

I3: Inclusive, Inquiry-Based Social Studies for Illinois

Illinois Social Science Standards



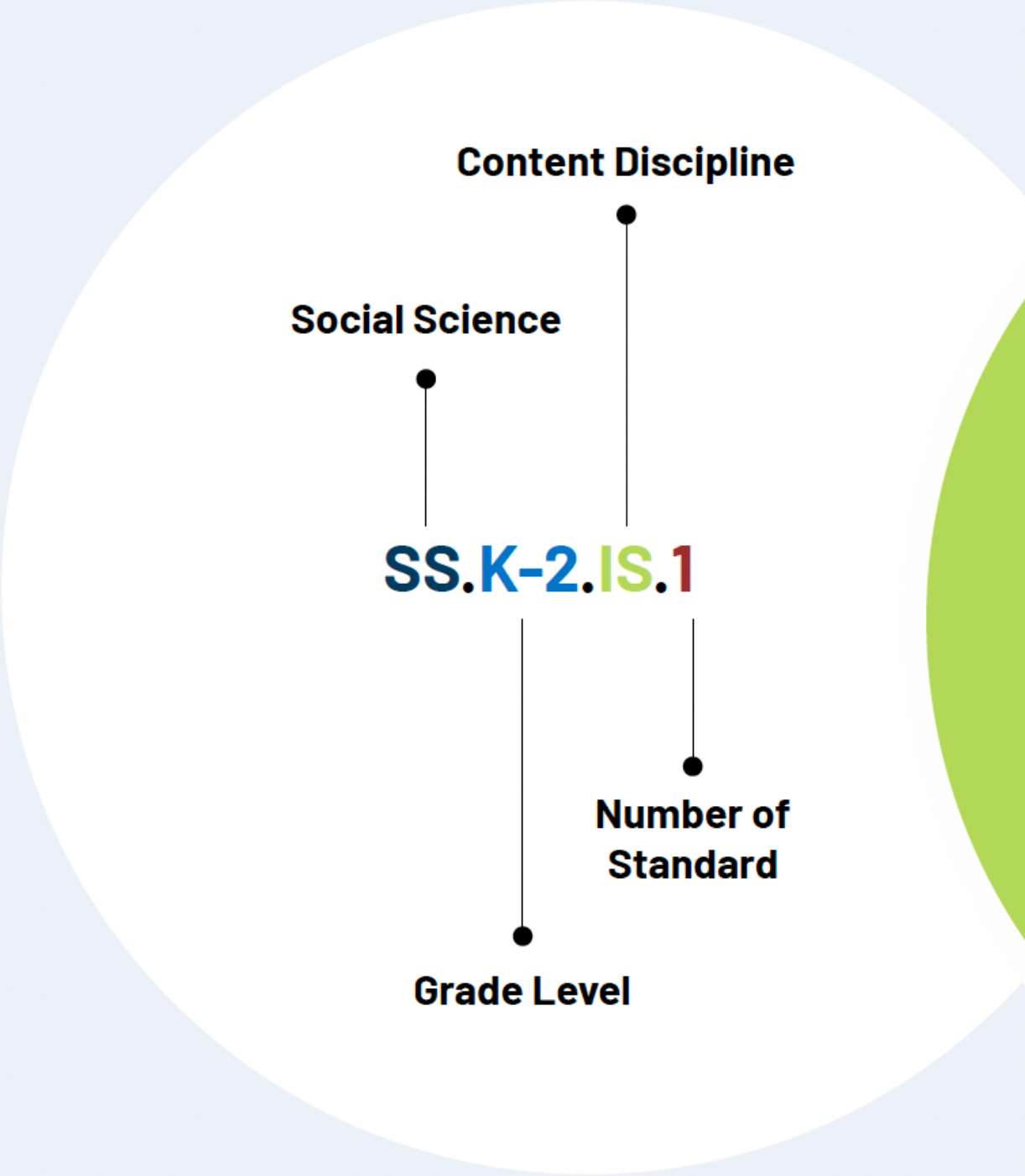
Illinois
State Board of
Education



College of Education
UNIVERSITY OF ILLINOIS URBANA-CHAMPAIGN



Key for reading standards



Coding
Inquiry Skills = **IS**
Civics = **CV**
Economics = **EC**
Economics Financial Literacy = **EC.FL**
Geography = **G**
History = **H**
Anthropology = **ANTH**
Psychology = **PSY**
Sociology = **SOC**
Religious Studies = **REL**

