Objectives Alignment: Chicago Metro History Fair and the International Baccalaureate Middle Years Programme

Based on MYP Year 3 (8th grade)
[Year 5 Benchmarks (10th grade) are noted when they differ from Year 3.]

International Baccalaureate MYP Criteria Humanities Curriculum	History Fair / History Day model of inquiry and project-based humanities learning
A. Knowing and Understanding	**History Fair meets Criterion A as students**
Use humanities terminology in context	• Undertake essential questions and themes of history as they build their knowledge and comprehension.
Demonstrate knowledge and understanding of subject-specific content and concepts, appropriate to the age level, using descriptions, explanations and examples	• 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.
	• 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.
B. Investigating	**History Fair meets Criterion B as students**
Formulate a clear and focused research question	• Form their own historical research question on a topic of their choosing.
Follow an action plan to investigate a research question	• Employ metacognitive skills, maintain and meet deadlines of a three to six month research project.
Use methods accurately to collect and record information consistent with the research question	• 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).
Effectively address the research question	• Collect, analyze, and use credible and relevant sources as evidence that support an original thesis.

C. Thinking critically	History Fair meets Criterion C as students
Analyze concepts, events, issues, models and/or arguments	• 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. • Analyze short term and long term impact.
Evaluate and analyse a range of sources in terms of origin and purpose, recognizing values and limitations	• "Source documents" (evaluate and analyze) for origin, purpose, author, audience, value, limitations, and context.
Recognize [interpret] different perspectives and their implications	• Recognize, interpret, and incorporate multiple perspectives in primary sources and different interpretations in secondary sources.
Make connections [synthesize] between information to make valid, well-supported arguments	• 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 relevancy of their topic to the present.
D. Communicating	History Fair meets IB Criteria D as students
Communicate information and ideas using an appropriate style for the audience and purpose	• Communicate their argument and interpretation by presenting a research paper, exhibit, performance, documentary or website to a public audience.
Structure information and ideas in a way that is appropriate to the specified format	• 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 [document] a list of sources of according to the task instructions	• Create a bibliography, using MLA or Turabian/CMS styles, which must be annotated (papers must use citations).