



DELEDDA INTERNATIONAL SCHOOL

MYP Interdisciplinary Learning

Course description and aims

Interdisciplinary learning can take place between different subject groups and between different disciplines within a subject group to encourage broader perspectives on complex issues and deeper levels of analysis and synthesis. Interdisciplinary connections must be meaningful.

In the MYP, interdisciplinary learning is the process by which students come to understand bodies of knowledge and modes of thinking from two or more disciplines and then integrate them to create a new understanding. Students demonstrate this by bringing together concepts, methods or forms of communication to explain a phenomenon, solve a problem, create a product or raise a new question in ways that would have been unlikely through a single discipline.

MYP schools must engage students in at least one collaboratively planned interdisciplinary unit in each year of the MYP in order to integrate knowledge and skills from two or more subject groups in an interdisciplinary manner. The aims of interdisciplinary learning in the MYP are to:

- develop a deeper understanding of learning skills and apply them in meaningful contexts integrate conceptual learning, ways of knowing and methods of inquiring from multiple disciplines
- inquire into compelling issues, ideas and challenges by creating products or explaining phenomena
- reflect on and communicate understanding of the interdisciplinary learning process
- experience the excitement of intellectual discovery—including insights into how disciplines complement and challenge one another.

Curriculum overview

The MYP interdisciplinary curriculum is developed across a continuum in which disciplines borrow from each other, share common threads, combine in formal units of study or are organized into discrete courses. The MYP promotes interdisciplinary inquiry by integrating discipline-based conceptual understanding within the following **global contexts**.

- Identities and relationships
- Orientation in space and time
- Personal and cultural expression



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- Scientific and technical innovation
- Globalization and sustainability
- Fairness and development

There is no set number of interdisciplinary learning hours in each year of the MYP, but MYP subject-group teachers are responsible for developing meaningful and ongoing interdisciplinary teaching and learning opportunities throughout the programme.

Assessment criteria

Each interdisciplinary learning objective corresponds to one of four equally weighted assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to make judgments about students' work.

Criterion A: *Disciplinary grounding* Students must understand disciplinary concepts and skills—as framed by MYP subject-group objectives. This disciplinary grounding provides the foundation for interdisciplinary understanding.

Criterion B: *Synthesizing* Students integrate knowledge from more than one discipline in ways that inform inquiry into relevant ideas, issues and challenges in order to explain phenomena or create products.

Criterion C: *Communicating* Students select, integrate or innovate communication forms and strategies to explain the results of their inquiries. They develop the capacity to communicate effectively and responsibly with a range of audiences.

Criterion D: *Reflecting* Students evaluate the role of disciplines, weighing their relative contributions and assessing their strengths and limitations in specific interdisciplinary applications. Students also explore various areas of knowledge and ways of knowing, and reflect on their ability to construct understanding across disciplinary boundaries.

"Myp-brief Interdisciplinary Learning 2015" Ibo.org. IBO, 2015. Web. 28 Apr. 2019



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Vertical Plan of the Interdisciplinary Units at Deledda International School, year 2018/2019

Year Level	Unit Name	Key Concept	ATL	Subject 1	Subject 2	Type of task	Criteria
MYP1	Do the right thing	Communication	1.1d, 1.2d, 1.2e, 2d, 2e, 3f, 4.1c, 5e(i,ii,iii) , 5f(i,ii,iii), 8a, 8r, 9a, 10a, 10e	English	Visual Arts	Production of the instruction leaflet (Crit A and B) Reflection on the work done as documented in the video (Crit. C and D)	A,B,C,D
MYP2	How does smoking affect people's lives	Systems		Sciences	PHE	Presentations, scientific reports about changes in heart/pulse rate after different exercises.	A,B,C,D
MYP3	Migrations	Global Interactions		IS: Geography	LL: Italian	Letter, presentation from a Migrant	A,B,C,D
MYP4	Air quality	Global Interactions		Sciences	Math	presentation on carbon and nitrogen footprint good-practices and brief vademecum on how to improve our footprint	A,B,C,D
MYP5	Shape the wave	Form	1.2 I, 6 m, 10 e	LA: English	Sciences	science article for a general audience	A,B,C,D