



Interdisciplinary Themes

Competency

Educator identifies and utilizes interdisciplinary themes to enhance student learning.

Key Method

The educator identifies current and relevant interdisciplinary themes that engage students in exploration, discovery, and expression. Additionally, the educator implements interdisciplinary themes within the classroom and draws connections to social and cultural contexts, both local and global.

Method Components

Introduction

Interdisciplinary themes can be broadly defined as an overarching framework on a topic or theme that supports in-depth study across multiple content areas. Educators value knowledge that is outside of their content specific area. They understand the application of interdisciplinary themes is a viable way to engage students in varied disciplines. Additionally, they understand this form of inquiry allows students access to multiple perspectives on complex issues, high level thinking to solve real world problems, and opportunities to create and express through original work (InTasc, 2011).

Essential Elements of Interdisciplinary Themes

Add steps or strategies needed, background information, definitions or details that are important to the work submitted in part 2.
Find and review current and relevant sources on interdisciplinary themes.



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Identify appropriate, current, and relevant interdisciplinary themes for your specific student population.
Connect the interdisciplinary theme to real world problems, allowing students to solve problems and make relevant connections to local and global issues.
Align theme and content specific tasks to challenge student assumptions and bias on specific issues.
Offer students opportunities to develop cross curricular products to express understand of complex topics

Supporting Rationale and Research

Interdisciplinarity in Civic and Economic Education,
<http://www.jsse.org/jsse/index.php/jsse/article/view/1026/929>. Accessed 26 June 2017.

Penchalk, Melita M. Middle School Teachers' Experiences with CrossCurricular Connections at the Incident Level. ScholarWorks. Walden University. 2015.
<http://scholarworks.waldenu.edu/cgi/viewcontent.cgi?article=2843&context=dissertations>. Accessed 26 June 2017.

Thompson Klein, Julie. "A Platform for a Shared Discourse of Interdisciplinary Education." Journal of Social Science Education. 4-2006: Disciplinarity and

Resources

General Sources to Explore Interdisciplinary Themes

[Interdisciplinary Studies: A Connected Learning Approach.](#)

[In Common Core, Teachers See Interdisciplinary Opportunities.](#)

[Model InTasc Teaching Standards](#)

[Learning Progressions for Teachers](#)

[Integrated Studies](#)

[Problem-based Learning Across the Curriculum: Exploring the Efficacy of a Cross-curricular Application of Preparation for Future Learning.](#)

[Why Teach with an Interdisciplinary Approach?](#)



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Submission Guidelines & Evaluation Criteria

To earn the micro-credential, you must receive a passing score in Parts 1 and 3, and be proficient for all components in Part 2.

Part 1. Overview Questions (Provides Context)

(250-300 words)

Please use the suggested word count as a guide to answer the following contextual questions. This will help our assessor understand your current context for working on this micro-credential.

Please do not include any information that will make you identifiable to your reviewers.

1. Describe the community in which you teach. Share important information, such as population, demographics, size of school district, and additional information that may help paint a clear picture of the community.
2. Describe your school setting. What subjects and ages do you teach? What is the typical makeup of a school day? What is a typical class size? How many students do you normally see in a day? Add any other pertinent information necessary to understand your unique teaching situation.
3. Describe your school setting in regards to interdisciplinary themes. Are there activities utilized? Are you currently implementing one? Are there any roadblocks for implementation?
4. Briefly, describe an interdisciplinary theme that you have implemented, are currently implementing, or could implement in the future.

Passing: Response provides reasonable and accurate information that justifies the reason for choosing this micro-credential to address specific needs of both the teacher and the student. A learning goal that describes what they hope to gain from earning this micro-credential needs to be clearly stated.

Part 2. Work Examples/Artifacts/Evidence

To earn this micro-credentials please submit the following **three** artifacts as evidence of your learning.



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**Please do not include any information that will make you or your students identifiable to your reviewers.*

Artifact 1: Annotated Bibliography

Generate a list of scholarly resources you have read that have shaped your understanding of interdisciplinary theme(s). Compose a narrative that develops connections and insights you have gained on interdisciplinary themes.(300-word limit)

Artifact 2: Unit or Lesson Plan

Provide a unit or lesson plan designed around an interdisciplinary theme. Be sure to include:

- A general overview of the interdisciplinary theme and how content specific goals align.
- List essential questions that help guide student inquiry in exploration of the theme.
- Two sample classroom activities that approach the theme from different perspectives. If needed attach a written description (200 word maximum).
- Explain the accommodations and modifications that you incorporated to support your diverse learners (English as Second Learners, Special Education Students, Gifted Learners, etc.).
- List of 3 interdisciplinary resources for student use (beyond a textbook).

