

This crosswalk indicates which Illinois State Learning Standards and Inclusive American History Mandates are met with each of MMOT's lessons.

Key		LC = Less complex	
		MdC = Moderately Complex	
		MC = More Complex	

Illinois State Learning Standards for Social Science- Domains of Inquiry: Grades 6-8		Combat Hate
Developing Questions and Planning Inquiries	SS.6-8.IS.1.LC. Create essential questions that consider multiple perspectives to guide inquiry about a topic.	
	SS.6-8.IS.2.LC. Ask essential and focused questions that consider multiple perspectives and will lead to independent research.	
	SS.6-8.IS.3.LC. Determine sources representing multiple points of view and diversity of authorship that will assist in organizing a research plan.	x
Evaluating Sources and Using Evidence	SS.6-8.IS.4.LC. Determine the value of sources by evaluating their relevance and intended use.	
	SS.6-8.IS.4.MdC. Determine the credibility of sources based upon their origin, authority, and context.	
	SS.6-8.IS.4.MC. Gather relevant information from credible sources and determine whether they support each other.	
	SS.6-8.IS.5.LC. Appropriately cite all the sources that are used.	
	SS.IS.5.6-8.MdC. Identify evidence from multiple sources to support claims, noting any limitations of the evidence.	x
	SS.6-8.IS.5.MC. Develop claims and counterclaims using evidence from credible sources while pointing out the strengths and limitations of both.	x
Communicating Conclusion and Taking Informed Action	SS.6-8.IS.6.LC. Construct arguments using claims and evidence from multiple sources, while acknowledging the arguments' strengths and limitations.	x
	SS.6-8.IS.6.MdC. Construct explanations for a specific audience using reasoning, correct sequences, examples, and details, while acknowledging their strengths and weaknesses.	x
	SS.6-8.IS.6.MC. Present arguments and explanations that would appeal to audiences and venues outside of the classroom, using a variety of media	
	SS.6-8.IS.7.LC. Critique the structure and credibility of arguments and explanations (self and others) about a topic.	
	SS.6-8.IS.8.LC. Analyze how a problem can manifest itself, identify the individuals and communities impacted by a problem, and address the challenges and opportunities faced by those trying to take action toward solutions.	x
	SS.6-8.IS.8.MdC. Assess individual and collective capacities within a given context to take action, address problems, and identify potential outcomes.	x

	SS.6-8.IS.8.MC. Apply a range of deliberative and democratic procedures to make decisions and take action in schools and community contexts.	x
<b>Illinois State Learning Standards for Social Science - Domains of Inquiry: Grades 9-12</b>		<b>Combat Hate</b>
Developing Questions and Planning Inquiries	SS.9-12.IS.1. Create actionable, student- driven (or student-informed) questions that lead to social studies investigations beyond one's immediate cultural environment or lens.	
	SS.9-12.IS.2. Develop culturally informed, student-driven supporting questions that contribute to inquiry and evaluate the purpose of supporting questions in the research and inquiry process.	x
	SS.9-12.IS.3. Develop new supporting and essential questions by primary and secondary investigation, collaboration, and use of sources that reflect diverse perspectives (e.g., political, cultural, socioeconomic, race, religious, gender).	x
Evaluating Sources and Using Evidence	SS.9-12.IS.4. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.	
	SS.9-12.IS.5. Gather and evaluate information from multiple primary and secondary sources that reflect the perspectives and experiences of multiple groups, including marginalized groups.	x
	SS.9-12.IS.6. Analyze evidence and identify counter perspectives to revise or strengthen claims.	x
	SS.9-12.IS.7. Construct arguments using precise and knowledgeable claims with evidence from multiple sources, while acknowledging counterclaims, perspectives, and biases.	
	SS.9-12.IS.8. Evaluate evidence to construct arguments and claims that use reasoning and account for multiple perspectives and value systems.	x
Communicating Conclusion and Taking Informed Action	SS.9-12.IS.9. Develop and prepare communication by identifying stakeholders (or audiences) and evaluate what messages and media are likely to result in stakeholder support or opposition.	
	SS.9-12.IS.10. Solicit feedback from stakeholder representatives and revise communication and action plans accordingly.	
	SS.9-12.IS.11. Use interdisciplinary lenses to identify local, regional, state, national, or global concerns and anticipate the outcome possible solutions might have on all impacted communities, including marginalized communities.	x
	SS.9-12.IS.12. Analyze existing structures, systems, and methodologies to determine what types of interventions or informed action will lead to increased equity, inclusion, and community and civic good.	x
	SS.9-12.IS.13. Use deliberative processes and apply appropriate civic engagement strategies and procedures to address local, regional, or global concerns, and take action in or out of school.	x
	SS.9-12.IS.14. Take measurable action to effect changes that bring about equity, inclusion, and the community and civic good.	x
	SS.9-12.IS.15. Evaluate the outcomes of informed action and reflect on successes and failures of interventions or informed action that will lead to increased equity, inclusion, and community and civic good.	
<b>Illinois State Learning Standards for Social Science - Disciplinary Concepts: Grades 6-8</b>		<b>Combat Hate</b>
Civics	SS.6-8.CV.1.MC. Evaluate the powers and responsibilities of individuals, political parties, interest groups, and the media; how these have changed over time; and the impacts on multiple communities.	x
	SS.6-8.CV.2.MC. Analyze how the application of laws and the protection, granting, or denial of individual and collective rights have impacted participation and powers of various groups of people.	x
	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.	x

