

# **Illinois Social Science Standards Recommendations**

**November 2020**

**Prepared by members of the Illinois Social Science Standards Review  
Committee**

**Submitted to the Illinois State Board of Education**

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# The Illinois Social Science Standards Revision Project Report

## Introduction

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 students' preparation for college, career, and civic life. Through the social sciences, learners 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. While the social sciences are grounded in critical thinking and analytical skills, traditional disciplinary approaches and narratives are constructed with a white-European lens that marginalizes ethnic and racial minorities which produces a limited or false perspective. When the skill sets of the disciplinary content are applied in an inclusive manner, students are presented with opportunities to develop their understanding of self and also deepen their understanding of those around them.

Today, the need for young people to learn how to and be supported in engaging in a critical examination of the world around them through observation and discussion is becoming increasingly important. With information and media readily available through smart phone devices and other technologies, the ability to evaluate sources of information for accuracy, hidden narratives, and intent are essential skills for learners to possess. Through intentional alignment of learning standards with these essential skills, social sciences standards and instruction can and should be a vehicle by which students learn how to navigate the world in which they live.

## Background of the Social Science Standards

The current Illinois Learning Standards for Social Science were developed and adopted in 2016. The following text is an excerpt from the report provided to the ISBE Board when the Social Standards were last revised. It is included here to explain the structure of the current standards.

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 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.

The Social Science Standards Report (2016) recommended that the standards considered for adoption be reviewed for programmatic feedback and modeling an effective continuous improvement cycle. This recommendation grounds the current work and supports the call by Superintendent Carmen Ayala, members of the Illinois Legislature, and other stakeholders to actively engage in the work of building more equitable and inclusive learning environments.

## The Review Committee

The Social Science Standards Review committee was comprised primarily of classroom practitioner's representative of the various social studies disciplines, grade bands, and geographic regions of Illinois. Committee members were intentionally selected to ensure a majority of representatives were people of color. A number of Illinois-based universities and social studies organizations were also represented on the committee, including the University of Illinois-Springfield, University of Illinois at Urbana-Champaign, Loyola University Chicago, the Robert R. McCormick Foundation, Learning Dimensions Chicago, Liberate History, Facing History and Ourselves, and the Boys and Girls Club of Central Illinois. From the Illinois Legislative Black Caucus, Chair and Senate Majority Leader Kimberly Lightford and Representative La Shawn Ford offered input on the work of the group. Additionally, Dr. Sarah Shear, Assistant Professor in Social Studies and Multicultural Education from the University of Washington at Bothell offered her input based on her experience as the lead researcher for the only national studies on Social Science State Standards conducted to date. Table 1 provides a summary of sociodemographic information of group members and Table 2 provides the title, affiliation, and names of committee members.

Table 1: Sociodemographic Data

Gender	Race/Ethnicity	Employment	Preferred Grade Band
F = 29 M = 13	Asian = 5 Black/AA = 15 Latinx = 14 White = 7 Mid. Eastern = 1	Teacher = 26 Dist. Admin = 5 ROE = 1 Higher Ed = 4 Ed Org = 6	K-3 = 6 3-5 = 3 6-8 = 9 9-12 = 24
<b>Total</b>			<b>42</b>

**Table 2: Committee Membership**

Alayna Washington	High School Social Science Specialist, Chicago Public Schools	Krystle Hal	Teacher, Chicago Public Schools
Alicia Klein	Social Studies Teacher, Dundee-Crown High School	Latia King	Middle School Social Studies Teacher, CPS George M. Pullman School
Anthony Bradburn	Principal, Roselle Middle School	Laura Beltchenko	ELA, Assessment and Gifted Education Consultant, Chair of the ISBE Council on Gifted Education, Children’s Literature Consultant, North Cook ISC ELA Specialist
Antonio Garcia	Social Studies Teacher, Glenbard District #87 Directions Program	Limarís Pueyo	Director of English Learners & Equity, Woodstock CUSD 200
Billson Rasavongxay	Department Chair of Social Studies, Hinsdale Central High School	Lindsay Stallones Marshall	Chancellor's Postdoctoral Research Fellow in American Indian Studies, University of Illinois at Urbana-Champaign
Charles Tocci	Assistant Professor & Secondary Social Studies Education Program Coordinator, Loyola University Chicago	Lizzeth Fausto	Assistant Principal, Bensenville School District 2
Cindy Dollman	Director of Professional Learning, Peoria Regional Office of Education	Lourdes Maldonado	Social Studies Teacher, Belvidere High School
Cynthia Benoit	Kindergarten Teacher, Chicago Public Schools	Monica Swope	Principal Educational Consultant & Curriculum Specialist, Learning Dimensions
Demetrius Hobson	Founder/CEO of Liberate History	Mueze Bawany	Social Studies Teacher, CPS Roberto Clemente Community Academy
Dorlande Charles	Social Science Teacher, Chicago Public Schools	Pankaj Sharma	Social Studies Teacher, Niles North High School
Eliza Ramirez	Social Science Teacher, Chicago Public Schools	Rachel Juarez	High School Social Studies Teacher, Yorkville CUSD 115; Union President, Yorkville Education Association
Elvis Madison	Social Studies Teacher, Thornton Township High School	Raven Althimer	Social Studies Teacher, Englewood STEM High School
Flaudiano Valdez	3rd Grade Dual Language, Naperville District 203	Sammie Burton	Research Practitioner, Loyola University Chicago
Gaby Lopez	Dual Language Social Studies Teacher, West Chicago Elementary	Sarah Said	Director of Language and Equity Programs, Elgin Math & Science Academy Charter School
Gregory D Turner	CBE Coordinator, East St. Louis Dist. 189	Sarah Shields	Senior Program Associate, Facing History and Ourselves
Ivan Alvarado	Special Education History Teacher, CPS North-Grand High School	Sonia Mathew	Program Officer, The Robert R. McCormick Foundation
Janeen Lee	K-12 Social Science Manager, Chicago Public Schools		
Jasmine Flowers	History Teacher, Thornton Township Dist 205		
Jenine Wehbeh	Social Science Teacher, Chicago Public Schools		
Jordan Hohm	Social Science Teacher, East St. Louis School Dist 189		

Tamara Acoba	Middle School Social Science Specialist, Chicago Public Schools	Tulia Golden	Bilingual Reading Specialist, Naperville Beebe Elementary School
Tareeq Rasheed	Social Science Teacher, CPS Hayt Elementary	Twyla Lee	Social Studies Teacher, East St. Louis Dist 189
Tiffani Saunders	Lecturer in Sociology/Anthropology and African American Studies, University of Illinois Springfield	Yamali Rodriguez-Gruger	High School Social Science Specialist, Chicago Public Schools
Tiffany Mathis	CEO & Executive Director, Boys & Girls Clubs of Central Illinois	Yenny Muñoz--Swaninger	Dual Language Kindergarten Educator, Naperville District 203

## The Working Process of the Committee

The process of the current review and recommendations included a review of the standards at three levels. The first level was singularly for language and discrete concepts. The second level review of the standards was of content units to study how concepts are couched within larger units. The third level review of the standards was as a whole to examine how concepts are pulled through and across grade levels. A Strengths, Weaknesses, Opportunities, and Threats framework was utilized with committee members with a form offered for each of the standards that had space for commentary on each of the four constructs. Committee members selected groups of standards for review based on their content area expertise. Standards were reviewed using a few key lenses which included but were not limited to their own personal lived experiences in the US, social justice, anti-racism, oppression, and inclusivity. Strengths, weaknesses, opportunities, and threats were identified through the review as the members thought about the alignment of the language, concepts, and themes utilized in the standards with the central ideas of social justice, anti-racism, oppression, and inclusivity.

Seven face-to-face meetings were conducted virtually with the whole group and small group breakouts. Initial work focused on reviewing the current K-12 Illinois Learning Standards for Social Science for inclusive content with the purpose of identifying gaps and misrepresentations of critical events or outcomes, cultural groups, and/or individuals.

The committee quickly identified that additional supports and resources for educators would be essential to elicit change in the teaching of Social Sciences in Illinois. To that aim, outline summaries for educator tool kits to be developed for each of the standards adopted following revision and adoption by the Board were developed by members of the group for presentation (provided in [Appendix B](#)) in addition to the recommendations for standards review.

### **The committee utilized the ISBE Equity Statement for conceptual grounding of the work:**

*Illinois has an urgent and collective responsibility to achieve educational equity by ensuring that all policies, programs, and practices affirm the strengths that each and every child brings within their diverse backgrounds and life experiences, and by delivering the comprehensive supports, programs, and educational opportunities they need to succeed.*

## Standards Review Process

Each committee member completed an online form for each of the standards they chose to review with opportunities for discussion about the standards both in small group and whole group contexts. Responses were compiled by ISBE staff, and from this, themes categorized by the content area of the standards, and constructs of strength, weakness, opportunity, or threat were identified. Subthemes were grouped into larger themes, [Appendix A](#) includes an outlay of each of the content areas reviewed and the themes identified.

### OVERARCHING SWOT SUMMARY

*Across Grade Bands and Content Areas*

#### Strengths

- In most cases, the standards are written in a way that lacks specificity at a level that allows for community-embedded content and curricular resources and supports as determined necessary at local level.

