

ART	Unit Mapping across the IMYC			
	Grade 6 (M1)	Grade 7 (M2)	Grade 8 (M3)	Grade 9
Unit 1 Theme	Adaptability	Curiosity	Responsibility	Leadership
Unit Title / Topic(s)	Hybrids masks combining the adaptations of three species in a selected alien planet or moon.	The world's most curious researchers.	Pollution/end of the world - Broken Earths	Regalia (symbols of leadership)
Unit 2 Theme	Celebration	Communication	Identity	Development
Unit Title / Topic(s)	Celebration Cakes	Same wavelength (non-verbal communication)	Good side, bad side (in one's character).	Cubism.
Unit 3 Theme	Collaboration	Tradition	Challenge	Entrepreneurship
Unit Title / Topic(s)	Create a paper puppet and make a portrait	Japanese Art - make a pot and two lino stamps	Challenges for artists - 2D, 3D and digital artwork	Create and design your own product
Unit 4 Theme	Discovery	Resilience	Interpretation	Renewal
Unit Title / Topic(s)	Art as innovation, new ideas through art	Against all odds (artists with disabilities)	Abstraction	Making new art from old
Unit 5 Theme	Creativity	Relationship	Community	Justice
Unit Title / Topic(s)	Something from nothing	Art/society	Art in the community (urban sculpture etc)	Persecuted artists throughout history

ENGLISH LANGUAGE ARTS		Unit Mapping across the IMYC		
	Grade 6 (M1)	Grade 7 (M2)	Grade 8 (M3)	Grade 9
Unit 1 Theme	Adaptability	Curiosity	Responsibility	Leadership
Unit Title / Topic(s)	<p>-Novel Study: <i>Wonder</i> (a young boy's story of adaptability): focus on the elements of stories (theme, characters, plot, setting)</p> <p>-making inferences and citing textual evidence</p> <p>-Grammar and vocabulary in context (incl. punctuation, capitalization, spelling)</p>	<p>- Persuasive language in: 1) video adverts, 2) travel writing, 3) literature (focus: <i>The Wave</i> (novel) and <i>Sherlock Holmes</i> (film))</p> <p>-Grammar and vocabulary in context</p>	<p>-Novel Study: <i>A Monster Calls</i> (focus: Is the protagonist responsible for his actions and thus his fate?)</p> <p>- Searching for a theme (and its relation to characters, plot and setting) - Short Story writing on the theme of responsibility</p> <p>-Evaluating (online) sources</p> <p>-Plagiarism and citations (MLA)</p> <p>-Responsible use of language (formality vs informality),</p> <p>-Developing an argument (essay writing)</p> <p>-Grammar and vocabulary in context</p>	<p>-Novel Study: <i>Animal Farm</i> (all animals are equal but some animals are more equal than others: leadership and propaganda)</p> <p>-The Language of Leadership: Speech (Hitler 1941), Gandhi's letter to Hitler, <i>I Have a Dream</i> (Martin Luther King Jr)</p> <p>-CVs and Cover Letters</p> <p>-Pre-IB preparation material and tests</p>
Unit 2 Theme	Celebration	Communication	Identity	Development
Unit Title / Topic(s)	<p>-'thank you' letter to parents (celebrating emotions)</p> <p>-Writing focus: 1) Speech (incl. research) to celebrate a person they admire 2) one descriptive piece on a celebration of their choice</p> <p>-<i>A Christmas Holiday</i> by Truman Capote</p> <p>-Novel: <i>Wonder</i> by R. J. Palacio - celebrating difference</p>	<p>- writing focus: dialogue, formal vs informal letter, 'how-to' texts (instructions/informative)</p> <p>-<i>The Gift of the Magi</i></p> <p>-the importance of punctuation and capitalisation for effective communication</p>	<p>-Selected poems on the theme of Identity and poetry writing</p> <p>-Drama (performing a different identity)</p> <p>-Identity and Language: Dialects, Idiolects, Colloquialisms, World Englishes</p> <p>-Exploring the clash of cultures in one's identity through the poem <i>Hurricane Hits England</i></p>	<p>English Literature through the ages: Epic poems (ancient and medieval times), W. Shakespeare's <i>Macbeth</i> (Elizabethan era), Mary Shelley's <i>Frankenstein</i> (Romanticism), modernist and post-modern poetry (<i>Out of the Blue</i> by Simon Armitage)</p>
Unit 3 Theme	Collaboration	Tradition	Challenge	Entrepreneurship
Unit Title / Topic(s)	<p>-radio station: news broadcast, radio drama, radio commercial</p> <p>-<i>The Giver</i> (collaborative analysis of the book)</p>	<p>-(Oral) traditions - Oral presentations</p> <p>-Referencing sources - a workshop in MLA</p> <p>-grammar and vocabulary in context</p> <p>-Short story: <i>The Lottery</i>, by Shirley Jackson</p> <p>-Writing focus: informational text (essays/)</p>	<p>-autobiographical/diary writing</p> <p>--newspaper article: study differences between</p> <p>-challenging grammar constructions</p> <p>-debate (IMYC task 5: Is it fair for 'Blade</p>	<p>Bloggers as entrepreneurs: analyse blog posts and create own blog</p> <p>read informational texts and analyse vocabulary: context clues, figurative and connotative meaning, word relationships, academic/business vocabulary</p>
Unit 4 Theme	Discovery	Resilience	Interpretation	Renewal

