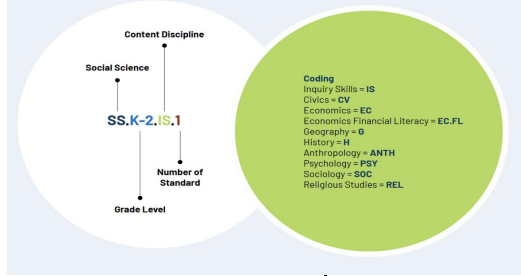


This crosswalk indicates which Illinois State Learning Standards and Inclusive American History Mandates are met with the MMOT's Civil Rights Workshop.

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



**Illinois State Learning Standards for Social Science- Domains of Inquiry: Grades 6-8**

Civil Rights

Developing Questions and Planning Inquiries  
Evaluating Sources and Using Evidence  
Communicating Conclusion and Taking Informed Action

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.

x

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.  
SS.6-8.IS.6.LC. Construct arguments using claims and evidence from multiple sources, while acknowledging the arguments' strengths and limitations.  
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

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.  
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

**Illinois State Learning Standards for Social Science - Domains of Inquiry: Grades 9-12**

Civil Rights

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.  
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).  
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

Evaluating Sources and Using Evidence

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.

x

Communicating Conclusion and Taking Informed Action

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

**Illinois State Learning Standards for Social Science - Disciplinary Concepts: Grades 6-8**

Civil Rights

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.  
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

x





ELA Writing History (W.HST.) - 9-12 grade		
<b>Illinois Inclusive American History Mandated Units of Study: Grades K-12</b>		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: 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	x
<b>Illinois Media Literacy Standards: Grades 9-12</b>		Civil Rights
	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 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. 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