#### Weaknesses

- The use of broad language could allow for presentation of content in a manner that romanticizes and values specific cultural identities and experiences over others.
- There is a lack of specific language to indicate the necessity of inclusion of non-dominant cultural narratives and sources of historical information.
- There is a lack of inclusion on the inputs and processes people use to make decisions and how those things impact many aspects of society and communities from individual behavior to policy.
- Strong language to empower students to initiate change in one's communities is lacking across the grade bands.
- There is no language in any of the standards that directs students and teachers to directly cover items such as racism, LGBTQ+, etc. These topics are indicated as necessary to cover in State-mandated units of study, however there are no standards aligned to these mandates.
- Many of the standards seem to assume equity of power, rights, and voice.
- The majority of the standards often do not highlight the discussion of limitations and weaknesses of systems, concepts, and ideas (i.e. voting rights/election participation) when relevant.
- There is an overall lack of focus on unintended outcomes and consequences related to choices and critical events.

## Threats

- There is a need in teacher preparation to present instruction and utilize materials that lend to cultural consciousness of the voices and narratives that should be heard.
- There is a need in teacher preparation to analyze bias in oneself and hidden narratives in curricular resources.
- Some teachers may lack in-depth content understanding necessary to situate critical events within different periods of time and their relationships with other events and other concepts within these standards.
- In the current standards, the lack of prescribed content knowledge related to events could allow for omission of essential pieces and perspectives in history.
- The assumption of equity of power, rights, and voice can prevent the exploration of the inequities of power, rights, and voice in the present and throughout history based on sociodemographic characteristics.
- Through not explicitly highlighting the limitations and weaknesses of systems, concepts, and ideas in the standards, the dominant narrative is likely to be prioritized.

## Opportunities (Needs)

- The development of guidance, tools, and professional learning on how to locate and utilize resources for non-dominant cultural narratives and sources of historical information.
- The development of guidance for each standard could be provided for educators on how to ensure instruction and content are not biased to value specific cultures, time periods, and experiences over others.
- The inclusion of standards related to decision-making inputs and processes people use to make decisions and how those things impact many aspects of society and communities from individual behavior to policy.
- The inclusion of standard(s) at an earlier age that promote the critical examination of sources of information for bias and hidden narratives.

## Recommendations

The committee developed four main recommendations:

1. Continue the review and revision process to revise the social science standards in ISBE rules with stakeholder input.
2. Develop guidance (scope and depth) for each standard provided for educators on how to ensure instruction and content are not biased to value specific cultures, time periods, and experiences over others.
3. Develop guidance, tools, and professional learning on how to locate and utilize resources for non-dominant cultural narratives and sources of historical information.

4. Review and propose amendments for ISBE rules related to the coursework and preparation required for preservice teachers.

The action plan matrices are laid out for each of the recommendations in the following section.

<b>Recommendation 1:</b> <i>Continue the review and revision process to revise the social science standards in ISBE rules with stakeholder input.</i>			
<b>Project</b>	<b>Description &amp; Deliverables</b>	<b>Outcomes</b>	<b>Timeline</b>
Continue to convene panel to propose amendments to ISBE rules to update the Standards.	<p>A panel of diverse stakeholders will meet regularly to review this committee’s recommendations and amend the rules for Social Science Standards and a proposal will be submitted to the ISBE Board for approval.</p> <p>Crosswalk with or inclusion of culturally responsive teaching and learning strategies.</p> <p>General recommendations on standards to be updated, revised, or included are offered in further detail in <a href="#">Appendix A</a>.</p>	<p>The Illinois Learning Standards for Social Science will promote teaching of social sciences that is inclusive, anti-racist, bias-free, and culturally responsive.</p>	<p><i>Begin:</i> Immediately to be completed Summer 2021. This work will be a continuance of the current review project. Proposed amendments to be presented at February ISBE Board meeting for discussion</p> <p><i>Continuation:</i> Adopted standards should be reviewed within three years for any proposed amendments to take effect within four years subsequent to initial adoption.</p>

<p>ISBE adoption of amended Social Science Standards.</p>	<p>Following presentation of suggested amendments to the ISBE Board and approval by the Board, the proposed amendments will go out for public comment.</p>	<p>The Illinois Learning Standards for Social Science will teaching of social sciences that is inclusive, anti-racist, bias-free, and culturally responsive.</p>	<p><i>Begin:</i> Immediately to be completed Summer 2021.</p> <p><i>Continuation:</i> Adopted standards should be reviewed within three years for any proposed amendments to take effect within four years subsequent to initial adoption.</p>
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**Recommendation 2:** *Develop guidance (scope and depth) for each standard provided for educators on how to ensure instruction and content are not biased to value specific cultures, time periods, and experiences over others.*

Project	Description & Deliverables	Outcomes	Timeline
<p>Development of an educator tool kit to support the <a href="#">State-mandated units of study</a> for Social Science.</p>	<p>ISBE staff will coordinate an advisory group to complete this work for all State-mandated units of study.</p> <p>This resource book will include suggested essential concepts, events, and individuals for inclusion, lists of classroom resources, and suggested resources for relevant professional development.</p>	<p>Classroom teachers will have comprehensive guidance on resources to utilize to offer inclusive instruction for the State mandates.</p>	<p><i>Begin:</i> Work to begin immediately and prepared for release by July 1, 2021.</p> <p><i>Continuation:</i> The guide should be reviewed by ISBE staff in collaboration with classroom teachers and social science scholars bi-annually at a minimum.</p>

Professional learning offered on IL Social Science mandated units of Educator Tool Kit	A train-the-trainer model will be utilized to train ROE staff on delivery of the professional learning to local districts.	Classroom teachers will be educated on the resources made available to them on the State mandates and collaborate with their peers to develop plans for implementation of the resources.	<i>Begin:</i> July and August, 2021  <i>Continuation:</i> Professional learning should be evaluated annually and revised as needed for continued annual offerings.
Development of an IL Social Science Learning Standards educator tool kit	The social science standards educator tool kit will align standards to culturally responsive pedagogy and offer outlines of essential concepts, events, individuals, and places to include.	Classroom teachers will have comprehensive guidance to implement the social science standards with respect to culturally inclusivity and anti-racism.	<i>Begin:</i> June 2022  <i>Continuation:</i> The guide should be reviewed by ISBE staff in collaboration with classroom teachers and social science scholars bi-annually at a minimum.

<b>Recommendation 3:</b> <i>Develop guidance, tools, and professional learning on how to locate and utilize resources for non-dominant cultural narratives and sources of historical information.</i>			
<b>Project</b>	<b>Description &amp; Deliverables</b>	<b>Outcomes</b>	<b>Timeline &amp; Funding Considerations</b>
Development of the IL Toolkit for Choosing Quality Teaching Resources  (current project in Curriculum and Instruction Department)	Continue to convene a cross-curricular panel of educators to develop an instructional guide/tool for the purpose of including non-dominant cultural narratives and perspectives-across content.	All content area teachers will provide instructional resources that are inclusive and representative of non-dominant narratives/perspectives.	<i>Begin:</i> To start immediately for release before the onset of 2021-22 school year.  <i>Continuation:</i> The toolkit should be reviewed by ISBE staff in collaboration with classroom teachers and social science scholars bi-annually at a minimum.

**Recommendation 4:** Review and propose amendments for ISBE rules related to the coursework and preparation required for preservice teachers.

Project	Description & Deliverables	Outcomes	Timeline
Continue to convene the current committee to propose amendments to ISBE rules for licensure and endorsement requirements for Social Science educators for the purpose of developing culturally responsive educators.	<p>In collaboration with representatives from Educator Effectiveness, review ISBE rules for licensure and endorsement requirements for teachers of social sciences.</p> <p>Review existing standards for culturally responsive educators.</p>	Provide proposed amendments to ISBE rule; recommendations and guidance for courses; professional development; and resources to ensure teacher prep programs develop culturally responsive and competent educators.	<p><i>Begin:</i> January-2021 through May 2021</p> <p><i>Continuation:</i> Panel will meet at a minimum of every three years to review needs and progress in development of culturally responsive educators and provide recommendations to ISBE.</p>

## Educator Tool Kit Component Outlines

Component outlines for educator tool kits for both the State-mandated units of study and the Illinois Learning Standards for Social Science to be amended were developed by the working group to provide a foundation for the work that is needed to build out resources for educators. The committee believes these resources are essential to improve the teaching of social sciences. The full development of educator tool kits that align with each of the State mandates and the Illinois Learning Standards for Social Science to be amended is recommended by the Committee. The current Illinois Learning Standards for Social Science are provided in [Appendix D](#). The State-mandated units of study that are relevant to Social Sciences have been outlined in [Appendix E](#). The committee examined the mandated units of study and currently existing standards in consideration of necessary items for the educator tool kit component outlines that can be found in [Appendix B](#).

## Other Considerations

In addition to identifying recommendations, committee members also identified the importance of providing necessary resources for the projects within each recommendation to ensure the

recommendations are implemented with fidelity and recommended stipends for those participating in the standards revision work. In particular, due to the disproportionately low numbers of educators of color in Illinois, these teachers are often asked to lend their expertise and perspectives for work on diversity, equity, and inclusion initiatives. The committee feels it is very important that people who share their expertise should receive compensation.