Unit Title / Topic(s)	-newspaper article about a(n) (imagined) discovery -what world/historical knowledge does fiction offer us: focus on <i>The Giver</i> and its dystopian setting	-literary essay -scripted play -grammar and vocabulary in context - <i>The Machine Gunners</i> : the working class's struggle during WW2 and their persistence to succeed.	-critical literary analysis (essay) -book review (video) -narrative perspectives -grammar and vocabulary in context -study of <i>Lord of the Flies</i>	"Retelling old tales": classical themes and plots revisited by contemporary authors
Unit 5 Theme	Creativity	Relationship	Community	Justice
Unit Title / Topic(s)	-monologue -diary writing	-cause and effect in writing -proofreading, editing, improving one's work -short story writing -grammar and vocabulary in context -sentence relationships: main vs subordinate clause	-whole-class project: newspaper: building a community of writers -relevant writing conventions (article, chronicle etc) -grammar and vocabulary in context. -study of <i>Lord of the Flies</i> continued	-letter of complaint -(tribunal) speech

FRENCH	Unit Mapping across the IMYC			
	Grade 6 (M1)	Grade 7 (M2)	Grade 8 (M3)	Grade 9
Unit 1 Theme	Adaptability	Curiosity	Responsibility	Leadership
Unit Title / Topic(s)	Your First talk in French: to present yourself and identify and present your friend, describe their characters- Project-main learning activities: 1 - create a "set of collective rules and learning routine within the French class"..2-create a "survival kit" to adapt to the French class during the time of the lesson. IM: K-4.4 Know about the similarities and differences between the lives of people in different countries: Reading of Mag@dos: Questions about France way of living (focus on Food-breakfast) and compare with your countries of origines-collective sharing.	1)Describe someone(physically and his personality and his profession-project/main learning activities:create a game " qui est qui"-all the accurate questions to inquiry on someone and s. o. is miming the answer. Collective project, written then oral.	1) Create a poster in French about our responsibilities in school.2) Write and talk about clothing and fabrics, be able to express styles preferences and justify the, compare typical style in Sweden to typical style in France. Group project-create a catwalk followed by individual project create a look book and present it.	Focus is set on IM learning goals: 4 Know about the similarities and differences between the lives of people in different countries- entry point: FOOD Swedish/Korean + Different foods in different french speaking countries- Then ART Dance
Unit 2 Theme	Celebration	Communication	Identity	Development
Unit Title / Topic(s)	To present yourself-follow up- and ask for information:ask and tell your age and birthday. Express your tastes. Describe and identify objects-school and hobbies. Specific words, songs and ways for celebrating in France- focus on birthday + Christmas. Main learning activity: 1)create a poster with all the birthdays within the class-work per group.2)Create a birthday party invitation and timetable (when, what, where..etc...)-at school -individual project -written and oral presentation.	1)To present oneself -level2: revision level 1 and add "nationalité, origine, lieu d'habitation, les projets et désirs"2) Discover and describe your neighbourhood and your city, indicate to s.o. an itinerary-discover of Bruxelles-Project/main learning activities: draw a map and explain to us and show us your itinerary from school to home to where you go for your after school activities... individual project, written and oral presentation. collective oral activity: ask questions during the presentation.	1) Presentation of self, what defines me, using comparatives, expressing preferences, describing bedroom at home. 2) Assessment through reading and writing activities	
Unit 3 Theme	Collaboration	Tradition	Challenge	Entrepreneurship

