

HPHS Social Studies Department Matrix

Common Core ELA LITERACY STANDARDS (9th-10th Grade)			Common Core ELA-LITERACY STANDARDS (11th-12th Grade)		
Key Ideas and Details	Patterns in World History	*History Electives	Key Ideas and Details	United States History [†]	*History Electives
<p>CCSS.ELA-LITERACY.RH.9-10.1</p> <p>Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p>	✓	✓	<p>CCSS.ELA-LITERACY.RH.11-12.1</p> <p>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.</p>	✓	✓
<p>CCSS.ELA-LITERACY.RH.9-10.2</p> <p>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.</p>	✓	✓	<p>CCSS.ELA-LITERACY.RH.11-12.2</p> <p>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.</p>	✓	✓
<p>CCSS.ELA-LITERACY.RH.9-10.3</p> <p>Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p>	✓	✓	<p>CCSS.ELA-LITERACY.RH.11-12.3</p> <p>Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p>	✓	✓

* History Electives include World History, Histories of Latinidad, AP European History, Topics in World History, and Urban History

** Social Science Electives include Economics, AP Economics, Psychology, AP Psychology, and Sociology

[†]References to United States History include American Studies & AP United States History

Craft and Structure	Patterns in World History	*History Electives	Craft and Structure	United States History [†]	*History Electives
<p>CCSS.ELA-LITERACY.RH.9-10.4</p> <p>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.</p>	✓	✓	<p>CCSS.ELA-LITERACY.RH.11-12.4</p> <p>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 <i>faction</i> in <i>Federalist</i> No. 10).</p>	✓	✓
<p>CCSS.ELA-LITERACY.RH.9-10.5</p> <p>Analyze how a text uses structure to emphasize key points or advance an explanation or analysis</p>	✓	✓	<p>CCSS.ELA-LITERACY.RH.11-12.5</p> <p>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.</p>	✓	✓
<p>CCSS.ELA-LITERACY.RH.9-10.6</p> <p>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.</p>	✓	✓	<p>CCSS.ELA-LITERACY.RH.11-12.6</p> <p>Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p>	✓	✓

* History Electives include World History, Histories of Latinidad, AP European History, Topics in World History, and Urban History

** Social Science Electives include Economics, AP Economics, Psychology, AP Psychology, and Sociology

[†]References to United States History include American Studies & AP United States History

Integration of Knowledge and Ideas	Patterns in World History	*History Electives	Integration of Knowledge and Ideas	United States History [†]	*History Electives
CCSS.ELA-LITERACY.RH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.	✓	✓	CCSS.ELA-LITERACY.RH.11-12.7 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.	✓	✓
CCSS.ELA-LITERACY.RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claims.	✓	✓	CCSS.ELA-LITERACY.RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.	✓	✓
CCSS.ELA-LITERACY.RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.	✓	✓	CCSS.ELA-LITERACY.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources	✓	✓
Range of Reading and Level of Text Complexity	Patterns in World History	*History Electives	Range of Reading and Level of Text Complexity	United States History [†]	*History Electives
CCSS.ELA-LITERACY.RH.9-10.10 By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.	✓	✓	CCSS.ELA-LITERACY.RH.11-12.10 By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.	✓	✓

* History Electives include World History, Histories of Latinidad, AP European History, Topics in World History, and Urban History

** Social Science Electives include Economics, AP Economics, Psychology, AP Psychology, and Sociology

[†]References to United States History include American Studies & AP United States History

Inquiry Standards - Social Studies (ISBE) <i>Illinois Inquiry Standards are developed from the National Council of the Social Studies C3 (College, Career, and Civic Life) Framework, Dimensions 1, 3, and 4</i> https://www.isbe.net/Documents/15-2332_IL_Social_Science_Standards_final_6-1-15.pdf	Patterns in World History	Civics	United States History [†]	*History Electives	**Social Science Electives
Developing Questions and Planning Inquiries (C3 Framework - Dimension 1)					
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).	✓	✓	✓	✓	✓
Evaluating Sources and Using Evidence (C3 Framework - Dimension 3)					
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.	✓		✓	✓	✓
SS.9-12.IS.6. Analyze evidence and identify counter perspectives to revise or strengthen claims.	✓		✓	✓	
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.	✓		✓	✓	✓

* History Electives include World History, Histories of Latinidad, AP European History, Topics in World History, and Urban History

** Social Science Electives include Economics, AP Economics, Psychology, AP Psychology, and Sociology

†References to United States History include American Studies & AP United States History

