

DELEDDA INTERNATIONAL SCHOOL

SUBJECT CURRICULUM OVERVIEW

Unit Title	Key Concepts	Related Concepts	Global Context and Explorations	Statement of Inquiry	Content	Objectives	ATL Beta
Chinese (MYP1)							
MYP 1 - LA CHINESE 2025/26- Unit 1: DISCOVER CHINA! 了解中国！	Communication	Conventions, Function.	Personal and cultural expression	Communicate properly according to the cultural and social settings can create	They should learn the four tones correct pronunciation and practice the greeting until seem familiar. Numbers, basic greetings, date and days of the week. Students should be familiar with Chinese characters structure.	A Listening Emergent level (phase 1 and 2) i. identify explicit and implicit information (facts and/or opinions, messages and supporting details) C Speaking Emergent level (phase 1 and 2) iii. use clear pronunciation and intonation in comprehensible manner B Reading Emergent level (phase 1 and 2) ii. analyse conventions D Writing Emergent level (phase 1 and 2) iv. communicate all the required information with a clear sense of audience and purpose to suit the context	
MYP 1 - LA CHINESE 2025/26- Unit 2: FRIENDS AND FAMILY 朋友和家庭	Connections	Conventions, Patterns.	Identities and relationships	Family relationship can be different in different culture systems and backgrounds.	Comparing different family system and reflecting on how language/culture could be connected, and learn how to communicate to and audience families situations. The Chinese Spring Festival (春节), its legends and customs also related to family's habits.	B Reading Emergent level (phase 1 and 2) ii. analyse conventions D Writing Emergent level (phase 1 and 2) iv. communicate all the required information with a clear sense of audience and purpose to suit the context B Reading Demonstrate understanding of explicit and implicit written information in multimodal texts What details in the written language relate to the big ideas and explicit features of the multimodal text? (message: literal/explicit, implicit) Demonstrate understanding of conventions What is the communicative purpose of the text? Emergent level (phase 1 and 2) i. identify explicit and implicit information (facts, opinions, messages and supporting details) D Writing Use written language to communicate with others What is the message?	
MYP 1 - LA CHINESE 2025/26- Unit 3: MY FOOD 我的食物	Culture	Context, Word choice.	Orientation in space and time	Food is a way to express culture in different places, among cultures through times.	Language connected to food, social relationship and traditional festivals. Four areas of Chinese cooking, rice area and wheat area as part of different habits. Different people in China: Minority Nationalities and their cultural habits.	B Reading Demonstrate understanding of explicit and implicit written information in multimodal texts What details in the written language relate to the big ideas and explicit features of the multimodal text? (message: literal/explicit, implicit) Demonstrate understanding of conventions What is the communicative purpose of the text? Emergent level (phase 1 and 2) i. identify explicit and implicit information (facts, opinions, messages and supporting details) D Writing Use written language to communicate with others What is the message?	
Chinese (MYP2)							
MYP 2 - LA CHINESE 2025/26- Unit 1: CHINESE COLOURS 中国颜色	Culture	Meaning, Message.	Personal and cultural expression	Discover different manifestations of emotions among cultures.	Knowledge of Beijing Opera, and understand better the use of the masks and symbols, role of colors Study of the movements of bodies and tradition. Colors in Chinese and their use to describe everyday life, connected to means of transport.		Communication

