

National History Day in Colorado
Colorado Literacy Capstone Project

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I. Program Overview

National History Day in Colorado (NHDC) is a social studies and literacy program that equips students in elementary, middle, and high school with the skills necessary to succeed in college and the real world. Students participate in a project-based learning curriculum that emphasizes critical reading and thinking, research, analysis, and the drawing of meaningful conclusions. Students can complete these projects in groups or as individuals in one of five categories: documentary, paper, exhibit, performance, or website. They then compete in one of our fourteen regions across the state in either the junior (middle school) or senior (high school) division, or in the elementary poster contest (4th and 5th graders). Regional winners compete at the State Contest in May on the University of Colorado Denver campus. First and second place state winners compete in Nationals at the University of Maryland, College Park in June.

The National History Day in Colorado program offers curriculum and implementation materials; teacher trainings that fulfill professional development hours; college courses that allow teachers to earn continuing professional education or graduate credit hours; connections to cultural partners, including museums, libraries, and historical societies; classroom interns; research and project workshops for students; and volunteer opportunities for community members.

National History Day in Colorado is an official K-12 outreach, precollegiate program at the University of Colorado Denver and an affiliate of the National History Day program based in College Park, Maryland. NHDC is a 501(c)(3) non-profit organization, and for the last five years has been partially funded as a Daniels Fund program.

II. Narrative and Justifications

National History Day in Colorado is one of the most beneficial classes that a school could provide to its students in terms of post-secondary preparedness. National History Day in Colorado not only satisfies a graduation requirement and all of the academic standards in social studies and literature but provides meaningful critical thinking skills that prepare students to succeed not only in college and career, but to become engaged, civic-minded citizens.

The following items detail specific benefits to students in college and career.

Preparation for Writing-Heavy Majors in College:

National History Day in Colorado replicated the process that students will encounter in post-secondary courses that focus heavily on writing, including the humanities, social sciences, and many arts-related majors. National History Day in Colorado teaches students how to write a coherent thesis, perform research to prove that thesis, and how to properly cite sources. An NHDC project, regardless of project format, mirrors a term paper.

Preparation for Science and Tech Majors in College:

National History Day also provides crucial skills that college professors and employers cite as grossly lacking in majors in technology and the hard sciences. The Collegiate Employment Research Institute found, based on survey results of professors and employers that “sadly, an area that is greatly lacking has become verbal and written communication skills. We have encountered Ivy League graduates with awful grammar and spelling errors on their resumes.” It was further reported that individuals “can’t even write a proper sentence or address a letter... it is embarrassing and hurtful to business.” Dr. Charles Ferguson, the former director of the Health Professions Program at the University of Colorado Denver affirmed these claims, citing that the students who drop out of science and medical education programs are those with less-developed writing skills.

Preparation for Career

NHDC is also critical for students who plan to go directly into the workforce, as written and verbal communication are critical to success, as well as to competing with other candidates in interview settings. Furthermore, a previous History Day student who is now a successful HVAC technician cited History Day for his skills in justifying why his services were priced as such.

Preparation for Civic Engagement

National History Day in Colorado prepares students to be thoughtful citizens as it teaches them how to vet sources and news for credibility, pushes them to analyze multiple perspectives and formulate their own opinions, and teaches them to evaluate the historical underpinnings of current events and policies.