	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.	x
	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.	x
Geography	SS.6-8.G.1.MC. Construct different representations to explain the spatial patterns of cultural and environmental characteristics.	x
	SS.6-8.G.2.MC. Evaluate how cultural and economic decisions influence environments and the daily lives of people in both nearby and distant places.	
	SS.6-8.G.3.MC. Evaluate the influences of long-term, human-induced environmental change on spatial patterns of conflict and cooperation.	
	SS.6-8.G.4.MC. Analyze how the environmental characteristics of places and production of goods influence patterns of world trade.	
Economics and Financial Literacy	SS.6-8.EC.1.MC. Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole.	
	SS.6-8.EC.2.MC. Explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies.	
	SS.6-8.EC.3.MC. Evaluate employment, unemployment, inflation, total production, income and economic growth data and how they affect different groups.	
	SS.6-8.EC.FL.1.MC. Describe the connection between credit, credit options, and interest and credit history.	
	SS.6-8.EC.FL.2.MC. Analyze the relationship between financial risks and protection, insurance and costs.	
History	SS.6-8.H.1.MC. Evaluate the significance of historical events to multiple groups and the relationship to modern-day movements and events.	x
	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
	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
	SS.6-8.H.4.MC. Organize and critique applicable evidence to develop a coherent argument about the past.	x
Anthropology	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.	
Psychology	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.	
	SS.9-12.PSY.8. Use appropriate psychological terminology with reference to psychologists and their experiments and theories in order to explain the possible causes of and impact on behavior and mental processes.	
<b>Illinois State Learning Standards for Social Science - Disciplinary Concepts: Grades 9-12</b>		Combat Hate
	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
	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.	

