

OHIO HISTORY DAY

Ohio's New Learning Standards Alignment

Skills ↓

↓ Content

Social Studies

Think historically by analyzing primary and secondary sources, thinking chronologically, engaging in historical empathy, understanding bias and multiple perspectives, and contextualizing information

Topics in history related to the annual theme

English Language Arts

Read informational text, write, speak and listen, practice research skills, use and cite sources responsibly

Authors; influential writings and publications; influential speeches and rhetorical artifacts

Math

Construct viable arguments and critique the reasoning of others; use appropriate tools strategically; look for and make use of structure; utilize practical math skills in projects, i.e. exhibit board layouts, documentary timing

Mathematicians; mathematical concepts and discoveries

Science

Identify and ask valid, testable question; research sources to gather information; use appropriate tools to gather, interpret data; use evidence and knowledge to develop explanations; communicate results verbally and visually

Scientists, doctors, social scientists; inventors; scientific theories and discoveries; technologies; inventions; technological pioneers

Fine Arts

Perceive, know, and create by observing, listening, and discriminating; use master skills to produce, and perform; respond and reflect; think creatively; communicate

Artists, actors, musicians, composers, playwrights; art movements; works of art, plays, performances, songs, scores, films, scripts

World Languages

Derive meaning from non-English messages and texts using listening, reading, and viewing strategies; analyze how non-English sources convey viewpoints and use sources critically.

International topics, people, texts; language preservation; methods of language study



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College, Career, and Civic Life (C3) Framework

1. Developing questions and planning inquiries.

OHD Connections

Choosing a topic;
Developing a thesis;
Outlining a research
plan; Creating a project
plan

2. Applying disciplinary concepts and tools.

OHD Connections

Utilizing databases;
Identifying archives and
libraries; Organizing
sources and citations;
Placing a topic in a
historical context

3. Evaluating sources and using evidence.

OHD Connections

Exploring multiple
perspectives;
Identifying bias;
Understanding multiple
causation and multiple
outcomes

4. Communicating
conclusions and taking
informed action.

OHD Connections

Organizing research;
Writing a thesis
statement; Producing a
final project; Revising
and tuning a final
project; Explaining a
final project through an
interview

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Partnership for 21st Century Skills

Core Subjects & 21st Century Themes

Global awareness - exploring and contextualizing a topic

Civic literacy - researching the social impact of historical topics

Financial (etc.), health, & environmental literacy - examining applicable topics

Learning & Innovation Skills

Creativity & innovation - designing projects and solving design challenges

Critical thinking & problem solving - troubleshooting research and project development challenges

Communication & collaboration - seeking community resources and working with group members

Information, Media, & Technology Skills

Information Literacy - analyzing the quality and content of primary and secondary sources, especially online

Media Literacy - assessing the quality and content of visual, audio, and web-based media

ICT Literacy - using project specific and communications software

Life & Career Skills

Flexibility & Adaptability - being able to evaluate progress and change direction if needed

Initiative & Self-Direction - pursuing a self-designed research agenda

Social & Cross-Cultural Skills - engaging in historical empathy and communicating with a group

Productivity & Accountability - completing tasks at a high quality and towards a larger goal

Leadership & Responsibility - sharing successes and challenges throughout the experience



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Detailed Alignment

Social Studies

Youth (Grades 4-5)

- Grade 4, History, HTS 1. The order of significant events in Ohio and the United States can be shown on a timeline.
- Grade 4, History, HTS 2. Primary and secondary sources can be used to create historical narratives.
- Grade 5, History, HTS 1. Multiple-tier timelines can be used to show relationships among events and places.

Junior (Grades 6-8)

- Grade 6, History, HTS 1. Events can be arranged in order of occurrence using the conventions of B.C. and A.D. or B.C.E. and C.E.
- Grade 6, Government, CPS 9. Different perspectives on a topic can be obtained from a variety of historic and contemporary sources. Sources can be examined for accuracy.
- Grade 7, History, HTS 1. Historians and archaeologists describe historical events and issues from the perspectives of people living at the time to avoid evaluating the past in terms of today's norms and values.
- Grade 7, Government, CPS 16. The ability to understand individual and group perspectives is essential to analyzing historic and contemporary issues.
- Grade 8, History, HTS 1. Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position.

