



# ILLINOIS SOCIAL SCIENCE STANDARDS

The Illinois Learning Standards (ILS) define what all students in all Illinois public schools should know and be able to do in the six core areas as a result of their elementary and secondary schooling. The rulemaking became effective on January 27, 2016, and provides that school districts must fully implement the new standards by the 2017-18 school year. The purpose of these new, more rigorous standards is to better prepare students to be college and career ready.





## Introduction

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

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

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

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

The Illinois Social Science Standards presented in this document fall into two complementary categories: inquiry skills and disciplinary concepts. Although they are distinguished in the document, it is expected that they will be used simultaneously. Inquiry skills involve questioning, investigating, reasoning, and responsible action while disciplinary concepts make use of social science ideas, principles, and content to pursue answers to the questions generated by student inquiries.



# Acknowledgements

Development of the draft *21st Century Illinois Social Science Standards* was a collaborative effort between the Illinois State Board of Education (ISBE), the Robert R. McCormick Foundation, and the Midwest Comprehensive Center (MWCC) at American Institutes for Research (AIR).

The Social Science Standards Revision Task Force was comprised primarily of classroom practitioners representative of the various social studies disciplines, grade bands, and geographic regions of Illinois. A number of Illinois-based universities and social studies organizations were also represented on the task force, including the Center for Economic Education at the University of Illinois-Chicago (UIC) and Northern Illinois University (NIU), Center for Global Studies at the University of Illinois (U of I), Chicago Metro History Education Center, DePaul University, Digital Youth Network, Econ Illinois, Illinois Council for the Social Studies, Illinois State Historical Society, Illinois State University (ISU), and the News Literacy Project.

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

Peter Adams	News Literacy Project	Hayley Lotspeich	American Sociology Association
Christine Adriar	Jefferson Middle School	Jessica Marshall	Chicago Public Schools
Cheryl Best	Wolf Elementary and Middle School	Sonia Mathew	North Lawndale College Prep High School
Amy Bloom	Illinois State University	Mindy Matthews	Farmington Central Elementary School
Stephanie Bontemps	High Mount School	Gayle Mindes	DePaul University
Seth Brady	Naperville Central High School	Marty Moe	Chicago Public Schools
Steven Bruehl	Chase Elementary School	Michelle Nevin	Old Quarry Middle School
Dean Cantu	Illinois Council for the Social Studies	Carolyn Pereira	Illinois Civic Mission Coalition
Mary Ellen Daneels	Community High School	Howard Phillips	Illinois Association of School Boards
Donald Davis	Chicago Teachers Union	Eliza Ramirez	Zapata Elementary Academy
Dustin Day	Illinois Principals Association	Billson Rasavongxay	Glenbard East High School
Brendan Duffy	Thomas Jefferson Middle School	Helen Roberts	Center for Economic Education
Katie Elvidge	Glenwood Middle School	Shonda Ronen	Hillsboro School District 3
Susan Flickinger	Glenbrook South High School	Darlene Ruscitti	Illinois Association of Regional Superintendents of Schools
Terri Hanrahan	Plano Community Unit School District 88	Pankaj Sharma	Niles North High School
Joan Harding	Farmington Central Elementary School	Jeremie Smith	University of Illinois Center for Global Studies
Nancy Harrison	Econ Illinois	Kevin Suess	Normal Community High School
Mary Beth Henning	NIU Center for Economic Education	Frank Valadez	Chicago Metro History Education Center
Christine Hollenkamp	Sandoval Elementary School	Ben Wellenreiter	Morton Junior High School
Katie Janovetz	Elmwood Junior High School	Cara Wiley	New Athens Community Unit School District 60
Scott Larson	Troy Community Consolidated School District	Robyn Williams	Illinois State Historical Society
Janeen Lee	Digital Youth Network	Corie Yow	Glenwood Intermediate School
Stephanie Lerner	Chicago Public Schools		



## Unique Features of the Illinois Social Science Learning Standards

### Grade-Level Structure

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

### Elementary Themes

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

The themes are:

