

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENT

TITLE 23: EDUCATION AND CULTURAL RESOURCES

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Section 1.APPENDIX D State Goals for Learning

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

ENGLISH LANGUAGE ARTS AND LITERACY IN HISTORY/SOCIAL STUDIES,
SCIENCE, AND TECHNICAL SUBJECTS

There are no State Goals for Learning in this area. The applicable standards shall be the "Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects" (2010) published by the Common Core State Standards Initiative, National Governors Association, Hall of the States, 444 North Capitol Street, Suite 267, Washington DC 20001-1512 and posted at <http://www.corestandards.org/the-standards>. No later amendments to or editions of these standards are incorporated by this Section.

MATHEMATICS

There are no State Goals for Learning in this area. The applicable standards shall be the "Common Core State Standards for Mathematics" (2010) published by the Common Core State Standards Initiative, National Governors Association, Hall of the States, 444 North Capitol Street, Suite 267, Washington DC 20001-1512 and posted at <http://www.corestandards.org/the-standards>. No later amendments to or editions of these standards are incorporated by this Section.

WORLD LANGUAGES

The applicable standards shall be the World-Readiness Standards for Learning Languages. 4th ed. (2015) published by the National Standards Collaborative Board, 1001 N. Fairfax Street, Suite 200, Alexandria VA 22314 and posted at <https://www.actfl.org/publications/all/world-readiness-standards-learning-languages>. No later amendments to or editions of these standards are incorporated by this Section.

SCIENCE

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The science goals and standards set forth below shall be applicable through the 2015-16 school year. Beginning in the 2016-17 school year, there are no State Goals for Learning in this area and the applicable standards shall be the "Next Generation Science Standards" (2013) published by Achieve, Inc., 1400 16th Street NW, Suite 510, Washington DC 20036 and posted at <http://www.nextgenscience.org/>. No later amendments to or editions of these standards are incorporated by this Section.

State Goal 11: Understand the processes of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems.

Standards:

Know and apply the concepts, principles and processes of scientific inquiry.

Know and apply the concepts, principles and processes of technological design.

State Goal 12: Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.

Standards:

Know and apply concepts that explain how living things function, adapt and change.

Know and apply concepts that describe how living things interact with each other and with their environment.

Know and apply concepts that describe properties of matter and energy and the interactions between them.

Know and apply concepts that describe force and motion and the principles that explain them.

Know and apply concepts that describe the features and processes of the Earth and its resources.

Know and apply concepts that explain the composition and structure of the universe and Earth's place in it.

State Goal 13: Understand the relationships among science, technology and society in historical

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and contemporary contexts.

Standards:

Know and apply the accepted practices of science.

Know and apply concepts that describe the interaction between science, technology and society.

SOCIAL SCIENCE

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

Through the 2016-17 School Year

State Goal 14: Understand political systems, with an emphasis on the United States.

Standards:

Understand and explain basic principles of the United States government.

Understand the structures and functions of the political systems of Illinois, the United States and other nations. (NOTE: Not applicable to kindergarten.)

Understand election processes and responsibilities of citizens.

Understand the roles and influences of individuals and interest groups in the political systems of Illinois, the United States and other nations.

Understand United States foreign policy as it relates to other nations and international issues. (NOTE: Not applicable to kindergarten.)

Understand the development of United States political ideas and traditions. (NOTE: Not applicable to kindergarten.)

State Goal 15: Understand economic systems, with an emphasis on the United States.

Standards:

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Understand how different economic systems operate in the exchange, production, distribution and consumption of goods and services.

Understand that scarcity necessitates choices by consumers.

Understand that scarcity necessitates choices by producers. (NOTE: Not applicable to kindergarten.)

Understand trade as an exchange of goods or services.

Understand the impact of government policies and decisions on production and consumption in the economy. (NOTE: Not applicable to kindergarten.)

State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.

Standards:

Apply the skills of historical analysis and interpretation.

Understand the development of significant political events.

Understand the development of economic systems. (NOTE: Not applicable to kindergarten.)

Understand Illinois, United States and world social history. (NOTE: Not applicable to kindergarten.)

Understand Illinois, United States and world environmental history. (NOTE: Not applicable to kindergarten.)

State Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.

Standards:

Locate, describe and explain places, regions and features on the Earth.

Analyze and explain characteristics and interactions of the Earth's physical systems. (NOTE: Not applicable to kindergarten.)

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Understand relationships between geographic factors and society.

Understand the historical significance of geography.

State Goal 18: Understand social systems, with an emphasis on the United States.

Standards:

Compare characteristics of culture as reflected in language, literature, the arts, traditions and institutions.

Understand the roles and interactions of individuals and groups in society.

Understand how social systems form and develop over time. (NOTE: Not applicable to kindergarten.)

Standards Beginning in the 2017-18 School Year [Through the 2021-22 School Year](#)

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

Inquiry Standards

Kindergarten and Grades 1 and 2

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

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

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

Evaluate a source by distinguishing between fact and opinion.

Ask and answer questions about arguments and explanations.

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

Grades 3-5

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

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

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

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

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

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

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

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

Grades 6-8

Create essential questions to help guide inquiry about a topic.

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

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

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

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

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

Appropriately cite all the sources used.

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

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

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

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

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

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

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

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

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

Grades 9-12

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

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Explain how supporting questions contribute to inquiry.

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

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

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

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

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

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

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

Civics Standards

Kindergarten

Describe roles and responsibilities of people in authority.

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

Grade 1

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

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

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Grade 2

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

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

Grade 3

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

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

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

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

Grade 4

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

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

Identify core civic virtues, such as honesty, mutual respect, cooperation and attentiveness to multiple perspectives, and democratic principles, such as equality, freedom, liberty and respect for individual rights, that guide Illinois and the United States.

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

Grade 5

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

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

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

Explain how policies are developed to address public problems.

