



Illinois State Board of Education

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Illinois Social Science Standards Recommendations

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**Prepared by members of the Illinois Social Science Standards Revision Task
Force**

Submitted to the Illinois State Board of Education

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Illinois State Board of Education: Social Science Standards Revision Task Force

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The Illinois Social Science Standards Revision Project

Introduction

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 transferrable 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 Social Science Standards are designed to ensure that students across Illinois focus on a common set of standards and have the opportunity to develop the knowledge, dispositions, 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 Illinois Social Science Standards presented in this document fall into two complementary categories: inquiry skills and disciplinary concepts. Although they are distinguished in the document, it is expected that they will be used simultaneously. Inquiry skills involve questioning, investigating, reasoning, and responsible action while disciplinary concepts make use of social science ideas, principles, and content to pursue answers to the questions generated by student inquiries.

Background of the Work

Among the recommendations of the Illinois Task Force on Civic Education (Public Act 98-0301) is a call for revisions to the current Illinois Social Science Standards, last updated in 1997, with guidance from the National Council for the Social Studies College, Career, and Civic Life (C3) Framework.

On August 27, 2014 ISBE instructed the Illinois Civic Mission Coalition, convened by the Robert R. McCormick Foundation, to lead this charge and deliver new social studies standards for ISBE's consideration by June 2015. The Social Science Standards Revision Task Force was formed and is comprised primarily of classroom practitioners representative of the various social

studies disciplines, grade bands, and geographic regions of Illinois. Working in partnership with ISBE and MWCC, the standards task force met monthly throughout the fall and winter of 2014–2015.

The task force developed and worked under the following beliefs:

- Knowledge without action proves little. Fundamentally, democracy is a verb and as such requires action. It is of great necessity that our children acquire a common set of knowledge and skills, so that the actions required for democratic governance will be sustained.
- It is vital that the standards be written to support the local control of the curriculum.
- The standards must allow for the diversity of each district or community to be honored and integrated into the curriculum; focusing on information at the conceptual level minimized the need for the identification of specific content.
- The *Illinois School Code* has a list of history and civic content mandates (e.g., Black History Month) that must be taught. These are non-negotiables and require connections to the new social science standards.
- The focus of the work was to write standards; while keeping the curriculum and instruction in the backs of our minds, at the end of the day we were tasked with writing standards, not a curriculum. This was particularly challenging for teams mainly comprised of classroom teachers.
- Financial literacy was absent in the 1997 Illinois Social Science Learning Standards but must be in the revisions.
- The strongest task force voice must be the voice of Illinois K–12 teachers. Valuable input can be obtained from all relationships but certainly those who will implement the standards should have the greatest input.
- Less is more. Identifying many standards does not equate to their utilization. Depth of thinking results from having sufficient time to probe at a deep conceptual level.

Illinois has already adopted the Common Core State Standards in English Language Arts/Literacy and Mathematics and, most recently, the Next Generation Science Standards. Social studies will soon assume its natural seat at the table among the core disciplines.

The task force was comprised primarily of classroom practitioners representative of the various social studies disciplines, grade bands, and geographic regions of Illinois.

Task force members were selected from nominations provided by ISBE, including 2014 Illinois State Teacher of the Year finalists, the Illinois Education Association, and the Illinois Federation of Teachers. In addition, nominees were solicited from the [Illinois Council for the Social Studies](#) and the [Illinois Civic Mission Coalition](#). Task force organizers composed a group reflective of the social studies disciplines, Grade K–12, geographic regions across Illinois, and key educational stakeholders in the state.

The Revision Process

Early in the revision process, three very different perspectives on what the standards meant for each grade band emerged. The elementary team wanted fewer standards, focused on themes that would readily align to the Illinois Learning Standards for English Language Arts. The middle school team realized a need for the development of deep and critical thinking skills. Team members also were cognizant that schools' social science departments are configured into many different structures. In addition, the high school team understood the content area course structure within which they had to work as well as the state statutes and requirements to which they were held. There was much debate and concern about the standards looking the same and following a traditional standards format. This concern resulted in two formats: traditional and grade-band supportive.

Seven face-to-face meetings were held in Bloomington-Normal, Illinois. Initial work focused on reviewing the current Illinois Learning Standards for Social Science; the National Council for the Social Studies C3 Framework; the social studies work of Connecticut, Tennessee, Nevada, Vermont, Texas, Iowa, Virginia, Michigan, Arizona, South Carolina, Massachusetts, and Ohio; and the Ohio disabilities social studies documents. The content and structure of the varied sets of standards were closely studied and discussed. Between face-to-face meetings, much time was spent in conference calls and standards work.

The task force quickly recognized the value of the C3 Framework. This document became the backbone of the revisions to the Illinois Social Science Standards.

After reviewing all of the documents and through much debate and dialogue, the task force developed a *shared vision statement* as follows:

Illinois graduates will be civically engaged, socially responsible, culturally aware, and financially literate. They will:

- *Demonstrate self, local, national, and global awareness.*
- *Critically analyze and evaluate information.*
- *Be civically responsible and environmentally, geographically, and historically literate.*

External Stakeholders Meeting

On March 6, 2015, 101 external stakeholders met in Normal, Illinois, and reviewed the draft social science standards. Teachers, administrators, and organizations participated in a round-robin experience of standards review. Members of the Illinois Social Science Standards Revision Task Force created and shared grade-level presentations on the elementary, middle school, and high school draft standards. Feedback was collected by hard copy or online survey responses. Sixty respondents (Table 1) provided data that were aggregated into a two-page summary and used in revising the draft (Appendix A).

Table 1. Types of Respondents for External Stakeholder Meeting

Participant Category	Number
Social studies teacher	26
Social studies department chair/ division head	16
District curriculum coordinator	9
Higher education	3
Community partner	4
Other	2
Regional Office of Education staff	0
Total	60

Feedback from the external stakeholders resulted in significant changes to the standards draft. The high school history standards were reduced in number and content alignment was strengthened in Grades K–12.

Use of the College, Career, and Civic Life (C3) Framework

The task force identified inquiry and disciplinary literacy as critical components for the standards. This finding led members to choose the C3 Framework as the basis for their work. The C3 Framework is a tool to build social studies standards and curriculum. It is inquiry focused and aligned to the Common Core Standards for English Language Arts. When reflecting on the mission and vision for social studies, task force members equally mentioned the need for the revision of the standards to include the study of disciplinary concepts and skills. They found the following guiding principles of the C3 Framework to encompass that vision and mission:

- Social studies prepares the nation’s young people for success in college and career as well as informed, engaged participation in civic life.
- Inquiry is at the heart of social studies instruction.
- Social studies involves interdisciplinary instruction and benefits from interaction with and integration of the arts and humanities.
- Social studies is comprised of deep and enduring understandings, concepts, and skills from the disciplines. Social studies instructors should emphasize skills and practices that prepare students for informed and engaged participation in civic life.
- Social studies education has direct and explicit connections to the Common Core State Standards for English Language Arts and Literacy in History/Social Studies.
- The C3 Framework was created to inform the process by which states and school districts develop social studies standards.

The framework is structured on an inquiry process that are applied to the study of the four major disciplines in social studies—civics, economics, geography, and history. The C3 inquiry process is outlined in four major dimensions:

Dimension 1: Developing questions and planning inquiry

Dimension 2: Applying disciplinary concepts and tools

Dimension 3: Evaluating sources and using evidence

Dimension 4: Communicating conclusions and taking informed action

The task force used this framework as the basis for their development of the revisions. The use of the C3 as the basis for writing grade-level standards led to an assurance that the standards would be focused on setting expectations for all students to meaningfully engage with across disciplines.

Less IS More

The task force recognized the significance of the four dimensions on which the C3 Framework was built, but felt that it was overwhelming. The decision to reduce C3 Dimensions One, Three, and Four into a single standard was not an easy one, but was made with the recognition of Illinois' academic and instructional needs. The combination is identified as the inquiry standard and reflects the need for content and cognition.

The *inquiry standards* emphasize the importance that all of the grades be engaged in inquiry—appropriate to the context, content, and age—to be determined locally. Although inquiry may start with a question, it also may start with a fact-finding exercise or simply comprehending a story. Inquiry is often collaborative and involves communication skills. This standard would provide an opportunity to highlight deliberation—important to all of the social studies disciplines. Additionally the inquiry standards recognize the importance of comprehension—not just text or other media, but also in understanding the “questions.”

