




MEMORANDUM

TO: The Honorable JB Pritzker, Governor
The Honorable Jim Durkin, House Minority Leader
The Honorable Don Harmon, Senate President
The Honorable Dan McConchie, Senate Minority Leader
The Honorable Emanuel "Chris" Welch, Speaker of the House
Darren Reisberg, Chair of the Board, Illinois State Board of Education

FROM: Dr. Carmen I. Ayala 
State Superintendent of Education

DATE: February 28, 2022

SUBJECT: Inclusive American History Commission Final Report

The Inclusive American History Commission Final Report pursuant to [105 ILCS 5/2-3.187](#) is being transmitted on behalf of the State Superintendent of Education. For additional copies of this report or for more specific information, please contact Amanda Elliott, Executive Director, Legislative Affairs at (217) 782-6510 or aelliott@isbe.net.

cc: Secretary of the Senate
Clerk of the House
Legislative Research Unit
State Government Report Center

Inclusive American History Commission Report

Pursuant to PA 102-0209

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2022

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Illinois
State Board of
Education

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INCLUSIVE AMERICAN HISTORY COMMISSION LEGISLATION

105 ILCS 5/2-3.187 The text of the Inclusive American History Commission legislation (before it was amended by Public Act 102-209) is below. It is scheduled to be repealed on January 1, 2023.

Sec. 2-3.187. Inclusive American History Commission

(a) The Inclusive American History Commission is created to provide assistance to the State Board of Education in revising its Social Science Learning Standards under subsection (a-5) of Section 2-3.25. including social science learning standards for students enrolled in pre-kindergarten.

(b) The State Board of Education shall convene the Inclusive American History Commission to do all of the following:

(1) Review available resources for use in school districts that reflect the racial and ethnic diversity of this State and country. The resources identified by the Commission may be posted on the State Board of Education's Internet website.

(2) Provide guidance for each learning standard, developed for educators on how to ensure that instruction and content are not biased to value specific cultures, time periods, and experiences over other cultures, time periods, and experiences.

(3) Develop guidance, tools, and support for professional learning on how to locate and utilize resources for non-dominant cultural narratives and sources of historical information.

(c) The Commission shall consist of all of the following members:

(1) One Representative appointed by the Speaker of the House of Representatives. (2) One Representative appointed by the Minority, Leader of the House of Representatives (3) One Senator appointed by the President of the Senate. (4) One Senator appointed by the Minority Leader of the Senate. (5) Two members who are history scholars appointed by the State Superintendent of Education. (6) Eight members who are teachers at schools in this State recommended by professional teachers' organizations and appointed by the State Superintendent of Education. (7) One representative of the State Board of Education appointed by the State Superintendent of Education who shall serve as chairperson. (8) One member who represents a statewide organization that represents south suburban school districts appointed by the State Superintendent of Education. (9) One member who represents a west suburban school district appointed by the State Superintendent of Education. (10) One member who represents a school district, organized under Article 34 appointed by the State Superintendent of Education. (11) One member who represents a statewide organization that represents school librarians appointed by the State Superintendent of Education (12) One member who represents a statewide organization that represents principals appointed by the State Superintendent of Education. (13) One member who represents a statewide organization that represents superintendents appointed by the State Superintendent of Education. (14) One member who represents a statewide organization that represents school boards appointed by the State Superintendent of Education.

Members appointed to the Commission must reflect the racial, ethnic, and geographic diversity of this State.

(d) Members of the Commission shall serve without compensation but may be reimbursed for reasonable expenses from funds appropriated to the State Board of Education for that purpose, including travel, subject to the rules of the appropriate travel control board.

(e) The State Board of Education shall provide administrative and other support to the Commission.

(f) The Commission must submit a report about its work to the State Board of Education, the Governor, and the General Assembly on or before February 28, 2022. The Commission is dissolved upon the submission of its report.

(g) This Section is repealed on January 1, 2023.

(Source: P.A. 101-654, eff. 3-8-21; 102-209, eff. 11-30-2021)

IAHC EXECUTIVE SUMMARY

The Inclusive American History Commission is created to provide assistance to the State Board of Education in revising its Social Science Learning Standards under subsection (a-5) of Section 2-3.25. The State Board of Education shall convene the Inclusive American History Commission to do all of the following:

1. Review available resources for use in school districts that reflect the racial and ethnic diversity of this state and country. The resources identified by the commission may be posted on the State Board of Education's website.
2. Provide guidance for each learning standard developed for educators on how to ensure that instruction and content are not biased to value specific cultures, time periods, and experiences over other cultures, time periods, and experiences.
3. Develop guidance, tools, and support for professional learning on how to locate and utilize resources for non-dominant cultural narratives and sources of historical information.

In pursuance of these goals, and in accordance with the Open Meetings Act, the Inclusive American History Commission met as a whole group seven times between September of 2021 and February of 2022 via video conference and in-person at the Springfield Illinois State Board of Education office building.

Meeting 1	Sep. 27, 2021 3:30 pm – 5:00 pm
Meeting 2	Oct. 08, 2021 3:30 pm – 5:00 pm
Meeting 3	Nov. 08, 2021 3:30 pm – 5:00 pm
Meeting 4	Dec. 03, 2021 3:30 pm – 5:00 pm
Meeting 5	Jan. 25, 2022 3:30 pm – 5:00 pm
Meeting 6	Feb. 10, 2022 3:30 pm – 5:00 pm
Meeting 7	Feb. 24, 2022 3:30 pm – 5:00 pm

Support for the commission was provided by Illinois State Board of Education (ISBE) staff. All meeting materials can be found at <https://www.isbe.net/Pages/Inclusive-American-History-Commission.aspx>.

IAHC MEMBERSHIP

The membership of the commission was enumerated in statute. ISBE staff worked with the key stakeholder groups that were identified to nominate representatives for the commission in accordance with statutory guidelines put forth in Public Act 101-0654. Brief autobiographies are included in [Appendix A](#).

Christine Adrian	<i>Unit 4 Schools Champaign</i>
Aaron Becker	<i>Evanston Township High School District 202</i>
Neil Calderon	<i>Springfield Public School District 186</i>
Liza Delgado-Sullivan	<i>Township High School District 211</i>
Amy Elik	<i>Representative, 111th District</i>
La Shawn K. Ford	<i>Representative, 8th District</i>
Antonio Garcia	<i>Glenbard District 87</i>
Dr. James Henderson	<i>Proviso Township High School District 209</i>
Dr. Devon Horton	<i>Evanston Skokie School District 65</i>
Anna Lane	<i>Chicago Public Schools 299</i>
Dr. Donna Leak	<i>Illinois State Board of Education</i>
Kimberly Lightford	<i>Senator, 4th District</i>
Stephen Nelson	<i>Sycamore Community Unit School District 427</i>
Mayra Nunez	<i>District U-46</i>
Daniel Priestley	<i>Lemont Township High School District 210</i>
Dr. Junaid Quadri	<i>University of Illinois Chicago</i>
Wamecca Rodriguez	<i>Yorkville Community Unit School District 115</i>
Sonia Ruiz	<i>North Shore School District 112</i>
Alayna Washington	<i>Chicago Public Schools</i>
Craig Wilcox	<i>Senator, 32nd District</i>

INTRODUCTION

The commission's assignment outlined three specific components for the task force to address. It was the consensus of the group to organize into three subcommittees to effectively focus on each individual component then come together at the large group meetings to collaborate and share feedback. Subcommittees that reflected commission members' areas of expertise, strengths, and interests were formed. The three subcommittees that emerged were the Standards Guidance Subcommittee, the Resource Review Subcommittee, and the Professional Learning Subcommittee. Additionally, a fourth subcommittee was established to support the development of this final report of the commission.

Each subcommittee established a leader who, in partnership with an ISBE staff member, took on the role of coordinating subcommittee meeting dates and times. The subcommittee meetings were scheduled in such a way to ensure the presence of either Commission Chairperson Dr. Leak or Co-Chairperson Sonia Ruiz at each meeting.

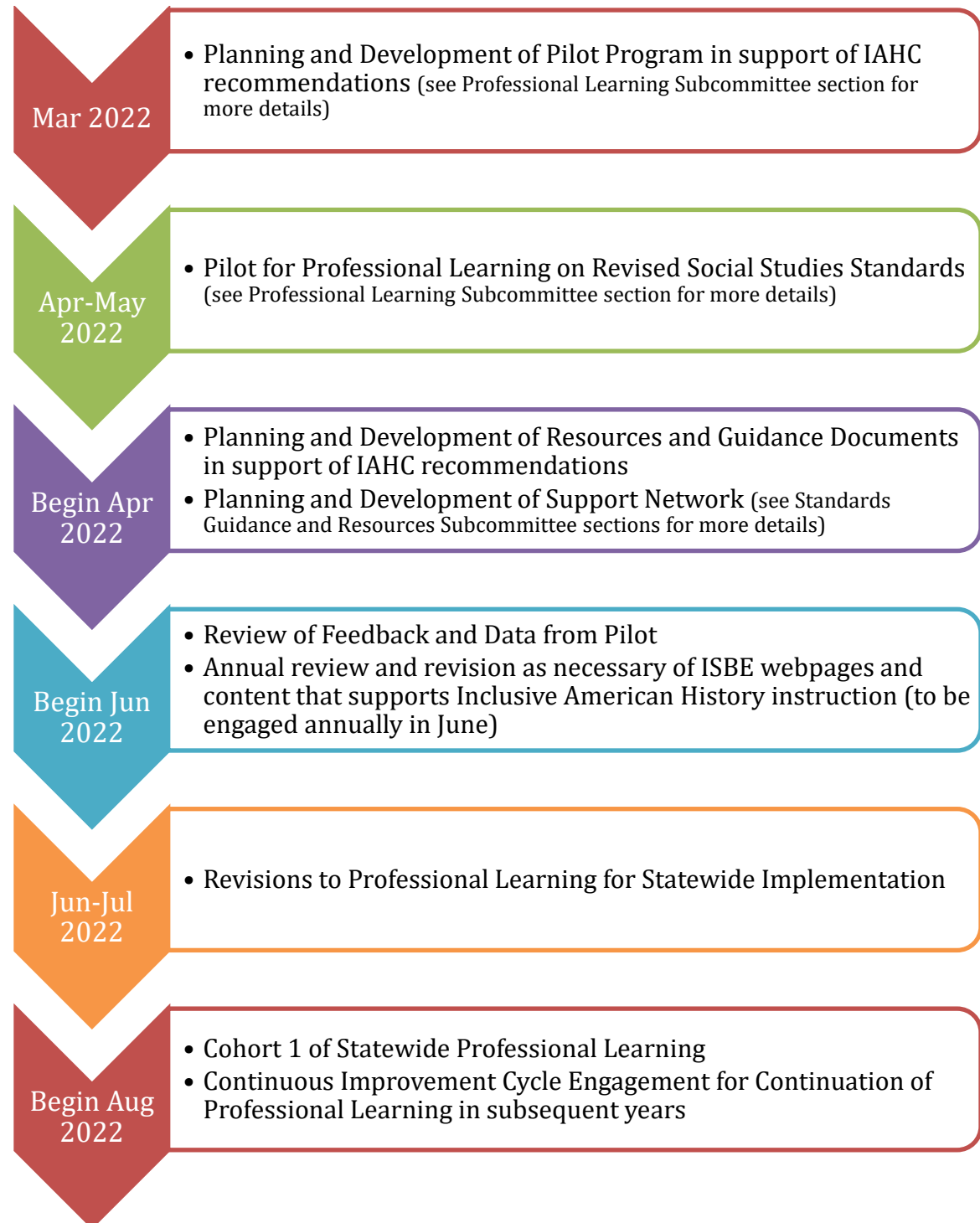
Professional Learning	Standards Guidance	Resource Review	Final Report
11/01/2021	10/29/2021	10/28/2021	1/07/2022
11/23/2021	11/23/2021	11/10/2021	1/14/2022
1/06/2022	1/04/2022	11/23/2021	1/21/2022
1/20/2022	1/14/2022	12/16/2021	1/28/2022
2/3/2022	1/31/2022	1/06/2022	2/11/2022
		1/20/2022	2/25/2022
		2/02/2022	

The interdependency of all four subcommittees was a theme that emerged in discussion as each of them began their work. The subcommittees took advantage of this interdependency by inviting members from other subcommittees as needed for consultation and updates on progress.

The efforts of subcommittees resulted in a report pattern that reflects the strengths and opportunities identified inherent to each deliverable and the influencing or impacted systems, areas of need, recommendations, and guidance to accomplish the overall goals of the commission within each of the following audiences:

- Classrooms and Teachers
- School and District Administrators
- Schools, Districts, and Communities
- Statewide (organizations and agencies that serve the State of Illinois)

PROPOSED TIMELINE FOR IMPLEMENTATION



FINDINGS OF THE IAHC

The commission members from all subcommittees stress the importance of the inclusion of student voice in all efforts related to the implementation and support of the revised Learning Standards for Social Science. Student voices are essential to ensuring that student needs are being met by the curriculum that is implemented because of the professional learning and resources that are prepared for educators. In consideration of professional learning offered for educators, commission members identified that significant instructional philosophical and methodological shifts might be required for educators to fully implement the new learning standards with fidelity. Implementation with fidelity would ensure an inclusive and equitable social science curriculum for all students.

The commission determined that an *inclusive American history* should embrace multifaceted lenses and perspectives. Current Illinois statute mandates the inclusion of: African-Americans, Asian-Americans, Latinx, LGBTQ+ people, Americans of different faith practices, women, and people with disabilities. The commission fully expects that the perspectives and experiences of these groups should be considered alongside those of other ethnic and cultural groups not currently listed in mandate in the study of social sciences across the State of Illinois. The complete language of each of the mandated units of study specific to the inclusion of the previously mentioned individuals in the K-12 curriculum can be found in [Appendix B](#).

This is not an “unfunded mandate” but rather requires a review of current curriculum for alignment to the newly revised Illinois Learning Standards for Social Science.

If adjustments or enhancements to the current curriculum are needed, it may be necessary for the district to shift how funds are used based on the outcomes of the review.

STANDARDS GUIDANCE SUBCOMMITTEE

The Standards Guidance Subcommittee was charged with the task of providing guidance for each learning standard developed for educators on how to ensure that instruction and content are not biased to value specific cultures, time periods, and experiences over other cultures, time periods, and experiences. It is important to note when considering guidance for learning standards designed to be implemented with a focus on inclusivity and equity that the background and knowledge of the educator utilizing the guidance must be considered.

Strengths and Opportunities: The Standards Guidance Subcommittee considered the strengths of the current K-12 education system and the Illinois State Board of Education in relation to the development and implementation of guidance related to learning standards. Key strengths related to currently existing and previously established systems and structures support both the development and rollout of guidance for classroom teachers and implementation supports for district administrators and curriculum leaders.

The Regional Office of Education (ROE) system currently serves as a partner to the ISBE Standards & Instruction Department in the development and implementation of professional learning and resources or guidance for us at both the regional and local district levels. This relationship with the ROE system can be leveraged by ISBE staff to promote and distribute resources and guidance on the recently revised Social Science Learning Standards as these are released for use by the field. Another area of strength to ensure that an inclusive and equitable curriculum is offered by local districts is that the revised standards were completed and approved as of August 2021. Those standards are ready for implementation by school districts in the 2022-23 school year.

The subcommittee members identified several opportunities that exist related to the implementation of guidance on the Illinois Learning Standards for Social Science and support for inclusive and equitable instruction. The current [ISBE Strategic Plan](#) includes Goal 2.1.5, which is to *“Embed the history and accomplishments of historically underrepresented groups...in the Illinois Social Science Learning Standards.”*

The Strategic Plan provides goals for each year through school year 2022-23 that include a pilot of a professional learning series and then the subsequent statewide launch of professional learning that includes a performance task for participants to demonstrate their ability to design holistic and inclusive instruction. This professional learning series will be provided through a collaboration of ISBE staff and University of Illinois faculty. The development and implementation of the professional learning will be guided by a statewide steering committee that will be composed of teachers, administrators, and content experts and will provide an avenue for classroom teachers, curriculum leaders, and administrators to engage with the resources and guidance that are put forth by the Inclusive American History Commission.

2.1.5 Embed the history and accomplishments of historically underrepresented groups (e.g., Latino/a, African-American, LGBTQ) in the Illinois Social Science Learning Standards.

By end of the 2020-21 school year

The Illinois Learning Standards for Social Science will be revised.

By end of the 2021-22 school year

ISBE will have collaborated with ROE/ISCs to develop a professional learning series focused on implementation of the revised learning standards for social science and will pilot the series with at least 100 Illinois social science educators.

By end of the 2022-23 school year

The professional learning series will be available to all social science educators and 75% of participants will demonstrate the ability to design holistic and inclusive instruction through performance tasks.

Figure 1. ISBE Strategic Plan Goal 2.1.5

Areas of Need: When considering the areas of need in relation to guidance and implementation support for the newly revised Social Studies Learning Standards and inclusive and equitable instruction, several key categories emerged. The first category was considerations for the differentiation of guidance and support based on the local context, and the second category was identification of the content and types of guidance and implementation support needed.

- Differentiation of guidance and implementation support based on local/regional context
 - Specific supports for community outreach based on local dynamics/openness to inclusivity/equity measures.
 - Consideration of different dynamics for Chicago Public Schools (CPS) given that ISBE is the monitoring and oversight body for CPS as opposed to a Regional Office of Education.
 - Specific supports designed with new and novice teachers as a target audience.
 - Ensuring supports and guidance will also meet the needs of more experienced teachers.
 - Consideration of specific guidance and supports for curriculum leaders and administrators both at the district and regional levels.
- Identification of content and types of guidance and implementation support needed
 - Lack of knowledge about standards-aligned resources in general for social studies teachers in Illinois, especially for new and novice teachers.
 - More clarity for teachers on how to utilize the inquiry learning standards
 - Supports for unpacking the new standards in comparison to the 2016 standards - expanded in a simplified format.
 - Address the “History of History” with teachers and how to teach about this in the classroom as well.
 - Meeting with CPS faculty to discuss their previous and current works in progress.
 - Marketing for expectations with standards.
 - Leveraging the resources and capacities of Illinois Principals Association (IPA), Illinois Association of School Administrators (IASA), Illinois Education Association, Illinois Federation of Teachers, and Illinois Association of School Boards (IASB).

