

Annotated Interdisciplinary unit planner

Teacher(s)	Tiffany Ward	Subject groups	Language and Literature/Individuals and Societies		
Unit title	Decades Week	MYP year	o	Unit duration	1 week - 7.5 hours

Inquiry: establishing the purpose of an interdisciplinary unit

Purpose of integration					
<ul style="list-style-type: none"> ■ Aesthetic or literacy synthesis ■ Personal Expression ■ Cross-over tooling ■ Complex explanation ■ Contextualization ■ Practical Solution 			<p>Why is it worth understanding this issue or idea from an interdisciplinary perspective?</p> <p>Students will discover, analyze, and discuss how conflict is an issue in all areas of life, from every historical perspective.</p>		
<p>Or list a new purpose of integration with a descriptor.</p>			<p>Provide a meaning rationale for including the perspective of each of the participating disciplines in the integrative purpose:</p> <p>Language/Literature and Individual/Societies pair well together. Through analysis of conflict in each decade of study, students can analyze and describe which events they believe caused the greater conflict.</p>		
Key Concepts			Related concepts	Global Context & Exploration	
Aesthetics	Change	Communication	Purpose; Self-expression	Select a Global Context:	List exploration(s):
Communities	Creativity	Culture		* Identities & Relationships	Turning points and "big history"
Development	Form	Global Interactions		* Orientation in Space & Time	
Identity	Logic	Perspective		* Personal & Cultural Expression	
Relationships	Systems	Time, place, & space	*Related concepts are optional.	* Scientific & Technical Innovation	
				* Globalization & Sustainability	

				* Fairness & Development	
Statement of inquiry: set conceptual understanding in a global context to frame classroom inquiry and direct purposeful learning. SOI summarize “what we will be learning and why” in language that is meaningful to students. In IDU, SOI should reflect an integrated approach.					
Conceptual Understanding (Concept + Strong Verb + Concept)			Statement of Inquiry (Conceptual Understanding + Exploration)		
Perspective produces purpose and self-expression.			Human perspective of societal conflicts can lead to cultural consequences.		
Inquiry questions: drawn and inspired by the SOI. These questions give shape and scope to the inquiry and promote critical and creative thinking. The questions should foster integration and synthesis. They should be student-friendly and should be relevant, feasible, and clearly framed.					
Factual		Conceptual		Debateable	
Factual— What conflicts were evident in each decade?		Conceptual— How were humans influenced by the cultural changes around them?		Debateable—Can a group significantly impact the outcome of an event? Does history repeat itself? How does history repeat itself?	
Summative assessment—interdisciplinary performance(s) of understanding providing evidence for student achievement using MYP criteria that make ID learning visible. Assessment OF learning.				Interdisciplinary Criteria	
Task(s) Your goal is to create a Decades Booklet. For your booklets, you will research historical events from a <u>provided</u> list of events that occurred in each decade. You will summarize these events in paragraph form. You will then choose the event you believe caused the greatest conflict in that decade and explain your reasoning. You should be prepared to discuss and explain your choice of event of greatest conflict. Your role is a historian. Your audience is your history class. You have been asked to summarize specific events from each decade and then choose which event caused the greatest conflict in that decade and explain why. You will create a booklet to summarize these events.				<div>A. Disciplinary Grounding</div> <div>1. Demonstrate relevant disciplinary factual, conceptual, and/or procedural knowledge *consider using Disciplinary criteria*</div> <div>B. Synthesizing</div> <div>1. Synthesize disciplinary knowledge to demonstrate interdisciplinary understanding</div> <div>C. Communicating</div> <div>1. Use appropriate strategies to communicate interdisciplinary understanding effectively</div> <div>2. Document sources using recognized conventions</div> <div>D. Reflecting</div>	

<p>*Students will demonstrate their understanding of facts and events presented/researched from each decade.</p> <p>**For advanced learners, students will research additional events that were not discussed in class, but occurred during that decade.</p> <p>***Advanced Class - Digital Research Presentations</p>			<ol style="list-style-type: none">1. Reflect on the development of their own interdisciplinary understanding2. Evaluate the benefits and limitations of disciplinary and interdisciplinary knowledge and ways of knowing in specific situations.	
<p>Approaches to Learning: Highlight the categories (bold) and the clusters (italicized). List the specific skills that will be explicitly taught beneath the categories that students will need to develop through this IDU that will prepare them for the summative assessment. After each skill listed describe how the skills will be taught and how they connect to the objectives, learning engagements, and assessment tasks.</p>				
<p>Thinking</p> <ul style="list-style-type: none">• <i>Critical Thinking</i>• <i>Creative Thinking</i>• <i>Transfer</i>	<p>Self-Management</p> <ul style="list-style-type: none">• <i>Organization</i>• <i>Affective</i>• <i>Reflection</i>	<p>Social Interaction</p> <ul style="list-style-type: none">• <i>Collaboration</i>	<p>Communication</p> <ul style="list-style-type: none">• <i>Communication</i>	<p>Research</p> <ul style="list-style-type: none">• <i>Information Literacy</i>• <i>Media Literacy</i>
<p>Critical Thinking - The students will need to analyze and choose the event from each decade that they believe caused the most conflict and had the greatest consequences.</p>				<p>Information Literacy - The students will use reliable sources (via internet) to research specific events from each decade and then analyze the greatest conflict and consequence.</p>

