

NATIONAL HISTORY DAY AND IOWA INQUIRY ANCHOR STANDARDS: GRADE 6

Standard	Standard Explanation	NHD Connection
SS.6.1. Constructing Compelling Questions	Explain how disciplinary concepts and ideas are associated with a compelling question.	NHD asks students to develop a compelling question about a topic of their choice that will guide the development of a research project.
SS.6.2. Constructing Supporting Questions	Identify the relationship between supporting questions and compelling questions in an inquiry.	NHD encourages students to ask supporting questions in relation to their compelling question to better expand opportunities for research.
SS.6.3. Gathering and Evaluating Sources	Gather relevant information from primary and secondary sources using the origin and authority of the source to guide the selection.	NHD requires students to understand the difference between primary and secondary sources and encourages students to think critically about where to find high-quality primary and secondary sources.
SS.6.4 Gathering and Evaluating Sources	With teacher direction, evaluate the credibility of primary and secondary sources by determining their relevance and intended use.	<p>NHD requires students to analyze primary and secondary sources and include their analysis to support their thesis statements.</p> <p>NHD also requires students to record the sources consulted for each project in an annotated bibliography. Each annotation should explain how the students used the source and how the source helped them better understand their topic.</p>
SS.6.5. Developing Claims and Using Evidence	With teacher direction, identify evidence that draws information from multiple perspectives and sources to support claims, noting evidentiary	NHD emphasizes the importance of examining multiple perspectives in learning how to think historically and

	limitations.	creating a historical argument.
SS.6.6. Developing Claims and Using Evidence	With teacher direction, develop claims and counterclaims while pointing out the strengths and limitations of both.	NHD requires students to develop a working thesis statement and analyze its strengths and limitations as they continue their research.
SS.6.7. Communicating and Critiquing Conclusions	With teacher direction, construct arguments using claims and evidence from multiple sources.	NHD requires students to finalize a thesis statement that is supported by historical evidence from multiple sources.
SS.6.8. Communicating and Critiquing Conclusions	With guided practice, construct responses to compelling questions supported by reasoning and evidence.	In addition to finalizing their thesis statements, NHD requires students to explain the significance of their topic and its relationship to the annual theme using analysis and historical evidence.
SS.6.9. Communicating and Critiquing Conclusions	Present original arguments based on credible sources using a variety of media to authentic audiences.	The culmination of the NHD experience is the creation of a project in one of five categories: documentary, exhibit, paper, performance or website. Students present their projects once they are completed. Students participating in the documentary and website projects use digital media, while students participating in the exhibit, paper and performance categories use print and oral media.
SS.6.10. Communicating and Critiquing Conclusions	With teacher direction, analyze the disciplinary arguments of peers' for credibility.	NHD students are encouraged to view their peers' projects and provide constructive feedback when appropriate.
SS.6.11. Taking Informed Action	Explain the challenges and opportunities people face when taking action to address problems, including predicting possible results.	NHD requires students to analyze the historical context of their research topics, allowing them to explain the challenges and opportunities people might face as

		<p>they take action to address problems. Many NHD students engage with topics that even more directly examine the challenges and opportunities people or groups of people face when taking action to address problems (e.g., the Montgomery Bus Boycotts).</p>
<p>SS.6.12. Taking Informed Action</p>	<p>Apply a range of deliberative and democratic procedures to make decisions and take action in classrooms, schools, and communities.</p>	<p>NHD students participating in contests may be asked to explain how their participation might influence their future decisions by volunteer judges. NHD alumni also report implementing strategies they learned from their participation in the program in higher education and career settings.</p>

NATIONAL HISTORY DAY AND IOWA INQUIRY ANCHOR STANDARDS: GRADE 7

Standard	Standard Explanation	NHD Connection
SS.7.1. Constructing Compelling Questions	Compare disciplinary concepts and ideas associated with a compelling question. .	NHD asks students to develop a compelling question about a topic of their choice that will guide the development of a research project project.
SS.7.2. Constructing Supporting Questions	Create supporting questions to help answer the compelling question in an inquiry.	NHD encourages students to ask supporting questions in relation to their compelling question to better expand opportunities for research.
SS.7.3. Gathering and Evaluating Sources	Gather relevant information from primary and secondary sources using the origin, authority, structure, and context of the sources to guide the selection.	NHD requires students to understand the difference between primary and secondary sources and encourages students to think critically about where to find high-quality primary and secondary sources.
SS.7.4 Gathering and Evaluating Sources	With guided practice, evaluate the credibility of primary and secondary sources by determining their relevance and intended use.	<p>NHD requires students to analyze primary and secondary sources and include their analysis to support their thesis statements.</p> <p>NHD also requires students to record the sources consulted for each project in an annotated bibliography. Each annotation should explain how the students used the source and how the source helped them better understand their topic.</p>
SS.7.5. Developing Claims and Using Evidence	With guided practice, identify evidence that draws information from multiple perspectives and sources to support claims, noting evidentiary	NHD emphasizes the importance of examining multiple perspectives in learning how to think historically and