Recommendations: The Standards Guidance Subcommittee developed a list of recommendations to support the further development and implementation of guidance for the field and stakeholder groups related to the newly revised Illinois Learning Standards for Social Science. In conjunction with the professional learning pilot to be completed during the spring of 2022 in support of [Strategic Plan Goal 2.1.5](#), subcommittee members recommend working with pilot participants to continue development and refine guidance utilizing classroom teacher and administrator input. Pilot members can then provide feedback on the guidance and support documents for continued improvements.

Additionally, the members would highlight that messaging related to the revised standards is paramount. It is important to provide consistent and clear messaging that the revised standards were not a total rewrite that would require a total curriculum overhaul. Rather, the revisions call for more specific inclusion of historically underrepresented groups in addition to elevating the focus on layering the inquiry standards with the content standards to ensure a student-centered learning experience. Further recommendations are categorized by the intended audience or most impacted stakeholder groups.

Classrooms and Teachers: Subcommittee members discussed the essential content areas and topics necessary for professional learning to be developed and provided by the State Board of Education that will provide educators opportunities to unpack the revised learning standards, develop or enhance their skills in designing inclusive instruction, and create a collaborative space for educators that leads to the co-construction of a statewide support network of peers. Specific recommendations for the development and implementation of guidance related to the Illinois Learning Standards for Social Science include:

- Guidance-connected professional learning that is customized by grade band to provide teachers with the resources and support them as they utilize the resources
- Guidance and support document content/topics:
 - Using inquiry standards to balance understanding and investigation of one’s own cultural heritage and contexts with an understanding of others’ cultural heritage and contexts.
 - Specifying applicable groups/people/places/events in alignment to the learning standards and curricular mandates with a focus on breadth to encompass a range of cultural identities while attending to the inclusion of historically underrepresented voices/communities (in consideration of ethnicity, nationality, citizenship status, gender/sexual orientation, religion, ability status, socioeconomic status, etc.).
 - Information on the ISBE [Curriculum Evaluation Tool](#) and how it can be used to evaluate current curriculum or review curriculum for adoption.
- Considerations for the development of guidance and support documents
 - Local control is an influence to allow differentiation to meet student needs.
 - Recognition that development of an exhaustive list of groups/people/places/events to be included for each standard is not feasible.
 - The focus for the guidance should be on the supplementation of resources for teachers rather than requiring a new purchase of textbooks
 - The interdisciplinary nature of social studies integration at the K-8 level is an important dynamic to acknowledge. Opportunities to tie the content to language arts, reading, math and science should be considered.
 - Continued development of the guidance and support documents included in Appendices F, G, and H for use in professional learning to be offered to educators.
 - [Appendix D](#): Social Studies Vertical Alignment Resources
 - [Appendix E](#): Social Studies Course Framework Template

- [Appendix F](#): Social Studies Crosswalk 2016/2021 Standards (Kindergarten example)
- **This is not an “unfunded mandate” but rather requires an evaluation of current curriculum and potentially shifting in how funds are used based on the outcomes of the evaluation.**

Schools, Districts, and Communities: The subcommittee identified key recommendations when considering the development and implementation of guidance and supports related to the revised learning standards. At the core of these recommendations is the imperative that, in addition to classroom teacher-focused guidance, the supporting guidance documents should also be customized for administrators, curriculum leaders, and Regional Office of Education (ROE) staff with a focus on the compliance monitoring of related statutes. Attention must also be given to practices that support classroom teachers in the implementation of the revised standards and curricular mandates. More specific recommendations related to schools, districts, and communities follow:

- Scaffolded toolkits to provide differentiation and responsiveness to region/local context.
- Information on professional learning and guidance should be shared with district administrators, curriculum leaders and ROE staff.
- Professional development and resources for curriculum leaders, administrators, ROE staff.
- ROE offices should be provided guidance on messaging for the implementation of the new learning standards and professional learning, guidance, and supports being offered.

Statewide: Sustainability and the support of a long-term commitment to continuing this much-needed work by implementing the recommendations of the Inclusive American History Commission are key considerations for the future success in achieving the goal of an inclusive and equitable social sciences curriculum for all learners.

- Continued, sustainable supports provided for social studies teachers in K-12 settings to include annual professional learning opportunities on how to utilize the resources that are available.
- ROE professional development to support monitoring of implementation of the standards.
- Review of the current Early Learning Standards for Social Studies to ensure preschool standards as outlined in [Appendix G](#) are in alignment with the newly revised standards and implement revisions as necessary with input from stakeholders for implementation during the 2023-24 school year.

RESOURCE REVIEW SUBCOMMITTEE

Equity should be prioritized as a central component in all educational improvement efforts. All students can and should have access to an inclusive American history curriculum. However, achieving equity and social justice in history education is an ongoing challenge (Bell & Bang, 2015). Across the country, studies have shown that students who have access to a culturally responsive curriculum have increased student: academic engagement, attendance, grade point averages, graduation rates, civic engagement, positive racial self-images, and self-definition. Additionally, a culturally responsive curriculum can have a significant influence on racial attitudes and biases, and provide the cognitive tools needed to critique institutional racism (Bryan-Gooden, Hester, and Peoples, 2019).

Strengths and Opportunities: The Resource Review Subcommittee was tasked with reviewing available resources for use in school districts that reflect the racial and ethnic diversity of this state and country. The committee recognizes Illinois is a locally controlled state where each school district has the responsibility of determining the curriculum and instruction that best fits the needs of its student population. With that in mind, the Resource Review Subcommittee has provided districts the tools they need when reviewing and adopting curricular materials or supplemental resources. [Appendix H](#) includes a list of websites that were curated by the subcommittee as a starting place for educators. These resources contain primary and secondary sources, lesson plans, videos, texts, databases, magazines, autobiographies, mini lessons, presentations, and readings.

The Resource Review Subcommittee unanimously approved the use of an Equity Assessment Tool as a way for districts to begin reviewing, critiquing, and assessing their curricular resources for inclusivity. The Equity Assessment Tool was developed by [Learning Dimensions](#) and is currently used by some districts across the state. Districts will be encouraged to use this tool through professional learning that will be offered. The nine components of the Equity Assessment Tool include:

1. Interrogates Systems of Oppression: *Curricular material/resources engage students in discussions that interrogate systems of oppression*
2. Recognizes Students as Individuals: *Curricular material/resources recognizes students as individuals within the context of their families and communities*
3. Prioritizes Historically Marginalized Students: *Curricular material/resources prioritize historically marginalized students*
4. Leverages Student Activism: *Curricular material/resources leverage student activism*
5. Includes Diversity in Representation: *Curricular materials/resources help students to realize diversity in character and accuracy of portrayal*
6. Social Justice Orientation: *Curricular materials/resources deepen students' understanding of decolonization, power, and privilege, center multiple perspectives, and connect students' learning to real life and action*
7. Uses Culturally Sensitive, Fair, and Unbiased Assessments: *Curricular material/resources use culturally sensitive, fair, and unbiased assessments of cognitive and social skills*

8. Engages Students in a Range of Anti-Bias, Multicultural, and Social Justice Issues: *Curricular material/resources engage students in a range of anti-bias, multicultural, and social justice issues*
9. Teachers' Materials: *Teachers' materials/resources represent authors of diverse identities (race/ethnicity, gender, other identities if possible)*

The full tool, including the components, descriptors, and criteria can be viewed in [Appendix I](#).

Areas of Need: Students across Illinois deserve high-quality curricular materials that are standards-aligned, honor and reflect the diversity of students, and support the development of their critical thinking skills. However, research shows most materials available are not aligned to standards and do not support diverse learners (TNTP, 2018). It has become acutely apparent that for students to have access to an inclusive history curriculum, teachers and students across the state need equitable access to searchable library databases such as: Ebscohost, PebbleGo, Gale, ProQuest, Britannica, ERIC, Culture Grams etc. One of the biggest areas of need identified by the Resource Review Subcommittee is the provision of equitable access to vetted and inclusive resources.

Library database access for ALL teachers to use peer-reviewed and credible resources so their students can have the opportunity to see viewpoints that are different from their own. These library databases adhere to student privacy rules, do not have advertisements, and contain content vetted and clearly sourced by professionals. They offer both students and teachers access to viewpoints and lenses other than what their current curriculum provides.

Goal 2 of the Strategic Plan states, "All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student." The Resource Review Subcommittee recommends the members of the social science pilot, described in [Strategic Plan Goal 2.1.5](#), should review all available databases and make recommendations regarding at least three that are appropriately geared toward the varying grade bands of K-5, 6-8, and 9-12. Pilot members can then use these databases as another outlet to consider when making recommendations pertaining to the professional learning series and the identification of resources for teachers to teach to the new social science standards. The Resources Review Subcommittee has developed a template for members of the pilot to utilize when identifying resources within databases; the template can be found in [Appendix J](#). The subcommittee strongly recommends the identified databases be made available to districts across the state free of charge, so students and educators have equitable access to high-quality standards-aligned supplementary materials via computer, tablet, or phone.

In addition to the above recommendations, the subcommittee has crafted the following recommendations for classrooms and teachers; schools; districts and communities; and statewide.

Classrooms and Teachers: Members of the Resource Review Subcommittee acknowledge the importance of providing Illinois students with an inclusive American history curriculum, but they also firmly believe that Inclusive American history is not the only place where inclusivity belongs. Inclusivity should be integrated across ALL subject areas.

Misconceptions around American culture and identity are continuously reinforced in education when educators are provided instructional resources based largely or even solely on the socially dominant culture and viewpoints.

The narrative of instructional materials must match and augment the images used to make cultural diversity visible across all content areas. It is imperative to move away from superficial representations of diversity to more culturally and socially relevant activities that promote students' engagement, agency, and social responsibility (Rodriguez & Bell, 2018). Culturally relevant teaching means giving students mirrors and windows in all curricular areas by providing them access to viewpoints that are different from what they know and allowing them a safe space to reflect on their own views. It is imperative that educators are continuously able to reflect on their current teaching practices and curricular resources by questioning if there are multiple perspectives present or if there are any voices being left out.

Schools, Districts, and Communities: School and district leaders aiming to promote schoolwide change need to consider implementing a districtwide needs assessment to see what and where district staff, administration, and board members are in terms of understanding what inclusive history means. A professional learning plan should then be crafted by school leaders to appropriately scaffold their staff so educators can begin their journey to a deeper understanding of inclusivity. Such professional learning plans may include topics such as: exploring one's own personal bias, using online databases, and vetting resources for inclusivity or multiple perspectives. As described in a research brief by Julie Cafarella and Bill Penuel's in 2015 it is important to keep in mind that to effectively implement school improvement initiatives around curricular changes, administrators need to consider the following:

- Teachers need time to meet with one another to share resources and develop community-wide goals for using new materials;
- Professional development needs to incorporate strategies and materials from outside experts that honor and acknowledge teacher experiences; and
- Administrators need to consider how specialists, such as literacy coaches and school librarians, can support teachers in learning from one another.

Statewide: In addition to providing K-12 schools across Illinois access to searchable databases, the Resource Review Subcommittee highly recommends that ISBE create an ongoing workgroup to continue this work. The discussions this group had and recommendations it made are just the starting point for the major educational shifts that need to take place across all educational audiences. ISBE should be seeking ongoing support and expertise from a multitude of external entities that are also pioneering important work as these shifts are made.

PROFESSIONAL LEARNING SUBCOMMITTEE

The Professional Learning Subcommittee was charged with providing recommendations related to the development of guidance, tools, and supports for educator professional learning on how to locate and utilize resources for non-dominant cultural narratives and sources of historical information.

Strengths and Opportunities: The Professional Learning Subcommittee took into consideration the statewide systems and structures currently existing under the purview of the State Board of Education with a focus on strengths. These systems and structures were considered for the ability to be leveraged or used as models in the development of professional learning to support educators in the location and utilization of resources for non-dominant cultural narratives and sources of historical information. In the current context, virtual professional learning has become more common, providing both synchronous and asynchronous platforms. The improvement and increased adoption of virtual platforms to offer more flexibility to accommodate busy schedules, limit cost-prohibitive travel, and mitigate substitute teacher shortages that limit daytime participation for teachers.

The Standards and Instruction Department at ISBE is in the second year of implementation of a “Capacity Builders” model for providing professional learning for the field. This professional learning is intended to provide regional, district, and school curriculum leaders with information and tools necessary to facilitate the development or enhancement of Professional Learning Committees related to a specific topic. The Capacity Builders model is one in which a steering committee composed of content area experts works with ISBE to plan and implement a series of professional learning sessions. These sessions are designed to progressively build on baseline content knowledge while providing a collaborative space for participants and steering committee members to co-create tools, guidance, and resources. In tandem, the participants are actively implementing and applying the tools and knowledge shared within the local districts and schools. Continuous improvement feedback loops are utilized that collect input and feedback from the steering committee members, curriculum leader participants, and the educators who are receiving the resources and supports offered by the Capacity Builders model.

The Standards and Instruction Department maintains a webpage where professional learning providers or any member of the public can submit future professional learning opportunities related to the Illinois Learning Standards or teaching and learning more broadly defined. The list of opportunities approved for posting can be filtered by content areas and applicable grade levels. There are a variety of organizations and providers that offer professional learning on the topic of inclusivity in history education in addition to sessions on specific events, cultural groups, places, and individuals significant to social studies. ISBE also accepts requests to publicize professional learning opportunities for educators that are free of charge through weekly messages and listservs.

Areas of Need and Recommendations: The Professional Learning Subcommittee considered several main areas of need that should be considered when the statewide professional learning series is being developed in collaboration with faculty from the University of Illinois. This professional learning series will be piloted during spring 2022 with 100 Illinois social studies teachers in support of the ISBE Strategic Plan Goal 2.1.5.

Areas of need were broadly categorized as being a) logistical, as in related specifically to the development and implementation of the professional learning; b) content-oriented, outlining specific topics and content that needs addressed; and c) contextual, referring to a need to address current political and cultural issues that impact the teaching of social students and teaching and learning more broadly. The subtopics for each of these categories are outlined as:

- Logistics: Considerations for development and implementation
 - Cost for participants should be minimized, ideally at no cost.
 - Platform format can be virtual, in-person, or hybrid.
 - Substitute teacher shortage.
 - Decreased interest/motivation for engagement due to teacher burnout.
 - Competing against other initiatives (district/statewide).
 - Ensuring qualified and appropriate facilitators.
 - Need for statewide coordination of a support network for social studies teachers.
 - Connecting scholars, historians, and content experts from a broad range of topics to classroom teachers.
 - Sensitivity of content in consideration of format and platform (virtual vs in-person)
- Content: Professional learning topics/resources for inclusion
 - Teacher critical self-reflection:
 - Opportunities for teachers to reflect on their own identities, experiences, and perspectives, and how that shapes our approach to curriculum and instruction.
 - Emphasize the importance of continued learning of students, communities, inclusive histories and reflection in implementing the standards.
 - Instructional design:
 - Unpacking 2021 revisions to the 2016 Illinois Learning Standards for Social Science.
 - Integration of inquiry-based learning standards with the social studies content standards.
 - Embedding curricular mandates within the learning standards.
 - Planning, implementing, and assessing inclusive instruction.
 - Understanding of student backgrounds, experiences, and knowledge for inclusion.
 - Historiography – historical lens of history and social studies education
 - Physical/cognitive ability status
 - Racial/ethnic/indigeneity
 - Gender/sexual orientation
 - Spirituality/religion
 - Citizenship/immigration status
 - Economic status/poverty/social class
 - Region/Locale context

- Access and utilization of databases for classroom research and inquiry
 - Statewide access to databases
 - PD and guidance will be needed to teach educators how to access/use databases (research, original data, etc.)
- English Learner-specific resources and guidance
- Social and emotional learning, especially when handling difficult topics
- Context: Pertinent issues impacting diversity, equity, and inclusivity in education
 - Sensitivity of content must be considered.
 - Current political climate in the district, region, state, and country
 - Polarization of opinions on the application of diversity, equity, and inclusivity (DEI) initiatives.
 - Advocacy groups pushing for the passage of legislation to allow parents/guardians to opt their students out of instruction/curriculum
 - State laws, mandates, and proposed bills.
 - Internal district/school conflict on the implementation of DEI initiatives
 - Lack of historical emphasis on social studies: little history of state providing resources and PD for social studies teachers.
 - No state assessment/accountability specific to social science.
 - Mental health of teachers and learners.
 - Difficult conversations, topics that can be taxing for educators and learners, especially special populations of learners such as English Learners.

The Commission recommends considerable thought and intentionality be utilized when identifying members for the statewide steering committee who will be overseeing the development and implementation of the professional learning and pilot program. Representation should include members from a range of geographic areas, cultural identity groups, classroom teachers and administrators from districts spanning the PreK-12 continuum from a variety of sizes, types, and communities.

A long-term commitment to ensuring that high quality and sustainable professional learning, supports, and resources for administrators and educators to ensure an inclusive and equitable social science learning experience for all learners.

CONCLUSION

It is the intent of the Inclusive American History Commission membership that this report serves as a springboard for the initiation of an elevated level of support and guidance for Illinois educators to ensure that all of the state's students are served with an inclusive and equitable social science curriculum. High-quality professional learning for educators to support the implementation of the newly revised Illinois Learning Standards for Social Science will allow students to increasingly gain access to a more inclusive and equitable education on the core disciplinary content areas of social science which includes: civics, history, economics and financial literacy, geography, anthropology, psychology, sociology, and religious studies.