Inquiry also implies that after applying what students have learned—doing something—the loop continues. Students remain open-minded to new information and reasoning so that the process continues—students remain engaged. The application—when students do something—can include a variety of ways in which they can take action, such as educating others (writing, speaking, collaborating with peers and across ages), advocating for change/policies, organizing, staying engaged, and so on. This, too, can be both individual and group action.

Physical Geography

The importance of physical geography was also recognized by the task force. It was decided to embed the knowledge and skills related to physical geography into the following four disciplinary concepts:

- 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

In addition, the task force found an overlap between some of the identified physical geography standards and the Next Generation Science Standards (NGSS). When the NGSS were adopted by ISBE on January 23, 2014, it was determined to not duplicate these standards in the social

science: geography standards. It is important that the knowledge and skills be taught, but not under what content label they be identified.

Unique Features of the Illinois Social Science Learning Standards

Grade-Level Structure

The proposed standards 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 elementary team decided to develop standards on themes and aligned to the disciplinary concepts.

The themes are:

- 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 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.

Table 2. Middle School Complexity Levels

Grades 6-8		
Less Complex (LC)	Moderately Complex (MdC)	More Complex (MC)
SS.CV.1.6-8LC. Identify roles played by citizens (examples: voters, jurors, taxpayers, military, protesters, and office-holders).	SS.CV.1.6-8.MdC. Describe the roles of political, civil, and economic organizations in shaping people’s lives.	SS.CV.1.6-8.MC. Evaluate the powers and responsibilities of citizens, political parties, interest groups, and the media.

The complexity continuum naturally supports the inquiry skills by encouraging teachers to employ approaches that use the appropriate amount of guidance and scaffolding necessary for students to develop and sharpen these skills. Depending on students’ abilities and needs, these approaches can range from thoroughly structured to entirely open-ended. With each inquiry opportunity, students will practice and demonstrate the artistry found in each of the inquiry steps: developing questions, planning inquiries, evaluating sources, using evidence, communicating conclusions, and taking informed action. As students become more proficient at the skills and concepts in the standards, they can progress through the continuum and practice the more complex standards.

High School

High school standards were organized around the typical course structures: history, civics, geography, economics, psychology, sociology, and anthropology. The number of standards were reduced and cross-curricular integration, when appropriate, was a focal point.

K-12 Inquiry Skills

The inquiry standards included the following disciplinary concepts:

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*

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 within the social studies and, therefore, are relevant to students' lives. Students will apply what they have learned)

The use of inquiry is an advantageous method allowing teachers to harness children's natural curiosity about history and the world around them. Students should be able to utilize the inquiry process to analyze foundational knowledge, develop questions (about the past, present, and future), apply tools to research, weigh evidence, and develop conclusions. In an effort to inspire positive change for their classroom, school, and/or community (both present and future), civically minded students will then process this information to formulate viewpoints that will impact decisions made regarding real-world problems. 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 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 and third through fifth grades.

Table 3. K-12 Inquiry Standards

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)	More Complex (MC)	
<i>Constructing Essential Questions</i>	SS.IS.1.K-2. Create questions to help guide inquiry about a topic with guidance from adults and/or peers.	SS.IS.1.3-5. Develop essential questions and explain the importance of the questions to self and others.	SS.IS.1.6-8. Create essential questions to help guide inquiry about a topic.			SS.IS.1.9-12. Address essential questions that reflect an enduring issue in the field.
<i>Constructing Supporting Questions</i>		SS.IS.2.3-5. Create supporting questions to help answer essential questions in an inquiry.	SS.IS.2.6-8. Ask essential and focusing questions that will lead to independent research.			SS.IS.2.9-12. Explain how supporting questions contribute to an inquiry.
<i>Determining Helpful Sources</i>	SS.IS.2.K-2. Explore facts from various sources that can be used to answer the developed questions.	SS.IS.3.3-5. Determine sources representing multiple points of view that will assist in answering essential questions.	SS.IS.3.6-8. Determine sources representing multiple points of view that will assist in organizing a research plan.			SS.IS.3.9-12. Develop new supporting and essential questions through investigation, collaboration, and using diverse sources.

Table 3 Continued.

Evaluating Sources and Using Evidence						
	Grades K–2	Grades 3–5	Less Complex (LC)	Moderately Complex (MdC)	More Complex (MC)	High School (Grades 9–12)
<i>Gathering and Evaluating Sources</i>	SS.IS.3.K-2. Gather information from one or two sources with guidance and support from adults and/or peers.	SS.IS.4.3-5. Gather relevant information and distinguish among fact and opinion to determine credibility of multiple sources.	SS.IS.4.6-8.LC. Determine the value of sources by evaluating their relevance and intended use.	SS.IS.4.6-8.MdC. Determine credibility of sources based upon their origin, authority, and context.	SS.IS.4.6-8.MC. Gather relevant information from credible sources and determine whether they support each other.	SS.IS.4.9-12 Gather and evaluate information from multiple sources while considering the origin, credibility, point of view, authority, structure, context, and corroborative value of the sources.
<i>Developing Claims and Using Evidence</i>	SS.IS.4.K-2. Evaluate a source by distinguishing between fact and opinion.	SS.IS.5.3-5. Develop claims using evidence from multiple sources to answer essential questions.	SS.IS.5.6-8.LC. Appropriately cite all sources utilized.	SS.IS.5.6-8.MdC. Identify evidence from multiple sources to support claims, noting its limitations.	SS.IS.5.6-8.MC. Develop claims and counterclaims while pointing out the strengths and limitations of both.	SS.IS.5.9-12 Identify evidence that draws information from multiple sources to revise or strengthen claims.
Communicating Conclusions and Taking Informed Action						
	Grades K–2	Grades 3–5	Less Complex (LC)	Moderately Complex (MdC)	More Complex (MC)	High School (Grades 9–12)
<i>Communicating Conclusions</i>	SS.IS.5.K-2. Ask and answer questions about arguments and explanations.	SS.IS.6.3-5. Construct and critique arguments and explanations using reasoning, examples, and details from multiple sources.	SS.IS.6.6-8.LC. Construct arguments using claims and evidence from multiple sources, while acknowledging their strengths and limitations.	SS.IS.6.6-8.MdC. Construct explanations using reasoning, correct sequence, examples, and details, while acknowledging their strengths and weaknesses.	SS.IS.6.6-8.MC. Present arguments and explanations that would appeal to audiences and venues outside the classroom using a variety of media.	SS.IS.6.9-12. Construct and evaluate explanations and arguments using multiple sources and relevant, verified information.

Table 3 Continued.

Communicating Conclusions and Taking Informed Action						
Disciplinary Concepts	Grades K–2	Grades 3–5	Grades 6–8			High School (Grades 9–12)
			Less Complex (LC)	Moderately Complex (MdC)	More Complex (MC)	
<i>Critiquing Conclusions</i>		SS.IS.7.3-5. Identify a range of local problems and some ways in which people are trying to address these problems.	SS.IS.7.6-8. Critique the structure and credibility of arguments and explanations (self and others).			SS.IS.7.9-12. Articulate explanations and arguments to a targeted audience in diverse settings.
<i>Taking Informed Action</i>	SS.IS.6.K-2. Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms.	SS.IS.8.3.3-5. Use listening, consensus-building, and voting procedures to decide on and take action in their classroom and school.	SS.IS.8.6-8.LC. Analyze how a problem can manifest itself and the challenges and opportunities faced by those trying to address it.	SS.IS.8.6-8.MdC. Assess individual and collective capacities to take action to address problems and identify potential outcomes.	SS.IS.8.6-8.MC. Apply a range of deliberative and democratic procedures to make decisions and take action in schools and community contexts.	SS.IS.8.9-12. Use interdisciplinary lenses to analyze the causes and effects of and identify solutions to local, regional, or global concerns.
						SS.IS.9.9-12. Use deliberative processes and apply democratic strategies and procedures to address local, regional or global concerns and take action in or out of school.

Common Vocabulary

Due to the changes made in the revised Illinois Social Science Standards, 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.

How to Read the Standards

Proposed CIVICS Standards by DISCIPLINE

Civic and Political Institutions	
K	SS.CV.1.K. Describe roles and responsibilities of people in authority.
1	SS.CV.1.1. Explain how all people, not just official leaders, play important roles in a community
2	SS.CV.1.2. Explain what governments are and some of their functions (e.g., making and enforcing laws, protecting citizens, and collecting taxes).

