

# Illinois Learning Standards for Social Science



Illinois  
State Board of  
Education



College of Education  
UNIVERSITY OF ILLINOIS URBANA-CHAMPAIGN



# Background

At its heart, the social sciences explore the relationship between individuals and society, from friends and family to global networks. In a school setting, the disciplines of civics, economics, geography, and history are central to our students' preparation for college, career, and civic life.

Through the social sciences, young people develop skills critical to success in college and careers, including creativity, critical thinking, working in diverse groups to solve complex problems, global awareness, and financial literacy. Most importantly, they will emerge with the knowledge, skills, attitudes, and behaviors necessary to be informed and effective citizens. The task force was constantly challenged with the need for Illinois students to not just acquire and produce knowledge but also to live a life of action—to engage in the workings of our democracy.

The Illinois Learning Standards for Social Science are designed to ensure that students across Illinois focus on a common set of standards that promote the development of the knowledge and skills necessary for success in college, career, and civic life in the 21st century. The vision supporting this design is to produce **Illinois graduates who are civically engaged, socially responsible, culturally aware, and financially literate**. Teachers can facilitate this process by giving students opportunities to work collaboratively as well as individually.

In Illinois, the curriculum is determined locally. School districts offer different social science courses for their students. The proposed standards cultivate civic mindedness, historical thinking, economic decision making, geographic reasoning, and psychological and sociological intellect across all disciplines and grade levels. Embedded within a variety of social science courses, the following standards do not necessarily require stand-alone courses but do reflect state mandated content.

The Social Science Standards consist of both inquiry standards and disciplinary standards. In implementing the Social Science Standards, the inquiry standards should be used simultaneously with the individual disciplinary standards to ensure both students' comprehension and application of the knowledge and skills acquired.

In addition to the Social Science Standards, there are **State-mandated units of study** that may apply to Social Science coursework or curriculum. These mandates can be found in the School Code and are summarized here:

[\*\*Illinois Mandated Units of Study\*\*](#)

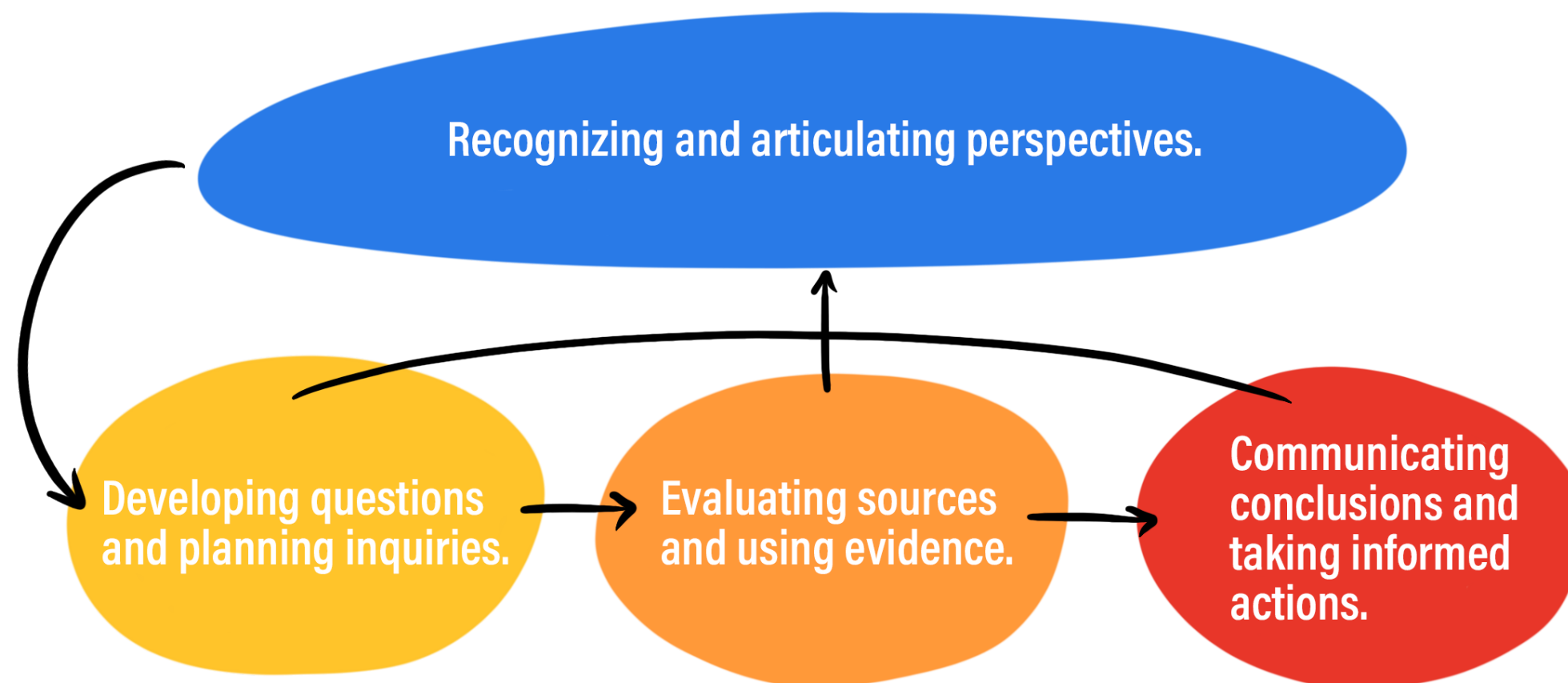


# Introduction

In 2019, the Illinois State Board of Education (ISBE) began the process to revise the Social Science Standards. The revised Illinois Learning Standards for Social Science were officially adopted for implementation during the 2022-2023 school year. The inquiry-based and disciplinary skills within the standards, alongside the Illinois Inclusive American History Mandates have the potential to create culturally sustaining and justice-centered teaching and learning experiences in K-12 Social Science classrooms in Illinois. Like the C3 framework, the revised Illinois Learning Standards for Social Science are driven by the four core areas of inquiry-based learning that seek to create learning situations for K-12 students across the state of Illinois to take ownership of their learning. The Illinois Learning Standards for Social Science also draw explicit attention to the need for teachers and students to recognize, articulate, and analyze how perspective and systems of power influence and impact inequities and social transformation.

**The Illinois Learning Standards for Social Science Inquiry Skills (which complement the Illinois Learning Standards for Social Science Disciplinary Skills) are composed of four core areas:**

- 1. recognizing perspective and articulating identities,**
- 2. developing questions and planning inquiries,**
- 3. evaluating sources and using evidence, and**
- 4. communicating conclusions and taking informed actions.**



# Features of the Illinois Learning Standards for Social Science

## Grade-Level Structure

The Illinois Learning Standards for Social Science reflect a dramatic shift from the C3 Framework and the work of other states. The task force felt strongly that grade span standards at the elementary level resulted in curricula and instructional confusion. It was therefore decided to structure the standards accordingly: Grade-specific standards were written for kindergarten, first grade, second grade, third grade, fourth grade, and fifth grade. In contrast, standards were written for the grade spans of Grades 6–8 and 9–12.

## Elementary Themes

In the last 20 years, the curricular demands on elementary teachers have shifted to a focus on mathematics and English language arts. The task force recognized that thematic lessons often drive many curricular decisions. Authentically trying to find a place for the social sciences in a busy school day has resulted, at best, in “covering” content—at worst, in students not being taught social studies content at all. Neither of these outcomes works toward the achievement of the levels of citizenship development necessary to sustain and build a healthy democracy. Thus, the task force decided to develop standards on themes and aligned them to the disciplinary concepts.