III. Key Evaluations of National History Day Participation and Its Impact on Standardized Testing

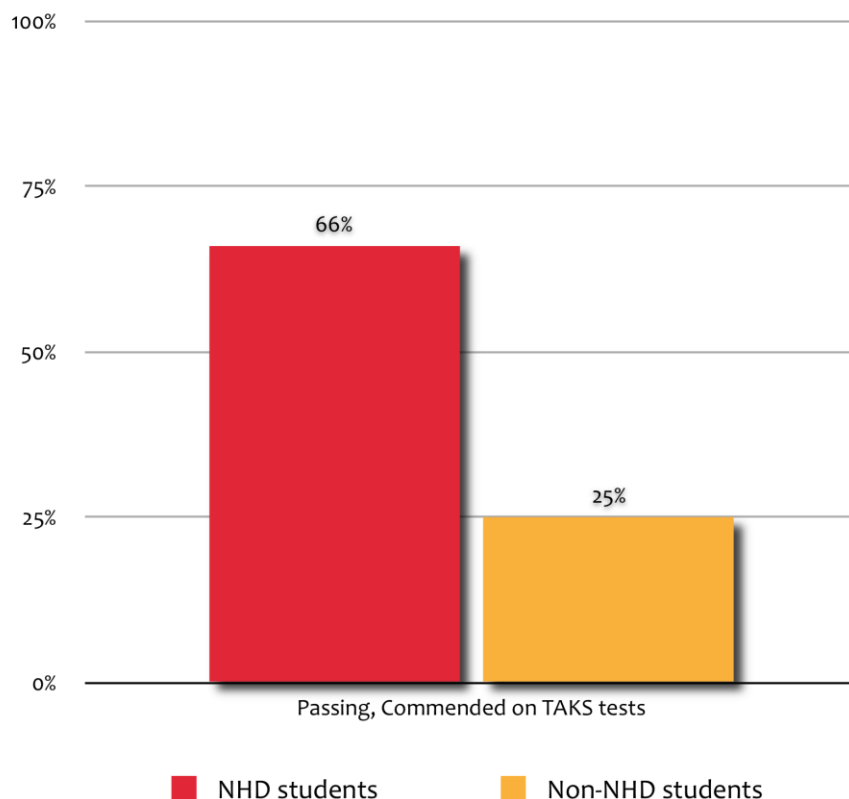
HISTORY

TEACHES. **Inspires.** *Prepares.*

National History Day Works: Key Evaluation Findings

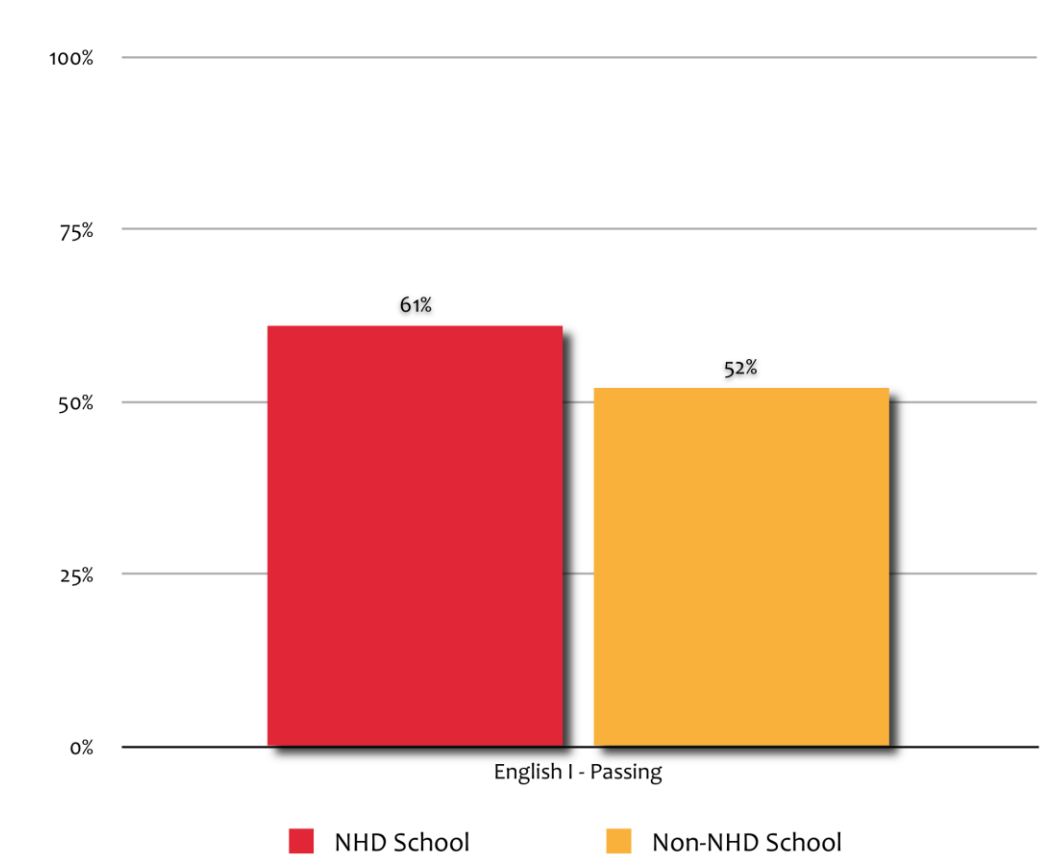
NHD students outperform their non-NHD peers on standardized tests in all topic areas, including – reading, science and math, as well as social studies.

In Texas, NHD students outperformed their non-NHD peers on TAKS tests



During four years of performance, NHD students scored more than twice as well on TAKS as non-NHD students. Nearly two thirds of NHD students met the minimum, had commended performance, or passed TAKS the first time, compared to 25% of non-NHD students.

NHD students in South Carolina outperformed their non-NHD peers on English assessments



In South Carolina, NHD high school students led their school district with a 61% passing rate in English 1— 9% above a comparison site.

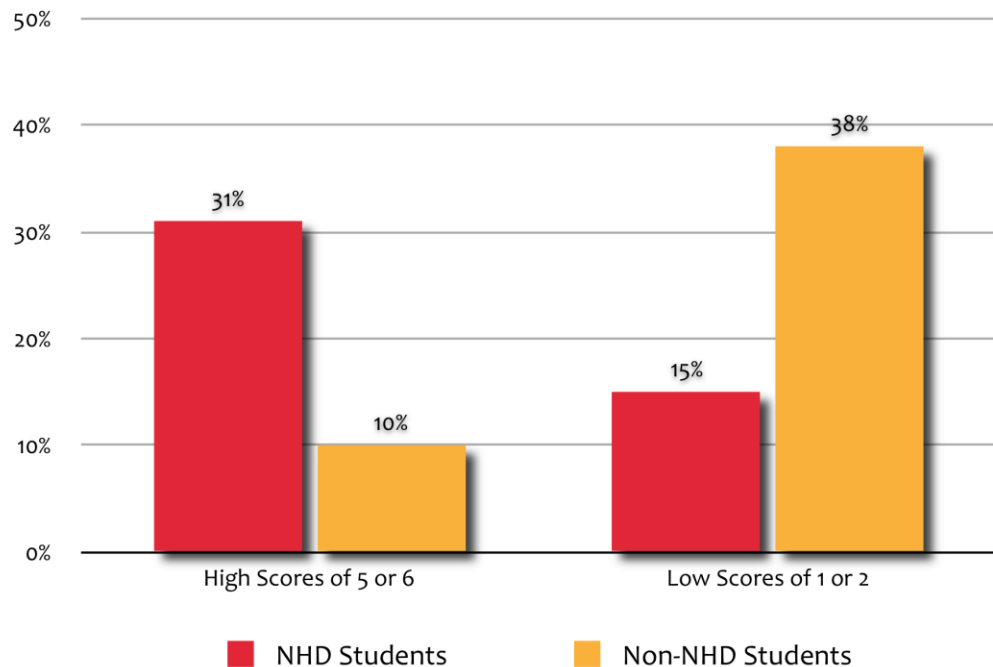
About the Research

Researchers from Rockman, et al, examined students' success across a range of measures: performance assessments, surveys and standardized test scores, academic performance and interest in past and current events. They then compared their evaluations of students who participated in National History Day (NHD) to their peers who did not participate in the program. The racial/ethnic representation of students in the study closely mirrored the breakdown in the U.S., with a slightly higher percentage of Black and Hispanic students included in the study.

The study, conducted at four sites around the country, found that on nearly every measure, NHD students' scores or ratings were higher than their peers who did not participate in the program.

NHD students are better writers, who write with a purpose and real voice, and marshal solid evidence to support their point of view.