## **Conclusion**

While local control and broadly written standards do afford districts and educators the ability to situate their curriculum within local community contexts to allow for the inclusion of elements relevant to the cultures of the students engaged in the learning, these same factors create unintended consequences. These unintended consequences include *a lack of representation of all voices relevant to critical historical events and social science concepts* and *a diminished ability for students to evaluate and critically analyze different perspectives*. Through the revision and adoption of more specific standards that push for the representation and inclusion of all relevant voices and peoples, it is the goal of the committee that all learners in Illinois will be better able to both see themselves and others more fully present and accurately represented throughout human history and even in the present.

# Appendices

# APPENDIX A

## Social Science Standards Review Themes

### *Overarching (Across Grade Bands and Content Areas)*

#### **Strengths**

- In most cases, the standards are open enough to allow for community-embedded content and curricular resources and supports as determined necessary at local level

#### **Weaknesses**

- Broad language could allow for presentation of content in a manner that romanticizes and values specific cultural identities and experiences over others
- Lacking specific language to indicate the necessity of inclusion of non-dominant cultural narratives and sources of historical information
- Lack of inclusion on the inputs and processes people use to make decisions and how those things impact many aspects of society and communities from individual behavior to policy (History)
- Lacks strong language to empower students to initiate change in one's communities
- There is no language in any of the standards that directs students and teachers to directly cover items such as racism, LGBTQ+, etc.
- Standards seem to assume equity of power, rights, and voice.
- Standards often do not highlight the discussion of limitations and weaknesses of systems, concepts, and ideas (i.e. voting rights/election participation)
- Lack of focus on unintended outcomes and consequences

#### **Threats**

- Lack of teacher preparation to present instruction and utilize materials that lend to cultural consciousness of the voices and narratives that should be heard.
- Lack of teacher preparation to analyze bias in oneself and hidden narratives in curricular resources.
- Some teachers may lack in-depth content understanding necessary to situate critical events within different periods of time and their relationships with other events and other concepts within these standards.
- Lack of prescribed content knowledge of events could allow for omission of essential pieces of history.
- The assumption of equity of power, rights, and voice can prevent the exploration of the inequities of power, rights, and voice in the present and throughout history based on sociodemographic characteristics.
- Through not explicitly highlighting the limitations and weaknesses of systems, concepts, and ideas, the dominant narrative is likely to be prioritized.

## Opportunities

- Guidance, tools, and professional learning on how to locate and utilize resources for non-dominant cultural narratives and sources of historical information.
- Guidance for each standard could be provided for educators on how to ensure instruction and content are not biased to value specific cultures, time periods, and experiences over others.
- Inclusion of standards related to decision-making inputs and processes people use to make decisions and how those things impact many aspects of society and communities from individual behavior to policy.
- Inclusion of standard(s) at an earlier age that promote the critical examination of sources of information for bias and hidden narratives.

## *History*

### Strengths

- Open enough to allow for community-embedded content and curricular resources and supports as determined necessary at local level
- Encourages exploration of change and continuity (historical skillset as opposed to specific content)
- Opportunity for students to get acquainted with “history makers”
- Encourages students to think critically about their place in time

### Weaknesses

- Broad language could allow for presentation of content in a manner that romanticizes and values specific cultural identities and experiences over others:
  - the past or the present over one another
  - holidays and heroic individuals
  - selection of history makers
- Lacks strong language to encourage critical examination of one’s communities and cultural practices in relation to change over time
- Lacks strong language to empower students to initiate change in one’s communities
- Lacking specific language to indicate the necessity of inclusion of non-dominant cultural narratives and sources of historical information
  - “Facts” have a point of view of the speaker or source
- Change and continuity is presented in the standards as a linear progression towards justice, versus a pendulum.
  - Deterministic view of the past that characterizes people as “of their time” to excuse historical injustices.
  - Colonialism timeline compared to indigenous histories/ European timelines-global histories
- Lack of explicit language around methods to bring about change; human emotional and behavioral responses to change; and the impact of those responses on the course of history.
- Lack of inclusion on the inputs and processes people use to make decisions and how those things impact many aspects of society and communities from individual behavior to policy.

- Uncritically presents the “American Dream” in a manner that lacks specific language to appropriately critique the concept and its limitations as well as impact on all peoples.

### **Threats**

- Lack of teacher preparation to present instruction and utilize materials that lend to cultural consciousness of the voices and narratives that should be heard.
  - Reductionist view of cultural concepts (food, fashion, and festival)
- Timelines and global histories are Eurocentric and limit how student’s think of periodization

### **Opportunities**

- Introduction at earlier ages of the existence of bias and narratives, their sources, and how they are institutionalized or upheld (K)
- Inclusion of standards related to:
  - decision-making inputs and processes people use to make decisions and how those things impact many aspects of society and communities from individual behavior to policy (9-12)
  - constructs of oppression in standards (9-12)
  - specific to communication, story-telling, and counter narratives (K-12)
  - anti-racism, settler colonialism, and white supremacy as explicit components of appropriate standards (9-12)

<i><b>Inquiry</b></i>
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### **Strengths**

- Can empower students to research within a field
- Inquiry model sufficient if the topic is focused on diversity

### **Weakness**

- Lack of teacher preparation to support student's ability to build consensus and give impartial views that allow for cultural differences and are substantiated by facts.
- Enduring issues are constructed from a dominant white value and may not include facets that are representative of nonwhites
- Lack of teacher preparation to support student's ability to evaluate sources based off of their learning needs- ESL/IEP

### **Threats**

- Inquiry use of sourcing does not address media literacy needed to determine the credibility of sources
  - Can result in irrelevant or false information
- Helpful and diverse sources can present partisan views and limit analysis from a bipartisan perspective

### **Opportunities**

- Potential to combine and/or reduce standards.
- Support student voice in school and local community decisions making.

- Incorporate the perspectives of multiple disciplines-history, civics, and so forth.
- Focus on democratic strategies and procedures to elevate voices.
- Support on sourcing and media literacy needed as well as how to gather diverse and representative perspectives when sourcing.

## *Economics*

### **Strengths**

- Provides a frame of reference for comparing and contrasting local, state, and regional goods and services and economics.
- Allows for evaluation of alternative approaches to economic issues and includes effects on different groups of people.
- Allows for evaluation of how economic factors like employment and production affect different groups of people.
- Provides a means for analyzing relationships between education and skills and income.
- Personal finance standards are relevant to adult life.

### **Weaknesses**

- Presentation of choice in making economic related decisions does not indicate that some decisions are a matter of necessity not choice.
- Lacks specific language to account for how sociodemographic characteristics have impacted individual and cultural groups' ability to earn pay or income in exchange for work.
- Lacks specific language on other forms of capitol besides money as an exchange for goods and services.
- Lacks specific language on power, wealth, and how economic decisions are made, assumes all individuals are empowered to make the best choices and economic failure is a result of assumed choice.
- Lacks specific language or constructs to critically analyze the role of corporations, non-profits, and labor unions.

### **Threats**

- The concept of scarcity and want undermines the realities of poverty and its disproportionate effects on students of color.
- Employs a white classist dominant construct on saving and spending that suggest one has the choice to either spend or save.
- Assumes that all economic decision is made for the well-being of society, and does not allow for critique of how decision effects non-decision makers.
- Possibility of marginalizing the contributions of working class, people of color, and women to the innovation and entrepreneurship of the market economy.

### **Opportunities**

- Inclusion of definitions of economic terms that are not specific to white norms.
- Revision of specific standards to address weaknesses/threats- specific to stereotypes and bias.

- Provide support to teachers for explaining the interconnectedness of the world's economy and the barriers to trade, and the effects of these barriers.

## *Civics*

### **Strengths**

- Many of the standards utilize higher order thinking skills, such as evaluation, which can lead to deeper engagement with the content.

### **Weaknesses**

- Discussion of “rules” when outside the classroom could be problematic in that there are cultural and familial differences.
- Broad language could allow for presentation of content in a manner that romanticizes and values specific cultural identities and experiences over others
  - Definitions of terms such as equality, freedom, liberty, etc.

### **Threats**

- Lack of teacher preparation to present instruction and utilize materials that lend to cultural consciousness of the voices and narratives that should be heard.
  - Reductionist view of “society” and cultural components of society.
- U.S. Constitution: "the common good" has always reflected those with power and this document has only protected the rights of some individuals consistently. Failure to acknowledge that is being complicit is advancing a false narrative that this document is neutral in some sense

### **Opportunities**

- Provide guidance (scope and depth for example) or add supporting language to standards related to:
  - the building of community within the context of leadership.
  - context-specific rules as they relate to different cultures and even different families.
  - Identification of appropriate roles of authority as opposed to assumed or made-up roles
  - Initiation of and sustaining change in one’s communities.
  - Limitations and weaknesses of systems, concepts, and ideas (i.e. voting rights/election participation).
  - Decision-making and processes related to the construction of constitutions, laws, and agreements (who were/are or were not/are not represented and included).
  - U.S. Constitution:
    - Explain how the U.S. Constitution established a system of government that has powers, responsibilities.
    - Identify how the constitution has changed over time for different groups
    - How the Constitution still being changed, or pushed to be changed.
  - Diverse perspectives and more specific language on dispositions we want students to cultivate, the principles we want them to understand, and how diverse perspectives affect human rights.

- Include language to call attention to groups whose interests are elevated and whose interests are silenced or excluded.
- Include language to highlight unintended outcomes and consequences.

### *Anthropology 9-12*

#### **Strengths**

- Supports the understanding of identify and intersectionality by encouraging students to confront implicit biases personally, nationally and globally.
- As a discipline anthropology has historically both promoted and refuted racist ideas; the field provides critical tools to understand the world and advocate for the cultural wealth and knowledge of marginalized people.