- **Kindergarten: My Social World**
- **First Grade: Living, Learning, and Working Together**
- **Second Grade: Families, Neighborhoods, and Communities**
- **Third Grade: Communities Near and Far**
- **Fourth Grade: Our State, Our Nation**
- **Fifth Grade: Our Nation, Our World**

## Middle School (Grade 6–8) Complexity Levels

The middle school standards are banded by levels of complexity rather than grade levels. Because most social science classrooms are comprised of a wide array of ability levels and challenges, a complexity continuum was developed to meet the varying cognitive needs of adolescents and to address the range of difficulty of the standards.

Many of the skills addressed in the standards build on one another. Depending on readiness levels and depth of understanding of the disciplinary concepts, students may move through the complexity levels that are appropriate for their strengths. This process allows teachers to differentiate content based on academic and developmental needs. Students continue to build and practice skills and disciplinary concepts as they progress through the grade levels. Progression and utilization can be enhanced using the curricular content as the avenue of implementation. Ideally, by the end of eighth grade, students should have practiced and experienced the less, moderate, and more complex standards in preparation for high school.

It is important to start with the less complex standards and move to the right toward more complex standards (see Table 2). By reading the standards from left to right, you will see the progression of concepts and skills needed to meet the goal of each particular strand. As the classroom teacher, you can determine which level within the continuum is the most appropriate for your students’ academic and cognitive abilities. If students are demonstrating competency of a particular skill or concept, you can then challenge them with the next level in the continuum.

Grade 6 - 8		
LESS COMPLEX (LC)	MODERATELY COMPLEX (MDC)	MORE COMPLEX (MC)
<b>SS.CV.1.6-8LC.</b> Identify different types of citizenship and immigration statuses of individuals in the United States and the different rights and roles (e.g., voters, jurors, taxpayers, military, protesters, and office holders) based on citizenship or immigration status.	<b>SS.CV.1.6-8.MdC.</b> Describe and analyze the roles of political, civil, and economic organizations from a national to local scale in impacting multiple individuals and communities.	<b>SS.CV.1.6-8.MC.</b> 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.

## High School

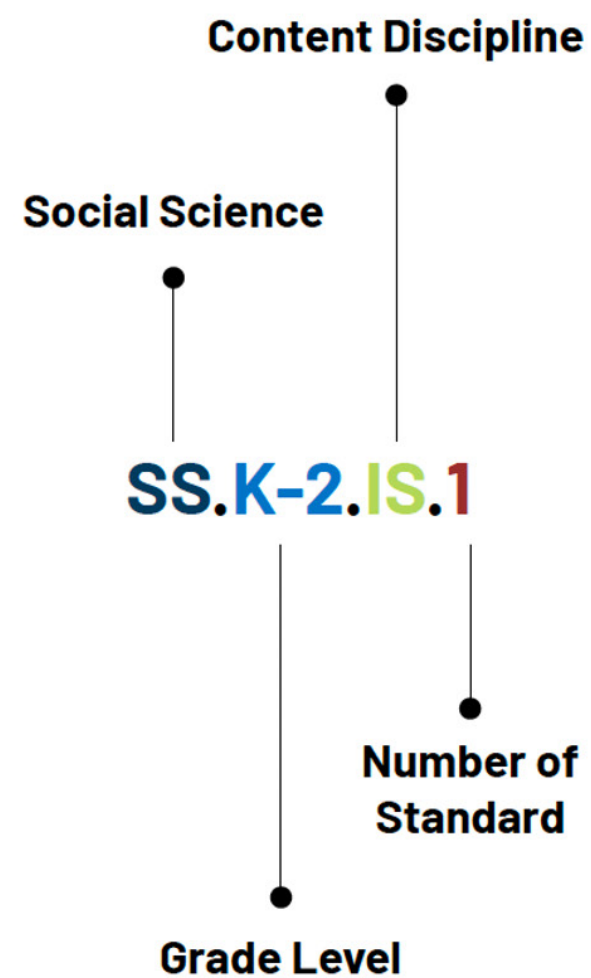
The high school standards provide overarching themes of what students should know and be able to do at the conclusion of the required high school social science courses. The standards are not meant to outline daily curriculum but to provide the destinations at which students should arrive at the conclusion of the high school social science requirements. These standards don't prescribe how to get the students to this destination – that is determined by an individual school's curriculum.

High school standards were organized around the typical course structures: history, civics, geography, and economics with supplementary course standards in psychology, sociology, and anthropology. The number of standards were reduced and cross-curricular integration of the four core disciplines, when appropriate, was a focal point. These courses provide students with unique approaches to understand themselves and others, both similar and different and provide opportunities to synthesize all of the skills they develop in the social sciences and high school. Young people need strong tools for, and methods of, clear and disciplined thinking in order to successfully navigate the worlds of college, career, and civic life. With a study in these subjects, students will be much more prepared for the challenges of their adult lives.

The Illinois High School Learning Standards for Social Science are designed to build on the knowledge, skills, and dispositions that elementary and middle schools have nurtured to prepare students for college, career, and civic life which involves questioning, investigating, reasoning, and acting responsibly based on new information.



## How to Read the Standards



### Coding

Inquiry Skills = **IS**

Civics = **CV**

Economics = **EC**

Economics Financial Literacy = **EC.FL**

Geography = **G**

History = **H**

Anthropology = **ANTH**

Psychology = **PSY**

Sociology = **SOC**

Religious Studies = **REL**

# Common Vocabulary

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Due to the changes made in the revised Illinois Learning Standards for Social Science, it was determined that a common, overarching vocabulary was needed. Terms that have many meanings were more narrowly defined for the benefit of these standards.

## Common K-12 Definitions

### **Inquiry:**

An ongoing cycle of learning to use knowledge at increasingly complex levels as a way to integrate content. Through the inquiry process, students (individually and or collaboratively) identify issues, pose questions, investigate answers, pose more questions, weigh the evidence, come to conclusions, and take action on their learning.

### **Inquiry Skills:**

Skills and dispositions that students need to meet the challenges of college, career, and civic life in the 21st century. Inquiry skills are used by students while applying disciplinary concepts to construct essential and supporting questions and determine helpful sources to conduct investigations and take informed action.

### **Essential Questions:**

Open-ended questions that focus on a big idea. These questions are enduring and centered on unresolved issues.

### **Supporting Questions:**

These questions can be answered through descriptions, definitions, and processes on which there is general agreement. These questions help formulate an answer to the essential question.

### **Disciplinary Concepts:**

Ideas, principles, and content at the heart of understanding the social sciences.

## Types of Inquiry

Preparing students for inquiry is a process. While the Illinois Learning Standards for Social Science call for student-driven inquiry in all grades (K-12), teachers can, and do, play a role in the facilitation of students' questions, relevant data collection, emergent analyses, and transformative actions. Table 1 details the teachers' role across several scaffolded stages of inquiry.

As you move from left to right, you will notice that students are taking on more responsibility and agency in the inquiry process. Each type of inquiry (structured, controlled, guided, and free) is determined by the role(s) of the teacher and students. Use this table to consider and plan for the facilitation of inquiry-based learning.