K-12 Inquiry Skills

Developing Questions and Planning Inquiries

Topics	Grade K-2	Grade 3-5	Grade 6-8			High School Grades 9-12
			Less Complex (LC)	Moderately Complex (MdC)	More Complex (MC)	
Constructing Essential Questions	SS.K-2.IS.1. Create questions that are relevant to self as they relate to the content of the Social Science Standards.	SS.3-5.IS.1. Develop essential questions and expand the importance of the questions to self and others.	SS.6-8.IS.1.LC. Create essential questions that consider multiple perspectives to guide inquiry about a topic.			SS.9-12.IS.1. Create actionable, student-driven (or student-informed) questions that lead to social studies investigations beyond one’s immediate cultural environment or lens.
Constructing Supporting Questions	Begins in Grades 3-5	SS.3-5.IS.2. Students generate supporting questions that require investigation to help answer essential questions.	SS.6-8.IS.2.LC. Ask essential and focused questions that consider multiple perspectives and will lead to independent research.			SS.9-12.IS.2. Develop culturally informed, student-driven supporting questions that contribute to inquiry and evaluate the purpose of supporting questions in the research and inquiry process.
Determining Helpful Resources	SS.K-2.IS.2. With guidance and support, students will use varied teacher- selected resources to learn procedures to locate evidence that assists with finding answers to their questions. Introduce the importance of informational resources that are reliable and distinguish fact from opinion.	SS.3-5.IS.3. Identify varied resources that answer essential and student-generated questions and that take into consideration multiple points of view.	SS.6-8.IS.3.LC. Determine sources representing multiple points of view and diversity of authorship that will assist in organizing a research plan.			SS.9-12.IS.3. Develop new supporting and essential questions by primary and secondary investigation, collaboration, and use of sources that reflect diverse perspectives (e.g., political, cultural, socioeconomic, race, religious, gender).

Evaluating Sources and Using Evidence

Topics	Grade K-2	Grade 3-5	Grade 6-8			High School Grades 9-12
			Less Complex (LC)	Moderately Complex (MdC)	More Complex (MC)	
Gathering and Evaluating Resources	SS.K-2.IS.3. With guidance and support, gather relevant information from multiple sources to analyze information.	SS.3-5.IS.4. Gather relevant information and distinguish between fact and opinion to determine credibility of multiple sources.	SS.6-8.IS.4.LC. Determine the value of sources by evaluating their relevance and intended use.	SS.6-8.IS.4.MdC. Determine the credibility of sources based upon their origin, authority, and context.	SS.6-8.IS.4.MC. Gather relevant information from credible sources and determine whether they support each other.	<p>SS.9-12.IS.4. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.</p> <p>SS.9-12.IS.5. Gather and evaluate information from multiple primary and secondary sources that reflect the perspectives and experiences of multiple groups, including marginalized groups.</p>
Developing Claims and Using Evidence	SS.K-2.IS.4. With guidance and support, evaluate a source by distinguishing between fact and opinion.	SS.3-5.IS.5. Develop claims using evidence from multiple sources to answer essential questions.	SS.6-8.IS.5.LC. Appropriately cite all the sources that are used.	SS.IS.5.6-8.MdC. Identify evidence from multiple sources to support claims, noting any limitations of the evidence.	SS.6-8.IS.5.MC. Develop claims and counterclaims using evidence from credible sources while pointing out the strengths and limitations of both.	<p>SS.9-12.IS.6. Analyze evidence and identify counter perspectives to revise or strengthen claims.</p> <p>SS.9-12.IS.7. Construct arguments using precise and knowledgeable claims with evidence from multiple sources, while acknowledging counterclaims, perspectives, and biases.</p> <p>SS.9-12.IS.8. Evaluate evidence to construct arguments and claims that use reasoning and account for multiple perspectives and value systems.</p>

Communicating Conclusion and Taking Informed Action

Topics	Grade K-2	Grade 3-5	Grade 6-8			High School Grades 9-12
			Less Complex (LC)	Moderately Complex (MdC)	More Complex (MC)	
Communicating Conclusions	SS.K-2.IS.5. With guidance and support, students will share their findings on the asked and answered questions with peers.	SS.3-5.IS.6. Construct arguments using claims and evidence from multiple sources SS.3-5 IS.7. Construct explanations using reasoning, correct sequences, examples, and details with relevant information and data. SS.3-5.IS.8. Present a summary of arguments and explanations to others inside and/or outside of the classroom using print and oral technologies.	SS.6-8.IS.6.LC. Construct arguments using claims and evidence from multiple sources, while acknowledging the arguments’ strengths and limitations.	SS.6-8.IS.6.MdC. Construct explanations for a specific audience using reasoning, correct sequences, examples, and details, while acknowledging their strengths and weaknesses.	SS.6-8.IS.6.MC. Present arguments and explanations that would appeal to audiences and venues outside of the classroom, using a variety of methods.	SS.9-12.IS.9. Develop and prepare communication by identifying stakeholders (or audiences) and evaluate what messages and media are likely to result in stakeholder support or opposition.
Critiquing Conclusions	Begins in Grades 3-5	SS.3-5.IS.9. Explain the use of inquiry strategies, approaches, and relevant sources that will allow students to address local, regional, state, national, and global problems	SS.6-8.IS.7.LC. Critique the structure and credibility of arguments and explanations (self and others) about a topic.			SS.9-12.IS.10. Solicit feedback from stakeholder representatives and revise communication and action plans accordingly.