Inquiry Standards - Social Studies (Continued) (C3 Framework - Dimensions 1, 3, 4)	Patterns in World History	Civics	United States History [†]	*History Electives	**Social Science Electives
Communicating Conclusions and Taking Informed Action (C3 Framework - Dimension 4)					
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, natural, or global concerns and anticipate the outcome possible solutions might have on all impacted communities, including marginalized communities.		✓			✓
SS.9-12.IS.12. Analyze existing structures, systems, and methodologies to determine what types of interventions or informed action will increase equity, inclusion, community and civic good.	→ SOON	✓	✓	✓	✓
SS.9-12.IS.13. Use deliberative processes and apply appropriate civic engagement strategies to address local, regional, or global concerns, and take action in or out of school.		✓			
SS.9-12.IS.14. Take measurable action to effect changes that bring about equity, inclusion, and the community and civic good.		✓			
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.		✓			✓

* History Electives include World History, Histories of Latinidad, AP European History, Topics in World History, and Urban History

** Social Science Electives include Economics, AP Economics, Psychology, AP Psychology, and Sociology

[†]References to United States History include American Studies & AP United States History

Historical Thinking Standards (ISBE) (C3 Framework - Dimension 2: History)	Patterns in World History	United States History [†]	*History Electives
SS.9-12.H.1. Evaluate the context of time, place, and 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.	✓	✓	✓
SS.9-12.H.3. Evaluate methods used to promote change and the effects/outcomes on diverse groups of people.	✓	✓	✓
SS.9-12.H.4. Analyze how people/institutions faced environmental, scientific, technological, and social challenges.	✓	✓	✓
SS.9-12.H.5. Analyze the contexts and movements that influenced peoples' perspectives during different 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.		✓	
SS.9-12.H.7. Identify/analyze individual and group roles in the 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 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 vantage points and perspectives to identify and explain dominant narratives and counternarratives of historical events.	✓	✓	✓
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/cultural forces resulting in conflict and cooperation. Identify the cause and effects of imperialism and colonization.	✓	✓	✓

* History Electives include World History, Histories of Latinidad, AP European History, Topics in World History, and Urban History

** Social Science Electives include Economics, AP Economics, Psychology, AP Psychology, and Sociology

[†]References to United States History include American Studies & AP United States History

Civics Standards (ISBE) (C3 Framework - Dimension 2: Civics)	Civics
Civics Requirement - As a prerequisite to receiving a high school diploma, at least one semester of the minimum two years of Social Studies must be civics. 105 ILCS 5/27-22(e)(5).	✓
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.	✓
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 limits, and explain how the U.S. Constitution has evolved over time and is still debated.	✓
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 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..	✓
SS.9-12.CV.8. Analyze the methods individuals can use to challenge laws to address a variety of public issues.	✓
SS.9-12.CV.9. Evaluate public policies in terms of intended and unintended outcomes and related consequences on different communities, including the marginalization of multiple groups.	✓
SS.9-12.CV.10. Explain the role of compromise and deliberation in the legislative process.	✓

* History Electives include World History, Histories of Latinidad, AP European History, Topics in World History, and Urban History

** Social Science Electives include Economics, AP Economics, Psychology, AP Psychology, and Sociology

†References to United States History include American Studies & AP United States History

Geography Standards (ISBE) (C3 Framework - Dimension 2: Geography)	Patterns in World History	United States History [†]	*History Electives
SS.9-12.G.1. Use maps (created using geospatial and related technologies, if possible), satellite images, and photographs to display and explain the spatial patterns of physical, cultural, political, economic, and environmental characteristics.	✓	✓	✓
SS.9-12.G.2. Explain how mapping is used to claim political sovereignty and to obscure disagreements over the nature of space, human relationship with place, and power to determine how humans interact with landscapes, animals, and plants.	✓	✓	✓
SS.9-12.G.3. Use self-collected or pre-existing data sets to generate spatial patterns at multiple scales that can be used to conduct analysis or to take civic action.	✓		✓
SS.9-12.G.4. Analyze data and trends at various scales to address inequalities in race, ethnicity, and gender across time and space.	✓	✓	✓
SS.9-12.G.5. Analyze different ways of representing geographic information in order to compare cartographers' perspectives, biases, and goals.	✓		✓
SS.9-12.G.6. Analyze and explain how humans affect and interact with the environment and vice versa.	✓	✓	✓
SS.9-12.G.7. Evaluate how political and economic decisions have influenced cultural and environmental characteristics of various places and regions.	✓	✓	✓
SS. 9-12.G.8. Analyze how human societies plan for and respond to the consequences of human-made and naturally occurring catastrophes and how these events affect trade, politics, and migration.	✓	✓	✓
SS.9-12.G.9. Explain how landscape; use of land and resources; and means of interacting with land, animals, and plants each reflect cultural beliefs and identities.	✓	✓	✓
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.	✓	✓	✓