Unit Title / Topic(s)	Describe your school -spaces and objects/Time: ask and answer/ talk about your timetable/ talk about your belongings. Main learning activities,projects: 1) Create your own timetable 2) Create your ideal friend (Harvest K. from unit 1 and 2) -Questions and answers-interview <i>DUE TO the lack of time some learning activities and learning goals are developed in Unit 4 from the perspective of Discovery..</i>	Speak about clothing, fashion, and go shopping.Main learning activities/Project: Inquire on specific traditional clothings from countries belonging to Francophonie. The teacher gives them the name of the clothing and they have to make the researches (reinvest the "curiosity" knowledge and skills")-written, visual and oral presentation -. And use it in order to find the best clothing and accessories for their charcaters within the movie.	Sport vocabulary, talk about sports you do, expressions of possession, give orders, propopse, accept or refuse activities. Knowledge harvest related to big idea, how does sport help us overcome challenge and become more confident? Group project based on creating a guessing game. Individual project on an extreme sport, what are the challenges/dangers faced with this sport?	
Unit 4 Theme	Discovery	Resilience	Interpretation	Renewal
Unit Title / Topic(s)	Read and tell time/talk about school subjects and schedules- when , at what time/talk about your stuff(possessive adjectives)/read a book Main learning activity,project:1) Discover a French pupil timetable at school via visual documents + a video. and compare with yours: discover the difference. 2) collective reading of a book + activities: L'île Mystérieuse, J. Verne- fiche auteur et fiche lecture.	First they shoot a movie: how many times do you need to retake the scene? To learn your lines? to act with your partners. Then they will work on the creation of a dialogue(written an doral production): 2 characters in a shopping mall- origines, age, name, clothing they need, giving and asking for opinions , talk about the present and the near future, ask for permission and possibilities.	How do we all see differently? Reading short novels and discuss about who is right, what do they hink about thei saction/situation/charcater/action...	Level A2 to B1: They will read a classic of French litterature based on Robinson Crusoe- Vendredi ou la Vie sauvage - and thus will reflect on moments of passing from a known situation to an unknown, unsecure one in which everything is to be built.
Unit 5 Theme	Creativity	Relationship		
Unit Title / Topic(s)	Reinvest all the k from this year and practicing the skills developed: Oral interaction: daily situations practice/ Discover French poetry/theater. Main learning activities: 1) write your own poem. 2) Put on stage your favorite parts/ scenes from one of the comics or books you have read this year Or transform one daily situation dialogue into something for the stage(add opposite emotions...etc...).	Sport:/ team sport Vocabulary of sport/ express possession/ give orders, suggest, accept and refuse activities/talk about s.o or sthg without saying her/his/its name(COD,COI) Main learning activities / project: 1) reflect on the film shooting experience. 2) Create a team game: goals of the game and detailed rules . individual project, then share then all together create ONE game.	Build your own school, what makes a community? What makes a good/bad school?Language of comparison, use of imperative, language of description.	

