

National History Day in Ohio
Ohio Academic Content Standards
Grade 12

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>	1. Research an issue or topic by gathering, recording, evaluating and interpreting relevant data.
<i>Communicating Information</i>	2. Develop a research project and make formal presentations to the class and/or community members using: <ul style="list-style-type: none"> a. Key terms; b. Support for main ideas; c. Examples; d. Statistics and other evidence; e. Visual aids; f. Formal citation of sources. 3. Respond to questions and feedback about presentations knowledgeably and civilly.
<i>Problem Solving</i>	4. Build consensus within a group by: <ul style="list-style-type: none"> a. Finding points of agreement; b. Identifying points individuals are willing to concede; c. Making sure that all voices are heard; d. Attempting to understand the view of other.

English Language Arts

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

<i>Comprehension Strategies</i>	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</i>	3. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing

<i>Strategies</i>	what has been read so far in text.
<i>Independent Reading</i>	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. Analyze the rhetorical devices used in public documents, including state or school policy statements, newspaper editorials and speeches.
2. Analyze and critique organizational patterns and techniques including repetition of ideas, appeals to authority, reason and emotion, syntax and word choice that authors use to accomplish their purpose and reach their intended audience.
3. Analyze and compile information from several sources on a single issue or written by a single author, clarifying ideas and connection them to other sources and related topics.
4. Distinguish between valid and invalid inferences and provide evidence to support the findings, noting instances of unsupported inferences, fallacious reasoning, propaganda techniques, bias and stereotyping.
5. Examine an author's implicit and explicit philosophical assumptions and beliefs about a subject.
6. Evaluate the effectiveness and validity of arguments in public documents and their appeal to various audiences.
7. Analyze the structure and features of functional and workplace documents, including format, sequence and headers, and how authors use these features to achieve their purposes and to make information accessible and usable.
8. Critique functional and workplace documents (e.g., instructions, technical manuals, travel schedules and business memoranda) for sequencing of information and procedures, anticipation of possible reader misunderstandings and visual appeal.

Writing Processes

<i>Prewriting</i>	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 clear plan or outline for narrative writing. 4. Determine a purpose and audience and plan strategies (e.g., adapting formality of style, including explanations or definitions as appropriate to audience needs) to address purpose and audience. 5. Use organizational strategies (e.g., notes and outlines) to plan writing.
<i>Drafting, Revising and Editing</i>	6. Organize writing to create a coherent whole with an effective and engaging introduction, body and 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 sentence 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 precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose, and use techniques to convey a personal style and voice.

	<p>10. Use available technology to compose text.</p> <p>11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure.</p> <p>12. Add and delete examples and details to better elaborate on a stated central idea, to develop more precise analysis or persuasive argument or to enhance plot, setting and character in narrative texts.</p> <p>13. Rearrange words, sentences and paragraphs and add transitional words and phrases to clarify meaning and achieve specific aesthetic and rhetorical purposes.</p> <p>14. Use resources and reference materials (e.g., dictionaries and thesauruses) 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. Develop a controlling idea that conveys a perspective on the subject;
 - b. Create an organizing structure appropriate to the purpose, audience and context;
 - c. Include information on all relevant perspectives, considering the validity and reliability of primary and secondary sources;
 - d. Make distinctions about the relative value and significance of specific data, facts and ideas;
 - e. Anticipate and address a reader's potential biases, misunderstandings and expectations; and
 - f. Provide a sense of closure to the writing.
2. Write persuasive compositions that:
 - a. Articulate a clear position;
 - b. Support assertions using rhetorical devices, including appeals to emotion or logic and personal anecdotes; and
 - c. Develop arguments using a variety of methods (e.g., examples, beliefs, expert opinion, cause-effect reasoning).

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. Analyze the complexities and discrepancies in information and systematically organize relevant information 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 appropriate in-text documentation, notes and an acceptable format for source acknowledgement.
7. Use a variety of communication techniques including oral, visual, written or multimedia report to present information that supports a clear position about the topic or research question and defend the credibility and validity of the information presented.

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. Present a clear and distinctive perspective on the subject; b. Present events or ideas in a logical sequence; c. Support the controlling idea or thesis with well-chosen and relevant facts, details, examples, quotations, statistics, stories and anecdotes; d. Include an effective introduction and conclusion and use a consistent organizational structure (e.g., cause-effect, compare-contrast, problem-solution); e. Use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology to enhance presentation; and f. Draw from and cite multiple sources, including both primary and secondary sources, and consider the validity and reliability of sources.
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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. Access the library facility in person and remotely when needed. 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).
<i>Responsible Use</i>	<ol style="list-style-type: none"> 3. Observe intellectual property rights and copyright restrictions. 4. Respect the principles of intellectual freedom and intellectual property rights.
<i>Lifelong Learning</i>	<ol style="list-style-type: none"> 5. Use a variety of libraries for academic achievement and lifelong learning after graduation.

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. Evaluate information collected to answer both personal and curricular needs to determine its accuracy, authority, objectivity, currency and coverage. 2. Acknowledge intellectual property in using information sources. 3. Determine and apply an evaluative process to all information sources chosen for a project.
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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. Derive a personally developed research model to conduct independent
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	research.
<i>Find</i>	2. Refine the information question to focus the research process, modifying the question as necessary to broaden or narrow the inquiry.
<i>Use</i>	3. Critique information sources to determine if different points of view are included 4. Integrate multiple information sources in the research process.
<i>Check</i>	5. Adhere to copyright and intellectual property laws and guidelines when creating new products (e.g., standard bibliographic format, permissions to use information created by others). 6. Archive final product in an accessible format for future use.

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. Synthesize search results retrieved from a variety of Internet resources to create an information product for a targeted audience.
<i>Web Site Evaluation</i>	2. Critique research retrieved through the Internet for authority, accuracy, objectivity, currency, coverage and relevancy.

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

<i>Electronic Resources</i>	1. Research information from electronic archives (e.g., listserv archives, Web log sites). 2. Use a variety of technology resources for curriculum and personal information need (e.g., streaming video, CD/DVD, subscription database). 3. Evaluate technology resources and determine strengths and weaknesses for curricular or personal needs. 4. Select appropriate tool, online resource or Web.
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Benchmark C: Utilize Internet for research, classroom assignments and appropriate personal interests.

<i>Evaluating Sources</i>	1. Synthesize search results retrieved from a variety of Internet resources to create an information product for a targeted audience. 2. Critique research retrieved through the Internet for authority, accuracy, objectivity, currency, coverage and relevancy.
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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. Analyze and critique social, economic, political, aesthetic and ethical functions and purposes embedded in media communications.
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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. Critique media communications for complexities and discrepancies, accuracy, relevancy and credibility. 2. Evaluate media communications and information products for alignment of content, context and projected values.
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Fine Arts

Drama/Theatre

(These standards apply for students doing History Day performances)

Connections, Relationships & Applications

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

1. Integrate the essential skills from all disciplines needed for dramatic/theatrical production.

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 and Communication Applications

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

<i>Principles of Design</i>	1. Facilitate message intent by incorporating design elements that contribute to the effectiveness of a specific communication medium into student-generated products.
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Benchmark B: Create, publish and present information, utilizing formats appropriate to the content and audience.

<i>Use of Communication</i>	1. Use Web technologies to disseminate information to a broader audience.
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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. Communicate using all manifestation of e-mail, as needed, for personal and curricular purposes, demonstrating appropriate and responsible use. 2. Use all available online communication capabilities to make inquiries, do research and disseminate results.
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