	Structured Inquiry	Controlled Inquiry	Guided Inquiry	Free Inquiry
<b>Recognizing perspectives and articulating differences</b>	<p>Teacher engages in reflection of how their own biases influence their practice.</p> <p>Teacher analyzes curriculum for inclusion of multiple perspectives, and for opportunities for students to analyze systems of power.</p>	<p>Teacher and students engage in reflection of perspectives, power, inequity, and justice.</p> <p>Teacher and students engage in reflection related to their biases. Teacher scaffolds/models this experience for students.</p> <p>Teacher and students analyze curriculum for inclusion of multiple perspectives, and for opportunities for students to analyze systems of power.</p>	<p>Teacher supports students in reflection of perspectives, power, inequity, and justice.</p> <p>Teacher and students engage in reflection related to their biases. Teacher scaffolds/models this experience for students.</p> <p>Teacher and students analyze curriculum for inclusion of multiple perspectives, and for opportunities for students to analyze systems of power.</p>	<p>Teacher supports students in reflection of perspectives, power, inequity, and justice.</p> <p>Students engage in reflection related to their biases.</p>
<b>Developing questions and planning inquiries</b>	<p>Teacher provides inquiry question and guides students through inquiry.</p> <p>Teacher gathers and vets resources for investigation.</p>	<p>Teacher provides menu of inquiry questions for students to choose from.</p> <p>Teacher provides 2-3 resources for each essential question.</p>	<p>Teacher provides 1 or more inquiry questions.</p> <p>Students, with teacher support, gather and vet resources for investigation.</p>	<p>Students create inquiry questions. Teacher is resource/partner/ supporter.</p> <p>Students gather and vet resources for investigation. Teacher is a resource/partner.</p>
<b>Evaluating sources and using evidence</b>	<p>Teacher models evaluation of sources, and students reproduce analytical methods.</p> <p>Teacher models claim development and provides examples for students. Students reproduce methods shared.</p>	<p>Teacher models evaluation of sources, and students reproduce analytical methods.</p> <p>Teacher models claim development and provides examples for students. Students reproduce methods shared.</p>	<p>Students, with support of teacher, develop and enact evaluative methods.</p> <p>Students, with support of teacher, develop claims using analyses of evidence.</p>	<p>Students develop and enact evaluative methods.</p> <p>Students develop claims using analyses of evidence.</p>
<b>Communicating conclusions and taking informed action</b>	<p>Teacher chooses student action and/or performance task.</p>	<p>Teacher chooses student action and/or performance task.</p>	<p>Students choose common action and/or performance task.</p>	<p>Students choose actions and/or performance tasks (can be unique).</p>

Table 1: Teachers Role Across Stages of Inquiry



# K-12 Inquiry Skills

Inquiry skills are methods and dispositions that students need to develop in order to be equipped to meet the challenges of college, career, and civic life. Inquiry skills are used by students to construct essential and supporting questions; determine helpful sources to conduct inquiry; and take informed action while applying disciplinary concepts. These skills should be applied while teaching and learning the disciplinary concepts for a deeper understanding that allows students to take ownership of their learning.

**The inquiry standards include the following areas:**

## **Recognize Perspectives and Articulate Identities**

- Recognize one's own perspectives in relation to the perspectives of others
- Articulate the construction and meaning of individual and collective identities
- Articulate unity and variation across human societies
- Evaluate the Role of Power and Systems
- Analyze power, inequality, and the impact of systems on reinforcing power and inequality
- Analyze social systems, social structures, and social institutions, and their impact on social change

## **Developing Questions and Planning Inquiries**

- Constructing Essential Questions
- Constructing Supporting Questions
- Determining Helpful Sources

## **Evaluating Sources and Using Evidence**

- Gathering and Evaluating Sources
- Developing Claims and Using Evidence

## **Communicating Conclusions and Taking Informed Action**

- Communicating Conclusions
- Critiquing Conclusions
- Taking Informed Action

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## **Inquiry and Application**

***“ Working individually and collaboratively, and using nonfiction and fiction, students will engage in inquiry within the disciplines about important public issues, trends, and events in social studies that are relevant to students’ lives. These skills should be applied while teaching and learning the disciplinary concepts for a deeper understanding that allows students to take ownership of their learning. ”***

Inquiry skills emphasize the importance of inquiry and action (thinking and doing) in all of the social science courses. Inquiry skills are important for all learners to apply to their grade-level standards. These skills have been grade-banded for students at kindergarten through second grade, third through fifth grades, sixth through eighth grades, and ninth through twelfth grades.

## K-12 Inquiry Skills

### Developing Questions and Planning Inquiries

Topics	Grades K-2	Grades 3-5	Grades 6-8			High School Grades 9-12
			Less Complex (LC)	Moderately Complex (MdC)	Most Complex (MC)	
<b>Constructing Essential Questions</b>	<b>SS.K-2.IS.1.</b> Create questions that are relevant to self as they relate to the content of the Social Science Standards.	<b>SS.3-5.IS.1.</b> Develop essential questions and explain the importance of the questions to self and others.	<b>SS.6-8.IS.1.LC.</b> Create essential questions that consider multiple perspectives to guide inquiry about a topic.	<i>No standard, see SS.6-8.IS.1.MdC.</i>	<i>No standard, see SS.6-8.IS.1.MC.</i>	<b>SS.9-12.IS.1.</b> Create actionable, student-driven (or student-informed) questions that lead to social studies investigations beyond one's immediate cultural environment or lens.
<b>Constructing Supporting Questions</b>	<i>Begins in Grades 3-5</i>	<b>SS.3-5.IS.2.</b> Students generate supporting questions that require investigation to help answer essential questions.	<i>No standard, see SS.6-8.IS.1.LC.</i>	<b>SS.6-8.IS.1.MdC.</b> Ask essential and focused questions that consider multiple perspectives and will lead to independent research.	<i>No standard, see SS.6-8.IS.1.MC.</i>	<b>SS.9-12.IS.2.</b> Develop culturally informed, student-driven supporting questions that contribute to inquiry and evaluate the purpose of supporting questions in the research and inquiry process.
<b>Determining Helpful Resources</b>	<b>SS.K-2.IS.2.</b> With guidance and support, students will use varied teacher-selected resources to learn procedures to locate evidence that assists with finding answers to their questions. Introduce the importance of informational resources that are reliable and distinguish fact from opinion.	<b>SS.3-5.IS.3.</b> Identify varied resources that answer essential and student-generated questions and that take into consideration multiple points of view.	<i>No standard, see SS.6-8.IS.1.LC.</i>	<i>No standard, see SS.6-8.IS.1.MdC.</i>	<b>SS.6-8.IS.1.MC.</b> Determine sources representing multiple points of view and diversity of authorship that will assist in organizing a research plan.	<b>SS.9-12.IS.3.</b> 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

Topics	Grades K-2	Grades 3-5	Less Complex (LC)	Moderately Complex (MdC)	More Complex (MC)	High School Grades 9-12
<b>Gathering and Evaluating Sources</b>	<b>SS.K-2.IS.3.</b> With guidance and support, gather relevant information from multiple sources to analyze information.	<b>SS.3-5.IS.4.</b> Gather relevant information and distinguish between fact and opinion to determine credibility of multiple sources.	<b>SS.6-8.IS.2.LC.</b> Determine the value of sources by evaluating their relevance and intended use.	<b>SS.6-8.IS.2.MdC.</b> Determine the credibility of sources based upon their origin, authority, and context.	<b>SS.6-8.IS.2.MC.</b> Gather relevant information from credible sources and determine whether they support each other.	<b>SS.9-12.IS.4.</b> 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.
						<b>SS.9-12.IS.5.</b> Gather and evaluate information from multiple primary and secondary sources that reflect the perspectives and experiences of multiple groups, including marginalized groups.
<b>Developing Claims and Using Evidence</b>	<b>SS.K-2.IS.4.</b> With guidance and support, evaluate a source by distinguishing between fact and opinion.	<b>SS.3-5.IS.5.</b> Develop claims using evidence from multiple sources to answer essential questions.	<b>SS.6-8.IS.3.LC.</b> Appropriately cite all the sources that are used.	<b>SS.6-8.IS.3.MdC.</b> Identify evidence from multiple sources to support claims, noting any limitations of the evidence.	<b>SS.6-8.IS.3.MC.</b> Develop claims and counter claims using evidence from credible sources while pointing out the strengths and limitations of both.	<b>SS.9-12.IS.6.</b> Analyze evidence and identify counter perspectives to revise or strengthen claims.
						<b>SS.9-12.IS.7.</b> Construct arguments using precise and knowledgeable claims with evidence from multiple sources, while acknowledging counterclaims, perspectives, and biases.
						<b>SS.9-12.IS.8.</b> Evaluate evidence to construct arguments and claims that use reasoning and account for multiple perspectives and value systems.

