

DELEDDA INTERNATIONAL SCHOOL
INTERDISCIPLINARY UNITS

Unit Title	Key Concepts/ Specified concepts (BETA)	Related Concepts	Global Context and Explorations	Statement of Inquiry	Content	Objectives (criteria)	ATL	ATL BETA
MYP 1 - IDU LA ENGLISH Visual Arts 2025/26 UNIT 3: "Do the right thing"	Culture	English: Phase 2 - Message, Purpose; Phase 3 - Message, Purpose. Visual Arts: Visual culture.	Personal and cultural expression	Learning how to transfer a clear message and furnish information on why a procedure is important, using the norms of cultural expression, allows us to work better in teams, with purpose, keeping safe and doing a good, long-lasting job within the rules of our culture.	For English: Imperatives Conditionals/Modal verbs: rules and recommendations Third conditional (Phase 3 and 4) For Art: Use of colours and social convention. Key features and strengths of paints and tools to be used effectively. Appropriate methods and steps for painting outdoor wood	- For English, we look at Command Terms/have to/must/should etc. Modal verbs, first conditional, second conditional and the use of imperatives - For Art: how to use oil paint. How to sand and which type of sandpaper to use in the right order. How to use paint in a safe manner for oneself and the local environment.	Social. Self-management	
MYP 2 - Sciences and Geography 2025/2026 - IDU Unit 3-4: Keep life going: How organisms reproduce, strategies and adaptations.	Change	Sciences: Transformation. Geography: Globalization, Sustainability.	Globalization and sustainability	Globalization of food systems changes plant reproduction, causing the transformation of species and resulting in human impact on the environment.	Reproduction in Plants Reproduction in humans: reproductive system in humans, fertilization, development of a new organism. Students will explore the following Big questions on the geography of food: 1. How much land on the planet is available for human activity and use? 2. Which food categories exist? 3. Which are the most common foods eaten daily by the world population? 4. Where and how is it produced? 5. What is food security/insecurity? 6. Is there enough food production to feed 9 billion people? 7. How can we feed the world population in a sustainable way? 8. What are the environmental costs of industrial food production?		Communication. Research	
MYP 2: Sciences and Geography 2025/2026 - IDU Unit 3-4: Keep life going: How organisms reproduce, strategies and adaptations.	Change	Globalization, sustainability	Globalization and sustainability	Globalization of food systems changes plant reproduction, causing the transformation of species and resulting in human impact on the environment.	Factual knowledge: Food globalization Agricultural systems Sustainability (SDGs) Conceptual knowledge: Concepts of scarcity, supply, and demand in global markets. Impact of food transport (food miles) on the environment. Procedural knowledge Interpretation of thematic maps of agricultural trade flows. Critical assessment of the social consequences of intensive production. Students will explore the following Big questions on the geography of food: 1. How much land on the planet is available for human activity and use? 2. Which food categories exist? 3. Which are the most common foods eaten daily by the world population? 4. Where and how is it produced? 5. What is food security/insecurity? 6. Is there enough food production to feed 9 billion people? 7. How can we feed the world population in a sustainable way? 8. What are the environmental costs of industrial food production?	Disciplinary assessment: A: Knowing and understanding D: Thinking critically IDU assessment: A: Evaluating B: Synthesizing C: Reflecting	research, communication	

MYP 3 - IS - History & Geography 2025/26 - IDU: Migrations BETA	Equity, Globalization Global Interactions Conflict; Interdependence	Geography: Disparity and equity, Globalization, History; Conflict, Interdependence.	Fairness and development	Conflict and inequality create an interdependent world characterized by hope and fear.	<p>Factual knowledge</p> <p>History lessons will be two</p> <p>One on historical roots of migration from Africa to Europe. The lesson will be a thematic lesson that will touch upon the following areas:</p> <ul style="list-style-type: none"> - Legacies of colonialism on ethnic conflict and lack of trust: https://www.aeaweb.org/articles?id=10.1257/aer.101.7.3221 - The weakness of the political institutions: https://www.aeaweb.org/articles?id=10.1257/aer.91.5.1369 - Natural resource curse: https://www.sciencedirect.com/science/article/pii/S0014292101001258 - Climate change, with possible guest speaker from the Alliance of Bioversity International and CIAT : https://www.unhcr.org/what-we-do/build-better-futures/climate-change-and-displacement <p>The second lesson is aimed at developing inquiry skills that lead towards conceptual understandings of the relationships between individuals. Students learn in one hands-on practical lesson the best practices in qualitative interviews, another way through which students can inquire a topic.</p> <p>Geography lessons will be three:</p> <p>Both lessons will focus on the how and the why people move places, regions and countries. Students explore a variety of different sources of information (maps, diagrams, articles, laws and documents), addressing migrating processes, social structures that enable and limit migration and its consequences on different places.</p> <p>Through guided inquiry students identify connections among individuals and communities, as well as their relationships with built and natural environments, in particular how global and local structures and processes can create and are created through migration.</p> <p>One lesson will focus on identifying and understanding the geographical features and human impacts of the Mediterranean migratory routes.</p>	IDU assessment	Communication - Listen actively and respectfully. Thinking - consider ideas from multiple perspectives	Thinking skills: consider ideas from multiple perspectives
MYP 3: IS - History & Geography 2024/25 - IDU: Migrations	Global Interactions	Disparity and equity, globalization	Fairness and development	Conflict and inequality create an interdependent world characterized by hope and fear.	<p>Lessons will focus on the how and the why people move places, regions and countries. Students explore a variety of different sources of information (maps, diagrams, articles, laws and documents), addressing migrating processes, social structures that enable and limit migration and its consequences on different places.</p> <p>Through guided inquiry students identify connections among individuals and communities, as well as their relationships with built and natural environments, in particular how global and local structures and processes can create and are created through migration.</p> <p>One lesson will focus on identifying and understanding the geographical features and human impacts of the Mediterranean migratory routes.</p> <p>What does it mean to be a refugee? https://ed.ted.com/lessons/what-does-it-mean-to-be-a-refugee-benedetta-berti-and-evellen-borgman</p> <p>Migration and Sustainable development Goals. https://www.migrationdataportal.org/sdgs?node=0 , https://www.iom.int/migration-sustainable-development-and-2030-agenda</p> <p>Most congested human migration routes. https://weblog.iom.int/world</p> <p>The Western and Central routes to Southern Europe. https://youtu.be/ULKRYqxeXdo?si=CmTjJSaRn2K3Fy_J</p> <p>https://www.jemed.org/publication/migration-in-the-mediterranean-origins-and-characteristics/</p> <p>Human impacts. https://www.doctorswithoutborders.org/latest/stories-survival-mediterranean-migration-route</p> <p>https://www.msf.org/stories-survival-central-mediterranean-sea</p> <p>Climate change and environmental migration, challenges for the future. https://www.migrationdataportal.org/themes/environmental-migration</p> <p>The second lesson will focus identifying and understanding the geographical features and</p>	<p>IDU assessment criterion:</p> <p>A: Evaluating</p> <p>B: Synthesizing</p> <p>C: Reflecting</p> <p>Disciplinary assessment:</p> <p>B: Investigating</p> <p>C: Communicating</p>	Thinking, Research	Communication

