

## Secondary IV Interdisciplinary Unit

**Due date:** February 17<sup>th</sup> or 18<sup>th</sup>  
(\*\*\*Your History teacher will tell you which day to submit)

# ***WHAT IS LEADERSHIP?***

This term in English, History and Math class, you explored the concept of leadership through literature, historical research and statistical analysis. Your teachers in these subjects presented you with a variety of learning activities that helped you to develop an understanding of the significant concepts of the unit.

For the final assessment of this interdisciplinary unit, you will be writing a **personal essay (350-500 words) that answers the above question**. Your essay will be structured as follows:

### **Introduction Paragraph**

- Introduce the concept of leadership
- Provide a clear thesis statement relating to the inquiry question. *Your English teacher will help you with this!*

### **Body:**

- You will need a minimum of three arguments (therefore a minimum of three paragraphs) to support your thesis.
- You should make reference to material covered in at least one of your classes.
- Be mature and appropriate when expressing your thoughts!

### **Conclusion reflection paragraph**

- Summarize your views.

**You will be responsible for submitting three separate copies of your report to each subject teacher.**

You will be marked using the Interdisciplinary Criteria:

- Criterion A: Disciplinary Grounding
- Criterion B: Synthesizing
- Criterion C: Communicating
- Criterion D: Reflecting

## Disciplinary Tasks - English:

### Tasks:

- Read *Lord of the Flies*, by William Golding
- Study Characterization and Theme
- Understand how communication can be used in audience engagement
- Compare and contrast leadership styles and traits

<b>Formative Assessment:</b> <ul style="list-style-type: none"><li>• Speech<ol style="list-style-type: none"><li>1. MELS Competency 3: Produces Spoken/Written Text</li><li>2. IB criterion C: Producing Text</li></ol></li></ul>	<b>Summative:</b> <ul style="list-style-type: none"><li>• Final Interdisciplinary Report<ol style="list-style-type: none"><li>1. MELS Competency 3: produces written text</li><li>2. IB Interdisciplinary Criteria B (Synthesizing) and C (Communicating)</li></ol></li></ul>
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## Disciplinary Tasks - History:

### Tasks:

- Learn about specific premiers and prime ministers in the context of the unit on power.
- Research individual leaders and defining events.

<b>Formative Assessment:</b> <ul style="list-style-type: none"><li>• Assignments, quizzes and tests</li><li>• Annotated Bibliography</li><li>• IB criterion A</li></ul>	<b>Summative:</b> <ul style="list-style-type: none"><li>• Final Interdisciplinary Report</li><li>• MELS</li><li>• IB Interdisciplinary Criterion D (Reflecting)</li></ul>
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## Disciplinary Tasks - Math:

### Tasks:

- Learn how to describe correlation and determine linear correlation coefficient.
- Collect, analyze and interpret two-variable statistics
- Learn how to apply linear regression.

<b>Formative Assessment:</b> <ul style="list-style-type: none"><li>• Quizzes and tests</li><li>• Data Analysis Report</li></ul> MELS Competency 1: Solves a Situational Problem	<b>Summative:</b> <ul style="list-style-type: none"><li>• Final Interdisciplinary Report</li><li>• MELS Competency 1: Solves a situational problem</li><li>• IB Interdisciplinary Criterion A (Disciplinary Grounding)</li></ul>
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# Criterion A: Disciplinary grounding

Maximum: 8

At the end of year 5, students should be able to:

- Demonstrate relevant disciplinary factual, conceptual and/or procedural knowledge

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors
1–2	The student: <ul style="list-style-type: none"><li>• demonstrates <b>limited</b> relevant disciplinary grounding</li></ul>
3–4	The student: <ul style="list-style-type: none"><li>• demonstrates <b>some</b> relevant disciplinary grounding</li></ul>
5–6	The student: <ul style="list-style-type: none"><li>• demonstrates <b>most necessary</b> disciplinary grounding</li></ul>
7–8	The student: <ul style="list-style-type: none"><li>• demonstrates <b>extensive necessary</b> disciplinary grounding</li></ul>

