit
	<ul style="list-style-type: none"> AERO. 6.EE.1 DOK 1 Write and evaluate numerical expressions involving whole-number exponents. AERO. 6.EE.2 DOK 1,2 Write, read, and evaluate expressions in which letters stand for numbers. AERO. 6.EE.3 DOK 1,2 Write expressions that record operations with numbers and with letters standing for numbers. AERO. 6.EE.3 DOK 1,2 Write expressions that record operations with numbers and with letters standing for numbers. AERO. 6.EE.3a DOK 1,2 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. AERO. 6.EE.3b DOK 1,2 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). AERO. 6.EE.3c DOK 1,2 Apply the properties of operations to generate equivalent expressions. AERO. 6.EE.4 DOK 1 Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). AERO. 6.EE.5 DOK 1 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 AERO. 6.EE.6 DOK 1,2 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 	<ul style="list-style-type: none"> AERO. 6.SP.1 DOK 1 Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. AERO. 6.SP.2 DOK 1,2 Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape. AERO. 6.SP.3 DOK 1 Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number AERO. 6.SP.4 DOK 1,2 Display numerical data in plots on a number line, including dot plots, histograms, and box plots AERO. 6.SP.5 DOK 1,2,3 Summarize numerical data sets in relation to their context, such as by: Reporting the number of observations AERO. 6.SP.5b DOK 1,2,3 Describing the nature of the attribute under investigation, including how it was measured and its units of measurement. AERO. 6.SP.5c DOK 1,2,3 Use quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered. AERO. 6.SP.5d DOK 1,2,3 Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered. AERO. 6.SP.5 DOK 1,2,3 Summarize numerical data sets in relation to their context, such as by: Reporting the number of observations AERO. 6.SP.5b DOK 1,2,3 Describing the nature of the attribute under investigation, including how it was measured and its units of measurement. AERO. 6.SP.5c DOK 1,2,3 Use quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered. AERO. 6.SP.5d DOK 1,2,3 Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered. 	<p>Numbers and Operations</p> <p>AERO. 6.NS.5 DOK 1,2 Understand that positive and negative numbers are used together to describe quantities having opposite directions or values ; use positive and negative numbers to represent quantities in realworld contexts, explaining the meaning of 0 in each situation</p> <p>AERO. 6.NS.6 DOK 1 Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates</p> <p>AERO. 6.NS.6a DOK 1 Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., $-(-3) = 3$, and that 0 is its own opposite.</p> <p>AERO.6.NS.6b DOK 1 Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes</p> <p>AERO. 6.NS.6c DOK 1 Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane</p> <p>AERO. 6.NS.7 DOK 1,2 Understand ordering and absolute value of rational numbers.</p> <p>AERO. 6.NS.7a DOK 1,2 Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram.</p> <p>AERO. 6.NS.7b DOK 1,2 Write, interpret, and explain statements of order for rational numbers in real -world contexts.</p> <p>AERO. 6.NS.7c DOK 1,2 Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real -world situation.</p>



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	<p>specified set</p> <ul style="list-style-type: none"> • AERO. 6.EE.7 DOK 1,2 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. • AERO. 6.EE.8 DOK 1,2 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. • AERO. 6.EE.9 DOK 1,2,3 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. 		<p>AERO. 6.NS.7d DOK 1,2 Distinguish comparisons of absolute value from statements about order.</p> <p>AERO. 6.NS.8 DOK 1,2 Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.</p>
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Specialists

	Unit 4	Unit 5	Year Long Unit
<p>Art</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 • Reflect throughout the creative process to challenge their thinking and enact new and unusual possibilities <p>Creating</p> <ul style="list-style-type: none"> • Identify factors to be considered when displaying artwork • Become increasingly independent in the realisation of the creative process • Utilise a broad range of ways to make meaning <p>Art and Design Skills: <i>Preparation and planning for PYP Exhibition</i> <i>Designing the Exhibition space</i></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: <i>Collage - Pop Art</i></p>	<p>Responding</p> <ul style="list-style-type: none"> • Explain the cultural and historical perspectives of an artwork • <i>Reflect throughout the creative process to challenge their thinking and enact new and unusual possibilities</i> <p>Creating</p> <ul style="list-style-type: none"> • <i>Utilise a broad range of ways to make meaning</i> • <i>Select, research and develop an idea or theme for an artwork</i> <p>Art and Design Skills: <i>3D cardboard mask</i></p>
