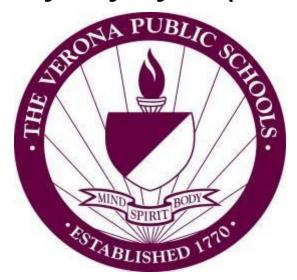# Verona Public School District
Curriculum Overview

History Day Cycle (Grade 8)

Curriculum Committee Members:
Ms. Maggie Manning
Ms. Rebecca Hadjiloucas

Supervisor:
Dr. Sumit Bangia

Verona Public Schools Mission Statement:

    The mission of the Verona Public Schools, the center of an engaged and supportive community, is to empower students to achieve their potential as active learners and productive citizens through rigorous curricula and meaningful, enriching experiences.

Course Description:

    National History Day is a social studies and literacy program that challenges students across the United States. Students enrolled in the National History Day cycle will participate in National History Day NHD nationwide. Students will choose a research topic. They will look through libraries, archives and museums, conduct oral history interviews, and visit historic sites. Then they will analyze and interpret the sources, and draw conclusions about the significance of to their topic. Students will present their work in one of five ways: as a paper, an exhibit, a performance, a documentary, or a web site.

Prerequisite(s): none

National History Day

Standard 8: Technology Standards

8.1: Educational Technology: *All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.*	8.2: Technology Education, Engineering, Design, and Computational Thinking - Programming: *All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.*

X   A. Technology Operations and Concepts
 X   B. Creativity and Innovation
 X   C. Communication and Collaboration
 X   D. Digital Citizenship
      E. Research and Information Fluency
 X   F. Critical thinking, problem solving, and decision making
	A. The Nature of Technology: Creativity and Innovation
	 X B. Technology and Society
	      C. Design
	      D. Abilities for a Technological World
	      E. Computational Thinking: Programming

SEL Competencies and Career Ready Practices

Social and Emotional Learning Core Competencies: *These competencies are identified as five interrelated sets of cognitive, affective, and behavioral capabilities*	Career Ready Practices: *These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.*

Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.	CRP2. Apply appropriate academic and technical skills.
	    CRP9. Model integrity, ethical leadership, and effective management.
	    CRP10. Plan education and career paths aligned to personal goals.

Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.	CRP3. Attend to personal health and financial well-being. **X** CRP6. Demonstrate creativity and innovation. **X** CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. **X** CRP11. Use technology to enhance productivity.
Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.	**X** CRP1. Act as a responsible and contributing citizen and employee. CRP9. Model integrity, ethical leadership, and effective management.

Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.	**X** CRP4. Communicate clearly and effectively and with reason.
	    CRP9. Model integrity, ethical leadership, and effective management.
	    CRP12. Work productively in teams while using cultural global competence.

Responsible decision making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.	**X** CRP5. Consider the environmental, social, and economic impact of decisions.
	    CRP7. Employ valid and reliable research strategies.
	 X CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
	    CRP9. Model integrity, ethical leadership, and effective management.

National History Day

Standard 9: 21ˢᵗ Century Life and Careers

9.1: Personal Financial Literacy: *This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.*	9.2: Career Awareness, Exploration & Preparation: *This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.*	9.3: Career and Technical Education: *This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.*
A. Income and Careers B. Money Management C. Credit and Debt Management D. Planning, Saving, and Investing E. Becoming a Critical Consumer F. Civic Financial Responsibility G. Insuring and Protecting	A. Career Awareness (K-4) **X** B. Career Exploration (5-8) C. Career Preparation (9-12)	A. Agriculture, Food & Natural Res. B. Architecture & Construction C. Arts, A/V Technology & Comm. D. Business Management & Admin. E. Education & Training F. Finance G. Government & Public Admin. H. Health Science I. Hospital & Tourism J. Human Services K. Information Technology L. Law, Public, Safety, Corrections & Security M. Manufacturing N. Marketing O. Science, Technology, Engineering & Math P. Transportation, Distribution & Log.

Course Materials

Core Instructional Materials: *These are the board adopted and approved materials to support the curriculum, instruction, and assessment of this course.*	Differentiated Resources: *These are teacher and department found materials, and also approved support materials that facilitate differentiation of curriculum, instruction, and assessment of this course.*
National History Day website- https://www.nhd.org/triumph-tragedy-history National History Day Theme Book	

National History Day

Unit Title / Topic: National History Day Introduction	Unit Duration: 1 Week

Stage 1: Desired Results

Established Goals:
New Jersey Student Learning Standards (NJSLS) for

New Jersey Student Learning Standards for English Language Arts Companion Standards:

RH.6-8.1Cite 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.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered.

RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally).

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.

RH.6-8.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficient.

WHST.6-8.1. Write arguments focused on *discipline-specific content*.
   A.   Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
   B.   Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
   C.   Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
   D.   Establish and maintain a formal/academic style, approach, and form.
   E.   Provide a concluding statement or section that follows from and supports the argument presented.

WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
   A.   Introduce a topic and organize ideas, concepts, and information using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia) when useful to aiding comprehension.
   B.   Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
   C.   Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
   D.   Use precise language and domain-specific vocabulary to inform about or explain the topic.
   E.   Establish and maintain a formal/academic style, approach, and form.
   F.   Provide a concluding statement or section that follows from and supports the information or explanation presented.

WHST.6-8.4. Produce clear and coherent writing in which the development, organization, voice, 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.

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.

WHST.6-8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

National History Day

Transfer Goal:

Students will be able to <u>independently</u> use their learning to…

- Select a historical topic and explain how it relates to this years NHD theme

Meaning	
Students will understand that: *Students will understand that:* ● National History Day is a global competition in which half a million students participate in annually ● Students' historical topics must be specific in scope and relate clearly to the annual theme ● They are expected to participate at every level of the competition they advance to, which includes the regional competition during one weekend morning and afternoon	**Essential Questions:** ● What is National History Day and how will I benefit from participating in the competition? ● How does a historical topic that interests me relate to this year's theme? ● Considering the different project format options, which would showcase my creativity and talents most?

Acquisition of Knowledge & Skills	
Students will know: ● What National History Day is and why is it important ● The current year's theme and how their topic is expected to relate to it ● What project formats are available to them and the strengths and weaknesses of each ● What dates they are expected to be at the NHD competitions ● The basic rules and regulations of NHD	**Students will be able to:** ● Explain what National History Day is and why it is important ● Navigate the resources on the National History Day website ● Select a historical topic and explain how it relates to this years NHD theme ● Create a Noodletools account

Stage 2: Acceptable Evidence

Transfer Task

- Students will write a paragraph stating their topic, how it connects to this year's theme, and why it interests them.

Stage 3: Activities

National History Day

- NHD Introduction Video
- Noodle Tools Login/Account Setup
- Analysis and discussion of Annual Theme Essay
- Collaborate on a list of historical topics that connect to the theme
- Explore project categories on the NHD Website
- Evaluate examples of previous successful project entries

National History Day

Unit Title / Topic: Research	Unit Duration: 4 Weeks

Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards (NJSLS) for

New Jersey Student Learning Standards for English Language Arts Companion Standards:

RH.6-8.1Cite 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.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered.

RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally).

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.

RH.6-8.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficient.

WHST.6-8.1. Write arguments focused on *discipline-specific content*.

    F.   Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

    G.   Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

    H.   Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

    I.   Establish and maintain a formal/academic style, approach, and form.

    J.   Provide a concluding statement or section that follows from and supports the argument presented.

WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

    G.   Introduce a topic and organize ideas, concepts, and information using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia) when useful to aiding comprehension.

    H.   Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

    I.   Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

    J.   Use precise language and domain-specific vocabulary to inform about or explain the topic.

    K.   Establish and maintain a formal/academic style, approach, and form.

    L.   Provide a concluding statement or section that follows from and supports the information or explanation presented.

WHST.6-8.4. Produce clear and coherent writing in which the development, organization, voice, 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.

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.

National History Day

WHST.6-8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Transfer Goal:
Students will be able to <u>independently</u> use their learning to…

- Identify reliable sources, organize research information into notecards and create annotated bibliography.