NHD students had more exemplary writing scores, and fewer low scores



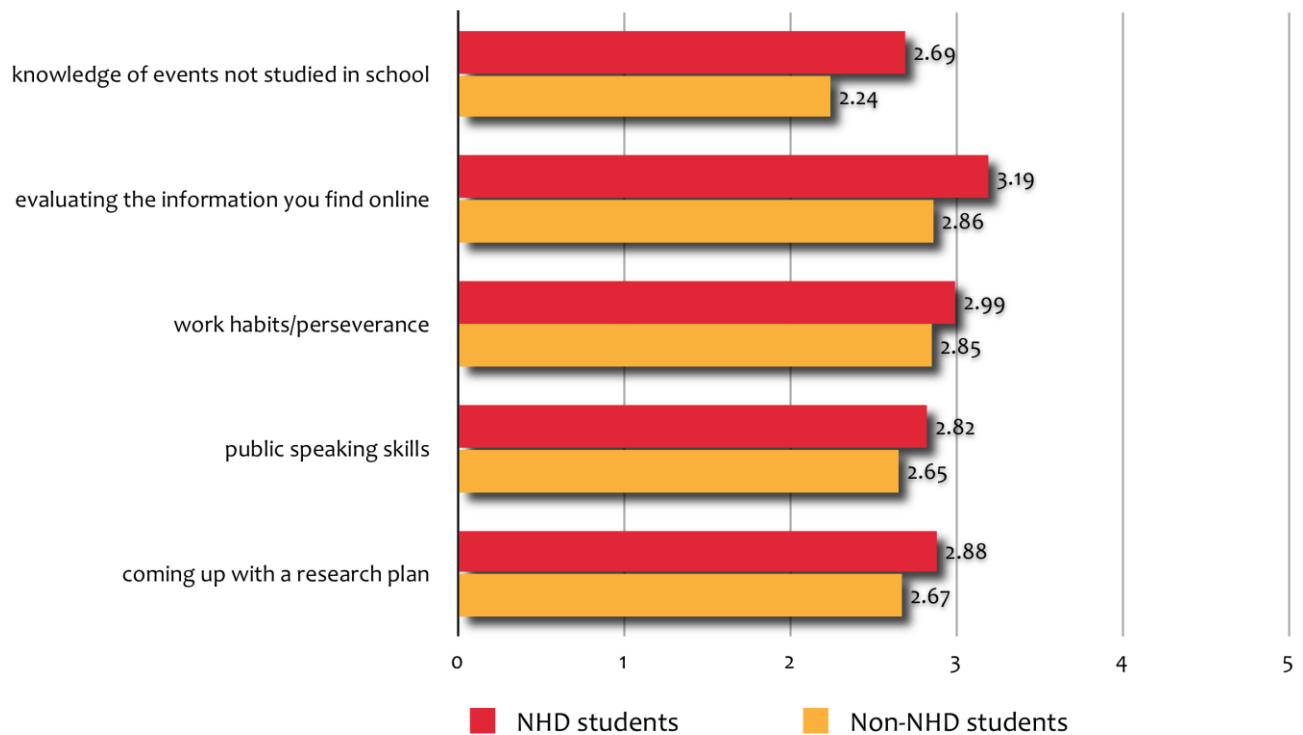
Overall, NHD students outscored comparison-group students on both pre- and post-writing assessments, receiving more exemplary scores (5's or 6's) on a 6-point scale, and fewer low scores.

NHD has a positive impact among students whose interests in academic subjects may wane in high school.

- Among Black and Latino students, NHD students outperform non-NHD students, posting higher performance assessment scores and levels of interest and skills.
- Compared to non-NHD boys and to all girls, boys participating in NHD reported significantly higher levels of interest in history, civic engagement, and confidence in research skills, on both pre- and post-surveys.

NHD students learn 21st Century college- and career-ready skills. They learn to collaborate with team members, talk to experts, manage their time and persevere.

When asked about their confidence in a variety of career- and college-ready skills, NHD students have an edge over their peers



NHD students consistently express more confidence than students who do not participate in NHD, including research skills, public speaking, the ability to organize a report, knowledge of current events, work habits, evaluating sources, and writing skills. (Reported on a 6-point scale.)

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

- Performance assessments show that NHD students were 18% better overall than their peers at interpreting historical information – an average of 79 percent correct vs. 61 percent correct.

National History Day, a year-long academic program for 6th to 12th grade students, is centered around historical research, interpretation, and creative expression. For their NHD projects, students become writers, filmmakers, Web designers, playwrights, and artists as they create unique contemporary expressions of history. The program culminates in a series of contests at the local and state levels – and an annual national competition in the nation's capital each June.

National History Day is a flexible program that provides everything teachers need to bring students on an unforgettable journey that integrates into – and enhances – standards-based curriculum. With sample topics, a guide to conducting historical research in the classroom, lesson plans, and more, NHD supports and guides educators and students through the entire school year.

National History Day not only transports classrooms back in time during the school year...*it transforms young minds forever.*



NATIONAL HISTORY DAY IS ENDORSED BY

American Association for State and Local History
American Historical Association
Federation of State Humanities Councils
National Association of Secondary School Principals
National Center for History in the Schools
National Council for History Education
National Council for the Social Studies
Organization of American Historians
Society of American Archivists

www.nhd.org

- insert your website URL here -

IV. Colorado State Graduation Requirements

Colorado State Academic Standards in Social Studies

*Common Core Standards: Grades 6-12 Literacy (Reading and Writing)
in History/Social Studies Achieved Through History Day Participation*

Subject	Standard Met
Reading	<ul style="list-style-type: none"> ✓ Key ideas and details ✓ Craft and structure ✓ Integration of knowledge and ideas ✓ Range of reading and levels of text complexity
Writing	<ul style="list-style-type: none"> ✓ Text types and purposes ✓ Production and distribution of writing ✓ Research to construct and present knowledge ✓ Range of writing

*Colorado Essential Skills
(Previously 21st Century Skills)
Achieved Through History Day Participation*

Skill	Standard Met
Civic/Interpersonal Skills	<ul style="list-style-type: none"> ✓ Global and Cultural Awareness ✓ Civic Engagement, Collaboration/Teamwork, Character, Communication
Entrepreneurial Skills	<ul style="list-style-type: none"> ✓ Creativity and Innovation, Risk-Taking ✓ Inquiry/Analysis, Critical Thinking/Problem-Solving
Personal Skills	<ul style="list-style-type: none"> ✓ Adaptability/Flexibility, Character, Leadership ✓ Initiative/Self-Direction, Self-Awareness, Responsibility
Professional Skills	<ul style="list-style-type: none"> ✓ Info/Communication Literacy, Career Awareness, Manage Time
Strategic Learning	<ul style="list-style-type: none"> ✓ Critical Thinking and Problem Solving

Colorado State Academic Standards in Middle School Social Studies

Note: Achieving some of the listed standards may be dependent on a student's choice of topic