Grades 6-8

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

SS.CV.2.6-8.LC. Describe the origins, purposes and impact of constitutions, laws, treaties and international agreements.

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

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

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

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

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

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

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

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

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Analyze ideas and principles contained in the founding documents of the United States and other countries, and explain how they influence the social and political system.

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

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

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

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

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

Grades 9-12

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

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

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

Explain how the U.S. Constitution established a system of government that has powers, responsibilities and limits that have changed over time and are still contested while promoting the common good and protecting rights.

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

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

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

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

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

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

Economic Standards

Kindergarten

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

Grade 1

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

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

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

Grade 2

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

Explain the role of money in making exchange easier.

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

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

Grade 3

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

Generate examples of the goods and services that governments provide.

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

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

Grade 4

Explain how profits reward and influence sellers.

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

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

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

Grade 5

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

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

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

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

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Grades 6-8

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

Explain how external benefits and costs influence choices.

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

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

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

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

Explain why standards of living increase as productivity improves.

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

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

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

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

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

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

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

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

Grades 9-12

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Evaluate risks and rates of return of diversified investments.

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

Geography Standards

Kindergarten

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

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

Grade 1

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

Grade 2

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

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

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

Grade 3

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

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

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

Grade 4

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

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

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

Grade 5

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

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

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

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

Grades 6-8

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

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

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

Explain how humans and their environment affect one another.

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

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

Explain how environmental characteristics affect human migration and settlement.

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

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

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

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

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

Grades 9-12

Use maps (created using geospatial and related technologies, if possible), satellite images and photographs to display and explain the spatial patterns of physical, cultural, political, economic and environmental characteristics.

Use self-collected or pre-existing data sets to generate spatial patterns at multiple scales that can be used to conduct analyses or to take civic action.

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

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

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

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

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

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

Describe and explain the characteristics that constitute a particular culture.

Explain how and why culture shapes worldview.

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

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

History Standards

Kindergarten

Compare life in the past to life today.

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

Grade 1

Create a chronological sequence of multiple events.

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

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

Grade 2

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

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

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

Grade 3

Create and use a chronological sequence of events.

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

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

Grade 4

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

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

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

Grade 5

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

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Use information about a historical source, including the maker, date, place of origin, intended audience and purpose, to judge the extent to which the source is useful for studying a particular topic.

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

Grades 6-8

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

Analyze connections among events and developments in broader historical contexts.

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

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

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

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

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

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

Analyze how people's perspectives influenced what information is available in the historical sources they created. Use other historical sources to infer a plausible maker, date, place of origin and intended audience for historical sources when this information is not easily identified.

Explain multiple causes and effects of historical events.

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

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Organize applicable evidence into a coherent argument about the past.

Grades 9-12

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

Analyze change and continuity within and across historical eras.

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

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

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

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

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

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

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

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

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

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

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

Anthropology Standards

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

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

Explain why anthropologists study culture from a holistic perspective.

Evaluate one's own cultural assumptions using anthropological concepts.

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

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

Psychology Standards

Identify scientific methodologies utilized in psychological research.

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

Understand a variety of psychological perspectives and apply their concepts and theoretical ideas to the investigation of similarities and differences in behavior and mental processes.

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

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

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

Apply psychological knowledge to one's daily life.

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

Sociology Standards

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

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

Hypothesize how primary agents of socialization influence the individual.

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

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

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

Standards Beginning in the 2022-23 School Year.

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

In addition to the Social Science Standards, there are State-mandated units of study that may apply to Social Science coursework or curriculum. These mandates can be found in the School Code and summarized: <https://www.isbe.net/Documents/IL-Mandated-Units-of-Study.pdf>

All standards are coded for ease of use and reference. The code is keyed as follows:

"Content Area.Grade Band or Level.Content Domain.Number of Standard"

K-12 Inquiry Framework for Social Science

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The inquiry standards include the following areas:

Recognize Perspectives and Articulate Identities

- Recognize one's own perspective in relation to the perspective of others.
- Articulate the construction and meaning of individual and collective identities
- Articulate unity and variation across human societies

Evaluate the Role of Power and Systems

- Analyze power, inequality, and the impact of systems on reinforcing power and inequality
- Analyze social systems, social structures, social institutions, and their impact on social change

Developing Questions and Planning Inquiries

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

Evaluating Sources and Using Evidence

- Gathering and Evaluating Sources
- Developing Claims and Using Evidence

Communicating Conclusions and Taking Informed Action

- Communicating Conclusions
- Critiquing Conclusions
- Taking Informed Action

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Inquiry Standards

Working individually and collaboratively, and using nonfiction and fiction, students will engage in inquiry, within the disciplines, about important social studies public issues, trends, and events within the social studies that are relevant to students' lives. These skills should be applied while teaching and learning the disciplinary concepts for a deeper understanding that allows students to take ownership of their learning.

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

Inquiry Standards

Kindergarten and Grades 1 and 2

SS.K-2.IS.1. Create questions that are relevant to self as they relate to the content of the Social Science Standards.

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 a reliable source and determine fact from opinion.

SS.K-2.IS.3. With guidance and support gather relevant information from multiple sources to analyze information.

SS.K-2.IS.4. With guidance and support, evaluate a source by distinguishing between fact and opinion.

SS.K-2.IS.5. With guidance and support, students will share with peers their findings on the asked and answered questions.

SS.K-2.IS.6. With guidance and support, students will reflect on their 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.

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Grades 3-5

SS.3-5.IS.1.3-5. Develop essential questions and explain the importance of the questions to self and others.

SS.3-5.IS.2.3-5. Students generate supporting questions that require investigation to help answer the essential questions.

SS.3-5.IS.3.3-5. Identify varied resources that answer essential and student-generated questions and that take into consideration multiple points of view.

SS.3-5.IS.4.3-5. Gather relevant information and distinguish between fact and opinion to determine credibility of multiple sources.

SS.3-5.IS.5.3-5. Develop claims using evidence from multiple sources to answer essential questions.

