

# Florida History Day

## Language Arts Florida Standards (LAFS)

*NHD Alignments below are taken and/or adapted from "Meet the Common Core Standards through National History Day," created by the Wisconsin Department of Public Instruction, Wisconsin Historical Society, and Colorado Department of Education, with feedback from National History Day, Wisconsin NHD, and Colorado NHD.*

<b>Reading Standards for Literacy in History and Social Studies</b>				
<b>Key Ideas and Details</b>	<b>Grades 6–8</b>	<b>Grades 9–10</b>	<b>Grades 11–12</b>	<b>NHD Alignment</b>
<b>LAFS RH 1.1</b>	Cite specific textual evidence to support analysis of primary and secondary sources.	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.	Students must use primary and secondary historical sources and conduct extensive analysis for applicability to their research question and thesis.
<b>LAFS RH 1.2</b>	Determine the central ideas and information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	Determine the central ideas and information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.	Students must identify the main ideas in primary and secondary sources, decide whether the sources establish a topic's development over time, and support their thesis statement. The ability to determine main ideas helps student to adhere to word and time limits that NHD has for all categories.
<b>LAFS RH 1.3</b>	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).	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.	Students use primary and secondary sources to triangulate information to establish accuracy and determine the best evidence and arguments to put forward by source authors. They use key steps, details, and cause/effect to deconstruct and synthesize relationships between events to improve understanding and critically evaluate

<i>Craft and Structure</i>	<b>Grades 6–8</b>	<b>Grades 9–10</b>	<b>Grades 11–12</b>	<b>NHD Alignment</b>
<b>LAFS RH 2.4</b>	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.	History Day teaches students that the meaning of words often is embedded in historical context. They need to read, understand, and apply complex vocabulary as they write and prove their thesis.
<b>LAFS RH 2.5</b>	Describe how a text presents information (e.g., sequentially, comparatively, causally).	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.	Text structures in history often are causal or sequential. NHD students must learn the difference between these two text structures and how to use them in their argument. The ability to determine text structure helps students as they critically evaluate and analyze information as it applies to their own work.
<b>LAFS RH 2.6</b>	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).	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.	Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.	Students must conduct extensive analysis on their chosen primary and secondary sources for bias, reliability, and applicability to their research question.
<i>Integration of Knowledge and Ideas</i>	<b>Grades 6–8</b>	<b>Grades 9–10</b>	<b>Grades 11–12</b>	<b>NHD Alignment</b>
<b>LAFS RH 3.7</b>	Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	Integrate quantitative and technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, qualitatively, as well as in words) to address a question or solve a problem.	Students present their theses and research through multiple formats (e.g., digital media and websites). They are encouraged to unfamiliar evidence such as census records and statistics, which they must interpret before applying the data to their claim or conclusion.

<b>LAFS RH 3.8</b>	Distinguish among fact, opinion, and reasoned judgment in a text.	Assess the extent to which the reasoning and evidence in a text support the author's claims.	Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.	By taking their own stand with a thesis statement and using historical sources to prove it, students learn to tell the difference between fact and opinion and to work with text to see where it relates to their claim. It isn't enough merely to read the information; students also must identify details that support an argument. This practice serves as a model for making their own arguments.
<b>LAFS RH3.9</b>	Analyze the relationship between a primary and secondary source on the same topic.	Compare and contrast treatments of the same topic in several primary and secondary sources.	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.	Using multiple and varied sources is an integral part of NHD work and presentation. Students must understand the difference between a primary and secondary source, use both to defend their thesis effectively, and be able to explain why there may be differences among sources relating to the same subject.
<b><i>Range of Reading and Level of Text Complexity</i></b>	<b>Grades 6–8</b>	<b>Grades 9–10</b>	<b>Grades 11–12</b>	<b>NHD Alignment</b>
<b>LAFS RH 4.10</b>	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.	By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.	Common Core State Standards, the basis for LAFS, suggest that text complexity consists of qualitative and reader/task measures and quantitative measures such as Lexile scores. The use of primary sources in NHD projects encourages students to read at and beyond their grade level. Using primary sources to validate a thesis provides an opportunity to read texts of higher complexity than usual and to use different levels of meaning to prove a thesis.