SS = Social Science
 Content Discipline
 1. The number of the standard
 2. Indicates the grade level

Coding

Civics standards = CV

Economics standards = EC

Economic Financial Literacy = EC.FL

Geography = G

History = H

Anthropology = Anth

Psychology = Psy

Sociology = Soc

Content was organized by grade levels and disciplinary concepts.

Civics

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

Economics and Financial Literacy

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

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

History

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

The Illinois Learning Standards for Social Science by Discipline and Disciplinary Concept

The following represents the proposed Illinois Learning Standards for Social Science by discipline and disciplinary concept. The appendices contain the standards by grade level.

Proposed Civics Standards by Disciplinary Concepts

Proposed Illinois Civics Standards Grades K-5

	<i>Civic and Political Institutions</i>	<i>Participation and Deliberation: Applying Civic Virtues and Democratic Processes</i>	<i>Processes, Rules, and Laws</i>
K	SS.CV.1.K. Describe roles and responsibilities of people in authority.	Starts in third grade	SS.CV. 2.K. Explain the need for and purposes of rules in various settings, inside and outside of the school.
1	SS.CV.1.1. Explain how all people, not just official leaders, play important roles in a community.		SS.CV.2.1. Identify and explain how rules function in various settings, inside and outside of the school.
2	SS.CV. 1.2. Explain what governments are and some of their functions (e.g., making and enforcing laws, protecting citizens, and collecting taxes).		SS.CV.2.2. Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
3	SS.CV.1.3. Describe ways in which interactions among families, workplaces, voluntary organizations, and government benefit communities. SS.CV.2.3. Explain how groups of people make rules to create responsibilities and protect freedoms.	SS.CV.3.3. Compare procedures for making decisions in the classroom, school, and community.	SS.CV.4.3. Describe how people have tried to improve their communities over time.
4	SS.CV.4.3. Describe how people have tried to improve their communities over time. SS.CV.2.3. Explain how groups of people make rules to create responsibilities and protect freedoms.	SS.CV.3.4. Identify core civic virtues (such as honesty, mutual respect, cooperation, and attentiveness to multiple perspectives) and democratic principles (such as equality, freedom, liberty, respect for individual rights) that guide our state and nation.	SS.CV.4.4. Explain how rules and laws change society and how people change rules and laws in Illinois.
5	SS.CV.1.5. Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places. SS.CV.2.5. Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions. SS.CV.3.5. Compare the origins, functions, and structure of different systems of government.		SS.CV.4.5. Explain how policies are developed to address public problems.

Proposed Illinois Civics Standards Grades 6-8

Proposed Illinois Civics Standards Grades 6-8				
		<i>Civic and Political Institutions</i>	<i>Participation and Deliberation: Applying Civic Virtues and Democratic Processes</i>	<i>Processes, Rules, and Laws</i>
6–8 Levels of Complexity	LC	<p>SS.CV.1.6-8LC. Identify roles played by citizens (examples: voters, jurors, taxpayers, military, protesters, and office-holders).</p>	<p>SS.CV.3.6-8LC. Compare the means by which individuals and groups change societies, promote the common good, and protect rights.</p>	<p>SS.CV.6.6-8LC. Determine whether specific rules and laws (both actual and proposed) resolve the problems they were meant to address.</p>
		<p>SS.CV.2.6-8LC. Describe the origins, purposes, and impact of constitutions, laws, treaties, and international agreements.</p>	<p>SS.CV.4.6-8LC. Explain the connection between interests and perspectives, civic virtues, and democratic principles when addressing issues in government and society.</p> <p>SS.CV.5.6-8LC. Apply civic virtues and democratic principles in school and community settings.</p>	
	MdC	<p>SS.CV.1.6-8.MdC. Describe the roles of political, civil, and economic organizations in shaping people’s lives.</p>	<p>SS.CV.3.6-8.MdC. Compare the means by which individuals and groups change societies, promote the common good, and protect rights.</p>	<p>SS.CV.5.6-8.MdC. Analyze the purposes, implementation, and consequences of public policies in historic and contemporary settings.</p>
		<p>SS.CV.2.6-8.MdC. Explain the origins, functions, and structure of government with reference to the U.S. Constitution, Illinois Constitution, and other systems of government.</p>	<p>SS.CV.4.6-8.MdC. Analyze ideas and principles contained in the founding documents of the United States and other countries, and explain how they influence the social and political system.</p>	
	MC	<p>SS.CV.1.6-8.MC. Evaluate the powers and responsibilities of citizens, political parties, interest groups, and the media.</p>	<p>SS.CV.3.6-8.MC. Compare the means by which individuals and groups change societies, promote the common good, and protect rights.</p>	<p>SS.CV.5.6-8.MC. Develop procedures for making decisions in historic and contemporary settings (<i>such as the school, civil society, local, state, or national government</i>).</p>
		<p>SS.CV.2.6-8.MC. Analyze the powers and limits of governments, public officials, and bureaucracies at different levels in the United States and other countries.</p>	<p>SS.CV.4.6-8.MC. Critique deliberative processes used by a wide variety of groups in various settings.</p>	

Proposed Illinois Civics Standards Grades 9 – 12

	<i>Civic and Political Institutions</i>	<i>Participation and Deliberation: Applying Civic Virtues and Democratic Processes</i>	<i>Processes, Rules, and Laws</i>
9-12	SS.CV.1.9-12. Distinguish the rights, roles, powers and responsibilities of individuals and institutions in the political system.	SS.CV.5.9-12. Analyze the impact of personal interest and diverse perspectives on the application of civic dispositions, democratic principles, constitutional rights, and human rights.	SS.CV.8.9-12. Analyze how individuals use and challenge laws to address a variety of public issues.
	SS.CV.2.9-12. Evaluate the opportunities and limitations of participation in elections, voting, and the electoral process.	SS.CV.6.9-12. Describe how political parties, the media, and public interest groups both influence and reflect social and political interests.	SS.CV.9.9-12. Evaluate public policies in terms of intended and unintended outcomes and related consequences.
	SS.CV.3.9-12. Analyze the impact of constitutions, laws, and agreements on the maintenance of order, justice, equality, and liberty.	SS.CV.7.9-12. Describe the concepts and principles that are inherent to American Constitutional Democracy	SS.CV.10.9-12. Explain the role of compromise and deliberation in the legislative process.
	SS.CV.4.9-12. Explain how the U.S. Constitution established a system of government that has powers, responsibilities, and limits that have changed over time and are still contested while promoting the common good and protecting rights		

Proposed Economics Standards by Disciplinary Concepts

Proposed Illinois Economics and Financial Literacy Standards Grades K-5

	<i>Economic Decision Making</i>	<i>Exchange and Markets</i>	<i>The National and Global Economy</i>	<i>Financial Literacy</i>
K	SS.EC.1.K. Explain that choices are made because of scarcity (i.e., because we cannot have everything that we want).	<i>Started in second grade</i>	<i>Started in fifth grade</i>	
1	SS.EC.1.1. Explain and give examples of when choices are made that something else is given up. SS.EC.2.1. Describe the skills and knowledge required to produce certain goods and services.			SS.EC.FL.1.1. Explain how people earn pay or income in exchange for work.
2	SS.EC.1.2. Demonstrate how our choices can affect ourselves and others in positive and negative ways. SS.EC.2.2. Explain the role of money in making exchange easier.	SS.EC.3.2. Compare the goods and services that people in the local community produce and those that are produced in other communities.		SS.EC.FL.1.2. Explain that money can be saved or spent on goods and services.
3	SS.EC.1.3. Compare the goods and services that people in the local community produce and those that are produced in other communities.	SS.EC.2.3 Generate examples of the goods and services that governments provide.		SS.EC.FL.1.3. Describe the role of banks and other financial institutions in an economy. SS.EC.FL.2.3. Explain that when people borrow, they receive something of value now and agree to repay the lender over time.
4	SS.EC.1.4. Explain how profits reward and influence sellers.	SS.EC.2.4. Describe how goods and services are produced using human, natural, and capital resources (e.g., tools and machines).		SS.EC.FL.1.4. Analyze how spending choices are influenced by price as well as many other factors (e.g., advertising, peer pressure, options). SS.EC.FL.2.4. Explain that income can be saved, spent on goods and services, or used to pay taxes.
5		SS.EC.1.5. Analyze why and how individuals, businesses, and nations around the world specialize and trade.	SS.EC.2.5. Discover how positive incentives (e.g., sale prices and earning money) and negative incentives (e.g., library fines and parking tickets) influence behavior in our nation’s economy and around the world. SS.EC.3.5. Determine the ways in which the government pays for the goods and services it provides.	SS.EC.FL.1.5. Explain that interest is the price the borrower pays for using someone else’s money.

