



Illinois State Board of Education

Charting a Path for Teaching the Revised IL Learning Standards for Social Science

**ISBE Standards & Instruction Department
Team**

Date: Wednesday, September 28, 2022

Equity • Quality • Collaboration • Community

WELCOME

Please engage in the chat

Start now by introducing yourself

- Tell us your name
- School, role and district

Facilitator



Dorlande Charles

Principal Consultant | Social Science
Standards and Instruction Department

Agenda

Welcome

Walk through of the
new components of IL
Learning Standards for
Social Science

Introduction to the
Domains of
Competency in Social
Studies

TEACH Act Resources

Social Science PD
Opportunities and ISBE
Partnerships

Questions
and Answers



Illinois Social Science Standards

Kindergarten - 12 Grade

The Illinois Learning Standards (ILS) define what all students in all Illinois public schools should know and be able to do in the six core areas as a result of their elementary and secondary schooling. The rule making became effective in August 2021 and provides that school districts must fully implement the new standards by the 2022-23 school year. The purpose of the revisions to the standards is to provide updated language that is inclusive and reflective of all individuals in this country.



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Illinois Social Science Standards

Kindergarten - 12 Grade

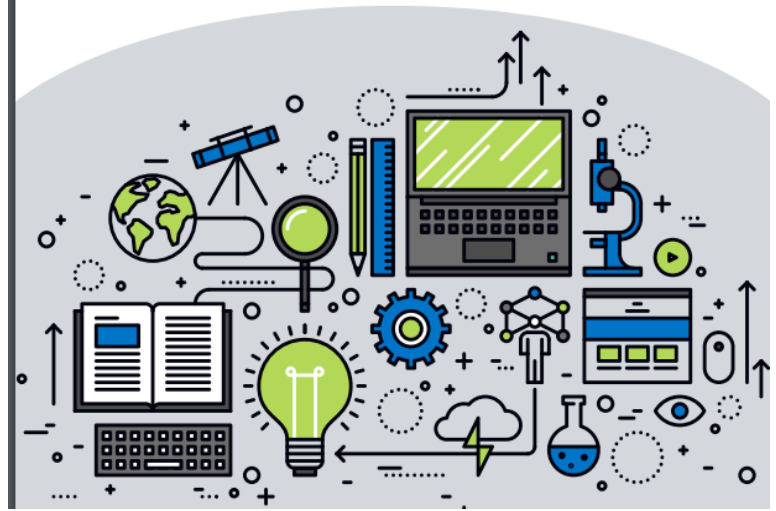
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Revisions to the Illinois Social Science Standards



Revisions to the Illinois Social Science Standards for the 2022-23 School Year

The [Joint Committee on Administrative Rules](#), a bipartisan legislative oversight committee created by the Illinois General Assembly, approved revisions to the K-12 Illinois Social Science standards. The changes were created by a committee of educators representing the diversity of the Land of Lincoln under the leadership of Elizabeth Hiler, Principal Consultant of Social Science, and Erica Thieman, Director Of K-12 Curriculum and Instruction at the [Illinois State Board of Education](#) (ISBE).

The current social science standards continue to shape the school curriculum for the 2021-22 school year. [The revised standards](#) impact the 2022-23 school year. The Illinois Civics Hub has created a google document for each grade band, placing the current standards, proposed revisions, and final revisions and additions side by side to help plan for curriculum shifts. A copy of each google document is linked below.

- [Kindergarten](#)
- [1st Grade](#)
- [2nd Grade](#)
- [3rd Grade](#)
- [4th Grade](#)
- [5th Grade](#)
- [6-8th Grade](#)
- [9-12th Grade](#)* note new Religious Studies standards at the end of the document.