Vital to the goals for a change in the social science curriculum presented to Illinois PreK-12 learners is an *inclusive American history* that embraces multifaceted lenses and perspectives. The complete language of each of the mandated units of study specific to the inclusion of the previously mentioned individuals in the K-12 curriculum can be found in [Appendix B](#).

The voices of students are essential in all future initiatives and endeavors related to social science learning and curriculum to ensure an inclusive and equitable learning experience that will provide an opportunity for all students to situate themselves and their communities within the context of our American history, civic action, economy, geography, and larger human society.

High-quality professional learning, educator resources, and guidance must be provided for classroom teachers, school and district administrators, and regional and state agency staff to achieve the goal of a more inclusive and equitable social science curriculum that serves all Illinois students.

The Inclusive American History Commission acknowledges that a long-term commitment by the Illinois State Board of Education, teacher preparation programs, Regional Offices of Education, classroom teachers, school and district administrators and other key stakeholder groups is required to ensure an inclusive and equitable social science learning experience for all learners.

Continued and sustainable supports must be developed to provide ongoing professional learning, supports, and resources that allow for a dynamic system that is responsive to a constantly changing world and will continue to support new teachers and administrators as they enter the field.

Appendix A: Commission Membership Autobiographies

Christine Adrian is a veteran middle school social science teacher at Jefferson Middle School in Champaign for Unit 4 Schools. Her deep passion for equity and using one-to-one technology to teach historical thinking skills is rooted in her time as a history fellow with the American History Teachers Collaborative through Urbana School District 116. Much of this work looked at the lives of individuals who faced inequities and how they used the Constitution to fight for the “American Dream.” Ms. Adrian won the Middle School Teacher of the Year from the National Council for Social Studies (NCSS), in part for her work pertaining to the history of convict leasing. She has a published edition of NCSS’ Middle Level Learning called “Slavery After the Civil War.” Ms. Adrian was the 2010 Illinois State History Teacher of the Year; 2011 NCSS Outstanding Middle School Teacher of the Year; 2012 Award of Excellence, State of Illinois; as well as the 2016 Distinguished Alumni, University of Illinois Urbana/Champaign.

Aaron Becker has taught global studies, civics, and U.S. history at Evanston Township High School for 24 years and has focused his teaching on helping students understand our country and its history from as many lenses as possible. Ultimately, Mr. Becker wants students to locate themselves and their families within the story of the United States. In addition to his classroom responsibilities, he has produced numerous films in different countries, in which he interviews students about their lives and their perceptions of the United States. Mr. Becker is faculty sponsor of Holocaust Remembrance Week and founding sponsor of the Magazine of Untaught Languages, a student-produced multilingual periodical at ETHS. He serves his school community as a mindfulness coach and is a proud 2007 recipient of the Golden Apple Award for Excellence in Teaching.

Neil Calderon is a high school social studies teacher at Springfield Southeast High School and has worked in public education for 20 years. Prior to teaching at Southeast, Mr. Calderon served as director of the Illinois Governmental Internship Program, taught middle school social studies and science at Douglas Alternative School in Springfield, and worked as a high school social studies teacher at Mattoon High School. He earned both his undergraduate degree in political studies (2002) and graduate degree in educational leadership (2010) from the University of Illinois Springfield.

Rep. Amy Elik serves as the state representative from the 111th District. She is a graduate of the University of Illinois, where she majored in accountancy, and has been a Certified Public Accountant for 26 years. Rep. Elik has worked as an auditor, chief financial officer, and CPA in public accounting and in the healthcare industry and is in her first term as state representative. In the General Assembly, Rep. Elik serves on several committees, including Elementary and Secondary Education-School Curriculum and Policies. She has previously served as a school board member with a parochial school and has taught financial classes for the nonprofit SCORE.

La Shawn K. Ford serves as the state representative from the 8th District where he has represented constituents since January of 2007. He is the chairperson for the Appropriations-Higher Education Committee and the vice-chairperson of the Restorative Justice Committee. He also serves on the Financial Institutions, Labor & Commerce, Public Utilities, and Fair Lending and Community Reinvest Committees. He

received his Bachelor of Science degree from Loyola University Chicago and is a former Chicago Public Schools teacher who still carries his certification to teach. Representative Ford is also a licensed real estate broker and insurance agent. He has served as the chairperson of the House Democratic Task Force to Increase State Government Business Opportunities for Minority-Owned Enterprises and Small Businesses and the chairperson of the Firearm Public Awareness Task Force. He co-founded the West Side Heroin Task Force and in 2018 was recognized as a Nelson Mandela Award for Justice Honoree for his tireless service and outstanding contribution in fostering peace and fighting for justice on the West Side of Chicago by the Westside Health Authority.

Antonio Garcia is the social studies teacher for Glenbard District #87's Directions Program. He is a 2009 graduate of Northern Illinois University, where he majored in history. Mr. Garcia earned his master's degree in special education as well as teaching endorsements in special education and history in 2012 from National Louis University. His passion for equity comes from his previous work overseas as an education volunteer at the now historical site Auschwitz-Birkenau concentration camp located in Oświęcim Poland. He has also been a past presenter/lecturer for the Illinois Holocaust Museum and Education Center, located in Skokie. He has the approach of teaching social justice by helping students understand previous injustices. Mr. Garcia has previously been on the ISBE Social Studies Standards Review Committee, which updated standards that will be in practice beginning in the 2022-2023 school year. He continually works in relentless pursuit of equitable education for all students which is the backbone of his educational philosophy. Mr. Garcia is honored to share his knowledge and expertise with the four Glenbard high schools and now beyond helping to advise state level equity and diversity projects and initiatives.

Dr. James Henderson has relied on his 28 years of experience to ensure equity and educational excellence are at the heart of all teaching and learning experiences. He is profoundly committed to addressing circumstances that impact under-served students of color and those from low-income families. He pursues this work by empowering educators, leaders, students, parents, and community members to understand the benefits of diversity and inclusion in all areas of learning communities.

Dr. Henderson is most inspired when he is engaging directly with scholars and inspiring them to THINK BIG, to strategize for success, and to execute with excellence. Dr. Henderson has served in senior-level administrative positions for more than two decades. Prior to coming to Proviso Township High School District 209, he served as the superintendent of schools of the Holmes County Consolidated School District; deputy superintendent of schools in Normandy School District in Missouri; associate superintendent for academic support in St. Louis City Schools; and area superintendent with the Houston, Texas, Independent School District. He has received multiple professional accolades over the course of his career. He was recognized as Teacher of the Year for the Houston Area Alliance of Black School Educators and was a recipient of the Texas Legislative Black Caucus Outstanding Texan Award in Education. He was selected to attend Harvard University's Superintendent Academy and he was selected from among hundreds of applicants for the renowned American Association of School Administrators/Howard University Urban Superintendents Academy. He is a lifelong member of the Omega Psi Phi Fraternity Inc. service organization. As a native Mississippian and the 15th of 16 children, Dr. Henderson learned collaboration, tact, and diplomacy at home. He credits his family for his educational success -- he was the first of his siblings to receive a postsecondary

education. Dr. Henderson has a Bachelor of Arts in mass communications from Jackson State University, a Master of Arts in educational leadership from Prairie View A&M University, and a doctorate in educational leadership and supervision from St. John's University in Queens, New York.

Dr. Devon Horton currently serves as the superintendent of Evanston/Skokie School District 65. He's a native of Chicago who grew up in the hardened climate of the Robert Taylor Homes housing project. Dr. Horton learned the true value of equity while being raised in this environment, which was caused due to massive redlining across the country. Passion, persistence, and powerful practices are part of his proven formula for the success he has experienced in education from the perspective of a student, elementary school teacher, assistant principal, principal, assistant superintendent, chief of schools, and now superintendent. District 65 has been leading through anti-racist education for the last five years and just launched a new all-inclusive social studies curriculum this school year.

Dr. Donna Leak is the superintendent of Community Consolidated Schools District 168 in Sauk Village and serves as the vice chairperson of the Illinois State Board of Education. As vice chairperson of the State Board, she has been instrumental in updates to the mission, vision, goals, equity statement and updated Strategic Plan for the State of Illinois. She serves as a strong voice for those educators in the field of education at the state and national level. Under her tenure in District 168, the district has made major facility updates including addressing water issues for children. The district has seen considerable improvements in academics, technology and meeting the social-emotional needs for children. She was awarded the 2021 Superintendent of the Year for the State of Illinois in recognition of her work with the district and state. Previously, she served as the superintendent of Rich Township High School District 227 in Matteson, where her schools were named multiple times as winners of the US News and World Report's Best High Schools in America Bronze Award. She also has been accepted to the AP College Board. Dr. Leak has worked with the U.S. Department of Defense and American Community Schools in Western Europe, Asia, and South America. She has provided professional learning for thousands of teachers across the world and has spoken at more than 200 conferences worldwide. Her passion for ensuring equity for all children has been a driving force behind her work. This passion has led her to leading professional learning on topics such as Culturally Responsive Teaching and Leading and "What's Race Got to Do with It?" It is her mission to provide opportunities for students and adults to connect, respect and learn from each other's experiences to create transformed living conditions for today and for generations to come.

Senator Kimberly A. Lightford is the first Black woman to serve as Illinois' Senate majority leader. She has dedicated her 23-year legislative career to championing her passion: education and youth development. As the former chairperson of the Senate Education Committee, Lightford passed notable education reform legislation that has since been recognized as a national model for equitable and effective education policy. Leader Lightford is also committed to improving the quality of life for working-class families. She was the lead sponsor of Illinois' Equal Pay Act; fought to reform the payday loan industry, and is responsible for raising the minimum wage in Illinois three times, including a 2019 measure that gradually increases it to \$15 per hour. While serving as chairperson of the Illinois Legislative Black Caucus, she passed significant legislation to dismantle systemic racism in education, criminal justice, and the economy. She also led the effort in crafting the Illinois Legislative Black Caucus' four-pillar agenda to create a more equitable Illinois. A lifelong resident of

her district, Leader Lightford was born in Chicago and raised in Maywood. She holds a bachelor's degree in public communications from Western Illinois University and a Master of Public Administration from the University of Illinois Springfield.

Stephen Nelson is a licensed architect with 34 years' experience. He has focused on PK-12 education projects and is currently the chief executive officer of Larson & Darby Group. He is also a 16-year school board member with Sycamore School District 427, serving as vice president and on the Policy, Technology, and Finance Committees. Mr. Nelson also has served on the Sycamore Education Foundation for 18 years and represented the school district on the local planning and zoning commission for 13 years. He also serves on the IASB Kishwaukee Division Executive Board as resolutions chairperson (six years) and the IASB Service Associates Executive Board (nine years). Mr. Nelson has been married for 29 years to his lovely wife Pam, who is a middle school teacher at SD 427. He received his Bachelor of Science in Architectural Studies degree in architecture from the University of Illinois.

Mayra Nunez is a first-generation social studies dual-language teacher from District U-46 serving Elgin and the surrounding areas. She is a graduate of Aurora University, where she majored in secondary education and history. Ms. Nunez also earned a bilingual teacher endorsement through Northern Illinois University in 2020. She has taught predominately at various high schools throughout U-46 including Ellis Middle School, Elgin High School, South Elgin High School, and currently at Bartlett High School. This exposure to different buildings throughout her career has allowed her to gather extensive knowledge about the workings of a Dual Language Program and therefore she is able to give her perspective on the needs of bilingual and bicultural students with firsthand experience. This is her first participation in a state commission and she is glad she is able to participate in such important and needed work.

Daniel Priestley has been privileged to work with students and teachers in a variety of settings at the high school and middle school levels during his 18 years as an educator in Illinois. He has worked as a classroom teacher in history for students ranging from the co-taught level to the AP level. He has also been an instructional aide for diverse groups of special education students. Currently, Mr. Priestley collaborates and teaches at Lemont High School. His goal is to facilitate intellectual curiosity and connectivity to world and American history through inquiry, primary source analysis, and student-driven research. He was nominated by his administration for the AP Teacher of the Year Award for the College Board's Midwestern Region in addition to being a nominee for the Illinois Golden Apple Award.

Junaid Quadri is an associate professor of history and director of Religious Studies at the University of Illinois Chicago. He has taught courses in Islamic history, Middle Eastern civilizations and the history of Islam and Muslims in America.

Wamecca Rodriguez began her career in education as a 6th grade teacher through Teach for America in Paterson, NJ. She became an Educational Media Specialist in Newark, NJ in 2001. She has worked in or served school and public libraries in New Jersey and Illinois since 2001, working for Plainfield Public Library in Plainfield for three years and serving as a trustee for the Yorkville Public Library in Yorkville for 2 tenures. She is currently the middle school librarian in Yorkville CUSD 115 and began her tenure at Yorkville in 2007.

She has her undergraduate degree in African American Studies with a minor in English from the University of Pennsylvania and her MLIS in library and information sciences with a concentration in school librarianship from the University of North Texas. She achieved National Board certification for school library media in 2017.

Sonia Ruiz *is the principal at Lincoln Middle School in Berwyn North School District 98. Ms. Ruiz is a proud Latina Leader who has dedicated her life in serving others. Schools under her leadership have seen remarkable improvements in student achievement, in teacher collective efficacy, and in culture and climate due to her unwavering belief in the potential of teachers and students. As a result of her contributions to the profession, she was named Assistant Principal of the 2020-21 School Year in Lake County. She has served on numerous committees. She served as Lake County's Region IPA Diversity and Equity co-chairperson and now is IPA West Cook Region co-director. Currently, she is a member of IPA Diversity and Equity Committee, IPA Legislative Committee, and the State of Illinois' Inclusive American History Commission. She is also part of the AASA Aspiring Superintendents Academy for Latina and Latino leaders. Ms. Ruiz is currently pursuing her Ph.D. with a focus on leadership, equity, and inquiry from Illinois State University. She serves as co-captain to her cohort and hopes that she can do more for our underrepresented communities.*

Liza Delgado-Sullivan *is a social studies and ELL teacher at Palatine High School. She is a graduate of DePaul University and is currently working on her second master's degree in Education Policy, Organization & Leadership: Diversity & Equity in Education at the University of Illinois. Mrs. Sullivan is part of the Illinois Federation of Teachers Leadership Education and Development: Anti-Racist Training Team. She has also developed curriculum and instruction for a Latinx studies course. She is passionate for equity and social justice issues.*

Alayna Washington *is a Social Science Educator. She has a BA in Secondary Education, History and Economics and a Masters in Teaching and Curriculum from Michigan State University. She currently serves as a High School Social Science Specialist for Chicago Public Schools and previously taught Ethnic Studies, Economics, and United States History at Whitney M Young Magnet High School. As a teacher, she centered culturally responsive pedagogy in her classroom and strongly believes this approach supports students' holistic development. Her current efforts and work are geared towards learning from and with Social Science teachers to support them in providing culturally responsive learning experiences for students.*

Craig Wilcox *is a Senator representing the 32nd District since October 2018. He is the minority spokesperson of the Local Government and Veterans Affairs Committees and sub-minority spokesperson of the App-Agriculture, Environment & Energy; App-Business Regulations and Labor; and App-Veterans Affairs Committees. He also serves on the Financial Institutions, Human Rights, Labor, State Government, Transportation, Appropriations, App-Government Infrastructure, Redistricting-Chicago Northwest, and Redistricting-Lake & McHenry Committees. Formerly Senator Wilcox served on the McHenry County Board District. He is a veteran of the United States Air Force and earned his Electrical Engineering degree at Rensselaer Polytechnic Institute. He currently resides in McHenry County with his wife, Janice and their three children.*

Other Contributors

Dr. Asif Wilson is an assistant professor of Social Studies Education in the Department of Curriculum & Instruction at University of Illinois Urbana-Champaign. Prior to joining the faculty at UIUC, Dr. Wilson held positions as a middle school social studies teacher and school administrator. Dr. Wilson's research broadly focuses on justice-centered pedagogies in P-20 educational contexts. He is a three-time alumnus from the University of Illinois Chicago, completing his bachelor's degree in elementary education, master's degree in educational studies, and doctorate in curriculum and instruction. He is actively involved in organizing among educators in Chicago and nationally with several groups.