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

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

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

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



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

### Middle School Complexity Levels

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

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

### High School

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

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

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



## How to Read the Standards

### Proposed CIVICS Standards by DISCIPLINE

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

SS = Social Science

Content Discipline

- The number of the standard
- Indicates the grade level

## Coding

Inquiry Skills = IS

Civics = CV

Economics = EC

Economics Financial Literacy = EC.FL

Geography = G

History = H

Anthropology = Anth

Psychology = Psy

Sociology = Soc



## Common Vocabulary

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

### Common K–12 Definitions

- **Inquiry**—An ongoing cycle of learning to use knowledge at increasingly complex levels as a way to integrate content. Through the inquiry process, students (individually and or collaboratively) identify issues, pose questions, investigate answers, pose more questions, weigh the evidence, come to conclusions, and take action on their learning.
- **Inquiry skills**—Skills and dispositions that students need to meet the challenges of college, career, and civic life in the 21st century. Inquiry skills are used by students while applying disciplinary concepts to construct essential and supporting questions and determine helpful sources to conduct investigations and take informed action.
- **Essential questions**—Open-ended questions that focus on a big idea. These questions are enduring and centered on unresolved issues.
- **Supporting questions**—These questions can be answered through descriptions, definitions, and processes on which there is general agreement. These questions help formulate an answer to the essential question.
- **Disciplinary concepts**—Ideas, principles, and content at the heart of understanding the social sciences.



## K-12 Inquiry Skills

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

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

### **Developing Questions and Planning Inquiries**

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

### **Evaluating Sources and Using Evidence**

- *Gathering and Evaluating Sources*
- *Developing Claims and Using Evidence*

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

- *Communicating Conclusions*
- *Critiquing Conclusions*
- *Taking Informed Action*

## **Inquiry and Application**

Working individually and collaboratively, and using nonfiction and fiction, students will engage in inquiry, within the disciplines, about important public issues, trends, and events within the social studies that are relevant to students' lives.

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

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





## K-12 Inquiry Skills

### Developing Questions and Planning Inquiries

Topics	Grades K-2	Grades 3-5	Grades 6-8			High School Grades 9-12
			Less Complex (LC)	Moderately Complex (MdC)	More Complex (MC)	
<b>Creating Essential Questions</b>	<b>SS.IS.1.K-2.</b> Create questions to help guide inquiry about a topic with guidance from adults and/or peers.	<b>SS.IS.1.3-5.</b> Develop essential questions and explain the importance of the questions to self and others.	<b>SS.IS.1.6-8.</b> Create essential questions to help guide inquiry about a topic			<b>SS.IS.1.9-12.</b> Address essential questions that reflect an enduring issue in the field.
<b>Creating Supporting Questions</b>	<i>Begins in Grades 3-5</i>	<b>SS.IS.2.3-5.</b> Create supporting questions to help answer essential questions in an inquiry.	<b>SS.IS.2.6-8.</b> Ask essential and focusing questions that will lead to independent research.			<b>SS.IS.2.9-12.</b> Explain how supporting questions contribute to an inquiry.
<b>Determining Helpful Sources</b>	<b>SS.IS.2.K-2.</b> Explore facts from various sources that can be used to answer the developed questions.	<b>SS.IS.3.3-5.</b> Determine sources representing multiple points of view that will assist in answering essential questions.	<b>SS.IS.3.6-8.</b> Determine sources representing multiple points of view that will assist in organizing a research plan.			<b>SS.IS.3.9-12.</b> Develop new supporting and essential questions through investigation, collaboration, and using diverse sources.