SS.3-5.IS.6.6-3-5. Construct arguments using claims and evidence from multiple sources.

SS.3-5.IS.7.3-5. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.

SS.3-5.IS.8.3-5. Present a summary of arguments and explanations to others inside and/or outside of the classroom using print and oral technologies.

SS.3-5.IS.9.3-5. Explain the use of inquiry strategies, approaches, and use of relevant sources students could take to address local, regional, state, national, and global problems.

SS.3-5.IS.10.3-5. Students will engage in reflective conversations to draw conclusions on inquiry findings and create action steps that consider multiple viewpoints.

Grades 6-8

SS.6-8.IS.1.6-8. Create essential questions to help guide inquiry about a topic that consider multiple perspectives.

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SS.6-8.IS.1.6-8. Ask essential and focusing questions that consider multiple perspectives and will lead to independent research.

SS.6-8.IS.3.6-8. Determine sources representing multiple points of view and diversity of authorship that will assist in organizing a research plan.

SS.6-8.IS.4.6-8.LC. Determine the value of sources by evaluating their relevance and intended use.

SS.6-8.IS.4.6-8.MdC. Determine the credibility of sources based upon their origin, authority and context.

SS.6-8.IS.4.6-8.MC. Gather relevant information from credible sources and determine whether they support each other.

SS.6-8.IS.5.6-8.L.C. Appropriately cite all the sources used.

SS.6-8.IS.5.6-8.MdC. Identify evidence from multiple sources to support claims, noting any limitations of the evidence.

SS.6-8.IS.5.6-8.MC. Develop claims and counterclaims using evidence from credible sources while pointing out the strengths and limitations of both.

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.6.6-8.MdC. Construct explanations for a specific audience using reasoning, correct sequence, examples, and details, while acknowledging their strengths and weaknesses.

SS.6-8.IS.6.6-8.MC. Present arguments and explanations that would appeal to audiences and venues outside of the classroom, using a variety of media.

SS.6-8.IS.7.6-8.LC. Critique the structure and credibility of arguments and explanations (self and others) about a topic.

SS.6-8.IS.8.6-8.LC. Analyze how a problem can manifest itself, identify the individuals and communities impacted by a problem, and the challenges and opportunities faced by those trying to take action toward solutions.

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SS.6-8.IS.8.6-8.MdC. Assess individual and collective capacities within a given context to take action, address problems, and identify potential outcomes.

SS.6-8.IS.8.6-8.MC. Apply a range of deliberative and democratic procedures to make decisions and take action in schools and community contexts.

Grades 9-12

SS.9-12.IS.1.9-12. Create actionable, student-driven (or student-informed) questions that lead to social studies investigations beyond one's immediate cultural environment or lens.

SS.9-12.IS.SS-IS.2.9-12. Develop culturally-informed, student-driven supporting questions that contribute to inquiry and evaluate the purpose of supporting questions in the research and inquiry process.

SS.9-12.IS.3SS-IS.3.9-12. 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).

SS.9-12.IS.4SS-IS.4.9-12. 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.5SS-IS.5.9-12. Gather and evaluate information from multiple primary and secondary sources that reflect the perspectives and experiences of multiple groups, including marginalized groups.

SS.9-12.IS.6SS-IS.6.9-12. Analyze evidence and identify counter perspectives to revise or strengthen claims.

SS.9-12.IS.7SS-IS.7.9-12. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources while acknowledging counterclaims, perspectives, and biases.

SS.9-12.IS.8SS-IS.8.9-12. Evaluate evidence to construct arguments and claims that use reasoning and account for multiple perspectives and value systems.

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SS.9-12.IS.9~~SS.IS.9.9-12~~. Develop and prepare communication by identifying stakeholders (or audiences) and evaluate what messages and media are likely to result in stakeholder support or opposition.

SS.9-12.IS.10~~SS.IS.10.9-12~~. Solicit feedback from stakeholder representatives and revise communication and action plans accordingly.

SS.9-12.IS.11~~SS.IS.11.9-12~~. 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~~SS.IS.12.9-12~~. 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~~SS.IS.13.9-12~~. Use deliberative processes and apply appropriate civic engagement strategies and procedures to address local, regional, state, national, or global concerns, and take action in or out of school.

SS.9-12.IS.14~~SS.IS.14.9-12~~. Take measurable action to effect changes that bring about equity, inclusion, and the community good (and civic good).

SS.9-12.IS.15~~SS.IS.15.9-12~~. 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.

Civics Standards

Kindergarten

SS.K.CV.1~~.K~~. With guidance and support, identify the roles of individuals and leaders and their responsibility to meet the needs of different people and communities.

SS.K.CV.2~~.K~~. With guidance and support, identify reasons for rules and explain how rules establish responsibilities and roles for various settings.

Grade 1

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SS.1.CV.1.1. With guidance and support, explain how individuals that live, learn, and work together make important decisions, and the effect that these decisions have on a variety of diverse communities.

SS.1.CV.2.1. Identify reasons for rules and explain how rules establish responsibilities and roles, and their effect on one's own and other groups and communities.

Grade 2

SS.2.CV.1.2. With guidance and support, identify features and functions of governments.

SS.2.CV.2.2. With guidance and support, describe how communities can collaborate to accomplish tasks, establish roles and responsibilities and achieve equitable outcomes for the community.

Grade 3

SS.3.CV.1.3. Explain how families, workplaces, organizations and government entities interact and affect communities in multiple ways.

SS.3.CV.2.3. Using evidence, describe how people have strived to improve communities over time to achieve equitable outcomes, practices, or policies.

Grade 4

SS.4.CV.1.4. 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.2.4. Define democracy and explain how limited participation affects the political representation of multiple groups.

SS.4.CV.3.4. Identify core civic virtues and democratic principles that guide governments, society, and communities.

SS.4.CV.4.4. Using evidence, explain how rules, regulations, and laws alter or transform societies and how people from multiple communities influence and experience this transformation.

