

Supporting Interdisciplinary Units in the IBMYP

South Shore International College Prep

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Anchored in Excellence

Self-Assessment

- **Think-Pair-Share**
- Talk to your partner about the following questions:
 - Where do opportunities lie within your curriculum for IDU's?
 - Where do opportunities lie within your schedule for IDU's?
 - What are your worries or concerns about IDU's?
 - What have you tried to support implementation of IDU's?

Topics

- Preparation
 - Vertical Alignment
 - Scheduling
- Disciplinary Grounding
 - Assessment Creation, Unit Planning
- Weekly Check-in's
- Q & A

Preparation

Staff

- Assessment benchmarks
- Assessment practices
- LASW protocols (SLICE)
- Yearlong content and assessment maps

Before School Starts

- Talking with your programmer about shared prep periods
- Scheduling units throughout the year
- Student schedules

		Course	Q1	Q2	Q3	Q4		
			FRQ Write DBQ Write Write - timed writing OPVL mock paper 1 (45 min), 350 word	FRQ Write DBQ Write Write - timed essay short ans(35 min), 350 words Persuasive Speech Research- find 2 sources independently, annotated bib, compare/contrast independent	FRQ Write DBQ Write Write - timed essay (45 min), 400 words Research- Research- find 3 sources independently, annotated bib, compare/contrast independent	FRQ Write DBQ Write Write - timed essay (45 min) 500 words Research- mini IA - 4 sources independent evaluation/analysis independent		
MYP Year 5 English II	Values : The Philosophy of Today: What matters? Why? morals, and ethics Frederick Douglass his narrative/rhetoric techniques, select poetry (Early America, American, European)	US History Year 5					America in the 21st Century Me in the Future <u>A Brave New World</u> (The idea of surveillance and privacy in America as a way to control the public.) (looking at the role of	Argumentative essay (3-4 Pages) A, B, D

10th Grade Content Mapping for LL and IS

Content Area	1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter
LL	Values: The Philosophy of today: What matters? Why? Native American Myths challenging Columbus' myth examining Manifest Destiny Values of Cultures looking at the voice in writing	Are You Fair? <i>Passing-</i> maybe <i>Warmth of Other Suns</i> (excerpts)– W.E.B. Dubois, Frederick Douglass, Standards of Beauty <i>Marigolds, The Bluest Eye,</i>	American Dream <i>"Two Kinds" - Amy Tan, Death of Salesman - Arthur Miller, Great Gatsby</i>	America in 21st Century: Me in the Future <i>Brave New World</i>
IS US History	You Say You Want a Revolution? Colonization/Intro politics/American Revolution, Constitution (Federalist and Anti-Federalists), Antebellum Politics	The Fragility of Democracy Slavery (through literature), Reconstruction (Facing History)-5 weeks, Manifest Destiny	It's All About the M(ah)oney Gilded Age, Roaring 20s (The Great Gatsby), Great Depression (culture and self expression), Consumer Education	Fight the Power Civil Rights, Vietnam, Cold War



ENGLISH II

What content is being taught?

What is the related concept?

What subject objectives/criteria are being addressed?

What formative assessments are taking place?

US HISTORY

What content is being taught?

What is the related concept?

What subject objectives/criteria are being addressed?

What formative assessments are taking place?

What new understanding will students gain (that would not be possible if these were separate units)?

What is our justification for planning and teaching this interdisciplinary unit? Why is it worth understanding this issue or idea from an interdisciplinary perspective?

Disciplinary Grounding

- Completion of graphic organizer with course team
- Sharing out
- Figuring out the “new understanding” and justification
- Assessment creation
- Unit planning in MBac

Weekly Check-In's

- Scaffolded facilitation
- Sharing out weekly plans
- Modifying existing assignments
- Updating unit throughout meetings
- Sharing out with IBMYP teams
- Reflection
 - Updating Vertical Alignment documents

Q & A