

National History Day in Ohio Ohio Academic Content Standards Grade 9

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. Detect bias and propaganda in primary and secondary sources of information. 2. Evaluate the credibility of sources for: <ol style="list-style-type: none"> a. Logical fallacies; b. Consistency of arguments; c. Unstated assumptions; d. Bias. 3. Analyze the reliability of sources for: <ol style="list-style-type: none"> a. Accurate use of facts; b. Adequate support of statements; c. Date of publication.
<i>Communicating Information</i>	<ol style="list-style-type: none"> 4. Develop and present a research project including: <ol style="list-style-type: none"> a. Collection of data; b. Narrowing and refining the topic; c. Construction and support of the thesis.

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.
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<i>Self-Monitoring Strategies</i>	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>	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. Analyze 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 and examples of propaganda, bias and stereotyping.
5. Analyze an author's implicit and explicit argument, perspective or viewpoint in text.
6. Analyze the author's development of key points to support argument or point of view.
7. Compare and contrast 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. Identify the features of rhetorical devices used in common types of public documents, including newspaper editorials and speeches.

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 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>	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 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 information and details to better elaborate on a stated central idea and more effectively accomplish purpose.</p> <p>13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and maintain consistent style, tone and voice.</p> <p>14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select more 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. Establish and develop a controlling idea;
 - b. Support arguments with detailed evidence;
 - c. Exclude irrelevant information; and
 - d. 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. Compile and 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; 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. Select appropriate reference tools to answer questions.
<i>Responsible Use</i>	<ol style="list-style-type: none"> 4. Understand plagiarism and its ramifications. 5. Discuss intellectual property, copyright and fair use.
<i>Lifelong Learning</i>	<ol style="list-style-type: none"> 6. Utilize public library for informational and personal needs. 7. Access government libraries and information services.

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. Define terms which determine information validity: <ol style="list-style-type: none"> a. Accuracy; b. Authority; c. Objectivity; d. Currency; e. Coverage. 2. Determine the author's authority for all resources and identify points of agreement and disagreement among sources.
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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. Determine the essential questions and plan research strategies.
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	2. Utilize basic and advanced search strategies to obtain topic-appropriate resources.
<i>Find</i>	3. Select and evaluate appropriateness of information from a variety of resources, including online research databases and Web sites to answer the essential questions.
<i>Use</i>	4. Integrate copyrighted information into an information product, following appropriate use guidelines (e.g., quote using proper citation format, request permission for use). 5. Identify relevant facts, check facts for accuracy and record appropriate information.
<i>Check</i>	6. Analyze the information gathered through note taking, organize information into a logical sequence, and create a draft product (e.g., report, research paper, presentation). 7. Incorporate a list of sources used in a project using a standard bibliographic style manual (e.g., MLA and APA Style Manuals). 8. Create and communicate findings through an appropriate format. 9. Evaluate the research process and product as they apply to the information need (e.g., does the process reflect the actual information need?).

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. Identify multiple directories and search engines matching curricular need (e.g., given an assignment, use knowledge of tools to pick an appropriate tool to search for information). 2. Compare and chart the search results from multiple Web sites to check for consistency of information (e.g., compare data on acid rain from more than one site).
<i>Web Site Evaluation</i>	3. Establish criteria for evaluating the information retrieved through Internet searching (e.g., author's expertise, bias, coverage of topic, timeliness).

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

<i>Electronic Resources</i>	1. Integrate search strategies within the electronic resource that targets retrieval for a specific information need (e.g., limit by date of publication, focus on specific format such as image, sound file). 2. Review strengths and weaknesses of various types of electronic resources for research need (e.g., compare subject-specific magazine database to general online index of articles). 3. Demonstrate the difference between databases, directories, and database archives (e.g., free vs. fee-based, delivery mechanism – CD, DVD, Network, Internet, and general vs. specific discipline).
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Benchmark C: Utilize Internet for research, classroom assignments and appropriate personal interests.

<i>Search Strategies</i>	1. Identify directories and search engines. 2. Compare and chart the search results from multiple Web sites to check for consistency of information (e.g., compare data on acid rain from more than one site).
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<i>Evaluating Sources</i>	3. Establish criteria for evaluating the information retrieved through Internet searching (e.g., author’s expertise, bias, coverage of topic, timeliness).
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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. Identify factors that influence reasons for the communication and delivery of information regarding social, economic, political, aesthetic and ethical issues (e.g., debate, argument, advocacy, policy, positioning).
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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>	1. Recognize the conventions of visual media genres (e.g., talk shows, newscasts, documentaries, commercials, advertisements, billboards, Web pages). 2. Determine why and how intent and use of multimedia components, organizational patterns, production techniques and medium formats 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. Examine media communications for accuracy, relevancy, credibility and appropriateness (e.g., validity of authority, objectivity, balanced coverage, publication date, testimonial, glittering generalities, emotional word repetition, bait and switch). 2. Recognize propaganda and rhetorical devices embedded in visual and text media components.
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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. Manipulate vocal qualities, posture, movement and language to express a variety of characters.

Benchmark B: Effectively use technology and/or resources to mount a performance.

1. Determine costumes and makeup needed to create a character.
2. Use technical elements safely to focus attention, establish mood, locale and time, and support plot.

Connections, Relationships & Applications

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

1. Apply dramatic/theatrical skills in other academic content areas.

Technology

(These standards apply for students producing History Day documentaries)

Nature of Technology

Benchmark A: Synthesize information, evaluate and make decisions about technologies.

<i>Commercialization of Technology</i>	1. Make informed choices among technology systems, resources and services.
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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>Understanding Operations</i>	1. Identify and use input and output devices to operate and interact with computers and multimedia technology resources (e.g., digital video camera, mobile cameras-a camera on a robot base, like a Mars rover, how to connect analog equipment to digital equipment).
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Technology and Communication Applications

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

<i>Multimedia Applications</i>	1. Format text, select color, insert graphics and include multimedia components in student-created media/communication products.
<i>Evaluation</i>	2. Assess the accuracy of the communication product.

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

<i>Use of Communication</i>	1. Use technology to publish information in electronic form (e.g., Web, multimedia, digital video, electronic portfolio).
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