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Grade 5

SS.5.CV.1.5. Explain the roles and responsibilities of government officials at the local, State, and national level levels and investigate how the roles and responsibilities of the three branches of government have changed over time.

SS.5.CV.2.5. Examine the origins and purposes of rules, laws and key U.S. Constitutional provisions and investigate the impact they had/have on multiple groups of people.

SS.5.CV.3.5. 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.

SS.5.CV.4.5. Using evidence, explain how policies are developed to address public problems and concerns and achieve equitable outcomes.

Grades 6-8

SS.6-8.CV.1.6-8-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.2.6-8-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.

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~~SS.CV.1.6-8.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.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 and how they have impacted multiple groups of people.~~

~~SS.CV.1.6-8.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.2.6-8.MC.a. 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.2.6-8.MC.b. 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 U.S., U.S. territories, and tribal nations within the U.S.~~

~~SS.6-8.CV.3.6-8.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.3.6-8.MdC. Analyze the origins, purposes, and processes connected to maintaining or changing powers and protecting, granting, or denying rights by individuals and within societies.~~

~~SS.6-8.CV.3.6-8.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.4.6-8.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 U.S. and other countries.~~

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SS.6-8.CV.4.6-8.MdC. Analyze and synthesize ideas and principles contained in the founding and governing documents and practices of the U.S., U.S. territories, and tribal nations within the U.S.

SS.6-8.CV.4.6-8.MC. Evaluate and critique deliberative processes surrounding the development and application of governing documents and policies and how they have changed over time.

SS.6-8.CV.5.6-8.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 initiated specific rules and laws.

SS.6-8.CV.5.6-8.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.5.6-8.MC. Develop and evaluate procedures for making decisions in historic and contemporary settings (e.g., school, civil society, or local, state or national government).

Grades 9-12

SS.9-12.CV.1.9-12. 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 the political system.

SS.9-12.CV.2SS.CV.2.9-12. 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.3SS.CV.3.9-12. Analyze constitutions, laws and agreements to determine the degree to which they achieve justice, equality and liberty.

SS.9-12.CV.4SS.CV.4.9-12. 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 contested.

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SS.9-12.CV.5SS.CV.5.9-12. Analyze civic dispositions, democratic principles, constitutional rights and human rights and their impact on personal interests and multiple perspectives.

SS.9-12.CV.6SS.CV.6.9-12. Identify and explain how political parties, the media and public interest groups both influence and reflect social and political interests.

SS.9-12.CV.7SS.CV.7.9-12. Compare and contrast the democratic concepts and principles inherent to the U.S. system of government.

SS.9-12.CV.8SS.CV.8.9-12. Analyze the methods individuals can use to challenge laws to address a variety of public issues.

SS.9-12.CV.9SS.CV.9.9-12. 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.10SS.CV.10.9-12. Explain the role of compromise and deliberation in the legislative process.

Economic Standards

Kindergarten

SS.K.EC.1. Explain that choices are made because of scarcity (i.e., because individuals cannot have everything that they want).

Grade 1

SS.1.EC.1. Explain and give examples of when choices are made that something else is given up.

SS.1.EC.1. Describe the skills and knowledge required to produce certain goods and services.

SS.1.EC.3. Explain how people earn pay or income in exchange for work.

Grade 2

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SS.2.EC.1. Demonstrate how our choices can affect ourselves and others in positive and negative ways.

SS.2.EC.2. Explain the role of money in making exchange easier.

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.2.EC.4. Explain that money can be saved or spent on goods and services.

Grade 3

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.3.EC.2. Generate examples of the goods and services that governments provide.

SS.3.EC.3. Describe the role of banks and other financial institutions in an economy.

SS.3.EC.4. Explain that, when people borrow, they receive something of value now and agree to repay the lender over time.

Grade 4

SS.4.EC.1. Explain how profits reward and influence sellers.

SS.4.EC.2. Describe how goods and services are produced using human, natural and capital resources (e.g., tools, machines).

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.4.EC.4. Explain that income can be saved, spent on goods and services, or used to pay taxes.

Grade 5

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SS.5.EC.1. Analyze why and how individuals, businesses and nations around the world specialize and trade.

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.5.EC.3. Determine the ways in which government pays for goods and services it provides.

SS.5.EC.4. Explain that interest is the price the borrower pays for using someone else's money.

Grades 6-8

SS.6-8.EC.1. Explain how economic decisions affect the well-being of individuals, businesses and society.

SS.6-8.EC.2. Explain how external benefits and costs influence choices.

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.6-8.EC.4. Analyze the role of innovation and entrepreneurship in a market economy.

SS.6-8.EC.5. Describe the roles of institutions, such as corporations, non-profit organizations and labor unions, in a market economy.

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.6-8.EC.7. Explain why standards of living increase as productivity improves.

SS.6-8.EC.8. Explain barriers to trade and how those barriers influence trade among nations.

SS.6-8.EC.9. Evaluate employment, unemployment, inflation, total production, income and economic growth data and how they affect different groups.

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SS.6-8.EC.10. Analyze the relationship among skills, education, jobs and income.

SS.6-8.EC.11. Explain the roles and relationships among savers, borrowers, interest, time and the purposes for saving.

SS.6-8.EC.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.6-8.EC.13. Explain the correlation among investors, investment options (and associated risks) and income/wealth.

SS.6-8.EC.14. Describe the connection among credit, credit options, interest and credit history.

SS.6-8.EC.15. Analyze the relationship among financial risks and protection, insurance and costs.

Grades 9-12

SS.9-12.EC.1-9-12. Analyze how scarcity and incentives influence the choices of different individuals' and communities' consumption of goods and services and evaluate the role of scarcity, both from nature and human-made.

SS.9-12.EC.2SS.EC.2-9-12. 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.3SS.EC.3-9-12. Evaluate different market structures, markets including competitive markets, monopolies, oligopolies, or monopolistic competition; how those different market structures affect groups differently; examples of these markets in the U.S.; and the assumptions of each market type.