<p>PE</p>	<p>Games (Stand Alone)</p> <ul style="list-style-type: none"> • Strike an object using an implement so that the object travels in the intended direction at the desired height. • Throw an object accurately with applied force using the underhand, overhand and sidearm movement (throw) patterns. • Strikes a pitched ball with a bat using a mature pattern. • Combining movement concepts and offensive and defensive strategies to achieve goals in striking and fielding based activities. • Reading and anticipating the path of the ball and moving to an appropriate position to prevent its advancement and secure it with control. • Select the throwing skill/technique to ensure the ball is received successfully by other players in a game situation. • Consistently hitting a pitched ball into space creating time for self and others to safely run. • Runs quickly to score at appropriate times. • Strike a dropped ball, with a racket or paddle, toward a target by using the forehand movement pattern. • Hit a softly tossed ball backhanded with a paddle or racket. • Serve a lightweight ball over a low net, using the underhand movement pattern 	<p>Games (Stand Alone)</p> <ul style="list-style-type: none"> • Change direction quickly to maintain and increase the spacing between two players. • Determine the spacing between offensive and defensive players based on the speed of the players. • Throw and catch an object with a partner while both partners are moving. Keep a hand-dribbled ball away from a defensive partner. • Explain the difference between offense and defense. • Compare and contrast dribbling a ball without a defender and with a defender. • Dribble a ball (by hand) while preventing another person from stealing the ball. • Pass a ball back and forth with a partner, using a chest pass and bounce pass. • Dribble and pass a ball to a partner while being guarded. • Identify opportunities to pass or dribble while being guarded. • Describe ways to create more space between an offensive player and a defensive player. • Passes and receives with hands in combination with locomotor patterns of running and change of direction and speed with competency in the invasion game of basketball and futsal • Performs pivots, fakes and jab steps designed to create open space 	<ul style="list-style-type: none"> • Exhibit effective decision-making processes in the application of skills during physical activity (Active Living) • Reflect and act upon their preferences for physical activities in leisure time (Active Living) • Identify and discuss the changes that occur during puberty and their impact on well-being (Active Living)



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	<ul style="list-style-type: none"> Identify the time necessary to prepare for and begin a forehand stroke and a backhand stroke. Illustrate how the intended direction of an object is affected by the angle of the implement or body part at the time of contact. Performs a legal underhand serve with control for net/wall game in badminton 	<ul style="list-style-type: none"> during practice tasks Transition from offense to defense or defense to offense by quickly recovering Kick a ball to a moving partner, using the inside of the foot. Kick a stationary ball from the ground into the air. Keep a foot-dribbled ball away from a defensive partner. Stop a kicked ball by trapping it with the foot while standing still. Explain the difference between offense and defense. Describe ways to create more space between an offensive player and a defensive player. Dribble and pass a ball to a partner while being guarded. Dribbles with a ball using control, changing speed and direction in a variety of practice tasks 	
Music	<p><u>Exhibition Responding</u></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 Interpret and explain the cultural and/or historical perspectives of a musical composition <p><u>Creating</u></p> <ul style="list-style-type: none"> Incorporate the other arts and available resources in order to broaden their creative expression. Present in small groups, innovative musical performances on a selected issue <i>Outcomes here</i> 	<p><u>Performance through Notation Responding</u></p> <ul style="list-style-type: none"> Sing/play with accuracy and control focusing awareness on the musical elements. Sing/play partner song and duets <p><u>Creating</u></p> <ul style="list-style-type: none"> Read and write music in traditional and/or non-traditional notation. Deliver a musical message to different audiences 	<p><u>International Mindedness Unit Responding</u></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><u>Creating</u></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 (continued from Semester 1) (J. Muyuela) Life of Jesus and the Sacraments</p> <ul style="list-style-type: none"> Identify Jesus' life from birth to Ascension Explore some Sacraments and their significance Compare the time Jesus lived and present day Christianity <p>Multi-faith (continued from Semester One) 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. 	