Proposed Illinois Economics and Financial Literacy Standards Grades 6-8

		<i>Economic Decision Making</i>	<i>Exchange and Markets</i>	<i>The National and Global Economy</i>	<i>Financial Literacy</i>
6-8 Levels of Complexity	LC	SS.EC.1.6-8.LC. Explain how economic decisions affect the well-being of individuals, businesses, and society.	SS.EC.2.6-8.LC. Analyze the role of innovation and entrepreneurship in a market economy.	SS.EC.3.6-8.LC. Explain why standards of living increase as productivity improves.	SS.EC.FL.1.6-8.LC. Analyze the relationship between skills, education, jobs, and income. SS.EC.FL.2.6-8.LC. Explain the roles and relationships between savers, borrowers, interest, time, and the purposes for saving.
	MdC	SS.EC.1.6-8.MdC. Explain how external benefits and costs influence choices.	SS.EC.2.6-8.MdC. Describe the roles of institutions such as corporations, non-profits, and labor unions in a market economy.	SS.EC.3.6-8.MdC. Explain barriers to trade and how those barriers influence trade among nations.	SS.EC.FL.1.6-8.MdC. Identify how people choose to buy goods and services while still maintaining a budget based on income, taxes, savings, and fixed and variable expenses. SS.EC.FL.2.6-8.MdC. Explain the correlation between investors, investment options (and associated risks), and income/wealth.
	MC	SS.EC.1.6-8.MC. Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole.	SS.EC.2.6-8.MC. Explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies.	SS.EC.3.6-8.MC. Evaluate employment, unemployment, inflation, total production, income, and economic growth data and how they affect different groups.	SS.EC.FL.1.6-8.MC. Describe the connection between credit, credit options, interest, and credit history. SS.EC.FL.2.6-8.MC. Analyze the relationship between financial risks and protection, insurance, and costs.

Proposed Illinois Economics and Financial Literacy Standards by Disciplinary Concepts Grades 9-12

	<i>Economic Decision Making</i>	<i>Exchange and Markets</i>	<i>The National and Global Economy</i>	<i>Financial Literacy</i>
9-12	<p>SS.EC.1.9-12. Analyze how scarcity and incentives influence choices to consume or produce for different individuals and groups.</p> <p>SS.EC.2.9-12. Use marginal benefits and marginal costs to propose a solution to an economic issue for an individual or community.</p>	<p>SS.EC.3.9-12. Evaluate how much competition exists within and among sellers and buyers in specific markets.</p> <p>SS.EC.4.9-12. Evaluate the effectiveness of government policies to improve market outcomes, address inequality, or reduce inefficiencies.</p> <p>SS.EC.5.9-12. Analyze the ways in which competition and government regulation influence what is produced and distributed in a market system.</p>	<p>SS.EC.6.9-12. Use data and economic indicators to analyze past and current states of the economy and predict future trends.</p> <p>SS.EC.7.9-12. Describe how government policies are influenced by and impact a variety of stakeholders.</p> <p>SS.EC.8.9-12. Analyze how advances in technology and investment in capital goods and human capital affect economic growth and standards of living.</p> <p>SS.EC.9.9-12. Analyze the role of comparative advantage in global trade of goods and services.</p> <p>SS.EC.10.9-12. Explain how globalization trends and policies affect social, political, and economic conditions in different nations.</p>	<p>SS.EC.FL.1.9-12. Analyze the costs and benefits of various strategies to increase income.</p> <p>SS.EC.FL.2.9-12. Explain how to make informed financial decisions by collecting information, planning, and budgeting.</p> <p>SS.EC.FL.3.9-12. Explain how time, interest rates, and inflation influence saving patterns over a lifetime.</p> <p>SS.EC.FL.4.9-12. Analyze costs and benefits of different credit and payment options for goods and services, the role of lenders, and interest.</p> <p>SS.EC.FL.5.9-12. Evaluate risks and rates of return of diversified investments.</p> <p>SS.EC.FL.6.9-12. Analyze the costs and benefits of insurance, including the influences of an individual’s characteristics and behavior.</p>

Proposed Geography Standards by Disciplinary Concepts

Proposed Illinois Geography Standards Grades K-5				
Disciplinary Concepts	<i>Geographic Representations: Spatial Views of the World</i>	<i>Human-Environment Interaction: Place, Regions, and Culture</i>	<i>Human Population: Spatial Patterns and Movements</i>	<i>Global Interconnections: Changing Spatial Patterns</i>
K		SS.G.1.K. Explain how weather, climate, and other environmental characteristics affect people’s lives.	SS.G.2.K. Identify and explain how people and goods move from place to place.	
1	SS.G.1.1. Construct and interpret maps and other representations to navigate a familiar place.			
2	SS.G.1.2. Construct and interpret maps and other graphic representations of both familiar and unfamiliar places.	SS.G.2.2. Identify some cultural and environmental characteristics of your community and compare to other places.	SS.G.3.2. Explain how people in your community use local and distant environments to meet their daily needs.	
3	SS.G.1.3. Locate major landforms and bodies of water on a map or other representation.	SS.G.2.3. Compare how people modify and adapt to the environment and culture in our community to other places.		SS.G.3.3. Show how the consumption of products connects people to distant places.
4	SS.G.1.4. Construct and interpret maps of our state and nation using various media.	SS.G.2.4. Analyze how the cultural and environmental characteristics of places in Illinois change over time.	SS.G.3.4. Describe some of the current movements of goods, people, jobs, or information to, from, or within Illinois, and explain reasons for the movements.	
5		SS.G.1.5. Investigate how the cultural and environmental characteristics of places within the United States change over time.	SS.G.2.5. Describe how humans have utilized natural resources in the United States.	SS.G.4.5. Compare the environmental characteristics of the United States to other world regions.
			SS.G.3.5. Analyze the effects of specific catastrophic and environmental events as well as technological developments that have impacted our nation and compare to other places.	

		Proposed Illinois Geography Standards			
Disciplinary Concepts		<i>Geographic Representations: Spatial Views of the World</i>	<i>Human-Environment Interaction: Place, Regions, and Culture</i>	<i>Human Population: Spatial Patterns and Movements</i>	<i>Global Interconnections: Changing Spatial Patterns</i>
6–8	Levels of Complexity				
	LC	SS.G.1.6-8.LC. Use geographic representations (maps, photographs, satellite images, etc.) to explain relationships between the locations (places and regions) and changes in their environment.	SS.G.2.6-8.LC. Explain how humans and their environment affect one another.	SS.G.3.6-8.LC. Explain how environmental characteristics impact human migration and settlement.	SS.G.4.6-8.LC. Identify how cultural and environmental characteristics vary among regions of the world.
	MdC	SS.G.1.6-8.MdC. Use mapping and graphing to represent and analyze spatial patterns of different environmental and cultural characteristics.	SS.G.2.6-8.MdC. Compare and contrast the cultural and environmental characteristics of different places or regions.	SS.G.3.6-8.MdC. Explain how changes in transportation and communication influence the spatial connections among human settlements and affect the spread of ideas and culture.	SS.G.4.6-8.MdC. Explain how global changes in population distribution patterns affect changes in land use.
	MC	SS.G.1.6-8.MC. Construct different representations to explain the spatial patterns of cultural and environmental characteristics.	SS.G.2.6-8.MC. Evaluate how cultural and economic decisions influence environments and the daily lives of people in both nearby and distant places.	SS.G.3.6-8.MC. Evaluate the influences of long-term human-induced environmental change on spatial patterns of conflict and cooperation.	SS.G.4.6-8.MC. Analyze how the environmental characteristics of places and production of goods influence patterns of world trade.
9–12		SS.G.1.9-12. Use maps (created using geospatial and related technologies, if possible), satellite images, and photographs to display and explain the spatial patterns of physical, cultural, political, economic, and environmental characteristics.	SS.G.3.9-12. Analyze and explain how humans impact and interact with the environment and vice versa.	SS.G.6.9-12. Analyze how historical events and the diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of the human population.	SS.G.9.9-12. Describe and explain the characteristics that constitute a particular culture.
		SS.G.2.9-12. Use self-collected or pre-existing data sets to generate spatial patterns at multiple scales that can be used to conduct analyses or to take civic action.	SS.G.4.9-12. Evaluate how political and economic decisions have influenced cultural and environmental characteristics of various places and regions. SS.G.5.9-12. Analyze how human societies plan for and respond to the consequences of human-made and naturally occurring catastrophes and how these events impact trade, politics, and migration.	SS.G.7.9-12. Evaluate how economic activities and political decisions impact spatial patterns within and among urban, suburban, and rural regions. SS.G.8.9-12. Evaluate how short- and long-term climate variability impacts human migration and settlement patterns, resource use, and land uses.	SS.G.10.9-12. Explain how and why culture shapes worldview. SS.G.11.9-12. Explain how globalization impacts the cultural, political, economic, and environmental characteristics of a place or region. SS.G.12.9-12. Evaluate how competition for scarce natural resources contributes to conflict and cooperation within and among countries.
Physical Geography Standards: For all physical geography standards, we reference the <i>Next Generation Science Standards</i> . (Refer to separate <i>Illinois K–12 Physical Geography Standards</i> document.)					