Communicating Conclusion and Taking Informed Action

Topics	Grade K-2	Grade 3-5	Grade 6-8			High School Grades 9-12
			Less Complex (LC)	Moderately Complex (MdC)	More Complex (MC)	
Taking Informed Action	<p>SS.K-2.IS.6. Using various viewpoints, students will engage in reflective conversations to draw conclusions on inquiry findings and create action steps.</p>	<p>SS.3-5.IS.10. Students will engage in reflective conversations to draw conclusions on inquiry findings and create action steps that consider multiple viewpoints.</p>	<p>SS.6-8.IS.8.LC. Analyze how a problem can manifest itself, identify the individuals and communities impacted by a problem, and address the challenges and opportunities faced by those trying to take action toward solutions.</p>	<p>SS.6-8.IS.8.MdC. Assess individual and collective capacities within a given context to take action, address problems, and identify potential outcomes.</p>	<p>SS.6-8.IS.8.MC. Apply a range of deliberative and democratic procedures to make decisions and take action in schools and community contexts.</p>	<p>SS.9-12.IS.11. Use interdisciplinary lenses to identify local, regional, state, natural, or global concerns and anticipate the outcome possible solutions might have on all impacted communities, including marginalized communities.</p> <p>S.9-12.IS.12. Analyze existing structures, systems, and methodologies to determine what types of interventions or informed action will lead to increased equity, inclusion, and community and civic good.</p> <p>SS.9-12.IS.13. Use deliberative processes and apply appropriate civic engagement strategies and procedures to address local, regional, or global concerns, and take action in or out of school.</p> <p>SS.9-12.IS.14. Take measurable action to effect changes that bring about equity, inclusion, and the community and civic good.</p> <p>SS.9-12.IS.15. Evaluate the outcomes of informed action and reflect on successes and failures of interventions or informed action that will lead to increased equity, inclusion, and community and civic good.</p>

K-12 Disciplinary Concepts

Civics

Topics	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
Civic and Political Institutions	SS.K.CV.1. With guidance and support, identify the roles of individuals and leaders and their responsibility to meet the needs of different people and communities.	SS.1.CV.1. With guidance and support, explain how individuals who live, learn, and work together make important decisions, and the effect that these decisions have on a variety of diverse communities.	SS.2.CV.1. With guidance and support, identify features and functions of governments.	SS.3.CV.1. Explain how families, workplaces, organizations, and government entities interact and affect communities in multiple ways. SS.3.CV.2. Using evidence, describe how people have strived to improve communities over time to achieve equitable outcomes, practices, or policies.	SS.4.CV.1. Explain the roles and responsibilities of government officials at the local, state, and national levels and investigate how the roles and responsibilities of government have changed over time. SS.4.CV.2. Define democracy and explain how limited participation affects the political representation of multiple groups.	SS.5.CV.1. Explain the roles and responsibilities of government officials at the local, state, and national levels and investigate how the roles and responsibilities of the three branches of government have changed over time. SS.5.CV.2. Examine the origins and purposes of rules, laws, and key provisions of the U.S. Constitution and investigate the impact they had/have on multiple groups of people. SS.5.CV.3. Compare and contrast the U.S. government to other global governments in their structure and systems of governing with consideration for their impact on equitable outcomes.
Participation & Deliberation: Applying Civic Virtues and Democratic Principles	Begins in Grade 4				SS.4.CV.3. Identify core civic virtues and democratic principles that guide governments, society, and communities.	None in Grade 5

K-12 Disciplinary Concepts

Civics

Topics	Grade 6-8			High School Grades 9-12
	Less Complex (LC)	Moderately Complex (MdC)	More Complex (MC)	
Civic and Political Institutions	<p>SS.6-8.CV.1.LC. Identify different types of citizenship and immigration statuses of individuals in the United States and the different rights and roles (e.g., voters, jurors, taxpayers, military, protesters, and officeholders) based on citizenship or immigration status.</p> <p>SS.6-8.CV.2.LC. Describe the origins and purposes and impact of governing documents and policies (e.g., U.S. Constitution, Illinois Constitution, laws, treaties, and international agreements) and synthesize their application and impacts on multiple groups of people with how they have changed over time.</p>	<p>SS.6-8.CV.1.MdC. Describe and analyze the roles of political, civil, and economic organizations from a national to local scale in impacting multiple individuals and communities.</p> <p>S.6-8.CV.2.MdC. Explain the origins, functions, and structure of government with reference to the U.S. Constitution, Illinois Constitution, and other systems of government and how they have impacted multiple groups of people.</p> <p>SS.6-8.CV.3.MdC. Analyze the origins, purposes, and processes connected to maintaining or changing powers and how individuals and societies protect, grant, or deny rights.</p>	<p>SS.6-8.CV.1.MC. Evaluate the powers and responsibilities of individuals, political parties, interest groups, and the media; how these have changed over time; and the impacts on multiple communities.</p> <p>SS.6-8.CV.2.MC. Analyze how the application of laws and the protection, granting, or denial of individual and collective rights have impacted participation and powers of various groups of people.</p> <p>SS.6-8.CV.3.MC. Synthesize how the changes over time in the application of laws and granting or denial of rights have impacted governments, public officials, and bureaucracies at different levels in the United States, U.S. territories, and tribal nations within the United States.</p>	<p>SS.9-12.CV.1. Distinguish between the rights, roles, powers, and responsibilities of individuals and institutions in the political system and analyze the marginalization of multiple groups and perspectives in that system.</p> <p>SS.9-12.CV.2. Evaluate the opportunities and limitations of participation in elections, voting, and the electoral process, and the impact disenfranchisement has on these processes.</p> <p>SS.9-12.CV.3. Analyze constitutions, laws, and agreements to determine the degree to which they achieve justice, equality, and liberty.</p> <p>SS.9-12.CV.4. Evaluate the U.S. Constitution’s ability to establish a system of government with power, responsibilities, and limits, and explain how the U.S. Constitution has evolved/changed over time and is still debated.</p>