#### **Weaknesses**

- Lacks standard that focuses on the historical development of anthropology as a discipline.
- Narratives surrounding culture have been interpreted through Eurocentric lenses.

#### **Opportunities**

- Provide guidance and support to:
  - Identify and define the holistic perspective used by anthropologists to study culture.
  - Examples or real-world situations to apply anthropological concepts and anthropological knowledge to a variety of real-world situations.
- Lacks standard that focuses on the historical development of anthropology as a discipline.

#### **Threat**

- Potential bias in anthropology content can reinforce historical racist and cultural hierarchies.

### *Sociology 9-12*

#### **Strengths**

- N/A

#### **Weaknesses**

- Lacking race and religion as social structures.

### **Threats**

- Standards lack specific constructs related to race and the impact of racial identity on social dynamics and individuals.

### **Opportunities**

- Provide guidance and support on all standards.
  - To add Critical Race Theory and non-dominant race human growth development perspectives.
  - To add race and religion to social structures for analysis.
  - Consider how racial development can influence the socialization of individuals
  - Specific resources to support the analysis of stratification and inequalities on groups and individuals.
    - Ex: In Caste, Wilkerson eight "pillars of caste", or features of caste systems in various societies.

## *Psychology 9-12*

### **Strengths**

- N/A

### **Weakness**

- Include explicit attention to ethics in methodologies (thinking of the Milgram experiments) and attend to flawed methodologies.
- Lacks information on psychological research, its conclusions, and evolution and changed over time, and been disproven.
- Lacks context of change in flawed psychological methods that have done great harm to people over time - e.g. anti-LGBTQ practices and policies.

### **Threats**

- The standards present a white dominant culture of the U.S., and whiteness is the standard upon which other differences are identified.
- Depending on how content is presented, the language of the standards leaves room for racial assumptions and stereotypes.

### **Opportunities**

- Include consideration of the ways cultural teachings impact our behavior and mental processes and influence psychological perspectives.
- Include culturally diverse psychological thinking in standards.
- Standard that explicitly addresses that the default science of psychology in the US is crafted within the dominant narrative.
- Psychology should be taught with a multicultural lens.

## Appendix B

### Revised Social Science Standards

#### Outline of Resources for Standards Tool Kits

In general, the Standards and State-Mandated Units of Study tool kits will include the sources that fall into two categories based on resources that would support educators across multiple/all of the standards or specific to the individual standards.

#### Resources and Support Components

- Identification of key concepts, events, individuals and places that should be included to fully address the standard
  - Multicultural inclusivity
  - Multiple perspectives (history is typically written by the victors)
  - Will help to address gaps in content knowledge on the educator's behalf without requiring extensive professional learning
- Cultural intersectionality concepts that are relevant to the standard
  - Explicitly address how cultural intersectionality could or did impact the standard being addressed
- Suggestions for project-based learning opportunities that align to the Inquiry Standards
  - Suggestions for learning activities and teaching methods that will foster inquiry- and project-based learning
- EL and dual language resources and supports
  - Compilation of available resources and supports to increase accessibility of content for the standards
- Vertical alignment with other standards, events, concepts, individuals
  - Support educators in the connection and interconnectivity of events, people, and places through offering suggestions on alignment to other standards and relevant topics.
- Relevant professional learning opportunities
  - Offer suggestions for high quality professional learning opportunities relevant to social science concepts and standards

## Appendix C

### Form Used to Review Standards

#### Social Science Standard Review: History

Use this form to capture your thinking about the strength and weaknesses or opportunities and threats in the existing social science standards.

K-5

Please use the form below to capture any strengths and opportunities or threats and limitations in the existing social science civic standards.

2. K - Kindergarten - Change, Continuity, and Context - [SS.H.1.K.Compare](#) (<http://ss.H.1.K.Compare>) life in the past to life today.

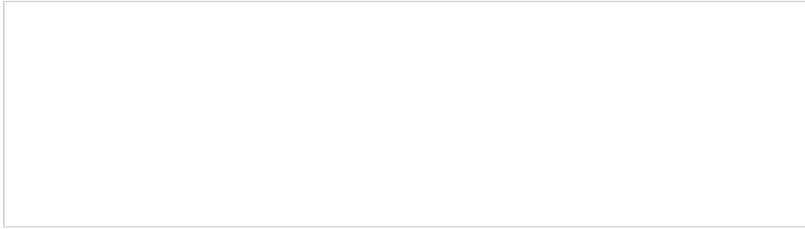
\* Required

1. Which grade band are your reviewing \*

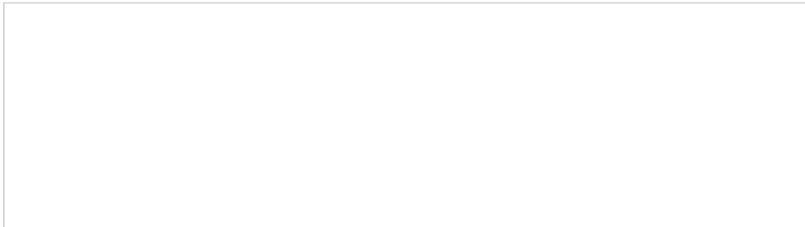
- K-5
- 6-8
- 9-12

3. K - Kindergarten - Perspectives - SS.H.2.K.Examine the significance of our national holidays and the heroism and achievements of the people associated with them.

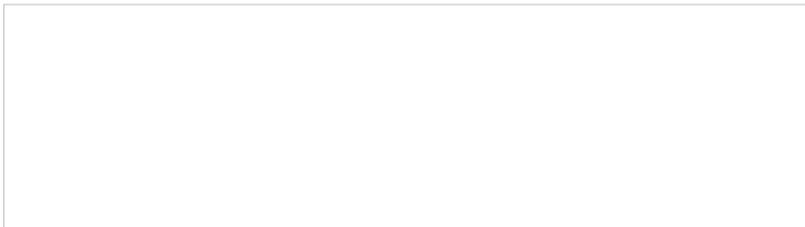
4.1 - 1st Grade - Change, Continuity, and Context - SS.H.1.1.Create a chronological sequence of multiple events.



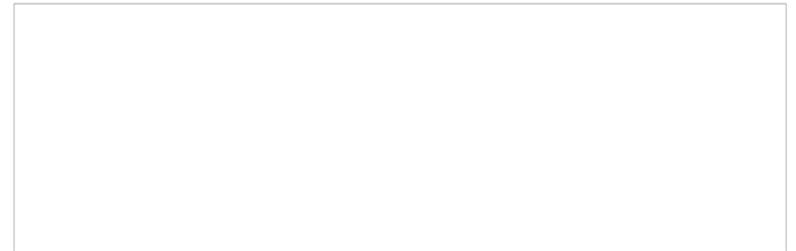
5.1 - 1st Grade - Change, Continuity, and Context - SS.H.2.1.Describe individuals and groups who have shaped a significant historical change.



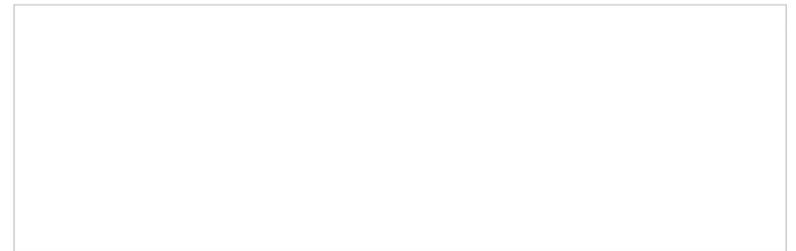
6.1 - 1st Grade - Perspectives - [SS.H.3.1.Compare \(http://ss.H.3.1.Compare\)](http://ss.H.3.1.Compare) perspectives of people in the past to those of people in the present.



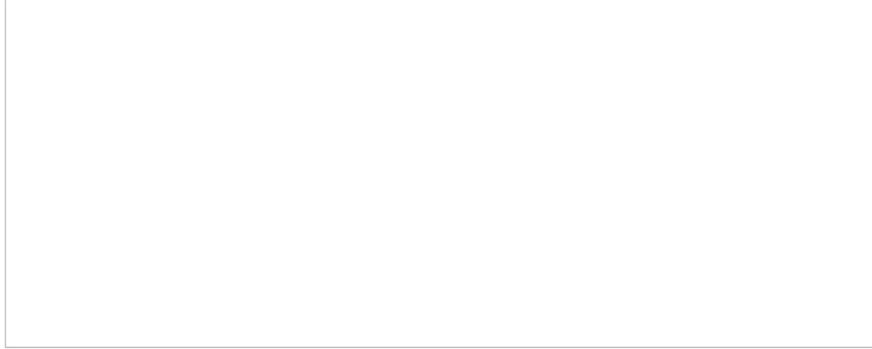
7.2 - 2nd Grade - Change, Continuity, and Context - SS.H.1.2.Summarize changes that have occurred in the local community over time.



8.2 - 2nd Grade - Historical Sources and Evidence - SS.H.3.2.Explain how different kinds of historical sources (such as written documents, objects, artistic works, and oral accounts) can be used to study the past.



