



TEACHER RESOURCE

Indiana Academic Standards Connections

National History Day in Indiana

Junior Division (Grades 6 through 8)

as of January 2010

Academic standards connections are based on the Indiana Department of Education Academic Standards as of January 2010.

Depending on teachers' requirements for students and students' topic selections, NHDI can match many Social Studies and English/Language Arts Writing standards.

The following standards are endemic to all NHDI projects (assuming students select topics relevant to class):

Social Studies 6.1.20—Recognize historical perspectives in fiction and nonfiction by identifying the historical context in which events unfolded and by avoiding evaluation of the past solely in terms of present-day norms.

Social Studies 6.1.21—Analyze cause-and-effect relationships, keeping in mind multiple causations, including the importance of individuals, ideas, human interests, beliefs and chance in history.

Social Studies 6.1.22—Differentiate between fact and interpretation in historical accounts and explain the meaning of historical passages by identifying who was involved, what happened, where it happened, and relating them to outcomes that followed and gaps in the historical record.

Social Studies 6.1.23—Form research questions and use a variety of information resources to obtain, evaluate and present data on people, cultures and developments in Europe and the Americas.

Social Studies 6.1.24—Identify issues related to an historical event in Europe or the Americas and give basic arguments for and against that issue utilizing the perspectives, interests, and values of those involved.

Social Studies 7.1.21—Analyze cause-and-effect relationships, bearing in mind multiple causation in the role of individuals, beliefs and chance in history.

Social Studies 7.1.22—Distinguish between unsupported expressions of opinion and informed hypotheses grounded in historical evidence.

Social Studies 7.1.24—Formulate historical questions and use a variety of information resources to find, summarize and evaluate historical data on the people, places, events and developments that have played a part in the history of Africa, Asia, and the Southwest Pacific.

Social Studies 8.1.28—Recognize historical perspective and evaluate alternative courses of action by describing the historical context in which events unfolded and by avoiding evaluation of the past solely in terms of present-day norms.

Social Studies 8.1.29—Differentiate between facts and historical interpretations, recognizing that the historian's narrative reflects his or her judgment about the significance of particular facts.

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Social Studies 8.1.30—Formulate historical questions by analyzing primary and secondary sources about an issue confronting the United States during the period from 1754–1877.

English/Language Arts 6.2.1—Identify the structural features of popular media (newspapers, magazines, online information) and use the features to obtain information.

English/Language Arts 6.2.2—Analyze text that uses a compare-and-contrast organizational pattern.

English/Language Arts 6.2.3—[Analysis of Grade-Level-Appropriate Nonfiction and Informational Text:] Connect and clarify main ideas by identifying their relationships to multiple sources and related topics.

English/Language Arts 6.2.6—Determine the appropriateness of the evidence presented for an author’s conclusions and evaluate whether the author adequately supports inferences.

English/Language Arts 6.2.7—Make reasonable statements and conclusions about a text, supporting them with evidence from the text.

English/Language Arts 6.2.8—Identify how an author’s choice of words, examples, and reasons are used to persuade the reader of something.

English/Language Arts 6.2.9—Identify problems with an author’s use of figures of speech, logic, or reasoning (assumption and choice of facts or evidence).

English/Language Arts 6.4.1—Discuss ideas for writing, keep a list or a notebook of ideas, and use graphic organizers to plan writing.

English/Language Arts 6.4.4—Use a variety of effective organizational patterns, including comparison and contrast, organization by categories, and arrangement by order of importance or climactic order.

English/Language Art 6.4.5—Use note-taking skills when completing research for writing.

English/Language Arts 6.4.7—Use a computer to compose documents with an appropriate format-

ting by using word-processing skills and principles of design, including margins, tabs, spacing, columns, and page orientation.

English/Language Arts 6.4.8—[Evaluation and Revision:] Review, evaluate, and revise writing for meaning and clarity.

English/Language Arts 6.5.3—Write or deliver a research report that has been developed using a systematic research process (defines topic, gathers information, determines credibility, reports findings) and that:

- Uses information from a variety of sources (books, technology, multimedia) and documents sources independently by using a consistent format for citations.
- Demonstrates that information that has been gathered has been summarized.
- Demonstrates that sources have been evaluated for accuracy, bias, and credibility.
- Organizes information by categorizing and sequencing, and demonstrates the distinction between own ideas from the ideas of others, and includes a bibliography (Works Cited).