**Communicating Conclusions and Taking Informed Action**

Topics	Grades K-2	Grades 3-5	Less Complex (LC)	Moderately Complex (MdC)	More Complex (MC)	High School Grades 9-12
<b>Communicating Conclusions</b>	<b>SS.K-2.IS.5.</b> With guidance and support, students will share their findings on the asked and answered questions with peers.	<b>SS.3-5.IS.6.</b> Construct arguments using claims and evidence from multiple sources.	<i>No standard.</i>	<i>No standard.</i>	<b>SS.6-8.IS.4.MCa.</b> Present arguments and explanations that would appeal to audiences and venues outside of the classroom, using a variety of media.	<b>SS.9-12.IS.9.</b> Develop and prepare communication by identifying stakeholders (or audiences) and evaluate what messages and media are likely to result in stakeholder support or opposition.
<b>Critiquing Conclusions</b>	<i>Begins in Grades 3-5</i>	<b>SS.3-5 IS.7.</b> Construct explanations using reasoning, correct sequences, examples, and details with relevant information and data.	<b>SS.6-8.IS.4.LC.</b> Construct arguments using claims and evidence from multiple sources, while acknowledging the arguments' strengths and limitations.	<b>SS.6-8.IS.4.MdC.</b> Construct explanations for a specific audience using reasoning, correct sequences, examples, and details, while acknowledging their strengths and weaknesses.	<b>SS.6-8.IS.4.MCb.</b> Critique the structure and credibility of arguments and explanations (self and others) about a topic.	<b>SS.9-12.IS.10.</b> Solicit feedback from stakeholder representatives and revise communication and action plans accordingly.
<b>Taking Informed Action</b>	<b>SS.K-2.IS.6.</b> With guidance and support, reflect on one's inquiry process and findings.	<b>SS.3-5.IS.8.</b> Present a summary of arguments and explanations to others inside and/or outside of the classroom using print and oral technologies.	<b>SS.6-8.IS.5.LC.</b> 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.	<b>SS.6-8.IS.5.MdC.</b> Assess individual and collective capacities within a given context to take action, address problems, and identify potential outcomes.	<b>SS.6-8.IS.5.MC.</b> Apply a range of deliberative and democratic procedures to make decisions and take action in schools and community contexts.	<b>SS.9-12.IS.11.</b> 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.
	<b>SS.K-2.IS.7.</b> Using various viewpoints, students will engage in reflective conversations to draw conclusions on inquiry findings and create action steps.	<b>SS.3-5.IS.9.</b> Explain the use of inquiry strategies, approaches, and relevant sources that will allow students to address local, regional, state, national, and global problems.	<i>No standard.</i>			<b>S.9-12.IS.12.</b> 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.
	<i>No standard.</i>	<b>SS.3-5.IS.10.</b> Engage in reflective conversations to draw conclusions on inquiry findings and create action steps that consider multiple viewpoints.	<i>No standard.</i>			<b>SS.9-12.IS.13.</b> 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.
	<i>No standards.</i>					<b>SS.9-12.IS.14.</b> Take measurable action to effect changes that bring about equity, inclusion, and the community and civic good.
	<i>No standards.</i>					<b>SS.9-12.IS.15.</b> 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.

# K-12 Disciplinary Concepts

Disciplinary concepts emphasize the way each discipline provides foundational knowledge and skills essential to inquiry and action. Specific content at each grade level should be determined locally and reflect the state mandates. Inquiry skills should be applied while learning disciplinary concepts to allow students to create deeper understanding of content.

**The disciplinary concepts are divided into the four core disciplines of social science and include the following areas:**

## Civics

- Civic and Political Institutions
- Participation and Deliberation: Applying Civic Virtues and Democratic Principles
- Processes, Rules, and Laws

## Geography

- Geographic Representations: Spatial Views of the World
- Human-Environment Interaction: Place, Regions, and Culture
- Human Population: Spatial Patterns and Movements
- Global Interconnections: Changing Spatial Patterns

## Economics and Financial Literacy

- Economic Decision Making
- Exchange and Markets
- The National and Global Economy

## History

- Change, Continuity, and Context
- Perspectives
- Historical Sources and Evidence
- Causation and Argumentation

## Grade 5 Disciplinary Concepts

The Elementary Social Science Learning Standards build on the ever-expanding social awareness of students at each grade level through themes that enable teachers to use an interdisciplinary approach and compare the student's own social world with that of others past and present, near and far. Students at the elementary level vary greatly in their cognitive abilities from one grade level to the next. Therefore, the disciplinary concept standards are specific to each individual grade level. This allows students to cultivate their knowledge, problem-solving abilities, and critical thinking skills to engage in the inquiry process at that specific level. Students will apply these skills to civics, history, economics, and geography at each grade level.

The disciplinary concepts are divided among the major disciplines of social science: civics, history, economics, and geography. These standards should be taught in conjunction with the inquiry skills. Because these standards are grade specific, teachers should focus on standards at their grade level. The theme for that grade level should be used as a framework when addressing standards and making comparisons to others in the past, present, and around the world. These standards are not content specific, allowing districts to determine the precise historical events and periods of time that should be studied at certain grade levels. It also will be important for districts to ensure the state mandates are taught.

## Grade 6-8 Disciplinary Concepts

The middle grades provide a bridge between the elementary and high school experiences. Reflecting the unique nature of adolescents and the schools

in which they learn, the structure of the middle grade social science standards is unique. Unlike the elementary and high school standards, the middle grade standards do not assign particular content to each grade level. Rather, these standards focus on the developmental need of middle grade students: to cultivate the critical thinking skills used by social scientists through the inquiry process. The disciplinary concepts of civics, economics, geography, and history should be integrated within the content taught at each grade level.

## Grade 9-12 Disciplinary Concepts

The high school standards provide overarching themes of what students should know and be able to do at the conclusion of the required high school social science courses. The standards provide a baseline, not a ceiling, for what all students should know and be able to do at the conclusion of a high school social science course. The standards are not a curriculum. The curriculum is determined locally in Illinois. School districts offer different social science courses for their students. The standards presented here do not necessarily require stand-alone courses and were written so that they can be embedded within a variety of courses. These standards cultivate civic mindedness, historical thinking, economic decision making, and geographic reasoning across all disciplines and grade levels.

Young people need strong tools for, and methods of, clear and disciplined thinking in order to successfully navigate the worlds of college, career, and civic life. By studying these subjects, working individually and together, students will be much more prepared for the challenges of their adult lives.