* History Electives include World History, Histories of Latinidad, AP European History, Topics in World History, and Urban History

** Social Science Electives include Economics, AP Economics, Psychology, AP Psychology, and Sociology

†References to United States History include American Studies & AP United States History

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.	✓	✓	✓
SS.9-12.G.15. Explain how characteristics of culture and measures of development shape an individual's worldview.	✓	✓	✓
SS.9-12 G.16. Explain how globalization affects the cultural, political, economic, and environmental characteristics of a place or region.	✓		✓
SS.9-12.G.17. Evaluate how competition for scarce natural resources contributes to conflict and cooperation within and among countries.	✓	✓	✓

* History Electives include World History, Histories of Latinidad, AP European History, Topics in World History, and Urban History

** Social Science Electives include Economics, AP Economics, Psychology, AP Psychology, and Sociology

†References to United States History include American Studies & AP United States History

Economics & Financial Literacy Standards (ISBE) (C3 Framework - Dimension 2: Economics)	Economics	AP Economics
Consumer Education Requirement - Pupils in the public schools in grades 9-12 shall be taught and shall be required to study courses that include instruction in the area of consumer education. 105 ILCS 5/27-12.1.	✓	✓
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 effect 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.	✓	✓
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.	✓	✓

* History Electives include World History, Histories of Latinidad, AP European History, Topics in World History, and Urban History

** Social Science Electives include Economics, AP Economics, Psychology, AP Psychology, and Sociology

†References to United States History include American Studies & AP United States History

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 circumstances limiting 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 communities.	✓	✓
SS.9-12.EC.FL.5. Evaluate risks and returns on diversified investments while accounting for the individual risk disposition among students.	→ SOON	→ SOON
SS.9-12.EC.FL.7. Analyze how cognitive biases, environmental influences, and access to resources can impact financial decision-making and the application of economic decision making strategies.	✓	✓
SS.9-12.EC.FL.8. Evaluate risk disposition and opportunity recognition for individual students and multiple communities, accounting for structural impacts on these dispositions.	→ SOON	→ SOON
SS.9-12.EC.FL.9. 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 Electives include World History, Histories of Latinidad, AP European History, Topics in World History, and Urban History

** Social Science Electives include Economics, AP Economics, Psychology, AP Psychology, and Sociology

†References to United States History include American Studies & AP United States History

State-Mandated Social Studies Instruction (ISBE)	Patterns in World History	United States History [†]	*History Electives
Social Studies (including U.S. History) - Each district must provide a comprehensive curriculum that includes U.S. History in its high school course offerings. 23 Ill. Admin. Code 1.440(a)(4).		✓	
Women in History: Each school system shall provide history and social sciences courses that include the study of the events of women's history in America. 23 Ill. Admin. Code 1.420(r)(6).	✓	✓	✓
Black History: Each school system shall provide history and social sciences courses that include the study of the events of Black history. 23 Ill. Admin. Code 1.420(r)(5).	✓	✓	✓
Holocaust & Genocide Ed: Each school system shall provide history and social sciences courses that include the study of that period in world history known as the Holocaust. 23 Ill. Admin. Code 1.420(r)(4). To reinforce that lesson, such curriculum shall include an additional unit of instruction studying other acts of genocide across the globe. This unit shall include, but not be limited to, the Armenian Genocide; the Famine-Genocide in Ukraine; and more recent atrocities in Cambodia, Bosnia, Rwanda, and Sudan. From 105 ILCS 5/27-20.3.	✓	✓	✓
Disability History: A school district must provide instruction on disability history, people with disabilities, and the disability rights movement. 105 ILCS 5/27-23.8(a), (c).	✓	✓	✓
Asian American History: Every public high school shall include in its curriculum a unit of instruction studying Asian American history, including the history of Asian Americans in Illinois and the Midwest, and the contributions of Asian Americans advancing civil rights from the 19th century onward. 105 ILCS 5/27-20.8		✓	✓
U.S. History Mandated Component: The study of the role and contributions of ethnic groups (including but not limited to those specifically enumerated in statute) and the labor unions in the history of this country and this state. 23 Ill. Admin. Code 1.420(r).		✓	✓
U.S. History Mandated Component: The study of events related to the forceful removal and illegal deportation of Mexican-American U.S. citizens during the Great Depression. 23 Ill. Admin. Code 1.420(r).		✓	
U.S. History Mandated Component: The study of the role and contributions of lesbian, gay, bisexual, and transgender people in the history of this country and this state. 23 Ill. Admin. Code 1.420(r).		✓	✓