Mary Ellen Daneels
 Director of the Illinois Civics Hub and
 Illinois Democracy School Network

Proposed Revisions to Kindergarten IL.555
 Theme: My Social World

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 summarized: https://www.isbe.net/Documents/5_Mandated-Units-of-Study.pdf

2021-2022 Priority Standards are Highlighted

Developing Questions and Planning Inquiries			
Category	Existing Standards	Revision	Curriculum Shifts
Constructing Essential Questions	SS.01.K.2. Create questions to help guide inquiry about a topic with guidance from adults and peers	SS.K.2.IS.1. Create questions that are relevant to self as they relate to the content of the Social Science Standards.	
Determining Helpful Resources	SS.01.K.2. Explore facts from various sources that can be used to answer the developed questions	SS.K.2.IS.2. With guidance and support, use varied teacher-specified resources to learn procedures to locate evidence that assists with finding answers to their questions. Introduce the importance of educational resources that are reliable sources and determine fact from opinion.	

Standards Doc

Revisions 1st Grade IL.555
 Theme: Using Learning and Working Together

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 summarized: https://www.isbe.net/Documents/5_Mandated-Units-of-Study.pdf

2021-2022 Priority Standards are Highlighted

Developing Questions and Planning Inquiries			
Category	Existing Standards	Revision	Instructional Shifts
Constructing Essential Questions	SS.01.1.K.2. Create questions to help guide inquiry about a topic with guidance from adults and peers	SS.K.2.IS.1. Create questions that are relevant to self as they relate to the content of the Social Science Standards	
Determining Helpful Resources	SS.01.1.K.2. Explore facts from various sources that can be used to answer the developed questions	SS.K.2.IS.2. With guidance and support, use varied teacher-specified resources to learn procedures to locate evidence that assists with finding answers to their questions. Introduce the importance of educational resources that are reliable sources and determine fact from opinion.	



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Elementary Themes

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 Complexity Levels

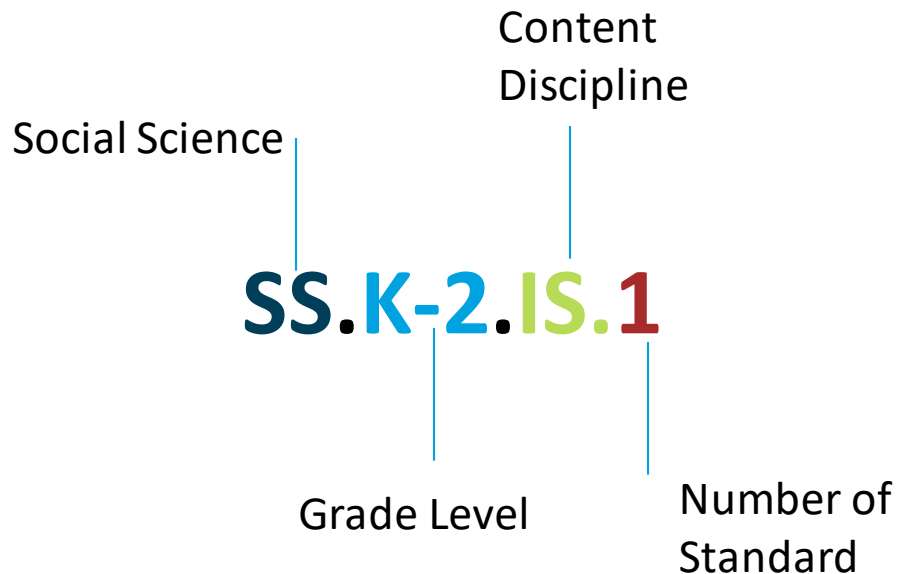


The middle school standards are banded by levels of complexity rather than grade levels.

Grades 6-8		
Less Complex (LC)	Moderately Complex (Mdc)	More Complex (MC)
SS.6-8.CV.1.LC. 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.	SS.6-8.CV.1.Mdc. Describe and analyze the roles of political, civil, and economic organizations from a national to local scale in impacting multiple individuals and communities.	SS.6-8.CV.1.MC. Evaluate the powers and responsibilities of individuals, political parties, interest groups, and the media; how these have changed over time; and the impacts on multiple communities.