## K-12 Disciplinary Concepts

### Civics

Topics	Kindergarten: My Social World	First Grade: Living, Learning, and Working Together	Second Grade: Families, Neighborhoods, and Community	Third Grade: Communities Near and Far	Fourth Grade: Our State, Our Nation	Fifth Grade: Our Nation, Our World	
<i>Civic and Political Institutions</i>	<p><b>SS.K.CV.1.</b> With guidance and support, identify the roles of individuals and leaders and their responsibility to meet the needs of different people and communities.</p>	<p><b>SS.1.CV.1.</b> With guidance and support, explain how individuals who live, learn, and work together make important decisions, and the effect that these decisions have on a variety of diverse communities.</p>	<p><b>SS.2.CV.1.</b> With guidance and support, identify features and functions of governments.</p>	<p><b>SS.3.CV.1.</b> Explain how families, workplaces, organizations, and government entities interact and affect communities in multiple ways.</p>	<p><b>SS.4.CV.1.</b> Explain the roles and responsibilities of government officials at the local, state, and national levels and investigate how the roles and responsibilities of government have changed over time.</p>	<p><b>SS.5.CV.1.</b> Explain the roles and responsibilities of government officials at the local, state, and national levels and investigate how the roles and responsibilities of the three branches of government have changed over time.</p>	
				<p><b>SS.3.CV.2.</b> Using evidence, describe how people have strived to improve communities over time to achieve equitable outcomes, practices, or policies.</p>			<p><b>SS.4.CV.2.</b> Define democracy and explain how limited participation affects the political representation of multiple groups.</p>
				<p><b>SS.5.CV.3.</b> Compare and contrast the U.S. government to other global governments in their structure and systems of governing with consideration for their impact on equitable outcomes.</p>			
<i>Participation and Deliberation: Applying Civic Virtues and Democratic Principles</i>	<i>Begins in Grade 4</i>				<p><b>SS.4.CV.3.</b> Identify core civic virtues and democratic principles that guide governments, society, and communities.</p>	<i>None in Grade 5</i>	
<i>Process, Rules, and Laws</i>	<p><b>SS.K.CV.2.</b> With guidance and support, identify reasons for rules and explain how rules establish responsibilities and roles for various settings.</p>	<p><b>SS.1.CV.2.</b> Identify reasons for rules and explain how rules establish responsibilities and roles, and their effect on one's own and other groups and communities.</p>	<p><b>SS.2.CV.2.</b> With guidance and support, describe how communities can collaborate to accomplish tasks, establish roles and responsibilities, and achieve equitable outcomes for the community.</p>	<i>None in Grade 3</i>	<p><b>SS.4.CV.4.</b> Using evidence, explain how rules, regulations, and laws alter or transform societies and how people from multiple communities influence and experience this transformation.</p>	<p><b>SS.5.CV.4.</b> Using evidence, explain how policies are developed to address public problems and concerns and achieve equitable outcomes.</p>	

**Civics**

Topics	Grades 6-8			Grades 9-12	
	Less Complex (LC)	Moderately Complex (Mdc)	More Complex (MC)		
<i>Civic and Political Institutions</i>	<p><b>SS.6-8.CV.1.LC.</b> Identify different types of citizenship and immigration statuses of individuals in the United States and the different rights and roles (e.g., voters, jurors, taxpayers, military, protesters, and officeholders) based on citizenship or immigration status.</p>	<p><b>SS.6-8.CV.1.Mdc.</b> Describe and analyze the roles of political, civil, and economic organizations from a national to local scale in impacting multiple individuals and communities.</p>	<p><b>SS.6-8.CV.1.MC.</b> 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.</p>	<p><b>SS.9-12.CV.1.</b> 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.</p>	
		<p><b>S.6-8.CV.2.Mdc.</b> Explain the origins, functions, and structure of government with reference to the U.S. Constitution, Illinois Constitution, and other systems of government and how they have impacted multiple groups of people.</p>	<p><b>SS.6-8.CV.2.MCa.</b> 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.</p>		<p><b>SS.9-12.CV.2.</b> Evaluate the opportunities and limitations of participation in elections, voting, and the electoral process, and the impact disenfranchisement has on these processes.</p>
			<p><b>SS.6-8.CV.2.MCb.</b> 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.</p>		
	<p><b>SS.6-8.CV.2.LC.</b> Describe the origins and purposes and impact of governing documents and policies (e.g., U.S. Constitution, Illinois Constitution, laws, treaties, and international agreements) and synthesize their application and impacts on multiple groups of people with how they have changed over time.</p>	<p><i>No standard.</i></p>	<p><i>No standard.</i></p>	<p><b>SS.9-12.CV.3.</b> Analyze constitutions, laws, and agreements to determine the degree to which they achieve justice, equality, and liberty.</p>	
				<p><b>SS.9-12.CV.4.</b> 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.</p>	
<i>Participation and Deliberation: Applying Civic Virtues and Democratic Principles</i>	<p><b>SS.6-8.CV.3.LC.</b> Identify the means used by individuals and groups to either maintain or change powers and protect, grant, or deny rights of individuals and communities in societies.</p>	<p><b>SS.6-8.CV.3.Mdc.</b> Analyze the origins, purposes, and processes connected to maintaining or changing powers and how individuals and societies protect, grant, or deny rights.</p>	<p><b>SS.6-8.CV.3.MC.</b> 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.</p>	<p><b>SS.9-12.CV.5.</b> Analyze civic dispositions, democratic principles, constitutional rights, and human rights and their impact on personal interests and multiple perspectives.</p>	
	<p><b>SS.6-8.CV.4.LC.</b> Analyze the relationships among democratic principles, civic virtues, special interests, and perspectives to the ideas and principles contained in the constitutions, laws, treaties, and international agreements of the United States and other countries.</p>	<p><b>SS.6-8.CV.4.Mdc.</b> Analyze and synthesize ideas and principles contained in the founding and governing documents and practices of the United States, U.S. territories, and tribal nations within the United States.</p>	<p><b>SS.6-8.CV.4.MC.</b> Evaluate and critique deliberative processes regarding the development and application of governing documents and policies and how they have changed over time.</p>	<p><b>SS.9-12.CV.6.</b> Identify and explain how political parties, the media, and public interest groups both influence and reflect social and political interests.</p>	
				<p><b>SS.9-12.CV.7.</b> Compare and contrast the democratic concepts and principles inherent to the U.S. system of government.</p>	
<i>Processes, Rules, and Laws</i>	<p><b>SS.6-8.CV.5.LC.</b> Identify the impact of specific rules and laws (both those that are in effect and proposed) on multiple individuals and communities in relationship to the intended issues they were meant to address.</p>	<p><b>SS.6-8.CV.5.Mdc.</b> Analyze the perspectives and positions of multiple individuals and communities impacted by specific rules and laws (both actual and proposed); the equitable application of rules and laws; and consequences for not abiding by rules and laws historic and contemporary settings.</p>	<p><b>SS.6-8.CV.5.MC.</b> Develop and evaluate procedures for making decisions in historic and contemporary settings (e.g., school; civil society; or local, state, or national governments).</p>	<p><b>SS.9-12.CV.8.</b> Analyze the methods individuals can use to challenge laws to address a variety of public issues.</p>	
	<p>Analyze cause-and-effect relationships of issues that resulted in specific rules and laws.</p>			<p><b>SS.9-12.CV.9.</b> Evaluate public policies in terms of intended and unintended outcomes and related consequences on different communities, including the marginalization of multiple groups.</p>	
				<p><b>SS.9-12.CV.10.</b> Explain the role of compromise and deliberation in the legislative process.</p>	

