Selected North Carolina Standards that May Be Addressed by History Day

Social Studies

<u>6th grade</u>
6.H.1:   Use historical thinking to understand the emergence, expansion and decline of civilizations, societies and regions over time.
6.H.1.1   Construct charts, graphs and historical narratives to explain particular events or issues over time.
6.H.1.2   Summarize the literal meaning of historical documents in order to establish context.
6.H.1.3   Use primary and secondary sources to interpret various historical perspectives.

<u>7th grade</u>
7.H.1:   Use historical thinking to analyze various modern societies.
7.H.1.1   Construct charts, graphs, and historical narratives to explain particular events or issues over time.
7.H.1.2   Summarize the literal meaning of historical documents in order to establish context.
7.H.1.3   Use primary and secondary sources to interpret various historical perspectives.

<u>8th grade</u>
8.H.1:   Apply historical thinking to understand the creation and development of North Carolina and the United States.
8.H.1.1   Construct charts, graphs, and historical narratives to explain particular events or issues.
8.H.1.2   Summarize the literal meaning of historical documents in order to establish context.
8.H.1.3   Use primary and secondary sources to interpret various historical perspectives.
8.H.1.4   Use historical inquiry to evaluate the validity of sources used to construct historical narratives (e.g. formulate historical questions, gather data from a variety of sources, evaluate and interpret data and support interpretations with historical evidence).
8.H.1.5   Analyze the relationship between historical context and decision-making.

World history

W.H.H.1:   Apply the four interconnected dimensions of historical thinking to the Essential Standards for World History in order to understand the creation and development of societies/civilizations/nations over time.
WH.H.1.1   Use Chronological thinking to:
             1. Identify the structure of a historical narrative or story: (its beginning, middle and end).
             2. Interpret data presented in time lines and create time lines.
WH.H.1.2   Use Historical Comprehension to:
             1. Reconstruct the literal meaning of a historical passage.
             2. Differentiate between historical facts and historical interpretations.
             3. Analyze data in historical maps.
             4. Analyze visual, literary and musical sources.
WH.H.1.3   Use Historical Analysis and Interpretation to:
             1. Identify issues and problems in the past.
             2. Consider multiple perspectives of various peoples in the past.
             3. Analyze cause-and-effect relationships and multiple causations.
             4. Evaluate competing historical narratives and debates among historians.
             5. Evaluate the influence of the past on contemporary issues.
WH.H.1.4   Use Historical Research to:
             1. Formulate historical questions.
             2. Obtain historical data from a variety of sources.

3. Support interpretations with historical evidence.
4. Construct analytical essays using historical evidence to support arguments.

American history

AH1.H.1:   Apply the four interconnected dimensions of historical thinking to the American History
             Essential Standards in order to understand the creation and development of the United States
             over time.
AH1.H.1.1
             Use Chronological thinking to:
             1. Identify the structure of a historical narrative or story: (its beginning, middle and end).
             2. Interpret data presented in time lines and create time lines.
AH1.H.1.2   Use Historical Comprehension to:
             1. Reconstruct the literal meaning of a historical passage.
             2. Differentiate between historical facts and historical interpretations.
             3. Analyze data in historical maps.
             4. Analyze visual,
AH2.H.1:   Apply the four interconnected dimensions of historical thinking to the American History
             Essential Standards in order to understand the creation and development of the United States
             over time.
AH2.H.1.1   Use Chronological thinking to:
             1. Identify the structure of a historical narrative or story: (its beginning, middle and end)
             2. Interpret data presented in timelines and create timelines.
AH2.H.1.2   Use Historical Comprehension to:
             1. Reconstruct the literal meaning of a historical passage.
             2. Differentiate between historical facts and historical interpretations.
             3. Analyze data in historical maps.
             4. Analyze visual, literary and musical sources.
AH2.H.1.3   Use Historical Analysis and Interpretation to:
             1. Identify issues and problems of the past.
             2. Consider multiple perspectives of various peoples of the past.
             3. Analyze cause-and-effect relationships and multiple causation.
             4. Evaluate competing historical narratives and debates among historians.
             5. Evaluate the influence of the past on contemporary issues.
AH2.H.1.4   Use Historical Research to:
             1. Formulate historical questions.
             2. Obtain historical data from a variety of sources.
             3. Support interpretations with historical evidence.
             4. Construct analytical essays using historical evidence to support arguments.

English Language Arts

6th grade
Competency Goal 1: The learner will use language to express individual perspectives drawn
                    from personal or related experience.
7th grade
Competency Goal 2: The learner will synthesize and use information from a variety of
                    sources.
8th grade
Competency Goal 3:   The learner will continue to refine the understanding and use of argument.

Grades 9-12 English I
Competency Goal 3:   The learner will examine argumentation and develop informed opinions.

Grades 9-12 English II
Competency Goal 2:   The learner will evaluate problems, examine cause/effect relationships,
                                    and answer research questions to inform an audience.
Grades 9-12 English III
Competency Goal 4:   The learner will critically analyze text to gain meaning, develop
                                    thematic connections, and synthesize ideas.

Grades 9-12 English IV
Competency Goal 4:   The learner will analyze and critique texts from various perspectives
                                    and approaches.

Information and Technology Essential Standards

6.SI.1	Analyze resources to determine their reliability, point of view, bias, and relevance for particular topics and purposes.
7.SE.1	Apply responsible behaviors when using information and technology resources.
8.RP.1	Apply a research process to complete project-based activities.
HS.SI.1	Evaluate resources needed to solve a given problem.