

Social Science Learning

Civic Standards Birth-8th Grade

IL EARLY LEARNING & DEVELOPMENT STANDARDS: 14C Understand ways groups makes choices and decisions

Benchmark: 14.C.ECa Participate in voting as a way of making choice.

Kindergarten	1 st Grade	2 nd Grade
<p>Civics Process, Rules and Laws SS.CV.2.K: Explain the need for and purposes of rules in various settings, inside and outside of school.</p>	<p>Civic and Political Institutions SS.CS.1.1: Explain how all people, not just official leaders, play important roles in a community</p> <p>Civics Process, Rules, and Laws SS.CV.2.1: Identify and explain how rules function in various settings, inside and outside of school</p>	<p>Civics Process, Rules, and Laws SS.CV.2.2 Describe how communities work to accomplish common tasks, establish</p>

3 rd Grade	4 th Grade	5 th Grade
<p>Civic and Political Institutions SS.CV.2.3: Explain how groups of people make rules to create responsibilities and protect freedoms</p>	<p>Civic and Political Institutions SS.CV.1.4: Distinguish the responsibilities and powers of government officials at the local, state, and national levels</p>	<p>Civic and Political Institutions SS.CV.2.5: Examine the origins and purposes of rules, laws, and key U.S. Constitutional provisions.</p>
<p>Processes, Rules and Laws SS.CV.4.3: Describe how people have tried to improve their communities over time</p>	<p>Participation and Deliberation: Applying Civic Virtues and Democratic Processes 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, and respect for individual rights) that guide our state and nation.</p>	<p>Processes, Rules, and Laws SS.CV.4.5: Explain how policies are developed to address public problems</p>

6 th - 8 th Grade
<p>SS.CV.5.6-8.LC, MdC, MC : Apply civic virtues and democratic principles in school and community settings.</p>
<p>SS.CV.3.6-8.LC, MdC, MC: Compare the means by which individuals and groups change societies, promote the common good, and protect rights.</p>
<p>SS.CV.6.6-8.LC: Determine whether specific rules and laws (both actual and proposed) resolve the problems they were meant to address.</p>
<p>SS.CV.4.6-8.MdC: Analyze the 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.2.6-8.MC: Analyze the power and limits of governments, public officials, and bureaucracies at different levels in the United States and other countries.</p>
<p>SS.CV.1.6-8.MC: Evaluate the powers and responsibilities of citizens, political parties, interest groups, and the media.</p>

SS.CV.4.6-8.LC: Explain the connection between interests and perspectives, civic virtues, and democratic principles when addressing issues in government and society.

SS.CV.6.6-8.MdC; Analyze the purposes, implementation, and consequences of public policies in historic and contemporary settings

K-8th Inquiry Skills

Developing Questions and Planning Inquiries

K-2nd Grade	3-5th Grade	6-8th Grade
Creating Essential Questions		
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.6-8. Create essential questions to help guide inquiry about a topic
Creating Supporting Questions		
Begins in 3rd grade	SS.IS.2.3.5. Create supporting question to help answer essential questions in an inquiry	SS.IS.2.6-8. Ask essential and focusing questions that will lead to independent research
Determining Helpful Sources		
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.

Evaluating Sources and Using Evidence

K-2th Grade	3-5th Grade	6-8th Grade
Gathering and Evaluating Sources		
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.L.C. Determine the value of sources by evaluating their relevance and intended use.
		SS.IS.4.6-8.Md.C. 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.
Developing Claims and Using Evidence		
SS.IS.4.K-2 Evaluate a sources 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.L.C. 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.

Communicating Conclusion and Taking Informed Action

K-2 nd Grade	3-5 th Grade	6-8 th Grade
Communicating Conclusions		
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.6.6-8LC. 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.
Critiquing Conclusions		
Begins in 3-5	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).
Taking Informed Action		
SS.IS. 6.K-12 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 classrooms and school.	SS.IS.8.6-8.L.C. 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.