### Evaluating Sources and Using Evidence

Topics	Grades K-2	Grades 3-5	Less Complex (LC)	Moderately Complex (MdC)	More Complex (MC)	High School Grades 9-12
<b>Gathering and Evaluating Sources</b>	<b>SS.IS.3.K-2.</b> Gather information from one or two sources with guidance and support from adults and/or peers.	<b>SS.IS.4.3-5.</b> Gather relevant information and distinguish among fact and opinion to determine credibility of multiple sources.	<b>SS.IS.4.6-8.LC.</b> Determine the value of sources by evaluating their relevance and intended use.	<b>SS.IS.4.6-8.MdC.</b> Determine credibility of sources based upon their origin, authority, and context.	<b>SS.IS.4.6-8.MC.</b> Gather relevant information from credible sources and determine whether they support each other.	<b>SS.IS.4.9-12</b> Gather and evaluate information from multiple sources while considering the origin, credibility, point of view, authority, structure, context, and corroborative value of the sources.
<b>Developing Claims and Using Evidence</b>	<b>SS.IS.4.K-2.</b> Evaluate a source by distinguishing between fact and opinion.	<b>SS.IS.5.3-5.</b> Develop claims using evidence from multiple sources to answer essential questions.	<b>SS.IS.5.6-8.LC.</b> Appropriately cite all sources utilized.	<b>SS.IS.5.6-8.MdC.</b> Identify evidence from multiple sources to support claims, noting its limitations.	<b>SS.IS.5.6-8.MC.</b> Develop claims and counterclaims while pointing out the strengths and limitations of both.	<b>SS.IS.5.9-12</b> Identify evidence that draws information from multiple sources to revise or strengthen claims.



## Communicating Conclusions and Taking Informed Action

Topics	Grades K-2	Grades 3-5	Less Complex (LC)	Moderately Complex (MdC)	More Complex (MC)	High School Grades 9-12
<i>Communicating Conclusions</i>	<b>SS.IS.5.K-2.</b> Ask and answer questions about arguments and explanations.	<b>SS.IS.6.3-5.</b> Construct and critique arguments and explanations using reasoning, examples, and details from multiple sources.	<b>SS.IS.6.6-8.LC.</b> Construct arguments using claims and evidence from multiple sources, while acknowledging their strengths and limitations.	<b>SS.IS.6.6-8.MdC.</b> Construct explanations using reasoning, correct sequence, examples, and details, while acknowledging their strengths and weaknesses.	<b>SS.IS.6.6-8.MC.</b> Present arguments and explanations that would appeal to audiences and venues outside the classroom using a variety of media.	<b>SS.IS.6.9-12.</b> Construct and evaluate explanations and arguments using multiple sources and relevant, verified information.
<i>Critiquing Conclusions</i>	<i>Begins in Grades 3-5</i>	<b>SS.IS.7.3-5.</b> Identify a range of local problems and some ways in which people are trying to address these problems.	<b>SS.IS.7.6-8.</b> Critique the structure and credibility of arguments and explanations (self and others).			<b>SS.IS.7.9-12.</b> Articulate explanations and arguments to a targeted audience in diverse settings.
<i>Taking Informed Action</i>	<b>SS.IS.6.K-2.</b> Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms.	<b>SS.IS.8.3.3-5.</b> Use listening, consensus-building, and voting procedures to decide on and take action in their classroom and school.	<b>SS.IS.8.6-8.LC.</b> Analyze how a problem can manifest itself and the challenges and opportunities faced by those trying to address it.	<b>SS.IS.8.6-8.MdC.</b> Assess individual and collective capacities to take action to address problems and identify potential outcomes.	<b>SS.IS.8.6-8.MC.</b> Apply a range of deliberative and democratic procedures to make decisions and take action in schools and community contexts.	<p><b>SS.IS.8.9-12.</b> Use interdisciplinary lenses to analyze the causes and effects of and identify solutions to local, regional, or global concerns.</p> <p><b>SS.IS.9.9-12.</b> Use deliberative processes and apply democratic strategies and procedures to address local, regional or global concerns and take action in or out of school.</p>