Proposed History Standards by Disciplinary Concepts

	<i>Change, Continuity, and Context</i>	<i>Perspectives</i>	<i>Historical Sources and Evidence</i>	<i>Causation and Argumentation</i>
K	SS.H.1.K. Compare life in the past to life today.			
	SS.H.2.K. Examine the significance of our national holidays and the heroism and achievements of the people associated with them.			
1	SS.H.1.1. Create a chronological sequence of multiple events. SS.H.2.1. Describe individuals and groups who have shaped a significant historical change.	SS.H.2.1. Compare perspectives of people in the past to those of people in the present.		
2	SS.H.1.2. Summarize changes that have occurred in the local community over time. SS.H.1.2. Compare individuals and groups who have shaped a significant historical change.		SS.H.1.3. Explain how different kinds of historical sources (such as written documents, objects, artistic works, and oral accounts) can be used to study the past.	
3	SS.H.1.3. Create and use a chronological sequence of events. SS.H.1.3. Describe how significant people, events, and developments have shaped their own community and region.		SS.H.3.3. Identify artifacts and documents as either primary or secondary sources of historical data from which historical accounts are constructed.	
4		SS.H.1.4. Explain connections among historical contexts and why individuals and groups differed in their perspectives during the same historical period.	SS.H.2.4. Using artifacts and primary sources, investigate how individuals contributed to the founding and development of Illinois.	SS.H.3.4. Explain probable causes and effects of events and developments in Illinois history.
5	SS.H.1.5. Create and use a chronological sequence of related events to compare developments that happened at the same time.		SS.H.2.5. Use information about a historical source—including the maker, date, place of origin, intended audience, and purpose—to judge the extent to which the source is useful for studying a particular topic.	SS.H.3.5. Explain probable causes and effects of events and developments in U.S. history.
	<i>Change, Continuity, and Context</i>	<i>Perspectives</i>	<i>Historical Sources and Evidence</i>	<i>Causation and</i>

				<i>Evidence</i>	<i>Argumentation</i>
6–8 Levels of Complexity	LC	SS.H.1.6-8.LC. Classify series of historical events and developments as examples of change and/or continuity.	SS.H.2.6-8.LC. Explain how and why perspectives of people have changed over time.	SS.H.3.6-8.LC. Classify the kinds of historical sources used in a secondary interpretation.	SS.H.3.6-8.LC. Explain multiple causes and effects of historical events.
	MdC	SS.H.1.6-8.MdC. Analyze connections among events and developments in broader historical contexts.	SS.H.2.6-8.MdC. Analyze multiple factors that influenced the perspectives of people during different historical eras.	SS.H.3.6-8.MdC. Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.	SS.H.3.6-8.MdC. Compare the central historical arguments in secondary works across multiple media.
	MC	SS.H.1.6-8.MC. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.	SS.H.2.6-8.MC. Analyze how people’s perspectives influenced what information is available in the historical sources they created.	SS.H.3.6-8.MC. Analyze how people’s perspectives influenced what information is available in the historical sources they created. Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where this information is not easily identified.	SS.H.4.6-8.MC. Organize applicable evidence into a coherent argument about the past.
9–12		SS.H.1.9-12. Evaluate how historical developments were shaped by time and place as well as broader historical contexts.	SS.H.5.9-12. Analyze the factors and historical context that influenced the perspectives of people during different historical eras.	SS.H.9.9-12. Analyze the relationship between historical sources and the secondary interpretations made from them.	SS.H.10.9-12. Analyze the causes and effects of global conflicts and economic crises.
		SS.H.2.9-12. Analyze change and continuity within and across historical eras.	SS.H.6.9-12. Analyze the concept and pursuit of the “American Dream.”		SS.H.11.9-12. Analyze multiple and complex causes and effects of events in the past.
		SS.H.3.9-12. Evaluate the methods utilized by people and institutions to promote change.	SS.H.7.9-12. Identify the role of individuals, groups, and institutions in people’s struggle for safety, freedom, equality, and justice.		SS.H.12.9-12. Analyze the geographic and cultural forces that have resulted in conflict and cooperation.
		SS.H.4.9-12. Analyze how people and institutions have reacted to environmental, scientific, and technological challenges.	SS.H.8.9-12. Analyze key historical events and contributions of individuals through a variety of perspectives, including those of historically underrepresented groups.		

Proposed Anthropology, Psychology, and Sociology Standards

Anthropology Standards

- SS.Anth.1.9-12** Analyze the elements of culture and explain the factors that shape these elements differently around the world.
- SS.Anth.2.9-12** Explain how cultures develop and vary in response to their physical and social environment, including local, national, regional, and global patterns.
- SS.Anth.3.9-12** Explain why anthropologists study culture from a holistic perspective.
- SS.Anth.4.9-12** Evaluate one’s own cultural assumptions using anthropological concepts.
- SS.Anth.5.9-12** Apply anthropological concepts and anthropological knowledge to a variety of everyday, real-world situations.
- SS.Anth.6.9-12** Explain how local actions can have global consequences, and how global patterns and processes can affect seemingly unrelated local actions.

Psychology Standards

- SS.Psy.1.9-12** Identify scientific methodologies utilized in psychological research.
- SS.Psy.2.9-12** Evaluate the conclusions made by psychological research, including ethical concerns.
- SS.Psy.3.9-12** Understand a variety of psychological perspectives and apply their concepts and theoretical ideas to the investigation of similarities and differences in behavior and mental processes.
- SS.Psy.4.9-12** Analyze how biological, psychological, and sociocultural factors and their interactions influence individuals’ behavior and mental processes.
- SS.Psy.5.9-12** Evaluate the complexities of human thought and behavior, as well as the factors related to the individual differences among people.
- SS.Psy.6.9-12** Identify and apply psychological thinking to personal and societal experiences and issues.
- SS.Psy.7.9-12** Apply psychological knowledge to their daily lives.
- SS.Psy.8.9-12** Use appropriate psychological terminology with reference to psychologists, their experiments, and theories in order to explain the possible causes of and impact on behavior and mental processes.

Sociology Standards

- SS.Soc.1.9-12** Identify and apply the sociological perspective and a variety of sociological theories.
- SS.Soc.2.9-12** Analyze the impact of social structure, including culture, institutions, and societies.
- SS.Soc.3.9-12** Hypothesize how primary agents of socialization influence the individual.
- SS.Soc.4.9-12** Describe the impact of social relationships on the self, groups, and socialization processes
- SS.Soc.5.9-12** Explain the social construction of self and groups and their impact on the life chances of individuals.
- SS.Soc.6.9-12** Analyze the impact of stratification and inequality on groups and the individuals within them.

The Standards by Grade Levels

Illinois Elementary Social Science Learning Standards

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 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.

K–5 Disciplinary Concepts:

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 and narrative 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, listed below in each disciplinary content area, are taught.

Illinois Middle Grade Social Science Learning Standards

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 are integrated within the curriculum.

Inquiry Skills:

Inquiry skills are used by students to construct essential questions, construct supporting questions, and determine helpful sources to conduct inquiry and take informed action while applying disciplinary concepts. 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.

Illinois High School Social Science Learning Standards

The Illinois High School Social Science Learning Standards 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 involve questioning, investigating, reasoning, and acting responsibly based on new information. To that end, the Illinois high school social science learning standards are organized into two types of standards: inquiry skills and disciplinary concepts.