MYP 4 - History and Chemistry 2025/26 - IDU Smells and Fragrances BETA	Change, Culture, Identity Interaction Balance	History: Culture, Identity, Sciences: Balance, Interaction.	Personal and cultural expression	Crafting a perfume by interacting and balancing different elements can shed light on our culture, identity and emotions.	<p>CHEMISTRY</p> <p>Factual knowledge</p> <ul style="list-style-type: none"> - Organic vs inorganic molecules - Polar vs non-polar molecules - Chemistry of perfumes: aromatic molecules - How do we smell? the science of the olfactory system - Perfumes in cosmetics - Physical extraction of aroma and fragrances: solvent extraction, supercritical fluid extraction, ethanol extraction, distillation (steam, destructive, fractional) <p>Individuals and Societies - History</p> <p>Factual knowledge</p> <p>Lessons on the psychological aspects of smell</p> <ul style="list-style-type: none"> - Individuals and Societies - History - Perfumery of the Ancient World - Perfumes, from the Middle Ages to the Modern Era - Psychology: the cognitive science of scents and smell - How do we smell and the complexity of the real causes that undergird differences in how people experience smells. - Scientific experiments on the relationship between smell and behaviour - Business: Marketing - The 7 Ps of marketing <p>Conceptual knowledge</p> <p>Students will learn how smell is not only a biological act, but it is intertwined with science and cognitive behaviour. To do that, they will start from the Ancient world to then arrive to the most recent and exciting studies made on smell by cognitive scientists</p>	IDU assessment	Research - Use an organised process for conducting research. Thinking - Identify connections (patterns, relationships, trends	Thinking skills: Identify connections (patterns, trends and relationships)
MYP5 - Physics and PHE IDU 2025/2026 - Feel the wave	Connections are links, bonds and relationships among people, objects, organisms or ideas.	Physics: Energy and Form PHE: Function and Movement	Metacognition and abstract thinking Models	The physical abstract idea is translated into an original creative and expressive concept through the movement of the body	<p>Content:</p> <p>The content which is incorporated from Physics is the following:</p> <p>Factual knowledge on waves</p> <ul style="list-style-type: none"> - Vibrations and restoring forces - Longitudinal and transverse waves - Sound waves and light waves - Speed of light in a vacuum <p>Conceptual knowledge</p> <ul style="list-style-type: none"> - What is a wave and how it transfers - The important features to describe a wave - What happens when a wave meets a boundary - The electromagnetic waves and their peculiarities <p>The content which is incorporate from PHE is the following:</p> <p>factual knowledge on sinuous movement and choreography</p> <ul style="list-style-type: none"> - making movements on a music - smooth sequence of movements connected together <p>conceptual knowledge</p> <ul style="list-style-type: none"> - what is it a choreographed performance - how can we move sinuously <p>Skills:</p> <p>Physics - Procedural knowledge and skills:</p>	<p>Interdisciplinary assessment:</p> <ul style="list-style-type: none"> -Criterion A will be on waves features and how they relate with the real-world throughout music and body expression -Criterion B will consist in the creation of a product starting from the analysis of seismic waves -Criterion C will be a reflection on how physics can be creative and the role of measurements in the creation of the product <p>Disciplinary assessment:</p> <p>Physics - criterion A and C</p> <p>PHE - criterion C and D</p>	Communication, social and self-management:	<p>Communication will be explore during the preparation of the final choreography when students will need to effectively communicate through verbal and non-verbal ways to successfully cooperate.</p> <p>Social skills will be developed during the experiment in Physics and in the final choreography, through collaboration and working together towards a final goal.</p> <p>Student will develop time-management skills when working together during the experiments and when creating the final choreography to be in line with the music created by students that study music.</p>