## **K-12 Disciplinary Concepts**

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

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

### **Civics**

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

### **Geography**

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

### **Economics and Financial Literacy**

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

### **History**

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



## **Grades K–5 Disciplinary Concepts**

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

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

## **Grades 6-8 Disciplinary Concepts**

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

## **Grades 9-12 Disciplinary Concepts**

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

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



## K-12 Disciplinary Concepts

### Civics

Topics	Kindergarten: My Social World	First Grade: Living, Learning, and Working Together	Second Grade: Families, Neighborhoods, and Community	Third Grade: Communities Near and Far	Fourth Grade: Our State, Our Nation	Fifth Grade: Our Nation, Our World
<i>Civic and Political Institutions</i>	SS.CV.1.K. Describe roles and responsibilities of people in authority.	SS.CV.1.1. Explain how all people, not just official leaders, play important roles in a community.	SS.CV. 1.2. Explain what governments are and some of their functions.	SS.CV.1.3. Describe ways in which interactions among families, workplaces, voluntary organizations, and government benefit communities.	SS.CV.1.4. Distinguish the responsibilities and powers of government officials at the local, state, and national levels.	SS.CV.1.5. Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.
				SS.CV.2.3. Explain how groups of people make rules to create responsibilities and protect freedoms.		
					SS.CV.2.5. Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions.	
<i>Participation and Deliberation: Applying Civic Virtues and Democratic Principles</i>	<i>Begins in Grade 3</i>			SS.CV.3.3. Compare procedures for making decisions in the classroom, school, and community.	SS.CV.3.4. Identify core civic virtues (such as honesty, mutual respect, cooperation, and attentiveness to multiple perspectives) and democratic principles (such as equality, freedom, liberty, respect for individual rights) that guide our state and nation.	<i>None in Grade 5</i>
	<i>Processes, Rules, and Laws</i>	SS.CV.2.K. Explain the need for and purposes of rules in various settings, inside and outside of the school.	SS.CV.2.1. Identify and explain how rules function in various settings, inside and outside of the school.	SS.CV.2.2. Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.		



Topics	Civics			
	Grades 6-8			Grades 9-12
	Less Complex (LC)	Moderately Complex (MdC)	More Complex (MC)	
<i>Civic and Political Institutions</i>	<b>SS.CV.1.6-8.LC.</b> Identify roles played by citizens (examples: voters, jurors, taxpayers, military, protesters, and office-holders).	<b>SS.CV.1.6-8.MdC.</b> Describe the roles of political, civil, and economic organizations in shaping people's lives.	<b>SS.CV.1.6-8.MC.</b> Evaluate the powers and responsibilities of citizens, political parties, interest groups, and the media.	<b>SS.CV.1.9-12.</b> Distinguish the rights, roles, powers, and responsibilities of individuals and institutions in the political system.
	<b>SS.CV.2.6-8.LC.</b> Describe the origins, purposes, and impact of constitutions, laws, treaties, and international agreements.	<b>SS.CV.2.6-8.MdC.</b> Explain the origins, functions, and structure of government with reference to the U.S. Constitution, Illinois Constitution, and other systems of government	<b>SS.CV.2.6-8.MC.</b> Analyze the powers and limits of governments, public officials, and bureaucracies at different levels in the United States and other countries.	<b>SS.CV.2.9-12.</b> Evaluate the opportunities and limitations of participation in elections, voting, and the electoral process.
	<b>SS.CV.3.9-12.</b> Analyze the impact of constitutions, laws, and agreements on the maintenance of order, justice, equality, and liberty.	<b>SS.CV.4.9-12.</b> 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.		
<i>Participation and Deliberation: Applying Civic Virtues and Democratic Principles</i>	<b>SS.CV.3.6-8.LC, MdC, MC.</b> Compare the means by which individuals and groups change societies, promote the common good, and protect rights.			<b>SS.CV.5.9-12.</b> Analyze the impact of personal interest and diverse perspectives on the application of civic dispositions, democratic principles, constitutional rights, and human rights.
	<b>SS.CV.4.6-8.LC:</b> Explain the connection between interests and perspectives, civic virtues, and democratic principles when addressing issues in government and society.	<b>SS.CV.4.6-8.MdC.</b> 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.	<b>SS.CV.4.6-8.MC.</b> Critique deliberative processes used by a wide variety of groups in various settings.	<b>SS.CV.6.9-12:</b> Describe how political parties, the media, and public interest groups both influence and reflect social and political interests.
	<b>SS.CV.5.6-8.LC; MdC; MC :</b> Apply civic virtues and democratic principles in school and community settings.			<b>SS.CV.7.9-12:</b> Describe the concepts and principles that are inherent to American Constitutional Democracy.
<i>Processes, Rules, and Laws</i>	<b>SS.CV.6.6-8.LC.</b> Determine whether specific rules and laws (both actual and proposed) resolve the problems they were meant to address.	<b>SS.CV.5.6-8.MdC.</b> Analyze the purposes, implementation, and consequences of public policies in historic and contemporary settings.	<b>SS.CV.5.6-8.MC.</b> Develop procedures for making decisions in historic and contemporary settings ( <i>such as the school, civil society, or local, state, or national government</i> ).	<b>SS.CV.8.9-12:</b> Analyze how individuals use and challenge laws to address a variety of public issues.
				<b>SS.CV.9.9-12:</b> Evaluate public policies in terms of intended and unintended outcomes and related consequences.
				<b>SS.CV.10.9-12:</b> Explain the role of compromise and deliberation in the legislative process.