Appendix B: Social Science and History Mandated Units of Study

Social Science and History Current Mandates	Grade Level	Description
<p>Social Studies (including U.S. History) (23 Ill. Admin. Code 1.430(a)(4)) (23 Ill. Admin. Code 1.440(a)(4)) (105 ILCS 5/27-22(e)(5))</p>	<p>Not specified for elementary schools</p> <p>HS graduation requirement</p>	<p>A district must provide a coordinated and supervised course of study in Social Studies in its elementary schools. The time allotment is the option of the local board of education. 23 Ill. Admin. Code 1.430(a)(4). Each district must provide a comprehensive curriculum that includes U.S. History in its high school course offerings. The time allotment is the option of the local board of education. 23Ill. Admin. Code 1.440(a)(4). As a prerequisite to receiving a high school diploma, each pupil entering the 9th grade must, in addition to other course requirements, successfully complete two years of Social Studies, of which at least one year must be history of the United States or a combination of History of the United States and American government and, beginning with pupils entering the 9th grade in the 2016-17 school year and each school year thereafter, at least one semester must be civics. 105 ILCS 5/22-22(e)(5). Beginning with pupils entering the 9th grade in the 2021-22 school year and each school year thereafter, one semester, or part of one semester, may include a financial literacy course.</p>
<p>U.S. History, which must include the following components:</p> <ul style="list-style-type: none"> ▪ The study of the role and contributions of ethnic groups (including but not limited to those specifically enumerated in statute) and the labor unions in the history of this country and this state. ▪ The study of events related to the forceful removal and illegal deportation of Mexican American U.S. citizens during the Great Depression. ▪ The study of the role and contributions of lesbian, gay, bisexual, and transgender people 	<p>Not specified for elementary schools</p> <p>HS graduation requirement</p>	<p>History of the United States shall be taught in all public schools and in all other educational institutions in the state supported or maintained, in whole or in part, by public funds. The teaching of U.S. History must include study of all of the topics outlined in Section 27-21 of the School Code. 105 ILCS 5/27-21. The requirement for U.S. history shall be provided through history and social sciences courses. 23 Ill. Admin. Code 1.420(r). No student may graduate from the eighth grade unless he or she has received such instruction in the history of the United States as outlined in Section 27-21 of the School Code and gives evidence of having a comprehensive knowledge thereof, which may be administered remotely. 105 ILCS 5/27-21. One year of the minimum two years of Social Studies required for graduation must be history of the United States or a combination of history of the United States and American government. 105 ILCS 5/27-22(e)(5). Important cross-section of School Code: 105 ILCS 5/27-3.5 All students in grade 7 and all high school students enrolled in a course concerning U.S. history or a combination of U.S. history and American government must view a Congressional Medal of Honor film made by the Congressional Medal of Honor Foundation.</p>

<p>in the history of this country and this state.</p> <ul style="list-style-type: none"> ▪ Contributions made to society by Americans of different faith practices (including, but not limited to, those specifically enumerated in statute). ▪ Instruction in the history of Illinois. (105 ILCS 5/27-21) (105 ILCS 5/27-22(e)(5)) (23 Ill. Admin. Code 1.420(r)) 		
<p>Amer. Patriotism and Government (105 ILCS 5/27-3, 27-4, 27-21) (23 Ill. Admin. Code 1.420(r)(1)) (23 Ill. Admin. Code 1.430(b)) (23 Ill. Admin. Code 1.440(b)(4))</p>	<p>Not specified 8th grade and HS graduation requirement</p>	<p>Each school system shall provide history and social sciences courses that include the study of principles of representative government, the Constitutions of both the United States and the State of Illinois, the proper use of the flag, and how these concepts have related and currently do relate in actual practice in the world. 23 Ill. Admin. Code 1.420(r)(1). Must be taught in all public schools. 105 ILCS 5/27-3. In grades 7 and 8 or their equivalent, not less than one hour of each school week must be devoted to the study of these subjects. In all high school grades, not less than one hour of each school week must be devoted to the advanced study of these subjects. 105 ILCS 5/27-4. No student may graduate from the eighth grade unless he or she has received instruction in the history of the United States that includes the content outlined in 105 ILCS 5/27-21 of the School Code and gives evidence of having a comprehensive knowledge thereof, which may be administered remotely. No student may receive a “certificate of graduation” without passing a satisfactory exam of the subjects outlined in 105 ILCS 5/27-3, which may be administered remotely.</p>
<p>Civics Education (105 ILCS 5/27-3.10) (105 ILCS 5/27-22(e)(5))</p>	<p>6th ,7th or 8th grade HS graduation requirement</p>	<p>Every public elementary school must provide in its 6th, 7th, or 8th grade curriculum at least one semester of civics education. This course of study must be provided in addition to the instruction required to be provided under Section 27-3 of the School Code. 105 ILCS 5/27-3.10. As a prerequisite to receiving a high school diploma, at least one semester of the minimum two years of Social Studies must be civics. 105 ILCS 5/27-22(e)(5).</p>
<p>Women in History (105 ILCS 5/27-20.5) (23 Ill. Admin. Code 1.420(r)(6))</p>	<p>Not specified</p>	<p>Every public elementary and high school must provide a unit of instruction studying the events of the history of women in America. 105 ILCS 5/27-20.5. Each school system shall provide history and social sciences courses that include the</p>

		study of the events of women's history in America. 23 Ill. Admin. Code 1.420(r)(6).
Black History (105 ILCS 5/27-20.4) (23 Ill. Admin. Code 1.420(r)(5))	Not specified	Every public elementary and high school must provide a unit of instruction studying the events of Black history. 105 ILCS 5/27-20.4. Each school system shall provide history and social sciences courses that include the study of the events of Black history. 23 Ill. Admin. Code 1.420(r)(5).
Holocaust/Genocide Ed (105 ILCS 5/27-20.3) (23 Ill. Admin. Code 1.420(r)(4))	Not specified	Every public elementary and high school must provide a unit of instruction studying the events of the Nazi atrocities of 1933-1945, a period in world history known as the Holocaust. To reinforce that lesson, such curriculum shall include an additional unit of instruction studying other acts of genocide across the globe. This unit shall include, but not be limited to, the Armenian Genocide; the Famine-Genocide in Ukraine; and more recent atrocities in Cambodia, Bosnia, Rwanda, and Sudan. 105 ILCS 5/27-20.3. Each school system shall provide history and social sciences courses that include the study of that period in world history known as the Holocaust. 23 Ill. Admin. Code 1.420(r)(4).
History of disabilities, people with disabilities, and disabilities rights movement. (105 ILCS 5/27-23.8)	Not specified	A school district must provide instruction on disability history, people with disabilities, and the disability rights movement. Instruction may be included in those courses that the school district chooses, and the school board shall determine the minimum amount of instructional time required under this Section. 105 ILCS 5/27-23.8(a), (c).
NEWLY ENACTED MANDATES	Grade Level	Description
Asian American History	Every public elementary and high school	Beginning with the 2022-2023 school year, every public elementary school and high school shall include in its curriculum a unit of instruction studying the events of Asian American history, including the history of Asian Americans in Illinois and the Midwest, as well as the contributions of Asian Americans toward advancing civil rights from the 19th century onward. These events shall include the contributions made by individual Asian Americans in government and the arts, humanities, and sciences, as well as the contributions of Asian American communities to the economic, cultural, social, and political development of the United States. The studying of this material shall constitute an affirmation by students of their commitment to respect the dignity of all races and peoples and to forever eschew every form of discrimination in their lives and careers.

A full listing of all mandated units of study is available at:
<https://www.isbe.net/Documents/IL-Mandated-Units-of-Study.pdf>

Appendix C: Curriculum Evaluation Tool



Illinois
State Board of
Education

Curriculum Evaluation Tool

The ISBE Standards and Instruction Department developed this tool for statewide implementation in school year 2021-22.

Please contact ILTeachTalkLearn@isbe.net with questions or comments.

Intended use of the Curriculum Evaluation Tool

ISBE supports best practices and continuous quality improvement, including an emphasis on equity and diversity, and the selection of high-quality instructional materials. ISBE encourages districts to use this tool to help evaluate their curriculum, foster meaningful discussions, and make decisions about the selection of new materials as appropriate.

A. Curriculum

Curriculum Components	Yes	No	Evidence
A.1. Curriculum is developmentally appropriate for learners (includes varying and appropriate modes of teaching and learning, such as play-based, hands-on, inquiry-based, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	
A.2. Curriculum clearly denotes the learning standards that are addressed.	<input type="checkbox"/>	<input type="checkbox"/>	
A.3. Curriculum sufficiently addresses Illinois Learning Standards as needed to meet district and state grade band or course content requirements without additional supplementation.	<input type="checkbox"/>	<input type="checkbox"/>	
A.4. Curriculum integrates the diverse cultural and social backgrounds of your students.	<input type="checkbox"/>	<input type="checkbox"/>	
A.5. All curriculum materials include a balance of representation of people with multiple perspectives and identities e.g., racial/ethnic, physical or cognitive ability status, gender, spiritual orientations).	<input type="checkbox"/>	<input type="checkbox"/>	
A.6. Curriculum provides multiple ways for students of different ability and knowledge or skill levels to engage.	<input type="checkbox"/>	<input type="checkbox"/>	[Use this space to identify examples of differentiation offered]
A.7. Curriculum provides ancillary resources to support scaffolding for remediation and enrichment.	<input type="checkbox"/>	<input type="checkbox"/>	
A.8. Curriculum includes student tasks that are appropriately sophisticated and complex.	<input type="checkbox"/>	<input type="checkbox"/>	

A.9. Curriculum provides opportunities for expression of and sharing about student experiences.	<input type="checkbox"/>	<input type="checkbox"/>	
A.10. Curriculum provides appropriate support, accommodations, and/or modifications for numerous special populations that will support their regular and active participation in learning (e.g., bilingual, English Learners, IEP/504 accommodations, advanced learners).	<input type="checkbox"/>	<input type="checkbox"/>	[Use this space to indicate supports, accommodations, and/or modifications provided]
A.11. Curriculum was vetted against more in-depth content-specific tools (e.g., Ed Reports Rubrics, Equip Rubrics).	<input type="checkbox"/>	<input type="checkbox"/>	[Use this space to indicate the tool(s) that were utilized]
A.12. Materials clearly demonstrate editorial professionalism (e.g., sources are properly cited and free of grammatical and factual errors).	<input type="checkbox"/>	<input type="checkbox"/>	
A.13. Curriculum provides supports for teachers in planning and learning experiences to help guide students' learning progressions.	<input type="checkbox"/>	<input type="checkbox"/>	
Additional Comments			
[Insert Comments]			

B. Assessment and Impact

Assessment and Impact Components	Yes	No	Evidence
B.1. Learning targets and benchmarks are clearly identified in assessments.	<input type="checkbox"/>	<input type="checkbox"/>	
B.2. Curriculum includes multiple opportunities for the collection of student growth data.	<input type="checkbox"/>	<input type="checkbox"/>	
B.3. Guidance is provided on the use of assessment data to drive the development of tiered supports.	<input type="checkbox"/>	<input type="checkbox"/>	
B.4. Assessments are aligned to the Illinois Learning Standards as necessary and applicable to meet district and state grade band or course requirements.	<input type="checkbox"/>	<input type="checkbox"/>	
B.5. Assessments are reflective of the depth and complexity of engagement presented in the corresponding learning standards and experiences.	<input type="checkbox"/>	<input type="checkbox"/>	
Additional Comments			
[Insert Comments]			

C. Implementation and Support

Implementation and Support: This section is intended to be used when evaluating curriculum that is currently in use.

Implementation and Support	Yes	No	Evidence
C.1. Publisher provides educator professional learning to support the implementation of the curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	[Provide details of the professional learning to include format, subject, frequency, cost, etc.]
C.2. Parent and community input were used when making decisions about the selection of this curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	
C.3. Student input or data was used when making decisions about the implementation of this curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	
C.4. Community members can access information about curriculum resources being used (at a minimum to include aligned standards, details about assessment, publisher information, and scope and sequence).	<input type="checkbox"/>	<input type="checkbox"/>	[Provide access information as appropriate]
C.5. District engages in continues improvement efforts pertaining to curriculum implementation by participating in the following process components:			
C.5.a. District conducts an annual needs assessment to determine areas of supports needed by educators following implementation.	<input type="checkbox"/>	<input type="checkbox"/>	
C.5.b. At least annually, district provides time to allow educator planning for vertical alignment of curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	
C.5.c. At least annually, district provides time to allow educator planning for horizontal alignment of curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	
C.5.d. District provides needed educator supports identified in a needs assessment to ensure effective curriculum implementation (e.g., professional learning, instructional coaching, peer feedback or observation, or instruction for special populations).	<input type="checkbox"/>	<input type="checkbox"/>	
C.5.e. Districts provide opportunity for teacher reflection on implementation of curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	

C.6. Data is collected over time, disaggregated, and analyzed to determine if the curriculum is making an impact for all students as part of a cycle that is in alignment with the continuous improvement efforts pertaining to curriculum implementation.	<input type="checkbox"/>	<input type="checkbox"/>	
C.7. Digital Learning Considerations (as applicable):			
C.7.a. Curriculum provides educator supports and adaptations for lesson planning to implement for instruction in a digital learning environment.	<input type="checkbox"/>	<input type="checkbox"/>	
C.7.b. Curriculum provides parent or facilitator support and guidance for digital learning.	<input type="checkbox"/>	<input type="checkbox"/>	
C.7.c. Curriculum provides learner resources that are easily adaptable or ready for a digital learning environment.	<input type="checkbox"/>	<input type="checkbox"/>	
C.7.d. The district has documentation of compliance with the Student Online Personal Protection Act.	<input type="checkbox"/>	<input type="checkbox"/>	
C.7.e. In accordance to 105 ILCS 5/34-18.67, the school district validated that any third-party online curriculum is in compliance with Level AA of the World Wide Web Consortium's Web Content Accessibility Guidelines 2.1 or any revised version of those guidelines.	<input type="checkbox"/>	<input type="checkbox"/>	
Additional Comments			
[Insert Comments]			

Appendix D: Social Science Standards Vertical Alignment Resources

Inquiry	Grade	Standard	People, Event, Place	Resource
Constructing Essential Questions	K-2	SS.K-2.IS. 1 Create questions that are relevant to self as they relate to the content of the Social Science Standards.		
	3-5	SS.3-5.IS.1. Develop essential questions and explain the importance of the questions to self and others.		
	6-8	SS.6-8.IS.1. Create essential questions that consider multiple perspectives to guide inquiry about a topic.		
	9-12	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.		

Inquiry	Grade	Standard	People, Event, Place	Resource
Determining Helpful Resources	K-2	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.		
	3-5	SS.3-5.IS.3. Identify varied resources that answer essential and student-generated questions and that take into consideration multiple points of view.		
	6-8	SS.6-8.IS.3. Determine sources representing multiple points of view and diversity of authorship that will assist in organizing a research plan.		

	9-12	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).		
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Inquiry	Grade	Standard	People, Event, Place	Resource
Gathering and Evaluating Sources	K-2	SS.K-2.IS.3. With guidance and support, gather relevant information from multiple sources to analyze information.		
	3-5	SS.3-5.IS.4. Gather relevant information and distinguish between fact and opinion to determine credibility of multiple sources.		
	6-8	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.		
	9-12	SS.9-12.S.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.		
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.				

Inquiry	Grade	Standard	People, Event, Place	Resource
Developing Claims and Using Evidence	K-2	SS.K-2.IS.4. With guidance and support, evaluate a source by distinguishing between fact and opinion.		
	3-5	SS.3-5.IS.5. Develop claims using evidence from multiple sources to answer essential questions.		
	6-8	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.		
	9-12	SS.9-12.IS.6. Analyze evidence and identify counter perspectives to revise or strengthen claims.		
		SS.9-12.IS.7. Construct arguments using precise and knowledgeable claims with evidence from multiple sources, while acknowledging counterclaims, perspectives, and biases.		
		SS.9-12.IS.8. Evaluate evidence to construct arguments and claims that use reasoning and account for multiple perspectives and value systems.		

Inquiry	Grade	Standard	People, Event, Place	Resource
Communicating Conclusions	K-2	SS.K-2.IS.5. With guidance and support, students will share their findings on the asked and answered questions with peers.		
	3-5	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.		
	6-8	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 media.		
	9-12	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.		

Civics	Grade	Standard	People, Event, Place	Resource
Civic and Political Institutions	K	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.		
	1	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.		
	2	SS.2.CV.1. With guidance and support, identify features and functions of governments.		
	3	SS.3.CV.1. Explain how families, workplaces, organizations, and government entities interact and affect communities in multiple ways.		
	4	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.		
	5	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.		
	6-8	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.		
		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.		
		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.		
		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		
		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.		
		SS.6-8.CV.2.MCa. 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.		

		SS.6-8.CV.2.MCb. 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.		
	9-12	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.		
		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.		
		SS.9-12.CV.3. Analyze constitutions, laws, and agreements to determine the degree to which they achieve justice, equality, and liberty.		
		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.		

Inquiry	Grade	Standard	People, Event, Place	Resource
Taking Informed Action	K-2	SS.K-2.IS.6. With guidance and support, reflect on one's inquiry process and findings.		
		SS.K-2.IS.7. Using various viewpoints, students will engage in reflective conversations to draw conclusions on inquiry findings and create action steps.		

	3-5	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.		
	6-8	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.		
		SS.6-8.IS.8.MdC. Assess individual and collective capacities within a given context to take action, address problems, and identify potential outcomes.		
		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.		
	9-12	SS.9-12.IS.11. Use interdisciplinary lenses to identify local, regional, state, national, or global concerns and anticipate the outcome possible solutions might have on all impacted communities, including marginalized communities.		
		SS.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.		
		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.		

		SS.9-12.IS.14. Take measurable action to effect changes that bring about equity, inclusion, and the community and civic good.		
		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.		

Inquiry	Grade	Standard	People, Event, Place	Resource
Constructing Supporting Questions	3-5	SS.3-5.IS.2. Students generate supporting questions that require investigation to help answer essential questions.		
	6-8	SS.6-8.IS.2. Ask essential and focused questions that consider multiple perspectives and will lead to independent research.		
	9-12	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.		

Inquiry	Grade	Standard	People, Event, Place	Resource
Critiquing Conclusions	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.		
	6-8	SS.6-8.IS.7.LC. Critique the structure and credibility of arguments and explanations (self and others) about a topic.		
	9-12	SS.9-12.IS.10. Solicit feedback from stakeholder representatives and revise communication and action plans accordingly.		

Civics	Grade	Standard	People, Event, Place	Resource
Civic and Political Institutions	K	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.		
	1	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.		
	2	SS.2.CV.1. With guidance and support, identify features and functions of governments.		
	3	SS.3.CV.1. Explain how families, workplaces, organizations, and government entities interact and affect communities in multiple ways.		
	4	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.		
	5	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.		
	6-8	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.		
		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.		
		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.		
		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.		

