

Civics	SS.6-8.CV.3.MC. Synthesize how the changes over time in the application of laws and granting or denial of rights have impacted governments, public officials, and bureaucracies at different levels in the United States, U.S. territories and tribal nations within the United States. SS 6-8.CV.4.MC. Explain how granting rights for individuals or communities does not reduce the ability of other individuals or communities to exercise the same rights and evaluate how efforts to maintain systems or initiate change within societies have worked for or against the benefit or oppression of multiple groups. SS 6-8.CV.5.MC. Evaluate and critique deliberative processes regarding the development and application of governing documents and policies and how they have changed over time.				
	SS.6-8.H 1.MC. Evaluate the significance of historical events to multiple groups and the relationship to modern-day movements and events. SS.6-8.H 2.MC. Evaluate how perspectives of multiple individuals and groups have impacted the availability of information and the creation of historical sources.	x x			
History	SS.6-8.H.3.MC. Evaluate the validity of claims made in historical sources representing a variety of perspectives, describe the possible or actual impact(s) of the sources on audiences, and determine uses and applications.	x			
A _4b 1	SS.6-8.H.4.MC. Organize and critique applicable evidence to develop a coherent argument about the past. SS.9-12.ANTH.6. Explain how local actions can have global consequences and how global patterns and processes can affect seemingly unrelated local actions.				
Anthropology Psychology	So.9-12AN IND. Explain how local actions can have global consequences and how global patients and processes can alrect seemingly unrelated local actuors. S.9-12.PSY 6. Identify and apply psychological thinking to personal and societal experiences and issues. SS.9-12.PSY.7. Apply psychological knowledge to one's daily life.	x			
	Illinois State Learning Standards for Social Science - Disciplinary Concepts: Grades 9-12	Civil Rights			
	SS.9-12.CV.1. Distinguish between the rights, roles, powers, and responsibilities of individuals and institutions in the political system and analyze the marginalization of multiple groups and perspectives in that system.	x			
Civics	SS.9-12.CV.2. Evaluate the opportunities and limitations of participation in elections, voting, and the electoral process, and the impact disenfranchisement has on these processes. SS.9-12.CV.3. Analyze constitutions, laws, and agreements to determine the degree to which they achieve justice, equality, and liberty. SS.9-12.CV.4. Evaluate the U.S. Constitution's ability to establish a system of government with power, responsibilities, and imits, and explain how the U.S. Constitution has evolved/changed over time and is still debated.	x x			
	SS.9-12.CV.5. Analyze civic dispositions, democratic principles, constitutional rights, and human rights and their impact on personal interests and multiple perspectives. SS.9-12.CV.6. Identify and explain how political parties, the media, and public interests groups both influence and reflect social and political interests.	x x			
Geography Economics and Financial Literacy	SS.9-12.G.13. Describe and explain the characteristics that constitute culture. SS.9-12.G.14. Explain how a person's identity (e.g., race, ethnicity, gender, expuality, spirituality/religion, ability status, socioeconomic group) shapes and is shaped by worldview. SS.9-12.G.15. Explain how characteristics of culture and measures of development shape an individual's worldview.	x			
	SS.9-12.EC.FL.8. Evaluate the disparate impact of government and private business policies related to banking, credit, and mortgage lending in one's own and others' contexts while using current economic indicators to analyze or propose future policies. SS.9-12.H.1. Evaluate the context of time and place as well as structural factors that influence historical developments. SS.9-12.H.2. Analyze change and continuity across historical eras and identify what perspectives have typically influenced how historical eras are constructed.	x x			
	SS.9-12.H.3. Evaluate the methods used to promote change and the effects and outcomes of these methods on diverse groups of people. SS.9-12.H.4. Analyze how people and institutions have interacted with environmental, scientific, technological, and societal challenges. SS.9-12.H.5. Analyze the factors and historical context, including overarching movements, that influenced the perspectives of people during different historical eras.	x			
	SS 9-12.H.6. Analyze the concept and pursuit of the "American Dream" and identify the factors that could promote or present barriers to the pursuit of the "American Dream" for multiple groups of people. SS 9-12.H.7. Identify and analyze the role of individuals, groups, and institutions in people's struggle for safety, freedom, equality, and justice. SS 9-12.H.8. Analyze key historical events and contributions of individuals through a variety of perspectives, including those of historically underrepresented groups.				
	SS 9-12.H.9. Analyze the relationship between historical sources and the secondary interpretations made from them. SS 9-12.H.10. Identify and analyze ways in which marginalized communities are represented in historical sources and seek out sources created by historically oppressed peoples. SS 9-12.H.11. Analyze primary and secondary historical sources from multiple variage points and perspectives to identify and explain dominant narratives and counternarratives of historical events.	x			
	SS 9-12.H.12. Analyze the causes and effects of global conflicts and economic crises. SS 9-12.H.13. Analyze multiple and complex causes and effects of events in the past. SS 9-12.H.14. Analyze the geographic and cultural forces that have resulted in conflict and cooperation. Identify the cause and effects of imperialism and colonization.				