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.

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 K-12 Definitions to Support You in Reading the IL Learning Standards for Social Science



1. **Inquiry** - An ongoing cycle of learning to use knowledge at increasingly complex levels to integrate content. Students (individually or collaboratively) identify issues, pose questions, investigate answers, pose more questions, weigh the evidence, come to conclusions, and take action on their learning.



2. **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 while applying disciplinary concepts to construct essential and supporting questions and determine helpful sources to conduct investigations and take informed action.



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



4. **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.



5. **Disciplinary Concepts** - Ideas, principles, and content at the heart of understanding the social sciences.

K-12 Disciplinary Concepts



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

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



High School

Disciplinary Concepts

- Anthropology
- Civics
- Economics
- Economics Financial Literacy
- Geography
- History
- Psychology
- Sociology
- Religious Studies

Religious Studies Standards

New

Religion	
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. E	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.



Domains of Competency in Social Studies



The 2022 ILSSS informs the C3 Inquiry Arc by introducing six ***Domains of Competency in the Social Studies*** for all social studies students. Students in Illinois must:

- Recognize perspectives
- Evaluate systems, inequity and power
- Investigate the world
- Conduct analyses and draw conclusions
- Communicate effectively
- Take action to effect change and reflect.



Competency 1: Recognize perspectives and the role of identity



The first competency, Recognizing Perspectives and Identities encourages students to recognize perspectives (including their own) and articulate the role of identity throughout the entire inquiry process.

- The ILSSS focus on the role of identity encourages students to consider:
- **How social, cultural, gender, and economic factors can influence behavior and human interactions in societies around the world.**
- **How social context and culture influence individual and group behavior.**
- **How group/ membership influence the life chances of individuals and shape societal norms and values.**

Competency 2: Evaluate systems, Inequity, and Power



The second competency, Evaluating Systems, Inequity, and Power encourages students to evaluate the role of systems, power, and equity play in society. This competency helps students understand:

- **How social systems, power relationships, inequity, and distributions of power have played a role in contemporary and historical societies.**
- **How and why social change occurs.**
- **How and why the distribution of power can result in conflict.**
- **How group membership and patterns of inequality impact individuals, groups, societal norms and values**
- **How beliefs, behaviors, and community experiences shape and are shaped by one another in particular social and historical contexts**



Competency 3: Investigate the World

Investigate the World

Students ask questions, launch inquiries, and seek and evaluate evidence.



- **Competencies 1 & 2** should be considered throughout the inquiry process
- **Competencies 3-6** are layered on top of the inquiry process outlined in the C3 Framework.
- The ILSS Inquiry standards guide students to investigate the world through the development of essential supporting, and actionable questions.
- These standards push forward the inquiry model proposed in the C3 Framework by insisting that inquiries be “student-directed” and student-centered.

This competency is aligned with
C3 Dimensions 1&3



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What critical thinking skills will students need to apply, practice, and reflect on to progress in these standards?

Inquiry Standards			
	Constructing Essential Questions	Constructing Supporting Questions	Determining Helpful Resources
Grade K-2	SS.K-2.IS.1 Create questions that are relevant to self as they relate to the content of the Social Science Standards.	Begins in grades 3-5	SS.K-2.IS.2. 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.
Grade 3-5	SS.3-5.IS.1. Develop essential questions and explain the importance of the questions to self and others.	SS.3-5.IS.2. Students generate supporting questions that require investigation to help answer essential questions.	SS.3-5.IS.3. Identify varied resources that answer essential and student-generated questions and that take into consideration multiple points of view.
Grade 6-8	SS.6-8.IS.1. Create essential questions that consider multiple perspectives to guide inquiry about a topic.	SS.6-8.IS.2. Ask essential and focused questions that consider multiple perspectives and will lead to independent research.	SS.6-8.IS.3. Determine sources representing multiple points of view and diversity of authorship that will assist in organizing a research plan.
Grade 9-12	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).