SS.9-12.EC.4SS.EC.4-9-12. 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.5SS.EC.5-9-12. Use benefits and costs to evaluate the effectiveness of government policies to improve market outcomes.

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SS.9-12.EC.6SS.EC.6.9-12. 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.7SS.EC.7.9-12. 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.9-12.EC.8SS.EC.8.9-12. 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.9SS.EC.9.9-12. Compare the benefits and problems of different economic systems, particularly their impact on equitable outcomes (e.g., capitalism, socialism, communism, mixed systems).

SS.9-12.EC.10SS.EC.10.9-12. Evaluate how government policies are influenced by and impact a variety of stakeholders.

SS.9-12.EC.11SS.EC.11.9-12. Analyze how advances in technology and investment in capital goods and human capital affect economic growth and standards of living.

SS.9-12.EC.12SS.EC.12.9-12. Analyze the role of comparative advantage in global trade of goods and services.

SS.9-12.EC.13SS.EC.13.9-12. Explain how current and past globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution.

FINANCIAL LITERACY

SS.9-12.-EC.FL.1. Understand how costs and benefits can be subject to individual circumstances and factors outside of one's control.

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SS.9-12.-EC.FL.2. Explain the importance of making informed financial decisions by collecting information, planning and budgeting while accounting for individual circumstances that can limit access to capital.

SS.9-12.EC.FL.3SS.EC.FL.3.9-12. Explain how time, interest rates and inflation influence saving patterns over a lifetime.

SS.9-12.EC.FL.4SS.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, and identify the impact of each on individuals and multiple communities.

SS.9-12.EC.FL.5SS.EC.FL.5.9-12. Evaluate risks and returns on diversified investments while accounting for the individual risk-disposition among students.

SS.9-12.EC.FL.6. SS.EC.FL.7.9-12. 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.7SS.EC.FL.8.9-12. Evaluate risk disposition and opportunity recognition for individual students and multiple communities, accounting for structural impacts on these dispositions.

SS.9-12.EC.FL.8SS. 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 Standards

Kindergarten

SS.K.G.1. With guidance and support, explain how weather, climate and other environmental characteristics affect people's lives and cultural identities in our region.

SS.K.G.2. With guidance and support, explain how people and goods move from place to place.

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SS.K.G.3. With guidance and support, identify characteristics of print and digital maps, graphs, and other cultural representations of familiar places.

Grade 1

SS.1.G.1. With guidance and support, construct and interpret print and digital maps and other cultural representations -of familiar places.

SS.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 world-wide environments to meet their daily needs.

Grade 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.

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.2.G.3. Describe the connections between the physical environment of a place and the economic activities found there.

Grade 3

SS.3.G.1. Using print and digital maps, globes, and other simple geographic models to identify topographic and other graphic representations of both familiar and unfamiliar locations.

SS.3.G.2. Explain how culture influences the way people modify and adapt to the environment or the way people do not modify and adapt to their environments.

SS.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.

Grade 4

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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.4.G.2. Explain how the cultural and environmental characteristics of places change over time.

SS.4.G.3. Investigate the human effects on the physical environment over time.

Grade 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 U.S. change over time.

SS.5.G.3. Explain how human settlements and technological advancements have impacted natural resources.

SS.5.G.4. Analyze the effects of catastrophic environmental and technological events on human settlements and migration.

Grades 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.

SS.6-8.G.4. Explain how humans and their environment affect one another.

SS.6-8.G.5. Compare and contrast the cultural and environmental characteristics of different places or regions.

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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.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.

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.

Grades 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 analyses or to take civic action.

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SS.9-12.G.4. Analyze data and trends at various scales to address inequalities in race, ethnicity, gender, religion, sexual identity, ability status, and socioeconomic groups 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, land and resource use, 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.12SS.G.11.9-12. Evaluate how short- and long-term climate variability affects human migration and settlement patterns, resource use and land uses, and land relationship.

SS. 9-12.G.13SS.G.12.9-12. Describe and explain the characteristics that constitute culture.

SS. 9-12.G.14SS.G.13.9-12. Explain how a person's identity (e.g., race, ethnicity, gender, sexuality, spirituality/religion, ability status, socioeconomic group) shapes and is shaped by worldview.

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SS. 9-12.G.15. ~~SS.G.14.9-12~~ Explain how characteristics of culture and measures of development shape an individual's worldview.

SS. 9-12.G.16~~SS.G.11.9-12~~. Explain how globalization affects the cultural, political, economic and environmental characteristics of a place or region.

SS. 9-12.G.17~~SS.G. 16.9-12~~. Evaluate how competition for scarce natural resources contributes to conflict and cooperation within and among countries.

History Standards

Kindergarten

SS.K.H.1.~~K~~. 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.~~K~~. 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 that make these days special holidays.

Grade 1

SS.1.H.1.~~1~~. Create a chronological sequence of multiple events based on current learning.

SS.1.H.2.~~1~~. Generate questions and investigate diverse individuals and groups who have shaped a significant historical change.

SS.1.H.3.~~1~~. With guidance and support, investigate how our perspectives of historical events have changed over time.

Grade 2

SS.2.H.1.~~2~~. Identify events and changes that have occurred in the local community over time and retell how these changes impacted diverse groups in the community.

SS.2.H.2.~~2~~. Examine key events that changed history from multiple perspectives, including the perspectives of diverse individuals, cultures, and groups.

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Grade 3

SS.3.H.1.3. Create and use a chronological sequence of related events to compare developments that happened at the same time.

SS.3.H.2.3. Explain how the diverse perspectives of people and events develop and shape communities and or regions.

SS.3.H.3.3. Identify and analyze how different kinds of historical sources are used to explain events in the past.

Grade 4

SS.4.H.1.4. Through a study of important individuals or major events, recognize and explain that there are multiple cultural perspectives.