HUMANITIES	Unit Mapping across the IMYC			
	Grade 6 (M1)	Grade 7 (M2)	Grade 8 (M3)	Grade 9
Unit 1 Theme	Adaptability	Curiosity	Responsibility	Leadership
Unit Title / Topic(s)	Second World War - adapting to occupation Greece France and Guernesy	15th Century Spain. What drove their curiosity? What mattered to Europeans back then. Who were the explorers?	Genocide or not? Is Governor Arthur responsible for his actions and the Laws he propagated? Does the blame lie at the hands of an individual is this a collective responsibility? Who were the indigenous Tasmanians, What were the cultural assumptions made of them ?	How do Leader's Lead and influence others. Comparison between Gandhi and Hitler. What makes a good leader? What is our stereotype of a leader and why?
Unit 2 Theme	Celebration	Communication	Identity	Development
Unit Title / Topic(s)	Placing celebrations in their historical context.	A study of why Governments might withhold information from the public. The role of communication as part of human development.Learner's will explore the spread of information as a result of new technologies and it's impact on humans lives today.	How certain cultures dominant, explore why this is? A study of learner's cultures where does this come from? Explore cultures that are ignored or do not have the space to express itself. We shall examine Culture in Futura skolan? Is it really multicultural?	We shall explore world development and issues which around World Development. Learners shall explore social, economic and political processes. Human rights, dignity, and self reliance. We shall examine the debates around charity organisation and does this really help, or is this act of altruism just to make those in more developing countries feel good about themselves? What are alternative solutions?
Unit 3 Theme	Collaboration	Tradition	Challenge	Entrepreneurship

Unit Title / Topic(s)	How have people worked together in the past and what has been achieved? Students will be learning about the American Civil Rights Movement in the mid 20th century, the causes and effects as well as the ways in which groups collaborated to bring about change. Learner's will explore the extent to which the movement was successful and link with contemporary activist groups such as Black Lives Matter still campaigning for equality.	Students will be learning about the importance of religious traditions in the Middle Ages. We will study the causes and impact of the 16th century Reformation when the Protestant Church split from the Roman Catholic Church. We will also be looking at how the impact of this significant event in history still has a very real impact on the way people live their lives today.	Students will be learning about the causes and impact of Migration as well as migration trends and the challenges and barriers that migrants and especially refugees face. We will study individual stories of refugees who have gone on to achieve incredible things and make a positive contribution to society. We will also be researching a variety of projects which have been set up to help refugees around the world and create our own project to help make a positive difference.	Philosophy of Religion: In this unit we will be considering arguments for and against the existence of God. We will be studying Aquinas' Teleological argument (the argument from Intelligent design) as well as William Paley's Watchmaker analogy. The Cosmological argument, its strengths and weaknesses as well as criticisms from eminent philosophers. Whilst learning about the Ontological argument we will also look at philosophical reasoning, inductive vs deductive arguments as well as a priori and a posteriori arguments. Finally we will study in detail the Problem of Evil and the religious responses to it culminating in an academic, balanced piece of work which will debate the question: Does God exist.
Unit 4 Theme	Discovery	Resilience	Interpretation	Renewal
Unit Title / Topic(s)	A focused study of explorers. Throughout history there have been explorers, learners will examine an international group of explorers. We shall conclude our study by looking at female explorers and create a case for why they should be included in the museum.	How did people in the past and today persistently work on goals and objectives. Even in the face of adversity, In this unit we shall look at Small Pox.	A study of the Alberta Tar Sands in Canada. Learners will develop their knowledge and appreciation of an issue of great global concern. In History learners focus on particular events selected by themselves and examine how different historians aim to present them, through an examination of a variety of sources.	Revolutions from around the world mark the end of one period and the beginning of another. A regime which is built on nepotism and does not take care of its people often collapses. Can we see other organisations which show similar patterns. What happens when a leader who is corrupt is not pulled up on his or her actions?
Unit 5 Theme	Creativity	Relationship	Community	Justice
Unit Title / Topic(s)	How do communities make use of the local environments?	How is our planet affected by the relationships between natural processes?	How communities formed, what makes them successful? Learners will explore different examples of this	How do we create a fair society. A study of Marx ideas. A look at contemporary times. Apathy in leaders. Changes in political paradigms in today's world. What do we see for the future?

