

Objectives Alignment

Chicago Metro History Day and the International Baccalaureate Based on MYP Year 3 (8th grade)



International Baccalaureate MYP Criteria Individuals and Societies	Chicago Metro History Day /NHD model of inquiry and project-based learning objective alignment
A. Knowing and Understanding	
<p>Students develop factual and conceptual knowledge about individuals and societies.</p> <p>“Assesses students’ ability to use sources to: identify key ideas/points; find contradictory evidence; find a counterclaim; and identify the origin, purpose, value and limitations to compare and contrast or evaluate values and limitations of sources.”</p> <p>“Assesses students’ ability to engage in the activity of producing a piece of extended writing or communicating creatively.”</p>	<ul style="list-style-type: none"> • Demonstrate knowledge and comprehension of social, economic, political, and cultural historical contexts that inform their topic. • Distinguish factual accuracy, credible sources, multiple perspectives, relevant knowledge. • Undertake essential questions and themes of history as they build their knowledge and comprehension. • Study a narrow topic in-depth. While the topic has a local history connection, it can be best understood in its national and global context.
B. Investigating	
<p>Students develop systematic research skills and processes associated with disciplines in the humanities and social sciences. Students develop successful strategies for investigating independently and in collaboration with others.</p> <p>“Assesses students’ ability to use a variety of sources to respond to structured questions”</p> <p>“Assesses students’ ability to engage in the activity of producing a piece of extended writing or communicating creatively.”</p>	<ul style="list-style-type: none"> • Form their own historical research question on a topic of their choosing. • Employ metacognitive skills, maintain and meet deadlines of a three to six month research project. • Conduct research using digital sources, collections in libraries, archives, and community and university resources. • Use note-taking methods that promote active learning (such as Cornell). • Collect, analyze, and use credible and relevant sources as evidence that support an original thesis.

<p>C. Communicating</p> <p>Students develop skills to organize, document and communicate their learning using a variety of media and presentation formats.</p> <p>“Assesses students’ ability to engage in the activity of producing a piece of extended writing or communicating creatively.”</p> <p>“Assesses students’ ability to use a variety of sources to respond to structured questions.”</p>	<ul style="list-style-type: none"> • Communicate their argument and interpretation by presenting a research paper, exhibit, performance, documentary or website to a public audience. • Use the project category best suited to the sources, displaying careful attention to details to produce a presentation which is coherent, well-organized, and engaging. • Create a bibliography, using MLA or Chicago styles, which must be annotated (papers must use citations).
<p>D. Thinking Critically</p> <p>Students use critical-thinking skills to develop and apply their understanding of individuals and societies and the process of investigation.</p> <p>“Assesses students’ ability to engage in the activity of producing a piece of extended writing or communicating creatively.”</p> <p>“Assesses students’ ability to use sources to: identify key ideas/points; find contradictory evidence; find a counterclaim; and identify the origin, purpose, value and limitations to compare and contrast or evaluate values and limitations of sources”</p>	<ul style="list-style-type: none"> • Analyze concepts, events, issues, models and arguments using historical thinking skills. • Use evidence to reach a conclusion. • Evaluate historical significance. • Explain cause and effect and change over time and analyze short term and long-term impact. • “Source documents” (evaluate and analyze) for origin, purpose, author, audience, value, limitations, and context. • Recognize, interpret, and incorporate multiple perspectives in primary sources and different interpretations in secondary sources. • Develop a thesis based on the historical question. • Synthesize primary and secondary sources to tell a story and make a valid, well supported argument based on the evidence. • Evaluate the relevance of their topic to the present.