Topics	Geography					
	Kindergarten: My Social World	First Grade: Living, Learning, and Working Together	Second Grade: Families, Neighborhoods, and Community	Third Grade: Communities Near and Far	Fourth Grade: Our State, Our Nation	Fifth Grade: Our Nation, Our World
<i>Geographic Representations</i>	<i>Begins in Grade 1</i>	<b>SS.G.1.1.</b> Construct and interpret maps and other representations to navigate a familiar place.	<b>SS.G.1.2.</b> Construct and interpret maps and other graphic representations of both familiar and unfamiliar places.	<b>SS.G.1.3.</b> Locate major landforms and bodies of water on a map or other representation.	<b>SS.G.1.4.</b> Construct and interpret maps of Illinois and the United States using various media.	<i>Not in Grade 5</i>
<i>Human-Environment Interaction</i>	<b>SS.G.1.K.</b> Explain how weather, climate, and other environmental characteristics affect people's lives.	<i>Not in Grade 1</i>	<b>SS.G.2.2.</b> Identify some cultural and environmental characteristics of your community and compare to other places.	<b>SS.G.2.3.</b> Compare how people modify and adapt to the environment and culture in our community to other places.	<b>SS.G.2.4.</b> Analyze how the cultural and environmental characteristics of places in Illinois change over time.	<b>SS.G.1.5.</b> Investigate how the cultural and environmental characteristics of places within the United States change over time.
<i>Human Population</i>	<b>SS.G.2.K.</b> Identify and explain how people and goods move from place to place.	<i>Not in Grade 1</i>	<b>SS.G.3.2.</b> Explain how people in your community use local and distant environments to meet their daily needs.	<i>Not in Grade 3</i>	<b>SS.G.3.4.</b> Describe some of the current movements of goods, people, jobs, or information to, from, or within Illinois, and explain reasons for the movements.	<b>SS.G.2.5.</b> Describe how humans have utilized natural resources in the United States.
						<b>SS.G.3.5.</b> Analyze the effects of specific catastrophic and environmental events as well as technological developments that have impacted our nation and compare to other places.
<i>Global Interconnections</i>	<i>Begins in Grade 3</i>			<b>SS.G.3.3.</b> Show how consumption of products connects people to distant places.	<i>Not in Grade 4</i>	<b>SS.G.4.5.</b> Compare the environmental characteristics of the United States to other world regions.