		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.		
		SS.6-8.CV.2.MCa. 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.		
		SS.6-8.CV.2.MCb. 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.		
	9-12	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.		
		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.		
		SS.9-12.CV.3. Analyze constitutions, laws, and agreements to determine the degree to which they achieve justice, equality, and liberty.		
		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.		
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Civics	Grade	Standard	People, Event, Place	Resource
Processes, Rules, and Laws	K	SS.K.CV.2. With guidance and support, identify reasons for rules and explain how rules establish responsibilities and roles for various settings		
	1	SS.1.CV.2. Identify reasons for rules and explain how rules establish responsibilities and roles, and their effect on one's own and other groups and communities.		
	2	SS.2.CV.2. With guidance and support, describe how communities can collaborate to accomplish tasks, establish roles and responsibilities, and achieve equitable outcomes for the community.		
	3	SS.3.CV.2. Using evidence, describe how people have strived to improve communities over time to achieve equitable outcomes, practices, or policies.		
	4	SS.4.CV.4. Using evidence, explain how rules, regulations, and laws alter or transform societies and how people from multiple communities influence and experience this transformation.		
	5	SS.5.CV.4. Using evidence, explain how policies are developed to address public problems and concerns and achieve equitable outcomes.		
	6-8	SS.6-8.CV.5.LC. Identify the impact of specific rules and laws (both those that are in effect and proposed) on multiple individuals and communities in relationship to the intended issues they were meant to address. Analyze cause-and-effect		

		relationships of issues that resulted in specific rules and laws.		
		SS.6-8.CV.5.MdC. Analyze the perspectives and positions of multiple individuals and communities impacted by specific rules and laws (both actual and proposed); the equitable application of rules and laws; and consequences for not abiding by rules and laws historic and contemporary settings.		
		SS.6-8.CV.5.MC. Develop and evaluate procedures for making decisions in historic and contemporary settings (e.g., school; civil society; or local, state, or national governments)		
	9-12	SS.9-12.CV.8. Analyze the methods individuals can use to challenge laws to address a variety of public issues.		
		SS.9-12.CV.9. Evaluate public policies in terms of intended and unintended outcomes and related consequences on different communities, including the marginalization of multiple groups		
		SS.9-12.CV.10. Explain the role of compromise and deliberation in the legislative process.		

Civics	Grade	Standard	People, Event, Place	Resource
Participation and Deliberation: Applying Civic Virtues and	4	SS.4.CV.3. Identify core civic virtues and democratic principles that guide governments, society, and communities.		
	6-8	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.		

Democratic Processes		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.		
		SS 6-8.CV.3.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.		
		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.		
		SS.6-8.CV.4.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.		
		SS.6-8.CV.4.MC. Evaluate and critique deliberative processes regarding the development and application of governing documents and policies and how they have changed over time.		
	9-12	SS.9-12.CV.5. Analyze civic dispositions, democratic principles, constitutional rights, and human rights and their impact on personal interests and multiple perspectives.		

		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.		
		SS.9-12.CV.7. Compare and contrast the democratic concepts and principles inherent to the U.S. system of government.		

Economics/ Financial literacy	Grade	Standard	People, Event, Place	Resource
Economic Decision- Making	9-12	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.		
		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.		

Economics/ Financial literacy	Grade	Standard	People, Event, Place	Resource
Exchange and Markets	9-12	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.		
		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.		
		SS.9-12.EC.5. Use benefits and costs to evaluate the effectiveness of government policies to improve market outcomes.		
		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.		
		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.		

Economics/ Financial literacy	Grade	Standard	People, Event, Place	Resource
The National and Global Economy	9-12	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.		
		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.		
		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.		
		SS.9-12.EC.12. Analyze the role of comparative advantage in global trade of goods and services.		
		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.		

Economics/ Financial literacy	Grade	Standard	People, Event, Place	Resource
Financial Literacy	9-12	SS.9-12.EC.FL.1. Understand how costs and benefits can be subject to individual circumstances and factors outside of one's control.		
		S.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.		
		SS.9-12.EC.FL.3. Explain how time, interest rates, and inflation influence saving patterns over a lifetime.		
		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.		

		SS.9-12.EC.FL.5. Evaluate risks and returns on diversified investments while accounting for the individual risk disposition among students.		
		SS.9-12.EC.FL.7. 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.		
		SS.9-12.EC.FL.8. Evaluate risk disposition and opportunity recognition for individual students and multiple communities, accounting for structural impacts on these dispositions.		
		SS.9-12.EC.FL.9. 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.		

Geography	Grade	Standard	People, Event, Place	Resource
Human-Environment Interaction: Place, Regions, and Culture	K	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.		
	1	SS.1.G.2. With guidance and support, describe how human activities affect the cultural and environmental characteristics of places or regions.		
	2	SS.2.G.2. With guidance and support, identify some cultural and environmental characteristics of your community and compare to other places or regions.		

	3	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.		
	4	SS.4.G.2. Explain how the cultural and environmental characteristics of places change over time.		
	6-8	SS.6-8.G.4. Explain how humans and their environment affect one another.		
		SS.6-8.G.6. Evaluate how cultural and economic decisions influence environments and the daily lives of people in both nearby and distant places.		

Geography	Grade	Standard	People, Event, Place	Resource
Human Population: Spatial Patterns and Movements	K	SS.K.G.2. With guidance and support, explain how people and goods move from place to place.		
		SS.K.G.3. With guidance and support, identify characteristics of print and digital maps, graphs, and other cultural representations of familiar places.		
	1	SS.1.G.3. Compare how people in different types of communities use local and worldwide environments to meet their daily needs.		
	2	SS.2.G.3. Describe the connections between the physical environment of a place and the economic activities found there.		
	3	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		

	4	SS.4.G.3. Investigate the human effects on the physical environment over time.		
	5	SS.5.G.3. Explain how human settlements and technological advancements have impacted natural resources.		
	6-8	SS.6-8.G.7. Explain how environmental characteristics affect human migration and settlement.		
		SS.6-8.G.8. 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.9. Evaluate the influences of long-term, human-induced environmental change on spatial patterns of conflict and cooperation.		
	9-12	SS.9-12.G.4. Analyze data and trends at various scales to address inequalities in race, ethnicity, and gender across time and space.		
		SS.9-12.G.5. Analyze different ways of representing geographic information in order to compare cartographers' perspectives, biases, and goals.		
		SS.9-12.G.6. Analyze and explain how humans affect and interact with the environment and vice versa		
		SS.9-12.G.7. Evaluate how political and economic decisions have influenced cultural and environmental characteristics of various places and regions.		
		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.		
		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.		
		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.		
		SS. 9-12.G.11. Evaluate how economic activities and political decisions impact spatial patterns at various scales.		
		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.		

Geography	Grade	Standard	People, Event, Place	Resource
Geographic Representations: Spatial Views of the World	1	SS.1.G.1. With guidance and support, construct and interpret print and digital maps and other cultural representations of familiar places.		
	2	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.		
	3	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.		
	4	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.		
	5	SS.5.G.1. Use print and digital maps of different scales to describe the locations of cultural and environmental characteristics.		
		SS.5.G.2. Investigate and explain how the cultural and environmental characteristics of places within the United States change over time.		
	6-8	SS.6-8.G.1. 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.2. Use mapping and graphing to represent and analyze spatial patterns of different environmental and cultural characteristics.		
		SS.6-8.G.3. Construct different representations to explain the spatial patterns of cultural and environmental characteristics.		
	9-12	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.		
		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.		
		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.		

Geography	Grade	Standard	People, Event, Place	Resource
Global Interconnections: Changing Spatial Patterns	5	SS.5.G.4. Analyze the effects of catastrophic environmental and technological events on human settlements and migration.		
	6-8	SS.6-8.G.10. Identify how cultural and environmental characteristics vary among regions of the world.		
		SS.6-8.G.11. Explain how global changes in population distribution patterns affect changes in land use.		
		SS.6-8.G.12. Analyze how the environmental characteristics of places and production of goods influence patterns of world trade.		
	9-12	SS.9-12.G.13. Describe and explain the characteristics that constitute culture.		
		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.		
		SS.9-12.G.15. Explain how characteristics of culture and measures of development shape an individual's worldview.		

		SS.9-12 G.16. Explain how globalization affects the cultural, political, economic, and environmental characteristics of a place or region.		
		SS.9-12.G.17. Evaluate how competition for scarce natural resources contributes to conflict and cooperation within and among countries.		

History	Grade	Standard	People, Event, Place	Resource
Change, Continuity, and Context	K	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.		
		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.		
	1	SS.1.H.1. Create a chronological sequence of multiple events based on current learning.		
		SS.1 H.2. Generate questions and investigate diverse individuals and groups who have shaped a significant historical change.		
	2	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.		
	3	SS.3.H.1. Create and use a chronological sequence of related events to compare developments that happened at the same time.		
	4	SS.4.H. Study important individuals or major events in order to recognize and explain that there are multiple cultural perspectives.		

	5	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		
	6-8	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.		
	9-12	SS.9-12.H.1. Evaluate the context of time and place as well as structural factors that influence historical developments.		
		SS.9-12.H.3. Analyze change and continuity across historical eras and identify what perspectives have typically influenced how historical eras are constructed.		
		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.		
		SS.9-12.H.4. Analyze how people and institutions have interacted with environmental, scientific, technological, and societal challenges.		

History	Grade	Standard	People, Event, Place	Resource
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Perspectives	1	SS.1.H.3. With guidance and support, investigate how our perspectives of historical events have changed over time.		
	2	SS.2.H.2. Examine key events that changed history from multiple perspectives, including the perspectives of diverse individuals, cultures, and groups.		
	4	SS.4.H.2. Generate questions about multiple historical sources and their relationships to particular historical events and developments		
	6-8	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		
	9-12	SS.9-12.H.5. Analyze the factors and historical context, including overarching movements, that influenced the perspectives of people during different historical eras.		
		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.		

		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.		
		SS.9-12.H.8. Analyze key historical events and contributions of individuals through a variety of perspectives, including those of historically underrepresented groups.		

History	Grade	Standard	People, Event, Place	Resource
Historical Sources and Evidence	3	SS.3.H.3. Identify and analyze how different kinds of historical sources are used to explain events in the past.		
	4	SS.4.H.3. Explain probable causes and effects of events and developments in Illinois history.		
	5	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.		
	6-8	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.		
	9-12	SS.9-12.H.9. Analyze the relationship between historical sources and the secondary interpretations made from them.		
		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.		
		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.		

History	Grade	Standard	People, Event, Place	Resource
Causation and Argumentation	5	SS.5.H.3. Summarize the central claim in a work of history.		
	6-8	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.		
	9-12	SS.9-12.H.12. Analyze the causes and effects of global conflicts and economic crises.		

		SS.9-12.H.13. Analyze multiple and complex causes and effects of events in the past.		
		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.		

High School Electives	Grade	Standard	People, Event, Place	Resource
Anthropology	9-12	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.		

High School Electives	Grade	Standard	People, Event, Place	Resource
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Psychology	9-12	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.		
		SS.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.		

High School Electives	Grade	Standard	People, Event, Place	Resource
Sociology	9-12	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.		

High School Electives	Grade	Standard	People, Event, Place	Resource
Religious Studies	9-12	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.		

Appendix E: Social Studies Course Framework Template

Course

Course Description:

[enter course description]

Course Units/Pacing Guide

Unit	Approximate Number of Days

Resource:

Prerequisite:

Grade level:

Standards: *Illinois Learning Standards for Social Science*

Advanced Placement Option:

Unit #1

[Unit Name]

[Approximate Number of Days]

Unit Summary			
[Unit Summary]			
Goal			
[Goals]			
Standards			
[List of standards covered]			
Essential Questions	Essential Understandings	Content/Vocabulary	Learning Targets
[Essential Questions]	[Essential Understandings]	[Content/Vocabulary]	[Learning Targets]

Appendix F: Social Studies Crosswalk 2016/2021 Standards

2016 Standards Language	2021 Standards Revised Language	Example of Supporting Guidance and Resources
SS.CV.1.K. Describe roles and responsibilities of people in authority.	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.CV.2.K. Explain the need for and purposes of rules in various settings, inside and outside of the school.	SS.K.CV.2. With guidance and support, identify reasons for rules and explain how rules establish responsibilities and roles for various settings.	
SS.EC.1.K. Explain that choices are made because of scarcity (i.e. because we cannot have everything that we want).	SS.K.EC.1. Explain that choices are made because of scarcity (i.e., because individuals cannot have everything that they want).	
SS.G.1.K. Explain how weather, climate, and other environmental characteristics affect people's lives.	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.G.2.K. Identify and explain how people and goods move from place to place.	SS.K.G.2. With guidance and support, explain how people and goods move from place to place.	
N/A	SS.K.G.3. With guidance and support, identify characteristics of print and digital maps, graphs, and other cultural representations of familiar places.	
SS.H.1.K. Compare life in the past with life today.	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.	
SS.H.2.K. Explain the significance of our national holidays and the heroism and achievements of the people associated with them.	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.	

2016 Standards Language	2021 Standards Revised Language	Example of Supporting Guidance and Resources
SS.CV.1.1. Explain how all people, not just official leaders, play important roles in a community.	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.CV.2.1. Identify and explain how rules function in various settings, inside and outside of the school.	SS.1.CV.2. Identify reasons for rules and explain how rules establish responsibilities and roles, and their effect on one's own and other groups and communities.	
SS.EC.1.1. Explain and give examples of when choices are made that something else is given up.	SS.1.EC.1. Explain and give examples of when choices are made that something else is given up.	
SS.EC.2.1. Describe the skills and knowledge required to produce certain goods and services.	SS.1.EC.2. Describe the skills and knowledge required to produce certain goods and services.	
SS.EC.FL.3.1. Explain how people earn pay or income in exchange for work.	SS.1.EC.3. Explain how people are compensated for work.	
SS.G.1.1. Construct and interpret maps and other representations to navigate a familiar place.	SS.1.G.1. With guidance and support, construct and interpret print and digital maps and other cultural representations of familiar places.	
	SS.1.G.2. With guidance and support, describe how human activities affect the cultural and environmental characteristics of places or regions.	
	SS.1.G.3. Compare how people in different types of communities use local and worldwide environments to meet their daily needs.	
SS.H.1.1. Create a chronological sequence of multiple events.	SS.1.H.1. Create a chronological sequence of multiple events based on current learning.	
SS.H.2.1. Describe individuals and groups who have shaped a significant historical change.	SS.1.H.2. Generate questions and investigate diverse individuals and groups who have shaped a significant historical change.	
SS.H.3.1. Compare perspectives of people in the past to those of people in the present.	SS.1.H.3. With guidance and support, investigate how our perspectives of historical events have changed over time.	

2016 Standards Language	2021 Standards Revised Language	Example of Supporting Guidance and Resources
SS.CV.1.2. Explain what governments are and some of their functions.	SS.2.CV.1. With guidance and support, identify features and functions of governments.	
SS.CV.2.2. Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.	SS.2.CV.2. With guidance and support, describe how communities can collaborate to accomplish tasks, establish roles and responsibilities, and achieve equitable outcomes for the community.	
SS.EC.1.2. Demonstrate how our choices can affect ourselves and others in positive and negative ways.	SS.2.EC.1. Demonstrate how our choices can affect ourselves and others in positive and negative ways.	
SS.EC.2.2. Explain the role of money in making exchange easier.	SS.2.EC.2. Explain the role of money in making exchange easier.	
SS.EC.3.2. Compare the goods and services that people in the local community produce and those that are produced in other communities.	SS.2.EC.3. Compare the goods and services that people in the local community produce and those that are produced in other communities.	
SS.EC.FL. 4.2. Explain that money can be saved or spent on goods and services.	SS.2.EC.4. Explain that money can be saved or spent on goods and services.	
SS.G.1.2. Construct and interpret maps and other graphic representations of both familiar and unfamiliar 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.G.2.2. Identify some cultural and environmental characteristics of your community and compare to other places.	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.G.3.2. Explain how people in your community use local and distant 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.H.1.2. Summarize changes that have occurred in the local community over time.	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	
SS.H.2.2. Compare individuals and groups who have shaped a significant historical change.	SS.2.H.2. Examine key events that changed history from multiple perspectives, including the perspectives of diverse individuals, cultures, and	
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		

2016 Standards Language	2021 Standards Revised Language	Example of Supporting Guidance and Resources
SS.CV.1.3. Describe ways in which interactions among families, workplaces, voluntary organizations, and government benefit communities.	SS.3.CV.1. Explain how families, workplaces, organizations, and government entities interact and affect communities in multiple ways.	
SS.CV.2.3. Explain how groups of people make rules to create responsibilities and protect freedoms.	N/A	
SS.CV.3.3. Compare procedures for making decisions in the classroom, school, and community.	N/A	
SS.CV.4.3. Describe how people have tried to improve their communities over time.	SS.3.CV.2. Using evidence, describe how people have strived to improve communities over time to achieve equitable outcomes, practices, or policies.	
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.3.EC.1. 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.3.EC.2. Generate examples of the goods and services that governments provide.	
SS.EC.FL.3.3. Describe the role of banks and other financial institutions in an economy.	SS.3.EC.3. Describe the role of banks and other financial institutions in an economy.	
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.3.EC.4. Explain that when people borrow, they receive something of value now and agree to repay the lender over time.	
SS.G.1.3. Locate major landforms and bodies of water on a map or other representation.	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.G.2.3. Compare how people modify and adapt to the environment and culture in our community to other places.	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	
SS.G.3.3. Show how consumption of products connects people to distant places.	N/A	
N/A	SS.3.G.3. Describe the movement of goods, people, jobs, and/or information and the effect of the cultural and environmental characteristics on	
SS.H.1.3. Create and use a chronological sequence of events.	SS.3.H.1. Create and use a chronological sequence of related events to compare developments that happened at the same time.	
SS.H.2.3. Describe how significant people, events, and developments have shaped their own community and region.	SS.3.H.2. Explain how the diverse perspectives of people and events develop and shape communities and/or regions.	
SS.H.3.3. Identify artifacts and documents as either primary or secondary sources of historical data from which historical accounts are constructed.	SS.3.H.3. Identify and analyze how different kinds of historical sources are used to explain events in the past.	