English/Language Arts 6.5.4—Write responses to literature that:

- Develop an interpretation that shows careful reading, understanding, and insight.
- Organize the interpretation around several clear ideas.
- Support statements with evidence from the text.

English/Language Arts 6.6—Students write using Standard English conventions appropriate to this grade level.

English/Language Arts 6.6.2—Identify and properly use indefinite pronouns (all, another, both, each, either, few, many, none, one, other, several, some), present perfect (have been, has been), past perfect (had been), and future perfect verb tenses (shall have been); ensure that verbs agree with compound subjects.

- Indefinite pronouns: Each should do his or her work.
- Indefinite pronouns: Many were absent today.
- Correct verb agreement: Todd and Amanda were chosen to star in the play.
- Incorrect verb agreement: Todd and Amanda was chosen to star in the play.
- English/Language Arts 6.6.4—Use correct capitalization.

English/Language Arts 6.6.6—Identify and correctly use prepositional phrases (for school or In the beginning), appositives (We played the Cougars, the team from Newport), main clauses (words that express a complete thought), and subordinate clauses (clauses attached to the main clause in a sentence).

- Example: We began our canoe trip on the White River (prepositional phrase) when it stopped raining (subordinate clause).

English/Language Arts 7.2.1—Understand and analyze the differences in structure and purpose between various categories of informational materials (such as textbooks, newspapers, and instructional or technical manuals).

English/Language Arts 7.2.2—Locate information by using a variety of consumer and public documents.

English/Language Arts 7.2.3—Analyze text that uses the cause-and-effect organizational pattern.

English/Language Arts 7.2.4—Analysis of Grade-Level-Appropriate Nonfiction and Informational Text: Identify and trace the development of an author’s argument, point of view, or perspective in text.

English/Language Arts 7.2.6—Assess the adequacy, accuracy, and appropriateness of the author’s evidence to support claims and assertions, noting instances of bias and stereotyping.

English/Language Arts 7.2.7—Draw conclusions and make reasonable statements about a text, supporting the conclusions and statements with evidence from the text.

English/Language Arts 7.2.8—Identify methods (such as repetition of words, biased or incomplete evidence) an author uses to persuade the reader.

English/Language Arts 7.2.9—Identify problems with an author’s figures of speech and faulty logic or reasoning.

English/Language Arts 7.2.10—Identify and explain instances of persuasion, propaganda, and faulty reasoning in text, such as unsupported or invalid premises or inferences and conclusions that do not follow the premise.

English/Language Arts 7.4.1—Discuss ideas for writing, keep a list of ideas, and use graphic organizers to plan writing.

English/Language Arts 7.4.3—Support all statements and claims with anecdotes (first-person accounts), descriptions, facts and statistics, and specific examples.

English/Language Arts 7.4.5—Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.

English/Language Arts 7.4.6—Give credit for both quoted and paraphrased information in a bibliography by using a consistent format for citations and understand the issues around copyright and plagiarism.

English/Language Arts 7.4.8—Review, evaluate, and revise writing for meaning and clarity.

English/Language Arts 7.5.2—Write responses to literature that:

- Develop interpretations that show careful reading, understanding, and insight.

- Organize interpretations around several clear ideas, premises, or images from the literary work.
- Support statements with evidence from the text.

English/Language Arts 7.5.3—Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that:

- Uses information from a variety of sources (books, technology, multimedia) and documents sources independently by using a consistent format for citations.
- Demonstrates that information that has been gathered has been summarized and that the topic has been refined through this process.
- Demonstrates that sources have been evaluated for accuracy, bias, and credibility.
- Organizes information by categorizing and sequencing, and demonstrates the distinction between one’s own ideas from the ideas of others, and includes a bibliography (Works Cited).

English/Language Arts 7.6.7—Demonstrate the correct use of quotation marks and the use of commas with subordinate clauses.

English/Language Arts 7.6.8—Use correct capitalization.

English/Language Arts 8.2.1—Compare and contrast the features and elements of consumer materials to gain meaning from documents.