Grade	Grade Level Expectations Achieved Through History Day Participation
6th	<ul style="list-style-type: none"> • History <ul style="list-style-type: none"> ✓ Analyze and interpret primary and secondary sources to ask and research historical questions. ✓ The historical eras, individuals, groups, ideas and themes in regions of the Western Hemisphere and their relationships to one another. • Geography <ul style="list-style-type: none"> ✓ Use geographic tools to research and make geographic inferences and predictions about the Western hemisphere. ✓ Regional differences and perspectives in the Western Hemisphere impact human and environmental interactions. • Economics <ul style="list-style-type: none"> ✓ Investigate how societies create different economic systems in the Western Hemisphere. ✓ Investigate the role of consumers within the Western Hemisphere (PFL). • Civics <ul style="list-style-type: none"> ✓ Analyze the relationships of different nations in the Western Hemisphere. ✓ Systems of Government in the Western Hemisphere.
7th	<ul style="list-style-type: none"> • History <ul style="list-style-type: none"> ✓ Use a variety of primary and secondary sources from multiple perspectives to formulate an appropriate thesis supported by evidence. ✓ The historical context of significant current events, individuals, groups, ideas, and themes within regions of the Eastern Hemisphere and their relationships with one another. • Geography <ul style="list-style-type: none"> ✓ Use geographic tools to research topics in the Eastern Hemisphere to make geographic inferences and predictions. ✓ Regional differences and perspectives in the Eastern Hemisphere impact human and environmental interactions. • Economics <ul style="list-style-type: none"> ✓ Describe how economic systems in the Eastern Hemisphere address the problem of scarcity. ✓ Investigate the role of consumers within the Eastern Hemisphere (PFL). • Civics <ul style="list-style-type: none"> ✓ Analyze the civic similarities and differences within governmental systems in the Eastern Hemisphere. ✓ Nations in various regions of the Eastern Hemisphere interact with international organizations, govern, organize, and impact their societies in different ways.
8th	<ul style="list-style-type: none"> • History <ul style="list-style-type: none"> ✓ Investigate and evaluate primary and secondary sources about United States history from the American Revolution through Reconstruction to formulate and defend a point of view with textual evidence. ✓ The historical eras, individuals, groups, ideas and themes from the origins of the American Revolution through Reconstruction. • Geography <ul style="list-style-type: none"> ✓ Use geographic tools to analyze patterns in human and physical systems in the United States. ✓ Competition for control of space and resources in early American History. • Economics <ul style="list-style-type: none"> ✓ Economic freedom, including free trade, was important for economic growth in early American History. ✓ Examine the role of consumer decisions and taxes within the market economies of early American History (PFL). • Civics <ul style="list-style-type: none"> ✓ Construct understanding of the changing definition of citizenship and the expansion of rights of citizens in the United States. ✓ The purpose and place of rule of law in a constitutional system.

Colorado State Academic Standards in High School Social Studies

Grade	Grade Level Expectations Achieved Through History Day Participation
World History	<ul style="list-style-type: none"> • History <ul style="list-style-type: none"> ✓ Use the historical method of inquiry to formulate compelling questions, evaluate primary and secondary sources, analyze and interpret data, and argue for an interpretation defended by textual evidence. ✓ Key concepts of continuity and change, cause and effect, complexity, unity and diversity, and significant ideas throughout the world from the Renaissance to the present. • Geography <ul style="list-style-type: none"> ✓ Use geographic tools and resources to analyze Earth's human systems and physical features to investigate and address geographic issues. ✓ Geographic variables influence interactions of people, places, and environments. ✓ The interconnected nature of the world, its people and places. • Economics <ul style="list-style-type: none"> ✓ Productive resources (natural, human, capital) are scarce; therefore choices are made about how individuals, businesses, governments, and nonprofits allocate these resources. ✓ Economic systems, market structures, competition, and government policies affect market outcomes. ✓ The business cycle affects the macroeconomy, and government policies can be used in an attempt to stabilize the economy. ✓ Globalization and international trade affect the allocation of goods, services, and resources. • Civics <ul style="list-style-type: none"> ✓ Research, formulate positions on national issues or policies in a civil society. ✓ Purposes, role and limitations of the structures and functions of government. ✓ Evaluate the impact of the political institutions that link the people to the government.
U.S. History	<ul style="list-style-type: none"> • History <ul style="list-style-type: none"> ✓ Use the historical method of inquiry to formulate compelling questions, evaluate primary and secondary sources, analyze and interpret data, and argue for an interpretation defended by textual evidence. ✓ Key concepts of continuity and change, cause and effect, complexity, unity and diversity, and significant ideas in the United States from Reconstruction to the present. • Geography <ul style="list-style-type: none"> ✓ Use geographic tools and resources to analyze Earth's human systems and physical features to investigate and address geographic issues. ✓ Geographic variables influence interactions of people, places, and environments. ✓ The interconnected nature of the world, its people and places. • Economics <ul style="list-style-type: none"> ✓ Productive resources (natural, human, capital) are scarce; therefore choices are made about how individuals, businesses, governments, and nonprofits allocate these resources. ✓ Economic systems, market structures, competition, and government policies affect market outcomes. ✓ The business cycle affects the macroeconomy, and government policies can be used in an attempt to stabilize the economy. ✓ Globalization and international trade affect the allocation of goods, services, and resources. • Civics <ul style="list-style-type: none"> ✓ Research, formulate positions on local, state, and national issues or policies in a civil society. ✓ Purposes, role and limitations of the structures and functions of government. ✓ Evaluate the impact of the political institutions that link the people to the government.
Geography	<ul style="list-style-type: none"> • History <ul style="list-style-type: none"> ✓ Analyze key concepts of continuity and change, cause and effect, complexity, unity and diversity, and significant ideas over time. • Geography <ul style="list-style-type: none"> ✓ Use geographic tools and resources to analyze Earth's human systems and physical features to investigate and address geographic issues. ✓ Geographic variables influence interactions of people, places, and environments. ✓ The interconnected nature of the world, its people and places. • Economics <ul style="list-style-type: none"> ✓ Productive resources (natural, human, capital) are scarce; therefore choices are made about how individuals, businesses, governments, and nonprofits allocate these resources. ✓ Economic systems, market structures, competition, and government policies affect market outcomes. ✓ The business cycle affects the macroeconomy, and government policies can be used in an attempt to stabilize the economy. ✓ Globalization and international trade affect the allocation of goods, services, and resources. • Civics <ul style="list-style-type: none"> ✓ Research, formulate positions on local, state, and national issues or policies in a civil society. ✓ Purposes, role and limitations of the structures and functions of government. ✓ Evaluate the impact of the political institutions that link the people to the government.