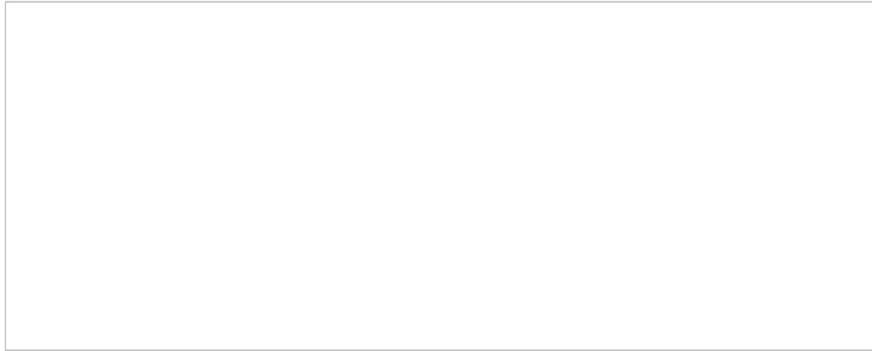
9.2 - 2nd Grade - Perspectives - SS.H.2.2.Compare (<http://ss.H.2.2.Compare>) individuals and groups who have shaped a significant historical change.



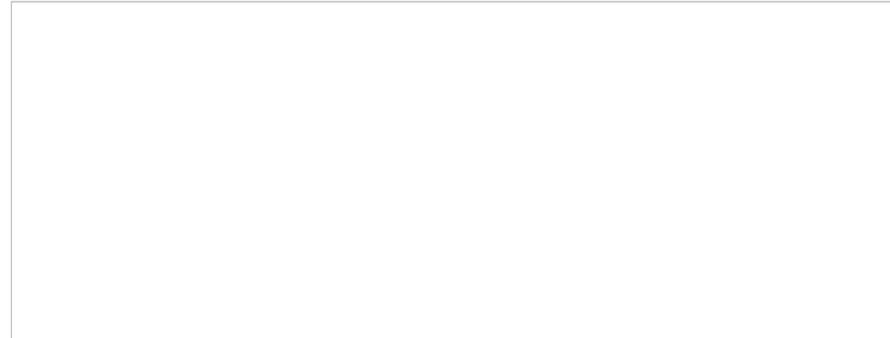
11.3 - 3rd Grade - Historical Sources and Evidence - SS.H.3.3.Identify artifacts and documents as either primary or secondary sources of historical data from which historical accounts are constructed.



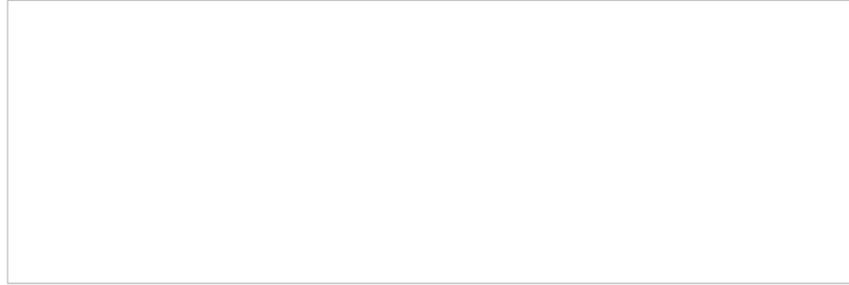
10.3 - 3rd Grade - Change, Continuity, and Context - SS.H.1.3.Create and use a chronological sequence of events.



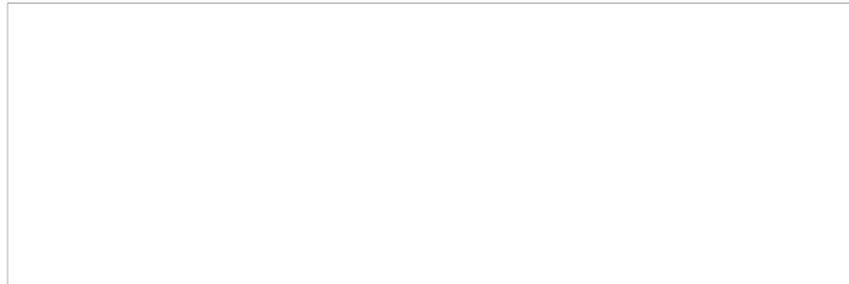
12.3 - 3rd Grade - Perspectives - SS.H.2.3.Describe how significant people, events, and developments have shaped their own community and region.



13.4 - 4th Grade - Perspectives - SS.H.1.4.Explain connections among historical contexts and why individuals and groups differed in their perspectives during the same historical period.



14.4 - 4th Grade - Historical Sources and Evidence - SS.H.2.4.Using artifacts and primary sources, investigate how individuals contributed to the founding and development of Illinois.



15.4 - 4th Grade - Causation and Argumentation - SS.H.3.4.Explain probable causes and effects of events and developments in Illinois history.

16.5 - 5th Grade - Change, Continuity, and Context - SS.H.1.5.Create and use a chronological sequence of related events to compare developments that happened at the same time.

17.5 - 5th Grade - 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.

18.5 - 5th Grade - Causation and Argumentation - SS.H.3.5.Explain probable causes and effects of events and developments in U.S. history.

19. Feedback, please provide your overall thought on these standards and any recommendations you have. \*

6-8

20. 6-8 - 6th through 8th Grade - Change, Continuity, and Context - [SS.H.1.6-8.LC](http://ss.H.1.6-8.LC) (<http://ss.H.1.6-8.LC>). Classify series of historical events and developments as examples of change and/or continuity.

A large, empty rectangular box with a thin black border, intended for the student's response to question 20.

2

22. 6-8 - 6th through 8th Grade - Change, Continuity, and Context - [SS.H.1.6-8.MC](http://ss.H.1.6-8.MC) (<http://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.

A large, empty rectangular box with a thin black border, intended for the student's response to question 22.

21. 6-8 - 6th through 8th Grade - Change, Continuity, and Context - [SS.H.1.6-8.MdC](http://ss.H.1.6-8.MdC). Analyze connections among events and developments in broader historical contexts.

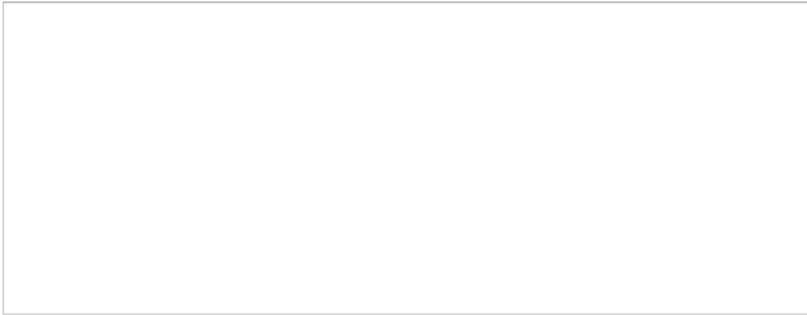
A large, empty rectangular box with a thin black border, intended for the student's response to question 21.

2

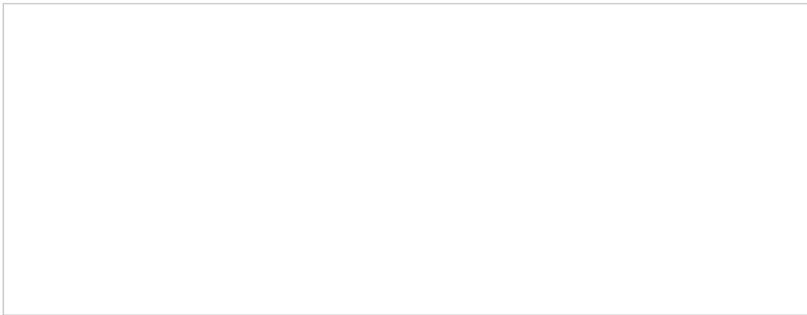
23. 6-8 - 6th through 8th Grade - Perspectives - [SS.H.2.6-8.LC](http://ss.H.2.6-8.LC) (<http://ss.H.2.6-8.LC>). Explain how and why perspectives of people have changed over time.

A large, empty rectangular box with a thin black border, intended for the student's response to question 23.A large, empty rectangular box with a thin black border, intended for the student's response to question 23.

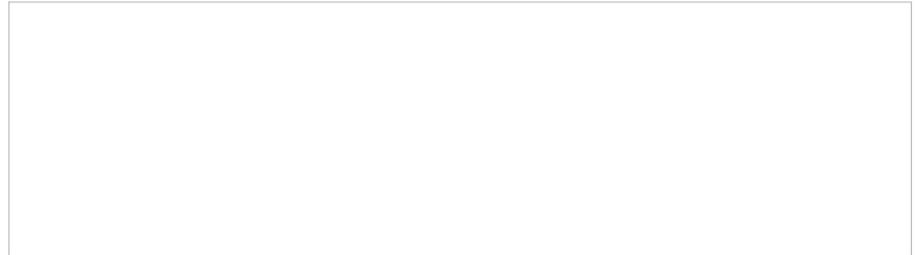
28. 6-8 - 6th through 8th Grade - Historical Sources and Evidence - [SS.H.3.6-8.MC](#) ([http://ss.H.3.6-8.MC](#)). Analyze how people's perspectives influenced what information is available in historical sources they created. Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where information is not easily identified.