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Action: Teaching and learning through interdisciplinary inquiry - STEP 2

Disciplinary grounding: Content may include methods, tools, theories, knowledge or forms of communication from relevant disciplines that are necessary to develop ID as expressed in the unit's SOI. Use a variety of active, inquiry-based strategies for teaching and learning that will help build towards ID learning.

Subject - Language and Literature	Subject - Individuals and Societies (Social Studies)
<p>MYP Aims and Criteria & objective strand(s)</p> <p>Criterion D: Using Language</p> <p>Criterion D1: Using Language – Students should be able to use appropriate and varied vocabulary, sentence structures, and forms of expression.</p> <p>Criterion D2: Using Language - Students should be able to write and speak in a register and style that serve the context and intention.</p> <p>Criterion D3: Using Language – Students should be able to use correct grammar, syntax, and punctuation.</p> <p>Criterion D4: Using Language - Students should be able to spell, write, and pronounce with accuracy</p> <p>Criterion D5: Using Language - Students should be able to use appropriate non-verbal communication techniques.</p>	<p>MYP Aims and Criteria & objective strand(s)</p> <p>Criterion D: Thinking Critically</p> <p>Students use critical thinking skills to develop and apply their understanding of individuals and societies and the process of investigation.</p> <p>In order to reach the aims of individuals and societies, students should be able to:</p> <ul style="list-style-type: none"> i. discuss concepts, issues, models, visual representation and theories ii. synthesize information to make valid arguments iii. analyse and evaluate a range of sources/data in terms of origin and purpose, examining values and limitations iv. interpret different perspectives and their implications.
<p>Related concept(s):</p> <p>Self-expression</p>	<p>Related concept(s):</p> <p>Conflict</p>
<p>Content (Standards):</p> <p>SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>	<p>Content (Standards):</p> <p>5.62 Examine the meaning and the main events of the “Cold War,” including the Space Race, Berlin Wall, arms race, Rosenbergs, and the Cuban Missile Crisis.</p> <p>5.63 Trace the Korean War, its outcome, and the use of United Nations peacekeeping troops.</p> <p>5.64 Refer to details and examples about the significance of Tennessee in popular music, including Sun Studios, Stax Records, Elvis Presley, B.B. King, and Memphis, Tennessee.</p> <p>5.65 Analyze the key events and struggles during the Civil Rights Movement,</p>

	<p>including *Brown v. Board of Education * Non-violent protest and the influence of the Highlander Folk School • Central High School-Little Rock, Arkansas and Clinton High School in Clinton, Tennessee • Montgomery Bus Boycott and Rosa Parks • Tent Cities in Fayette and Haywood Counties • Nashville Sit-Ins and Diane Nash • Freedom Riders • Dr. Martin Luther King, Jr.</p> <p>5.66 Explain the effect President Kennedy's assassination had on the country, including passage of the Civil Rights Act and Voting Rights Act, and continuing the space program.</p> <p>5.67 Integrate information from a variety of texts to explain the cause, controversy of, and outcome of the Vietnam War.</p> <p>5.68 Determine the main ideas surrounding the presidency of Nixon, including the end of the Vietnam War, the trip to China, Watergate, and resignation.</p> <p>5.70 Analyze the significant events of Reagan's presidency, including: • return of national pride • economic recovery • decline of the Cold War • immigration policy change</p> <p>5.71 Explain the events that lead to the Persian Gulf War and its outcome.</p>
<p>Disciplinary learning engagements and teaching strategies</p> <p>Choose the historical event that you believe caused the biggest conflict (from a provided list) in each decade. Research that conflict from a reliable source and summarize the events that caused and resulted from that conflict. Support (in your own words) why that event caused the biggest conflict.</p>	<p>Disciplinary learning engagements and teaching strategies</p> <p>Pop Culture Daily Theme</p> <p>Monday (1950s) - Scientific Advancements, President Eisenhower, Sputnik, Polio, Alaska and Hawaii, Korean War, First Organ Transplant, Color TV, Car Seatbelts, Montgomery Bus, The First McDonald's</p> <p>Tuesday (1960s) - JFK Assassination, March on Washington, I have a Dream Speech, Civil Rights Act, Man on the Moon, Berlin Wall, Vietnam War Begins, MLK Assassination, The First Super Bowl</p> <p>Wednesday (1970s) - Nixon and Watergate, Nixon Resigns, Iran Hostage Crisis, Oil and Gas prices, US bicentennial, end of Vietnam War, Gerald Ford, Jimmy Carter, Star Wars Release</p> <p>Thursday (1980s) - Mount St. Helens erupts, Ronald Reagan, Challenger Explosion, Sandra Day O'Connor, Fall of the Berlin Wall, Sally Ride, World Wide Web created, PAC Man Released, Lotsa Good Music</p> <p>Friday (1990s)- Bill Clinton, Saddam Hussein, Persian Gulf War, Summer Olympics in ATL, Y2K, Collapse of the USSR, End of the Cold War, Booming Economy,</p>