Economics and Personal Finance Standards Birth-8th Grade

IL EARLY LEARNING & DEVELOPMENT STANDARDS: Explore roles in the economic system and workforce

Benchmarks: 15.A.ECa- Describe some common jobs and what is needed to perform those jobs;
15.A.ECb-Discuss why people work

Kindergarten	1 st Grade	2 nd Grade
	Economic Decision Making SS.EC.2.1: Describe the skills and knowledge required to produce certain goods and services	Financial Literacy SS.EC.FL4.2: Explain that money can be saved or spent on goods and services

3 rd Grade	4 th Grade	5 th Grade
Exchange and Markets SS.EC.2.3: Generate examples of the goods and services that governments provide.	Financial Literacy SS.EC.FL.3.4: Analyze how spending choices are influenced by price as well as many other factors (e.g. advertising, peer pressure, options).	National and Global Economy SS.EC.3.5: Determine the ways in which the government pays for the goods and services it provides.
Financial Literacy SS.EC.FL.3.3: Describe the role of banks and other financial institutions in an economy.	Exchange and Markets SS.EC.2.4: Describe how goods and services are produced using human, natural, and capital resources (e.g. tools and machines).	Exchange and Markets SS.EC.1.5: Analyze why and how individuals, businesses, and nations around the world specialize and trade.

6 th - 8 th Grade
SS.EC.1.6-8.LC: Explain how economic decisions affect the wellbeing of individuals, businesses and society
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.MC: Evaluate employment, unemployment, inflation, total production, income and economic growth data and how they affect different groups.
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.FL.2.6-8.LC: Explain the roles and relationships between savers, borrowers, interest, time, and the purposes for saving.
SS.EC.FL.1.6-8.LC: Analyze the relationship between skills, education, jobs, and income.
SS.EC.3.6-8.MdC: Explain barriers to trade and how those barriers influence trade among nations.

Geography Standards Birth-8th Grade

IL EARLY LEARNING & DEVELOPMENT STANDARDS: 17A Explore environment and where people live

Benchmarks: 17.A.ECa- Locate objects and places in familiar environments; 17.A.ECb- Express beginning geographic thinking.

Kindergarten	1 st Grade	2 nd Grade
Human-Environment Interactions SS.G.1.K: Explain how weather, climate, and other environmental characteristics affect people's lives	Geographical Representations SS.G.1.1: Construct and interpret maps and other representations to navigate to a familiar place	Geographical Representations SS.G.1.2: Construct and interpret maps and other graphic representations of both familiar and unfamiliar places Human Environment Interaction SS.G.2.2 Identify some cultural and environmental characteristics of your community and compare to other places

3 rd Grade	4 th Grade	5 th Grade
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Human-Environment Interaction: Place, Regions, and Culture SS.G.2.3: Compare how people modify and adapt to the environment and culture in our community to other places.	Geographic Representations: Spatial Views of the World SS.G.1.4: Construct and interpret maps of Illinois and the United States using various media.	Human-Environment Interaction: Place, Regions, and Culture SS.G.1.5: Investigate how the cultural and environmental characteristics of places within the United States change over time.
Geographic Representations: Spatial Views of the World SS.G.1.3: Locate major landforms and bodies of water on a map or other representation.	Human Population: Spatial Patterns and Movements 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.	Global Interconnections: Changing Spatial Patterns SS.G.4.5: Compare the environmental characteristics of the United States to other world regions.

6th - 8th Grade
SS.G.3.6-8.LC: Explain how environmental characteristics impact human migration and settlement.
SS.G.2.6-8.LC: Explain how humans and their environment affect one another.
SS.G.4.6-8.MdC: Explain how global changes in population distribution patterns affect changes in land use.
SS.G3.6-8.MdC: Explain how changes in transportation and communication influence the spatial connections among human settlements and affect the spread of ideas and culture.
SS.G3.6-8.MC: Evaluate the influences of long-term human induced environmental change on spatial patterns of conflict and cooperation.
SS.G2.6-8.MC: Evaluate how cultural and economic decisions influence environments and the daily lives of people in both nearby and distant places.