What critical thinking skills will students need to apply, practice, and reflect on to progress in these standards?

Inquiry Standards		
	Gathering and Evaluating Sources	Developing Claims and Using Evidence
Grade K-2	SS.K-2.IS.3. With guidance and support, gather relevant information from multiple sources to analyze information.	SS.K-2.IS.4. With guidance and support, evaluate a source by distinguishing between fact and opinion.
Grade 3-5	SS.3-5.IS.4. Gather relevant information and distinguish between fact and opinion to determine credibility of multiple sources.	SS.3-5.IS.5. Develop claims using evidence from multiple sources to answer essential questions.
Grade 6-8	SS.6-8.IS.4.LC. Determine the value of sources by evaluating their relevance and intended use SS.6-8.IS.4.MdC. Determine the credibility of sources based upon their origin, authority, and context. SS.6-8.IS.4.MC. Gather relevant information from credible sources and determine whether they support each other.	SS.6-8.IS.5.LC. Appropriately cite all the sources that are used. SS.IS.5.6-8.MdC. Identify evidence from multiple sources to support claims, noting any limitations of the evidence. SS.6-8.IS.5.MC. Develop claims and counterclaims using evidence from credible sources while pointing out the strengths and limitations of both.
Grade 9-12	SS.9-12.S.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.



Competency 4: Conduct Analyses and Draw Conclusions

Conduct Analyses and Draw Conclusions

Students use research and evidence to create claims, draw conclusions, and suggest solutions.



- **Competency 4** emphasizes the importance of analyzing collecting research and drawing conclusions in preparation for action taking.
- As students move across grade levels, claims increase in complexity and dimension, incorporating multiple sources and counterclaims and considering how conclusions might be influenced by bias or specific value systems.

This competency is aligned with
C3 Dimensions 4.



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Competency 5: Communicate Effectively

Communicate Effectively

Students reconcile analysis, conclusions, and plan of action with stakeholders.



- **Competency 5** pushes forward the requirements for communication beyond what is outlined in the C3 Framework.
- **Students in Grade 2**, communicate primarily through by sharing findings.
- **Students in Grade 3-5**, are engaging with increasingly unfamiliar audiences and with increasingly diverse media.
- **Students in Grades 6-8**, students are also engaging in critical review of their conclusions prior to communicating
- **Students in Grades 9-12**, students have identified, solicited feedback, and revised action plans based on stakeholder feedback.

This competency is aligned with
C3 Dimensions 4



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Competency 6: Take Action to Effect Change and Reflect

Take Action to Effect Change and Reflect
Students take actions designed to bring about the common good and reflect on the inquiry.



- Similar to Competency 4 and 5, standards aligned with **Competency 6** pushes forward the requirements for action adding reflection and encouraging students to consider multiple viewpoints.
- **Grades K-2**, begin this process by reflecting on engaging in reflective conversations prior to creating action steps.
- **Grades 3-5**, students continue this process by creating action steps that incorporate multiple viewpoints.
- **Grades 6-8**, students are considering how impacted individuals and communities are impacted, the challenges, opportunities, and the varying capacities of people to take action before applying deliberative and democratic procedures to take action.
- **Grades 9-12**, skills associated with action evolve as students begin to analyze structures, systems, and methodologies as they prepare for actions. Students apply disciplinary lenses as they prepare to act and consider how actions can bring about increased equity, inclusion, and the civic good. With these considerations, they must take measurable action to effect change.

This competency is aligned with
C3 Dimensions 4



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Take Action to Effect Change and Reflect

Students take actions designed to bring about the common good and reflect on the inquiry.



What critical thinking skills will students need to apply, practice, and reflect on to progress in these standards?



