INTERDISCIPLINARY SYNERGY: TEACHING AND LEARNING IN COLLABORATION

Jill Jordan and Rebecca Kaplan Tell the Truth about Collaboration

Teaching Life of Pi across the Curriculum
Steven H. Bills, Lisa Bond, and Janet Cascio

Erin Counihan and Amanda Silcox Connect Internal Rhyme, Isosceles Triangles, and iMovie

"To Be English, Math, and History": A Multidisciplinary Project
Nancy Pekter and Bruce McAskill

Multimodal Learning in English and Biology
Kelly Byrne Bull and Juliann B. Dupuis

Chess, Contest, and English
Samuel Elliott and Geoffrey Elliott

Kyle Vaughn and Robert Kallos Present Figurative Theater

The Hunger Games and Disciplinary Literacy
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15 “No Bamboozlement Here”: Teaching Yann Martel’s Life of Pi across the Curriculum
Steven H. Bills, Lisa Bond, and Janet Cascio
The article examines Yann Martel’s novel, Life of Pi, in the context of providing instruction across the high school curriculum.

22 Historical Fiction in English and Social Studies Classrooms: Is It a Natural Marriage?
KaaVonia Hinton, Yonghee Suh, Lourdes Colón-Brown, and Maria O’Heam
The authors report outcomes of a collaborative, interdisciplinary effort through a study group developed to make connections across content areas (English and history/social studies) and grade levels (middle school, high school, and college).

28 Intending to Meet: The Truth about Collaboration
Jill Jordan and Rebecca Kaplan
This article illustrates the importance of taking the time to practice authentic collaboration for teachers to better their craft and help their students become independent and critical learners.

34 Internal Rhyme, Isosceles Triangles, and iMovie: A Middle School Collaboration to Integrate English and Geometry
Erin Counihan and Amanda Silcox
An eighth-grade English teacher and a math teacher work together to improve student writing, engagement, and communication in English and geometry classes.

41 What The Hunger Games Can Teach Us about Disciplinary Literacy
Jane M. Saunders
This piece discusses how to use the young adult novel The Hunger Games to plan literacy-based lessons that draw on a variety of core content (English, history, math, and science) and deepen students’ understandings of curricular content across the school day.

48 “To Be English, Math, and History”: A Multidisciplinary Project for Students and Teachers
Nancy Pekter and Bruce McAskill
Two teachers of different subject areas (English and mathematics) describe their experiences with a multidisciplinary research paper for senior high school students.

56 The Living Book Project: A Portrait of Collaboration
Elizabeth Baumann Kelso and Lauren Kaushansky
Teachers and students from diverse high schools, in collaboration with university personnel, came together for the Living Book Project and collectively reflected on Rebecca Skloot’s The Immortal Life of Henrietta Lacks.

64 Figurative Theater
Kyle Vaughn and Robert Kallos
The article describes a collaborative project co-taught by a creative writing teacher and the theater department’s technical director that required students to write an original script and perform it as toy theater or shadow theater.
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73 Nonfiction and Interdisciplinary Inquiry: Multimodal Learning in English and Biology
Kelly Byrne Bull and Juliann B. Dupuis
This article offers suggestions on teaching a nonfiction unit (in English) and genetics unit (in biology) that, together, incorporate reading, researching, writing, and advocating for an environmental issue.

80 Discussion-Based Problem Solving: An English-Calculus Collaboration Emphasizes Cross-Curricular Thinking Skills
Jennifer Isgritt and Quentin Donnellan
An English teacher and a math teacher collaborating to improve practices in classroom discussion develop a problem-solving method that steers students away from seeking simple solutions and into an understanding of the complexity and nature of problems.

87 Chess, Contest, and English
Samuel Elliott and Geoffrey Elliott
This article reports on an ethnographic analysis of students who play chess at a mixed comprehensive school in England. The authors explore how children learn when playing chess and speculate about how the appeal of the game could be used by secondary teachers to improve English lessons.

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