English/Language Arts 8.2.2—Analyze text that uses proposition (statement of argument) and support patterns.

English/Language Arts 8.2.3—Find similarities and differences between texts in the treatment, amount of coverage, or organization of ideas.

English/Language Arts 8.2.5—Use information from a variety of consumer and public documents to explain a situation or decision and to solve a problem.

English/Language Arts 8.2.6—Evaluate the logic (inductive or deductive argument), internal consistency, and structural patterns of text.

English/Language Arts 8.2.7—Analyze the structure, format, and purpose of informational materials (such as textbooks, newspapers, instructional or technical manuals, and public documents).

English/Language Arts 8.2.9—Make reasonable statements and draw conclusions about a text, supporting them with accurate examples.

English/Language Arts 8.4.1—Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing.

English/Language Arts 8.4.2—Create compositions that have a clear message, a coherent thesis (a statement of position on the topic), and end with a clear and well-supported conclusion.

English/Language Arts 8.4.3—Support theses or conclusions with analogies (comparisons), paraphrases, quotations, opinions from experts, and similar devices.

English/Language Arts 8.4.5—Achieve an effective balance between researched information and original ideas.

English/Language Arts 8.4.7—Review, evaluate, and revise writing for meaning and clarity.

English/Language Arts 8.4.11—Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.

English/Language Arts 8.5.2—Write responses to literature that:

- Demonstrate careful reading and insight into interpretations.
- Connect response to the writer’s techniques and to specific textual references.
- Make supported inferences about the effects of a literary work on its audience.
- Support statements with evidence from the text.

English/Language Arts 8.5.3—Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that:

- Uses information from a variety of sources (books, technology, multimedia) and documents sources independently by using a consistent format for citations.
- Demonstrates that information that has been gathered has been summarized and that the topic has been refined through this process.
- Demonstrates that sources have been evaluated for accuracy, bias, and credibility.
- Organizes information by categorizing and sequencing, and demonstrates the distinction between one's own ideas from the ideas of others, and includes a bibliography (Works Cited).

English/Language Arts 8.6.5—Use correct punctuation.

English/Language Arts 8.6.6—Use correct capitalization.

English/Language Arts 8.6.7—Use correct spelling conventions.

Career Planning and Success Skills 1.1—Students develop individual strategies for personal and career success.

Career Planning and Success Skills 1.1.1—Demonstrate effective study skills.

Career Planning and Success Skills 1.1.2—Utilize appropriate time management and organization techniques.

Career Planning and Success Skills 4.1.8—Demonstrate appropriate interviewing techniques (attire, response to questions, etc.).

Career Planning and Success Skills 5.5.3—Demonstrate appropriate interpersonal skills when dealing with others.

Career Planning and Success Skills 5.5.4—Express thoughts and ideas clearly using various forms of communication.

Computer Applications 2.1.3—Demonstrate an understanding of plagiarism and fair use; respect copyright laws of information producers such as authors and artists, including website developers.

Computer Applications 3.2.5—Apply word-processing skills and style manual usage to cite reference documentation, i.e. bibliography, works cited, footnotes and endnotes.

Computer Applications 5.1.3—Evaluate and select several resources from a variety of information sources by reviewing each author's credentials, perspective, or bias; validate accuracy of information based on multiple audiences.

Computer Applications, Advanced 2.1.3—Apply understanding of plagiarism and fair use; respect copyright laws of information producers such as authors and artists, including website developers. Apply an understanding of the interaction and interdependence between humans and technology.

Computer Applications, Advanced 4.1.2—Use appropriate technology to plan, develop, edit and present material to different types of audiences (i.e., paper, web page, multimedia presentation, publications, speech, hypermedia, etc.).

Computer Applications, Advanced 5.1.3—Evaluate and select several resources from a variety of information sources by reviewing each author's credentials, perspective, or bias; validate the accuracy of information based on multiple audiences.

Digital Communication Tools 1.1—Students develop computer literacy.

Digital Communication Tools 1.1.1—Identify and operate equipment, including startup and exit procedures.

Digital Communication Tools 3.1.3—Avoid inappropriate and biased language.

Digital Communication Tools 3.1.5—Evaluate resources based on their origin to determine bias and integrity of information.