Civics	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 limits, and explain how the U.S. Constitution has evolved/changed over time and is still debated.	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.	x
	SS.9-12.CV.6. Identify and explain how political parties, the media, and public interest groups both influence and reflect social and political interests.	
	SS.9-12.CV.7. Compare and contrast the democratic concepts and principles inherent to the U.S. system of government.	
Geography	SS. 9-12.G.10. Analyze how historical events and the diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of the human population.	
	SS. 9-12.G.11. Evaluate how economic activities and political decisions impact spatial patterns at various scales.	
	SS.9-12.G.12. Evaluate how short- and long-term climate variability affects human migration and settlement patterns, use of land and resources, and relationship with the land.	
	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, sexuality, spirituality/religion, ability status, socioeconomic group) shapes and is shaped by worldview.	x
	SS.9-12.G.15. Explain how characteristics of culture and measures of development shape an individual's worldview.	x
	SS.9-12.G.16. Explain how globalization affects the cultural, political, economic, and environmental characteristics of a place or region.	
	SS.9-12.EC.1. Analyze how scarcity and incentives influence the consumption choices for goods and services made by different individuals and communities and evaluate the role of scarcity, both from nature and human-made.	
	SS.9-12.EC.2. Use marginal benefits and marginal costs to propose solutions to a significant issue for an individual or community and evaluate the effectiveness of applying cost/marginal benefits to account for economic differences across multiple communities.	
	SS.9-12.EC.3. Evaluate different market structures, including competitive markets, monopolies, and oligopolies; how those different market structures affect groups differently; examples of these markets in the United States; and the assumptions of each market type.	
	SS.9-12.EC.4. Evaluate how much competition exists within and among sellers and buyers within the markets to which the students or school community belong and other specific markets.	
	SS.9-12.EC.5. Use benefits and costs to evaluate the effectiveness of government policies to improve market outcomes.	
	SS.9-12.EC.6. Evaluate the extent to which specific government policies address inequalities, improve market outcomes, or reduce inefficiencies, and the unintended consequences of these policies for one's community and for diverse groups of people.	
	SS.9-12.EC.7. Analyze the ways in which market structures influence what is produced and distributed in a market system while accounting for disparity in both implementation and outcomes in one's own and other communities.	
	SS.9-12.EC.8. Use data and economic indicators to analyze past and current states of the economy and predict future trends and economic conditions among multiple, diverse communities.	
	SS.9-12.EC.9. Compare the benefits and problems of different economic systems (e.g., capitalism, socialism, communism, mixed systems), particularly their impact on equitable outcomes.	
SS.9-12.EC.10. Evaluate how government policies are influenced by and impact a variety of stakeholders.		

Economics and Financial Literacy

SS.9-12.EC.11. Analyze how advances in technology and investment in capital goods and human capital affect economic growth and standards of living.	x
SS.9-12.EC.12. Analyze the role of comparative advantage in global trade of goods and services.	
SS.9-12.EC.13. Explain how current and past globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution.	
SS.9-12.EC.FL.1. Understand how costs and benefits can be subject to individual circumstances and factors outside of one's control. S.9-12.EC.FL.2. Explain the importance of making informed financial decisions by collecting information, planning, and budgeting while accounting for individual circumstances that can limit access to capital.	
S.9-12.EC.FL.2. Explain the importance of making informed financial decisions by collecting information, planning, and budgeting while accounting for individual circumstances that can limit access to capital.	
SS.9-12.EC.FL.3. Explain how time, interest rates, and inflation influence saving patterns over a lifetime.	
SS.9-12.EC.FL.4. Analyze costs and benefits of different credit and payment options for goods and services, the role of lenders and interest, and the impact of each on individuals and multiple communities.	
SS.9-12.EC.FL.5. Evaluate risks and returns on diversified investments while accounting for the individual risk disposition among students.	
SS.9-12.EC.FL.6. Analyze how the cognitive biases, environmental influences, and access to resources and necessities of an individual can impact financial decision-making and the application of economic decision making strategies.	
SS.9-12.EC.FL.7. Evaluate risk disposition and opportunity recognition for individual students and multiple communities, accounting for structural impacts on these dispositions	
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.	

History

SS.9-12.H.1. Evaluate the context of time and place as well as structural factors that influence historical developments.	x
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
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.	x
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.	
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.	x
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.	x
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.	x
SS.9-12.H.11. Analyze primary and secondary historical sources from multiple vantage 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.	
Sociology	SS.9-12.SOC.1. Identify and apply sociological perspectives and a variety of sociological theories.	
	SS.9-12.SOC.2. Analyze the impact of social structure, including culture, institutions, and societies.	x
	SS.9-12.SOC.3. Hypothesize how primary agents of socialization influence the individual.	x
	SS.9-12.SOC.4. Describe the impact of social relationships on the self and groups and on the socialization processes.	
	SS.9-12.SOC.5. Explain the social construction of self and groups and their impact on the life changes of individuals.	x
	SS.9-12.SOC.6. Analyze the impact of stratification and inequality on groups and the individuals within them.	x
Religious Studies	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.	x
	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 political contexts.	
	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.	x
	SS.9-12.REL.6. Identify how internal diversity is evident in beliefs, behaviors, and experiences of belonging to various communities.	x
	SS.9-12.REL.7. Analyze how beliefs, behaviors, and experiences of belonging to communities change over time.	
	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
	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.	
<b>Illinois English Language Arts Common Core Standards - Reading History: Grades K-12</b>		Combat Hate
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
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.		x

