

National History Day in Ohio
Ohio Academic Content Standards
Grade 10

National History Day is a program that teachers can use in the classroom to help them achieve many student, school, district, and state goals and standards. During the process of choosing a topic, creating a thesis, conducting research, and creating and presenting their History Day entries, students develop the skills and knowledge outlined in the Ohio Academic Content Standards as they also successfully complete their History Day entry. This document will help teachers integrate History Day in their curriculum while helping students achieve the goals outlined by the Ohio Department of Education. The English Language Arts and Social Studies standards in this document have come directly from the Ohio Academic Content Standards as available on the Ohio Department of Education web site in December 2003. The Library, Fine Arts and Technology standards were added to this document in August 2004. The National History Day in Ohio program will continue to update this information as academic standards become adopted in new content areas.

Social Studies

Social Studies Skills and Methods

<i>Thinking and Organizing</i>	<ol style="list-style-type: none"> 1. Determine the credibility of sources by considering the following: <ol style="list-style-type: none"> a. The qualifications and reputation of the writer; b. Agreement with other credible sources; c. Recognition of stereotypes; d. Accuracy and consistency of sources; e. The circumstances in which the author prepared the source. 2. Critique evidence used to support a thesis
<i>Communicating Information</i>	<ol style="list-style-type: none"> 3. Analyze one or more issues and present a persuasive argument to defend a position.

English Language Arts

Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies

<i>Comprehension Strategies</i>	<ol style="list-style-type: none"> 1. Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions. 2. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.
<i>Self-Monitoring Strategies</i>	<ol style="list-style-type: none"> 3. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text.
<i>Independent Reading</i>	<ol style="list-style-type: none"> 4. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others). 5. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).

Reading Applications: Informational, Technical and Persuasive Text

1. Identify and understand organizational patterns (e.g., cause-effect, problem-solution) and techniques, including repetition of ideas, syntax and word choice, that authors use to accomplish their purpose and reach their intended audience.
2. Critique the treatment, scope and organization of ideas from multiple sources on the same topic.
3. Evaluate the effectiveness of information found in maps, charts, tables, graphs, diagrams, cutaways and overlays.
4. Assess the adequacy, accuracy and appropriateness of an author's details, identifying persuasive techniques (e.g., transfer, glittering generalities, bait and switch) and examples of propaganda, bias and stereotyping.
5. Analyze an author's implicit and explicit argument, perspective or viewpoint in text.
6. Identify appeals to authority, reason and emotion.
7. Analyze the effectiveness of the features (e.g., format, sequence, headers) used in various consumer documents (e.g., warranties, product information, instructional materials), functional or workplace documents (e.g., job-related materials, memoranda, instructions) and public documents (e.g., speeches or newspaper editorials).
8. Describe the features of rhetorical devices used in common types of public documents, including newspaper editorials and speeches.

Writing Processes

<i>Prewriting</i>	<ol style="list-style-type: none"> 1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas. 2. Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys). 3. Establish and develop a clear thesis statement for informational writing or a plan for narrative writing. 4. Determine a purpose and audience and plan strategies (e.g., adapting focus, content structure and point of view) to address purpose and audience. 5. Use organizational strategies (e.g., notes and outlines) to plan writing.
<i>Drafting, Revising and Editing</i>	<ol style="list-style-type: none"> 6. Organize writing to create a coherent whole with an effective and engaging introduction, body and a conclusion, and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing. 7. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive structure). 8. Use paragraph form in writing, including topic sentences that arrange paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures. 9. Use language, including precise language, action verbs, sensory details and colorful modifiers, and style as appropriate to audience and purpose, and use techniques to convey a personal style and voice. 10. Use available technology to compose text. 11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure. 12. Add and delete information and details to better elaborate on a stated central idea and more effectively accomplish purpose. 13. Rearrange words, sentences and paragraphs and add transitional words and phrases to clarify meaning and maintain consistent style, tone and voice. 14. Use resources and reference materials (e.g., dictionaries and thesauruses)

	<p>to select effective and precise vocabulary that maintains consistent style, tone and voice.</p> <p>15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language.</p> <p>16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.</p>
<i>Publishing</i>	<p>17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product.</p>