**Economics and Financial Literacy**

Topics	Kindergarten: My Social World	First Grade: Living, Learning, and Working Together	Second Grade: Families, Neighborhoods, and Community	Third Grade: Communities Near and Far	Fourth Grade: Our State, Our Nation	Fifth Grade: Our Nation, Our World
<i>Economic Decision Making</i>	SS.K.EC.1. Explain that choices are made because of scarcity (i.e., because individuals cannot have everything that they want).	SS.1.EC.1. Explain and give examples of when choices are made that something else is given up.	SS.2.EC.1. Demonstrate how our choices can affect ourselves and others in positive and negative ways.	SS.3.EC.1. Compare the goods and services that people in the local community produce and those that are produced in other communities.	SS.4.EC.1. Explain how profits reward and influence sellers.	<i>None in Grade 5</i>
		SS.1.EC.2. Describe the skills and knowledge required to produce certain goods and services.	SS.2.EC.2. Explain the role of money in making exchange easier.			
			SS.2.EC.3. Compare the goods and services that people in the local community produce and those that are produced in other communities.			
<i>Exchange and Markets</i>	<i>Begins in Grade 3</i>			SS.3.EC.2. Generate examples of the goods and services that governments provide.	SS.4.EC.2. Describe how goods and services are produced using human, natural, and capital resources (e.g., tools, machines).	SS.5.EC.1. Analyze why and how individuals, businesses, and nations around the world specialize and trade.
<i>National and Global Economy</i>	<i>Begins in Grade 5</i>					SS.5.EC.2. Discover how positive incentives (e.g., sale prices, earning money) and negative consequences (e.g., library fines, parking tickets) influence behavior in the U.S. economy and around the world.
						SS.5.EC.3. Determine the ways in which government pays for goods and services it provides.
<i>Financial Literacy</i>	<i>Begins in Grade 1</i>	SS.1.EC.FL.1. Explain how people earn pay or income in exchange for work.	SS.2.EC.FL.1. Explain that money can be saved or spent on goods and services.	SS.3.EC.FL.1. Describe the role of banks and other financial institutions in an economy.	SS.4.EC.FL.1. Analyze how spending choices are influenced by prices, as well as many other factors (e.g., advertising, peer pressure, options).	SS.5.EC.4. Explain that interest is the price the borrower pays for using someone else's money.
				SS.3.EC.FL.2. Explain that when people borrow, they receive something of value now and agree to repay the lender over time.	SS.4.EC.FL.2. Explain that income can be saved, spent on goods and services, or used to pay taxes.	

**Economics and Financial Literacy**

Topics	Grades 6-8			Grades 9-12
	Less Complex (LC)	Moderately Complex (Mdc)	More Complex (MC)	
<i>Economic Decision Making</i>	<b>SS.6-8.EC.1.LC.</b> Explain how economic decisions affect the well-being of individuals, businesses and society.	<b>SS.6-8.EC.1.Mdc.</b> Explain how external benefits and costs influence choices.	<b>SS.6-8.EC.1.MC.</b> Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole.	<b>SS.9-12.EC.1.</b> 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.
				<b>SS.9-12.EC.2.</b> 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.
<i>Exchange and Markets</i>	<b>SS.6-8.EC.2.LC.</b> Analyze the role of innovation and entrepreneurship in a market economy.	<b>SS.6-8.EC.2.Mdc.</b> Describe the roles of institutions, such as corporations, non-profits, and labor unions in a market economy.	<b>SS.6-8.EC.2.MC.</b> Explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies.	<b>SS.9-12.EC.3.</b> 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.
				<b>SS.9-12.EC.4.</b> 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.
				<b>SS.9-12.EC.5.</b> Use benefits and costs to evaluate the effectiveness of government policies to improve market outcomes.
				<b>SS.9-12.EC.6.</b> 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.
				<b>SS.9-12.EC.7.</b> 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.
<i>National and Global Economy</i>	<b>SS.6-8.EC.3.LC.</b> Explain why standards of living increase as productivity improves.	<b>SS.6-8.EC.3.Mdc.</b> Explain barriers to trade and how those barriers influence trade among nations.	<b>SS.6-8.EC.3.MC.</b> Evaluate employment, unemployment, inflation, total production, income and economic growth data and how they affect different groups.	<b>SS.9-12.EC.8.</b> 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.
				<b>SS.9-12.EC.9.</b> Compare the benefits and problems of different economic systems (e.g., capitalism, socialism, communism, mixed systems), particularly their impact on equitable outcomes.
				<b>SS.9-12.EC.10.</b> Evaluate how government policies are influenced by and impact a variety of stakeholders.
				<b>SS.9-12.EC.11.</b> Analyze how advances in technology and investment in capital goods and human capital affect economic growth and standards of living.
				<b>SS.9-12.EC.12.</b> Analyze the role of comparative advantage in global trade of goods and services.
				<b>SS.9-12.EC.13.</b> Explain how current and past globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution.
<i>Financial Literacy</i>	<b>SS.6-8.EC.FL.1.LC.</b> Analyze the relationship between skills, education, jobs, and income.	<b>SS.6-8.EC.FL.1.Mdc.</b> Identify how people choose to buy goods and services while still maintaining a budget based on income, taxes, savings, and fixed and variable interest rates.	<b>SS.6-8.EC.FL.1.MC.</b> Describe the connection between credit, credit options, and interest and credit history.	<b>SS.9-12.EC.FL.1.</b> Understand how costs and benefits can be subject to individual circumstances and factors outside of one's control.
				<b>S.9-12.EC.FL.2.</b> 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.
				<b>SS.9-12.EC.FL.3.</b> Explain how time, interest rates, and inflation influence saving patterns over a lifetime.
	<b>SS.6-8.EC.FL.2.LC.</b> Explain the roles and relationships between savers, borrowers, interest, time, and the purposes for saving.	<b>SS.6-8.EC.FL.2.Mdc.</b> Explain the correlation between investors, investment options (and associated risks), and income/wealth.	<b>SS.6-8.EC.FL.2.MC.</b> Analyze the relationship between financial risks and protection, insurance and costs.	<b>SS.9-12.EC.FL.4.</b> 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.
				<b>SS.9-12.EC.FL.5.</b> Evaluate risks and returns on diversified investments while accounting for the individual risk disposition among students.
				<b>SS.9-12.EC.FL.6. No standard.</b>



				<b>SS.9-12.EC.FL.7.</b> 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.
				<b>SS.9-12.EC.FL.8.</b> Evaluate risk disposition and opportunity recognition for individual students and multiple communities, accounting for structural impacts on these dispositions
				<b>SS.9-12.EC.FL.9.</b> 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.

Geography						
Topic	Kindergarten: My Social World	First Grade: Living, Learning, and Working Together	Second Grade: Families, Neighborhoods, and Community	Third Grade: Communities Near and Far	Fourth Grade: OurState, Our Nation	Fifth Grade: Our Nation, Our World
Geographic Representations	<i>Begins in Grade 1</i>	<b>SS.1.G.1.</b> With guidance and support, construct and interpret print and digital maps and other cultural representations of familiar places.	<b>SS.2.G.1.</b> With guidance and support, use print and digital maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.	<b>SS.3.G.1.</b> Use print and digital maps, globes, and other simple geographic models to identify topographic and other graphic representations of both familiar and unfamiliar locations.	<b>SS.4.G.1.</b> Construct print and digital maps and other topographic representations to show the details of places and regions and their environmental characteristics.	<b>SS.5.G.1.</b> Use print and digital maps of different scales to describe the locations of cultural and environmental characteristics.
						<b>SS.5.G.2.</b> Investigate and explain how the cultural and environmental characteristics of places within the United States change over time.
Human- Environment Interaction	<b>SS.K.G.1.</b> With guidance and support, explain how weather, climate, and other environmental factors affect people's lives and cultural identities in our region.	<b>SS.1.G.2.</b> With guidance and support, describe how human activities affect the cultural and environmental characteristics of places or regions.	<b>SS.2.G.2.</b> With guidance and support, identify some cultural and environmental characteristics of your community and compare to other places or regions.	<b>SS.3.G.2.</b> Explain how culture influences the way people modify and adapt to the environment or the way people do not modify and adapt to their environments.	<b>SS.4.G.2.</b> Explain how the cultural and environmental characteristics of places change over time.	<i>None in Grade 5</i>
Human Population	<b>SS.K.G.2.</b> With guidance and support, explain how people and goods move from place to place.	<b>SS.1.G.3.</b> Compare how people in different types of communities use local and worldwide environments to meet their daily needs.	<b>SS.2.G.3.</b> Describe the connections between the physical environment of a place and the economic activities found there.	<b>SS.3.G.3.</b> Describe the movement of goods, people, jobs, and/or information and the effect of the cultural and environmental characteristics on movement of goods.	<b>SS.4.G.3.</b> Investigate the human effects on the physical environment over time.	<b>SS.5.G.3.</b> Explain how human settlements and technological advancements have impacted natural resources.
	<b>SS.K.G.3.</b> With guidance and support, identify characteristics of print and digital maps, graphs, and other cultural representations of familiar places.					
Global Interconnections	<i>Begins in Grade 5</i>					<b>SS.5.G.4.</b> Analyze the effects of catastrophic environmental and technological events on human settlements and migration.