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Inquiry Standards

Communicating Conclusions		Critiquing Conclusions	Taking Informed Action
Grade K-2	SS.K-2.IS.5. With guidance and support, students will share their findings on the asked and answered questions with peers	Begins in grades 3-5	SS.K-2.IS.6. With guidance and support, reflect on one's inquiry process and findings. SS.K-2.IS.7. Using various viewpoints, students will engage in reflective conversations to draw conclusions on inquiry findings and create action steps.
Grade 3-5	SS.3-5.IS.6. Construct arguments using claims and evidence from multiple sources. SS.3-5.IS.7. Construct explanations using reasoning, correct sequences, examples, and details with relevant information and data. SS.3-5.IS.8. Present a summary of arguments and explanations to others inside and/or outside of the classroom using print and oral technologies.	SS.3-5.IS.9. Explain the use of inquiry strategies, approaches, and relevant sources that will allow students to address local, regional, state, national, and global problems.	SS.3-5.IS.10. Students will engage in reflective conversations to draw conclusions on inquiry findings and create action steps that consider multiple viewpoints.
Grade 6-8	SS.6-8.IS.6.LC. Construct arguments using claims and evidence from multiple sources, while acknowledging the arguments' strengths and limitations. SS.6-8.IS.6.MdC. Construct explanations for a specific audience using reasoning, correct sequences, examples, and details, while acknowledging their strengths and weaknesses SS.6-8.IS.6.MC. Present arguments and explanations that would appeal to audiences and venues outside of the classroom, using a variety of media.	SS.6-8.IS.7.LC. Critique the structure and credibility of arguments and explanations (self and others) about a topic.	SS.6-8.IS.8.LC. Analyze how a problem can manifest itself, identify the individuals and communities impacted by a problem, and address the challenges and opportunities faced by those trying to take action toward solutions. SS.6-8.IS.8.MdC. Assess individual and collective capacities within a given context to take action, address problems, and identify potential outcomes. SS.6-8.IS.8.MC. Apply a range of deliberative and democratic procedures to make decisions and take action in schools and community contexts.
Grade 9-12	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 lead to increased equity, inclusion, and community and civic good. SS.9-12.IS.13. Use deliberative processes and apply appropriate civic engagement strategies and procedures to address local, regional, or global concerns, and take action in or out of school. SS.9-12.IS.14. Take measurable action to effect changes that bring about equity, inclusion, and the community and civic good.

Reflect and Connect

- Share your reflections in the chat

- *What excites you about the new IL Learning Standards for Social Science?*
- *What do you find challenging?*



TEAACH Act Resources

The Teaching Equitable Asian American Community History (TEAACH) Act amends the Illinois School Code to ensure that students learn about the contributions of Asian Americans.

Beginning with the **2022-23 school year**, schools shall include in its curriculum a unit of instruction studying the events of Asian American history.



The TEAACH Act
Public Act 201-0044

The Teaching Equitable Asian American Community History (TEAACH) Act amends the Illinois School Code to ensure that students in every public elementary and high school in Illinois learn about the contributions of Asian Americans to the economic, cultural, social, and political development of the United States.

Beginning with the 2022-23 school year, every public elementary school and high school shall include in its curriculum a unit of instruction studying the events of Asian American history, including the history of Asian Americans in Illinois and the Midwest, as well as the contributions of Asian Americans toward advancing civil rights from the 19th century onward.

Learn more about the TEAACH Act or access instructional resources.



In Illinois, each school district has local control to determine the most suitable and instructional methods to best serve the needs of its students and fulfill state requirements for years of study.

isbe.net
January 2022

Why do we need Asian American history curriculum?
Ensuring that Asian American history is taught in our schools lays a foundation for cross-cultural education for all students in Illinois and advances racial equity.

There has been a lack of representation and inclusion of Asian Americans in school curriculum. This Act allows all students to learn that Asian Americans have been a part of the fabric of American history. It provides a framework for students to better understand Asian American communities, experiences, and histories.

