## Interdisciplinary unit planner

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| **Teacher(s)** | Fish, Collins, Burgess | **Subject groups** | Math, Individuals and Societies | | |
| **Unit title** | The Problem We All Live With | **MYP year** | Year 1 | **Unit duration** | 25 hours |

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| **Purpose of integration** | |
| To examine historical and current events through social sciences and mathematics that have lead to segregation in the city of Chicago; to understand connections between racial segregation and academic trends | |
| **Key concept(s)/(related concepts)** | **Global context** |
| **Key Concept: Relationships** Related Concepts: Patterns Identity Intertextuality | **GLOBAL CONTEXT: Fairness and Development**  **EXPLORATION: Inequality, inclusion and civic responsibility in the public sphere** |
| **Statement of inquiry** | |
| **Conceptual Understanding: Relationships, inequality, inclusion, and civic responsibility in the public sphere** can be understood through **intertextual** studies of **identity** and **patterns**.  **Statement of Inquiry:** Relationships can be understood through an intertextual study of history, discussions of identity, and investigations of patterns.  **Overview:** Students will read a variety of texts and excerpts whole-class and in literature circles in order to gain a better understanding of the history of school desegregation and Chicago’s racial issues. | |
| **Inquiry questions** | |
| **Factual** What are the race-related issues facing students in Chicago Public Schools today? What race-related issues have arisen in the past?  **Conceptual** How can we use books and statistics to better understand racial issues and patterns?  **Debatable** Is racism still “the problem we all live with” as it was during the period of school desegregation? How do statistics and literature tell us this? | |
| **Approaches to learning (ATL)** | |
| Read critically and for comprehension. (Communication)  Plan short- and long-term assignments; meet deadlines (Self-management)  Collect research from a variety of print and digital sources. (Research/Information Literacy | |