Colorado State Academic Standards in High School Social Studies, Continued

Economics	<ul style="list-style-type: none"> • History <ul style="list-style-type: none"> ✓ Develop an understanding of how people view, construct, and interpret history ✓ Analyze key concepts of continuity and change, cause and effect, complexity, unity and diversity over time ✓ The significance of ideas as powerful forces throughout history • Geography <ul style="list-style-type: none"> ✓ Use geographic tools and resources to analyze Earth's human systems and physical features to investigate and address geographic issues. ✓ Geographic variables influence interactions of people, places, and environments. ✓ The interconnected nature of the world, its people and places. • Economics <ul style="list-style-type: none"> ✓ Productive resources (natural, human, capital) are scarce; therefore choices are made about how individuals, businesses, governments, and nonprofits allocate these resources. ✓ Economic systems, market structures, competition, and government policies affect market outcomes. ✓ The business cycle affects the macroeconomy, and government policies can be used in an attempt to stabilize the economy. ✓ Globalization and international trade affect the allocation of goods, services, and resources. ✓ Determine factors that impact an individual's earning capacity (PFL). ✓ Establish personal investment objectives (PFL). ✓ Apply consumer skills to spending, saving, and borrowing decisions (PFL). ✓ Choose risk management strategies for protection from the financial risk of lost income, lost or damages property, health issue, identity fraud (PFL). • Civics <ul style="list-style-type: none"> ✓ Research, formulate positions on local, state, and national issues or policies in a civil society. ✓ Purposes, role and limitations of the structures and functions of government. ✓ Evaluate the impact of the political institutions that link the people to the government.
Civics	<p>History</p> <ul style="list-style-type: none"> ✓ Develop an understanding of how people view, construct, and interpret history ✓ Analyze key concepts of continuity and change, cause and effect, complexity, unity and diversity over time ✓ The significance of ideas as powerful forces throughout history <p>Geography</p> <ul style="list-style-type: none"> ✓ Use geographic tools and resources to analyze Earth's human systems and physical features to investigate and address geographic issues. ✓ Geographic variables influence interactions of people, places, and environments. ✓ The interconnected nature of the world, its people and places. <p>Economics</p> <ul style="list-style-type: none"> ✓ Productive resources (natural, human, capital) are scarce; therefore choices are made about how individuals, businesses, governments, and nonprofits allocate these resources. ✓ Economic systems, market structures, competition, and government policies affect market outcomes. ✓ The business cycle affects the macroeconomy, and government policies can be used in an attempt to stabilize the economy. ✓ Globalization and international trade affect the allocation of goods, services, and resources. <p>Civics</p> <ul style="list-style-type: none"> ✓ Research, formulate positions on local, state, and national issues or policies in a civil society. ✓ Purposes, role and limitations of the structures and functions of government. ✓ Evaluate the impact of the political institutions that link the people to the government.

Colorado State Academic Standards in Middle School Reading, Writing, and Communicating

Note: Achieving some of the listed standards may be dependent on a student's choice of topic

Grade	Grade Level Expectations Achieved Through History Day Participation
6th	<ul style="list-style-type: none"> • Oral Expression and Listening <ul style="list-style-type: none"> ✓ Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose. ✓ Develop, organize, and present ideas and opinions effectively. • Reading for All Purposes <ul style="list-style-type: none"> ✓ Analyze literary elements within different types of literature to make meaning. ✓ Analyze organization and structure of informational text to make meaning. ✓ Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context. • Writing and Composition <ul style="list-style-type: none"> ✓ Write arguments that support claim(s) using clear reasons, relevant evidence, credible sources, and a formal style. ✓ Write informative/explanatory texts characterized by appropriate organization, ample development, precise language and formal style. ✓ Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events. ✓ Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics, as well as a style appropriate for purpose and audience. • Research Inquiry and Design <ul style="list-style-type: none"> ✓ Pose research questions, synthesize answers from multiple credible sources, and present conclusions in an appropriate format.
7th	<ul style="list-style-type: none"> • Oral Expression and Listening <ul style="list-style-type: none"> ✓ Incorporate language, tools, and techniques appropriate for task and audience during formal presentations. ✓ Prepare formal presentations and use appropriate delivery techniques. • Reading for All Purposes <ul style="list-style-type: none"> ✓ Analyze the connections between interrelated literary elements to understand literary texts. ✓ Summarize and evaluate to show understanding of informational texts. ✓ Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts. • Writing and Composition <ul style="list-style-type: none"> ✓ Write well-organized arguments using logical reasoning, relevant and credible evidence, acknowledgment of opposing claims, clear language, and formal style. ✓ Write well-developed informative/explanatory texts using logical organizations strategies, relevant supporting information, domain-specific vocabulary, and formal style. ✓ Write engaging real or imagined narratives effectively using techniques such as relevant description, sensory language, dialogue, and logical pacing to capture the action and detail experiences and events. ✓ Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions of grammar, usage, mechanics, and that its style is appropriate to task, purpose, and audience.
	<ul style="list-style-type: none"> • Research Inquiry and Design <ul style="list-style-type: none"> ✓ Pose research questions, synthesize answers from multiple credible sources, and present conclusions in an appropriate format.
8th	<ul style="list-style-type: none"> • Oral Expression and Listening <ul style="list-style-type: none"> ✓ Engage in effective collaborative discussions and analyze information presented. ✓ Design organized presentations incorporating key details and claims while tailored for purpose and audience. • Reading for All Purposes <ul style="list-style-type: none"> ✓ Analyze and evaluate literary elements and an author's choices to understand literary text. ✓ Analyze and evaluate an author's choices to understand informational text. ✓ Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts. • Writing and Composition <ul style="list-style-type: none"> ✓ Write well-organized and cohesive arguments, distinguishing claim(s) from opposing claims and using language to clarify connections among, claims, reasons, and evidence. ✓ Write well-developed and logically organized informative/explanatory texts, conveying relevant content through precise language, domain-specific vocabulary, and formal style. ✓ Write engaging real or imagined narratives effectively using techniques such as relevant and sufficient descriptive details, sensory language, logical pacing and dialogue to detail actions and to develop and reflect on experiences and events. ✓ Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience. • Research Inquiry and Design <ul style="list-style-type: none"> ✓ Pose important questions, identify, locate, and evaluate sources; extract and synthesize relevant information, and communicate findings appropriately.

Colorado State Academic Standards in High School Reading, Writing, and Communicating