K-12 Disciplinary Concepts

Civics

Topics	Grade 6-8			High School Grades 9-12
	Less Complex (LC)	Moderately Complex (MdC)	More Complex (MC)	
Participation & Deliberation: Applying Civic Virtues and Democratic Principles	<p>SS.6-8.CV.3.LC. Identify the means used by individuals and groups to either maintain or change powers and protect, grant, or deny rights of individuals and communities in societies.</p> <p>SS.6-8.CV.4.LC. Analyze the relationships among democratic principles, civic virtues, special interests, and perspectives to the ideas and principles contained in the constitutions, laws, treaties, and international agreements of the United States and other countries.</p>	<p>SS.6-8.CV.4.MdC. Analyze the origins, purposes, and processes connected to maintaining or changing powers and how individuals and societies protect, grant, or deny rights.</p> <p>SS.6-8.CV.5.MdC. Analyze and synthesize ideas and principles contained in the founding and governing documents and practices of the United States, U.S. territories, and tribal nations within the United States.</p>	<p>SS.6-8.CV.4.MC. Explain how granting rights for individuals or communities does not reduce the ability of other individuals or communities to exercise the same rights and evaluate how efforts to maintain systems or initiate change within societies have worked for or against the benefit or oppression of multiple groups.</p> <p>SS.6-8.CV.5.MC. Evaluate and critique deliberative processes regarding the development and application of governing documents and policies and how they have changed over time.</p>	<p>SS.9-12.CV.5. Analyze civic dispositions, democratic principles, constitutional rights, and human rights and their impact on personal interests and multiple perspectives.</p> <p>SS.9-12.CV.6. Identify and explain how political parties, the media, and public interest groups both influence and reflect social and political interests.</p> <p>SS.9-12.CV.7. Compare and contrast the democratic concepts and principles inherent to the U.S. system of government.</p>

K-12 Disciplinary Concepts

Geography

Topics	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
Geographic Representations	Begins in Grade 1	SS.1.G.1. With guidance and support, construct and interpret print and digital maps and other cultural representations of familiar places.	SS.2.G.1. With guidance and support, use print and digital maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.	SS.3.G.1. Use print and digital maps, globes, and other simple geographic models to identify topographic and other graphic representations of both familiar and unfamiliar locations.	SS.4.G.1. Construct print and digital maps and other topographic representations to show the details of places and regions and their environmental characteristics.	<p>SS.5.G.1. Use print and digital maps of different scales to describe the locations of cultural and environmental characteristics.</p> <p>SS.5.G.2. Investigate and explain how the cultural and environmental characteristics of places within the United States change over time.</p>
Human-Environment Interaction	SS.K.G.1. With guidance and support, explain how weather, climate, and other environmental factors affect people’s lives and cultural identities in our region.	SS.1.G.2. With guidance and support, describe how human activities affect the cultural and environmental characteristics of places or regions.	SS.2.G.2. With guidance and support, identify some cultural and environmental characteristics of your community and compare to other places or regions.	SS.3.G.2. Explain how culture influences the way people modify and adapt to the environment or the way people do not modify and adapt to their environments.	SS.4.G.2. Explain how the cultural and environmental characteristics of places change over time.	None in Grade 5
Human Population	<p>SS.K.G.2. With guidance and support, explain how people and goods move from place to place.</p> <p>SS.K.G.3. With guidance and support, identify characteristics of print and digital maps, graphs, and other cultural representations of familiar places.</p>	SS.1.G.3. Compare how people in different types of communities use local and worldwide environments to meet their daily needs.	SS.2.G.3. Describe the connections between the physical environment of a place and the economic activities found there.	SS.3.G.3. Describe the movement of goods, people, jobs, and/or information and the effect of the cultural and environmental characteristics on movement of goods.	SS.4.G.3. Investigate the human effects on the physical environment over time.	SS.5.G.3. Explain how human settlements and technological advancements have impacted natural resources.