	limitations.	creating a historical argument.
SS.7.6. Developing Claims and Using Evidence	With guided practice, develop claims and counterclaims while pointing out the strengths and limitations of both.	NHD requires students to develop a working thesis statement and analyze its strengths and limitations as they continue their research.
SS.7.7. Communicating and Critiquing Conclusions	With guided practice, construct arguments using claims and evidence from multiple sources.	NHD requires students to finalize a thesis statement that is supported by historical evidence from multiple sources.
SS.7.8. Communicating and Critiquing Conclusions	Independently construct responses to compelling questions supported by reasoning and evidence.	In addition to finalizing their thesis statements, NHD requires students to explain the significance of their topic and its relationship to the annual theme using analysis and historical evidence.
SS.7.9. Communicating and Critiquing Conclusions	Present original arguments based on credible sources using a variety of media to authentic audiences.	The culmination of the NHD experience is the creation of a project in one of five categories: documentary, exhibit, paper, performance or website. Students present their projects once they are completed. Students participating in the documentary and website projects use digital media, while students participating in the exhibit, paper and performance categories use print and oral media.
SS.7.10. Communicating and Critiquing Conclusions	With guided practice, analyze disciplinary arguments of peers for credibility.	NHD students are encouraged to view their peers' projects and provide constructive feedback when appropriate.
SS.7.11. Taking Informed Action	Explain the challenges people face and opportunities they create in addressing local, regional, and global problems at various times and places.	NHD requires students to analyze the historical context of their research topics, allowing them to explain the challenges and opportunities people might face as

		they take action to address problems at the local, regional and global level. Many NHD students engage with topics that even more directly examine the challenges and opportunities people or groups of people face when taking action to address problems at the local, regional and global level (e.g., the Montgomery Bus Boycotts).
SS.7.12. Taking Informed Action	Apply a range of deliberative and democratic procedures to make decisions and take action in classrooms, schools, and communities.	NHD students participating in contests may be asked to explain how their participation might influence their future decisions by volunteer judges. NHD alumni also report implementing strategies they learned from their participation in the program in higher education and career settings.

NATIONAL HISTORY DAY AND IOWA INQUIRY ANCHOR STANDARDS: GRADE 8

Standard	Standard Explanation	NHD Connection
SS.8.1. Constructing Compelling Questions	Explain points of agreement and disagreement of disciplinary concepts and ideas associated with a compelling question.	NHD asks students to develop a compelling question about a topic of their choice that will guide the development of a research project project.
SS.8.2. Constructing Supporting Questions	Construct supporting questions that demonstrate the relationship between them and the compelling question in an inquiry.	NHD encourages students to ask supporting questions in relation to their compelling question to better expand opportunities for research.
SS.8.3. Gathering and Evaluating Sources	Gather relevant information from multiple sources using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.	NHD requires students to understand the difference between primary and secondary sources and encourages students to think critically about where to find high-quality primary and secondary sources.
SS.8.4 Gathering and Evaluating Sources	Independently, evaluate the credibility of primary and secondary sources by determining their relevance and intended use.	<p>NHD requires students to analyze primary and secondary sources and include their analysis to support their thesis statements.</p> <p>NHD also requires students to record the sources consulted for each project in an annotated bibliography. Each annotation should explain how the students used the source and how the source helped them better understand their topic.</p>
SS.8.5. Developing Claims and Using Evidence	Independently, identify evidence that draws information from multiple perspectives and sources to support claims, noting evidentiary	NHD emphasizes the importance of examining multiple perspectives in learning how to think historically and

	limitations.	creating a historical argument.
SS.8.6. Developing Claims and Using Evidence	Independently, develop claims and counterclaims while pointing out the strengths and limitations of both.	NHD requires students to develop a working thesis statement and analyze its strengths and limitations as they continue their research.
SS.8.7. Developing Claims and Using Evidence	Independently, construct arguments using claims and evidence from multiple sources.	NHD requires students to finalize a thesis statement that is supported by historical evidence from multiple sources.
SS.8.8. Communicating and Critiquing Conclusions	Construct responses to compelling questions supported by reasoning and evidence while acknowledging the strengths and weaknesses of the explanations.	In addition to finalizing their thesis statements, NHD requires students to explain the significance of their topic and its relationship to the annual theme using analysis and historical evidence.
SS.8.9. Communicating and Critiquing Conclusions	Present original arguments based on credible sources using a variety of media to authentic audiences.	The culmination of the NHD experience is the creation of a project in one of five categories: documentary, exhibit, paper, performance or website. Students present their projects once they are completed. Students participating in the documentary and website projects use digital media, while students participating in the exhibit, paper and performance categories use print and oral media.
SS.8.10. Communicating and Critiquing Conclusions	Independently, analyze disciplinary arguments of peers for credibility.	NHD students are encouraged to view their peers' projects and provide constructive feedback when appropriate.
SS.8.11. Taking Informed Action	Analyze how a specific problem can manifest itself at the local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by	NHD requires students to analyze the historical context of their research topics, allowing them to explain the challenges and opportunities people might face as