Interdisciplinary learning process: Teachers will create a learning environment through teaching and learning that develops interdisciplinary understandings. Be detailed, provide clarity and specifics of what students will do and in what order.		
Interdisciplinary learning experiences and teaching strategies:	Formative assessment & method of feedback: assessment <i>for</i> learning:	Differentiation:
Using reliable sources, the students will research historical events from each decade (from a provided list).	The students will analyze key events, discuss the conflicts and consequences for each decade, and write a summary of the event that caused the most conflict.	The students will link prior knowledge and experiences with the information they have researched.
The students will decide which event caused the most conflict in each decade, and therefore resulted in the most difficult consequence.	The students will collaborate with each other to discuss their reasonings for the events they chose.	The teacher will pose and model a variety of questions. Class discussion will be led and facilitated by the teacher.
The students will summarize the event in their own words and explain why they chose it as the greatest conflict.	The Formative Assessment will be the completed Decades Booklet.	Individualized attention will be given to struggling readers.

Resources		
Chromebooks for research, reliable websites, Powerpoint/Google Slides, Google Docs, ActivInspire		

Reflection: considering the planning, process and impact of interdisciplinary inquiry

Prior to teaching the unit	During teaching	After teaching the unit
<ul style="list-style-type: none"> How can we provide realistic and meaningful opportunities for integration? How can our approaches to teaching support the development of students' interdisciplinary understanding? How can we structure the logistics of interdisciplinary collaboration? How might we strengthen our own understanding of the MYP IDU planning process? What activities and lessons do we have that would work for this unit? What new activities and lessons do we want to explore and develop for this unit? What evidence will we look for from students to see if they have developed new interdisciplinary understandings? What opportunities do we have to develop responsible action? What types of action might students take in response to their engagement with this interdisciplinary unit? How can we develop attributes of the IB learner profile across the disciplines? 	<ul style="list-style-type: none"> What's working? What surprised you? What should we start, stop, keep, or change? What do I want to remember? Are the formative assessment tasks preparing students for the summative assessment(s)? Are students taking responsible action? Are students taking responsibility for their own learning? Do we need to add any ATL skills? Have we standardized the assessment task? 	<ul style="list-style-type: none"> Did the disciplines we chose provide realistic and meaningful opportunities for integration? Have our approaches to learning supported the development of student's interdisciplinary understanding? How effectively have we structured the logistics of interdisciplinary collaboration? What might we do to strengthen our own understanding of the MYP interdisciplinary unit planning process? What will we keep and what will we change when/if we teach this unit again? What evidence do we have that demonstrates how students have developed new interdisciplinary understanding? What student action was developed through this unit? How have we developed the IB learner profile attributes?
<ul style="list-style-type: none"> We spend time discussing with the students each decade that we will be learning about. We share flipcharts of examples of clothing, music, television shows that were popular during each decade so that students have an idea of how to dress and prepare for each day. We encourage the students to talk with their parents and grandparents about their personal experiences from the decades. We explain that they will be discussing in more detail the historical events we talked about in Social Studies. We will be able to easily address the traits of the IB Learner Profile as we discuss historical events, actions, and consequences from each decade. 	<ul style="list-style-type: none"> The students are enjoying the unit. They love dressing up for each decade and studying the different events from each decade. The students are making connections between Social Studies events and the events from each decade. They are also making connections between disciplines as we study events. 	<ul style="list-style-type: none"> These two disciplines (Language and Literature/Individuals and Societies) integrate very well, especially for this unit. This unit continued to build upon the student's ability to research reliable sources, summarize information, and write cohesive sentences in their own wording.