MYP 2 - LA CHINESE 2025/26- Unit 2: COMMUNICATION ROADS THE SILK ROAD 沟通的路 丝绸之路	Connections	Context, Conventions	Globalization and sustainability	How the environmental space in which we are born could affects our culture and ideas.	The Chinese houses. Main architectural landmarks of China: the Great Wall, the Forbidden City; Shaoling Temple. The idea of space and the relationships with the environment in Chinese culture. The Silk Road and its people. A virtual visit to MAO (Museo Arte Orientale) in Turin could show to students how Asian cultures have been connected through the Silk Road. Silk Road as a model of pre-internet communications. Chinese history timeline and main dynasties.	Reading Demonstrate understanding of explicit and implicit written information in multimodal texts What is the content? Demonstrate understanding of conventions What text conventions are used in the multimodal text? For example, use of colour, structure, format—layout and physical organization of the text. Emergent level (phase 1 and 2) i. identify explicit and implicit information (facts, opinions, messages and supporting details) D Writing Use written language to communicate with others What is the role of the student/writer? What is the message? Demonstrate accurate use of language conventions How accurately is the language used? Organize information in writing Does the student use an appropriate format? Emergent level (phase 1 and 2) iv. communicate all the required information with a clear sense	Communication - Receive and carefully consider feedback
MYP 2 - LA CHINESE 2025/26- Unit 3: CHINESE CINDERELLA -叶限 (YE XIAN)	Culture	Function, Structure.	Identities and relationships	How to find the courage of fighting for ideas or feeling	Develop the student's communication skills necessary for further language learning, and for study, work and leisure in a range of authentic contexts and for a variety of audiences and purposes Offer insight into the cultural characteristics of the communities where the language is spoken	A Listening Emergent level (phase 1 and 2) ii. analyse conventions B Reading Emergent level (phase 1 and 2) iii. analyse connections	Research - Use an organised process for conducting research
Chinese (MYP3)							
MYP 3 - LA CHINESE 2025/26- Unit 1: TIME AND TRAVEL 时间与旅游	Communication	Function, Structure.	Identities and relationships	The idea of time expressed by chinese culture	Students should learn about China geography its principal places, investigate some brief texts in Chinese and be able to write down their schedule for personal free time.	A Listening Emergent level (phase 1 and 2) ii. analyse conventions B Reading Emergent level (phase 1 and 2) ii. analyse conventions C Speaking Emergent level (phase 1 and 2) iii. use clear pronunciation and intonation in comprehensible manner D Writing Emergent level (phase 1 and 2) iii. organize information effectively and coherently in an appropriate format using a wide range of simple and some complex cohesive devices	Social. Research - Use an organised process for conducting research Social. Research - Use an organised process for conducting research
MYP 3 - LA CHINESE 2025/26- Unit 2: WHAT IS CHINA? 中国是什么？	Connections	Message, Purpose.	Globalization and sustainability	What landmarks could represent real China and its population beyond common stereotypes?	Students should learn China provinces and municipalities, also became familiar with China Minority Nationalities. While improving their language with HSK2 level basic grammar in order to express more complex ideas and topics.	D Writing Emergent level (phase 1 and 2) iii. organize information effectively and coherently in an appropriate format using a wide range of simple and some complex cohesive devices A Listening Emergent level (phase 1 and 2) ii. analyse conventions B Reading Emergent level (phase 1 and 2) ii. analyse conventions	
MYP 3 - LA CHINESE 2025/26- Unit 3: HOBBY 爱好	Connections	Context, Purpose.	Identities and relationships	Hobbies and leisure activities allow individuals to express themselves and to enhance physical and emotional wellbeing.	Implementing HSK2 vocabulary and HSK2 test training。 The sentence with 比 and how to express comparison in Chinese; the complement of results, the aspect particles 过 and 着; The rhetorical question 不是。。。吗; Conjunctions 虽然。。。但是, 因为。。。所以; the structure 都。。。了。 Vocabulary linked on personal interest and leisure Improving knowledge about Chinese radicals, learning to write HSK2 characters		
Chinese (MYP4)							