K-12 Disciplinary Concepts

Geography

Topics	Grade 6-8			High School Grades 9-12
	Less Complex (LC)	Moderately Complex (MdC)	More Complex (MC)	
Geographic Representations	SS.6-8.G.1.LC. Use geographic representations (e.g., maps, photographs, satellite images) to explain relationships between the locations (places and regions) and changes in their environment.	SS.6-8.G.1.MdC. Use mapping and graphing to represent and analyze spatial patterns of different environmental and cultural characteristics.	SS.6-8.G.1.MC. Construct different representations to explain the spatial patterns of cultural and environmental characteristics.	<p>SS.9-12.G.1. 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.</p> <p>SS.9-12.G.2. Explain how mapping is used to claim political sovereignty and to obscure disagreements over the nature of space, human relationship with place, and power to determine how humans interact with landscapes, animals, and plants.</p> <p>SS.9-12.G.3. Use self-collected or pre-existing data sets to generate spatial patterns at multiple scales that can be used to conduct analysis or to take civic action.</p>
Human-Environment Interaction	SS.6-8.G.2.LC. Explain how humans and their environment affect one another.	SS.6-8.G.2.MdC. Compare and contrast the cultural and environmental characteristics of different places or regions.	SS.6-8.G.2.MC. Evaluate how cultural and economic decisions influence environments and the daily lives of people in both nearby and distant places.	<p>SS.9-12.G.4. Analyze data and trends at various scales to address inequalities in race, ethnicity, and gender across time and space.</p> <p>SS.9-12.G.5. Analyze different ways of representing geographic information in order to compare cartographers' perspectives, biases, and goals.</p> <p>SS.9-12.G.6. Analyze and explain how humans affect and interact with the environment and vice versa.</p> <p>SS.9-12.G.7. Evaluate how political and economic decisions have influenced cultural and environmental characteristics of various places and regions.</p> <p>SS.9-12.G.8. 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.</p> <p>SS.9-12.G.9. Explain how landscape; use of land and resources; and means of interacting with land, animals, and plants each reflect cultural beliefs and identities.</p>

K-12 Disciplinary Concepts

Geography

Topics	Grade 6-8			High School Grades 9-12
	Less Complex (LC)	Moderately Complex (MdC)	More Complex (MC)	
Human Population	SS.6-8.G.3.LC. Explain how environmental characteristics affect human migration and settlement.	SS.6-8.G.3.MdC. Explain how changes in transportation and communication influence the spatial connections among human settlements and affect the spread of ideas and culture.	SS.6-8.G.3.MC. Evaluate the influences of long-term, human-induced environmental change on spatial patterns of conflict and cooperation.	<p>SS.9-12.G.10. Analyze how historical events and the diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of the human population.</p> <p>SS.9-12.G.11. Evaluate how economic activities and political decisions impact spatial patterns at various scales.</p> <p>SS.9-12.G.12. Evaluate how short- and long-term climate variability affects human migration and settlement patterns, use of land and resources, and relationship with the land.</p>
Global Interconnections	SS.6-8.G.4.LC. Identify how cultural and environmental characteristics vary among regions of the world.	SS.6-8.G.4.MdC. Explain how global changes in population distribution patterns affect changes in land use.	SS.6-8.G.4.MC. Analyze how the environmental characteristics of places and production of goods influence patterns of world trade.	<p>SS.9-12.G.13. Describe and explain the characteristics that constitute culture.</p> <p>SS.9-12.G.14. Explain how a person’s identity (e.g., race, ethnicity, gender, sexuality, spirituality/religion, ability status, socioeconomic group) shapes and is shaped by worldview.</p> <p>SS.9-12.G.15. Explain how characteristics of culture and measures of development shape an individual’s worldview.</p> <p>SS.9-12.G.16. Explain how globalization affects the cultural, political, economic, and environmental characteristics of a place or region.</p>

K-12 Disciplinary Concepts

Economics and Financial Literacy

Topics	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
Economic Decision Making	<p>SS.K.EC.1. Explain that choices are made because of scarcity (i.e., because individuals cannot have everything that they want).</p>	<p>SS.1.EC.1. Explain and give examples of when choices are made that something else is given up.</p> <p>SS.1.EC.2. Describe the skills and knowledge required to produce certain goods and services.</p>	<p>SS.2.EC.1. Demonstrate how our choices can affect ourselves and others in positive and negative ways.</p> <p>SS.2.EC.2. Explain the role of money in making exchange easier.</p> <p>SS.2.EC.3. Compare the goods and services that people in the local community produce and those that are produced in other communities.</p>	<p>SS.3.EC.1. Compare the goods and services that people in the local community produce and those that are produced in other communities.</p>	<p>SS.4.EC.1. Explain how profits reward and influence sellers.</p>	<p>None in Grade 5</p>
Exchange and Markets	<p>Begins in Grade 3</p>			<p>SS.3.EC.2. Generate examples of the goods and services that governments provide.</p>	<p>SS.4.EC.2. Describe how goods and services are produced using human, natural, and capital resources (e.g., tools, machines).</p>	<p>SS.5.EC.1. Analyze why and how individuals, businesses, and nations around the world specialize and trade.</p>

K-12 Disciplinary Concepts

Economics and Financial Literacy

Topics	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
Financial Literacy	Begins in Grade 1	SS.1.EC.FL.3. Explain how people are compensated for work.	SS.2.EC.FL.4. Explain that money can be saved or spent on goods and services.	<p>SS.3.EC.FL.3. Describe the role of banks and other financial institutions in an economy.</p> <p>SS.3.EC.FL.4. Explain that when people borrow, they receive something of value now and agree to repay the lender over time.</p>	<p>SS.4.EC.FL.3. Analyze how spending choices are influenced by prices, as well as many other factors (e.g., advertising, peer pressure, options).</p> <p>SS.4.EC.FL.4. Explain that income can be saved, spent on goods and services, or used to pay taxes.</p>	SS.5.EC.FL.4. Explain that interest is the price the borrower pays for using someone else’s money.
National and Global Economy	Begins in Grade 5					<p>SS.5.EC.2. 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.</p> <p>SS.5.EC.3. Determine the ways in which government pays for goods and services it provides.</p>