ISBE convened a workgroup to provide the field with supplemental learning resources to support educators in teaching Asian American History. The changes take effect beginning with the 2022-23 school year.



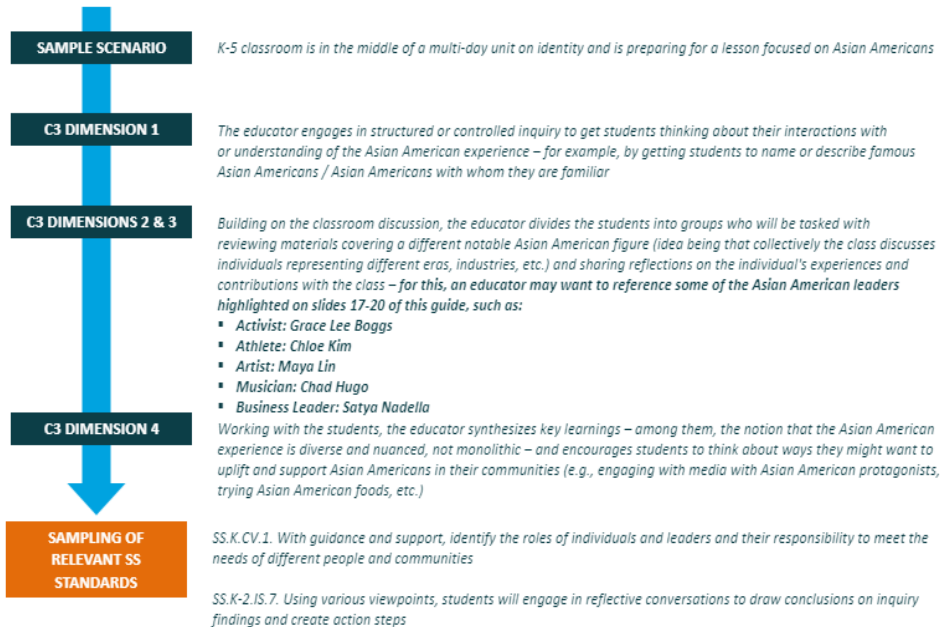
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TEAACH Act Resources



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User Guide – Resources to Learning Experiences: K-5 Example



Description

- 1 | Quick Links by Theme and Learning Objective: Free articles, sample lesson plans, presentations, and videos aligned to updated standards and grouped based on themes and competencies
- 2 | Longer-form Text: Select memoirs, poems, essays, and historical fiction for purchase / rent at public libraries providing more detailed perspectives on Asian American history and identity



TEAACH Act Resources

Description

- 3 | Asynchronous Digital Learning: Mix of free and paid short courses and micro-credentials for educators interested in learning more about Asian American history in a structured manner
- 4 | Professional Convenings: Mix of free and paid conferences, webinars, and workshops aimed at providing educators opportunities for community building, knowledge sharing, and professional development



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User Guide – Resources to Learning Experiences: 6-8 Example



SAMPLE SCENARIO

6-8 classroom is covering immigration as a part of a human geography unit and wants to have a comprehensive discussion about the nuanced immigrant experiences of Asian Americans over time, as well as about the notion of being American / the American Dream

C3 DIMENSION 1

Working with an older cohort of learners, the educator asks the group to trace the arc of Asian American immigration and to pinpoint major moments throughout history, as well as different reasons for or impediments to the immigration of different Asian American communities at different points in time

C3 DIMENSIONS 2 & 3

To tackle these questions, the educator refers to the Geography section of this resource guide (slides 30-33) and provides students with a compilation of resources to reference, including those on:

- Chinese and Japanese Immigration
- The Chinese Exclusion Act
- Early South Asian Immigration
- Southeast Asian Refugees

C3 DIMENSION 4

Having worked through the nuances of Asian American immigration over time, students are encouraged to reflect on their own families / communities and form more informed opinions on immigration and the role immigrants play in shaping American life and progress

