

National History Day in Ohio

Ohio Academic Content Standards

Grade 7

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. Describe historical events and issues from the perspectives of people living at the time in order to avoid evaluating the past in terms of today's norms and values.
<i>Communicating Information</i>	2. Compare multiple viewpoints and frames of reference related to important events in world history.
<i>Problem Solving</i>	3. Establish guidelines, rules and time lines for group work. 4. Reflect on the performance of a classroom group in which one has participated including the contribution of each member in reaching group goals.

English Language Arts

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

<i>Comprehension Strategies</i>	1. Establish and adjust purposes for reading, including to find out, to understand, to interpret, to enjoy and to solve problems. 2. Predict or hypothesize as appropriate from information in the text, substantiating with specific references to textual examples that may be in widely separated sections of text. 3. Make critical comparisons across text, noting author's style as well as literal and implied content of text. 4. Summarize the information in texts, using key ideas, supporting details and referencing gaps or contradictions. 5. Select, create and use graphic organizers to interpret textual information. 6. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.
<i>Self-Monitoring</i>	7. Monitor own comprehension by adjusting speed to fit the purpose, or by

<i>Strategies</i>	skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text.
<i>Independent Reading</i>	8. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others). 9. 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. Use text features, such as chapter titles, headings and subheadings; parts of books, including index, appendix, table of contents and online tools (search engines) to locate information.
2. Analyze examples of cause and effect and fact and opinion.
3. Compare and contrast different sources of information, including books, magazines, newspapers and online resources, to draw conclusions about a topic.
4. Compare original text to a summary to determine the extent to which the summary adequately reflects the main ideas, critical details and underlying meaning of the original text.
5. Analyze information found in maps, charts, tables, graphs, diagrams, cutaways and overlays.
6. Assess the adequacy, accuracy and appropriateness of an author's details, identifying persuasive techniques and examples of bias and stereotyping.
7. Identify an author's purpose for writing and explain an author's argument, perspective or viewpoint in text.
8. Compare the treatment, scope and organization of ideas from different texts on the same topic.

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. Conduct background reading, interviews or surveys when appropriate. 3. Establish a thesis statement for informational writing or a plan for narrative writing. 4. Determine a purpose and audience. 5. Use organizational strategies (e.g., rough outlines, diagrams, maps, webs and Venn diagrams) to plan writing.
<i>Drafting, Revising and Editing</i>	<ol style="list-style-type: none"> 6. Organize writing with an effective and engaging introduction, body and a conclusion that summarizes, extends or elaborates on points or ideas in the writing. 7. Vary simple, compound and complex sentence structures. 8. Group related ideas into paragraphs, including topic sentences following paragraph form, and maintain a consistent focus across paragraphs. 9. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose. 10. Use available technology to compose text. 11. Reread and analyze clarity of writing. 12. Add and delete information and details to better elaborate on a stated central idea and to more effectively accomplish purpose. 13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning. 14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select more effective vocabulary.

	<p>15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons.</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 format appropriate to the purpose, using 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 present a literal understanding of the topic, include specific facts, details and examples from multiple sources, and create an organizing structure appropriate to the purpose, audience and context.

Research

1. Generate a topic, assigned or personal interest, and open-ended questions for research and develop a plan for gathering information.
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. Identify and explain the importance of validity in sources, including publication date, coverage, language, points of view, and describe primary and secondary sources.
4. Select an appropriate structure for organizing information in a systematic way (e.g., notes, outlines, charts, tables and graphic organizers).
5. Analyze and organize important information, and select appropriate sources to support central ideas, concepts and themes.
6. Integrate quotations and citations into written text to maintain a flow of ideas.
7. Use an appropriate form of documentation, with teacher assistance, to acknowledge sources (e.g., bibliography, works cited).
8. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information that supports a clear position with organized and relevant evidence about the topic or research question.

Communication: Oral and Visual

<i>Speaking Applications</i>	<p>1. Deliver informational presentations (e.g., expository, research) that:</p> <ol style="list-style-type: none"> a. demonstrates an understanding of the topic and present events or ideas in a logical sequence; 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; and e. draw from multiple sources and identify sources used.
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Library Guidelines

Information Literacy

Benchmark A: Understand the function of the school library media center, recognize other types of libraries, and use a variety of libraries to meet informational and personal needs.