Artifact 3: Student Work Samples

Submit **two** student work samples that demonstrate student understanding of multiple perspectives on social/cultural or local/global dynamics.

- Samples must be from two different students and must demonstrate an interconnectedness to the overarching interdisciplinary theme.
- Names must be removed from student samples.
- Attach any pertinent handouts or rubrics that were used.

Compose a short (less than one page) narrative connecting the student samples to interdisciplinary themes and how it helped develop students gain an understanding of multiple perspectives.

Part 2. Rubric

| | Proficient | Basic | Developing |
|---|--|---|--|
| Artifact 1: Annotated Bibliography | The educator has shared a list of 3 or more current and relevant | The educator has shared a list of 3 or more current and relevant resources. | The educator has shared less than 3 resources. |



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|--|--|---|--|
| | <p>scholarly/peer reviewed resources.</p> <p>The list of resources is represented in a Works Cited page formatted according to MLA or APA style guide standards.</p> <p>The educator has composed a one page narrative that draws out subtleties, new insights, affirmations, and areas of concern.</p> <p>Educator gives a final thought about application or reflection on interdisciplinary themes.</p> | <p>The list is represented in a Works Cited page formatted according to MLA or APA style guide standards.</p> <p>The educator has composed a one page narrative that draws out new insights and areas of concern.</p> <p>Educator gives a final thought on the application of interdisciplinary themes.</p> | <p>The list is represented in a Works Cited page formatted according to MLA or APA style guide standards.</p> <p>The educator has composed a one page narrative but does not draw out insights; the educator only states facts.</p> <p>The educator does not establish a clear connection to interdisciplinary themes.</p> |
| Artifact 2: Unit or Lesson Plan | <p>The educator shares a clear and concise overview of the interdisciplinary theme and explains how content specific goals align.</p> <p>The educator has developed essential questions that foster student inquiry throughout the study of the interdisciplinary theme.</p> <p>The educator has shared a list of 3 or</p> | <p>The educator shares a clear overview of the interdisciplinary theme and explains content specific goals.</p> <p>The educator has developed essential questions for the study of the interdisciplinary theme.</p> <p>The educator has shared a list of 3 or more student resources.</p> | <p>The educator shares an overview of the interdisciplinary theme.</p> <p>Content goals are not explicitly stated.</p> <p>The educator has attempted essential questions for the study of the interdisciplinary theme; however, there is no clear link.</p> <p>The educator has shared a list of student resources,</p> |



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|---|---|---|--|
| | <p>more highly useful student resources.</p> <p>Two original classroom activities clearly illustrate different perspectives are an essential element of interdisciplinary themes.</p> | <p>The two original classroom activities attempt to illustrate different perspectives of interdisciplinary themes.</p> | <p>but may not be of quality</p> <p>The two classroom activities do not illustrate different perspectives of interdisciplinary themes.</p> |
| Artifact 3: Student Work Samples | <p>The educator has shared two student samples from two different students.</p> <p>The samples clearly demonstrate a clear link between student understanding of multiple perspectives and the interconnectedness of content through interdisciplinary themes.</p> <p>The educator's narrative explanation of student samples shows understanding and ability to effectively implement interdisciplinary themes in the classroom.</p> | <p>The educator has shared two student samples from two different students.</p> <p>The samples demonstrate a link between student understanding of multiple perspectives and the interconnectedness of content through interdisciplinary themes.</p> <p>The educator's narrative explanation of student samples attempts but does not explicitly show understanding and ability to implement interdisciplinary themes in the classroom.</p> | <p>The educator has shared two student samples.</p> <p>The samples do not show a link between student understanding of multiple perspectives and the interconnectedness of content through interdisciplinary themes.</p> <p>The educator's narrative fails to explain student samples or show understanding and ability to implement interdisciplinary themes.</p> |



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Part 3 Reflection

(200-400 words)

Use the word count as a guide to write a personal reflection about your work on this micro-credential. For tips on writing a good reflection review the following resource:

[How Do I Write a Good Personal Reflection?](#)

Please do not include any information that will make you identifiable to your reviewers.

1. How will your work with interdisciplinary themes positively impact student learning going forward?
2. How have interdisciplinary themes positively impacted the diverse learners in your classroom?
3. Build upon the artifacts and narratives you have submitted in part 2.

Passing: Educator's response addresses student learning through the use of multiple perspectives as developed through the interconnectedness of an overarching theme. Reflection provides evidence that this activity has had a positive impact on both educator practice and student success. Specific examples are cited directly from personal or work related experiences to support claims. Also included are specific actionable steps that demonstrate how new learning will be integrated into future practices.



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