Senior (Grades 9-12)

- HS, American History, HTS 1. Historical events provide opportunities to examine alternative courses of action.
- HS, American History, HTS 2. The use of primary and secondary sources of information includes an examination of the credibility of each source.
- HS, American History, HTS 3. Historians develop theses and use evidence to support or refute positions.
- HS, American History, HTS 4. Historians analyze cause, effect, sequence, and correlation in historical events, including multiple causation and long- and short-term causal relations.

English Language Arts (Common Core State Standards)

Youth (Grades 4-5)

- RI.4(5).3. Explain (the relationships or interactions between two or more individuals) events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- RI.4(5).5. Describe the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in a *text or part of a text (two or more texts)*.
- RI.4(5).6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. (Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.)



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- RI.4(5).7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. (Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.)
- RI.4(5).8. Explain how an author uses reasons and evidence to support particular points in a text (identifying which reasons and evidence support which point(s)).
- RI.4(5).9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
- W.4(5).1.A-D. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- W.4(5).2.A-E. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.4.7. Conduct short research projects that (use several sources to) build knowledge through investigation of different aspects of a topic.
- W.4(5).8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources (summarize or paraphrase information in notes and finished work, and provide a list of sources).
- W.4(5).9.B. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Junior (Grades 6-8)

- RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.
- RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
- RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.
- RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.
- WHST.6-8.1.A-E. Write arguments focused on discipline-specific content.
- WHST.6-8.2. A-F. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- WHST.6-8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WHST.6-8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- WHST.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
- WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.



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- WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research.

Senior (Grades 9-12)

- RH.9-10(11-12).1. Cite specific textual evidence to support analysis of primary and secondary sources, *attending to such features as the date and origin of the information (connecting insights gained from specific details to an understanding of the text as a whole).*
- RH.9-10(11-12).2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of *how key events or ideas develop over the course of the text (that makes clear the relationships among the key details and ideas).*
- RH.9-10(11-12).3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. (Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.)
- RH.9-10(11-12).4. Determine the meaning of words and phrases as they are used in a text, *including vocabulary describing political, social, or economic aspects of history/social science (including analyzing how an author uses and refines the meaning of a key term over the course of a text).*
- RH.9-10(11-12).5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. (Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.)
- RH.9-10.6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. (Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.)
- RH.9-10(11-12).7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. (Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.)
- RH.9-10(11-12).8. Assess the extent to which the reasoning and evidence in a text support the author's claims. (Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.)
- RH.9-10(11-12).9. Compare and contrast treatments of the same topic in several primary and secondary sources. (Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.)
- WHST.9-12.1.A-E. Write arguments focused on *discipline-specific content*.
- WHST.9-12.2.A-F. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- WHST.9-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WHST.9-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.



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- WHST.9-10(11-12).6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, *taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically (response to ongoing feedback, including new arguments or information)*.
- WHST.9-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- WHST.9-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- WHST.9-12.9. Draw evidence from informational texts to support analysis, reflection, and research.

Math (Common Core State Standards)

Youth (Grades 4-5)

- 4.MD.A.1. Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table.
- 5.MD.A.1. Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.

Junior (Grades 6-8)

- 6.NS.B.3. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.
- 7.NS.A.1. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.
- 7.G.B.6. Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.

Senior (Grades 9-12)

- HSS.ID.A.1. Represent data with plots on the real number line (dot plots, histograms, and box plots).
- HSS.ID.C.9. Distinguish between correlation and causation.