Grade	Grade Level Expectations Achieved Through History Day Participation
9th	<ul style="list-style-type: none"> • Oral Expression and Listening <ul style="list-style-type: none"> ✓ Respond to other's ideas, and evaluate perspective and rhetoric. ✓ Organize and develop credible presentations tailored to purpose and audience. • Reading for All Purposes <ul style="list-style-type: none"> ✓ Analyzed traditional and contemporary literary texts with scrutiny and comparison of literary elements. ✓ Understand the logical progression of ideas in increasingly complex texts. ✓ Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and information texts. • Writing and Composition <ul style="list-style-type: none"> ✓ Write well-developed, unbiased arguments that are supported by substantive, valid reasoning and evidence. ✓ Write informative/explanatory texts using complex ideas and organizational structures and features that are useful to audience comprehension. ✓ Write engaging real or imagined narratives using multiple plot lines. ✓ Use a recursive writing process to produce, publish, and update individual or shared writing projects. • Research Inquiry and Design <ul style="list-style-type: none"> ✓ Synthesize multiple, authoritative literary and/or information sources, creating cohesive research projects that show an understanding of the subject.
10th	<ul style="list-style-type: none"> • Oral Expression and Listening <ul style="list-style-type: none"> ✓ Respond to other's ideas, and evaluate perspective and rhetoric. ✓ Organize and develop credible presentations tailored to purpose and audience. • Reading for All Purposes <ul style="list-style-type: none"> ✓ Analyzed traditional and contemporary literary texts with scrutiny and comparison of literary elements. ✓ Understand the logical progression of ideas in increasingly complex texts. ✓ Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and information texts. • Writing and Composition <ul style="list-style-type: none"> ✓ Write well-developed, unbiased arguments that are supported by substantive, valid reasoning and evidence. ✓ Write informative/explanatory texts using complex ideas and organizational structures and features that are useful to audience comprehension. ✓ Write engaging real or imagined narratives using multiple plot lines. ✓ Use a recursive writing process to produce, publish, and update individual or shared writing projects. • Research Inquiry and Design <ul style="list-style-type: none"> ✓ Synthesize multiple, authoritative literary and/or information sources, creating cohesive research projects that show an understanding of the subject.
11th	<ul style="list-style-type: none"> • Oral Expression and Listening <ul style="list-style-type: none"> ✓ Follow collaborative guidelines to ensure a hearing of a full range of positions on a topic or issue, and evaluate responses. ✓ Integrate credible, accurate information into appropriate media and formats to meet an audience's needs. • Reading for All Purposes <ul style="list-style-type: none"> ✓ Interpret and evaluate complex literature using various critical reading strategies. ✓ Interpret and evaluate complex informational texts using various critical reading strategies. ✓ Understand how language influences the comprehension of narrative, argumentative, and information texts. • Writing and Composition <ul style="list-style-type: none"> ✓ Write thoughtful, well-developed arguments that support knowledgeable and significant claims, anticipating and addressing the audience's values and biases. ✓ Write informative/explanatory texts to examine and convey complex ideas through the effective selection, organization, and analysis of contest. ✓ Write engaging and significant real or imagined narratives that build toward a particular tone or outcome. ✓ Use a recursive writing process to produce, publish, and update individual or shared writing projects in response to ongoing feedback • Research Inquiry and Design <ul style="list-style-type: none"> ✓ Synthesize multiple, authoritative literary and/or informational sources to answer questions or solve problems, producing well-organized and developed research projects that defend information, conclusions, and solutions.

Colorado State Academic Standards in High School Reading, Writing, and Communicating, Continued

12th	<ul style="list-style-type: none">• Oral Expression and Listening<ul style="list-style-type: none">✓ Follow collaborative guidelines to ensure a hearing of a full range of positions on a topic or issue, and evaluate responses.✓ Integrate credible, accurate information into appropriate media and formats to meet an audience's needs.• Reading for All Purposes<ul style="list-style-type: none">✓ Interpret and evaluate complex literature using various critical reading strategies.✓ Interpret and evaluate complex informational texts using various critical reading strategies.✓ Understand how language influences the comprehension of narrative, argumentative, and information texts.• Writing and Composition<ul style="list-style-type: none">✓ Write thoughtful, well-developed arguments that support knowledgeable and significant claims, anticipating and addressing the audience's values and biases. ✓Write informative/explanatory texts to examine and convey complex ideas through the effective selection, organization, and analysis of contest.<ul style="list-style-type: none">✓ Write engaging and significant real or imagined narratives that build toward a particular tone or outcome.✓ Use a recursive writing process to produce, publish, and update individual or shared writing projects in response to ongoing feedback• Research Inquiry and Design<ul style="list-style-type: none">✓ Synthesize multiple, authoritative literary and/or informational sources to answer questions or solve problems, producing well-organized and developed research projects that defend information, conclusions, and solutions.
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B. College and Career-Ready Demonstrations

Beginning with the graduating class of 2021, Colorado students must demonstrate college or career readiness in English and math based on at least one of the measures on the following page.

For students that do not satisfy the ACT or SAT score requirements and/or do satisfy the English requirements via any of the other options can complete a capstone project.

National History Day in Colorado is a state-sanctioned capstone project that satisfies the English demonstration requirements. An evaluation rubric is included in this document.



Menu of College and Career-Ready Demonstrations

Local school boards establish high school graduation requirements that meet or exceed the Colorado Graduation Guidelines for the graduating class of 2021.

Local school boards and districts select from this menu to create a list of options that their students must use to show what they know or can do in order to graduate from high school, beginning with the graduating class of 2021. School districts may offer some or all of the state menu options, may raise a cut score on an included assessment and may add graduation requirements in other content areas.

Graduation Guidelines begin with the implementation of Individual Career and Academic Plans (ICAP); 21st Century Essential Skills; and Colorado Academic Standards for all content areas, including Civics.

Students must demonstrate college or career readiness in English and math based on at least one measure.

Districts have the authority to adapt the college and career demonstrations necessary to earn a standard high school diploma to accommodate for: English learners, gifted student and students with disabilities.

MENU OF OPTIONS: This menu lists the minimum scores required.

ACCUPLACER

Classic	ENGLISH 62 on Reading Comprehension OR 70 on Sentence Skills	MATH 61 on Elementary Algebra
Next Generation	ENGLISH 241 on Reading OR 236 on Writing	MATH 255 on Arithmetic (AR) OR 230 on Quantitative Reasoning, Algebra, and Statistics (QAS)

ACCUPLACER is a computerized test that assesses reading, writing, math and computer skills. The results of the assessment, in conjunction with a student's academic background, goals and interests, are used by academic advisors and counselors to place students in college courses that match their skill levels.

ACT

ENGLISH 18 on ACT English	MATH 19 on ACT Math
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ACT is a national college admissions exam. It measures four subjects – English, reading, math and science. The highest possible score for each subject is 36.

ACT WorkKeys – National Career Readiness Certificate

ENGLISH Bronze or higher	MATH Bronze or higher
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ACT WorkKeys is an assessment that tests students' job skills in applied reading, writing, mathematics and 21st century skills. Scores are based on job profiles that help employers select, hire, train, develop and retain a high-performance workforce. Students who score at the bronze level (at least 3) in Applied Mathematics, Graphic Literacy and Workplace Documents, earn the ACT's National Career Readiness Certificate.

Advanced Placement

ENGLISH 2	MATH 2
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AP exams test students' ability to perform at a college level. Districts choose which AP exams will fulfill this menu option. Scores range from 1 to 5 (highest).

ASVAB

ENGLISH 31 on the AFQT	MATH 31 on the AFQT
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The Armed Services Vocational Aptitude Battery (ASVAB) is a comprehensive test that helps determine students' eligibility and suitability for careers in the military. Students who score at least 31 are eligible for service (along with other standards that include physical condition and personal conduct). Students who take the ASVAB are not required to enlist in the military.

Concurrent Enrollment

ENGLISH Passing grade per district and higher education policy	MATH Passing grade per district and higher education policy
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Concurrent enrollment provides students the opportunity to enroll in postsecondary courses, simultaneously earning high school and college credit. School districts and institutions of higher education each determine passing grades for credit and concurrent enrollment. An eligible concurrent enrollment course is 1) the prerequisite directly prior to a credit-bearing course or 2) a credit-bearing course.

District Capstone

ENGLISH Individualized	MATH Individualized
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A capstone is the culminating exhibition of a student's project or experience that demonstrates academic and intellectual learning. Capstone projects are district determined and often include a portfolio of a student's best work.