ELA Reading History (R.H.) - 6-8 grade	CC.6-8.R.H.5 Craft and Structure: Describe how a text presents information (e.g., sequentially, comparatively, causally).	x
	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).	
	CC.6-8.R.H.7 Integration of Knowledge and Ideas: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	
	CC.6-8.R.H.8 Integration of Knowledge and Ideas: Distinguish among fact, opinion, and reasoned judgment in a text.	
	CC.6-8.R.H.9 Integration of Knowledge and Ideas: Analyze the relationship between a primary and secondary source on the same topic.	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.	
ELA Reading History (R.H.) - 9-12 grade	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: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	x
	CC.9-10.R.H.3 Key Ideas and Details: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	
	CC.9-10.R.H.4 Craft and Structure: 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.	
	CC.9-10.R.H.5 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 Craft and Structure: 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.	
	CC.9-10.R.H.7 Integration of Knowledge and Ideas: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.	
	CC.9-10.R.H.8 Integration of Knowledge and Ideas: Assess the extent to which the reasoning and evidence in a text support the author's claims.	
	CC.9-10.R.H.9 Integration of Knowledge and Ideas: Compare and contrast treatments of the same topic in several primary and secondary sources.	
	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 grades 9–10 text complexity band independently and proficiently.	
	CC.11-12.R.H.1 Key Ideas and Details: 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.	x
	CC.11-12.R.H.2 Key Ideas and Details: 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.	x
	CC.11-12.R.H.3 Key Ideas and Details: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.	
	CC.11-12.R.H.4 Craft and Structure: 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 (e.g., how Madison defines faction in Federalist No. 10).	
	CC.11-12.R.H.5 Craft and Structure: 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.	
	CC.11-12.R.H.6 Craft and Structure: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.	x
	CC.11-12.R.H.7 Integration of Knowledge and Ideas: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.	
	CC.11-12.R.H.8 Integration of Knowledge and Ideas: Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.	
	CC.11-12.R.H.9 Integration of Knowledge and Ideas: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.	
	CC.11-12.R.H.10 Range of Reading and Level of Text Complexity: By the end of grade 12, read and comprehend history/social studies texts in the grades 11–12 text complexity band independently and proficiently.	
<b>Illinois English Language Arts Common Core Standards - Writing History: Grades K-12</b>		Combat Hate

ELA Writing History (W.HST.) - 6-8 grade	CC.6-8.W.HST.1 Text Types and Purposes: Write arguments focused on discipline-specific content.	
	CC.6-8.W.HST.1.a Text Types and Purposes: Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	
	CC.6-8.W.HST.1.b Text Types and Purposes: Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.	
	CC.6-8.W.HST.1.c Text Types and Purposes: Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	
	CC.6-8.W.HST.1.d Text Types and Purposes: Establish and maintain a formal style.	
	CC.6-8.W.HST.1.e Text Types and Purposes: Provide a concluding statement or section that follows from and supports the argument presented.	
	CC.6-8.W.HST.2 Text Types and Purposes: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.	
	CC.6-8.W.HST.2.a Text Types and Purposes: Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	
	CC.6-8.W.HST.2.b Text Types and Purposes: Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	
	CC.6-8.W.HST.2.c Text Types and Purposes: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	
	CC.6-8.W.HST.2.d Text Types and Purposes: Use precise language and domain-specific vocabulary to inform about or explain the topic.	
	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 explanation presented.	x
	CC.6-8.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.	
	CC.6-8.W.HST.5 Production and Distribution of Writing: 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.	
	CC.6-8.W.HST.6 Production and Distribution of Writing: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	
	CC.6-8.W.HST.7 Research to Build and Present Knowledge: 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.	
	CC.6-8.W.HST.8 Research to Build and Present Knowledge: 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.	
CC.6-8.W.HST.9 Research to Build and Present Knowledge: Draw evidence from informational texts to support analysis reflection, and research.		
CC.6-8.W.HST.10 Range of Writing: 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.		
CC.9-10.W.HST.1 Text Types and Purposes: Write arguments focused on discipline-specific content.	x	
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.		
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 the relationships between claim(s) and reasons, between reasons and evidence, and 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 conventions of the discipline in which they are writing.		
CC.9-10.W.HST.1.e Text Types and Purposes: Provide a concluding statement or section that follows from or supports the argument presented.	x	
CC.9-10.W.HST.2 Text Types and Purposes: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.		