Science

Youth (Grades 4-5)

- 4(5).Inquiry & Application.2. Plan (Design) and conduct simple investigations
- 4(5).Inquiry & Application.4. Use appropriate mathematics (tools and techniques) *with (to gather) data to construct reasonable explanations (and information)*
- 4.Inquiry & Application.5. Communicate about observations, investigations and explanations
- 4.Inquiry & Application.6. Review and ask questions about the observations and explanations of others
- 5.Inquiry & Application.5. Analyze and interpret data



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- 5.Inquiry & Application.6. Think critically and logically to connect evidence and explanations
- 5.Inquiry & Application.7. Recognize and analyze alternative explanations and predictions

Junior (Grades 6-8)

- 6-8.Inquiry & Application.2. Design and conduct simple investigations
- 6-8.Inquiry & Application.4. Use appropriate mathematics , tools and techniques to gather data and information
- 6-8.Inquiry & Application.5. Analyze and interpret data
- 6-8.Inquiry & Application.6. Think critically and logically to connect evidence and explanations
- 6-8.Inquiry & Application.7. Recognize and analyze alternative explanations and predictions

Senior (Grades 9-12)

- 9-12.Inquiry & Application.1. Identify questions and concepts that guide investigations
- 9-12.Inquiry & Application.2. Design and conduct scientific investigations;
- 9-12.Inquiry & Application.3. Use technology and mathematics to improve investigations and communications;
- 9-12.Inquiry & Application.4. Formulate and revise explanations and models using logic and evidence (critical thinking);

Fine Arts

Youth (Grades 4-5)

- 4 Drama.3CE Explain how certain characters reflect time periods and cultures.
- 4 Drama.4CE Use a variety of dramatic and theatrical vocabulary (e.g., theme, author, conflict, resolution) to describe a dramatic experience.
- 4 Drama.5CE Explain the plot, characters, conflict, resolution and theme of a dramatic and theatrical work or experience using descriptive language.
- 4 Drama.1PR Create the movement and voice of a character to convey the character's decisions, actions and motivation.
- 4 Drama.2PR Manipulate voice, movement, space, design and physical objects to communicate thoughts, feelings and ideas in both improvised and scripted activities.
- 4 Drama.4PR Direct peers in performing a dramatic task or action in two different ways.
- 4 Drama.5PR Use vivid, descriptive language to create a script around one or more elements of theatre (e.g., character, action, prop, setting).
- 4 Drama.6PR Use problem-solving and cooperative skills to dramatize stories, historical events or concepts from Ohio history.
- 4 Drama.1RE Explain how manipulation of dramatic and theatrical elements brings about changes in performances
- 4 Drama.3RE Explain how a theatrical experience (e.g., live theatre production, film, video and media) impacts its audience.
- 5 Drama.1PR Use sensory and memorization skills to create a character's movement and voice in comedic and dramatic situations, scripted and improvised.
- 5 Drama.3PR Write a scripted scene that includes stage direction prompts and provides exposition, consistent point of view, sensory details and dialogue.



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- 5 Drama.4PR Work cooperatively in different roles or jobs within a dramatic and theatrical experience.
- 5 Drama.1RE Examine and discuss the aesthetic qualities in dramatic and theatrical works.
- 5 Drama.4RE Explain personal reasons for valuing the study and involvement in dramatic and theatrical and performance.
- 5 Visual Arts.4PR Select and use the elements and principles of art and design to communicate understanding of an interdisciplinary concept.

Junior (Grades 6-8)