Year 1 Language and Literature Rubric Criteria D: Using Language

Student Name:		Semester: Fall/Spring
Level	Strands and Descriptors	Task Specific Clarification
0	The student DOES NOT reach a standard described by any of the descriptors below.	
1-2	The student uses LIMITED range of appropriate vocabulary and forms of expression	Vocabulary is not varied, sentence structure is poor, expression character's thoughts and point of view is poor.
	The student writes and speaks in an INAPPROPRIATE register and style that DO NOT serve the context and intention	Writing is inappropriate, not on task at all.
	The student uses grammar, syntax, and punctuation with LIMITED accuracy; errors OFTEN HINDER communication	Grammar and punctuation are poor, numerous errors.
	The student spells/writes and pronounces with LIMITED accuracy; errors OFTEN HINDER communication	Spelling through writing is poor, numerous errors.
	The student makes LIMITED AND/OR INAPPROPRIATE use of non-verbal communication techniques.	Writing is poorly understood and communicated.
3-4	The student uses and ADEQUATE range of appropriate vocabulary, sentence structures and forms of expression	Vocabulary is somewhat varied, adequate sentence structure, adequate expression of character's thoughts and point of view.
	The student SOMETIMES writes and speaks in a register and style that serves the context and intention	Writing is somewhat appropriate, but somewhat on-task.
	The student uses grammar, syntax, and punctuation with SOME DEGREE of accuracy; errors SOMETIMES HINDER communication	Grammar and punctuation are somewhat accurate, many errors.
	The student spells/writes and pronounces with SOME DEGREE of accuracy; errors SOMETIMES HINDER communication	Spelling through writing is difficult to understand, many errors.
	The student makes SOME use of appropriate non-verbal communication techniques	Writing is somewhat understood and communicated.
5-6	The student uses a VARIED RANGE of appropriate vocabulary, sentence structures and forms of expression COMPETENTLY	Varied level of vocabulary, good sentence structure, good expression of character's thoughts and point of view.

7-8	The student writes and speaks COMPETENTLY in a register and style that serve the context and intention	Writing is appropriate and mostly on-task.
	The student uses grammar, syntax, and punctuation with a CONSIDERABLE DEGREE of accuracy; errors DO NOT HINDER effective communication	Grammar and punctuation are accurate, few errors.
	The student spells/writes and pronounces with CONSIDERABLE DEGREE of accuracy; errors DO NOT HINDER effective communication	Spelling through writing is accurate, few errors.
	The student makes SUFFICIENT use of appropriate non-verbal communication techniques	Writing is understood and communicated.
	The student EFFECTIVELY uses a range of appropriate vocabulary, sentence structure, and form of expression	High level of vocabulary, great sentence structure, accurate expression of character's thoughts and point of view.
7-8	The student writes and speaks in a CONSISTENTLY APPROPRIATE register and style that service the context and intention	Writing is appropriate and on-task.
	The student uses grammar, syntax, and punctuation with a HIGH DEGREE of accuracy; errors are minor and communication is EFFECTIVE	Grammar and punctuation are highly accurate, almost no errors.
	The student spells/writes and pronounces with a HIGH DEGREE of accuracy; errors are minor and communication is EFFECTIVE	Spelling through writing is highly accurate, almost no errors.
	The student makes EFFECTIVE use of appropriate non-verbal communication techniques	Writing is very well understood and communicated.
	Final Grade: _____	

Year 1 Individuals and Societies Rubric Criteria D: Thinking Critically

Student Name:		Semester: Fall/Spring
Level	Strands and Descriptors	Task Specific Clarification
0	The student does not reach a standard described by any of the descriptors below.	
1-2	<p>The student identifies the main points of ideas, events, visual representation or arguments to a limited extent.</p> <p>The student uses information to give limited opinions.</p> <p>The student identifies the origin and purpose of limited sources/data.</p> <p>The student identifies some different views.</p>	The student uses limited details to support his opinions.
3-4	<p>The student identifies some main points of ideas, events, visual representation or arguments.</p> <p>The student uses information to give adequate opinions.</p> <p>The student identifies the origin and purpose of sources/data.</p> <p>The student identifies some different views and suggests some of their implications.</p>	The student adequately uses details to support his opinions.
5-6	<p>The student identifies the main points of ideas, events, visual representation or arguments.</p> <p>The student uses information to give substantial opinions.</p> <p>The student identifies the origin and purpose of a range of sources/data.</p> <p>The student identifies different views and most of their implications.</p>	The student substantially uses details to support his opinions.
7-8	<p>The student identifies in detail the main points of ideas, events, visual representation or arguments.</p>	The student consistently uses details to support his opinions.

	The student uses information to give detailed opinions.	
	The student consistently identifies and analyses a range of sources/data in terms of origin and purpose.	
	The student consistently identifies different views and their implications.	
	Final	Grade: