



# National History Day® Delivers the New California HSS Framework

According to the new California History-Social Science (HSS) Framework, "Students must engage in inquiry-based learning, organized around questions of significance, and develop their own interpretations, informed by relevant evidence" (State Board of Education Adopted History-Social Science Framework, July 14, 2016)

National History Day® (NHD) delivers standards-based, authentic, student-centered, project-based learning (PBL) to achieve these goals.

California State Board of Education President Michael Kirst stated, "The new framework will help guide classroom instruction at each grade level and will be used with other instructional resources to ensure all students have a broad understanding of history."

The NHD materials includes a teacher toolkit that addresses the three stages of the CA HSS Framework inquiry-based learning: 1) Research, 2) Analyze Evidence and 3) Make an Interpretation. (California History-Social Science Project UC Regents, 2016)

NHD provides proven learning outcomes and meets the College, Career, and Civic Life (C3) Framework.

**"NHD does the things it sets out to do."\***

## CONTENT

"The NHD experience and the disciplinary knowledge students gain gives students a deeper understanding of why they should study history and equips them to further develop that knowledge through real research."

"Students who participate in the program engage in a level of historical research usually reserved for college students...."

## INQUIRY

"NHD students exhibit not just cognitive abilities, but also metacognitive skills: they see the big picture in history and the links between past and present events"

"NHD students are critical thinkers who can digest, analyze and synthesize information."

## LITERACY

"NHD students understand the value of multiple sources and know to look beyond basic sources listed by non-NHD students."

"NHD students begin to think like historians."

"They also outperform their peers on assessments of writing— what some feel is the single academic skill most closely associated with college success."

## CITIZENSHIP

"NHD research projects encourage young scholars to go outside the walls of their classroom and beyond the covers of their textbooks and discover their community."

"NHD prepares students to become part of an informed citizenry."

# Apply Framework Shifts with National History Day

| <b>California HSS Framework Expectations</b><br>Teachers will:  | <b>Instructional Strategies</b><br>Have students:                                     | <b>NHD-CA Rubric</b><br>Students will be able to:  |  |
|---|---|--|--|
| <p>Provide analytical writing opportunities.</p> <p>Expect students to develop their own interpretations, informed by relevant evidence.</p>  | <p>Create historical arguments by reading and understanding historical documents.</p> | <p>Thesis</p>                                  | <p>Present a claim that synthesizes sources to demonstrate original analysis; includes a deep connection to theme.</p>                             |
| <p>Expect students to think chronologically and spatially.</p>  | <p>Demonstrate a grasp of the historical chronology and context.</p>                  | <p>Context</p>                                 | <p>Include events and conditions to accurately anchor topic in history. Demonstrate understanding of how historical background affected topic.</p> |
| <p>Expect students to use multiple primary documents and extrapolate some specifics from history to support their arguments.</p>  | <p>Analyze source relevance.</p>  | <p>Accuracy</p>                                | <p>Present accurate historical record supported by appropriate breadth of facts.</p>   |
| <p>Provide research and evidence opportunities.</p>   | <p>Develop research and interpretation skills. Work with primary sources.</p>         | <p>Depth</p>                                 | <p>Create a bibliography that reflects deep research, including diverse primary and secondary sources necessary to support claim.</p>              |
| <p>Expect students to write analytically when weighing multiple primary documents against one another and make claims about the legitimacy of certain sources over others.</p> <p>Expect students to work with evidence that represents a wide variety of perspectives.</p> | <p>Compare information learned from several documents.</p>                            | <p>Multiple Perspectives</p>                 | <p>Include multiple viewpoints. Incorporate different perspectives to advance the argument.</p>  |
| <p>Expect students to provide a point of view and create a historical interpretation.</p> <p>Provide experiences that develop a knowledgeable and engaged citizenry.</p>  | <p>Interpret sources for significance.</p>  | <p>Historical Significance &amp; Impact</p>  | <p>Establish relevance of topic to historical record. Demonstrate significant legacy of content to make broad connections.</p>                     |
| <p>Provide opportunities for inquiry-based learning organized around questions of significance.</p>   | <p>Organize evidence to support a persuasive argument.</p>                            | <p>Organization</p>                          | <p>Structure materials through segmentation and orientation to effectively guide the audience to understand claim and focus areas.</p>             |