	those trying to address the problem.	they take action to address problems at the local, regional and global level. Many NHD students engage with topics that even more directly examine the challenges and opportunities people or groups of people face when taking action to address problems at the local, regional and global level (e.g., the Montgomery Bus Boycotts).
SS.8.12. Taking Informed Action	Apply a range of deliberative and democratic procedures to make decisions and take action in classrooms, schools, and communities.	NHD students participating in contests may be asked to explain how their participation might influence their future decisions by volunteer judges. NHD alumni also report implementing strategies they learned from their participation in the program in higher education and career settings.

NATIONAL HISTORY DAY AND IOWA INQUIRY ANCHOR STANDARDS: GRADES 9-12

Standard	Standard Explanation	NHD Connection
SS.9-12.1. Constructing Compelling Questions	Create compelling questions representing key ideas within the disciplines.	NHD asks students to develop a compelling question about a topic of their choice that will guide their historical thinking and the development of a research project.
SS.9-12.2. Constructing Supporting Questions	Develop supporting questions that contribute to an inquiry and demonstrate how, through engaging source work, new compelling and supporting questions emerge.	NHD encourages students to develop supporting questions in relation to their compelling question to better expand opportunities for research. These questions deepen as students begin to engage with primary and secondary sources.
SS.9-12.3. Gathering and Evaluating Sources	Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.	<p>NHD requires students to understand the difference between primary and secondary sources and encourages students to think critically about where to find high-quality primary and secondary sources.</p> <p>NHD also emphasizes the importance of multiple perspectives and wide research in developing a research project.</p>
SS.9-12.4 Gathering and Evaluating Sources	Evaluate the credibility of a source by examining how experts value the source.	<p>NHD requires students to analyze primary and secondary sources and include their analysis to support their thesis statements.</p> <p>NHD also requires students to record the sources consulted for each project in an</p>

		annotated bibliography. Each annotation should explain how the students used the source and how the source helped them better understand their topic.
SS.9-12.5. Developing Claims and Using Evidence	Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.	NHD emphasizes the importance of examining multiple perspectives in learning how to think historically and creating a historical argument. NHD also requires students to
SS.9-12.6. Developing Claims and Using Evidence	Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.	NHD emphasizes the importance of drafting a thesis statement and supporting claims and acknowledging that they may change throughout the research process, especially as students gather more information and multiple perspectives.
SS.9-12.7. Communicating and Critiquing Conclusions	Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.	NHD students are required to present a finalized thesis statement or historical argument relating the significance of their topic in history and its connection to the annual theme. They are also required to provide evidence to support their claims using multiple perspectives, some of which may contradict each other.
SS.9-12.8. Communicating and Critiquing Conclusions	Construct explanations using reasoning, correct sequence, examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanations given its purpose.	NHD students are required to analyze the information they gather from primary and secondary sources, incorporating their analysis into their central historical argument and supporting claims.
SS.9-12.9. Communicating and Critiquing Conclusions	Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a	The culmination of the NHD experience is the creation of a project in one of five categories: documentary, exhibit, paper,

	range of audiences and venues outside the classroom using print and oral technologies and digital technologies.	performance or website. Students present their projects once they are completed. Students participating in the documentary and website projects use digital media, while students participating in the exhibit, paper and performance categories use print and oral media.
SS.9-12.10. Communicating and Critiquing Conclusions	Critique the use of claims and evidence in arguments for credibility.	NHD students are encouraged to view their peers' projects and provide constructive feedback when appropriate.
SS.9-12.11. Taking Informed Action	Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time place	NHD requires students to analyze the historical context of their research topics, allowing them to explain the challenges and opportunities people might face as they take action to address problems at the local, regional and global level. Many NHD students engage with topics that even more directly examine the challenges and opportunities people or groups of people face when taking action to address problems at the local, regional and global level (e.g., the Montgomery Bus Boycotts).
SS.9-12.12. Taking Informed Action	Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and communities.	NHD students participating in contests may be asked to explain how their participation might influence their future decisions by volunteer judges. NHD alumni also report implementing strategies they learned from their participation in the program in higher education and career settings.