K-12 Disciplinary Concepts

Economics and Financial Literacy

Topics	Grade 6-8			High School Grades 9-12
	Less Complex (LC)	Moderately Complex (MdC)	More Complex (MC)	
Economic Decision Making	SS.6-8.EC.1.LC. Explain how economic decisions affect the well-being of individuals, businesses and society.	SS.6-8.EC.1.MdC. Explain how external benefits and costs influence choices.	SS.6-8.EC.1.MC. Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole.	<p>SS.9-12.EC.1. Analyze how scarcity and incentives influence the consumption choices for goods and services made by different individuals and communities and evaluate the role of scarcity, both from nature and human-made.</p> <p>SS.9-12.EC.2. Use marginal benefits and marginal costs to propose solutions to a significant issue for an individual or community and evaluate the effectiveness of applying cost/marginal benefits to account for economic differences across multiple communities.</p>
Exchange and Markets	SS.6-8.EC.2.LC. Analyze the role of innovation and entrepreneurship in a market economy.	SS.6-8.EC.2.MdC. Describe the roles of institutions, such as corporations, non-profits, and labor unions in a market economy.	SS.6-8.EC.2.MC. Explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies.	<p>SS.9-12.EC.3. Evaluate different market structures, including competitive markets, monopolies, and oligopolies; how those different market structures affect groups differently; examples of these markets in the United States; and the assumptions of each market type.</p> <p>SS.9-12.EC.4. Evaluate how much competition exists within and among sellers and buyers within the markets to which the students or school community belong and other specific markets.</p> <p>SS.9-12.EC.5. Use benefits and costs to evaluate the effectiveness of government policies to improve market outcomes.</p> <p>SS.9-12.EC.6. Evaluate the extent to which specific government policies address inequalities, improve market outcomes, or reduce inefficiencies, and the unintended consequences of these policies for one's community and for diverse groups of people.</p> <p>SS.9-12.EC.7. Analyze the ways in which market structures influence what is produced and distributed in a market system while accounting for disparity in both implementation and outcomes in one's own and other communities.</p>

K-12 Disciplinary Concepts

Economics and Financial Literacy

Topics	Grade 6-8			High School Grades 9-12
	Less Complex (LC)	Moderately Complex (MdC)	More Complex (MC)	
National and Global Economy	SS.6-8.EC.3.LC. Explain why standards of living increase as productivity improves.	SS.6-8.EC.3.MdC. Explain barriers to trade and how those barriers influence trade among nations.	SS.6-8.EC.3.MC. Evaluate employment, unemployment, inflation, total production, income and economic growth data and how they affect different groups.	<p>SS.9-12.EC.8. Use data and economic indicators to analyze past and current states of the economy and predict future trends and economic conditions among multiple, diverse communities.</p> <p>SS.9-12.EC.9. Compare the benefits and problems of different economic systems (e.g., capitalism, socialism, communism, mixed systems), particularly their impact on equitable outcomes.</p> <p>SS.9-12.EC.10. Evaluate how government policies are influenced by and impact a variety of stakeholders.</p> <p>SS.9-12.EC.11. Analyze how advances in technology and investment in capital goods and human capital affect economic growth and standards of living.</p> <p>SS.9-12.EC.12. Analyze the role of comparative advantage in global trade of goods and services.</p> <p>SS.9-12.EC.13. Explain how current and past globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution.</p>

K-12 Disciplinary Concepts

Economics and Financial Literacy

Topics	Grade 6-8			High School Grades 9-12
	Less Complex (LC)	Moderately Complex (MdC)	More Complex (MC)	
Financial Literacy	<p>SS.6-8.EC.FL.1.LC. Analyze the relationship between skills, education, jobs, and income.</p> <p>SS.6-8.EC.FL.2.LC. Explain the roles and relationships between savers, borrowers, interest, time, and the purposes for saving.</p>	<p>SS.6-8.EC.FL.1.MdC. 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.</p> <p>SS.6-8.EC.FL.2.MdC. Explain the correlation between investors, investment options (and associated risks), and income/wealth.</p>	<p>SS.6-8.EC.FL.1.MC. Describe the connection between credit, credit options, and interest and credit history.</p> <p>SS.6-8.EC.FL.2.MC. Analyze the relationship between financial risks and protection, insurance and costs.</p>	<p>SS.9-12.EC.FL.1. Understand how costs and benefits can be subject to individual circumstances and factors outside of one’s control.</p> <p>SS.9-12.EC.FL.2. Explain the importance of making informed financial decisions by collecting information, planning, and budgeting while accounting for individual circumstances that can limit access to capital.</p> <p>SS.9-12.EC.FL.3. Explain how time, interest rates, and inflation influence saving patterns over a lifetime.</p> <p>SS.9-12.EC.FL.4. Analyze costs and benefits of different credit and payment options for goods and services, the role of lenders and interest, and the impact of each on individuals and multiple communities.</p> <p>SS.9-12.EC.FL.5. Evaluate risks and returns on diversified investments while accounting for the individual risk disposition among students.</p> <p>SS.9-12.EC.FL.6. Analyze how the cognitive biases, environmental influences, and access to resources and necessities of an individual can impact financial decision-making and the application of economic decision making strategies.</p> <p>SS.9-12.EC.FL.7. Evaluate risk disposition and opportunity recognition for individual students and multiple communities, accounting for structural impacts on these dispositions</p> <p>SS.9-12.EC.FL.8. Evaluate the disparate impact of government and private business policies related to banking, credit, and mortgage lending in one’s own and others’ contexts while using current economic indicators to analyze or propose future policies.</p>