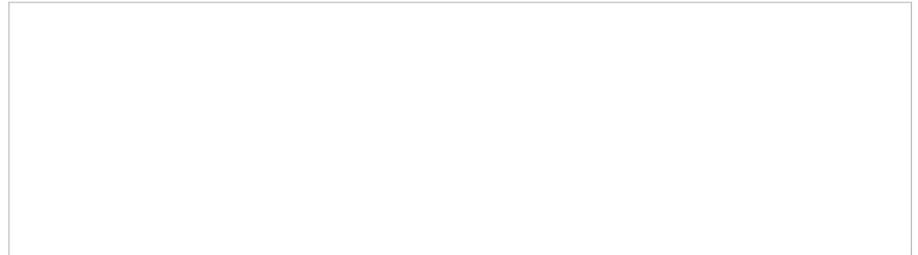
29. 6-8 - 6th through 8th Grade - Causation and Argumentation - [SS.H.4.6-8.LC](#) ([http://ss.H.4.6-8.LC](#)). Explain multiple causes and effects of historical events.



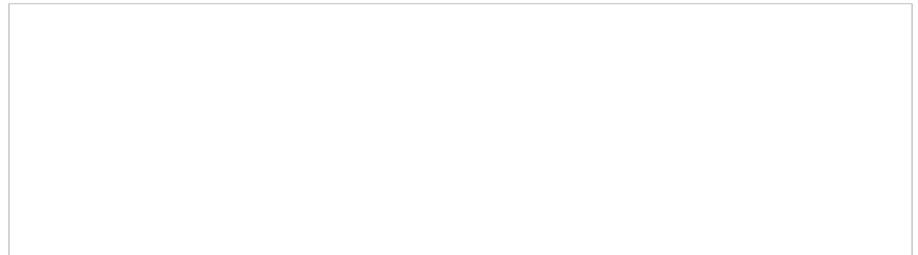
30. 6-8 - 6th through 8th Grade - Causation and Argumentation - [SS.H.4.6-8.MdC.Compare](#) ([http://ss.H.4.6-8.MdC.Compare](#)) the central historical arguments in secondary works across multiple media.



31. 6-8 - 6th through 8th Grade - Causation and Argumentation - [SS.H.4.6-8.MC](#) ([http://ss.H.4.6-8.MC](#)). Organize applicable evidence into a coherent argument about the past.



32. Feedback, please provide your overall thought on these standards and any recommendations you have. \*



9-12

33. 9-12 - High School - 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.

[Empty rectangular box for content]

34. 9-12 - High School - Change, Continuity, and Context - SS.H.2.9-12.Analyze change and continuity within and across historical eras.

[Empty rectangular box for content]

35. 9-12 - High School - Change, Continuity, and Context - SS.H.3.9-12.Evaluate the methods utilized by people and institutions to promote change.

[Empty rectangular box for content]

36. 9-12 - High School - Perspectives - SS.H.4.9-12.Analyze how people and institutions have reacted to environmental, scientific, and technological challenges.

[Empty rectangular box for content]

37. 9-12 - High School - Perspectives - SS.H.5.9-12.Analyze the factors and historical context that influenced the perspectives of people during different historical eras.

[Empty rectangular box for content]

38. 9

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39. 9

a

42. 9-12 - High School - Causation and Argumentation - SS.H.10.9-12. Analyze the causes and effects of global conflicts and economic crises.

43. 9-12 - High School - Causation and Argumentation - SS.H.11.9-12. Analyze multiple and complex causes and effects of events in the past.

44. 9-12 - High School - Causation and Argumentation - SS.H.12.9-12. Analyze the geographic and cultural forces that have resulted in conflict and cooperation.

45. Feedback, please provide your overall thought on these standards and any recommendations you have. \*

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## Appendix D

### ISBE Rules for Social Science Standards

**TITLE 23: EDUCATION AND CULTURAL RESOURCES SUBTITLE A:  
EDUCATION CHAPTER I: STATE BOARD OF EDUCATION SUBCHAPTER a:  
PUBLIC SCHOOL RECOGNITION**

**PART 1 PUBLIC SCHOOLS EVALUATION, RECOGNITION AND SUPERVISION  
SUBPART D: THE INSTRUCTIONAL PROGRAM**

**Section 1.420 Basic Standards**

...  
r) Social Sciences and History

Each school system shall provide history and social sciences courses that do the following:

- 1) analyze the principles of representative government, the Constitutions of both the United States and the State of Illinois, the proper use of the flag, and how these concepts have related and currently do relate in actual practice in the world (see Section 27-21 of the School Code);
- 2) include in the teaching of United States history the role and contributions of ethnic groups in the history of this country and the State (Section 27-21 of the School Code);
- 3) include in the teaching of United States history the role of labor unions and their interaction with government in achieving the goals of a mixed free-enterprise system (Section 27-21 of the School Code);
- 4) include the study of that period in world history known as the Holocaust (Section 27-20.3 of the School Code);
- 5) include the study of the events of Black history, including the individual contributions of African-Americans and their collective socio-economic struggles (Section 27-20.4 of the School Code);
- 6) include the study of the events of women's history in America, including individual contributions and women's struggles for the right to vote and for equal treatment (Section 27-20.5 of the School Code); and
- 7) include the study of the events related to the forceful removal and illegal deportation of Mexican-American U.S. citizens during the Great Depression (Section 27-21 of the School Code).

## Section 1. APPENDIX D State Goals for Learning

The State Goals for Learning are broad statements of what students in kindergarten through grade 12 should know and be able to do as a result of their public education. The Illinois Learning Standards provide more specific definition of the essential knowledge and skills desired of Illinois students. The State Assessment and the Illinois Kindergarten Individual Development Survey are designed to measure students' mastery of the Illinois Learning Standards, so that a clear connection will emerge between students' learning and the goals and standards of the State of Illinois.

...

### SOCIAL SCIENCE

Beginning in the 2017-18 school year, there are no State Goals for Learning in this area and the standards applicable to individual grade levels shall be in effect time.

#### Standards Beginning in the 2017-18 School Year

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

#### *Inquiry Standards*

##### Kindergarten and Grades 1 and 2

Create questions to help guide inquiry about a topic with guidance from adults and/or peers.

Explore facts from various sources that can be used to answer the developed questions.

Gather information from one or two sources with guidance and support from adults and/or peers.

Evaluate a source by distinguishing between fact and opinion.

Ask and answer questions about arguments and explanations.

Use listening, consensus-building and voting procedures to decide on and take action in the classroom.

##### Grades 3-5

Develop essential questions and explain the importance of the questions to self and others.

Create supporting questions to help answer the essential questions in an inquiry.

Determine sources representing multiple points of view that will assist in answering the essential questions.

Gather relevant information and distinguish between fact and opinion to determine credibility of multiple sources.

Develop claims using evidence from multiple sources to answer essential questions.

Construct and critique arguments and explanations using reasoning, examples and details from multiple sources.

Identify a range of local problems and some ways in which people are trying to address these problems.

Use listening, consensus-building and voting procedures to decide on and take action in the classroom and school.

#### Grades 6-8

Create essential questions to help guide inquiry about a topic.

Ask essential and focusing questions that will lead to independent research.

Determine sources representing multiple points of view that will assist in organizing a research plan.

Determine the value of sources by evaluating their relevance and intended use.

Determine the credibility of sources based upon their origin, authority and context.

Gather relevant information from credible sources and determine whether they support each other.

Appropriately cite all the sources used.

Identify evidence from multiple sources to support claims, noting any limitations of the evidence.

Develop claims and counterclaims while pointing out the strengths and limitations of both.

Construct arguments using claims and evidence from multiple sources, while acknowledging the arguments' strengths and limitations.

Construct explanations using reasoning, correct sequencing, examples and details, while acknowledging their strengths and weaknesses.

Present arguments and explanations that would appeal to audiences and venues outside of the classroom, using a variety of media.

Critique the structure and credibility of arguments and explanations (self and others).

Analyze how a problem can manifest itself and the challenges and opportunities faced by those trying to address it.

Assess individual and collective capacities to take action to address problems and identify potential outcomes.

Apply a range of deliberative and democratic procedures to make decisions and take action in schools and community contexts.

### Grades 9-12

Address essential questions that reflect an enduring issue in the field.

Explain how supporting questions contribute to inquiry.

Develop new supporting and essential questions through investigation, collaboration and using diverse sources.

Gather and evaluate information from multiple sources while considering the origin, credibility, point of view, authority, structure, context and corroborative value of the sources.

Identify evidence that draws information from multiple sources to revise or strengthen claims.

Construct and evaluate explanations and arguments using multiple sources and relevant, verified information.

Articulate explanations and arguments to a targeted audience in diverse settings.

Use interdisciplinary lenses to analyze the causes and effects of, and identify solutions to, local, regional or global concerns.

Use deliberative processes and apply democratic strategies and procedures to address local, regional or global concerns, and take action in or out of school.

### ***Civics Standards***

#### Kindergarten

Describe roles and responsibilities of people in authority.

Explain the need for and purposes of rules in various settings, inside and outside of the school.

#### Grade 1

Explain how all people, not just official leaders, play important roles in a community.

Identify and explain how rules function in various settings, inside and outside of the school.

#### Grade 2

Explain what governments are and some of their functions (e.g., making and enforcing laws, protecting citizens, collecting taxes).

Describe how communities work to accomplish common tasks, establish responsibilities and fulfill roles of authority.

#### Grade 3

Describe ways in which interactions among families, workplaces, voluntary organizations and government benefit communities.

Explain how groups of people make rules to create responsibilities and protect freedoms.

Compare procedures for making decisions in the classroom, school and community.