* History Electives include World History, Histories of Latinidad, AP European History, Topics in World History, and Urban History

** Social Science Electives include Economics, AP Economics, Psychology, AP Psychology, and Sociology

†References to United States History include American Studies & AP United States History

<p>U.S. History Mandated Component: Contributions made to society by Americans of different faith practices (including, but not limited to, those specifically enumerated in statute). 23 Ill. Admin. Code 1.420(r).</p>		✓	✓
<p>U.S. History Mandated Component: Instruction in the history of Illinois.</p>		✓	✓
<p>Congressional Medal of Honor Film. All high school students enrolled in a course concerning U.S. history or a combination of U.S. history and American government must view a Congressional Medal of Honor film made by the Congressional Medal of Honor Foundation. 105 ILCS 5/27-3.5</p>		✓	
<p>American Patriotism and Government. No student may receive a high school “certificate of graduation” without passing a satisfactory exam of the subjects outlined in 105 ILCS 5/27-3 (American patriotism, principles of representative government, as enunciated in the American Declaration of Independence, the Constitution of the United States of America and the Constitution of the State of Illinois, proper use and display of the American flag). This requirement is often known as the “Constitution Test.”</p>		✓	

* History Electives include World History, Histories of Latinidad, AP European History, Topics in World History, and Urban History

** Social Science Electives include Economics, AP Economics, Psychology, AP Psychology, and Sociology

†References to United States History include American Studies & AP United States History

Media Literacy Standards (ISTE)	Patterns in World History
1.1 Empowered Learner Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.	✓
1.2 Digital Citizen Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.	✓
1.3 Knowledge Constructor Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.	✓
1.4 Innovative Designer Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.	✓
1.5 Computational Thinker Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.	✓
1.6 Creative Communicator Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.	✓
1.7 Global Collaborator Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.	✓

* History Electives include World History, Histories of Latinidad, AP European History, Topics in World History, and Urban History

** Social Science Electives include Economics, AP Economics, Psychology, AP Psychology, and Sociology

†References to United States History include American Studies & AP United States History

Psychology Standards (ISBE) (C3 Framework - Dimension 2: Psychology)	AP Psychology	Psychology
SS.9-12.PSY.1. Identify scientific methodologies utilized in psychological research.	✓	✓
SS.9-12.PSY.2. Evaluate the conclusions made by psychological research, including ethical concerns.	✓	✓
SS.9-12.PSY.3. Understand a variety of psychological perspectives and apply their concepts and theoretical ideas to the investigation of similarities and differences in behavior and mental processes.	✓	✓
SS.9-12.PSY.4. Analyze how biological, psychological, and sociocultural factors and their interactions influence individuals' behavior and mental processes.	✓	✓
SS.9-12.PSY.5. Evaluate the complexities of human thought and behavior, as well as the factors related to the individual differences among people.	✓	→ SOON
SS.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.	✓	✓

Sociology Standards (ISBE) (C3 Framework - Dimension 2: Sociology)	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.	✓
SS.9-12.SOC.3. Hypothesize how primary agents of socialization influence the individual	✓
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.	✓
SS.9-12.SOC.6. Analyze the impact of stratification and inequality on groups and the individuals within them.	✓

* History Electives include World History, Histories of Latinidad, AP European History, Topics in World History, and Urban History

** Social Science Electives include Economics, AP Economics, Psychology, AP Psychology, and Sociology

†References to United States History include American Studies & AP United States History

Religion Standards (ISBE)	Patterns in World History	*History Electives
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 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.	✓	✓
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 change over time.	✓	✓
SS.9-12.REL.8. Interpret how beliefs, behaviors, and experiences of belonging to various communities affect/are affected by other social, political, and cultural forces.	✓	✓
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.	✓	✓

* History Electives include World History, Histories of Latinidad, AP European History, Topics in World History, and Urban History

** Social Science Electives include Economics, AP Economics, Psychology, AP Psychology, and Sociology

†References to United States History include American Studies & AP United States History