SAMPLING OF RELEVANT SS STANDARDS

SS.6-8.IS.8.LC. Analyze how a problem can manifest itself, identify the individuals and communities impacted by a problem, and address the challenges and opportunities faced by those trying to take action towards solutions

SS.6-8.G.6. Explain how environmental characteristics affect human migration and settlement



TEAACH Act Resources



PD Opportunities

Work Shops available through December:

- Thursday, September 29, 4:30PM-6:30 PM (Elementary): [Register Here](#)
- Wednesday, October 12, 4:30PM-6:30PM (Secondary): [Register Here](#)
- Sunday, October 23, 10:00AM-12:00PM (Elementary): [Register Here](#)
- Thursday, October 27, 4:30PM-6:30PM (Secondary): [Register Here](#)

Learning opportunity:

- Monday, October 17, 12:00PM (Special PD for school administrators: Teaching Inclusive American History-Implementing the New Illinois History Course Mandates): [Register Here](#)

Resources

- [Sample Scope & Sequence for Grades K-5: Integrating Asian American Experiences into Reading and Social Studies](#)
- [Sample Scope & Sequence for Grades 6-12: Integrating Asian American History into Social Studies](#)
- [Asian American Education Resource Database: K-12 Resources \(Airtable\)](#)



TEAACH Act Resources



UNIVERSITY OF
ILLINOIS
URBANA-CHAMPAIGN



Introduction to Asian Americans Issues and History



Asian American History: Race and Citizenship



Contemporary Issues Facing Asian Americans

Descriptions

- This module provides an introduction to the Asian American population and the social construction of race in the United States.
- This module discusses the history of Asian immigration to the United States and the ways US legislation, court cases, and policies restricted immigration, citizenship, and equal access to schooling.
- This module discusses Asian American experiences after World War II, with rising immigration and advancement of civil rights.



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Opportunity to Work with ISBE




- We are seeking individuals with expertise in Cultural/Ethnic Studies to support the revised IL Learning Standards for Social Science.
- If you are interested in supporting our classroom teacher resource development by participating in one of our working groups, please attend our interest meeting

Wednesday, October 5th at 3:30pm



Social Science PD Opportunity: Option 1



I3: Inclusive, Inquiry-Based Social Studies for Illinois

Participants will be compensated \$450.00 and receive 24 professional development hours (PDH).

Intensive Professional Learning Series: Up to 250 participants

- During the intensive professional learning series you will meet monthly via Zoom from 4:30-6:30 p.m. and complete online modules at your own pace via Google classroom on the Illinois inquiry-based standards and the inclusive American history mandates.
- During the Zoom sessions
 - You will hear from experts on inquiry and inclusion in social studies
 - Reflect with colleagues across the state of Illinois

Social Science PD Opportunity: Option 2

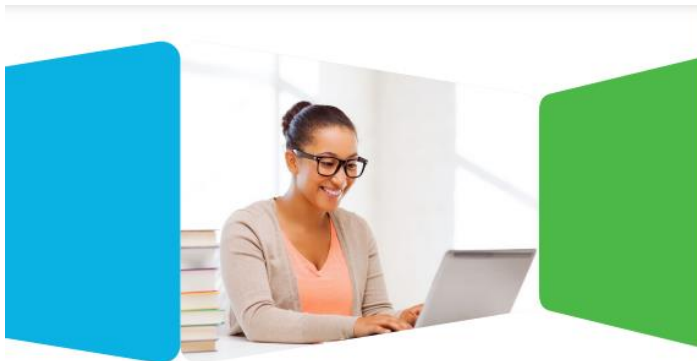
Two State-wide Convenings on Inquiry and Inclusion

- Teachers and scholars will share their expertise related to inquiry and inclusion.
- The first convening will be on October 18th from 4:30-5:30 p.m. (virtually). The second will take place in the Spring.
- During the Zoom sessions
 - You will hear from experts on inquiry and inclusion in social studies
 - Reflect with colleagues across the state of Illinois



**13: Inclusive, Inquiry-Based
Social Studies for Illinois**

Social Studies: Engaging Multilingual Learners through Inquiry



WIDA Self-Paced Workshops

WIDA offers Professional Learning that you can complete when you want, where you want, and at your own pace.