Topics	Geography			
	Grades 6-8			Grades 9-12
	Less Complex (LC)	Moderately Complex (MdC)	More Complex (MC)	
<i>Geographic Representations</i>	<b>SS.G.1.6-8.LC.</b> Use geographic representations (maps, photographs, satellite images, etc.) to explain relationships between the locations (places and regions) and changes in their environment.	<b>SS.G.1.6-8.MdC.</b> Use mapping and graphing to represent and analyze spatial patterns of different environmental and cultural characteristics.	<b>SS.G.1.6-8.MC.</b> Construct different representations to explain the spatial patterns of cultural and environmental characteristics.	<b>SS.G.1.9-12.</b> Use maps (created using geospatial and related technologies, if possible), satellite images, and photographs to display and explain the spatial patterns of physical, cultural, political, economic, and environmental characteristics.
				<b>SS.G.2.9-12.</b> 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.
<i>Human/Environment Interaction</i>	<b>SS.G.2.6-8.LC.</b> Explain how humans and their environment affect one another.	<b>SS.G.2.6-8.MdC.</b> Compare and contrast the cultural and environmental characteristics of different places or regions.	<b>SS.G.2.6-8.MC.</b> Evaluate how cultural and economic decisions influence environments and the daily lives of people in both nearby and distant places.	<b>SS.G.3.9-12.</b> Analyze and explain how humans impact and interact with the environment and vice versa.
				<b>SS.G.4.9-12.</b> Evaluate how political and economic decisions have influenced cultural and environmental characteristics of various places and regions.
				<b>SS.G.5.9-12.</b> Analyze how human societies plan for and respond to the consequences of human-made and naturally occurring catastrophes and how these events impact trade, politics, and migration.
<i>Human Population</i>	<b>SS.G.3.6-8.LC.</b> Explain how environmental characteristics impact human migration and settlement.	<b>SS.G.3.6-8.MdC.</b> Explain how changes in transportation and communication influence the spatial connections among human settlements and affect the spread of ideas and culture.	<b>SS.G.3.6-8.MC.</b> Evaluate the influences of long-term human-induced environmental change on spatial patterns of conflict and cooperation.	<b>SS.G.6.9-12.</b> Analyze how historical events and the diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.
				<b>SS.G.7.9-12.</b> Evaluate how economic activities and political decisions impact spatial patterns within and among urban, suburban, and rural regions.
				<b>SS.G.8.9-12.</b> Evaluate how short- and long-term climate variability impacts human migration and settlement patterns, resource use, and land uses.
<i>Global Interconnections</i>	<b>SS.G.4.6-8.LC.</b> Identify how cultural and environmental characteristics vary among regions of the world.	<b>SS.G.4.6-8.MdC.</b> Explain how global changes in population distribution patterns affect changes in land use.	<b>SS.G.4.6-8.MC.</b> Analyze how the environmental characteristics of places and production of goods influence patterns of world trade.	<b>SS.G.9.9-12.</b> Describe and explain the characteristics that constitute a particular culture.
				<b>SS.G.10.9-12.</b> Explain how and why culture shapes worldview.
				<b>SS.G.11.9-12.</b> Explain how globalization impacts the cultural, political, economic, and environmental characteristics of a place or region.
				<b>SS.G.12.9-12.</b> Evaluate how competition for scarce natural resources contributes to conflict and cooperation within and among countries.





Topics	Economics and Financial Literacy					
	Kindergarten: My Social World	First Grade: Living, Learning, and Working Together	Second Grade: Families, Neighborhoods, and Community	Third Grade: Communities Near and Far	Fourth Grade: Our State, Our Nation	Fifth Grade: Our Nation, Our World
Economic Decision Making	SS.EC.1.K. Explain that choices are made because of scarcity (i.e. because we cannot have everything that we want).	SS.EC.1.1. Explain and give examples of when choices are made that something else is given up.	SS.EC.1.2. Demonstrate how our choices can affect ourselves and others in positive and negative ways.	SS.EC.1.3. Compare the goods and services that people in the local community produce and those that are produced in other communities.	SS.EC.1.4. Explain how profits reward and influence sellers.	Not in Grade 5
		SS.EC.2.1. Describe the skills and knowledge required to produce certain goods and services.	SS.EC.2.2. Explain the role of money in making exchange easier.			
Exchange and Markets	Begins in Grade 2		SS.EC.3.2. Compare the goods and services that people in the local community produce and those that are produced in other communities.	SS.EC. 2.3. Generate examples of the goods and services that governments provide.	SS.EC. 2.4. Describe how goods and services are produced using human, natural, and capital resources (e.g. tools and machines).	SS.EC.1.5. Analyze why and how individuals, businesses, and nations around the world specialize and trade.
National and Global Economy	Begins in Grade 5					SS.EC.2.5. Discover how positive incentives (e.g. sale prices and earning money) and negative incentives influence behavior in our nation's economy and around the world.
						SS.EC.3.5. Determine the ways in which the government pays for the goods and services it provides.
Financial Literacy	Begins in Grade 1	SS.EC.FL.3.1. Explain how people earn pay or income in exchange for work.	SS.EC.FL. 4.2. Explain that money can be saved or spent on goods and services.	SS.EC.FL.3.3. Describe the role of banks and other financial institutions in an economy.	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).	SS.FL.4.5. Explain that interest is the price the borrower pays for using someone else's money.
				SS.EC.FL. 4.3. Explain that when people borrow, they receive something of value now and agree to repay the lender over time.	SS.EC.FL. 4.4. Explain that income can be saved, spent on good and services, or used to pay taxes.	



