

2020 FHS NHD Timeline & Benchmarks

November	<p>Introduce NHD Project & Theme</p> <p>Define Classroom Expectations & Deadlines</p> <ul style="list-style-type: none"> Discuss project deadlines and grade expectations. Discuss group options and merits of group/individual projects. Set any topic, category, or group size limitations for the class. <p>Topic Selection</p> <ul style="list-style-type: none"> Brainstorm potential topics and discuss good and bad topics for the theme. Work through several examples as a class. Share the topic selection funnel. <p>Narrow Topic</p> <ul style="list-style-type: none"> Discuss the process and importance of a narrow topic, especially given size limits of NHD projects. Students narrow their topics. <p>Select Presentation Category</p> <ul style="list-style-type: none"> Share characteristics of good projects in each category. Discuss suitability of topic to category and benefits/drawbacks of each category. Students select the presentation category.
December	<p>Research Skills</p> <ul style="list-style-type: none"> Introduce the concepts of primary & secondary sources. Share examples related to relevant course content. Discuss various research resources and methods (online, library, archives, etc.). Students develop research questions for their project. <p>Organizational Skills</p> <ul style="list-style-type: none"> Share potential research organization methods. Discuss citation formats, bibliographies, and footnotes. Have students identify an organizational system for their NHD project. <p>Background Reading/Secondary Sources</p> <ul style="list-style-type: none"> Discuss ideas of historical context. Begin research with secondary sources <p>Analysis and Argument</p> <ul style="list-style-type: none"> Discuss document analysis and interpretation of primary sources. Work with sample documents related to course content. Discuss the use of primary and secondary sources to build an argument. Students begin to develop thesis and define theme connection. <p>Advanced Research</p> <ul style="list-style-type: none"> Students investigate primary sources and scholarly secondary sources.
January	<p>Analysis and Argument</p> <ul style="list-style-type: none"> Students more fully outline arguments. <p>Draft Project</p> <ul style="list-style-type: none"> Work with general ideas of outlining and supporting arguments with evidence. Discuss the use of verbal, written, and visual communication to communicate ideas. Students draft or outline their project. <p>Project Construction</p> <ul style="list-style-type: none"> Students begin project construction. <p>Fill Research Holes</p> <ul style="list-style-type: none"> Students continue to research to fill any holes in support of argument or project. <p>Complete Projects</p> <ul style="list-style-type: none"> Complete project itself and associated paperwork (including bibliography & process paper) <p>Project Feedback</p> <ul style="list-style-type: none"> Students see feedback from peers and teachers
February	School Contest: Complete project, submit materials by deadline, attend event.
March	Regional Contest: Improve project for regional event, submit materials by deadline, attend event.
April-June	<p>State Contest: Improve project for state event, submit materials by deadline, attend event.</p> <p>National Contest: Improve project for national event, submit materials by deadline, attend event.</p>