History	SS.9-12.SOC.4. Describe the impact of social relationships on the self and groups and on the socialization processes.	×			
Sociology	 SS.9-12.SOC-4. Describe the impact of social relationships on the serial accession of self and groups and the impact on the description of self and groups and the impact on the life changes of Individuals. SS.9-12.SOC.5. Explain and analyze the distinction between a devotional assertion of religious beliefs and behaviors and the academic study of diverse devotional assertions from a nonsectarian perspective in specific social and historical contexts. SS.9-12.REL 1. Explain and analyze the distinction between a devotional assertion of religious beliefs and behaviors and the academic study of diverse devotional assertions from a nonsectarian perspective in specific social and historical contexts. SS.9-12.REL 2. Describe and analyze examples of how religions are internally diverse at both macro levels (sects and divisions within traditions) and micro levels (differences within specific religious communities). SS.9-12.REL 3. Describe and analyze examples of how religions evolve and change over time in response to differing social, historical, and policial contexts. 	x x x			
Religuous Studies	 SS.9-12.REL 4. Describe and analyze examples of how religions are embedded in all aspects of culture and cannot only be isolated to the "private" sphere. SS.9-12.REL 5. Explain how religious identities shape and are shaped by the beliefs people hold, the behaviors they exhibit, and the ways people experience membership in intersecting communities. SS.9-12.REL 6. Identify how internal diversity is evident in beliefs, behaviors, and experiences of belonging to various communities. SS.9-12.REL 7. Analyze how beliefs, behaviors, and experiences of belonging to communities affect and are affected by other social, political, and cultural forces. SS.9-12.REL 8. Interpret how beliefs, behaviors, and experiences of belonging to various communities affect and are affected by other social, political, and cultural forces. 	x x x			
	SS 9-12.REL 9. Give examples of how beliefs, behaviors, and community experiences shape and are shaped by one another in particular social and historical contexts.	Civil Rights			
ELA Reading History (R.H.) - 6-8 grade	Illinois English Language Arts Common Core Standards - Reading History: Grades K-12 CC.6-8.R.H.2 Key Ideas and Details: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	x			
ELA Reading History (R.H.) - 9-12 grade	CC.6-8.R.H.3 Key Ideas and Details: 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).	x			

	CC.6-8.R.H.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. CC.6-8.R.H.5 Craft and Structure: Describe how a text presents information (e.g., sequentially, comparatively, causally). CC.6-8.R.H.6 Craft and Structure: 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).					x x
	CC.6-8.R.H.10 Range of Reading and Level of Text Complexity: By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently. CC.6-8.R.H.1 Key Ideas and Details: Cite specific textual evidence to support analysis of primary and secondary sources. CC.9-10.R.H.1 Key Ideas and Details: Cite specific textual evidence to support analysis of primary and secondary sources. CC.9-10.R.H.1 Key Ideas and Details: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. CC.9-10.R.H.2 Key Ideas and Details: Detaining the certral class or information of a primary or secondary sources, attending to such features as the date and origin of the information. CC.9-10.R.H.3 Key Ideas and Details: Detaining the certral class or information of a primary or secondary sources, rowide an accurate summary of how key events or ideas develop over the course of the text. CC.9-10.R.H.3 Key Ideas and Details: Detaining the certral class or information of a primary or secondary sources, rowide an accurate summary of how key events or ideas develop over the course of the text. CC.9-10.R.H.4 Craft and Structure: Detaining the meaning of words and phrases as they are used in a text, including wordscharphrases as they are used in a text, including wordscharphrases as they are used in a text, including wordscharphrases as they are used and constrained as accurate such and social, or economic aspects of history/social science. CC.9-10.R.H.6 Craft and Structure: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis CC.9-10.R.H.6 Traft and Structure: Compare the point of view of two or more authors for how they treat the same or similar topica, including which details they include and emphasize in their respective accurats. CC.9-10.R.H.6 Traft and Structure: Compare the point of view of twoor more authors for how they treat the same or s					
	extent to which the reasoning and evidence in a text support the author's claims. CC.9-10.R.H.9 Integration of Norwiedge and Ideas: Compare and contrast treatments of the same topic in several primary and secondary source CC.9-10.R.H.10 Range of Reading and Level of Text Complexity. By the end of grade 10, read and comprehend history/social studies texts in the CC.11-12.R.H.1 Key Ideas and Details: Clite specific textual evidence to support analysis of primary and secondary sources, connecting insights CC.11-12.R.H.2 Key Ideas and Details: Clite specific textual evidence to support analysis of primary or secondary source, provide an accurate summar CC.11-12.R.H.2 Key Ideas and Details: Evaluate various explanations for actions or events and determine which explanation best accords with text CC.11-12.R.H.4 Key Ideas and Details: Evaluate various explanations for actions or events and determine which explanation best accords with text CC.11-12.R.H.4 Key Ideas and Details: textuate the measing of works and phrases as the user textual is a text includion analytic networks and phrases as the user textual is a text includion analytic networks and phrases as the user textual is a text includion analytic networks and phrases as the user textual textual is a text includion analytic networks and textual tex	grades 9–10 text com ained from specific de y that makes clear the	tails to an understandir relationships among t	ig of the text as a wi he key details and id	hole. leas.	x x