Describe how people have tried to improve their communities over time.

#### Grade 4

Distinguish the responsibilities and powers of government at the local, State and national levels.

Explain how a democracy relies on people's responsible participation, and draw implications for how individuals should participate.

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 Illinois and the United States.

Explain how rules and laws change society and how people change rules and laws in Illinois.

#### Grade 5

Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.

Examine the origins and purposes of rules, laws and key U.S. constitutional provisions.

Compare the origins, functions and structure of different systems of government.

Explain how policies are developed to address public problems.

#### Grades 6-8

Identify roles played by citizens, for example, voters, jurors, taxpayers, military, protesters and officeholders.

Describe the origins, purposes and impact of constitutions, laws, treaties and international agreements.

Describe the roles of political, civil and economic organizations in shaping people's lives.

Explain the origins, functions and structure of government with reference to the U.S. Constitution, Illinois Constitution and other systems of government.

Evaluate the powers and responsibilities of citizens, political parties, interest groups and the media.

Analyze the powers and limits of governments, public officials and bureaucracies at different levels in the United States and other countries.

Compare the means by which individuals and groups change societies, promote the common good and protect rights.

Explain the connection between interests and perspectives, civic virtues and democratic principles when addressing issues in government and society.

Apply civic virtues and democratic principles in school and community settings.

Compare the means by which individuals and groups change societies, promote the common good and protect rights.

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.

Compare the means by which individuals and groups change societies, promote the common good and protect rights.

Critique deliberative processes used by a wide variety of groups in various settings.

Determine whether specific rules and laws (both those that are in effect and proposed) resolve the problems they were meant to address.

Analyze the purposes, implementation and consequences of public policies in historic and contemporary settings.

Develop procedures for making decisions in historic and contemporary settings, such as the school, civil society, or local, state or national government.

## Grades 9-12

Distinguish the rights, roles, powers and responsibilities of individuals and institutions in the political system.

Evaluate the opportunities and limitations of participation in elections, voting and the electoral process.

Analyze the impact of constitutions, laws and agreements on the maintenance of order, justice, equality and liberty.

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.

Analyze the impact of personal interest and diverse perspectives on the application of civic dispositions, democratic principles, constitutional rights and human rights.

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

Describe the concepts and principles that are inherent to American constitutional democracy.

Analyze how individuals use and challenge laws to address a variety of public issues.

Evaluate public policies in terms of intended and unintended outcomes and related consequences.

Explain the role of compromise and deliberation in the legislative process.

## ***Economic Standards***

### Kindergarten

Explain that choices are made because of scarcity (i.e., because individuals cannot have everything that they want).

#### Grade 1

Explain and give examples of when choices are made that something else is given up.

Describe the skills and knowledge required to produce certain goods and services.

Explain how people earn pay or income in exchange for work.

#### Grade 2

Demonstrate how our choices can affect ourselves and others in positive and negative ways.

Explain the role of money in making exchange easier.

Compare the goods and services that people in the local community produce and those that are produced in other communities.

Explain that money can be saved or spent on goods and services.

#### Grade 3

Compare the goods and services that people in the local community produce and those that are produced in other communities.

Generate examples of the goods and services that governments provide.

Describe the role of banks and other financial institutions in an economy.

Explain that, when people borrow, they receive something of value now and agree to repay the lender over time.

#### Grade 4

Explain how profits reward and influence sellers.

Describe how goods and services are produced using human, natural and capital resources (e.g., tools, machines).

Analyze how spending choices are influenced by prices, as well as many other factors (e.g., advertising, peer pressure, options).

Explain that income can be saved, spent on goods and services, or used to pay taxes.

## Grade 5

Analyze why and how individuals, businesses and nations around the world specialize and trade.

Discover how positive incentives (e.g., sale prices, earning money) and negative consequences (e.g., library fines, parking tickets) influence behavior in the U.S. economy and around the world.

Determine the ways in which government pays for goods and services it provides.

Explain that interest is the price the borrower pays for using someone else's money.

## Grades 6-8

Explain how economic decisions affect the well-being of individuals, businesses and society.

Explain how external benefits and costs influence choices.

Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole.

Analyze the role of innovation and entrepreneurship in a market economy.

Describe the roles of institutions, such as corporations, non-profit organizations and labor unions, in a market economy.

Explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit and foreign currencies.

Explain why standards of living increase as productivity improves.

Explain barriers to trade and how those barriers influence trade among nations.

Evaluate employment, unemployment, inflation, total production, income and economic growth data and how they affect different groups.

Analyze the relationship among skills, education, jobs and income.

Explain the roles and relationships among savers, borrowers, interest, time and the purposes for saving.

Identify how people choose to buy goods and services while still maintaining a budget based on income, taxes, savings, and fixed and variable expenses.

Explain the correlation among investors, investment options (and associated risks) and income/wealth.

Describe the connection among credit, credit options, interest and credit history.

Analyze the relationship among financial risks and protection, insurance and costs.

#### Grades 9-12

Analyze how scarcity and incentives influence choices to consume or produce for different individuals and groups.

Use marginal benefits and marginal costs to propose a solution to an economic issue for an individual or community.

Evaluate how much competition exists within and among sellers and buyers in specific markets.

Evaluate the effectiveness of government policies to improve market outcomes, address inequality or reduce inefficiencies.

Analyze the ways in which competition and government regulation influence what is produced and distributed in a market system.

Use data and economic indicators to analyze past and current states of the economy and predict future trends.

Describe how government policies are influenced by and have an impact on a variety of stakeholders.

Analyze how advances in technology and investment in capital goods and human capital affect economic growth and standards of living.

Analyze the role of comparative advantage in global trade of goods and services.

Explain how globalization trends and policies affect social, political and economic conditions in different nations.

Analyze the costs and benefits of various strategies to increase income.

Explain how to make informed financial decisions by collecting information, planning and budgeting.

Explain how time, interest rates and inflation influence saving patterns over a lifetime.

Analyze costs and benefits of different credit and payment options for goods and services, the role of lenders and interest.

Evaluate risks and rates of return of diversified investments.

Analyze the costs and benefits of insurance, including the influences of an individual's characteristics and behavior.

### ***Geography Standards***

#### Kindergarten

Explain how weather, climate and other environmental characteristics affect people's lives.

Identify and explain how people and goods move from place to place.

#### Grade 1

Construct and interpret maps and other representations to navigate a familiar place.

#### Grade 2

Construct and interpret maps and other graphic representations of both familiar and unfamiliar places.

Identify some cultural and environmental characteristics of your community and compare to other places.

Explain how people in your community use local and distant environments to meet their daily needs.

#### Grade 3

Locate major landforms and bodies of water on a map or other representation.

Compare how people modify and adapt to the environment and culture in their community to other places.

Show how the consumption of products connects people to distant places.

#### Grade 4

Construct and interpret maps of Illinois and the United States using various media.

Analyze how the cultural and environmental characteristics of places in Illinois change over time.

Describe some of the current movements of goods, people, jobs or information to, from or within Illinois, and explain the reasons for the movements.

#### Grade 5

Investigate how the cultural and environmental characteristics of places within the United States change over time.

Describe how humans have utilized natural resources in the United States.

Compare the environmental characteristics of the United States to other world regions.

Analyze the effects of specific catastrophic and environmental events, as well as technological developments, that have affected the United States and compare those to other places.

#### Grades 6-8

Use geographic representations (e.g., maps, photographs, satellite images) to explain relationships between the locations (places and regions) and changes in their environment.

Use mapping and graphing to represent and analyze spatial patterns of different environmental and cultural characteristics.

Construct different representations to explain the spatial patterns of cultural and environmental characteristics.

Explain how humans and their environment affect one another.

Compare and contrast the cultural and environmental characteristics of different places or regions.

Evaluate how cultural and economic decisions influence environments and the daily lives of people in both nearby and distant places.

Explain how environmental characteristics affect human migration and settlement.

Explain how changes in transportation and communication influence the spatial connections among human settlements and affect the spread of ideas and culture.

Evaluate the influences of long-term, human-induced environmental change on spatial patterns of conflict and cooperation.

Identify how cultural and environmental characteristics vary among regions of the world.

Explain how global changes in population distribution patterns affect changes in land use.

Analyze how the environmental characteristics of places and production of goods influence patterns of world trade.

## Grades 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.

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.

Analyze and explain how humans affect and interact with the environment and vice versa.

Evaluate how political and economic decisions have influenced cultural and environmental characteristics of various places and regions.

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

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

Evaluate how economic activities and political decisions affect spatial patterns within and among urban, suburban and rural regions.

Evaluate how short- and long-term climate variability affects human migration and settlement patterns, resource use and land uses.

Describe and explain the characteristics that constitute a particular culture.

Explain how and why culture shapes worldview.

Explain how globalization affects the cultural, political, economic and environmental characteristics of a place or region.

Evaluate how competition for scarce natural resources contributes to conflict and cooperation within and among countries.

## ***History Standards***

### Kindergarten

Compare life in the past to life today.

Explain the significance of the national holidays of the United States, and the heroism and achievements of the people associated with them.

### Grade 1

Create a chronological sequence of multiple events.

Describe individuals and groups who have shaped a significant historical change.

Compare perspectives of people in the past to those of people in the present.

## Grade 2

Summarize changes that have occurred in the local community over time.

Compare individuals and groups who have shaped a significant historical change.

Explain how different kinds of historical sources, such as written documents, objects, artistic works and oral accounts, can be used to study the past.