Writing Applications

1. Write informational essays or reports, including research that:
 - a. Pose relevant and tightly drawn questions that engage the reader;
 - b. Provide a clear and accurate perspective on the subject
 - c. Create an organizing structure appropriate to the purpose, audience and context;
 - d. Support the main idea with facts, details, examples and explanations from sources; and
 - e. Document sources and include bibliographies.
2. Write persuasive compositions that:
 - a. Support arguments with detailed evidence;
 - b. Exclude irrelevant information; and
 - c. Cite sources of information

Research

1. Compose open-ended questions for research, assigned or personal interest, and modify questions as necessary during inquiry and investigation to narrow the focus or extend the investigation.
2. Identify appropriate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).
3. Determine the accuracy of sources and the credibility of the author by analyzing the sources' validity (e.g., authority, accuracy, objectivity, publication date and coverage).
4. Evaluate and systematically organize important information, and select appropriate sources to support central ideas, concepts and themes.
5. Integrate quotations and citations into written text to maintain a flow of ideas.
6. Use style guides to produce oral and written reports that give proper credit for sources and include an acceptable format for source acknowledgement.
7. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information that supports a clear position about the topic or research question and to maintain an appropriate balance between researched information and original ideas.

Communication: Oral and Visual

<i>Speaking Applications</i>	<ol style="list-style-type: none"> 1. Deliver informational presentations (e.g., expository, research) that: <ol style="list-style-type: none"> a. Demonstrates an understanding of the topic and present events or ideas in a logical sequence;
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	<ul style="list-style-type: none"> b. Support the controlling idea or thesis with well-chosen and relevant facts, details, examples, quotations, statistics, stories and anecdotes; c. Include an effective introduction and conclusion and use a consistent organizational structure (e.g., cause-effect, compare-contrast, problem-solution); d. Use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology to enhance presentation; and e. Draw from multiple sources, including both primary and secondary sources, and identify sources used.
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Library Guidelines

Information Literacy

Benchmark A: Investigate information through independent discovery, peer collaboration, and inquiry learning; read a variety of literary material for academic need, personal interest and lifelong learning; and practice responsible usage and ethical behavior when using library media center materials.

<i>Library Awareness</i>	<ol style="list-style-type: none"> 1. Evaluate library materials and select formats based on information need and personal preference (e.g., e-book, digital media, print). 2. Locate resources using a title, subject or author, keyword and advanced searches in the library catalog or with appropriate online resources (e.g., Boolean operators or limiters, copyright year or material type). 3. Make meaningful connections between classroom learning, information skills and real-life situations.
<i>Responsible Use</i>	<ol style="list-style-type: none"> 4. Demonstrate an appreciation of intellectual property rights and awareness of intellectual property issues. 5. Understand the importance of diverse information and access to information in a democratic society.
<i>Lifelong Learning</i>	<ol style="list-style-type: none"> 6. Utilize public library for informational and personal needs. 7. Access academic (college and university) libraries for advanced information on an academic subject.

Benchmark B: Determine and apply an evaluative process to all information sources chosen for a project.

<i>Evaluating Resources</i>	<ol style="list-style-type: none"> 1. Examine information for its accuracy and relevance to an information need (e.g., for a report on pollution, find information from sources that have correct and current information related to the topic). 2. Identify relevant facts, check facts for accuracy and record appropriate information (e.g., follow a standard procedure to check information used in a project). 3. Select appropriate information on two sides of an issue (e.g., identify the authors of each information source and their expertise and/or bias).
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Benchmark C: Apply a research process model to conduct research and meet information needs.

<i>Decide</i>	<ol style="list-style-type: none"> 1. Select the essential question to be examined by the research. 2. Utilize basic and advanced search strategies to obtain topic-appropriate resources.
<i>Find</i>	<ol style="list-style-type: none"> 3. Evaluate information, select relevant and pertinent information found in each source and maintain accurate records of sources used. 4. Organize and analyze information through note taking and finding

	connections that lead to a final product. 5. Follow copyright laws and guidelines, using standard bibliographic format to list sources.
<i>Check</i>	6. Create and communicate findings through an appropriate format. 7. Review and evaluate the research process and resources used to determine how the process might be improved. 9. Evaluate the research product for ways to improve the communication of information.

Technology Literacy

Benchmark A: Formulate advanced search strategies, demonstrating an understanding of the strengths of the Internet, and evaluate the quality and appropriate use of Internet resources.