Meaning

Students will understand that:
Students will understand that:
- Research is a process requiring in-depth evaluation and organization of sources
- Primary sources and secondary sources are useful for different reasons
- Their analysis of the sources forms the foundation for their project
- Some information may contradict that of other sources, or be more relevant than that of other sources, and students will need to decide which sources and what information is ultimately most trustworthy and applicable
- All sources, quotes, notes, and information must be organized using Noodle Tools in order to streamline the research process and avoid plagiarism

Essential Questions:
- What sources are available that provide me with greater understanding of my topic?
- What specific question am I looking to address through my research?
- What is the main idea of each source I include in my annotated bibliography and how is it useful to my research?
- How can I further analyze the information from each source beyond just the main idea?
- How can I connect different sources and synthesize their information in a way that addresses my research question?
- What argument, or thesis, does my research lead me to make?

Acquisition of Knowledge & Skills

Students will know:
- The difference between primary and secondary sources
- How to use the library databases
- How to use the library catalogue
- How to cite sources in Noodle Tools
- How to include annotations in a bibliography
- How to organize a bibliography alphabetically and by primary or secondary source groupings
- How to build research notecards

Students will be able to:
- Determine a reliable source from an unreliable source
- Synthesize multiple sources on the same topic in order to gain a well rounded understanding.
- Analyze the information and use it to create and support a thesis about their selected topic
- Grapple with contradicting sources and come to a conclusion within their project using their research and historical thinking skills
- Organize their research using the notecards function in Noodletools
- Create an annotated bibliography that not only shows what sources they used, but how and why they used them.
- Select a project format that best showcases their research, talent and creativity

National History Day

Stage 2: Acceptable Evidence

Transfer Task

- Students will submit an annotated bibliography and construct a process paper detailing their research process, before conferencing with their teacher.

Stage 3: Activities

- Citation presentation by media specialist
- Library database and catalogue walkthrough by medial specialist
- Primary vs Secondary source descriptions and examples
- Review of annotation symbols and importance
- Noodletools Notecard explanation and examples
- Thesis conferencing
- Evaluate examples of previous successful annotated bibliographies

National History Day

Unit Title / Topic: Project Construction	Unit Duration: 3 Weeks

Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards (NJSLS) for

New Jersey Student Learning Standards for English Language Arts Companion Standards:

RH.6-8.1Cite 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.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally).

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.

RH.6-8.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficient.

WHST.6-8.1. Write arguments focused on *discipline-specific content*.

    K.   Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

    L.   Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

    M.   Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

    N.   Establish and maintain a formal/academic style, approach, and form.

    O.   Provide a concluding statement or section that follows from and supports the argument presented.

WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

    M.   Introduce a topic and organize ideas, concepts, and information using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia) when useful to aiding comprehension.

    N.   Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

    O.   Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

    P.   Use precise language and domain-specific vocabulary to inform about or explain the topic.

    Q.   Establish and maintain a formal/academic style, approach, and form.

    R.   Provide a concluding statement or section that follows from and supports the information or explanation presented.

WHST.6-8.4. Produce clear and coherent writing in which the development, organization, voice, 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.

National History Day

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.

WHST.6-8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Transfer Goal:

Students will be able to independently use their learning to…

Construct a clear argument and express their findings in a project format of their choice.

Meaning

Students will understand that:	Essential Questions:
Students will understand that: ● There are mandatory requirements for each project format ● Regardless of their chosen format, a clear argument and connection to the annual theme needs to be visible ● They will defend their research and explain their project to an NHD judge	● What resources and materials will I need to construct my project? ● If working with other students, what will we each contribute and how will we be accountable for following through with our responsibilities? ● How will I meet each of the requirements for my project format? ● During an interaction with an NHD judge, what knowledge can I confidently share about my topic, research, and project?

Acquisition of Knowledge & Skills

Students will know:	Students will be able to:
● What the rules and expectations are for each project format ● The importance of making their thesis, supporting arguments, and connection to the theme clear within their project ● What format they will be expected to communicate their findings within their final project on the day of the competition to an NHD judge	● Provide a clear thesis that directly connects to the annual theme ● Use their resources and materials to write a paper, create an exhibit, build a website, film a documentary, or perform a skit ● Utilize class time and their own free time in a productive way in order to make progress on their project ● Identify the requirements for their project and show how they have met each of them

Stage 2: Acceptable Evidence

Transfer Task

● Students will submit their project and participate in the NHD regional competition.

National History Day

Stage 3: Activities

- Specific project construction activities dependent on project format
- Project requirement checklist
- Informal conferences
- Formal "mock presentation"
- Mock presentation feedback and reflection
- NHD regional conference

National History Day