Industry Certificate

ENGLISH Individualized	MATH Individualized
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Industry certificates are credentials recognized by business and industry. They are district determined, measure a student's competency in an occupation and they validate a knowledge base and skills that show mastery in a particular industry.

International Baccalaureate (IB)

ENGLISH 4	MATH 4
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IB exams assess students enrolled in the official IB Diploma Programme. Courses are offered only at authorized IB World Schools. Scores range from 1 to 7 (highest).

SAT: Scores updated for SAT (2016)

ENGLISH 470	MATH 500
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The SAT is a college entrance exam that is accepted or required at nearly all four-year colleges and universities in the U.S. The current SAT includes sections on reading, writing and math. The highest possible score for each section is 800.

Collaboratively developed, standards-based performance assessment

ENGLISH State-wide scoring criteria	MATH State-wide scoring criteria
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An authentic application of Essential Skills for Postsecondary and Workforce Readiness, through the creation of a complex product or presentation. (In development)

C. Individual Career and Academic Plans (ICAP)

Individual Career and Academic Plan Indicators and Skills	
ICAP Quality Indicators and Promising Practices	
Indicator	NHDC Alignment
Self-Awareness	Students must be aware of their skills, knowledge, and ability to satisfy all sufficient portions of a long-term project, as well as when they require additional assistance from the teacher.
Career-Awareness	Students demonstrate and practice skills necessary in the post-secondary world, including justifying and defending arguments, critical thinking, and organizing information.
Postsecondary Aspirations	Students demonstrate skills not only necessary in the post-secondary world, but particularly necessary in higher education.
Postsecondary Options	Students experience reading, writing, and research in line with that they will be required to do in many academic disciplines.
Environmental Expectations	Students assess and meet expectations for a History Day project while making a number of independent choices and decisions.
Academic Planning	Students must plan and manage their time to complete an extensive, long-term project.
Employability Skills	Students practice skills that improve their employability in the post-secondary world, including public speaking, critical thinking, and initiative.
Financial Literacy	Students may explore the economic roots and implications when considering certain topics.
Postsecondary and Workforce Ready (PWR) Skills	
Skill	NHDC Alignment
<u>Entrepreneurial</u> : Critical thinking and problem solving, creativity and innovation, inquiry and analysis, risk taking	<ul style="list-style-type: none"> NHDC requires critical thinking and problem-solving skills in that students must formulate an academic argument and support it with primary and secondary source research. Students must overcome research problems and challenges in order to complete projects. Students must employ creative and innovative approaches to create a project and tell a story with a meaningful argument and conclusion in one of five formats: exhibit, website, performance, documentary, or performance. Students must conduct inquiry into a self-selected historical topic and perform analysis in a way that groups their research together in a meaningful way. Students must use inquiry and analysis skills in order to vet the validity and legitimacy of sources. Students must demonstrate risk taking in terms of committing to supporting a particular argument, conducting certain types of research, and execute project formats unfamiliar to them.
<u>Personal</u> : Initiative and self-direction, personal responsibility and self-management, adaptability and flexibility, personal awareness, learn independently, perseverance	<ul style="list-style-type: none"> Students self-select their topic and project format—facilitates student voice and choice. While educators scaffold the skills and steps necessary to complete a History Day project, students are expected to self-manage the progress of their projects and learn independently in the context of their self-selected topic, and their experiential learning. Students must adapt to stumbling blocks, particularly in terms of sufficiently narrowing their topic, constructing a thesis that is provable, and research. Students must approach research in a self-directive manner in order to prove their particular thesis and address their own information gaps.
<u>Civic/Interpersonal</u> : Core academic foundation, collaboration and teamwork, communication, global and cultural awareness, ethics and integrity	<ul style="list-style-type: none"> Students practice and hone literacy; critical reading, writing, and thinking; formation of legitimate argument, and composition of a cohesive narrative. Students that work in a group must successfully collaborate to adequately share the workload and communicate effectively. Students explore topics that encompass multiple actors of different cultural and ethnic backgrounds, as well as topics that have international and global dimensions. Students must maintain ethics and integrity in terms of successfully crediting and citing sources and ideas that are not their own. They must also successfully acknowledge different perspectives.
<u>Professional</u> : Time management, career literacy, grit and resilience, work ethic, dependability and reliability, self-advocacy	<ul style="list-style-type: none"> Students must adequately manage their time in order to complete project benchmarks, as well as to produce a well-thought out, cohesive final product. Students must demonstrate work ethic and dependability in order to self-pace and educate themselves on the information necessary to explain their self-selected topic and prove their thesis statement. Students must demonstrate resilience in terms of managing a long-term project and overcoming research roadblocks. Students explore academic skills necessary in the post-secondary world. Student advocate for themselves when they are in need of assistance outside the regular scaffolding provided in class.

V. Course Description

National History Day

National History Day is a project-based social studies and literacy curriculum that equips students with post-secondary, real-world skills. Students will research a narrow, historical topic of their choice that adheres to the annual theme selected by the National Office (examples: *Triumph and Tragedy*, *Leadership and Legacy*, *Breaking Barriers*). Students will then have to construct a robust thesis statement and introductory paragraph, conduct primary and secondary source research, employ critical reading and thinking skills in order to prove their argument with their sources, draw meaningful conclusions, and write a robust annotated bibliography. Students will then construct a project according to the National Rules in one of five formats: paper, documentary, performance, exhibit, or website. Students are permitted to work in groups of no more than five in all categories except for paper. All students are encouraged to compete in their school and/or regional contest.