ELA Writing History (W.HST.) - 9-12 grade

CC.9-10.W.HST.2.a Text Types and Purposes: Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	
CC.9-10.W.HST.2.b Text Types and Purposes: Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	
CC.9-10.W.HST.2.c Text Types and Purposes: Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.	
CC.9-10.W.HST.2.d Text Types and Purposes: Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.	
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
CC.9-10.W.HST.5 Production and Distribution of Writing: 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.	
CC.9-10.W.HST.6 Production and Distribution of Writing: 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.	
CC.9-10.W.HST.7 Research to Build and Present Knowledge: 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, demonstrating understanding of the subject under investigation.	
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 ideas, 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.	x
CC.9-10.W.HST.10 Range of Writing: 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.	
CC.11-12.W.HST.1 Text Types and Purposes: Write arguments focused on discipline-specific content.	
CC.11-12.W.HST.1.a Text Types and Purposes: Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.	
CC.11-12.W.HST.1.b Text Types and Purposes: Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.	
CC.11-12.W.HST.1.c Text Types and Purposes: Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	
CC.11-12.W.HST.1.d 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.11-12.W.HST.1.e Text Types and Purposes: Provide a concluding statement or section that follows from or supports the argument presented.	x
CC.11-12.W.HST.2 Text Types and Purposes: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.	
CC.11-12.W.HST.2.a Text Types and Purposes: Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	

CC.11-12.W.HST.2.b Text Types and Purposes: Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	
CC.11-12.W.HST.2.c Text Types and Purposes: Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	
CC.11-12.W.HST.2.d Text Types and Purposes: Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.	
CC.11-12.W.HST.2.e Text Types and Purposes: Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).	
CC.11-12.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.	
CC.11-12.W.HST.5 Production and Distribution of Writing: 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.	
CC.11-12.W.HST.6 Production and Distribution of Writing: 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.	
CC.11-12.W.HST.7 Research to Build and Present Knowledge: 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, demonstrating understanding of the subject under investigation.	
CC.11-12.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 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.	
CC.11-12.W.HST.9 Research to Build and Present Knowledge: Draw evidence from informational texts to support analysis, reflection, and research.	
CC.11-12.W.HST.10 Range of Writing: 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.	



<b>Illinois Inclusive American History Mandated Units of Study: Grades K-12</b>	<b>Combat Hate</b>
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Sec. 27-20. American Indian day.	
Sec. 27-20.3. Holocaust and Genocide Study.	x
Sec. 27-20.4. Black History study.	
Sec. 27-20.5. Study of the History of Women	
Sec. 27-20.6. "Irish Famine" study	
Sec. 27-20.8. Asian American history study.	
Sec. 27-21. History of United States Roles and Contributions of Ethnic Groups.	
Sec. 27-21. History of United States Roles and Contributions of Ethnic Groups: Deportation of Mexican-American citizens	
Sec. 27-21. History of United States Roles 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	
Sec. 27-21. History of United States Roles and Contributions of Ethnic Groups: Americans of different faith practices	
Sec. 27-23.8. Disability history and awareness.	
Sec. 27-23.15. Study of the process of naturalization.	

	Sec. 27-19. Leif Erickson day.	
	Sec. 27-20.1. Illinois Law Week.	
<b>Illinois Media Literacy Standards: Grades 9-12</b>		<b>Combat Hate</b>
	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.	x
	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
	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 podcasts, making videos, or coding a mobile or software application.	
	Sec. 27-20.08.b.4. Reflecting on media consumption: Assessing how media affects the consumption of information and how it triggers emotions and behavior.	x
	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