SS.4.H.2.4. Generate questions about multiple historical sources and their relationships to particular historical events and developments.

SS.4.H.3.4. Explain probable causes and effects of events and developments in Illinois history.

Grade 5

SS.5.H.1.5. 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.5.H.2.5. 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.5.H.3.5. Summarize the central claim in a work of history.

Grades 6-8

SS.6-8.H.1.6-8.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.

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SS.6-8.H.1.SS.H.1.6-8.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.SS.H.1.6-8.MC. Evaluate the significance of historical events to multiple groups and the relationship to modern day movements and events.

SS.6-8.H.2.SS.H.2.6-8.LC. Explain how and why perspectives of people have changed over time.

SS.6-8.H.2.SS.H.2.6-8.MdeC. 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.SSH.2.6-8.MC. Evaluate how perspectives of multiple individuals and groups have impacted information availability and the historical sources created.

SS.6-8.H.3.SS.H.3.6-8.LC. Classify the kinds of historical sources used in a secondary interpretation to include sources representing multiple perspectives.

SS.6-8.H.3.SS.H.3.6-8.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.SS.H.3.6-8.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.6-8.H.4.SS.H.4.6-8.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.SS.H.4.6-8.MdC Compare and contrast the central historical arguments in secondary works across multiple media.

SS.6-8.H.4.SS.H.4.6-8.MC. Organize and critique applicable evidence to develop a coherent argument about the past.

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SS.9-12.H.1-9-12. Evaluate the context of time and place as well as structural factors that influence historical developments.

SS.9-12.H.2SS.H.3-9-12. Analyze change and continuity across historical eras and identify what perspectives have typically influenced how historical eras are constructed.

SS.9-12.H.3SS.H.3-9-12. Evaluate the methods used to promote change and the effects and outcomes of these methods on diverse groups of people.

SS.9-12.H.4SS.H.4-9-12. Analyze how people and institutions have interacted with environmental, scientific, technological societal challenges.

SS.9-12.H.5SS.H.5-9-12. Analyze the factors and historical context that influenced the perspectives of people during different historical eras including overarching movements.

SS.9-12.H.6SS.H.6-9-12. 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.7SS.H.7-9-12. Identify and analyze the role of individuals, groups and institutions in people's struggle for safety, freedom, equality and justice.

SS.9-12.H.8SS.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.9SS.H.8-9-12. Analyze the relationship between historical sources and the secondary interpretations made from them.

SS.9-12.H.10SS.H.10-9-12. 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.11SS.H.11-9-12. Analyze historical sources from multiple vantage points and perspectives to identify and explain dominant narratives and counter narratives of historical events.

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SS.9-12.H.12SS.H.12.9-12. Analyze the causes and effects of global conflicts and economic crises.

SS.9-12.H.13SS.H.13.9-12. Analyze multiple and complex causes and effects of events in the past.

SS.9-12.H.14SS.H.14.9-12. Analyze the geographic and cultural forces that have resulted in conflict and cooperation. Identify the cause and effects of imperialism and colonization.

Standards for Anthropology, Psychology, ~~and~~ Sociology, and Religious Studies Apply to Grades 9-12 Only.

Anthropology Standards

SS.9-12.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.2SS.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.3SS.ANTH.3.9-12. Explain why anthropologists study culture from a holistic perspective.

SS.9-12.ANTH.4SS.ANTH.4.9-12. Evaluate one's own cultural assumptions using anthropological concepts.

SS.9-12.ANTH.5SS.ANTH.5.9-12. Apply anthropological concepts and anthropological knowledge to a variety of everyday, real-world situations.

SS.9-12.ANTH.6SS.ANTH.6.9-12. Explain how local actions can have global consequences and how global patterns and processes can affect seemingly unrelated local actions.

Psychology Standards

SS.9-12.PSY.1.9-12. Identify scientific methodologies utilized in psychological research.

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SS.9-12.PSY.2SS.PSY.2.9-12. Evaluate the conclusions made by psychological research, including ethical concerns.

SS.9-12.PSY.3SS.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.4SS.PSY.4.9-12. Analyze how biological, psychological and sociocultural factors and their interactions influence individuals' behavior and mental processes.

SS.9-12.PSY.5SS.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.6SS.PSY.6.9-12. Identify and apply psychological thinking to personal and societal experiences and issues.

SS.9-12.PSY.7SS.PSY.7.9-12. Apply psychological knowledge to one's daily life.

SS.9-12.PSY.8SS.PSY.8.9-12. Use appropriate psychological terminology with reference to psychologists and their experiments and theories in order to explain the possible causes of and impact on behavior and mental processes.

Sociology Standards

SS.9-12.SOC.1.9-12. Identify and apply the sociological perspective and a variety of sociological theories.

SS.9-12.SOC.2SS.SOC.2.9-12. Analyze the impact of social structure, including culture, institutions and societies.

SS.9-12.SOC.3SS.SOC.3.9-12. Hypothesize how primary agents of socialization influence the individual.

SS.9-12.SOC.4SS.SOC.4.9-12. Describe the impact of social relationships on the self, groups and socialization processes.

SS.9-12.SOC.5SS.SOC.5.9-12. Explain the social construction of self and groups and their impact on the life changes of individuals.

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SS.9-12.SOC.6~~SS.SOC.6.9-12~~. Analyze the impact of stratification and inequality on groups and the individuals within them.

Religious Studies Standards

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.

PHYSICAL DEVELOPMENT AND HEALTH

State Goal 19: Acquire movement and motor skills and understand concepts necessary to engage

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in moderate to vigorous physical activity.

Standards:

Demonstrate physical competency in a variety of motor skills and movement patterns.

Analyze various movement concepts and applications.

Demonstrate knowledge of rules, safety and strategies during physical activity.

State Goal 20: Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.

Standards:

Know and apply the principles and components of health-related and skill-related fitness as applied to learning and performance of physical activities.