History Standards Birth-8th Grade

IL EARLY LEARNING & DEVELOPMENT STANDARDS: 18B Develop an awareness of self within the context of the family

Benchmark: 18.B ECa- Understand that each of us belongs to a family and recognize that families vary

Kindergarten	1st Grade	2nd Grade
Change, Continuity, and Context SS.H.1.K: Compare life in the past to life today	Change, Continuity, and Context SS.H.2.1: Describe individuals and groups who have shaped a significant historical change Perspectives SS.H.3.1: Compare perspectives of people in the past to those of people in the present	Change, Continuity, and Context SS.H.1.2: Summarize changes that have occurred in the local community over time Perspectives SS.H.2.2: Compare individuals and groups who have shaped a significant historical change

3rd	4th Grade	5th Grade
Perspectives SS.H.2.3: Describe how significant people, events, and developments have shaped their own community and region.	Perspectives SS.H.1.4: Explain connections among historical contexts and why individuals and groups differed in their perspectives during the same historical period.	Historical Sources and Evidence 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.
Historical Sources and Evidence SS.H.3.3: Identify artifacts and documents as either primary or secondary sources of historical data from which historical accounts are constructed.	Causation and Argumentation SS.H.3.4: Explain probable causes and effects of events and developments in Illinois history	Causation and Argumentation SS.H.3.5: Explain probable causes and effects of events and developments in U.S. history.

6-8 Grade
SS.H.2.6-8.LC: Explain how and why perspectives of people have changed over time.
SS.H.4.6-8.LC: Explain multiple causes and effects of historical events.
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.2.6-8.MC: Analyze how people’s perspectives influenced what information is available in the historical sources they created
SS.H.4.6-8.MC: Organize applicable evidence into a coherent argument about the past.

Social Science Learning: High School

Inquiry	
Constructing Essential Questions SS.IS.1.9-12: Address essential questions that reflect an enduring issue in the field.	
Constructing Supporting Questions SS.IS.2.9-12: Explain how supporting questions contribute to an inquiry.	
Determining Helpful Sources SS.IS.3.9-12: Develop new supporting and essential questions through investigation, collaboration, and using diverse sources.	
Gathering and Evaluating Sources 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.	Developing Claims and Using Evidence SS.IS.5.9-12: Identify evidence that draws information from multiple sources to revise or strengthen claims.
Communicating Conclusions SS.IS.6.9-12. Construct and evaluate explanations and arguments using multiple sources and relevant, verified information.	
Critiquing Conclusions SS.IS.7.9-12. Articulate explanations and arguments to a targeted audience in diverse settings.	
Taking Informed Action SS.IS.8.9-12. Use interdisciplinary lenses to analyze the causes and effects of and identify solutions to local, regional, or global concerns.	
Taking Informed Action 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.

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Civics

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

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.

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.6.9-12: Describe how political parties, the media, and public interest groups both influence and reflect social and political interests.

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.

Economics

SS.EC.1.9-12: Analyze how scarcity and incentives influence choices to consume or produce for different individuals and groups.

SS.EC.4.9-12: Evaluate the effectiveness of government policies to improve market outcomes, address inequality, or reduce inefficiencies.

SS.EC.6.9-12: Use data and economic indicators to analyze past and current states of the economy and predict future trends.

SS.EC.7.9-12: Describe how government policies are influenced by and impact a variety of stakeholders.

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.

SS.EC.10.9-12: Explain how globalization trends and policies affect social, political, and economic conditions in different nations.

Financial Literacy

SS.EC.FL.2.9-12: Explain how to make informed financial decisions by collecting information, planning, and budgeting.

SS.EC.FL.3.9-12: Explain how time, interest rates, and inflation influence saving patterns over a lifetime.

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.

SS.EC.FL.5.9-12: Evaluate the risk and returns on diversified investments.

Geography

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.

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

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

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

History	
SS.H.1.9-12: Evaluate how historical developments were shaped by time and place as well as broader historical context.	
SS.H.2.9-12: Analyze change and continuity within and across historical eras.	
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.9.9-12: Analyze the relationship between historical sources and the secondary interpretations made from them.	SS.H.8.9-12: Analyze key historical events and contributions of individuals through a variety of perspectives, including those of historically under represented groups.
SS.H.11.9-12: Analyze multiple and complex causes and effects of events in the past.	

Anthropology	
SS.Anth.1.9-12: Analyze the elements of culture and explain the factors that shape these elements differently around the world.	
SS.Anth.1.9-13: Explain how cultures develop and vary in response to their physical and social environment, including local, national, regional, and global patterns.	
SS.Anth.1.9-14: 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	
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

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.