

YOU CAN DO IT!

NHD is a supercharged vehicle for reaching student learning goals in history, academic reading and writing, message-based creative project development, effective use of technology, and interpersonal communication.

Explore this ideal opportunity for English language arts and history teachers to partner in preparing students in grades 4 - 12 for 21st century college and career readiness.

Curricular resources for Common Core State Standards implementation currently are limited to supplemental items. ***This is the perfect time to implement NHD as the innovative, meaningful, highly rigorous method to provide the level of instruction necessary to prepare students for successful futures.***



Learn more at www.historydaycalifornia.org

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Common Core State Standards & National History Day in California



Using the past to
prepare for the future



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History and Language Arts - TOGETHER!

California, along with nearly all U.S. states, has adopted a set of national standards for English-language arts. These are referred to as California's Common Core State Standards (CCSS) and include specific standards for English Language Arts and Literacy in History/Social Science, Science, and Technical Subjects. *History-Social Science teachers play a critical role in preparing students for College and Career Readiness in the 21st century* - the objective of the new standards.

HOW DOES NATIONAL HISTORY DAY AS AN INSTRUCTIONAL METHODOLOGY RELATE TO THE COMMON CORE STATE STANDARDS?

Teachers, schools, and districts must consider how they might best serve the instructional and educational needs of students in today's new context requiring significantly increased levels of knowledge and skills. When approached about NHD program participation, some may ask, "How do we *fit this in?*" In addition to recent research findings (<http://www.nhd.org/NHDworks.htm>), which indicate that History Day students outperform their non-History Day peers in all subject areas, History Day as an instructional methodology meets the highest levels of the Common Core State Standards. Instead of being squeezed into a packed curriculum, **NHD can be the means by which History and English-language arts objectives are met simultaneously.**

NHD - CCSS Connect

As a way of teaching and learning, National History Day directly addresses Common Core State Standards in the all CCSS areas:

- Reading Informational Text and Literature
- Writing
- Speaking and Listening
- Language

NHD methodology includes extensive primary and secondary research into a topic of choice related to an annual theme. Teachers guide students through a project-based learning experience, which pulls together Common Core State Standards in a meaningful and coherent fashion.

CCSS Standard: Reading Informational Text

NHD Connection: Students, with teacher guidance, engage in wide exploration and analysis of secondary and primary sources related to their NHD topic. Students learn to determine the quality and credibility of sources, to triangulate information to increase the likelihood of accuracy, and consider the best evidence and arguments put forward by source authors. Examples of Informational Text include textbooks, encyclopedias, (auto) biographies, diaries, newspaper and scholarly articles, court and oral history transcripts, and government documents (legislation, court decisions, treaties, etc.). Additionally, students analyze art and photographs as primary and secondary sources. The purpose is to develop a thesis statement and draw a conclusion about the significance over time of a student's selected topic.



CCSS Standard: Reading Literature

NHD Connection: Historical fiction, literature from a specific time period, legends, myths, and fables provide additional perspectives and often help paint an initial picture, which a student may test with factual evidence from informational sources.

CCSS Standard: Writing

NHD Connection: All NHD projects include student-composed argumentative text embellished with selective use of quotations and images/graphics/media. Students develop a well reasoned thesis statement and provide evidence from their research to support the thesis. The heart of every NHD project is its Annotated Bibliography. Students use either Turabian or MLA style protocols and reflect broad research in terms of multiple perspectives and in types of sources utilized. Additionally, students respond to (possible) opposing positions, again using evidence from research. The writing process includes multiple drafts in a formal academic style with peer and adult review. As a rule, high school NHD students discover that they are well ahead of non-NHD peers when confronted with academic research projects at the university level.

CCSS Standard: Listening and Speaking

NHD Connection: Collaborative discussions to explore ongoing research and project development efforts require advance preparation. Careful listening, questioning, and elaboration on initial responses are both common and a necessity. The process of evaluating NHD projects includes an interview. Peers prepare each other for this element by carefully reviewing each other's projects, generating their own and utilizing prepared questions, and practicing responses for formal interviews. Additionally, as part of their research, students frequently interview experts, scholars, and witnesses related to the topic. Students must prepare with advance research and question generation. During the interview, they must listen, paraphrase, request elaboration, and create new questions in the moment.

National History Day - California

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