<b>Writing Standards for Literacy in History/Social Studies [and Science and Technical Subjects]</b>				
<b>Text Types and Purposes</b>	<b>Grades 6–8</b>	<b>Grades 9–10</b>	<b>Grades 11–12</b>	<b>NHD Alignment</b>
<b>LAFS WHST 1.1</b>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <p>See <a href="http://www.fl DOE.org/pdf/lafs.pdf">www.fl DOE.org/pdf/lafs.pdf</a> for specific criteria for introducing a claim about a topic; distinguishing it from opposing claims; organizing the evidence; supporting the claim with data, reasoning, and credible sources; using words and a formal style to clarify the relationship among claims, reasons, and evidence; and presenting a conclusion.</p>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <p>See <a href="http://www.fl DOE.org/pdf/lafs.pdf">www.fl DOE.org/pdf/lafs.pdf</a> for specific criteria for introducing claims and counterclaims about a topic; developing evidence and noting strengths and weaknesses for both; using words, a formal style, and an objective tone to clarify the relationship among claims, reasons, and evidence; and presenting a conclusion.</p>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <p>See <a href="http://www.fl DOE.org/pdf/lafs.pdf">www.fl DOE.org/pdf/lafs.pdf</a> for specific criteria for introducing claims and counterclaims about a topic and its significance; developing evidence and noting strengths and weaknesses for claims and counterclaims; using words, a formal style, varied syntax, and an objective tone to clarify the relationship among claims, reasons, and evidence; and presenting a conclusion.</p>	<p><i>Students must</i> form a thesis statement based on self-directed research questions; use primary and secondary sources to prove their thesis, based on research questions; research claims to support or refute their thesis; conclude any presentation with a segment that supports their thesis; write a process paper and annotated bibliography that outlines the research process and differentiates between primary and secondary sources; and understand all perspectives of an issue as they strengthen the support of their own thesis.</p>
<b>LAFS WHST 1.2</b>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>See <a href="http://www.fl DOE.org/pdf/lafs.pdf">www.fl DOE.org/pdf/lafs.pdf</a> for specific criteria for introducing and developing a topic; using appropriate language, vocabulary, and syntactic structure; and presenting a conclusion.</p>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>See <a href="http://www.fl DOE.org/pdf/lafs.pdf">www.fl DOE.org/pdf/lafs.pdf</a> for specific criteria for introducing and developing a topic; using appropriate language, vocabulary, and syntactic structure; and presenting a conclusion.</p>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>See <a href="http://www.fl DOE.org/pdf/lafs.pdf">www.fl DOE.org/pdf/lafs.pdf</a> for specific criteria for introducing and developing a topic; using appropriate language, vocabulary, and syntactic structure; and presenting a conclusion.</p>	<p>Regardless of their presentation category, students must write text. They organize research and writing through rigorous analysis of primary and secondary sources and are expected to use professional writing conventions. They must write using a formal style that avoids opinion statements; rather, writing is structured on cause and effect, argument, and support. Projects must have clearly stated conclusions that bring closure to the presentation.</p>