Digital Communication Tools 3.1.6—Address ethical issues regarding intellectual property and dissemination of electronically generated information.

Digital Communication Tools 3.1.7—Apply appropriate copyright laws involved in gathering, displaying, and interpreting data.

Digital Communication Tools 3.2.2—Review and apply grammatical rules for number usage, capitalization, punctuation, and abbreviations.

Digital Communication Tools 3.2.3—Proofread and edit documents for meaning and readability.

Digital Communication Tools 3.2.4—Evaluate documents for content appropriateness and effectiveness of communication.

Digital Communication Tools 3.2.5—Revise documents making needed corrections.

Digital Communication Tools 6.2.1—Create and write a document.

The following standards may be relevant depending on teachers' requirements, design of project, and/or project category (e.g. paper, performance, documentary, etc.):

Documentaries and Web Sites

Computer Applications 1.1—Students demonstrate a comprehensive understanding of interactivity and operation of technology systems.

Computer Applications 1.1.1—Select and demonstrate use of industry-standard hardware and emerging technology to compare any given task including academic work, i.e. scanners, digital cameras, digital camcorders, CD/DVDs, keyboard, touch screen, stylus, speech, and handhelds.

Computer Applications 1.1.2—Select appropriate software for the support of content area learning such as sound, graphic, video, current industry-standard applications and suites/operating systems.

Computer Applications 1.1.3—Use the operating system to save files to a hard drive, other drives, and/or a server.

Computer Applications 1.1.4—Demonstrate the ability to follow instructions (instructor, text, manuals, help/on-line help, and/or screen).

Computer Applications 1.1.5—Compare and contrast the functional relationship between basic hardware and software systems and their components.

Computer Applications 1.1.6—Apply the organizational concept behind using files and folders for storing information and organizing files into folders.

Computer Applications 1.1.7—Demonstrate saving, opening, and finding files using a variety of different formats.

Computer Applications 1.1.10—Use the operating system with application software i.e. database, spreadsheet, word processing, presentation, desktop publishing software to import images, text, and video/sound.

Computer Applications 2.1—Students understand and apply the social, legal, and ethical issues related to technology use in personal and professional endeavors.

Computer Applications 2.1.1—Practice respectful and responsible use of technology through abiding by the school technology and Internet use policy.

Computer Applications 2.1.2—Demonstrate the ability to work independently and as a team member (includes efficient use of time, organization of work, etc.).

Computer Applications 2.1.3—Demonstrate an understanding of plagiarism and fair use; respect copyright laws of information producers such as authors and artists, including website developers.

Computer Applications 3.1.1—Apply a variety of input technology tools, i.e., speech recognition, hand-writing recognition and keying. (Documentaries and Web: video input, audio input, digital photography).

Computer Applications 3.1.2—Demonstrate appropriate handling and use of supplies and equipment.

Computer Applications 3.1.3—Apply appropriate use of editing tools, i.e., spell check, thesaurus, find and replace, grammar, and hyphenation. (Documentaries and Web: video editing, audio editing).

Computer Applications 3.1.5—Apply use of hyper-linking, i.e. files, sections, and the web.

Computer Applications 3.1.6—Demonstrate time-management to complete tasks in allotted time.

Computer Applications 3.2.5—Apply word-processing skills and style manual usage to cite reference documentation, i.e. bibliography, works cited, footnotes and endnotes.

Computer Applications 5.1.1—Evaluate and select appropriate sources of information (i.e., print, video, electronic, and human) for a specific research problem or question.

Computer Applications 5.1.3—Evaluate and select several resources from a variety of information sources by reviewing each author’s credentials, perspective, or bias; validate accuracy of information based on multiple audiences.

Computer Applications, Advanced 1.1.1—Select and demonstrate use of industry-standard hardware and emerging technology to complete any given task including academic work, i.e., scanners, digital cameras, digital camcorders, CD/DVDs, keyboard, touch screen, stylus, speech, and handhelds.

Computer Applications, Advanced 1.1.2—Select appropriate software for support of content area learning such as sound, graphic, video, current industry-standard applications and suites/operating systems.

Computer Applications, Advanced 1.1.4—Demonstrate the ability to follow instructions (instructor, text, manuals, help/on-line help, and/or screen).