<i>Search Strategies</i>	1. Construct an effective search strategy to retrieve relevant information through multiple search engines, directories and Internet resources.
<i>Web Site Evaluation</i>	2. Employ a systematic approach to judge the validity of Web information matched against the defined information need (e.g., researching an author through the Web requires finding biographical information plus criticism of the author's works). 3. Examine the information retrieved through Internet searching for authenticity of information, bias, currency, relevance and appropriateness.

Benchmark B: Evaluate choices of electronic resources and determine their strengths and limitations.

<i>Electronic Resources</i>	1. Choose a topic, then identify appropriate electronic resources to use, citing the name and date of the resource medium database or archive collection. 2. Research and critique information in different types of subscription (fee-based) electronic resources to locate information for a curricular need. 3. Investigate tools within electronic resources to generate search strategies (e.g., use a thesaurus to identify subject terms for improved retrieval of information).
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Benchmark C: Utilize Internet for research, classroom assignments and appropriate personal interests.

<i>Search Strategies</i>	1. Construct an effective search strategy to retrieve relevant information through multiple search engines, directories and Internet resources. 2. Narrow or broaden the search strategy by modifying the keywords entered in the original search strategy.
<i>Evaluating Sources</i>	3. Examine the information retrieved through Internet searching for authenticity of information, bias, currency, relevance and appropriateness.

Media Literacy

Benchmark A: Comprehend that media communications deliver information and messages that regard social, political, aesthetic and ethical issues.

<i>Media Messages</i>	1. Examine the social, economic, political, aesthetic and ethical functions and purpose embedded in media communications.
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Benchmark B: Evaluate various media practices used to contribute to the effectiveness of media communications and their impact on social, political, economical and ethical issues.

<i>Media Elements</i>	<ol style="list-style-type: none"> 1. Assess procedures and decision-making processes involved in the construction of various media communications and messages, and the degree to which the results impact social, economic, political, aesthetic and ethical issues, and society as a whole. 2. Demonstrate how use of multimedia components, organizational patterns, production techniques and medium formats to inform or influence social, economic, political, aesthetic and ethical issues (e.g., editing, figurative language, sound devices, literary techniques, black and white footage, set design in social-cultural contexts, effective packaging).
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Benchmark C: Critique and evaluate the intended impact of media communications and messages when delivered by society as a whole.

<i>Communicating With Media</i>	1. Assess media communications for bias, fallacious reasoning, unsupported inferences, propaganda, rhetoric, stereotyping, accuracy, relevancy and credibility.
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Fine Arts

Drama/Theatre

(These standards apply for students doing History Day performances)

Creative Expression & Communication

Benchmark A: Analyze the physical, social and psychological dimensions of a character and create a believable portrayal of that character.

1. Demonstrate in dramatic action how various factors such as emotional attitude contribute to characterization.
2. Deliver memorized lines and/or read aloud from a script with clarity, volume and vocal variety.

Connections, Relationships & Applications

Benchmark B: Synthesize the relationship between concepts and skills used in drama/theatre with other curricular subjects.

1. Recognize the necessity of integration of all disciplines in dramatic/theatrical activity.

Technology

(These standards apply primarily for students producing History Day documentaries.

Some indicators in Technology and Communication Applications are applicable to History Day researchers in general.)

Technology for Productivity Applications

Benchmark B: Identify, select and apply appropriate technology tools and resources to produce creative works and to construct technology-enhanced models.

<i>Communication Tools</i>	1. Use equipment related to computer and multimedia technology imaging (e.g., digitalization, optical character recognition, scanning, computerized microscopes).
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Technology and Communication Applications

Benchmark A: Apply appropriate communication design principles in published and presented projects.

<i>Electronic Communications</i>	1. Identify and incorporate organizational techniques used in electronic communication (e.g., cause and effect, compare and contrast, problem and solution strategies).
<i>Principles of Design</i>	2. Manipulate communication design elements (image, language, sound and motion) based on intent of the message (e.g., inform or persuade).
<i>Evaluation</i>	3. Compare and contrast the accuracy of the message/communication product with the audience results (e.g., was the audience influenced by inaccurate information?).

Benchmark B: Create, publish and present information, utilizing formats appropriate to the content and audience.

<i>Publication</i>	1. Publish information in printed and electronic version, and select appropriate publication format (e.g., paper, Web, video).
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Benchmark C: Identify communication needs, select appropriate communication tools and design collaborative interactive projects and activities to communicate with others, incorporating emerging technologies.

<i>Use of Communication</i>	1. Employ online communication capabilities to make inquiries, do research and disseminate results.
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