<b><i>Production and Distribution of Writing</i></b>	<b>Grades 6–8</b>	<b>Grades 9–10</b>	<b>Grades 11–12</b>	<b>NHD Alignment</b>
<b>LAFS WHST 2.4</b>	Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.	Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.	Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.	Students produce a process paper for each project in which the development, organization, and style are appropriate to the task, purpose, and audience.
<b>LAFS WHST 2.5</b>	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.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	Revision is an essential component of the NHD process. Students receive feedback in the classroom and during the competition cycle. They develop a thesis statement relating to a topic of historical significance, then plan, revise, edit, and rewrite text, focusing on what is most relevant for a specific purpose and audience.
<b>LAFS WHST 2.6</b>	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	Students who create a website or documentary use technology to produce and present their project. Most NHD students spend some research time online as they seek primary and secondary sources, which increasingly are available digitally. Students also use online tools to share resources, collaborate with others, and receive feedback.
<b><i>Research to Build and Present Knowledge</i></b>	<b>Grades 6–8</b>	<b>Grades 9–10</b>	<b>Grades 11–12</b>	<b>NHD Alignment</b>
<b>LAFS WHST 3.7</b>	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.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject,	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject,	Because NHD projects are research-driven, students must select a topic that relates to the annual theme and conduct wide-ranging investigation based on original research questions. They use primary and secondary historical sources; analyze their

		demonstrating understanding of the subject under investigation.	demonstrating understanding of the subject under investigation.	sources for bias, reliability, and applicability; and focus or broaden the research as appropriate.
<b>LAFS WHST 3.8</b>	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.	Gather relevant information from multiple print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	Gather relevant information from multiple print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	Students must be able to distinguish between primary and secondary sources, use a standard citation format, and prepare and submit an annotated bibliography in which primary and secondary sources are listed separately.
<b>LAFS WHST 3.9</b>	Draw evidence from informational texts to support analysis, reflection, and research.	Draw evidence from informational texts to support analysis, reflection, and research.	Draw evidence from informational texts to support analysis, reflection, and research.	Most texts used for NHD projects are informational rather than literary in nature. Students use multiple informational texts (primary and secondary historical sources) to prove their thesis.
<b><i>Range of Writing</i></b>	<b>Grades 6–8</b>	<b>Grades 9–10</b>	<b>Grades 11–12</b>	<b>NHD Alignment</b>
<b>LAFS WHST 4.10</b>	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Common Core State Standards, the basis for LAFS, suggest that text complexity consists of qualitative and reader/task measures and quantitative measures such as Lexile scores. The use of primary sources in NHD projects encourages students to read at and beyond their grade level. Using primary sources to validate a thesis provides an opportunity to read texts of higher complexity than usual and to use different levels of meaning to prove a thesis.

<b>K12 Standards for Speaking and Listening</b>		
<i>Note: Broad-based standards for K12 speaking and listening are presented below; however, they align with specific grade-level standards associated with various courses.</i>		
<b>Comprehension and Collaboration</b>	<b>Grades K–12</b>	<b>NHD Alignment</b>
<b>LAFS K12 SL 1.1</b>	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.	NHD students are encouraged to seek personal interview sources. Those who work on a group project practice effective participation skills with peers. The NHD competition cycle provides opportunities for students to discuss their scholarship with members of the professional community. Additional skills include collaborative group analysis for case studies.
<b>LAFS K12 SL 1.2</b>	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	Students must choose a format and media that best prove the thesis. At all levels of competition, students have an oral interview during which they defend their thesis with research evidence.
<b>LAFS K12 SL 1.3</b>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.	Students may choose to use and evaluate speeches/interviews by experts as a primary source for their project.
<b>Presentation of Knowledge and Ideas</b>	<b>Grades K–12</b>	<b>NHD Alignment</b>
<b>LAFS K12 SL 2.4</b>	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning, and the organization, development, and style are appropriate to task, purpose, and audience.	Students must make a coherent argument for their thesis through the use of primary and secondary sources.
<b>LAFS K12 SL 2.5</b>	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	Students who create a website or documentary use technology to produce and present their project. Students who create an exhibit can use multimedia and visual aids. Most NHD students spend some research time online as they seek primary and secondary sources, which increasingly are available digitally. Students also use online tools to share resources, collaborate with others, and receive feedback.
<b>LAFS K12 SL 2.6</b>	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	Students respond to questions from NHD judges using proper English.