MYP 4 - LA CHINESE 2025/26 Unit 1 : LIFESTYLES IN SCHOOL 学校的生活方式	Identity	Conventions , Structure.	Identities and relationships	School rules could show society systems	Compared school systems: Italian and Chinese. Learn: how to use lexicon linked to school life; Directions and means of transport. Textual type: letter/email, note and journal to express basic ideas in Chinese.	MYP subject group objective(s) A Listening Capable level (phase 3) i. identify explicit and implicit information (facts and/or opinions, messages and supporting details) B Reading Capable level (phase 3 and 4) i. identify explicit and implicit information (facts and/or opinions, messages and supporting details) A Listening Capable level (phase 3 and 4) ii. analyse conventions B Reading Capable level (phase 3 and 4) iii. analyse connections C Speaking Capable level (phase 3 and 4) iii. use clear pronunciation and intonation in a comprehensible manner iv. during interaction, communicate all or almost all the required information clearly and effectively D Writing Capable level (phase 3 and 4) ii. use a wide range of grammatical structures generally accurately	Communication	
MYP 4 - LA CHINESE 2025/26- Unit 2: CHINESE MIGRATIONS 中国移动	Culture	Empathy, Point of view.	Orientation in space and time	People left their hometowns and country in different times in China	Students will investigate local Chinese communities, the idea of Chinatown around the world, chinese minorities and their role in mainland china, chinese local micrations across cities and theri socsial consequences.	A Listening Capable level (phase 3 and 4) ii. analyse conventions B Reading Capable level (phase 3 and 4) iii. analyse connections C Speaking Capable level (phase 3 and 4) iii. use clear pronunciation and intonation in a comprehensible manner iv. during interaction, communicate all or almost all the required information clearly and effectively D Writing Capable level (phase 3 and 4) ii. use a wide range of grammatical structures generally accurately	Social. Research	
MYP 4 - LA CHINESE 2025/26- Unit 3: STRIVING FOR A BETTER WORLD 为了新世界奋斗	Connections	Audience, Conventions ,	Globalization and sustainability	Creative use of language and careful word choice can improve audience engagement for effective communication of ideas, beliefs and values.	Inquiry questions to open up the unit and start exploring the concepts with the content chosen: what makes communication effective? Introductory performance task. Students should lear how to write and perform a speech 演讲稿 or advertisement 广告 on the topic, In groups. Students discuss the concept using the concentric circle strategy. Students should learn communications strategies within chinese history, such as: slogan and dazibao 大字报 . how to use sentence conjugation and vocabulary on sustainability, environment and urban landscape Improving HSK3 level vocabulary, learn how to use 越来越, 又。。。又, 一边。。。一边·或者 or 还是· 了 indicating changes, 会 indicating possibility	A Listening Capable level (phase 3 and 4) i. identify explicit and implicit information (facts and/or opinions, messages and supporting details) C Speaking Capable level (phase 3 and 4) iii. use clear pronunciation and intonation in a comprehensible manner A Listening Capable level (phase 3 and 4) ii. analyse conventions B Reading Capable level (phase 3 and 4) ii. analyse conventions	Communication	
Chinese (MYP5)								
MYP 5 - LA CHINESE 2025/26- Unit 1: ART AND SELF EXPRESSION 艺术与自我表达	Communicat ion	Phase 3 - Context, Purpose; Phase 4 - Purpose.	Personal and cultural expression	People use language and art to express identity, emotions and cultural values	Vocabulary and grammar pulled from HSK3, - 爱好、觉得、比较、文化、跟.....一样、虽然.....但是..... - whole use of 把 structure, implementing complement of result: 到、会、好、玩、见. comparison 才 and 就, the structure 一边...一边 - 形容词 (adjectives to describe art/emotions) - 表达观点 (expressing opinions) - HSK3 units on hobbies, emotions, preferences, opinions, and comparisons Students will discover China medicine reading short articles in Chinese / English and watching videos on the topic. Then they will be able to compare two different medicine systems, even with personal experiences. Use of this mediche in Western life and countries. Acupunture and moxibustions, tuina and anmo as main practice. Use of erbs and animals. They should present some disciplines in groups while learning new grammar structures.	A Listening Capable level (phase 3 and 4) i. identify explicit and implicit information (facts and/or opinions, messages and supporting details) C Speaking Capable level (phase 3 and 4) iii. use clear pronunciation and intonation in a comprehensible manner A Listening Capable level (phase 3 and 4) ii. analyse conventions B Reading Capable level (phase 3 and 4) ii. analyse conventions		
MYP 5 - LA CHINESE 2025/26- Unit 2: CHINESE WELLNESS 中国健康	Identity	Phase 3 - Audience, Point of view; Phase 4 - Audience, Point of	Personal and cultural expression	Cutural systems connected to language and wellbeing habits	Comparing China and local environment situation, read complex text / articles/video on this topic. Write a short essay or speech on pollution in China.	B Reading Capable level (phase 3 and 4) iii. analyse connections D Writing Capable level (phase 3 and 4) iv. communicate all or almost all the required information with a clear sense of audience and nurpse to suit the context		
MYP 5 - LA CHINESE 2025/26- Unit 3: ECO- LIFE ! 生态生活 !	Connections		Globalization and sustainability	Environment problems and their solutions should be a personal responsability.				