	Illinois English Language Arts Common Core Standards - Writing History: Grades K-12					Civil Rights
	CC.6-8.W.HST.2.e Text Types and Purposes: Establish and maintain a formal style and objective tone. CC.6-8.W.HST.2.f Text Types and Purposes: Provide a concluding statement or section that follows from and supports the information or explana CC.6-8.W.HST.4 Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are a		rpose, and audience.			x
ELA Writing History (W.HST.) - 6-8 grade	CC.9-10.W.HST.1 Text Types and Purposes: Write arguments focused on discipline-specific content. CC.9-10.W.HST.1.a Text Types and Purposes: Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. CC.9-10.W.HST.1.b Text Types and Purposes: Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline- appropriate form and in a manner that anticipates the audience's knowledge level and concerns.					x
	CC.9-10.W.HST.1.c Text Types and Purposes: Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify between claim(s) and counterclaims. CC.9-10.W.HST.1.d Text Types and Purposes: Establish and maintain a formal style and objective tone while attending to the norms and conventil CC.9-10.W.HST.1.d Text Types and Purposes: Provide a concluding statement or section that follows from or supports the argument presented.			ons, between reaso	ns and evidence, and	x
	CC.9-10.W.HST.2 Text Types and Purposes: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ CC.9-10.W.HST.2 a Text Types and Purposes: Introduce a topic and organize ideas, concepts, and information to make important connections an multimedia when useful to aiding comprehension.			ngs), graphics (e.g.,	figures, tables), and	
CC.9-10.W.HST.2.e Text Types and Purposes: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. CC.9-10.W.HST.2.f Text Types and Purposes: Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). CC.9-10.W.HST.4 Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.						
		x	x	x	x	x
CC.9-10.W.HST.8 Research to Build and Present Knowledge: Gather relevant information from multiple authoritative 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 deas, avoiding plagiarism and following a standard format for citation. CC.9-10.W.HST.9 Research to Build and Present Knowledge: Draw evidence from informational texts to support analysis, reflection, and research. CC.9-10.W.HST.10 Rearce of Writinin: Write routines for voer extended time frames (tar evision) and short time frames (tar sincle sitting or a day or two) for a range of discipline-specific tasks, purposes, and						
CC.9-10.W.PS1.10 kange of writing: Write routinely over extended time inames (time audiences.	For reliection and revision) and shorter time infames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and	x	x	x	x	
reasons and evidence, and between claim(s) and counterclaims.	well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between e and objective tone while attending to the norms and conventions of the discipline in which they are writing, ection that follows from or supports the argument presented.					
		x	x	x	x	x

ELA Writing History (W.HST.) - 9-12 grade			
	Illinois Inclusive American History Mandated Units of Study: Grades K-12	Civil Rights	
	Sec. 27-20. American Indian day.		
	Sec. 27-20.3. Holocaust and Genocide Study. Sec. 27-20.4. Black History study. Sec. 27-20.5. Study of the History of Women	x x x	
	Sec. 27-21. History of United States Roles and Contributions of Ethnic Groups: Roles and contributions of and contributions of Ethnic Groups: Roles and contributions of LGBT people Sec. 27-21. History of United States Roles and Contributions of Ethnic Groups: Role of Labor Unions	x	
- Illinois Media Literacy Standards: Grades 9-12			
	Sec. 27-20.08.b.1. Accessing information: Evaluating multiple media platforms to better understand the general landscape and economics of the platforms, as well as issues regarding the trustworthiness of the source of information. Sec. 27-20.08.b.2. Analyzing and evaluating media messages: Deconstructing media representations according to the authors, target audience, techniques, agenda setting, stereotypes, and authenticity to distinguish fact from opinion.	x x	
	Sec. 27-20.08.b.3. Creating media: Conveying a coherent message using multimodal practices to a specific target audience. This may include, but is not limited to, writing blogs, composing songs, designing video games, producing podeats, making videos, or coding a mobile or software application. See: 27-20.08.b.4. Reflecting on media consumption. Assessing how media affects the consumption of information and how it triggers emotions and behavior. Sec: 27-20.08.b.5. Social responsibility and civics: Suggesting a plan of action in the class, school, or community to engage others in a respectful, thoughtful, and inclusive dialogue over a specific issue using facts and reason.	x x	