Topics	Economics and Financial Literacy			
	Grades 6-8			Grades 9-12
	Less Complex (LC)	Moderately Complex (Mdc)	More Complex (MC)	
<i>Economic Decision Making</i>	<b>SS.EC.1.6-8.LC.</b> Explain how economic decisions affect the well-being of individuals, businesses and society.	<b>SS.EC.1.6-8.Mdc.</b> Explain how external benefits and costs influence choices.	<b>SS.EC.1.6-8.MC.</b> Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole.	<b>SS.EC.1.9-12.</b> Analyze how scarcity and incentives influence choices to consume or produce for different individuals and groups. <b>SS.EC.2.9-12.</b> Use marginal benefits and marginal costs to propose a solution to a significant issue for an individual or community.
	<b>SS.EC.2.6-8.LC.</b> Analyze the role of innovation and entrepreneurship in a market economy.	<b>SS.EC.2.6-8.Mdc.</b> Describe the roles of institutions, such as corporations, non-profits, and labor unions in a market economy.	<b>SS.EC.2.6-8.MC.</b> Explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies.	<b>SS.EC.3.9-12.</b> Evaluate how much competition exists within and among sellers and buyers in specific markets. <b>SS.EC.4.9-12.</b> Evaluate the effectiveness of government policies to improve market outcomes, address inequality, or reduce inefficiencies. <b>SS.EC.5.9-12.</b> Analyze the ways in which competition and government regulation influence what is produced and distributed in a market system.
<i>National and Global Economy</i>	<b>SS.EC.3.6-8.LC.</b> Explain why standards of living increase as productivity improves.	<b>SS.EC.3.6-8.Mdc.</b> Explain barriers to trade and how those barriers influence trade among nations.	<b>SS.EC.3.6-8.MC.</b> Evaluate employment, unemployment, inflation, total production, income and economic growth data and how they affect different groups.	<b>SS.EC.6.9-12.</b> Use data and economic indicators to analyze past and current states of the economy and predict future trends. <b>SS.EC.7.9-12.</b> Describe how government policies are influenced by and impact a variety of stakeholders. <b>SS.EC.8.9-12.</b> Analyze how advances in technology and investment in capital goods and human capital affect economic growth and standards of living. <b>SS.EC.9.9-12.</b> Analyze the role of comparative advantage in local, national, and global trade of goods and services. <b>SS.EC.10.9-12.</b> Explain how globalization trends and policies affect social, political, and economic conditions in different nations.
	<b>SS.EC.FL.1.6-8.LC.</b> Analyze the relationship between skills, education, jobs, and income.	<b>SS.EC.FL.1.6-8.Mdc.</b> Identify how people choose to buy goods and services while still maintaining a budget based on income, taxes, savings, and fixed and variable interest rates.	<b>SS.EC.FL.1.6-8.MC.</b> Describe the connection between credit, credit options, and interest and credit history.	<b>SS.EC.FL.1.9-12.</b> Analyze the costs and benefits of various strategies to increase income. <b>SS.EC.FL.2.9-12.</b> Explain how to make informed financial decisions by collecting information, planning, and budgeting. <b>SS.EC.FL.3.9-12.</b> Explain how time, interest rates, and inflation influence saving patterns over a lifetime.
	<b>SS.EC.FL.2.6-8.LC.</b> Explain the roles and relationships between savers, borrowers, interest, time, and the purposes for saving.	<b>SS.EC.FL.2.6-8.Mdc.</b> Explain the correlation between investors, investment options (and associated risks), and income/wealth.	<b>SS.EC.FL.2.6-8.MC.</b> Analyze the relationship between financial risks and protection, insurance and costs.	<b>SS.EC.FL.4.9-12.</b> Analyze costs and benefits of different credit and payment options for goods and services, the role of lenders, and interest. <b>SS.EC.FL.5.9-12.</b> Evaluate risks and rates of return of diversified investments. <b>SS.EC.FL.6.9-12.</b> Analyze the costs and benefits of insurance, including the influences of an individual's characteristics and behavior.