K-12 Disciplinary Concepts

History

Topics	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
Change, Continuity, and Context	<p>SS.K.H.1. With guidance and support, compare life in the past to life today, including the points of view of diverse groups of people.</p> <p>SS.K.H.2. Identify and describe the purpose of the national holidays of the United States, the major holidays of diverse groups, and the bravery or achievements of the diverse people who make these days special holidays.</p>	<p>SS.1.H.1. Create a chronological sequence of multiple events based on current learning.</p> <p>SS.1 H.2. Generate questions and investigate diverse individuals and groups who have shaped a significant historical change.</p>	<p>SS.2.H.1. Identify main ideas and changes that have occurred in the local community over time and retell how these changes impacted diverse groups in the community.</p>	<p>SS.3.H.1. Create and use a chronological sequence of related events to compare developments that happened at the same time.</p>	<p>SS.4.H.1. Study important individuals or major events in order to recognize and explain that there are multiple cultural perspectives.</p>	<p>SS.5.H.1. Create and use a chronological sequence of related events to identify cause and effects of relationships in history and the impacts of underrepresented groups.</p>
Perspectives	<p>Begins in Grade 1</p>	<p>SS.1.H.3. With guidance and support, investigate how our perspectives of historical events have changed over time.</p>	<p>SS.2.H.2. Examine key events that changed history from multiple perspectives, including the perspectives of diverse individuals, cultures, and groups.</p>	<p>SS.3.H.2. Explain how the diverse perspectives of people and events develop and shape communities and/or regions.</p>	<p>SS.4.H.2. Generate questions about multiple historical sources and their relationships to particular historical events and developments.</p>	<p>None in Grade 5</p>

K-12 Disciplinary Concepts

History

Topics	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
Historical Sources and Evidence		Begins in Grade 3		SS.3.H.3. Identify and analyze how different kinds of historical sources are used to explain events in the past.	SS.4.H.3. Explain probable causes and effects of events and developments in Illinois history.	SS.5.H.2. Use information about a historical source, including the creator (author), date, place of origin, intended audience, and purpose, to judge the extent to which the source is useful for studying a particular topic.
Causation and Argumentation		Begins in Grade 5				SS.5.H.3. Summarize the central claim in a work of history.

K-12 Disciplinary Concepts

History

Topics	Grade 6-8			High School Grades 9-12
	Less Complex (LC)	Moderately Complex (MdC)	More Complex (MC)	
Change, Continuity, and Context	SS.6-8.H.1.LC. Identify and describe the contexts of a series of historical events and developments as examples of change and/or continuity based on the perspectives of multiple diverse groups.	SS.6-8.H.1.MdC. Analyze connections and disconnections among events and developments in broader historical contexts and identify the effects of events on groups of people who have been marginalized.	SS.6-8.H.1.MC. Evaluate the significance of historical events to multiple groups and the relationship to modern-day movements and events.	<p>SS.9-12.H.1. Evaluate the context of time and place as well as structural factors that influence historical developments.</p> <p>SS.9-12.H.2. Analyze change and continuity across historical eras and identify what perspectives have typically influenced how historical eras are constructed.</p> <p>SS.9-12.H.3. Evaluate the methods used to promote change and the effects and outcomes of these methods on diverse groups of people.</p> <p>SS.9-12.H.4. Analyze how people and institutions have interacted with environmental, scientific, technological, and societal challenges.</p>
Perspectives	SS.6-8.H.2.LC. Explain how and why perspectives of people have changed over time.	SS.6-8.H.2.MdC. Analyze and compare multiple factors that influenced the perspectives of multiple groups of people during different historical eras relevant to the cultural groups.	SS.6-8.H.2.MC. Evaluate how perspectives of multiple individuals and groups have impacted the availability of information and the creation of historical sources.	<p>SS.9-12.H.5. Analyze the factors and historical context, including overarching movements, that influenced the perspectives of people during different historical eras.</p> <p>SS.9-12.H.6. Analyze the concept and pursuit of the “American Dream” and identify the factors that could promote or present barriers to the pursuit of the “American Dream” for multiple groups of people.</p> <p>SS.9-12.H.7. Identify and analyze the role of individuals, groups, and institutions in people’s struggle for safety, freedom, equality, and justice.</p> <p>SS.9-12.H.8. Analyze key historical events and contributions of individuals through a variety of perspectives, including those of historically underrepresented groups.</p>