Inquiry skills emphasize the importance of inquiry and action (thinking and doing) in all of the social science courses.

Disciplinary concepts emphasize the way each discipline provides foundational knowledge and skills essential to inquiry and action. Specific content should be determined locally and reflect the following state mandates: African American History, Civics and Patriotism (U.S. Constitution, Declaration of Independence, Elections, and Voting), Consumer Education, U.S. History, Holocaust and Genocide Study, and History of Women.

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.

Standards by Grade Level

The following are the Illinois Social Science Learning Standards listed by grade level.

Proposed Civics Standards by Grade Level

Disciplinary Concepts	Civic Standards: Understand Political Systems, With an Emphasis on the United States					
	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
Civic and Political Institutions	<p>SS.CV.1.K. Describe roles and responsibilities of people in authority.</p>	<p>SS.CV.1.1. Explain how all people, not just official leaders, play important roles in a community.</p>	<p>SS.CV. 1.2. Explain what governments are and some of their functions</p>	<p>SS.CV.1.3. Describe ways in which interactions among families, workplaces, voluntary organizations, and government benefit communities.</p> <p>SS.CV.2.3. Explain how groups of people make rules to create responsibilities and protect freedoms.</p>	<p>SS.CV.1.4. Distinguish the responsibilities and powers of government officials at the local, state, and national levels.</p> <p>SS.CV.2.4. Explain how a democracy relies on people’s responsible participation, and draw implications for how individuals should participate.</p>	<p>SS.CV.1.5. Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.</p> <p>SS.CV.2.5. Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions.</p> <p>SS.CV.3.5. Compare the origins, functions, and structure of different systems of government.</p>
Participation and Deliberation: Applying Civic Virtues and Democratic Principles	Starts in third grade			<p>SS.CV.3.3. Compare procedures for making decisions in the classroom, school, and community.</p>	<p>SS.CV.3.4. Identify core civic virtues (such as honesty, mutual respect, cooperation, and attentiveness to multiple perspectives) and democratic principles (such as equality, freedom, liberty, respect for individual rights) that guide our state and nation.</p>	
Processes, Rules, and Laws	<p>SS.CV. 2.K. Explain the need for and purposes of rules in various settings, inside and outside of the school.</p>	<p>SS.CV.2.1. Identify and explain how rules function in various settings, inside and outside of the school.</p>	<p>SS.CV.2.2. Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.</p>	<p>SS.CV.4.3. Describe how people have tried to improve their communities over time.</p>	<p>SS.CV.4.4. Explain how rules and laws change society and how people change rules and laws in Illinois.</p>	<p>SS.CV.4.5. Explain how policies are developed to address public problems.</p>

Disciplinary Concepts	Civic Standards: Understand Political Systems, With an Emphasis on the United States		
	Grades 6–8		
	Less Complex (LC)	Moderately Complex (MdC)	More Complex (MC)
Civic and Political Institutions	<p>SS.CV.1.6-8LC. Identify roles played by citizens (examples: voters, jurors, taxpayers, military, protesters, and office-holders).</p>	<p>SS.CV.1.6-8.MdC. Describe the roles of political, civil, and economic organizations in shaping people’s lives.</p>	<p>SS.CV.1.6-8.MC. Evaluate the powers and responsibilities of citizens, political parties, interest groups, and the media.</p>
	<p>SS.CV.2.6-8LC. Describe the origins, purposes, and impact of constitutions, laws, treaties, and international agreements.</p>	<p>SS.CV.2.6-8.MdC. Explain the origins, functions, and structure of government with reference to the U.S. Constitution, Illinois Constitution, and other systems of government.</p>	<p>SS.CV.2.6-8.MC. Analyze the powers and limits of governments, public officials, and bureaucracies at different levels in the United States and other countries.</p>
Participation and Deliberation: Applying Civic Virtues and Democratic Principles	<p>SS.CV.3.6-8LC. Compare the means by which individuals and groups change societies, promote the common good, and protect rights.</p>	<p>SS.CV.3.6-8.MdC. Compare the means by which individuals and groups change societies, promote the common good, and protect rights.</p>	<p>SS.CV.3.6-8.MC. Compare the means by which individuals and groups change societies, promote the common good, and protect rights.</p>
	<p>SS.CV.4.6-8LC. Explain the connection between interests and perspectives, civic virtues, and democratic principles when addressing issues in government and society.</p>	<p>SS.CV.4.6-8.MdC. Analyze ideas and principles contained in the founding documents of the United States and other countries, and explain how they influence the social and political system.</p>	<p>SS.CV.4.6-8.MC. Critique deliberative processes used by a wide variety of groups in various settings.</p>
	<p>SS.CV.5.6-8LC. Apply civic virtues and democratic principles in school and community settings.</p>		
Processes, Rules, and Laws	<p>SS.CV.6.6-8LC. Determine whether specific rules and laws (both actual and proposed) resolve the problems they were meant to address.</p>	<p>SS.CV.5.6-8.MdC. Analyze the purposes, implementation, and consequences of public policies in historic and contemporary settings.</p>	<p>SS.CV.5.6-8.MC. Develop procedures for making decisions in historic and contemporary settings (<i>such as the school, civil society, or local, state, or national government</i>).</p>

Disciplinary Concepts

Civic Standards: Understand Political Systems, With an Emphasis on the United States

Grades 9-12

Civic and Political Institutions

SS.CV.1.9-12. Distinguish the rights, roles, powers, and responsibilities of individuals and institutions in the political system.

SS.CV.2.9-12. Evaluate the opportunities and limitations of participation in elections, voting, and the electoral process.

SS.CV.3.9-12. Analyze the impact of constitutions, laws, and agreements on the maintenance of order, justice, equality, and liberty.

SS.CV.4.9-12. Explain how the U.S. Constitution established a system of government that has powers, responsibilities, and limits that have changed over time and are still contested while promoting the common good and protecting rights.

Participation and Deliberation: Applying Civic Virtues and Democratic Principles

SS.CV.7.9-12. Describe the concepts and principles that are inherent to American Constitutional Democracy

SS.CV.7.9-12. Describe the concepts and principles that are inherent to American Constitutional Democracy

SS.CV.7.9-12. Describe the concepts and principles that are inherent to American Constitutional Democracy

Processes, Rules, and Laws

SS.CV.8.9-12. Analyze how individuals use and challenge laws to address a variety of public issues.

SS.CV.9.9-12. Evaluate public policies in terms of intended and unintended outcomes and related consequences.

SS.CV.10.9-12. Explain the role of compromise and deliberation in the legislative process.

Proposed Economic and Financial Literacy Standards by Grade Level

Discipline: Economics Standards

Disciplinary Concepts	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
Economic Decision Making	<p>SS.EC.1.K. Explain choices are made because of scarcity (i.e., because we cannot have everything that we want).</p>	<p>SS.EC.1.1. Explain and give examples of when choices are made that something else is given up.</p> <p>SS.EC.2.1. Describe the skills and knowledge required to produce certain goods and services.</p>	<p>SS.EC.1.2. Demonstrate how our choices can affect ourselves and others in positive and negative ways.</p> <p>SS.EC.2.2. Explain the role of money in making exchange easier.</p>	<p>SS.EC.1.3. Compare the goods and services that people in the local community produce and those that are produced in other communities.</p>	<p>SS.EC.1.4. Explain how profits reward and influence sellers.</p>	
Exchange and Markets	<p><i>Starts in second grade</i></p>		<p>SS.EC.2.2. Compare the goods and services that people in the local community produce and those that are produced in other communities.</p>	<p>SS.EC.2.3 Generate examples of the goods and services that governments provide.</p>	<p>SS.EC.2.4. Describe how goods and services are produced using human, natural, and capital resources (e.g., tools and machines).</p>	<p>SS.EC.1.5. Analyze why and how individuals, businesses, and nations around the world specialize and trade.</p>
National and Global Economy	<p><i>Starts in fifth grade</i></p>					<p>SS.EC.2.5. Discover how positive incentives (e.g., sale prices and earning money) and negative incentives</p> <p>SS.EC.3.5. Determine the ways in which the government pays for the goods and services it provides.</p>
FINANCIAL LITERACY (FL)						
Financial Literacy	<p><i>Starts in first grade</i></p>		<p>SS.EC.FL.1.1. Explain how people earn pay or income in exchange for work.</p>	<p>SS.EC.FL.1.2. Explain that money can be saved or spent on goods and services.</p>	<p>SS.EC.FL.1.3. Describe the role of banks and other financial institutions in an economy.</p> <p>SS.EC.FL.2.3. Explain that when people borrow, they receive something of value now and agree to repay the lender over time.</p>	<p>SS.EC.FL.1.4. Analyze how spending choices are influenced by price as well as many other factors (e.g., advertising, peer pressure, options).</p> <p>SS.EC.FL.2.4. Explain that income can be saved, spent on goods and services, or used to pay taxes.</p>
						<p>SS.EC.FL.1.5. Explain that interest is the price the borrower pays for using someone else’s money.</p>