Computer Applications, Advanced 1.1.6—Apply the organizational concept behind using files and folders for storing information and organizing files into folders.

Computer Applications, Advanced 1.1.7—Demonstrate saving, opening, and finding files using a variety of different formats.

Computer Applications, Advanced 2.1—Students understand and apply the social, legal, and ethical issues related to technology use in personal and professional endeavors.

Computer Applications, Advanced 2.1.1—Practice respectful and responsible use of technology through abiding by professional practices.

Computer Applications, Advanced 2.1.2 — Apply the ability to work independently and as a team member (includes efficient use of time, organization of work, etc.).

Computer Applications, Advanced 2.1.3 — Apply an understanding of plagiarism and fair use; respect copyright laws of information producers such as authors and artists, including website developers. Apply an understanding of the interaction and interdependence between humans and technology.

Computer Applications, Advanced 3.1.1—Apply a variety of input technology tools, i.e., speech recognition, hand-writing recognition, and keying.

Computer Applications, Advanced 3.1.2—Apply appropriate handling and use of supplies and equipment.

Computer Applications, Advance 3.1.3—Apply appropriate use of editing tools to meet industry standards.

Computer Applications, Advance 3.1.4—Design hyperlinks between files, sections, programs, and web pages.

Computer Applications, Advanced 3.1.7—Integrate different file types.

Computer Applications, Advanced 3.5.2—Apply advanced presentation software skills by creating, access/retrieving, saving, and printing files.

Computer Applications, Advanced 3.5.6—Create a presentation with video, embedded objects, specialized features i.e. action buttons, links, hyperlinks, record narration, on-line broadcast, and create a design template.

Computer Applications, Advanced 3.5.9—Create a stand-alone version for a CD/DVD (package for CD/DVD).

Computer Applications, Advanced 3.6.1—Demonstrate the ability to select appropriate software for completing a variety of projects.

Computer Applications, Advanced 4.1.2—Use appropriate technology to plan, develop, edit and present material to different types of audiences (i.e., paper, web page, multimedia presentation, publications, speech, hypermedia, etc.).

Computer Applications, Advanced 5.1.1—Evaluate and select appropriate sources of information (i.e., print, video, electronic, and human) for a specific research problem or question.

Computer Applications, Advanced 5.1.3—Evaluate and select several resources from a variety of information sources by reviewing each author's credentials, perspective, or bias; validate the accuracy of information based on multiple audiences.

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Digital Communication Tools 3.2.3—Proofread and edit documents for meaning and readability.

Digital Communication Tools 3.2.4—Evaluate documents for content appropriateness and effectiveness of communication.

Digital Communication Tools 3.2.5—Revise documents making needed corrections.

Digital Communication Tools 6.2.1—Create and write a document.

Digital Communication Tools 8.1.1—Import images and documents from various input devices.

Digital Communication Tools 8.1.2—Determine appropriate file format used for images (GIF, PDF, video, etc.) based on their intended use.

Engineering and Technology Education MS.3—Understand the integrated relationship of technology with other academic fields, particularly language arts, math, science, and social studies.

Engineering and Technology Education MS.3.B—Apply knowledge and skills learned in mathematics, science, language arts, and other classes when completing technology-based assignments.

Engineering and Technology Education MS.5—Work cooperatively and productively in groups to design and use technology to solve technological problems.

Engineering and Technology Education MS.5.A—Work in teams to address an opportunity or solve a problem.

Performances

Fine Arts: Theatre 6.3.1—Explain the use of character, plot, and setting in classroom dramatizations and/or formal productions.

Fine Arts: Theatre 6.6.2—Write a scripted play based on a theme.

Fine Arts: Theatre 6.11—Students identify and make connections between theatre and other disciplines such as language arts, social studies, humanities, science, and technology.

Fine Arts: Theatre 6.11.1—Create a theatre piece that states and supports a position.

Fine Arts: Theatre 7.6.2—Use fictional or non-fictional resources to create a short script.

Fine Arts: Theatre 7.11—Students identify and make connections between theatre and other disciplines such as language arts, social studies, humanities, science, and technology.

Fine Arts: Theatre 8.6.2—Use fictional or non-fictional sources to create a short script.

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