Topics	History					
	Kindergarten: My Social World	First Grade: Living, Learning, and Working Together	Second Grade: Families, Neighborhoods, and Community	Third Grade: Communities Near and Far	Fourth Grade: Our State, Our Nation	Fifth Grade: Our Nation, Our World
<i>Change, Continuity, and Context</i>	SS.H.1.K. Compare life in the past with life today.	SS.H.1.1. Create a chronological sequence of multiple events.  SS.H.2.1. Describe individuals and groups who have shaped a significant historical change.	SS.H.1.2. Summarize changes that have occurred in the local community over time.	SS.H.1.3. Create and use a chronological sequence of events.	<i>Not in Grade 4</i>	SS.H.1.5. Create and use a chronological sequence of related events to compare developments that happened at the same time.
<i>Perspectives</i>	SS.H.2.K. Explain the significance of our national holidays and the heroism and achievements of the people associated with them.	SS.H.3.1. Compare perspectives of people in the past to those of people in the present.	SS.H.2.2. Compare individuals and groups who have shaped a significant historical change.	SS.H.2.3. Describe how significant people, events, and developments have shaped their own community and region.	SS.H.1.4. Explain connections among historical contexts and why individuals and groups differed in their perspectives during the same historical period.	<i>Not in Grade 5</i>
<i>Historical Sources and Evidence</i>	<i>Begins in Grade 2</i>		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.	SS.H.3.3. Identify artifacts and documents as either primary or secondary sources of historical data from which historical accounts are constructed.	SS.H.2.4. Using artifacts and primary sources, investigate how individuals contributed to and the founding and development of Illinois.	SS.H.2.5. Use information about a historical source—including the maker, date, place of origin, intended audience, and purpose—to judge the extent to which the source is useful for studying a particular topic.
<i>Causation and Argumentation</i>	<i>Begins in Grade 4</i>				SS.H.3.4. Explain probable causes and effects of events and developments in Illinois history.	SS.H.3.5. Explain probable causes and effects of events and developments in U.S. history.



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



## Supplementary Course Standards: Grades 9-12

### Anthropology

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

### Psychology

<b>SS.Psy.1.9-12</b>	Identify scientific methodologies utilized in psychological research.
<b>SS.Psy.2.9-12</b>	Evaluate the conclusions made by psychological research, including ethical concerns.
<b>SS.Psy.3.9-12</b>	Understand a variety of psychological perspectives and apply their concepts and theoretical ideas to the investigation of similarities and differences in behavior and mental processes.
<b>SS.Psy.4.9-12</b>	Analyze how biological, psychological, and sociocultural factors and their interactions influence individuals' behavior and mental processes.
<b>SS.Psy.5.9-12</b>	Evaluate the complexities of human thought and behavior, as well as the factors related to the individual differences among people.
<b>SS.Psy.6.9-12</b>	Identify and apply psychological thinking to personal and societal experiences and issues.
<b>SS.Psy.7.9-12</b>	Apply psychological knowledge to their daily lives.
<b>SS.Psy.8.9-12</b>	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

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