<i>Library Awareness</i>	1. Discuss search strategies and information retrieval methods with the library media specialist or library staff member as needed.
<i>Lifelong Learning</i>	2. Know that public libraries have a variety of sections or departments that provide materials (e.g., children's department, young adult section, local history section, genealogy department). 3. Understand there are many types of libraries that serve as a variety of purposes (e.g., school, public, academic, government).

Benchmark B: Identify information needs, select school library media books and materials in a variety of formats, and demonstrate responsible use and ethical behavior when using library media materials.

<i>Library Awareness</i>	1. Evaluate library materials and select formats based on information need (e.g., print, nonprint, electronic, video, audio).
<i>Library Organization</i>	2. Use the library reference collection to find answers. 3. Locate resources using a title, subject or author, keyword and advanced searches in the library catalog.
<i>Responsible Use</i>	4. Demonstrate awareness of cultural diversities, differing opinions and points of view when using materials.

Benchmark D: Evaluate the accuracy, authority, objectivity, currency, coverage and relevance of information and data sources.

<i>Evaluating Resources</i>	1. Distinguish when current copyright dates of sources are important in answering an information need (e.g., science information on cloning, results of an election). 2. Assess the objectivity of a source when using information. 3. Compare multiple sources (online encyclopedia, Web site, online magazine database, print sources) to check accuracy of information. Do facts match on each site? 4. Determine if a given source has all the information needed for a question or project (coverage) (e.g., general encyclopedia with a subject overview, magazine article highlighting specific issue). 5. Chart information gathered from multiple sources to determine facts to be used in a project.
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Benchmark E: Conduct research and follow a research process model that includes the following: develop essential question; identify resources; select, use and analyze information; synthesize and generate a product; and evaluate both process and product.

<i>Decide</i>	1. Develop open-ended research questions about a defined information need.
<i>Find</i>	2. Select and evaluate relevant information about a specific topic in several sources. 3. Select information from different types of subscription resources (fee-based, pay-to-use) to meet an information need (e.g., magazine database, picture archive, online encyclopedia).

<i>Use</i>	<p>4. Compile information learned about a topic from a variety of sources.</p> <p>5. Create information products to share information using different formats (e.g., print, audio recording, digital, video, slide show).</p> <p>6. Identify primary and secondary source material and discuss differences.</p> <p>7. Take notes, organize information into logical sequence and create a draft product (e.g., report, research paper, presentation).</p> <p>8. Critically evaluate the quality of the information resource (e.g., authority, accuracy, currency, objectivity).</p>
<i>Check</i>	<p>9. Evaluate how information was found and assess the quality of the information product.</p>

Technology Literacy

Benchmark B: Develop search strategies, retrieve information in a variety of formats and evaluate the quality and appropriate use of Internet resources.

<i>Search Strategies</i>	<p>1. Search a student-selected online directory or search engine by subject, keyword, author, title, date or format.</p> <p>2. Compare information found in searches done on different types of Internet resources (e.g., meta engine, directory, search engine).</p>
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Benchmark C: Select, access and use appropriate electronic resources for a defined information need.

<i>Electronic Resources</i>	<p>1. Examine information in different types of subscription (fee-based) databases to locate information for a curricular need (e.g., online encyclopedia, online subject dictionaries, magazine index, picture archive).</p>
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Media Literacy

Benchmark A: Comprehend that media communications deliver information and messages to a specific audience for a specific purpose, and analyze the intended impact of media communications and messages when delivered and received by a specific audience.

<i>Media Messages</i>	<p>1. Classify reasons for the communication and delivery of information by individuals, groups, businesses and organizations.</p>
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Fine Arts

Drama/Theatre

(These standards apply for students doing History Day performances)

Creative Expression & Communication

Benchmark A: Use basic acting skills (e.g., voice, posture, movement, language) to develop characterizations.

1. Create various characters using appropriate voice, posture, movement and language.
2. Demonstrate accuracy in use of voice, movement, space and/or physical objects to express thought, feeling and character.

Technology

(Some indicators that are duplicated in Library Guidelines are not repeated here.)

Technology and Information Literacy

Benchmark A: Evaluate the accuracy, authority, objectivity, currency, coverage and relevance of information and data source.

<i>Evaluating Sources</i>	1. Determine the scope of coverage for a given source (does the source cover all of the needed information?).
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