**Geography**

Topics	Grades 6-8			Grades 9-12
	Less Complex (LC)	Moderately Complex (MdC)	More Complex (MC)	
<i>Geographic Representations</i>	<p><b>SS.6-8.G.1.LC.</b> Use geographic representations (e.g., maps, photographs, satellite images) to explain relationships between the locations (places and regions) and changes in their environment.</p>	<p><b>SS.6-8.G.1.MdC.</b> Use mapping and graphing to represent and analyze spatial patterns of different environmental and cultural characteristics.</p>	<p><b>SS.6-8.G.1.MC.</b> Construct different representations to explain the spatial patterns of cultural and environmental characteristics.</p>	<p><b>SS.9-12.G.1.</b> 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.</p>
				<p><b>SS.9-12.G.2.</b> 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.</p>
				<p><b>SS.9-12.G.3.</b> 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.</p>
<i>Human/Environment Interaction</i>	<p><b>SS.6-8.G.2.LC.</b> Explain how humans and their environment affect one another.</p>	<p><b>SS.6-8.G.2.MdC.</b> Compare and contrast the cultural and environmental characteristics of different places or regions.</p>	<p><b>SS.6-8.G.2.MC.</b> Evaluate how cultural and economic decisions influence environments and the daily lives of people in both nearby and distant places.</p>	<p><b>SS.9-12.G.4.</b> Analyze data and trends at various scales to address inequalities in race, ethnicity, and gender across time and space.</p>
				<p><b>SS.9-12.G.5.</b> Analyze different ways of representing geographic information in order to compare cartographers' perspectives, biases, and goals.</p>
				<p><b>SS.9-12.G.6.</b> Analyze and explain how humans affect and interact with the environment and vice versa.</p>
				<p><b>SS.9-12.G.7.</b> Evaluate how political and economic decisions have influenced cultural and environmental characteristics of various places and regions.</p>
				<p><b>SS.9-12.G.8.</b> 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.</p>
				<p><b>SS.9-12.G.9.</b> Explain how landscape, land and resource use, and means of interacting with land, animals, and plants each reflect cultural beliefs and identities.</p>
<i>Human Population</i>	<p><b>SS.6-8.G.3.LC.</b> Explain how environmental characteristics affect human migration and settlement.</p>	<p><b>SS.6-8.G.3.MdC.</b> Explain how changes in transportation and communication influence the spatial connections among human settlements and affect the spread of ideas and culture.</p>	<p><b>SS.6-8.G.3.MC.</b> Evaluate the influences of long-term, human-induced environmental change on spatial patterns of conflict and cooperation.</p>	<p><b>SS.9-12.G.10.</b> Analyze how historical events and the diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of the human population.</p>
				<p><b>SS.9-12.G.11.</b> Evaluate how economic activities and political decisions impact spatial patterns at various scales.</p>
				<p><b>SS.9-12.G.12.</b> Evaluate how short- and long-term climate variability affects human migration and settlement patterns, use of land and resources, and relationship with the land.</p>
				<p><b>SS.9-12.G.13.</b> Describe and explain the characteristics that constitute culture.</p>
<i>Global Interconnections</i>	<p><b>SS.6-8.G.4.LC.</b> Identify how cultural and environmental characteristics vary among regions of the world.</p>	<p><b>SS.6-8.G.4.MdC.</b> Explain how global changes in population distribution patterns affect changes in land use.</p>	<p><b>SS.6-8.G.4.MC.</b> Analyze how the environmental characteristics of places and production of goods influence patterns of world trade.</p>	<p><b>SS.9-12.G.14.</b> Explain how a person's identity (e.g., race, ethnicity, gender, sexuality, spirituality/religion, ability status, socioeconomic group) shapes and is shaped by worldview.</p>
				<p><b>SS.9-12.G.15.</b> Explain how characteristics of culture and measures of development shape an individual's worldview.</p>
				<p><b>SS.9-12.G.16.</b> Explain how globalization affects the cultural, political, economic and environmental characteristics of a place or region.</p>
				<p><b>SS.9-12.G.17.</b> Evaluate how competition for scarce natural resources contributes to conflict and cooperation within and among countries.</p>

**History**

Topics	Kindergarten: My Social World	First Grade: Living, Learning, and Working Together	Second Grade: Families, Neighborhoods, and Community	Third Grade: Communities Near and Far	Fourth Grade: Our State, Our Nation	Fifth Grade: Our Nation, Our World
<i>Change, Continuity, and Context</i>	<b>SS.K.H.1.</b> With guidance and support, compare life in the past to life today, including the points of view of diverse groups of people.	<b>SS.1.H.1.</b> Create a chronological sequence of multiple events based on current learning.	<b>SS.2.H.1.</b> Identify main ideas and changes that have occurred in the local community over time and retell how these changes impacted diverse groups in the community.	<b>SS.3.H.1.</b> Create and use a chronological sequence of related events to compare developments that happened at the same time.	<b>SS.4.H.1.</b> Study important individuals or major events in order to recognize and explain that there are multiple cultural perspectives.	<b>SS.5.H.1.</b> Create and use a chronological sequence of related events to identify cause and effects of relationships in history and the impacts of underrepresented groups.
	<b>SS.K.H.2.</b> Identify and describe the purpose of the national holidays of the United States, the major holidays of diverse groups, and the bravery or achievements of the diverse people who make these days special holidays.	<b>SS.1.H.2.</b> Generate questions and investigate diverse individuals and groups who have shaped a significant historical change.				
<i>Perspectives</i>	<i>Begins in Grade 1</i>	<b>SS.1.H.3.</b> With guidance and support, investigate how our perspectives of historical events have changed over time.	<b>SS.2.H.2.</b> Examine key events that changed history from multiple perspectives, including the perspectives of diverse individuals, cultures, and groups.	<b>SS.3.H.2.</b> Explain how the diverse perspectives of people and events develop and shape communities and/or regions.	<b>SS.4.H.2.</b> Generate questions about multiple historical sources and their relationships to particular historical events and developments.	<i>None in Grade 5</i>
<i>Historical Sources and Evidence</i>	<i>Begins in Grade 3</i>			<b>SS.3.H.3.</b> Identify and analyze how different kinds of historical sources are used to explain events in the past.	<b>SS.4.H.3.</b> Explain probable causes and effects of events and developments in Illinois history.	<b>SS.5.H.2.</b> Use information about a historical source, including the creator (author), date, place of origin, intended audience, and purpose, to judge the extent to which the source is useful for studying a particular topic.
<i>Causation and Argumentation</i>	<i>Begins in Grade 5</i>					<b>SS.5.H.3.</b> Summarize the central claim in a work of history.