ICT	Unit Mapping across the IMYC			
	Grade 6 (M1)	Grade 7 (M2)	Grade 8 (M3)	Grade 9
Unit 1 Theme	Adaptability	Curiosity	Responsibility	Leadership
Unit Title / Topic(s)	Systems Diagrams: 5 types of System Diagrams	Computer Systems-Hardware: Google Suite	Network Safety: Google Suite	Design Thinking: Blender
Unit 2 Theme	Celebration	Communication	Identity	Development
Unit Title / Topic(s)	Online Media: Scratch	Computer Systems_Software: MIT AppInventor	Digital Identity: Google Suite	Digital Design and Intellectual Property: Photoshop
Unit 3 Theme	Collaboration	Tradition	Challenge	Entrepreneurship
Unit Title / Topic(s)	Digital Communication: Google Suite	Office Automation Software: Google Suite	Automation: Arduino	Digital Marketing: Blender, Photoshop, After Effects
Unit 4 Theme	Discovery	Resilience	Interpretation	Renewal
Unit Title / Topic(s)	Web1.0-2.0: HTML5, Wix	Software Development: MIT AppInventor	Data Analytics 1: Python, R	Advertising: Photoshop
Unit 5 Theme	Creativity	Relationship	Community	Justice
Unit Title / Topic(s)	GAMES: Scratch	SQL Databases: Oracle SQL	Data Analytics 2: Python, R	Animation: Blender, After Effects

MATHEMATICS	Unit Mapping across the IMYC			
	Grade 6 (M1)	Grade 7 (M2)	Grade 8 (M3)	Grade 9
Unit 1 Theme	Adaptability	Curiosity	Responsibility	Leadership
Unit Title / Topic(s)	Positive/Negative Numbers and The Number Line Multiplying and Dividing Fractions and Decimals Ratio	Real Numbers & Significant Digits Operations on integers and order of operations rules Operations on non-integers Proportional Relationships	Exponents Scientific Notation Algebraic Linear Equations	Quantities and Modeling Understanding Functions Linear Functions and Inequalities
Unit 2 Theme	Celebration	Communication	Identity	Development
Unit Title / Topic(s)	Rates Percent Algebraic Expressions	Proportional Relationships Algebraic Expressions Algebraic Equations	Lines and Linear Equations Systems of Linear Equations	Statistical Models Linear Systems and Piecewise-Defined Functions
Unit 3 Theme	Collaboration	Tradition	Challenge	Entrepreneurship
Unit Title / Topic(s)	Algebraic Expressions Equations and Inequalities Coordinate Plane	Algebraic Equations Algebraic Inequalities	Systems of Linear Equations Functions	Exponential Relationships Transformations and Congruence
Unit 4 Theme	Discovery	Resilience	Interpretation	Renewal
Unit Title / Topic(s)	Area of Polygons Area of Circles	Angles Constructions	The Pythagorean Theorem Geometric Transformation	Lines, Angles and Triangles
Unit 5 Theme	Creativity	Relationship	Community	Justice
Unit Title / Topic(s)	Surface Area and Volume Intro to Stats Measures of Central Tendency	Volumes & Surface Areas Probability/Stats	Congruence and Similarity Statistics Probability	Quadrilaterals and Coordinate Proof