K-12 Disciplinary Concepts

History

Topics	Grade 6-8			High School Grades 9-12
	Less Complex (LC)	Moderately Complex (MdC)	More Complex (MC)	
Historical Sources and Evidence	SS.6-8.H.3.LC. Classify the kinds of historical sources used in a secondary interpretation to include sources representing multiple perspectives.	SS.6-8.H.3.MdC. Detect possible biases and limitations in the historical record based on evidence collected from different kinds of historical sources by identifying the author, purpose, funding/ source, type of publication/ outlet, intended audience, etc.	SS.6-8.H.3.MC. Evaluate the validity of claims made in historical sources representing a variety of perspectives, describe the possible or actual impact(s) of the sources on audiences, and determine uses and applications.	<p>SS.9-12.H.9. Analyze the relationship between historical sources and the secondary interpretations made from them.</p> <p>SS.9-12.H.10. Identify and analyze ways in which marginalized communities are represented in historical sources and seek out sources created by historically oppressed peoples.</p> <p>SS.9-12.H.11. Analyze primary and secondary historical sources from multiple vantage points and perspectives to identify and explain dominant narratives and counternarratives of historical events.</p>
Causation and Argumentation	SS.6-8.H.4.LC. Describe the differences between correlation and causation in historical events and explain multiple causes and effects of historical events.	SS.6-8.H.4.MdC. Compare and contrast the central historical arguments in secondary works across multiple media.	SS.6-8.H.4.MC. Organize and critique applicable evidence to develop a coherent argument about the past.	<p>SS.9-12.H.12. Analyze the causes and effects of global conflicts and economic crises.</p> <p>SS.9-12.H.13. Analyze multiple and complex causes and effects of events in the past.</p> <p>SS.9-12.H.14. Analyze the geographic and cultural forces that have resulted in conflict and cooperation. Identify the cause and effects of imperialism and colonization.</p>

Supplementary Course Standards: Grades 9-12

Anthropology

SS.9-12.ANTH.1.	Analyze the elements of culture and explain the factors that shape these elements differently around the world.
SS.9-12.ANTH.2.	Explain how cultures develop and vary in response to their physical and social environment, including local, national, regional, and global patterns.
SS.9-12.ANTH.3.	Explain why anthropologists study culture from a holistic perspective.
SS.9-12.ANTH.4.	Evaluate one's own cultural assumptions using anthropological concepts.
SS.9-12.ANTH.5.	Apply anthropological concepts and anthropological knowledge to a variety of everyday, real-world situations.
SS.9-12.ANTH.6.	Explain how local actions can have global consequences and how global patterns and processes can affect seemingly unrelated local actions.

Psychology

SS.9-12.PSY.1.	Identify scientific methodologies utilized in psychological research.
SS.9-12.PSY.2.	Evaluate the conclusions made by psychological research, including ethical concerns.
SS.9-12.PSY.3.	Understand a variety of psychological perspectives and apply their concepts and theoretical ideas to the investigation of similarities and differences in behavior and mental processes.
SS.9-12.PSY.4.	Analyze how biological, psychological, and sociocultural factors and their interactions influence individuals' behavior and mental processes.
SS.9-12.PSY.5.	Evaluate the complexities of human thought and behavior, as well as the factors related to the individual differences among people.
S.9-12.PSY.6	Identify and apply psychological thinking to personal and societal experiences and issues.
SS.9-12.PSY.7.	Apply psychological knowledge to one's daily life.
SS.9-12.PSY.8.	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.

Supplementary Course Standards: Grades 9-12

Sociology

SS.9-12.SOC.1.	Identify and apply sociological perspectives and a variety of sociological theories.
SS.9-12.SOC.2.	Analyze the impact of social structure, including culture, institutions, and societies.
SS.9-12.SOC.3.	Hypothesize how primary agents of socialization influence the individual.
SS.9-12.SOC.4.	Describe the impact of social relationships on the self and groups and on the socialization processes.
SS.9-12.SOC.5.	Explain the social construction of self and groups and their impact on the life changes of individuals.
SS.9-12.SOC.6.	Analyze the impact of stratification and inequality on groups and the individuals within them.

Religious Studies

SS.9-12.REL.1.	Explain and analyze the distinction between a devotional assertion of religious beliefs and behaviors and the academic study of diverse devotional assertions from a nonsectarian perspective in specific social and historical contexts.
SS.9-12.REL.2.	Describe and analyze examples of how religions are internally diverse at both macro levels (sects and divisions within traditions) and micro levels (differences within specific religious communities).
SS.9-12.REL.3.	Describe and analyze examples of how religions evolve and change over time in response to differing social, historical, and political contexts.
SS.9-12.REL.4.	Describe and analyze examples of how religions are embedded in all aspects of culture and cannot only be isolated to the "private" sphere.
SS.9-12.REL.5.	Explain how religious identities shape and are shaped by the beliefs people hold, the behaviors they exhibit, and the ways people experience membership in intersecting communities.
SS.9-12.REL.6.	Identify how internal diversity is evident in beliefs, behaviors, and experiences of belonging to various communities.
SS.9-12.REL.7.	Analyze how beliefs, behaviors, and experiences of belonging to communities change over time.
SS.9-12.REL.8.	Interpret how beliefs, behaviors, and experiences of belonging to various communities affect and are affected by other social, political, and cultural forces.
SS.9-12.REL.9.	Give examples of how beliefs, behaviors, and community experiences shape and are shaped by one another in particular social and historical contexts.