<p>Catholic/Christian (J. Muyuela) History of Salvation/Introduction to the Bible Lent/Easter</p> <ul style="list-style-type: none"> Know the key events and figures in the Old Testament Understand the differences between the Old Testament prophets and Jesus in the New Testament Appreciate the significance of the Bible as inspirational Understand the significance of Lent and Easter Identify the Christian and secular practices during Lent and Easter <p>Multi-faith Arguments for the existence of God</p> <ul style="list-style-type: none"> Know one key argument for the existence of God (cosmological argument) Understand more than one approach to the cosmological argument. Connect this approach and general wonder about creation with space exploration. Consider the strengths and weaknesses of this argument and form an opinion. 	<p>Catholic/Christian (J. Muyuela) International Mindedness/ Focus on St. Raohaela Maria</p> <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"> Review hiragana & katakana in a variety of ways Write and read basic Kanji. Describe and define things Engage in short conversation and present conversation about places and transportation etc Tell where things are and where you do things Introduce favorite town in oral and in written form <p>Advanced (「父ちゃんの凧」「敬語」「レイチェル=カーソン」) <u>Reading</u></p> <ul style="list-style-type: none"> Comprehends features of narrative text, such as setting, character, main ideas and plot Comprehends literary features (ie use of imagery) Comprehend the main idea of a biography of Rachel Carson. 	<p>Intermediate</p> <ul style="list-style-type: none"> Listening comprehension on familiar topics Write and read basic Kanji. Describe and define things Participate in simple dialogue and dramatization of daily situation Advice for their friend in each situation <p>Advance (「ゆず」「大造じいさんとガン」「くわしくする言葉」) <u>Reading</u></p> <ul style="list-style-type: none"> Comprehend a variety of stories and identify main characters and plots. Analyze the characters traits, symbols and the effect of the ending of the story. Comprehends literary features (ie use of imagery) <p><u>Writing</u></p> <ul style="list-style-type: none"> Recognize the subjects and the predicates 	<p>Advanced</p> <ul style="list-style-type: none"> Recognize some essentials elements of cultures from a variety of stories Interview to her family for collecting information about their family culture Orally present their research in front of the audience Explain her idea in class discussion



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	<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 a letter in response to the text they read • Write the e-mail in appropriate structure with polite form(正しい形式と敬語を用いて依頼と御礼のメールを書くことができる) <p><u>Listening and Speaking</u></p> <ul style="list-style-type: none"> • Follow multi-step directions • Differentiate spoken language and written language • Show awareness of appropriate language style • Use the appreciation language style and talk to people with respect. (敬語表現を用いて電話応対することができる) 	<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 <p><u>Listening and Speaking</u></p> <ul style="list-style-type: none"> • Follow multi-step directions • Differentiate spoken language and written language • Show awareness of appropriate language style • Use the appreciation language style and talk to people with respect • Retell stories in sequence • Read aloud with increasing fluency, expression and intonation. 	
<p>Spanish</p>	<p>Level A1 The family</p> <ul style="list-style-type: none"> • <i>Our relatives</i> • <i>Learn how to introduce some in Spanish</i> • <i>Talk about our family</i> • <i>Learn how to tell the time in Spanish</i> • <i>Study about comics in Spanish</i> <p>Where are the keys</p> <ul style="list-style-type: none"> • <i>Types of housing</i> • <i>Identify the parts of the house and furniture in Spanish</i> • <i>Learn how to describe a house and its things in Spanish</i> • <i>Describe the house of your dreams in Spanish</i> • <i>Study about an ecological house in Spanish</i> 	<p>Level A1 Food and beverages</p> <ul style="list-style-type: none"> • <i>Identify food names in Spanish</i> • <i>Learn about some prepared food</i> • <i>Learn how to offer something in Spanish</i> • <i>What we like and do not like to eat</i> • <i>How they usually eat in Spain</i> • <i>How to eat healthily</i> 	<p>Level A1 Reading comprehension practice</p> <ul style="list-style-type: none"> • <i>Reading short story books</i>