2016 Standards Language	2021 Standards Revised Language	Example of Supporting Guidance and Resources
SS.CV.1.4. Distinguish the responsibilities and powers of government officials at the local, state, and national levels.	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.CV.2.4. Explain how a democracy relies on people’s responsible participation, and draw implications for how individuals should participate.	SS.4.CV.2. Define democracy and explain how limited participation affects the political representation of multiple groups.	
SS.CV.3.4. Identify core civic virtues (such as honesty, mutual respect, cooperation, and attentiveness to multiple perspectives) and democratic principles (such as equality, freedom, liberty, respect for individual rights) that guide our state and nation.	SS.4.CV.3. Identify core civic virtues and democratic principles that guide governments, society, and communities.	
SS.CV.4.4. Explain how rules and laws change society and how people change rules and laws in Illinois.	SS.4.CV.4. Using evidence, explain how rules, regulations, and laws alter or transform societies and how people from multiple communities influence and experience this transformation.	
SS.EC.1.4. Explain how profits reward and influence sellers.	SS.4.EC.1. Explain how profits reward and influence sellers.	
SS.EC. 2.4. Describe how goods and services are produced using human, natural, and capital resources (e.g. tools and machines).	SS.4.EC.2. Describe how goods and services are produced using human, natural, and capital resources (e.g., tools, machines).	
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.4.EC.3. Analyze how spending choices are influenced by prices, as well as many other factors (e.g., advertising, peer pressure, options).	
SS.EC.FL. 4.4. Explain that income can be saved, spent on good and services, or used to pay taxes.	SS.4.EC.4. Explain that income can be saved, spent on goods and services, or used to pay taxes.	
SS.G.1.4. Construct and interpret maps of Illinois and the United States using various media.	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.	
SS.G.2.4. Analyze how the cultural and environmental characteristics of places in Illinois change over time.	SS.4.G.2. Explain how the cultural and environmental characteristics of places change over time.	
SS.G.3.4. Describe some of the current movements of goods, people, jobs, or information to, from, or within Illinois, and explain reasons for the movements.	SS.4.G.3. Investigate the human effects on the physical environment over time.	
	SS.4.H.1. Study important individuals or major events in order to recognize and explain that there are multiple cultural perspectives.	
SS.H.1.4. Explain connections among historical contexts and why individuals and groups differed in their perspectives during the same historical period.	SS.4.H.2. Generate questions about multiple historical sources and their relationships to particular historical events and developments.	
SS.H.2.4. Using artifacts and primary sources, investigate how individuals contributed to and the founding and development of Illinois.		
SS.H.3.4. Explain probable causes and effects of events and developments in Illinois history.	SS.4.H.3. Explain probable causes and effects of events and developments in Illinois history.	

2016 Standards Language	2021 Standards Revised Language	Example of Supporting Guidance and Resources
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.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.CV.2.5. Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions.	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.CV.3.5. Compare the origins, functions, and structure of different systems of government.	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	
SS.CV.4.5. Explain how policies are developed to address public problems.	SS.5.CV.4. Using evidence, explain how policies are developed to address public problems and concerns and achieve equitable outcomes.	
SS.EC.1.5. Analyze why and how individuals, businesses, and nations around the world specialize and trade.	SS.5.EC.1. Analyze why and how individuals, businesses, and nations around the world specialize and trade.	
SS.EC.2.5. Discover how positive incentives (e.g. sale prices and earning money) and negative incentives influence behavior in our nation's economy and around the world.	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.	
SS.EC.3.5. Determine the ways in which the government pays for the goods and services it provides.	SS.5.EC.3. Determine the ways in which government pays for goods and services it provides.	
SS.FL.4.5. Explain that interest is the price the borrower pays for using someone else's money.	SS.5.EC.4. Explain that interest is the price the borrower pays for using someone else's money.	
SS.G.1.5. Investigate how the cultural and environmental characteristics of places within the United States change over time.		
	SS.5.G.1. Use print and digital maps of different scales to describe the locations of cultural and environmental characteristics.	
	SS.5.G.2. Investigate and explain how the cultural and environmental characteristics of places within the United States change over time.	
SS.G.2.5. Describe how humans have utilized natural resources in the United States.	SS.5.G.3. Explain how human settlements and technological advancements have impacted natural resources.	

SS.G.3.5. Analyze the effects of specific catastrophic and environmental events as well as technological developments that have impacted our nation and compare to other places.	
SS.G.4.5. Compare the environmental characteristics of the United States to other world regions.	SS.5.G.4. Analyze the effects of catastrophic environmental and technological events on human settlements and migration.
SS.H.1.5. Create and use a chronological sequence of related events to compare developments that happened at the same time.	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.
SS.H.2.5. Use information about a historical source-including the maker, date, place of origin, intended audience, and purpose-to judge the extent to which the source is useful for studying a particular topic.	SS.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.
SS.H.3.5. Explain probable causes and effects of events and developments in U.S. history.	SS.5.H.3. Summarize the central claim in a work of history.

2016 Standards Language	2021 Standards Revised Language	Example of Supporting Guidance and Resources
SS.CV.1.6-8LC. Identify roles played by citizens (examples: voters, jurors, taxpayers, military, protesters, and officeholders).	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.	
SS.CV.1.6-8.MdC. Describe the roles of political, civil, and economic organizations in shaping people’s lives.	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.	
SS.CV.1.6-8.MC. Evaluate the powers and responsibilities of citizens, political parties, interest groups, and the media.	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.	
SS.CV.2.6-8LC. Describe the origins, purposes, and impact of constitutions, laws, treaties, and international agreements.	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.	
SS.CV.2.6-8.MdC. Explain the origins, functions, and structure of government with reference to the U.S. Constitution, Illinois Constitution, and other systems of government.	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.	
SS.CV.2.6-8.MC. Analyze the powers and limits of governments, public officials, and bureaucracies at different levels in the United States and other countries.	SS.6-8.CV.2.MCa. 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.	
	SS.6-8.CV.2.MCb. 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.	

SS.CV.3.6-8.LC, MdC, MC. Compare the means by which individuals and groups change societies, promote the common good, and protect rights.		
	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.	
	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.	
	SS.6-8.CV.3.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.	
SS.CV.4.6-8.LC: Explain the connection between interests and perspectives, civic virtues, and democratic principles when addressing issues in government and society.	SS.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.	
SS.CV.4.6-8.MdC. Analyze ideas and principle contained in the founding documents of the United States and other countries, and explain how they influence the social and political system.	SS.6-8.CV.4.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.	
SS.CV.4.6-8.MC. Critique deliberative processes used by a wide variety of groups in various settings.	SS.6-8.CV.4.MC. Evaluate and critique deliberative processes regarding the development and application of governing documents and policies and how they have changed over time.	
SS.CV.5.6-8.LC; MdC; MC : Apply civic virtues and democratic principles in school and community settings.		
SS.CV.6.6-8.LC. Determine whether specific rules and laws (both actual and proposed) resolve the problems they were meant to address.	SS.6-8.CV.5.LC. Identify the impact of specific rules and laws (both those that are in effect and proposed) on multiple individuals and communities in relationship to the intended issues they were meant to address. Analyze cause-and-effect relationships of issues that resulted in specific rules and laws.	

SS.CV.5.6-8.MdC. Analyze the purposes, implementation, and consequences of public policies in historic and contemporary settings.	SS.6-8.CV.5.MdC. Analyze the perspectives and positions of multiple individuals and communities impacted by specific rules and laws (both actual and proposed); the equitable application of rules and laws; and consequences for not abiding by rules and laws historic and contemporary settings.	
SS.CV.5.6-8.MC. Develop procedures for making decisions in historic and contemporary settings (such as the school, civil society, or local, state, or national government).	SS.6-8.CV.5.MC. Develop and evaluate procedures for making decisions in historic and contemporary settings (e.g., school; civil society; or local, state, or national governments).	
SS.EC.1.6-8.LC. Explain how economic decisions affect the well-being of individuals, businesses and society.	SS.6-8.EC.1. Explain how economic decisions affect the well-being of individuals, businesses, and society.	
SS.EC.1.6-8.MdC. Explain how external benefits and costs influence choices.	SS.6-8.EC.2. Explain how external benefits and costs influence choices.	
SS.EC.1.6-8.MC. Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole.	SS.6-8.EC.3. Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole.	
SS.EC.2.6-8.LC. Analyze the role of innovation and entrepreneurship in a market economy.	SS.6-8.EC.4. Analyze the role of innovation and entrepreneurship in a market economy.	
SS.EC.2.6-8.MdC. Describe the roles of institutions, such as corporations, non-profits, and labor unions in a market economy.	SS.6-8.EC.5. Describe the roles of institutions, such as corporations, nonprofit organizations and labor unions, in a market economy.	
SS.EC.2.6-8.MC. Explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies.	SS.6-8.EC.6. Explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies.	
SS.EC.3.6-8.LC. Explain why standards of living increase as productivity improves.	SS.6-8.EC.7. Explain why standards of living increase as productivity improves.	
SS.EC.3.6-8.MdC. Explain barriers to trade and how those barriers influence trade among nations.	SS.6-8.EC.8. Explain barriers to trade and how those barriers influence trade among nations.	
SS.EC.3.6-8.MC. Evaluate employment, unemployment, inflation, total production, income and economic growth data and how they affect different groups.	SS.6-8.EC.9. Evaluate employment, unemployment, inflation, total production, income, and economic growth data and how they affect different groups.	
SS.EC.FL.1.6-8.LC. Analyze the relationship between skills, education, jobs, and income.	SS.6-8.EC.FL.10. Analyze the relationship among skills, education, jobs, and income.	
SS.EC.FL.2.6-8.LC. Explain the roles and relationships between savers, borrowers, interest, time, and the purposes for saving.	SS.6-8.EC.FL.11. Explain the roles and relationships among savers, borrowers, interest, time, and the purposes for saving.	

SS.EC.FL.1.6-8.MdC. Identify how people choose to buy goods and services while still maintaining a budget based on income, taxes, savings, and fixed and variable interest rates.	SS.6-8.EC.FL.12. Identify how people choose to buy goods and services while still maintaining a budget based on income, taxes, savings, and fixed and variable expenses.	
SS.EC.FL.2.6-8.MdC. Explain the correlation between investors, investment options (and associated risks), and income/wealth.	SS.6-8.EC.FL.13. Explain the correlation among investors, investment options (and associated risks), and income/wealth.	
SS.EC.FL.1.6-8.MC. Describe the connection between credit, credit options, and interest and credit history.	SS.6-8.EC.FL.14. Describe the connection among credit, credit options, interest, and credit history.	
SS.EC.FL.2.6-8.MC. Analyze the relationship between financial risks and protection, insurance and costs.	SS.6-8.EC.FL.15. Analyze the relationship between financial risks and protection, insurance, and costs.	
SS.G.1.6-8.LC. Use geographic representations (maps, photographs, satellite images, etc.) to explain relationships between the locations (places and regions) and changes in their environment.	SS.6-8.G.1. Use geographic representations (e.g., maps, photographs, satellite images) to explain relationships between the locations (places and regions) and changes in their environment.	
SS.G.1.6-8.MdC. Use mapping and graphing to represent and analyze spatial patterns of different environmental and cultural characteristics.	SS.6-8.G.2. Use mapping and graphing to represent and analyze spatial patterns of different environmental and cultural characteristics.	
SS.G.1.6-8.MC. Construct different representations to explain the spatial patterns of cultural and environmental characteristics.	SS.6-8.G.3. Construct different representations to explain the spatial patterns of cultural and environmental characteristics.	
SS.G.2.6-8.LC. Explain how humans and their environment affect one another.	SS.6-8.G.4. Explain how humans and their environment affect one another.	
SS.G.2.6-8.MdC. Compare and contrast the cultural and environmental characteristics of different places or regions.	SS.6-8.G.5. Compare and contrast the cultural and environmental characteristics of different places or regions.	
SS.G.2.6-8.MC. Evaluate how cultural and economic decisions influence environments and the daily lives of people in both nearby and distant places.	SS.6-8.G.6. Evaluate how cultural and economic decisions influence environments and the daily lives of people in both nearby and distant places.	
SS.G.3.6-8.LC. Explain how environmental characteristics impact human migration and settlement.	SS.6-8.G.7. Explain how environmental characteristics affect human migration and settlement.	
SS.G.3.6-8.MdC. Explain how changes in transportation and communication influence the spatial connections among human settlements and affect the spread of ideas and culture.	SS.6-8.G.8. Explain how changes in transportation and communication influence the spatial connections among human settlements and affect the spread of ideas and culture.	
SS.G.3.6-8.MC. Evaluate the influences of long-term human-induced environmental change on spatial patterns of conflict and cooperation.	SS.6-8.G.9. Evaluate the influences of long-term, human-induced environmental change on spatial patterns of conflict and cooperation.	

SS.G.4.6-8.LC. Identify how cultural and environmental characteristics vary among regions of the world.	SS.6-8.G.10. Identify how cultural and environmental characteristics vary among regions of the world.	
SS.G.4.6-8.MdC. Explain how global changes in population distribution patterns affect changes in land use.	SS.6-8.G.11. Explain how global changes in population distribution patterns affect changes in land use.	
SS.G.4.6-8.MC. Analyze how the environmental characteristics of places and production of goods influence patterns of world trade.	SS.6-8.G.12. Analyze how the environmental characteristics of places and production of goods influence patterns of world trade.	
SS.H.1.6-8.LC. Classify series of historical events and developments as examples of change and/or continuity.	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.H.1.6-8.MdC. Analyze connections among events and developments in broader historical contexts.	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.H.1.6-8.MC. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.	SS.6-8.H.1.MC. Evaluate the significance of historical events to multiple groups and the relationship to modern-day movements and events.	
SS.H.2.6-8.LC. Explain how and why perspectives of people have changed over time.	SS.6-8.H.2.LC. Explain how and why perspectives of people have changed over time.	
SS.H.2.6-8.MdC. Analyze multiple factors that influenced the perspectives of people during different historical eras.	SS.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.H.2.6-8.MC. Analyze how people's perspectives influenced what information is available in the historical sources they created.	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.	
SS.H.3.6-8.LC. Classify the kinds of historical sources used in a secondary interpretation.	SS.6-8.H.3.LC. Classify the kinds of historical sources used in a secondary interpretation to include sources representing multiple perspectives.	
SS.H.3.6-8.MdC. Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.	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.H.3.6-8.MC. Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where this information is not easily identified.	SS.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.	

SS.H.4.6-8.LC. Explain multiple causes and effects of historical events.	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.H.4.6-8.MdC. Compare the central historical arguments in secondary works across multiple media.	SS.6-8.H.4.MdC. Compare and contrast the central historical arguments in secondary works across multiple media.	
SS.H.4.6-8.MC. Organize applicable evidence into a coherent argument about the past.	SS.6-8.H.4.MC. Organize and critique applicable evidence to develop a coherent argument about the past.	

2016 Standards Language	2021 Standards Revised Language	Example of Supporting Guidance and Resources
SS.CV.1.9-12. Distinguish the rights, roles, powers, and responsibilities of individuals and institutions in the political system.	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.	
SS.CV.2.9-12. Evaluate the opportunities and limitations of participation in elections, voting, and the electoral process.	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.	
SS.CV.3.9-12. Analyze the impact of constitutions, laws, and agreements on the maintenance of order, justice, equality, and liberty.	SS.9-12.CV.3. Analyze constitutions, laws, and agreements to determine the degree to which they achieve justice, equality, and liberty.	
SS.CV.4.9-12. Explain how the U.S. Constitution established a system of government that has powers, responsibilities, and limits that have changed over time and are still contested while promoting the common good and protecting rights.	SS.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.	
SS.CV.5.9-12. Analyze the impact of personal interest and diverse perspectives on the application of civic dispositions, democratic principles, constitutional rights, and human rights.	SS.9-12.CV.5. Analyze civic dispositions, democratic principles, constitutional rights, and human rights and their impact on personal interests and multiple perspectives.	
SS.CV.6.9-12: Describe how political parties, the media, and public interest groups both influence and reflect social and political interests.	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.	
SS.CV.7.9-12: Describe the concepts and principles that are inherent to American Constitutional Democracy.	SS.9-12.CV.7. Compare and contrast the democratic concepts and principles inherent to the U.S. system of government.	
SS.CV.8.9-12: Analyze how individuals use and challenge laws to address a variety of public issues.	SS.9-12.CV.8. Analyze the methods individuals can use to challenge laws to address a variety of public issues.	
SS.CV.9.9-12: Evaluate public policies in terms of intended and unintended outcomes and related consequences.	SS.9-12.CV.9. Evaluate public policies in terms of intended and unintended outcomes and related consequences on different communities, including the marginalization of multiple groups.	
SS.CV.10.9-12: Explain the role of compromise and deliberation in the legislative process.	SS.9-12.CV.10. Explain the role of compromise and deliberation in the legislative process.	

SS.EC.1.9-12. Analyze how scarcity and incentives influence choices to consume or produce for different individuals and groups.	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.	
SS.EC.2.9-12. Use marginal benefits and marginal costs to propose a solution to a significant issue for an individual or community.	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.	
	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.	
SS.EC.3.9-12. Evaluate how much competition exists within and among sellers and buyers in specific markets.	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.	
	SS.9-12.EC.5. Use benefits and costs to evaluate the effectiveness of government policies to improve market outcomes.	
SS.EC.4.9-12. Evaluate the effectiveness of government policies to improve market outcomes, address inequality, or reduce inefficiencies.	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.	
SS.EC.5.9-12. Analyze the ways in which competition and government regulation influence what is produced and distributed in a market system.	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.	
SS.EC.6.9-12. Use data and economic indicators to analyze past and current states of the economy and predict future trends.	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.	
	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.	