- 6 Drama.1CE Consider and discuss how the characters, events and theme of a story contribute to its meaning and storyline.
- 6 Drama.3CE Discuss how history and culture affect the production style and performance of plays.
- 6 Drama.1PR Create and perform improvisations and scripted scenes based on personal experience, imagination or heritage.
- 6 Drama.2PR Construct a scripted or improvised scene with developed characters that uses a plot curve.
- 6 Drama.3PR Construct and produce the technical components for a script, using art or electronic media to present design ideas.
- 6 Drama.5PR Use dramatic and theatrical skills to demonstrate concepts or ideas from other academic areas.
- 6 Drama.4RE Critique the effectiveness and quality of an actor's interpretation of a role.
- 6 Drama.6RE Establish criteria and use it to evaluate personal progress and determine the quality of their dramatic works.
- 6 Visual Arts. 6PR Integrate elements of art and design to solve interdisciplinary problem.
- 7 Drama.2CE Compare and contrast the basic principles and elements of various theatrical styles (e.g., comedy, drama, tragedy and farce).
- 7 Drama.1PR Construct a scripted or improvised scene that uses a plot curve with developed characters and vivid dialogue.
- 7 Drama.2PR Explore and dramatize the principles of composition to create a stage environment by blocking the scripted action and stage positions of the characters.
- 7 Drama.4PR Examine and demonstrate how theatrical artists (e.g., actors, directors, playwrights) conceptualize and convey an idea or message.
- 7 Drama.6RE Use constructive feedback to refine and improve their acting, improvisational or playwriting skills.
- 7 Visual Arts. 6PR Demonstrate understanding of visual literacy, illustration and graphic communication.
- 8 Drama.3CE Compare and contrast styles of performance in terms of which one is most appropriate to a selected story (e. g. satire, comedy, pantomime, tragedy).
- 8 Drama.5CE Recognize the responsibilities and collaborative nature among actors, director, stage manager, production staff, audience, playwright and marketing staff.
- 8 Drama.1PR Develop various characters using appropriate voice, posture, movement and language to reveal a conflict and develop a resolution.
- 8 Drama.4PR Integrate dance, visual art or music into a dramatic or theatrical piece to convey an idea, concept or story.
- 8 Drama.4RE Explain how scenery, costumes and lighting effects work together to affect an audience.



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- 8 Drama.5RE Critique a personal rehearsal or performance on the basis of technique, voice quality, facial expression and gestures.
- 8 Visual Arts.3PR Use critical thinking and visual literacy to communicate a specific idea.

Senior (Grades 9-12)

- HS Drama.1PR Manipulate vocal qualities, posture, movement and language to express variety in characters and situations. Develop a complete character using physical, emotional and vocal techniques in a memorized scene or monologue. Sustain convincing multidimensional characters, while developing contrasting pieces and monologues for presentations, auditions, and inclusion in a portfolio. Analyze and execute the use of various styles to achieve an intended purpose and meaning in a dramatic work.
- HS Drama.2PR Use technical elements safely to focus attention, establish mood, locale and time and to support the plot. Demonstrate the collaborative skills necessary for producing a scene with an ensemble. Collaborate with others to develop a unified design for a production.
- HS Drama.3PR Write and act out a dramatic or tragic scene. Apply technical knowledge and skills to collaborate and safely create functional scenery, properties, lighting, sound costumes and make-up. Create specific technical designs and select, cast, block and direct a scene for performance.
- HS Drama.4PR Pre-block and direct peers in a scene, applying the principles of composition to create an effective stage picture.
- HS Drama.5PR Integrate other arts forms and academic disciplines in a dramatic or theatrical activity.
- HS Drama.5PR Calculate the cost (e.g. props, scenery, costumes and royalties) of mounting a dramatic and theatrical production.
- HS Drama.7PR Use skills learned in other academic disciplines to produce a dramatic and theatrical piece. Integrate the essential skills from other academic disciplines to support and execute a dramatic or theatrical production.
- HS Drama.1RE Explain how a performance style communicates a message or story narrative. Defend the use of a specific style, form or period to express an intended message.
- HS Drama.5RE Use self-evaluation strategies and audience response to improve artistic works and experiences.
- HSL1 Visual Arts. 6PR Identify and apply visual literacy as a means to create images that are personally expressive.
- HSL2 Visual Arts. 6PR Incorporate visual literacy as a means to create images that advance individual expression and communication.
- HSL3 Visual Arts.6PR Expand visual literacy as a means to create images that advance individual expression and communication.

World Languages

Youth (Grades 4-5)

- Interpretive Communication (Reading, Listening/Viewing) 1. Derive meaning from simple messages and texts using listening, reading and viewing strategies.
- Interpretive Communication (Reading, Listening/Viewing) 2. Develop an understanding that authentic sources convey viewpoints and learn to use authentic sources critically.
- Interpretive Communication (Reading, Listening/Viewing) 3. Comprehend and interpret basic information in authentic messages and informational texts.