MUSIC	Unit Mapping across the IMYC			
	Grade 6 (M1)	Grade 7 (M2)	Grade 8 (M3)	Grade 9
Unit 1 Theme	Adaptability	Curiosity	Responsibility	Leadership
Unit Title / Topic(s)	12 Bar Blues and its influence - Rockin Robin - Performing skills (vocal/instrumental ensemble)	History of musical instruments - evolution of the piano	Group Performance - Cover Single	Popular styles of XX century. Group Performance Reggae and Rock N' Roll - Buffalo Soldier and Rock Around the Clock
Unit 2 Theme	Celebration	Communication	Identity	Development
Unit Title / Topic(s)	Festivals and their origins - Mariachi and many more. Happy Birthday song - origins and internationalism - performing skills on piano/keyboard	Conducting as means of communication. Drumming - how communication is achieved in circle drumming	Solo Performance - development of performing skills on various instruments	Theme and Variations - Pachelbel Canon in C
Unit 3 Theme	Collaboration	Tradition	Challenge	Entrepreneurship
Unit Title / Topic(s)	Popular musicians of the XX century - The Beatles - Yellow Submarine - performing skills on guitar	Customs, Beliefs and traditions around the world. Traditional dance music	Call and Response - performing skills	
Unit 4 Theme	Discovery	Resilience	Interpretation	Renewal
Unit Title / Topic(s)	Music Analysis of the elements of music - listening skills	Famous composers of XVIII century - Beethoven	Composition - Programme music	
Unit 5 Theme	Creativity	Relationship	Community	Justice
Unit Title / Topic(s)	Elements of Music - Composition skills	Relationship between a song and its cover - listening skills	Composition - Contrasts in music	

PHYSICAL EDUCATION	Unit Mapping across the IMYC			
	Grade 6 (M1)	Grade 7 (M2)	Grade 8 (M3)	Grade 9
Unit 1 Theme	Adaptability	Curiosity	Responsibility	Leadership
Unit Title / Topic(s)	Basketball	Flag Football	Flag Football	Basketball
Unit 2 Theme	Celebration	Communication	Identity	Development
Unit Title / Topic(s)	Squash	Gymnastics & Boxing	Gymnastics & Boxing	Fitness
Unit 3 Theme	Collaboration	Tradition	Challenge	Entrepreneurship
Unit Title / Topic(s)	Gymnastics & Boxing	Squash	Fitness	Squash
Unit 4 Theme	Discovery	Resilience	Interpretation	Renewal
Unit Title / Topic(s)	Fitness	Fitness	Squash	Gymnastics & Boxing
Unit 5 Theme	Creativity	Relationship	Community	Justice
Unit Title / Topic(s)	Flag Football	Basketball	Basketball	Flag Football

SCIENCE	Unit Mapping across the IMYC			
	Grade 6 (M1)	Grade 7 (M2)	Grade 8 (M3)	Grade 9
Unit 1 Theme	Adaptability	Curiosity	Responsibility	Leadership
Unit Title / Topic(s)	Biology / <i>From Molecules to Organisms: Structures and Processes</i> - Living Things and Adaptations	Biology / <i>Heredity: Inheritance and Variation of Traits</i>	Biology / Teen Health issues; Earth Science / <i>Earth and Human Activity</i> - natural disasters, sustainable use of natural resources	Leadership and Science Essay - Controversial Issues informed by Science; Physics / Forces and Levers, Principle of Moments, Physics of Transportation
Unit 2 Theme	Celebration	Communication	Identity	Development
Unit Title / Topic(s)	Physics & Chemistry / Nobel Laureates - <i>Matter and its Interactions</i> - Physical versus Chemical Change	Earth Science / <i>Earth's Systems</i> - Communicating climate change knowledge, plate tectonics, water, weather	Biology / <i>Biological Evolution: Unity and Diversity</i>	Physics / Fundamentals of Physics - Concepts, Equations, Problem-solving, Simulations
Unit 3 Theme	Collaboration	Tradition	Challenge	Entrepreneurship
Unit Title / Topic(s)	Earth Science / International Space Station (ISS) and <i>Earth's Place in the Universe</i>	Physics / "Standing on the Shoulders of Giants" - <i>Motion and Stability: Forces and Interactions</i> - aerodynamics and electromagnetism	Physics / <i>Waves and their Applications</i> - Water, Light and Sound	Chemistry / Fundamentals of Chemistry
Unit 4 Theme	Discovery	Resilience	Interpretation	Renewal
Unit Title / Topic(s)	Science Fair / Discovering how Scientific Data becomes Knowledge	Science Fair / Physics / <i>Energy</i> - Design experiments testing different forms of energy	Project-Based Learning / Biology - <i>Ecosystems: Interactions, Energy, and Dynamics</i> - Research and Data Interpretation	Chemistry / Fundamentals of Chemistry
Unit 5 Theme	Creativity	Relationship	Community	Justice
Unit Title / Topic(s)	Science Fair / Expressing Scientific Knowledge-building in Creative Ways	Science Fair / Investigating relationships between Variables in Scientific Investigation	Project-Based Learning / Conservation Concern and Awareness-building	Biology / From Cells to Biodiversity
* note: <i>Italics</i> indicate Next Generation Science Standards middle school units				