SS.EC.7.9-12. Describe how government policies are influenced by and impact a variety of stakeholders.	SS.9-12.EC.10. Evaluate how government policies are influenced by and impact a variety of stakeholders.	
SS.EC.8.9-12. Analyze how advances in technology and investment in capital goods and human capital affect economic growth and standards of living.	SS.9-12.EC.11. Analyze how advances in technology and investment in capital goods and human capital affect economic growth and standards of living.	
SS.EC.9.9-12. Analyze the role of comparative advantage in local, national, and global trade of goods and services.	SS.9-12.EC.12. Analyze the role of comparative advantage in global trade of goods and services.	
SS.EC.10.9-12. Explain how globalization trends and policies affect social, political, and economic conditions in different nations.	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.	
SS.EC.FL.1.9-12. Analyze the costs and benefits of various strategies to increase income.	SS.9-12.EC.FL.1. Understand how costs and benefits can be subject to individual circumstances and factors outside of one's control.	
SS.EC.FL.2.9-12. Explain how to make informed financial decisions by collecting information, planning, and budgeting.	S.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.	
SS.EC.FL.3.9-12. Explain how time, interest rates, and inflation influence saving patterns over a lifetime.	SS.9-12.EC.FL.3. Explain how time, interest rates, and inflation influence saving patterns over a lifetime.	
SS.EC.FL.4.9-12. Analyze costs and benefits of different credit and payment options for goods and services, the role of lenders, and interest.	SS.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.	
SS.EC.FL.5.9-12. Evaluate risks and rates of return of diversified investments.	SS.9-12.EC.FL.5. Evaluate risks and returns on diversified investments while accounting for the individual risk disposition among students.	
SS.EC.FL.6.9-12. Analyze the costs and benefits of insurance, including the influences of an individual's characteristics and behavior.		
	SS.9-12.EC.FL.7. 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.	

	SS.9-12.EC.FL.8. Evaluate risk disposition and opportunity recognition for individual students and multiple communities, accounting for structural impacts on these dispositions.	
	SS.9-12.EC.FL.9. 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.	
SS.G.1.9-12. Use maps (created using geospatial and related technologies, if possible), satellite images, and photographs to display and explain the spatial patterns of physical, cultural, political, economic, and environmental characteristics.	SS.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.	
	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.	
SS.G.2.9-12. Use self-collected or pre-existing data sets to generate spatial patterns at multiple scales that can be used to conduct analyses or to take civic action.	SS.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.	
	SS.9-12.G.4. Analyze data and trends at various scales to address inequalities in race, ethnicity, and gender across time and space.	
	SS.9-12.G.5. Analyze different ways of representing geographic information in order to compare cartographers' perspectives, biases, and goals.	
SS.G.3.9-12. Analyze and explain how humans impact and interact with the environment and vice versa.	SS.9-12.G.6. Analyze and explain how humans affect and interact with the environment and vice versa.	
SS.G.4.9-12. Evaluate how political and economic decisions have influenced cultural and environmental characteristics of various places and regions.	SS.9-12.G.7. Evaluate how political and economic decisions have influenced cultural and environmental characteristics of various places and regions.	
SS.G.5.9-12. Analyze how human societies plan for and respond to the consequences of human-made and naturally occurring catastrophes and how these events impact trade, politics, and migration.	SS.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.	

	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.	
SS.G.6.9-12. Analyze how historical events and the diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.	SS. 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.	
SS.G.7.9-12. Evaluate how economic activities and political decisions impact spatial patterns within and among urban, suburban, and rural regions.	SS.9-12.G.11. Evaluate how economic activities and political decisions impact spatial patterns at various scales.	
SS.G.8.9-12. Evaluate how short- and long-term climate variability impacts human migration and settlement patterns, resource use, and land uses.	SS.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.	
SS.G.9.9-12. Describe and explain the characteristics that constitute a particular culture.	SS.9-12.G.13. Describe and explain the characteristics that constitute culture.	
	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.	
SS.G.10.9-12. Explain how and why culture shapes worldview.	SS.9-12.G.15. Explain how characteristics of culture and measures of development shape an individual's worldview.	
SS.G.11.9-12. Explain how globalization impacts the cultural, political, economic, and environmental characteristics of a place or region.	SS.9-12 G.16. Explain how globalization affects the cultural, political, economic, and environmental characteristics of a place or region.	
SS.G.12.9-12. Evaluate how competition for scarce natural resources contributes to conflict and cooperation within and among countries.	SS.9-12.G.17. Evaluate how competition for scarce natural resources contributes to conflict and cooperation within and among countries.	
SS.H.1.9-12. Evaluate how historical developments were shaped by time and place as well as broader historical contexts.	SS.9-12.H.1. Evaluate the context of time and place as well as structural factors that influence historical developments.	
SS.H.2.9-12. Analyze change and continuity within and across historical eras.	SS.9-12.H.2. Analyze change and continuity across historical eras and identify what perspectives have typically influenced how historical eras are constructed.	

SS.H.3.9-12. Evaluate the methods utilized by people and institutions to promote change.	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.	
SS.H.4.9-12. Analyze how people and institutions have reacted to environmental, scientific, and technological challenges.	SS.9-12.H.4. Analyze how people and institutions have interacted with environmental, scientific, technological, and societal challenges.	
SS.H.5.9-12. Analyze the factors and historical context that influenced the perspectives of people during different historical eras.	SS.9-12.H.5. Analyze the factors and historical context, including overarching movements, that influenced the perspectives of people during different historical eras.	
	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.	
SS.H.7.9-12. Identify the role of individuals, groups, and institutions in people's struggle for safety, freedom, equality, and justice.	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.	
SS.H.8.9-12. Analyze key historical events and contributions of individuals through a variety of perspectives, including those of historically underrepresented groups.	SS.9-12.H.8. Analyze key historical events and contributions of individuals through a variety of perspectives, including those of historically underrepresented groups.	
SS.H.9.9-12. Analyze the relationship between historical sources and the secondary interpretations made from them.	SS.9-12.H.9. Analyze the relationship between historical sources and the secondary interpretations made from them.	
	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.	
	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.	
SS.H.10.9-12. Analyze the causes and effects of global conflicts and economic crises.	SS.9-12.H.12. Analyze the causes and effects of global conflicts and economic crises.	
SS.H.11.9-12. Analyze multiple and complex causes and effects of events in the past.	SS.9-12.H.13. Analyze multiple and complex causes and effects of events in the past.	
SS.H.12.9-12. Analyze the geographic and cultural forces that have resulted in conflict and cooperation.	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.	

Elective	2016 Standards Language	2021 Standards Revised Language	Example of Supporting Guidance and Resources
Anthropology	SS.Anth.1.9-12.Analyze the elements of culture and explain the factors that shape these elements differently around the world.	SS.9-12.ANTH.1. Analyze the elements of culture and explain the factors that shape these elements differently around the world.	
	SS.Anth.2.9-12.Explain how cultures develop and vary in response to their physical and social environment, including local, national, regional, and global patterns.	SS.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.Anth.3.9-12.Explain why anthropologists study culture from a holistic perspective.	SS.9-12.ANTH.3. Explain why anthropologists study culture from a holistic perspective.	
	SS.Anth.4.9-12.Evaluate one’s own cultural assumptions using anthropological concepts.	SS.9-12.ANTH.4. Evaluate one's own cultural assumptions using anthropological concepts.	
	SS.Anth.5.9-12.apply anthropological concepts and anthropological knowledge to a variety of everyday, real-world situations.	SS.9-12.ANTH.5. Apply anthropological concepts and anthropological knowledge to a variety of everyday, real-world situations.	
	SS.Anth.6.9-12.Explain how local actions can have global consequences, and how global patterns and processes can affect seemingly unrelated local actions.	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.Psy.1.9-12. Identify scientific methodologies utilized in psychological research.	SS.9-12.PSY.1. Identify scientific methodologies utilized in psychological research.	
	SS.Psy.2.9-12. Evaluate the conclusions made by psychological research, including ethical concerns.	SS.9-12.PSY.2. Evaluate the conclusions made by psychological research, including ethical concerns.	
	SS.Psy.3.9-12. Understand a variety of psychological perspectives and apply their concepts and theoretical ideas to the investigation of similarities and differences in behavior and mental processes.	SS.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.Psy.4.9-12. Analyze how biological, psychological, and sociocultural factors and their interactions influence individuals' 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.Psy.5.9-12. Evaluate the complexities of human thought and behavior, as well as the factors related to the individual differences among people.	SS.9-12.PSY.5. Evaluate the complexities of human thought and behavior, as well as the factors related to the individual differences among people.	
	SS.Psy.6.9-12. Identify and apply psychological thinking to personal and societal experiences and issues.	SS.9-12.PSY.6. Identify and apply psychological thinking to personal and societal experiences and issues.	
	SS.Psy.7.9-12. Apply psychological knowledge to their daily lives.	SS.9-12.PSY.7. Apply psychological knowledge to one's daily life.	
	SS.Psy.8.9-12. Use appropriate psychological terminology with reference to psychologists, their experiments, and theories in order to explain the possible causes of and impact on behavior and mental processes.	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.	

Sociology	SS.Soc.1.9-12. Identify and apply the sociological perspective and a variety of sociological theories.	SS.9-12.SOC.1. Identify and apply sociological perspectives and a variety of sociological theories.	
	SS.Soc.2.9-12. Analyze the impact of social structure, including culture, institutions, and societies.	SS. 9-12.SOC.2. Analyze the impact of social structure, including culture, institutions, and societies.	
	SS.Soc.3.9-12. Hypothesize how primary agents of socialization influence the individual.	SS.9-12.SOC.3. Hypothesize how primary agents of socialization influence the individual.	
	SS.Soc.4.9-12. Describe the impact of social relationships on the self, groups, and socialization processes.	SS.9-12.SOC.4. Describe the impact of social relationships on the self and groups and on the socialization processes.	
	SS.Soc.5.9-12. Explain the social construction of self and groups and their impact on the life chances of individuals.	SS.9-12.SOC.5. Explain the social construction of self and groups and their impact on the life changes of individuals.	
	SS.Soc.6.9-12. Analyze the impact of stratification and inequality on groups and the individuals within them.	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.	

Appendix G: Illinois Early Learning Standards



Social Studies

Miss Trina and Mrs. Yolanda work as a teaching team at a large, urban child care program. Their 3- and 4-year-olds come and go throughout the day depending on their family members' work schedules. Trina and Yolanda provide many opportunities for the children to get engaged in productive, interesting play with the teachers facilitating—sometimes playing right alongside the children, engaging them in conversations, asking questions, or sometimes sitting quietly and observing. During a team meeting, Trina and Yolanda discussed how much the children enjoy dramatic play and get involved in the roles they act out. They realized that this is really a form of social studies for preschoolers. The children are attempting to understand adult roles, whether they be mommies and daddies or workers of some sort. Recently, a group of children were enacting what happens at the grocery store. Trina and Yolanda posted a sign on their Family Bulletin Board asking for empty food boxes, clean cans, and paper shopping bags to enhance the children's play. They pulled out a toy cash register from their storage area and worked with the children to set up the grocery store. The group decided on a name for the store, "The Food Place," and some children volunteered to make a sign. Others made play money for the cash register. The teachers led the children in discussions about different roles to play in the store: cashier, bagger, shelf stocker, and customer. As children joined in the play, they determined who would play what role and how they would do their job. Of course, cashier was the most popular! One day, Trina commented to Yolanda, "Look at the Food Place, today. We have 10 'customers' waiting patiently in line to check out." It was true. The children were acting out the role of "waiting customer" with no problems whatsoever. Yolanda and Trina were truly amazed that in dramatic play, the children could practice what it means to be a good citizen and member of the classroom community!

SOCIAL STUDIES

The domain of Social Studies includes Preschool Benchmarks in: **Concepts Related to Citizenship, Economic Systems and Human Interdependence, and Awareness of Self, Geography, People, and Families**

Social studies is defined as the "part of a school curriculum concerned with the study of social relationships and the functioning of society" (Merriam-Webster). The knowledge and skills learned through social studies prepare children to become informed and engaged citizens of their country and the world. Including social studies in the educational curriculum of the early childhood years provides an opportunity for adults to support children as they are developing a sense of self and an awareness of their family and community. While preschool programs may not have a formal social studies curriculum, many everyday preschool experiences provide a foundation for social studies skills.

Initially, young children's focus is on themselves and their family. As they enter preschool, their world widens to include the school or caregiving environment. And as children grow and develop during the preschool years, they begin to understand that though they are individuals, they

exist not only within a family and school but also within other larger contexts, such as their neighborhood and community. They begin to see that they have a role to play within each of these contexts: They are a son or daughter, a sister or brother, a student or friend, a neighbor or community member. Young children learn how to act as a member of these wider communities, being loving, helpful, respectful, and contributing to the greater good.

At the same time, they are becoming aware that there are other members of these communities who make contributions to their own well-being and that of the other community members. They are fascinated by police officers and firefighters. They imitate doctors, nurses, grocery clerks, and teachers. Preschool teachers can lead them in studies of topics within their community, including businesses, community services, and the jobs and responsibilities of adults. These studies enable children to develop the intellectual habits of investigation and inquiry as they learn how to transform their curiosity into questions and then represent what they have learned using developing skills in language, fine arts, and play.

As children learn about broader communities and their members, their sense of geography expands. They become aware that there are other neighborhoods, other cities, and a larger country. They begin to see how these spaces and locations can be described and studied using maps, pictures, and diagrams. As they enter the primary years, their world will widen even more, and they will begin to understand that other communities exist in other environments. Their investigations in these early years enable children to have confidence and enthusiasm for finding answers to the compelling questions of the social sciences as they continue in their schooling.

By incorporating social studies in the early years, teachers are establishing the foundation for a democracy. They help preschool children to develop group participation skills, such as social negotiation and problem solving, communicating about one's needs, and making decisions as a group. Experiences in social studies provide a foundation for the skills needed to become an active and productive citizen.

GOAL 14

Understand some concepts related to citizenship.⁴⁶

LEARNING STANDARD 14.A

Understand what it means to be a member of a group and community.⁴⁷

Preschool Benchmarks

- 14.A.ECa** Recognize the reasons for rules in the home and early childhood environment and for laws in the community.
- 14.A.ECb** Contribute to the well-being of one's early childhood environment, school, and community.

⁴⁶ In the K-12 IL Learning Standards, Goal 14 reads, "Understand political systems, with an emphasis on the United States."

⁴⁷ In the K-12 IL Learning Standards, Standard 14.A reads, "Understand and explain basic principles of the United States government."

Example Performance Descriptors

EXPLORING	DEVELOPING	BUILDING
Engage in conversation with teacher about fairness and sharing when a conflict needs to be resolved.	Participate in discussions about fairness and sharing in general conversations.	Demonstrate an understanding of fairness and sharing (e.g., accepts the need to wait for a turn with a toy).
Participate in activities that benefit the group as a whole, such as cleaning up after play or watering an early childhood environment plant.	Participate in making group rules and/or rules for routines and transitions.	Display awareness of role as a member of a group and that rules are made to benefit the members of a group (e.g., explain that hitting isn't allowed because someone might get hurt).

SOCIAL STUDIES | 14.C

LEARNING STANDARD 14.B

Understand the structures and functions of the political systems of Illinois, the United States, and other nations.

Preschool Benchmarks

Not Applicable

LEARNING STANDARD 14.C

Understand ways groups make choices and decisions.⁴⁸

Preschool Benchmarks

14.C.ECa Participate in voting as a way of making choices.

Example Performance Descriptors

EXPLORING	DEVELOPING	BUILDING
Demonstrate preferences and choices when the group votes to make simple decisions.	Participate in discussions about how voting works (e.g., that the majority vote wins).	Demonstrate an understanding of the outcome of a vote (e.g., recognize and accept that the majority vote wins).

⁴⁸ In the K-12 IL Learning Standards, Standard 14.C reads, "Understand election processes and responsibilities of citizens."

LEARNING STANDARD 14.D

Understand the role that individuals can play in a group or community.⁴⁹

Preschool Benchmarks

14.D.ECa Develop an awareness of what it means to be a leader.

14.D.ECb Participate in a variety of roles in the early childhood environment.

Example Performance Descriptors

EXPLORING	DEVELOPING	BUILDING
Assume simple leadership roles (e.g., take on role of line leader).	Take responsibility in simple leadership roles (e.g., as snack helper, ask about and perform the necessary tasks).	Assume the role of teacher's helper (e.g., table helper; person who waters the plant; pass out plates, cups, and spoons for snack).
Identify roles that children play in the group (e.g., line leader, person who selects the afternoon story).	Act out various roles that a person might play within a group (e.g., pretend to be a teacher, student, parent, or child during dramatic play).	Identify and describe roles that children play in the group (e.g., line leader, person who selects the afternoon story).

4.D | SOCIAL STUDIES

LEARNING STANDARD 14.E

Understand United States foreign policy as it relates to other nations and international issues.

Preschool Benchmarks

Not Applicable

LEARNING STANDARD 14.F

Understand the development of United States' political ideas and traditions.

Preschool Benchmarks

Not Applicable

⁴⁹ In the K-12 IL Learning Standards, Standard 14.D reads, "Understand the roles and influences of individuals and interest groups in the political systems of Illinois, the United States and other nations."

GOAL 15

Explore economic systems and human interdependence.⁵⁰

LEARNING STANDARD 15.A

Explore roles in the economic system and workforce.⁵¹

Preschool Benchmarks

15.A.ECa Describe some common jobs and what is needed to perform those jobs.

15.A.ECb Discuss why people work.

Example Performance Descriptors

EXPLORING	DEVELOPING	BUILDING
Identify commonly known community workers and the services they provide (e.g., describe the work of firefighters, nurses, mail carriers, doctors, and police officers).	Act out roles of commonly known community workers in dramatic play (e.g., pretend to be a cashier in a grocery store).	Identify tools and equipment that correspond to various roles and jobs of commonly known community workers.
Participate in a discussion about jobs their family members may have.	Participate in a discussion that relates work to earning money.	Participate in a discussion that relates work to services provided (e.g., to teach, to take care of people, to take care of cars, to manage a business).

SOCIAL STUDIES | 15.B

LEARNING STANDARD 15.B

Explore issues of limited resources in the early childhood environment and world.⁵²

Preschool Benchmarks

15.B.ECa Understand that some resources and money are limited.