Assess individual fitness levels.

Set goals based on fitness data and develop, implement and monitor an individual fitness improvement plan.

State Goal 21: Develop skills necessary to become a successful member of a team by working with others through physical activity.

Standards:

Demonstrate personal responsibility during group physical activities.

Demonstrate cooperative skills during structured group physical activity.

State Goal 22: Understand principles of health promotion and the prevention and treatment of illness and injury.

Standards:

Explain the basic principles of health promotion, illness prevention and safety, including how to access valid information, products and services.

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Describe and explain the factors that influence health among individuals, groups and communities.

Explain how the environment can affect health.

Describe how to advocate for the health of individuals, families and communities.

State Goal 23: Understand human body systems and factors that influence growth and development.

Standards:

Describe and explain the structure and functions of the human body systems and how they interrelate.

Explain the effects of health-related actions on the body systems.

Describe factors that affect growth and development.

Describe and explain the structures and functions of the brain and how they are affected by different types of physical activity and levels of fitness.

State Goal 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills.

Standards:

Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict.

Apply decision-making skills related to the protection and promotion of individual, family and community health.

Demonstrate skills essential to enhancing health and avoiding dangerous situations.

FINE ARTS

The fine arts goals and standards set forth below shall be applicable through the 2017-18 school

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year.

State Goal 25: Know the language of the arts.

Standards:

Understand the sensory elements, organizational principles and expressive qualities of the arts.

Understand the similarities, distinctions and connections in and among the arts.

State Goal 26: Through creating and performing, understand how works of art are produced.

Standards:

Understand processes, traditional tools and modern technologies used in the arts.

Apply skills and knowledge necessary to create and perform in one or more of the arts.

State Goal 27: Understand the role of the arts in civilizations, past and present.

Standards:

Analyze how the arts function in history, society and everyday life. (NOTE: Not applicable to kindergarten.)

Understand how the arts shape and reflect history, society and everyday life. (NOTE: Not applicable to kindergarten.)

Beginning in the 2018-19 school year, there are no State Goals for Learning in this area and the standards set forth below shall apply.

Discipline: Visual Arts

Process: Creating – Investigate, Plan, Make

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

Enduring Understandings

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Creativity and innovative thinking are essential life skills that can be developed.

Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.

Process: Creating – Investigate

Anchor Standard 2: Organize and develop artistic ideas and work.

Enduring Understandings

Artists and designers experiment with forms, structures, materials, concepts, media and art-making approaches.

Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.

People create and interact with objects, places and designs that define, shape, enhance and empower their lives.

Process: Creating – Reflect, Refine, Continue

Anchor Standard 3: Revise, refine and complete artistic work.

Enduring Understanding

Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.

Process: Presenting – Select

Anchor Standard 4: Select, analyze and interpret artistic work for presentation.

Enduring Understanding

Artists and other presenters consider various technologies, methods, venues and criteria when analyzing, selecting and

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curating objects, artifacts and artworks for preservation and presentation.

Process: Presenting – Analyze

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

Enduring Understanding

Artists, curators and others consider a variety of factors and methods, including evolving techniques, when preparing and refining artwork for display or when deciding if and how to preserve and protect artwork.

Process: Presenting – Share

Anchor Standard 6: Convey meaning through the presentation of artistic work.

Enduring Understanding

Objects, artifacts and artworks collected, preserved or presented by artists, museums or other venues communicate meaning and a record of social, cultural and political experiences, resulting in the cultivation of appreciation and understanding.

Process: Responding – Perceive

Anchor Standard 7: Perceive and analyze artistic work.

Enduring Understandings

Individual aesthetic and empathic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world and constructed environments.

Visual imagery influences understanding of and responses to the world.

Process: Responding – Analyze

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NOTICE OF PROPOSED AMENDMENT

Anchor Standard 8: Construct meaningful interpretations of artistic work.

Enduring Understanding

People gain insights into meanings of artworks by engaging in the process of art criticism.

Process: Responding – Interpret

Anchor Standard 9: Apply criteria to evaluate artistic work.

Enduring Understanding

People evaluate art based on various criteria.

Process: Connecting – Synthesize

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

Enduring Understanding

Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences.

Process: Connecting – Relate

Anchor Standard 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Enduring Understanding

People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.

Discipline: Music

Process: Creating – Investigate, Plan, Make

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Anchor Standard 1: Generate and conceptualize artistic ideas and work.

Enduring Understanding

The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources.

Anchor Standard 2: Organize and develop artistic ideas and work.

Enduring Understanding

Creative choices are influenced by one's expertise, context and expressive intent.

Anchor Standard 3: Revise, refine and complete artistic work.

Enduring Understanding

People evaluate and refine their work through openness to new ideas, persistence and the application of the appropriate criteria.

Process: Performing

Anchor Standard 4: Select, analyze and interpret artistic work for presentation.

Enduring Understanding

Performers' interest in and knowledge of musical works, context for performance and understanding of their own musicianship influence the selection of repertoire.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

Enduring Understanding

To express their musical idea, performers analyze, evaluate and refine their performance over time through openness to new ideas, persistence and the application of appropriate criteria.

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Anchor Standard 6: Convey meaning through the presentation of artistic work.

Enduring Understanding

Performers judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence the audience response.

Process: Responding

Anchor Standard 7: Perceive and analyze artistic work.

Enduring Understanding

Individuals choose music based on their interests, experiences, musical understanding and the musical work's purpose.

Anchor Standard 8: Construct meaningful interpretations of artistic work.

Enduring Understanding

Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Anchor Standard 9: Apply criteria to evaluate artistic work.

Enduring Understanding

The personal evaluation of musical works and performances is informed by analysis, interpretation, and teacher- or student-established criteria.

Process: Connecting

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

Enduring Understanding

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Performers connect their personal interests, experiences, ideas and knowledge to creating, performing and responding.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Enduring Understanding

Understanding connections to varied contexts and daily life enhances one's creating, performing and responding.