SPANISH		Unit Mapping across the IMYC		
	Grade 6 (M1)	Grade 7 (M2)	Grade 8 (M3)	Grade 9
Unit 1 Theme	Adaptability	Curiosity	Responsibility	Leadership
Unit 1	<p>Introduction to the Spanish language "Spanish in the world" Why did you choose Spanish? What are you expecting to learn in the Spanish lessons? Do you know how many countries speak Spanish in the world? Rules of the Spanish classroom. Grammar: Basic verbs: Tener (To have) llamar (to call) to be (ser) Indefinite/ definite articles (un/una/unos/unas, el/la/los/las) Vocabulary: Numbers, Animales, Colours. Reading comprehension books: Titín y Tolón.</p>	<p>"Masterchef Comida y bebidas en America Latina"General review of what the students learn last year. Review the verb to be (SER/ESTAR) Conjugation of regular and irregular verbs (Ar, Er, Ir) Number, colour, part of the body. Be able to use the language both within and beyond the school setting. Unit: Masterchef: The students chose a Spanish speaking country to talk about Food and Drink (Comida y bebida en América Latina). Mi casa, vocabulary about my house.</p>	<p>"Mi escuela" The big idea: Responsabilidad. Grade 8 together with grade 9 will participate in the second Spanish exchange program. The students will be in charge of creating their own school video, in this video, the student will talk and introduce Futuraskolan to Mostóles Spain (Madrid).</p>	<p>Música y Baile Big idea. Liderazgo. The students will choose a type of music and dance. They will investigate the history and evolution of that music and dance. They will show a video of the music (30sec) as an exit point they will do demonstration of the dance (min 45sec). The Student can play any instrument or make their own drama draft. Why did you choose that type of music and dance? Teams: 1 Tango, 2 Bachata, 3 Hip Hop, 4 Salsa.</p>
Unit 2 Theme	Celebration	Communication	Identity	Development
Unit Title / Topic(s)	<p>To present yourself-follow up- and ask for information: ask and tell your age and birthday. Describe and identify objects-school and hobbies. Specific words, songs and ways for celebrating in Spanish- focus on birthday + Christmas. Grammar: The verb to be: Ser /Estar, Main learning activity: 1) create a poster with different celebration in Latino America. Team project -written and oral presentation.</p>	<p>Mi personaje Famoso. Student will present their famous character, talking about nationalities, age, origine, profesion, etc. Students will create their own magazine. Grammar, Preposition and Future tense. Individual project written and visual project.</p>	<p>Navidad en Suecia y navidad en otros países: Students will start working on present perfect and past tense. They will compare Sweden Christmas with Christmas in other part of the world. Team project written and visual project.</p>	<p>Cómo mejor al mundo? Grammar condicioanles: Student will use condicional "If" to talk about how to make a better world. Project: Poster, Individual project, written and visual project.</p>
Unit 3 Theme	Collaboration	Tradition	Challenge	Entrepreneurship