<i>Disciplinary Concepts</i>	Economics: Grades 6–8		
	Less Complex (LC)	Moderately Complex (MdC)	More Complex (MC)
<i>Economic Decision Making</i>	SS.EC.1.6-8.LC. Explain how economic decisions affect the well-being of individuals, businesses, and society.	SS.EC.1.6-8.MdC. Explain how external benefits and costs influence choices.	SS.EC.1.6-8.MC. Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole.
<i>Exchange and Markets</i>	SS.EC.2.6-8.LC. Analyze the role of innovation and entrepreneurship in a market economy.	SS.EC.2.6-8.MdC. Describe the roles of institutions, such as corporations, non-profits, and labor unions, in a market economy.	SS.EC.2.6-8.MC. Explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies.
<i>The National and Global Economy</i>	S.EC.3.6-8.LC. Explain why standards of living increase as productivity improves.	SS.EC.3.6-8.MdC. Explain barriers to trade and how those barriers influence trade among nations.	SS.EC.3.6-8.MC. Evaluate employment, unemployment, inflation, total production, income, and economic growth data and how they affect different groups.

FINANCIAL LITERACY

<i>Financial Literacy</i>	SS.EC.FL.1.6-8.LC. Analyze the relationship between skills, education, jobs, and income.	SS.EC.FL.1.6-8.MdC. Identify how people choose to buy goods and services while still maintaining a budget based on income, taxes, savings, and fixed and variable expenses.	SS.EC.FL.1.6-8.MC. Describe the connection between credit, credit options, interest, and credit history.
	SS.EC.FL.2.6-8.LC. Explain the roles and relationships between savers, borrowers, interest, time, and the purposes for saving.	SS.EC.FL.2.6-8.MdC. Explain the correlation between investors, investment options (and associated risks), and income/wealth.	SS.EC.FL.2.6-8.MC. Analyze the relationship between financial risks and protection, insurance, and costs.

Disciplinary Concepts	Economics: Grades 9-12
<i>Economic Decision Making</i>	<p>SS.EC.1.9-12. Analyze how scarcity and incentives influence choices to consume or produce for different individuals and groups.</p> <p>SS.EC.2.9-12. Use marginal benefits and marginal costs to propose a solution to a significant issue for an individual or community.</p>
<i>Exchange and Markets</i>	<p>SS.EC.3.9-12. Evaluate how much competition exists within and among sellers and buyers in specific markets.</p> <p>SS.EC.4.9-12. Evaluate the effectiveness of government policies to improve market outcomes, address inequality, or reduce inefficiencies.</p> <p>SS.EC.5.9-12. Analyze the ways in which competition and government regulation influence what is produced and distributed in a market system.</p>
<i>The National and Global Economy</i>	<p>SS.EC.6.9-12. Use data and economic indicators to analyze past and current states of the economy and predict future trends.</p> <p>SS.EC.7.9-12. Describe how government policies are influenced by and impact a variety of stakeholders.</p> <p>SS.EC.8.9-12. Analyze how advances in technology and investment in capital goods and human capital affect economic growth and standards of living.</p> <p>SS.EC.9.9-12. Analyze the role of comparative advantage in local, national, and global trade of goods and services.</p> <p>SS.EC.10.9-12. Explain how globalization trends and policies affect social, political, and economic conditions in different nations.</p>
FINANCIAL LITERACY	
<i>Financial Literacy</i>	<p>SS.EC.FL.1.9-12. Analyze the costs and benefits of various strategies to increase income.</p> <p>SS.EC.FL.2.9-12. Explain how to make informed financial decisions by collecting information, planning, and budgeting.</p> <p>SS.EC.FL.3.9-12. Explain how time, interest rates, and inflation influence saving patterns over a lifetime.</p> <p>SS.EC.FL.4.9-12. Analyze costs and benefits of different credit and payment options for goods and services, the role of lenders, and interest.</p> <p>SS.EC.FL.5.9-12. Evaluate risks and rates of return of diversified investments.</p> <p>SS.EC.FL.6.9-12. Analyze the costs and benefits of insurance, including the influences of an individual’s characteristics and behavior.</p>

Proposed Geography Standards by Grade Level

<i>Discipline: Geography Standards</i>						
<i>Disciplinary Concepts</i>	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>Geographic Representations</i>		SS.G.1.1. Construct and interpret maps and other representations to navigate a familiar place.	SS.G.1.2. Construct and interpret maps and other graphic representations of both familiar and unfamiliar places.	SS.G.1.3. Locate major landforms and bodies of water on a map or other representation.		
<i>Human-Environment Interaction</i>	SS.G.1.K. Explain how weather, climate, and other environmental characteristics affect people’s lives.		SS.G.2.2. Identify some cultural and environmental characteristics of your community and compare to other places.	SS.G.2.3. Compare how people modify and adapt to the environment and culture in our community to other places.	SS.G.2.4. Analyze how the cultural and environmental characteristics of places in Illinois change over time.	SS.G.1.5. Investigate how the cultural and environmental characteristics of places within the United States change over time.
<i>Human Population</i>	SS.G.2.K. Identify and explain how people and goods move from place to place.		SS.G.3.2. Explain how people in your community use local and distant environments to meet their daily needs.		SS.G.3.4. Describe some of the current movements of goods, people, jobs, or information to, from, or within Illinois, and explain reasons for the movements.	SS.G.2.5. Describe how humans have utilized natural resources in the United States
						SS.G.3.5. Analyze the effects of specific catastrophic and environmental events as well as technological developments that have impacted our nation and compare to other places.
<i>Global Interconnections</i>				SS.G.3.3. Show how the consumption of products connects people to distant places.		SS.G.4.5. Compare the environmental characteristics of the United States to other world regions.

<i>Disciplinary Concepts</i>	Geography: Grades 6–8		
	Less Complex (LC)	Moderately Complex (MdC)	More Complex (MC)
<i>Geographic Representations Human-Environment Interaction</i>	SS.G.1.6-8.LC. Use geographic representations (maps, photographs, satellite images, etc.) to explain relationships between the locations (places and regions) and changes in their environment.	SS.G.1.6-8.MdC. Use mapping and graphing to represent and analyze spatial patterns of different environmental and cultural characteristics.	SS.G.1.6-8.MC. Construct different representations to explain the spatial patterns of cultural and environmental characteristics.
<i>Human Population</i>	SS.G.2.6-8.LC. Explain how humans and their environment affect one another.	SS.G.2.6-8.MdC. Compare and contrast the cultural and environmental characteristics of different places or regions.	SS.G.2.6-8.MC. Evaluate how cultural and economic decisions influence environments and the daily lives of people in both nearby and distant places.
<i>Geographic Representations Human-Environment Interaction Population</i>	SS.G.3.6-8.LC. Explain how environmental characteristics impact human migration and settlement.	SS.G.3.6-8.MdC. Explain how changes in transportation and communication influence the spatial connections among human settlements and affect the spread of ideas and culture.	SS.G.3.6-8.MC. Evaluate the influences of long-term human-induced environmental change on spatial patterns of conflict and cooperation.
<i>Global Interconnections</i>	SS.G.4.6-8.LC. Identify how cultural and environmental characteristics vary among regions of the world.	SS.G.4.6-8.MdC. Explain how global changes in population distribution patterns affect changes in land use.	SS.G.4.6-8.MC. Analyze how the environmental characteristics of places and production of goods influence patterns of world trade.

*Disciplinary
Concepts*

Geography: Grades 9–12

*Geographic
Representations
Human-
Environment
Interaction*

SS.G.1.9-12. Use maps (created using geospatial and related technologies, if possible), satellite images, and photographs to display and explain the spatial patterns of physical, cultural, political, economic, and environmental characteristics.