Discipline: Dance

Process: Creating – Explore

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

Enduring Understanding

Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.

Process: Creating – Plan

Anchor Standard 2: Organize and develop artistic ideas and work.

Enduring Understanding

The elements of dance, dance structures and choreographic devices serve as both a foundation and a departure point for choreographers.

Process: Creating – Revise

Anchor Standard 3: Revise, refine and complete artistic work.

Enduring Understanding

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Choreographers analyze, evaluate, refine and document their work to communicate meaning.

Process: Performing – Express

Anchor Standard 4: Select, analyze and interpret artistic work for presentation.

Enduring Understanding

Body, space, time and energy are the basic elements of dance.

Process: Performing – Embody

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

Enduring Understanding

Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression.

Process: Performing – Present

Anchor Standard 6: Convey meaning through the presentation of artistic work.

Enduring Understanding

Dance performance is an interaction among choreographer, performer, production elements and audience that heightens and amplifies artistic intention.

Process: Responding – Analyze

Anchor Standard 7: Perceive and analyze artistic work.

Enduring Understanding

Dance is perceived and analyzed to comprehend its meaning.

Process: Responding – Interpret

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Anchor Standard 8: Construct meaningful interpretations of artistic work.

Enduring Understanding

Dance is interpreted by considering intent, meaning and artistic expression as communicated through the use of the body, elements of dance, dance technique, dance structure and context.

Process: Responding – Critique

Anchor Standard 9: Apply criteria to evaluate artistic work.

Enduring Understanding

Criteria for evaluating dance vary across genres, styles and cultures.

Process: Connecting – Synthesize

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

Enduring Understanding

Personal experiences, knowledge and contexts are integrated and synthesized to interpret meaning in dance.

Process: Connecting – Relate

Anchor Standard 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Enduring Understanding

Dance literacy includes deep knowledge and perspectives about societal, cultural, historical and community contexts.

Discipline: Theater

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Process: Creating – Envision, Conceptualize

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

Enduring Understanding

Theater artists rely on intuition, curiosity and critical inquiry.

Process: Creating – Develop

Anchor Standard 2: Organize and develop artistic ideas and work.

Enduring Understanding

Theater artists work to discover different ways of communicating meaning.

Process: Creating – Rehearse

Anchor Standard 3: Revise, refine and complete artistic work.

Enduring Understanding

Theater artists refine their work and practice their craft through rehearsal.

Process: Performing – Select

Anchor Standard 4: Select, analyze and interpret artistic work for presentation.

Enduring Understanding

Theater artists make strong choices to convey meaning effectively.

Process: Performing – Prepare

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

Enduring Understanding

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Theater artists develop personal processes and skills for a performance or design.

Process: Performing – Share, Present

Anchor Standard 6: Convey meaning through the presentation of artistic work.

Enduring Understanding

Theater artists share and present stories, ideas and envisioned worlds to explore human experience.

Process: Responding – Reflect

Anchor Standard 7: Perceive and analyze artistic work.

Enduring Understanding

Theater artists reflect to understand the impact of drama processes and theater experiences.

Process: Responding – Interpret

Anchor Standard 8: Construct meaningful interpretations of artistic work.

Enduring Understanding

Theater artists' interpretations of drama/theater work are influenced by personal experiences and aesthetics.

Process: Responding – Evaluate

Anchor Standard 9: Apply criteria to evaluate artistic work.

Enduring Understanding

Theater artists apply criteria to investigate, explore and assess drama and theater work.

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Process: Connecting – Empathize

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

Enduring Understanding

Theater artists allow awareness of interrelationships between self and others to influence and inform their work.

Process: Connecting – Interrelate, Research

Anchor Standard 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Enduring Understanding

Theater artists understand and can communicate their creative process as they analyze the way the world may be understood.

Theater artists critically inquire into the ways others have thought about and created drama processes and productions to inform their own work.

Discipline: Media Arts

Process: Creating – Conceive

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

Enduring Understanding

Media arts ideas, works and processes are shaped by the imagination, creative processes and experiences, both within and outside the arts.

Process: Creating – Develop

Anchor Standard 2: Organize and develop artistic ideas and work.

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Enduring Understanding

Media artists plan, organize and develop creative ideas, plans and models into process structures that can effectively realize the artistic idea.

Process: Creating – Construct

Anchor Standard 3: Revise, refine and complete artistic work.

Enduring Understanding

Media artists develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.

Process: Producing – Integrate

Anchor Standard 4: Select, analyze and interpret artistic work for presentation.

Enduring Understanding

Media artists make choices about how and to whom their work is presented.

Process: Producing – Practice

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

Enduring Understanding

Media artists require a range of skills and abilities to creatively solve problems within and through media arts productions.

Process: Producing – Present

Anchor Standard 6: Convey meaning through the presentation of artistic work.

Enduring Understanding

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Media artists purposefully present, share and distribute media artworks for various contexts.

Process: Responding – Perceive

Anchor Standard 7: Perceive and analyze artistic work.

Enduring Understanding

Media artworks can be appreciated and interpreted through analyzing their components.

Process: Responding – Interpret

Anchor Standard 8: Construct meaningful interpretations of artistic work.

Enduring Understanding

Interpretation and appreciation require engagement with the content, form and context of media artworks.

Process: Responding – Evaluate

Anchor Standard 9: Apply criteria to evaluate artistic work.

Enduring Understanding

Skillful evaluation and critique are critical components of experiencing, appreciating and producing media artworks.

Process: Connecting – Synthesize

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

Enduring Understanding

Personal and cultural experiences affect and are affected by how media artworks are made and interpreted.

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Process: Connecting – Relate

Anchor Standard 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Enduring Understanding

Media artworks and ideas are better understood and produced by relating them to their purposes, values and various contexts.

(Source: Amended at 45 Ill. Reg. _____, effective _____)