Unit Title / Topic(s)	Describe your Family -spaces and objects/Time: ask and answer/ talk about your timetable/ talk about your belongings. Main learning activities,projects: 1) Create your own family tree 2) Vocabulary Part of the body,Numbers 59-100. 3) The clock. Introduction of Querer and Poner (Comida y Bebida	Clothes and accessories. Main learning activities/Project: Inquire on specific traditional clothings from LatinoAmerica. The teacher gives them the name of the clothing and they have to make the researches(reinvest the "curiosity" knowledge and skills")- written, visual and oral presentation.	Sport vocabulary, talk about sports you do, expressions of possession, give orders, accept or refuse activities. Knowledge harvest related to big idea, how does sport help us overcome challenge and become more confident? Group project based on creating a guessing game. Individual project on an extreme sport, what are the challenges/dangers faced with this sport?	Mi propia compañía: Focus in making their own business plan
Unit 4 Theme	Discovery	Resilience	Interpretation	Renewal
Unit Title / Topic(s)	Talk about your hobbies(places and actions). What you like and what you do not like? Use of the verb Quere, Conjugation of regular verbs: Ar, Er, Ir. Main learning activity,project:1) Write a short text about your hobbies(what you like, where you go , what do you do , when do you do it, with who do you do it) 2)Find information on your favorite sportive - written and visual presentation then oral presentation - individual. 3) Reading comprehension Una semana con Titi.	Preposiciones, Un viaje a Latino America. Future tense. Oportunity to adapt to other cultures.	How to save our plannet? Continue working with past tense. Student will continue working with Speaking date and reading different books.	Industry: How the industry has changed? Students will chose a topic of how car idustry has changed during the time or the cinema has changed during the time.
Unit 5 Theme	Creativity	Relationship	Community	Justice
Unit Title / Topic(s)	Mi horario . Continue working with regular verbs: Ar, Er, Ir. Oral interaction: daily situations practice/ Discover Spanish poetry. Main learning activities: 1) write your own poem. 2) Put on stage your favorite parts/ scenes from one of the comics or books you have read this year or transform one daily situation dialogue into something for the stage.	Sport:/ team sport Vocabulary of sport/ express possession/ give orders, suggest, accept and refuse activities/talk about s.o or sthg without saying her/his/its name. Main learning activities / project: 1) reflect on the film shooting experience. 2) Create a team game: goals of the game and detailed rules . individual project, then share then all together create ONE game.	Interaction with other schools, what makes a community? What makes a good/bad school? Language of comparison, use of imperative, language of description.	Migración: Debate about why people migrate to an other country. Continue with reading comprehension and speaking day.

SWEDISH	Unit Mapping across the IMYC			
	Grade 6 (M1)	Grade 7 (M2)	Grade 8 (M3)	Grade 9
Unit 1 Theme	Adaptability	Curiosity	Responsibility	Leadership
Unit Title / Topic(s)	Nouns in indefinite form, vocabulary to do with presenting yourself	Past tense preteritum, word order with time adverb, vocabulary related to break time	Past tense preteritum, word order with time adverb, vocabulary related to break time	Past tense preteritum, word order with time adverb, vocabulary related to break time
Unit 2 Theme	Celebration	Communication	Identity	Development
Unit Title / Topic(s)	Present tense, nouns in definite form, vocabulary related to classroom and school	Past tense perfekt and pluskvamperfekt, vocabulary related to home and family	Past tense perfekt and pluskvamperfekt, vocabulary related to home and family	Past tense perfekt and pluskvamperfekt, vocabulary related to home and family
Unit 3 Theme	Collaboration	Tradition	Challenge	Entrepreneurship
Unit Title / Topic(s)	Adjectival agreement, vocabulary related to break time	Verb tense futurum, adjectival agreement, vocabulary related to time and schedule	Verb tense futurum, adjectival agreement, vocabulary related to time and schedule	Verb tense futurum, adjectival agreement, vocabulary related to time and schedule
Unit 4 Theme	Discovery	Resilience	Interpretation	Renewal
Unit Title / Topic(s)	Past tense preteritum, possessive pronouns, vocabulary related to time and schedule	Articles and adjectives in plural, verb with particles	Articles and adjectives in plural, verb with particles	Articles and adjectives in plural, verb with particles
Unit 5 Theme	Creativity	Relationship	Community	Justice
Unit Title / Topic(s)	Past tense perfekt and pluskvamperfekt, vocabulary related to home and family	Irregular adjectives, possessive pronouns and genitive	Irregular adjectives, possessive pronouns and genitive	Irregular adjectives, possessive pronouns and genitive