SS.G.2.9-12. Use self-collected or pre-existing data sets to generate spatial patterns at multiple scales that can be used to conduct analyses or to take civic action.

Human Population

SS.G.3.9-12. Analyze and explain how humans impact and interact with the environment and vice versa.

SS.G.4.9-12. Evaluate how political and economic decisions have influenced cultural and environmental characteristics of various places and regions.

SS.G.5.9-12. Analyze how human societies plan for and respond to the consequences of human-made and naturally occurring catastrophes and how these events impact trade, politics, and migration.

*Geographic
Representations
Human-
Environment
Interaction
Population*

SS.G.6.9-12. Analyze how historical events and the diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.

SS.G.7.9-12. Evaluate how economic activities and political decisions impact spatial patterns within and among urban, suburban, and rural regions.

SS.G.8.9-12. Evaluate how short- and long-term climate variability impacts human migration and settlement patterns, resource use, and land uses.

*Global
Interconnections*

SS.G.9.9-12. Describe and explain the characteristics that constitute a particular culture.

SS.G.10.9-12. Explain how and why culture shapes worldview.

SS.G.11.9-12. Explain how globalization impacts the cultural, political, economic, and environmental characteristics of a place or region.

SS.G.12.9-12. Evaluate how competition for scarce natural resources contributes to conflict and cooperation within and among countries.

Physical Geography Standards

**For all physical geography standards, we reference the *Next Generation Science Standards*.
(Refer to separate *Illinois K–12 Physical Geography Standards* document.)**

Proposed History Standards by Grade Level

<i>Disciplinary Concepts</i>	<i>Discipline: History Standards</i>					
	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>	SS.H.1.K. Compare life in the past to life today.	SS.H.1.1. Create a chronological sequence of multiple events. SS.H.2.1. Describe individuals and groups who have shaped a significant historical change.	SS.H.1.2. Summarize changes that have occurred in the local community over time.	SS.H.1.3. Create and use a chronological sequence of events.		SS.H.1.5. Create and use a chronological sequence of related events to compare developments that happened at the same time.
<i>Perspectives</i>	SS.H.2.K. Examine the significance of our national holidays and the heroism and achievements of the people associated with them.	SS.H.3.1. Compare perspectives of people in the past to those of people in the present.	SS.H.2.2. Compare individuals and groups who have shaped a significant historical change.	SS.H.2.3. Describe how significant people, events, and developments have shaped their own community and region.	SS.H.1.4. Explain connections among historical contexts and why individuals and groups differed in their perspectives during the same historical period.	
<i>Historical Sources and Evidence</i>			SS.H.3.3. Explain how different kinds of historical sources (such as written documents, objects, artistic works, and oral accounts) can be used to study the past.	SS.H.3.3. Identify artifacts and documents as either primary or secondary sources of historical data from which historical accounts are constructed.	SS.H.2.4. Using artifacts and primary sources, investigate how individuals contributed to the founding and development of Illinois.	SS.H.2.5. Use information about a historical source—including the maker, 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>					SS.H.3.4. Explain probable causes and effects of events and developments in Illinois history.	SS.H.3.5. Explain probable causes and effects of events and developments in U.S. history.

<i>Disciplinary Concepts</i>	HISTORY: Grades 6–8		
	Less Complex (LC)	Moderately Complex (MdC)	More Complex (MC)
<i>Change, Continuity, and Context</i>	SS.H.1.6-8.LC. Classify series of historical events and developments as examples of change and/or continuity.	SS.H.1.6-8.MdC. Analyze connections among events and developments in broader historical contexts.	SS.H.1.6-8.MC. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.
<i>Perspectives</i>	SS.H.2.6-8.LC. Explain how and why perspectives of people have changed over time.	SS.H.2.6-8.MdC. Analyze multiple factors that influenced the perspectives of people during different historical eras.	SS.H.2.6-8.MC. Analyze how people’s perspectives influenced what information is available in the historical sources they created.
<i>Historical Sources and Evidence</i>	SS.H.3.6-8.LC. Classify the kinds of historical sources used in a secondary interpretation.	SS.H.3.6-8.MdC. Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.	SS.H.3.6-8.MC. Analyze how people’s perspectives influenced what information is available in the historical sources they created. Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where this information is not easily identified.
<i>Causation and Argumentation</i>	SS.H.4.6-8.LC. Explain multiple causes and effects of historical events.	SS.H.4.6-8.MdC. Compare the central historical arguments in secondary works across multiple media.	SS.H.4.6-8.MC. Organize applicable evidence into a coherent argument about the past.

Disciplinary Concepts

HISTORY: Grades 9–12

Change, Continuity, and Context

- SS.H.1.9-12.** Evaluate how historical developments were shaped by time and place as well as broader historical contexts.
- SS.H.2.9-12.** Analyze change and continuity within and across historical eras.
- SS.H.3.9-12.** Evaluate the methods utilized by people and institutions to promote change.

Perspectives

- SS.H.4.9-12.** Analyze how people and institutions have reacted to environmental, scientific, and technological challenges.
- SS.H.5.9-12.** Analyze the factors and historical context that influenced the perspectives of people during different historical eras.
- SS.H.6.9-12.** Analyze the concept and pursuit of the “American Dream.”
- SS.H.7.9-12.** Identify the role of individuals, groups, and institutions in people’s struggle for safety, freedom, equality, and justice.
- SS.H.8.9-12.** Analyze key historical events and contributions of individuals through a variety of perspectives, including those of historically underrepresented groups.

Historical Sources and Evidence

- SS.H.9.9-12.** Analyze the relationship between historical sources and the secondary interpretations made from them.

Causation and Argumentation

- SS.H.10.9-12.** Analyze the causes and effects of global conflicts and economic crises.
- SS.H.11.9-12.** Analyze multiple and complex causes and effects of events in the past.
- SS.H.12.9-12.** Analyze the geographic and cultural forces that have resulted in conflict and cooperation.

Proposed Psychology, Anthropology, and Sociology Standards

The current Illinois Social Science Learning Standards do not include learning standards for psychology, anthropology, and sociology. Although each of these areas have national standards, members of the Illinois Social Science Revision Task Force expressed a desire to be included in the C3 Framework.

The Illinois Social Science Revision Task Force recognized the following:

- Most, if not all, high schools in the state offer a course in psychology. Large district high schools have departments that encompass all three content areas and, as such, would benefit from the guidance of learning standards.
- Placement with the traditional four social science pillars—civics, geography, economics, and history—might be interpreted as a new mandate or strong suggestion for course work.
- The path to being college and career ready includes the need for intrapersonal, interpersonal, social, and anthropological understandings of our placement in the world. As such, it was decided to develop learning standards for psychology, anthropology, and sociology, but include them in Appendix C. This will provide guidance for program and curricular development for those schools that offer these subjects but not imply that they are a requirement.

Anthropology, psychology, and sociology provide students with unique approaches to not only understand themselves but others, both similar and different from them. These courses also provide exceptional opportunities to synthesize all of the skills students develop in history, economics, geography, and civics classes. 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, students will be much more prepared for the challenges of their adult lives.

The proposed psychology, anthropology, and sociology standards provide overarching themes of what students should know and be able to do at the conclusion of a high school course in anthropology, psychology, and sociology. The standards are not meant to outline the daily curriculum but to provide the destinations at which students should arrive at the end of the term or course. These standards do not prescribe how to get students to this destination— that is determined by the individual school’s curriculum. Additional guidance for the daily curriculum can be found in the appendix of the C3 Framework (**annotate later**) as well as each subject area’s respective national association as follows:

- Anthropology—American Anthropological Association
<http://www.aaanet.org/resources/teachers/>
- Psychology—American Psychological Association
<http://www.apa.org/education/k12/national-standards.aspx>

TOPSS (Teachers of Psychology in Secondary Schools)

<http://www.apa.org/ed/precollege/topss/lessons/>

- Sociology—American Sociological Association
<http://www.asanet.org/teaching/HighSchool.cfm>

Introsocsite: Introduction to Sociology

<http://www.asanet.org/introsociology/home.html>

Next Steps

Once the standards are adopted, following are suggestions for next steps:

1. ISBE, regional offices of education, colleges and universities, and educational nonprofit organizations provide professional development on the new standards.
2. Curricular examples for each of the standards are created and made available on a website.
3. Curricular resources are created and made available to all teachers.
4. The Illinois Social Science Learning Standards are reviewed one year after implementation for programmatic feedback and modeling an effective continuous improvement cycle.