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Junior (Grades 6-8)

- Interpretive Communication (Reading, Listening/Viewing) 1. Derive meaning from messages and texts using listening, reading and viewing strategies.
- Interpretive Communication (Reading, Listening/Viewing) 2. Identify how authentic sources convey viewpoints and use authentic sources critically.
- Interpretive Communication (Reading, Listening/Viewing) 3. Comprehend and interpret information in authentic messages and informational texts.

Senior (Grades 9-12)

- Interpretive Communication (Reading, Listening/Viewing) 1. Derive meaning from more detailed messages and texts using listening, reading and viewing strategies.
- Interpretive Communication (Reading, Listening/Viewing) 2. Analyze how authentic sources convey viewpoints and use authentic sources critically.
- Interpretive Communication (Reading, Listening/Viewing) 3. Comprehend and interpret more detailed information in authentic messages and informational texts.

Social and Emotional Learning

Youth (Grades 4-5)

- A1. 2.b. Identify that emotions are valid, even if others feel differently.
- A1. 4.b. Describe how current events trigger emotions.
- A2. 1.b. Identify personal strengths based on interests and qualities.
- A2. 2.b. Demonstrate a skill or talent that builds on personal strengths.
- B2: Set, monitor, adapt and evaluate goals to achieve success in school and life
- B3: Persevere through challenges, and setbacks in school and life.
- D1. 1.b. Apply active listening and effective communication skills to increase cooperation and relationships.
- D1. 2.b. Demonstrate the ability to give and receive feedback in a respectful way.
- E1. 1.b. Generate possible solutions or responses to a problem or needed decision recognizing that there may be more than one perspective.
- E1. 2.b. Implement strategies to solve a problem.
- E4: Explore and approach new situations with an open mind and curiosity while recognizing that some outcomes are not certain or comfortable.

Junior (Grades 6-8)

- A1. 2.c. Explain that emotions may vary based on the situation, including people and places.
- A1. 4.c. Explain how others' responses to current events can impact emotions.
- A2. 1.c. Describe how personal interests, qualities and strengths may help with decision making to accomplish personal goals.
- A2. 2.c. Investigate a potential career path that builds on personal strengths and addresses challenges.
- B2: Set, monitor, adapt and evaluate goals to achieve success in school and life
- B3: Persevere through challenges, and setbacks in school and life.
- D1. 1.c. Demonstrate the ability to actively listen and understand multiple perspectives.



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- D1. 2.c. Offer and acknowledge constructive feedback to strengthen connections and improve communication outcomes with others.
- E1. 1.c. Demonstrate critical thinking skills when solving problems or making decisions, recognizing there may be more than one perspective.
- E1. 2.c. Gather evidence to support and solve academic and social challenges.
- E4: Explore and approach new situations with an open mind and curiosity while recognizing that some outcomes are not certain or comfortable.

Senior (Grades 9-12)

- A1. 2.d. Analyze ways emotions impact the social environment.
- A1. 4.d. Analyze why current events may trigger an emotional reaction and identify ways to regulate a response.
- A2. 1.d. Practice using personal strengths in pursuit of post-secondary goals.
- A2. 2.d. Take proactive steps toward implementing a plan for post-secondary goals by building on personal strengths and addressing challenges.
- B2: Set, monitor, adapt and evaluate goals to achieve success in school and life
- B3: Persevere through challenges, and setbacks in school and life.
- D1. 1.d. Actively engage in positive interactions to make connections with peers, adults and community to support and achieve common goals.
- D1. 2.d. Apply constructive feedback to strengthen connections and achieve common goals.
- E1. 1.d. Demonstrate critical thinking skills to select an appropriate decision-making process, recognizing there are multiple perspectives.
- E1. 2.d. Implement a decision-making process to solve complex situations including academic and social challenges.
- E4: Explore and approach new situations with an open mind and curiosity while recognizing that some outcomes are not certain or comfortable.