**IB Mark:** \_\_\_\_\_

**Final Mark:** \_\_\_\_\_

# Criterion B: Synthesizing

Maximum: 8

At the end of year 5, students should be able to:

- synthesize disciplinary knowledge to demonstrate interdisciplinary understanding

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors
1–2	The student: <ul style="list-style-type: none"><li>• <b>suggests few or superficial</b> connections between disciplines</li></ul>
3–4	The student: <ul style="list-style-type: none"><li>• <b>describes</b> connections between disciplines</li></ul>
5–6	The student: <ul style="list-style-type: none"><li>• <b>synthesizes</b> disciplinary knowledge to demonstrate <b>consistent, thorough</b> interdisciplinary understanding</li></ul>
7–8	The student: <ul style="list-style-type: none"><li>• <b>synthesizes</b> disciplinary knowledge to demonstrate <b>consistent, thorough and insightful</b> interdisciplinary understanding</li></ul>

**IB Mark:** \_\_\_\_\_

**Final Mark:** \_\_\_\_\_

# Criterion C: Communicating

Maximum: 8

At the end of year 5, students should be able to:

- use appropriate strategies to communicate interdisciplinary understanding effectively
- document sources using recognized conventions

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ul style="list-style-type: none"><li>• communicates interdisciplinary understanding with <b>little structure, clarity or coherence</b></li></ul>
3–4	The student: <ul style="list-style-type: none"><li>• communicates interdisciplinary understanding with <b>some</b> organization and coherence, <b>recognizing</b> appropriate forms of media</li></ul>
5–6	The student: <ul style="list-style-type: none"><li>• communicates interdisciplinary understanding that is <b>generally</b> organized, clear and coherent, <b>beginning</b> to use selected forms or media <b>effectively</b></li><li>• <b>documents relevant</b> sources using a recognized convention</li></ul>
7–8	The student: <ul style="list-style-type: none"><li>• communicates interdisciplinary understanding that is <b>consistently</b> well structured, clear and coherent, using selected forms or media <b>effectively</b></li><li>• <b>consistently documents well-chosen</b> sources using a recognized convention</li></ul>

**IB Mark:** \_\_\_\_\_

**Final Mark:** \_\_\_\_\_

# Criterion D: Reflecting

Maximum: 8

At the end of year 5, students should be able to:

- reflect on the development of their own interdisciplinary understanding
- evaluate the benefits and limitations of disciplinary and interdisciplinary knowledge and ways of knowing in specific situations

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors
1–2	The student: <ul style="list-style-type: none"><li>• demonstrates <b>limited</b> reflection on his or her development of interdisciplinary understanding</li><li>• <b>describes superficially</b> the limitations or benefits of disciplinary and interdisciplinary knowledge in specific situations</li></ul>
3–4	The student: <ul style="list-style-type: none"><li>• demonstrates <b>adequate</b> reflection on his or her development of interdisciplinary understanding</li><li>• <b>describes some</b> benefits <b>and</b> limitations of disciplinary and interdisciplinary knowledge in specific situations</li></ul>
5–6	The student: <ul style="list-style-type: none"><li>• demonstrates <b>significant</b> reflection on his or her development of interdisciplinary understanding</li><li>• <b>explains</b> the limitations and benefits of disciplinary and interdisciplinary knowledge in specific situations</li></ul>
7–8	The student: <ul style="list-style-type: none"><li>• demonstrates <b>thorough and nuanced</b> reflection on his or her development of interdisciplinary understanding</li><li>• <b>evaluates thoroughly and with sophistication</b> the limitations and benefits of disciplinary and interdisciplinary knowledge and ways of knowing in specific situations</li></ul>

**IB Mark:** \_\_\_\_\_

**Final Mark:** \_\_\_\_\_