**History**

Topics	Grades 6-8			Grades 9-12
	Less Complex (LC)	Moderately Complex (MdC)	More Complex (MC)	
<i>Change, Continuity, and Context</i>	<b>SS.6-8.H.1.LC.</b> Identify and describe the contexts of a series of historical events and developments as examples of change and/or continuity based on the perspectives of multiple diverse groups.	<b>SS.6-8.H.1.MdC.</b> Analyze connections and disconnections among events and developments in broader historical contexts and identify the effects of events on groups of people who have been marginalized.	<b>SS.6-8.H.1.MC.</b> Evaluate the significance of historical events to multiple groups and the relationship to modern-day movements and events.	<b>SS.9-12.H.1.</b> Evaluate the context of time and place as well as structural factors that influence historical developments.
				<b>SS.9-12.H.2.</b> Analyze change and continuity across historical eras and identify what perspectives have typically influenced how historical eras are constructed.
				<b>SS.9-12.H.3.</b> Evaluate the methods used to promote change and the effects and outcomes of these methods on diverse groups of people.
				<b>SS.9-12.H.4.</b> Analyze how people and institutions have interacted with environmental, scientific, technological, and societal challenges.
<i>Perspectives</i>	<b>SS.6-8.H.2.LC.</b> Explain how and why perspectives of people have changed over time.	<b>SS.6-8.H.2.MdC.</b> Analyze and compare multiple factors that influenced the perspectives of multiple groups of people during different historical eras relevant to the cultural groups.	<b>SS.6-8.H.2.MC.</b> Evaluate how perspectives of multiple individuals and groups have impacted the availability of information and the creation of historical sources.	<b>SS.9-12.H.5.</b> Analyze the factors and historical context, including overarching movements, that influenced the perspectives of people during different historical eras.
				<b>SS.9-12.H.6.</b> 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.
				<b>SS.9-12.H.7.</b> Identify and analyze the role of individuals, groups, and institutions in people's struggle for safety, freedom, equality, and justice.
				<b>SS.9-12.H.8.</b> Analyze key historical events and contributions of individuals through a variety of perspectives, including those of historically underrepresented groups.
<i>Historical Sources and Evidenc</i>	<b>SS.6-8.H.3.LC.</b> Classify the kinds of historical sources used in a secondary interpretation to include sources representing multiple perspectives.	<b>SS.6-8.H.3.MdC.</b> Detect possible biases and limitations in the historical record based on evidence collected from different kinds of historical sources by identifying the author, purpose, funding/source, type of publication/outlet, intended audience, etc.	<b>SS.6-8.H.3.MC.</b> 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.	<b>SS.9-12.H.9.</b> Analyze the relationship between historical sources and the secondary interpretations made from them.
				<b>SS.9-12.H.10.</b> Identify and analyze ways in which marginalized communities are represented in historical sources and seek out sources created by historically oppressed peoples.
				<b>SS.9-12.H.11.</b> Analyze primary and secondary historical sources from multiple vantage points and perspectives to identify and explain dominant narratives and counternarratives of historical events.
<i>Causation and Argumentation</i>	<b>SS.6-8.H.4.LC.</b> Describe the differences between correlation and causation in historical events and explain multiple causes and effects of historical events.	<b>SS.6-8.H.4.MdC.</b> Compare and contrast the central historical arguments in secondary works across multiple media.	<b>SS.6-8.H.4.MC.</b> Organize and critique applicable evidence to develop a coherent argument about the past.	<b>SS.9-12.H.12.</b> Analyze the causes and effects of global conflicts and economic crises.
				<b>SS.9-12.H.13.</b> Analyze multiple and complex causes and effects of events in the past.
				<b>SS.9-12.H.14.</b> Analyze the geographic and cultural forces that have resulted in conflict and cooperation. Identify the cause and effects of imperialism and colonization.

**Supplementary Course Standards:  
Grades 9-12**

**Anthropology**

<b>SS.9-12.ANTH.1.</b>	Analyze the elements of culture and explain the factors that shape these elements differently around the world.
<b>SS.9-12.ANTH.2.</b>	Explain how cultures develop and vary in response to their physical and social environment, including local, national, regional, and global patterns.
<b>SS.9-12.ANTH.3.</b>	Explain why anthropologists study culture from a holistic perspective.
<b>SS.9-12.ANTH.4.</b>	Evaluate one's own cultural assumptions using anthropological concepts.
<b>SS.9-12.ANTH.5.</b>	Apply anthropological concepts and anthropological knowledge to a variety of everyday, real-world situations.
<b>SS.9-12.ANTH.6.</b>	Explain how local actions can have global consequences and how global patterns and processes can affect seemingly unrelated local actions.

**Psychology**

<b>SS.9-12.PSY.1.</b>	Identify scientific methodologies utilized in psychological research.
<b>SS.9-12.PSY.2.</b>	Evaluate the conclusions made by psychological research, including ethical concerns.
<b>SS.9-12.PSY.3.</b>	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.
<b>SS.9-12.PSY.4.</b>	Analyze how biological, psychological, and sociocultural factors and their interactions influence individuals' behavior and mental processes.
<b>SS.9-12.PSY.5.</b>	Evaluate the complexities of human thought and behavior, as well as the factors related to the individual differences among people.
<b>SS.9-12.PSY.6.</b>	Identify and apply psychological thinking to personal and societal experiences and issues.
<b>SS.9-12.PSY.7.</b>	Apply psychological knowledge to one's daily life.
<b>SS.9-12.PSY.8.</b>	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**

<b>SS.9-12.SOC.1.</b>	Identify and apply sociological perspectives and a variety of sociological theories.
<b>SS.9-12.SOC.2.</b>	Analyze the impact of social structure, including culture, institutions, and societies.
<b>SS.9-12.SOC.3.</b>	Hypothesize how primary agents of socialization influence the individual.
<b>SS.9-12.SOC.4.</b>	Describe the impact of social relationships on the self and groups and on the socialization processes.
<b>SS.9-12.SOC.5.</b>	Explain the social construction of self and groups and their impact on the life changes of individuals.
<b>SS.9-12.SOC.6.</b>	Analyze the impact of stratification and inequality on groups and the individuals within them.

<b>Religious Studies</b>	
<b>SS.9-12.REL.1.</b>	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.
<b>SS.9-12.REL.2.</b>	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).
<b>SS.9-12.REL.3.</b>	Describe and analyze examples of how religions evolve and change over time in response to differing social, historical, and political contexts.
<b>SS.9-12.REL.4.</b>	Describe and analyze examples of how religions are embedded in all aspects of culture and cannot only be isolated to the "private" sphere.
<b>SS.9-12.REL.5.</b>	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.
<b>SS.9-12.REL.6.</b>	Identify how internal diversity is evident in beliefs, behaviors, and experiences of belonging to various communities.
<b>SS.9-12.REL.7.</b>	Analyze how beliefs, behaviors, and experiences of belonging to communities change over time.
<b>SS.9-12.REL.8.</b>	Interpret how beliefs, behaviors, and experiences of belonging to various communities affect and are affected by other social, political, and cultural forces.
<b>SS.9-12.REL.9.</b>	Give examples of how beliefs, behaviors, and community experiences shape and are shaped by one another in particular social and historical contexts.

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The Social Science Standards Review and Revision committee was comprised primarily of classroom practitioner's representative of the various social studies disciplines, grade bands, and geographic regions of Illinois. Committee members were intentionally selected to ensure a majority of representatives were people of color. A number of Illinois-based universities and social studies organizations were also represented on the committee, including the University of Illinois-Springfield, University of Illinois at Urbana-Champaign, Loyola University Chicago, the Robert R. McCormick Foundation, Learning Dimensions Chicago, Liberate History, Facing History and Ourselves, and the Boys and Girls Club of Central Illinois. From the Illinois Legislative Black Caucus, Chair and Senate Majority Leader Kimberly Lightford and Representative La Shawn Ford offered input on the work of the group. Additionally, Dr. Sarah Shear, Assistant Professor in Social Studies and Multicultural Education from the University of Washington at Bothell offered her input based on her experience as the lead researcher for the only national studies on Social Science State Standards conducted to date.

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**This document was assembled by Dr. Asif Wilson and the I3: Inclusive, Inquiry-Based Social Studies for Illinois Steering Committee.**



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