VI. Literacy Capstone Rubric

National History Day in Colorado Literacy Capstone Project					
Benchmark Skills	DOES NOT SATISFY CAPSTONE			SATISFIES CAPSTONE	
	Needs Improvement	Below Expectations	Emerging Expectations	Meets Expetations	Exceeds Expectations
NHDC Criteria					
Project includes pictures, charts, maps, graphs, and quotations--all with appropriate captions (and citations where applicable).					
Students display grasp of the literacy components of their NHDC project, as evidenced by their inclusion of a thesis statement, perspective, short- and long- term impacts, the "so-what" factor, and a well-developed process paper.					
Students display an understanding of primary vs. secondary sources and justify how they utilized them in an annotated bibliography.					
Students demonstrate to the annual NHD theme with a topic at least fifteen to twenty years old.					
Students find and interview a primary resource or expert historian in the field of their topic in order to conduct research.					
Students display creativity through the construction of a planned, organized final product.					
Students display an ability to read and discern rules in order to ensure that all components of their project adhere to specifically-outlined criteria, per the official NHD Rule Book.					
Students compete in their School and/or Regional Contest, and progress as far in the competition as allowed.					
2020 Colorado Academic Standards					
<i>Social Studies</i>					
Students use the historical method of inquiry to formulate compelling questions, evaluate primary and secondary sources, analyze and interpret data, and argue for an interpretation defended by textual evidence.					
Students use key concepts of continuity and change, cause and effect, complexity, unity and diversity, and significant ideas.					
Students demonstrate one of more of the following geography skills: 1. Use geographic tools and resources to analyze Earth's human systems and physical features to investigate and address geographic issues. 2. Geographic variables influence interactions of people, places, and environments. 3. The interconnected nature of the world, its people, and places.					
Students demonstrate one or more of the following economics skills: 1. Productive resources (natural, human, capital) are scarce; therefore choices are made about how individuals, businesses, governments, and nonprofits allocate these resources. 2. Economic systems, market structures, competition, and government policies affect market outcomes. 3. The business cycle affects the macroeconomy, and governments policies can be used in an attempt to stabilize the economy. 4. Globalization and international trade affect the allocation of goods, services, and resources.					
Students demonstrate one or more of the following civics skills: 1. Research and formulate positions on local, state, and national issues of policies in a civil society. 2. Understand/demonstrate the purposes, roles, and limitations of the structures and functions of governments. 3. Evaluate the impact of the political institutions that link the people to the government, i.e. voting, community forums.					
<i>Reading, Writing, and Communicating</i>					
Oral Expression and Listening 1: Respond to other's ideas, and evaluate perspective and rhetoric.					
Oral Expression and Listening 2: Organize and develop credible presentations tailored to purpose and audience.					
Reading for All Purposes 1: Analyze, interpret and evaluate complex texts.					
Reading for All Purposes 2: Use critical reading strategies to understand complex texts, including grammar, punctuation, word choice, context, etc.					
Reading for All Purposes 3: Students understand how language influences the comprehension of narrative argumentative, and informational texts.					
Writing and Composition 1: Write thoughtful, well-developed arguments that support knowledgeable and significant claims, anticipating and addressing the audience's values and biases.					
Writing and Composition 2: Write information/explanatory texts to examine and convey complex ideas through the effective selection, organization, and analysis of content.					

National History Day in Colorado Literacy Capstone Project					
Benchmark Skills	DOES NOT SATISFY CAPSTONE			SATISFIES CAPSTONE	
	Needs Improvement	Below Expectations	Emerging Expectations	Meets Expectations	Exceeds Expectations
Writing and Composition 3: Write engaging narratives that build towards a particular tone or outcome.					
Writing and Composition 4: Use a recursive writing process to produce, publish, and update individuals or shared writing projects in response to ongoing feedback.					
Research Inquiry and Design: Synthesize multiple authoritative informational sources to answer questions or solve problems, producing well-organized and developed research projects that defend information, conclusions, and solutions.					
Individual Career and Academic Plan Indicators and Skills					
<i>ICAP Quality Indicators and Promising Practices</i>					
Self-Awareness: Students demonstrate awareness of their skills, knowledge, and ability to satisfy all sufficient portions of a long-term project, as well as when they require additional assistance.					
Career Awareness: Students demonstrate and practice skills necessary in the post-secondary world, including justifying and defending arguments, critical thinking, and organizing information.					
Postsecondary Aspirations: Students demonstrate skills necessary in the post-secondary world.					
Postsecondary Options: Students experience reading, writing, and research in line with what they will be required to do in many academic and nonacademic disciplines.					
Environmental Expectations: Students assess and meet expectations for a History Day project while making a number of independent choices and decisions.					
Academic Planning: Students must plan and manage their time to complete an extensive, long-term project.					
Employability Skills: Students practice skills that improve their employability in the post-secondary world, including public speaking, critical thinking, and initiative.					
<i>Postsecondary and Workforce Ready (PWR) Skills (See Alignment in Section IV.C)</i>					
Entrepreneurial: Students demonstrate critical thinking and problem solving, creativity and innovation, inquiry and analysis, and risk-taking.					
Personal: Students demonstrate initiative and self-direction, personal responsibility and self-management, adaptability and flexibility, personal awareness, independent learning, and perseverance.					
Civic/Interpersonal: Students demonstrate a core academic foundation, collaboration and teamwork, communication, global and cultural awareness, and ethics and integrity.					
Professional: Students demonstrate time management, career-literacy, grit and resilience, work ethic, dependability and reliability, and self-advocacy.					

Definitions

Historical Method of Inquiry: The art of constructing historical interpretations using the historical methods or historical inquiry, which engages historical evidence, particularly primary and secondary sources, and analyzes them for information and evidence.

Textual Evidence: Evidence gathered from the original source or other texts, that supports an argument or thesis. Such evidence can be found in the form of a quotation, paraphrased materials, and descriptions of the text.

Recursive Writing Process: Recursive means that each step taken in the writing process will feed into other steps, for example prewriting, drafting, revising, editing, and final drafting.

VII. National History Day in Colorado Data

During the 2018/2019 school year...

600
TEACHERS

510
SCHOOLS

OVER
25,000
STUDENTS

participated in National History Day in Colorado.

Based on student-reported survey data...

100%

reported that they believe they will be more successful in the classroom because of the skills and knowledge they gained from NHDC.

91%

reported that National History Day in Colorado improved their research skills. **92% reported that it specifically improved their primary source research skills.**

90%

reported that NHDC substantially increased their ability to write a thesis statement. **85% reported that it increased the clarity and complexity of their writing in general.**

97%

said they would recommend History Day to a friend.

93%

reported that NHDC improved and built on skills that will be used in the future.

92%

reported that NHDC improved the skills necessary to complete a big project.

98%

said History Day was a positive experience.

STUDENTS REPORTED THAT HISTORY DAY DEVELOPED THE FOLLOWING SKILLS....

60%
COLLABORATION

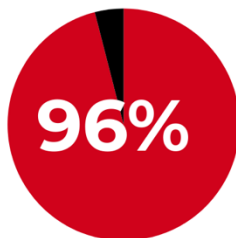
41%
CRITICAL THINKING

44%
CREATIVITY

62%
HISTORICAL KNOWLEDGE

32%
COMMUNICATION

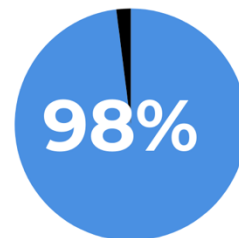
58%
UNDERSTANDING OF HOW THE PAST SHAPED OUR CURRENT WORLD



believed that working on History Day will make them more successful if they decide to go to college someday.

99%

reported that compared to all projects they were required to do in a school year, History Day was as good or better. **66% ranked History Day as one of their top learning experience. 81% reported that they worked harder on History Day than on any other project they've completed.**



described History Day as engaging, enriching, and transformative.