Example Performance Descriptors

EXPLORING	DEVELOPING	BUILDING
Participate in a conversation about taking turns with materials when there is not enough for everyone to have their own.	Recognize equal distribution when sharing a snack, materials, or toys among a group.	Contribute to a community service activity of the class (e.g., collecting food for the needy, recycling early childhood materials).

⁵⁰ In the K-12 IL Learning Standards, Goal 15 reads, "Understand economic systems, with an emphasis on the United States."

⁵¹ In the K-12 IL Learning Standards, Standard 15.A reads, "Understand how different economic systems operate in the exchange, production, distribution and consumption of goods and services."

⁵² In the K-12 IL Learning Standards, Standard 15.B reads, "Understand that scarcity necessitates choices by consumers."

LEARNING STANDARD 15.C

Understand that scarcity necessitates choices by producers.⁵³

Preschool Benchmarks

Not Applicable

LEARNING STANDARD 15.D

Explore concepts about trade as an exchange of goods or services.⁵⁴

15.C | SOCIAL STUDIES

Preschool Benchmarks

15.D.ECa Begin to understand the use of trade or money to obtain goods and services.

Example Performance Descriptors

EXPLORING	DEVELOPING	BUILDING
Engage in trading with peers (e.g., trade two pretzels for two crackers at snack or two small cars for one big truck during play).	Understand that money is needed to obtain goods and services (e.g., while playing store, ask other children to pay for goods; explain that you must pay for things that you get at the store).	Demonstrate understanding that payment or money comes in different forms, such as coins, money, credit cards, and bartering goods (e.g., while playing store, offer to pay for goods with credit card, check, or cash).

LEARNING STANDARD 15.E

Understand the impact of government policies and decisions on production and consumption in the economy.

Preschool Benchmarks

Not Applicable

⁵³In the K-12 IL Learning Standards, Standard 15.C reads, "Understand that scarcity necessitates choices by producers."

⁵⁴In the K-12 IL Learning Standards, Standard 15.D reads, "Understand trade as an exchange of goods or services."

GOAL 16

Develop an awareness of the self and his or her uniqueness and individuality.⁵⁵

LEARNING STANDARD 16.A

Explore his or her self and personal history.⁵⁶

Preschool Benchmarks

16.A.ECa Recall information about the immediate past.

16.A.ECb Develop a basic awareness of self as an individual.

Example Performance Descriptors

EXPLORING	DEVELOPING	BUILDING
Answer questions such as "How did you get to school today?" or "In what centers did you play today?"	Draw or write about something that happened at school.	Use phrases that differentiate between events that happened in the past and are happening in the present (e.g., describe events that took place yesterday or are happening today).
Discuss things that s/he likes and dislikes.	Demonstrate awareness of self at a younger age (e.g., bring in picture of self as an infant).	Participate in discussions about his or her past (e.g., explain that "When I was little, I could not ride a tricycle, but now I can").

SOCIAL STUDIES | 16.C

LEARNING STANDARD 16.B

Understand the development of significant political events.

Preschool Benchmarks

Not Applicable

LEARNING STANDARD 16.C

Understand the development of economic systems.

Preschool Benchmarks

Not Applicable

⁵⁵ In the K-12 IL Learning Standards, Goal 16 reads, "Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations."

⁵⁶ In the K-12 IL Learning Standards, Standard 16.A reads, "Apply the skills of historical analysis and interpretation."

LEARNING STANDARD 16.D

Understand Illinois, United States, and world social history.

Preschool Benchmarks

Not Applicable

LEARNING STANDARD 16.E

Understand Illinois, United States, and world environmental history.

Preschool Benchmarks

Not Applicable

16.D | SOCIAL STUDIES

GOAL 17

Explore geography, the child's environment, and where people live, work, and play.⁵⁷

LEARNING STANDARD 17.A

Explore environments and where people live.⁵⁸

Preschool Benchmarks

17.A.ECa Locate objects and places in familiar environments.

17.A.ECb Express beginning geographic thinking.

Example Performance Descriptors

EXPLORING	DEVELOPING	BUILDING
Follow directions to find objects or materials in the early childhood environment (e.g., can find crayons if told that they are next to the glue).	Engage in basic mapping activities (e.g., place pictures of common household items in a map showing the correct room, such as placing the toaster in the kitchen and the bed in the bedroom).	Discuss a diagram of the early childhood environment showing where various features of the room are located.
Participate in a discussion about maps and diagrams.	Comment on a diagram showing how mats are arranged at naptime.	Describe basic topographical features, such as hills, rivers, and roads.

⁵⁷ In the K-12 IL Learning Standards, Goal 17 reads, "Understand world geography and the effects of geography on society, with an emphasis on the United States."

⁵⁸ In the K-12 IL Learning Standards, Standard 17.A reads, "Locate, describe and explain places, regions and features on the Earth."

LEARNING STANDARD 17.B

Analyze and explain characteristics and interactions of the Earth's physical systems.

Preschool Benchmarks

Not Applicable

LEARNING STANDARD 17.C

Understand relationships between geographic factors and society.

Preschool Benchmarks

Not Applicable

SOCIAL STUDIES | 17.D

LEARNING STANDARD 17.D

Understand the historical significance of geography.

Preschool Benchmarks

Not Applicable

GOAL 18

Explore people and families.⁵⁹

LEARNING STANDARD 18.A

Explore people, their similarities, and their differences.⁶⁰

Preschool Benchmarks

18.A.ECa Recognize similarities and differences in people.

18.A | SOCIAL STUDIES

Example Performance Descriptors

EXPLORING	DEVELOPING	BUILDING
Distinguish boys from girls.	Notice differences in physical characteristics between self and others.	Describe similarities and differences in physical characteristics between self and others (e.g., comment on characteristics such as hair length, skin color, age, and height).

LEARNING STANDARD 18.B

Develop an awareness of self within the context of family.⁶¹

Preschool Benchmarks

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

Example Performance Descriptors

EXPLORING	DEVELOPING	BUILDING
Compare photos of families and identify members of own family.	Compare photos of families and discuss the variety of family structures.	Role-play a variety of family members in dramatic play.

LEARNING STANDARD 18.C

Understand how social systems form and develop over time.

Preschool Benchmarks

Not Applicable

⁵⁹In the K-12 IL Learning Standards, Goal 18 reads, "Understand social systems, with an emphasis on the United States."

⁶⁰In the K-12 IL Learning Standards, Standard 18.A reads, "Compare characteristics of culture as reflected in language, literature, the arts, traditions and institutions."

⁶¹In the K-12 IL Learning Standards, Standard 18.B reads, "Understand the roles and interactions of individuals and groups in society."

Appendix H: Curated Resources

Educational Resource	Hyperlink
Allen Memorial Art Museum at Oberlin College	https://amam.oberlin.edu/learn/k-12-educators/lesson-plans
American Social History Project	https://ashp.cuny.edu/
Asia for Educators	http://afe.easia.columbia.edu/
Classroom Applications, Practical Extensions, and strategies	https://guardiansofdemocracyteachers.org/files/CCID_CAPES.pdf
Crash Course on Lateral Reading	https://youtu.be/GoQG6Tin-1E
Facing History	https://www.facinghistory.org/topics/race-us-history
Fact Check	http://factcheck.org/
Gilder Lehrman	https://www.gilderlehrman.org/history-resources
Illinois Civics Hub	https://www.illinoiscivics.org/
Learning for Justice	https://www.learningforjustice.org/
Library of Congress	https://www.loc.gov/
National Geographic	https://www.nationalgeographic.org/society/education-resources/?nav_click
National Museum of American History	https://americanhistory.si.edu/becoming-us/
Searchable Museum	https://www.searchablemuseum.com/
The National Museum of African American History & Culture	https://nmaahc.si.edu/
The World Fact Book	https://www.cia.gov/the-world-factbook/
Virtual Learning Social Studies	https://vlseducation.com/

Appendix I: Equity Assessment Tool

To view the EAT in its original format, please click [here](#).

COMPONENT 1 (Interrogates Systems of Oppression)	COMPONENT 2 (Recognizes Students as Individuals)	COMPONENT 3 (Prioritizes Historically Marginalized Students)	COMPONENT 4 (Leverages Student Activism)	COMPONENT 5 (Includes Diversity In Representation)	COMPONENT 6 (Social)	COMPONENT 7 (Uses Culturally Sensitive, Fair, and Unbiased Assessments)	COMPONENT 8 (Engages Students in a Range of Anti-Bias, Multicultural, and Social Justice Issues)	COMPONENT 9 (Teachers Materials)
Curricular material/resource engage students in discussions that interrogates systems of oppression by helping students to:	Curricular material/resources recognizes students as individuals within the context of their families and communities by helping students to:	Curricular material/resources students' prioritized of decolonization, historically marginalized students helping students to:	Curricular material/resources leverage student activism by helping students to: realize diversity in character and accuracy of portrayal by helping	Curricular materials/resources deepen helps students to understanding power, and privilege, center by multiple perspectives, and students to:	connects students' learning to real life and action by helping students to:	Curricular material/resources use culturally sensitive, fair, and unbiased assessments of cognitive and social skills by helping students to:	Teacher's materials/resources represent authors of diverse Curricular material/resources identities (race/ethnicity, gender, engages students in a range of other identities if possible) and anti-bias, multicultural, and social offers teachers guidance to: justice issues by helping students to:	
<p>Derived from Evanston Skokie School District 65 & Learning Dimensions Consultant Group 2021 Informed:</p> <p>ISBE Culturally Responsive Teaching and Learning Standards</p> <p>Culturally Responsive Curriculum Scorecard (NYU Metro Center)</p> <p>Social Justice Standards (Leading for Justice)</p>								
Understand that there are systems in our society that create and reinforce inequities, thereby creating oppressive conditions.	Learn from and about their culture, language, and learning styles to make instruction more meaningful and relevant to the students' lives.	Affirm the personal experiences (family, community, culture, etc.) students share in the classroom.	Create opportunities for student advocacy and representation in the content and classroom.	Recognize diverse characters, ethnicities, and nationalities (i.e., not all Asian families are Chinese, not all Latinx families are Mexican, etc.), family structures (i.e., single parents, adopted or foster children, same-sex parents, other relatives living with the family, etc.), ethnicities and cultural traditions, languages, religions, names, and clothing.	Recognize the strengths and assets of non-dominant populations.	Reflect on how their identity is enriched by the curriculum that has embedded student identities.	Develop positive social identities based on their membership in multiple groups in society.	Be aware of one's biases and the gaps between one's own culture and students' cultures. Engage students in culturally sensitive experiential learning activities.
Understand the difference between prejudice, discrimination, racism, and xenophobia and how to operate at the interpersonal, intergroup, and institutional levels age-appropriate levels.	Connect their family and community members outside of the classroom to develop a more holistic understanding of the students' lived experiences.	Make authentic connections between academic learning and students' prior knowledge, native language, culture, and values.	Develop best practices for organizing and leading a campaign.	Differentiate between oppression and representation that challenges systems of oppression	Communicate an asset-based perspective for people of diverse races, classes, genders, abilities, and sexual orientations by recognizing their strengths, talents, and knowledge rather than their perceived flaws or deficiencies.	Create learning goals that align with student identified values, skills, competencies.	Develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups.	Recognize student identities as assets and strengths that can advance individual and group learning, rather than seen as challenges or difficulties to be overcome.
Understand how the system of inequity has impacted individuals throughout history at ageappropriate levels.	Research ways in which students' families are filled with resources that enable survival, contribute to solving community problems, and have tools to create a thriving environment.	Share their input on the curriculum (e.g., interests, people, or concepts).	Support, create and join youth-led organizations rooted in social, racial, and environmental justice.	Recognize the inclusion of characters with disabilities.	Understand the current and ongoing features of settlercolonialism.	Employ authentic and modern technology usage inspiring digital literacy through an equity lens.	Recognize that people's multiple identities interact and create unique and complex intersectionality.	Give students opportunities to contribute their prior knowledge and experience with a topic, not just respond to the text and information presented in class.
Know and understand how individualized (i.e., members of marginalized communities) are not a part of the dominant culture.	Connect their cultural understanding to the surrounding community.	Create and embed student leadership opportunities into the student experience (e.g., peer-led discussion, student-led workshops, and student-run school wide initiatives.	Connect with their identities, advocacies, and self-interest.	Understand that characters of color are main characters and not just sidekicks nor considered the problem.	Provoke critical questions about the societal status quo and present alternative points of view of non-dominant populations as equally worth considering.	Utilize a broader modality of student assessments such as performance portfolios, essays,	Express pride, confidence, and healthy self-esteem without denying the value and dignity of other people.	Provide opportunities for students' families to enhance lessons.

<p>Become aware of the effects of power and privilege and the need for social advocacy and social action to better empower diverse students and communities.</p>	<p>Develop an intentional understanding and inclusion of identity work/self exploration.</p>	<p>Practice and implement intentional inclusion of nondominant representation in historical learning.</p>	<p>Develop a self-advocacy plan to inform decisions and choices.</p>	<p>Understand that characters of color are not assumed to have low family wealth, low educational attainment and/or low income.</p>	<p>Co-create, along with teacher, content to include a counternarrative to dominant culture.</p>	<p>multiple choice, state exams, oral examination, community assessments, social justice work, action research projects, and recognition beyond academia to meet diverse learning styles.</p>	<p>Recognize traits of the dominant culture, their home culture, and other cultures. Understand how they negotiate their own identity in multiple spaces.</p>	<p>Include, for specific lessons, a range of possible student responses that could all be valid, given the range of student experiences and perspectives.</p>
<p>Differentiate between power used to oppress and power used to resist oppression.</p>	<p>Center marginalized peoples' resistance to oppression historically and currently.</p>	<p>Create an inclusive learning community with more opportunities for student expression.</p>	<p>Realize that gender is not central to the storyline. Female characters are in a variety of roles that could also be filled by a male and also non-binary characters.</p>	<p>Recognize the validity and integrity of knowledge systems based in communities of color, collectivist cultures, matriarchal societies, and non-Christian religions.</p>	<p>Engage in assessment that accommodates ALL learners: auditory, kinesthetic, visual, etc.</p>	<p>Express comfort with people who are both similar to and different from them. Engage respectfully with all people.</p>	<p>Provide curriculum customization and supplementation to reflect the cultures, traditions, backgrounds, and interests of the student population.</p>	
<p>Know and understand how a system of inequity creates rules regarding student punishment that negatively impacts students of color.</p>			<p>Identify actions that can be taken to apply learning to develop opportunities and relationships for alliances.</p>	<p>Realize that social situations and problems are not seen as individual problems but are situated within a societal context.</p>	<p>Consider different points of view on the same event or experience, especially points of view from marginalized people/communities.</p>	<p>Engage in assessments diverse in methods (i.e., adaptive to remote learning, classroom discussion, creative expression, and analytical).</p>	<p>Develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups.</p>	<p>Engage students in culturally sensitive experiential learning activities.</p>
<p>Know and understand how a system of inequity reinforces certain truths as the norm.</p>			<p>Create a risk-taking space that promotes student activism and advocacy.</p>	<p>Know that characters of diverse cultural backgrounds are not represented stereotypically.</p>	<p>Connect learning to social, political, or environmental concerns that affect them and their lives and contribute to change.</p>		<p>Express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.</p>	<p>Make real-life connections between academic content and the local neighborhood, culture, environment, and resources.</p>
<p>Introduce additional perspectives, cultures and cultural beliefs.</p>			<p>Research and offer student advocacy and activism content with real world implications.</p>	<p>Acknowledge that problems faced by people of color or females are not resolved through the benevolent intervention of a white person or a male.</p>	<p>Take actions that combat inequity or promote equity within the school or local community.</p>		<p>Respond to diversity by building empathy, respect, understanding, and connection.</p>	<p>Be purposeful in representing marginalized communities in curriculum, including print, digital media, and other classroom resources.</p>
<p>Understand "systems of oppression" as both parallel study and incongruent to White Anglo Saxon Protestant (WASP) oppression (i.e. indigenous cultures' experience among those groups as oppressor and subordinate; indigenous cultures and interactions with Europeans; presenting history around American slavery, Asian Americans, Latinx, and LGBTQ+).</p>			<p>Understand what it means to be "Upstanders."</p>	<p>Analyze media and confront examples where groups of people are overrepresented, misrepresented, or underrepresented.</p>	<p>Incorporate scholarship that both informs and prompts students to an understanding of what it means to be "Upstanders" and take civic responsibility.</p>		<p>Examine diversity in social, cultural, political, and historical contexts rather than in ways that are superficial or oversimplified.</p>	<p>Find and use materials that are authored by people of diverse identities (race/ethnicity, gender, other identities if possible).</p>
<p>Interrogate the traditional dominant white narrative focus.</p>			<p>See the inclusion of underrepresented and marginalized groups, stories, histories in the fabric of American history and world histories not as solely the story of the oppressed that highlights the trauma or as simply recipients of the white dominant narrative of benevolence.</p>	<p>See the inclusion of underrepresented and marginalized groups, stories, histories in the fabric of American history and world histories that amplifies joy and agency.</p>			<p>Recognize stereotypes and relate to people as individuals rather than representatives of groups.</p>	
						<p>Recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).</p>		
						<p>Analyze the harmful impact of bias and injustice on the</p>		

	world, historically and today.
	Identify figures, groups, events, and a variety of strategies and philosophies relevant to the history of social justice around the world.
	Express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.
	Recognize their own responsibility to stand up to exclusion, prejudice, and injustice.
	Speak up with courage and respect when they or someone else has been hurt or wronged by bias.
	Make principled decisions about when and how to take a stand against bias and injustice in their everyday lives and will do so despite negative peer or group pressure.
	Plan and carry out collective action against bias and injustice in the world and will evaluate what strategies are most effective.
	Practice lessons focused on the intentional interruption of the dominant narrative and the inclusion of non-dominant representation in historical scholarship to amplify those stories as significant inclusions to the American and world story.

Appendix K: Sources Cited

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