## Grade 3

Create and use a chronological sequence of events.

Describe how significant people, events and developments have shaped students' own community and region.

Identify artifacts and documents as either primary or secondary sources of historical data from which historical accounts are constructed.

## Grade 4

Explain connections among historical contexts and why individuals and groups differed in their perspectives during the same historical period.

Using artifacts and primary sources, investigate how individuals contributed to the founding and development of Illinois.

Explain probable causes and effects of events and developments in Illinois history.

## Grade 5

Create and use a chronological sequence of related events to compare developments that happened at the same time.

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.

Explain probable causes and effects of events and developments in U.S. history.

## Grades 6-8

Classify a series of historical events and developments as examples of change and/or continuity.

Analyze connections among events and developments in broader historical contexts.

Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.

Explain how and why perspectives of people have changed over time.

Analyze multiple factors that influenced the perspectives of people during different historical eras.

Analyze how people's perspectives influenced what information is available in the historical sources they created.

Classify the kinds of historical sources used in a secondary interpretation.

Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.

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 when this information is not easily identified.

Explain multiple causes and effects of historical events.

Compare the central historical arguments in secondary works across multiple media.

Organize applicable evidence into a coherent argument about the past.

#### Grades 9-12

Evaluate how historical developments were shaped by time and place, as well as broader historical contexts.

Analyze change and continuity within and across historical eras.

Evaluate the methods used by people and institutions to promote change.

Analyze how people and institutions have reacted to environmental, scientific and technological challenges.

Analyze the factors and historical context that influenced the perspectives of people during different historical eras.

Analyze the concept and pursuit of the "American Dream".

Identify the role of individuals, groups and institutions in people's struggle for safety, freedom, equality and justice.

Analyze key historical events and contributions of individuals through a variety of perspectives, including those of historically underrepresented groups.

Analyze the relationship between historical sources and the secondary interpretations made from them.

Analyze the causes and effects of global conflicts and economic crises.

Analyze multiple and complex causes and effects of events in the past.

Analyze the geographic and cultural forces that have resulted in conflict and cooperation.

Standards for Anthropology, Psychology and Sociology Apply to Grades 9-12 Only

### ***Anthropology Standards***

Analyze the elements of culture and explain the factors that shape these elements differently around the world.

Explain how cultures develop and vary in response to their physical and social environment, including local, national, regional and global patterns.

Explain why anthropologists study culture from a holistic perspective.

Evaluate one's own cultural assumptions using anthropological concepts.

Apply anthropological concepts and anthropological knowledge to a variety of everyday, real-world situations.

Explain how local actions can have global consequences and how global patterns and processes can affect seemingly unrelated local actions.

### ***Psychology Standards***

Identify scientific methodologies utilized in psychological research.

Evaluate the conclusions made by psychological research, including ethical concerns.

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.

Analyze how biological, psychological and sociocultural factors and their interactions influence individuals' behavior and mental processes.

Evaluate the complexities of human thought and behavior, as well as the factors related to the individual differences among people.

Identify and apply psychological thinking to personal and societal experiences and issues.

Apply psychological knowledge to one's daily life.

Use appropriate psychological terminology with reference to psychologists and their experiments and theories in order to explain the possible causes of and impact on behavior and mental processes.

### ***Sociology Standards***

Identify and apply the sociological perspective and a variety of sociological theories.

Analyze the impact of social structure, including culture, institutions and societies.

Hypothesize how primary agents of socialization influence the individual.

Describe the impact of social relationships on the self, groups and socialization processes.

Explain the social construction of self and groups and their impact on the life changes of individuals.

Analyze the impact of stratification and inequality on groups and the individuals within them.

## Appendix E

### State-Mandated Units of Study Relevant to Social Sciences

105 ILCS 5/27 21

#### ***African American History***

*Paragraph 27-20.4*

Every public elementary school and high school shall include in its curriculum a unit of instruction studying the events of Black History. These events shall include not only the contributions made by individual African-Americans in government and in the arts, humanities and sciences to the economic, cultural and political development of the United States and Africa, but also the socio-economic struggle which African-Americans experienced collectively in striving to achieve fair and equal treatment under the laws of this nation. The studying of this material shall constitute an affirmation by students of their commitment to respect the dignity of all races and peoples and to forever eschew every form of discrimination in their lives and careers.

The State Superintendent of Education may prepare and make available to all school boards instructional materials which may be used as guidelines for development of a unit of instruction under this Section; provided, however, that each school board shall itself determine the minimum amount of instruction time which shall qualify as a unit of instruction satisfying the requirements of this Section.

#### ***History Requirement***

*105 ILCS 5/27 21 (from Ch. 122, par. 27 21)*

#### **Sec. 27 21. History of United States.**

History of the United States shall be taught in all public schools and in all other educational institutions in this State supported or maintained, in whole or in part, by public funds.

"The teaching of history shall have as one of its objectives the imparting to pupils of a comprehensive idea of our democratic form of government and the principles for which our government stands as regards other nations, including the studying of the place of our government in world wide movements and the leaders thereof, with particular stress upon the basic principles and ideals of our representative form of government."

"The teaching of history shall include a study of the role and contributions of African Americans and other ethnic groups including but not restricted to Polish, Lithuanian, German, Hungarian, Irish, Bohemian, Russian, Albanian, Italian, Czech, Slovak, French, Scots, Hispanics, Asian Americans, etc., in the history of this country and this State."

"The teaching of history also shall include a study of the role of labor unions and their interaction with government in achieving the goals of a mixed free enterprise system."

No pupils shall be graduated from the eighth grade of any public school unless he has received such instruction in the history of the United States and gives evidence of having a comprehensive knowledge thereof.

*(Source: P.A. 92 27, eff. 7 1 01; 93 406, eff. 1 1 04.)*

*105 ILCS 5/27-22. Required high school courses*

### ***Holocaust and Genocide Study***

*105 ILCS 5/27-20.3*

#### **From Ch. 122, par. 27-20.3**

Every public elementary school and high school shall include in its curriculum a unit of instruction studying the events of the Nazi atrocities of 1933 to 1945. This period in world history is known as the Holocaust, during which 6,000,000 Jews and millions of non-Jews were exterminated. One of the universal lessons of the Holocaust is that national, ethnic, racial, or religious hatred can overtake any nation or society, leading to calamitous consequences. To reinforce that lesson, such curriculum shall include an additional unit of instruction studying other acts of genocide across the globe. This unit shall include, but not be limited to, the Armenian Genocide, the Famine-Genocide in Ukraine, the Pontian Greek Genocide, and more recent atrocities in Cambodia, Bosnia, Rwanda, and Sudan. The studying of this material is a reaffirmation of the commitment of free peoples from all nations to never again permit the occurrence of another Holocaust and a recognition that crimes of genocide continue to be perpetrated across the globe as they have been in the past and to deter indifference to crimes against humanity and human suffering wherever they may occur.

The State Superintendent of Education may prepare and make available to all school boards instructional materials which may be used as guidelines for development of a unit of instruction under this Section; provided, however, that each school board shall itself determine the minimum amount of instruction time which shall qualify as a unit of instruction which shall qualify as a unit of instruction satisfying the requirements of this Section.

### ***Irish Famine Study***

*Sec. 27-20.6*

Every public elementary school and high school may include in its curriculum a unit of instruction studying the causes and effects of mass starvation in mid-19th century Ireland. This period in world history is known as the "Irish Famine", in which millions of Irish died or emigrated. The study of this material is a reaffirmation of the commitment of free people of all nations to eradicate the causes of famine that exist in the modern world.

The State Superintendent of Education may prepare and make available to all school boards instructional materials that may be used as guidelines for development of a unit of instruction under this Section; provided, however, that each school board shall itself determine the minimum amount of instruction time that shall qualify as a unit of instruction satisfying the requirements of this Section.

**Irish Famine Curriculum:** This 125 page spiral-bound study guide was approved by the New Jersey Commission on Holocaust Education for inclusion in the Holocaust and genocide curriculum at the secondary level. A PBS-aired video "When Ireland Starved", in VHS format is available, edited for classroom use. The cost for either the curriculum or the video alone is \$20.00 (postage and handling included) or both for \$35.00. For information contact: Irish Famine Curriculum Committee, 757 Paddock Path, Moorestown, New Jersey, 08057. The curriculum is also available for download at: [The Great Irish Famine](#).

### ***Study of the History of Women***

*Paragraph 27-20.5*

Every public elementary school and high school shall include in its curriculum a unit of instruction studying the events of the history of women in America. These events shall include

not only the contributions made by individual women in government, the arts, sciences, education, and in the economic, cultural, and political development of Illinois and of the United States, but shall also include a study of women's struggles to gain the right to vote and to be treated equally as they strive to earn and occupy positions of merit in our society.

The State Superintendent of Education may prepare and make available to all school boards instructional materials that may be used as guidelines for development of a unit of instruction under this Section. Each school board shall determine the minimum amount of instructional time that shall qualify as a unit of instruction satisfying the requirements of this Section.

*(Source: Laws 1961, p. 31.)*

*(105 ILCS 5/27 20) (from Ch. 122, par. 27 20)*

**Sec. 27 20. American Indian day.**

The fourth Friday of September is designated "American Indian Day," to be observed throughout the State as a day on which to hold appropriate exercises in commemoration of the American Indians.

*(Source: Laws 1961, p. 31.)*