- Complete the workshops individually or expand your learning with your local professional learning community
- Take advantage of interactive and engaging learning
- Enjoy relevant, practical content that you can put into action immediately!

Ready to get started?

1. Review the workshop descriptions (see page 2) and choose the workshops that best meet your professional goals.
2. Log in to your WIDA Secure Portal account. Don't have an account yet? Visit your member/state page on the [WIDA website](#) to learn more.
3. Click on the "Professional Learning" icon to view available workshops.
4. Complete a workshop and print your certificate.

Visit wida.wisc.edu/eWorkshops for more information.

Questions? Contact the WIDA Client Services Center at help@wida.us or 1-866-276-7755



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Social Studies: Engaging Multilingual Learners through Inquiry

Focuses on the use of student and class assets to plan inquiry-based instruction, and explores how to consider the content and language needs of multilingual learners in social studies.

For K-12 social studies teachers and ESL teachers.

Time to complete: 3-4 hours

Sonia Serrano

Principal Consultant

Multilingual Dept

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**ISBE Contact
Information**



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Are you looking for this?

STANDARDS AND INSTRUCTION

The Standards and Instruction Department is committed to supporting Illinois schools and educators by providing guidance, resources, and professional learning to support student achievement and equitable learning outcomes.



Visit our ISBE website to find today's webinar, the new IL Learning Standards for Social Science, and supporting resources.



STANDARDS AND INSTRUCTION

Instruction

- Model Math Curricular Resources

STANDARDS AND INSTRUCTION

INSTRUCTION

The Illinois State Board of Education curated the following free resources to assist districts, teachers, and parents. The intent is to provide free or temporarily free learning resources for teachers and parents to support student learning. These resources do not represent an endorsement or recommendation of curriculum or eLearning systems.

RESOURCES

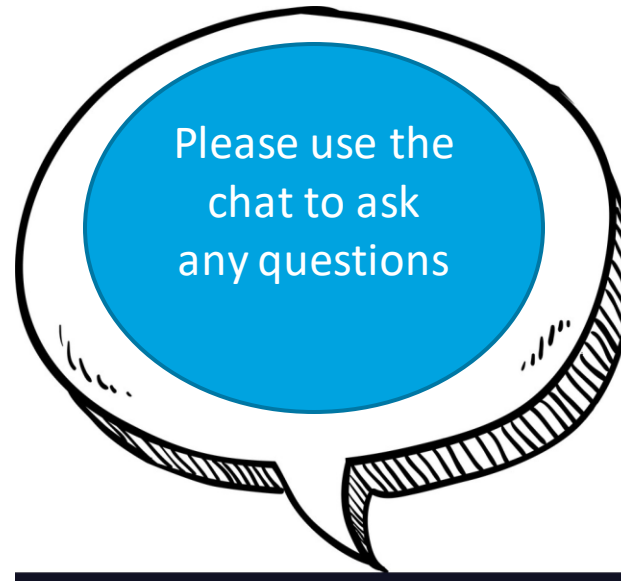
- Computer Science Assignability

- Alternatives to Dissection of Animals - Public Act 91-771 & 90-586
- Computer Science and Computer Literacy - Public Act 101-0654
- Media Literacy- Public Act 102-0055
- TEAACH - Public Act 102-0044



Illinois
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Questions and Answers



Closing Reflection

In the chat, please provide us with one positive affirmation that reflects how you are currently feeling.



ISBE Contact Information

- Social Studies Questions
 - Dorlande Charles: Dcharles@isbe.net
- Non-social studies questions
 - ISBE Standards & Instruction Department:
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