Objectives

- Goals and Vision
- Process, Format, and Connections
- Shifts, Assessment, and Questions
- Available Resources
How would you rate your knowledge of the new standards?

▪ Using the signs around the room please place yourself in the area that best describes how you’d rate your current knowledge of and comfort with the new social science standards.

▪ Please share with us, why did you place yourself there? What experience do you have currently with the IL Social Science Standards?
Illinois Social Science Learning Standards: Background and Overview
Before we start...

- Standards are not forcing you to change the content
- Rather, they are asking you to change the way you think about students’ roles in social science classes
  - want students to take more active role in learning process
  - asking questions, learning how to discover the answers, communicating their learning, and applying what they’ve learned by being active in their school, community, and beyond
- Inquiry goes hand in hand with content - they work together to shape future citizens who can think about and solve issues.
What do you think?

On a sticky note please jot down:
When thinking about the social sciences what are some of the most important factors/characteristics?

▪ ____________________________
▪ ____________________________
▪ ____________________________
▪ ____________________________

Please discuss your thoughts with your neighbors. Can you come to a consensus about the following?

▪ The most important thing about the social sciences is _________________________________.

Illinois State Board of Education
What goals do we have for our students in the future?

- Provide students the skills they need to be functional citizens
- Students take ownership of learning to truly understand material
  - Engage them in the curriculum
- Intensified focus on understanding the why things happened and the impact of those events
  - Less focus on memorization of dates/names
  - Focus on key skills and concepts
Process

Standards-writing task force, made up primarily of educators, began by solidifying a vision for our students for the future:

- “The Illinois Social Science Standards are designed to ensure that students across Illinois focus on a common set of standards and have the opportunity to develop the knowledge, dispositions, and skills necessary for success in college, career, and civic life in the 21st century.”
  - “The vision supporting this design is to produce Illinois graduates who are *civically engaged, socially responsible, culturally aware, and financially literate.*”

- College, Career, and Civic Life Framework (C3 Framework) was used as a guide in developing the IL Social Science Standards
  - National framework for social sciences based on use of inquiry

- Keeping in mind the vision for our students, the standards were developed to be skill based, rather than simply a list of content to cover.

- Districts have control to determine curriculum locally that incorporates state mandates
  - Allows for the diversity of each district or community to be honored and integrated into the curriculum while still ensuring all students in IL have the foundational skills needed to think critically about the social sciences.
Components of Standards

Standards are divided into two portions that work in tandem - Inquiry Skills and Disciplinary Concepts

- Inquiry skills are the method in which you accomplish your disciplinary concepts
  - Divided into 3 main areas that mirror the dimensions of the C3 Framework:
    - Developing Questions and Planning Inquiries
    - Evaluating Sources and Using Evidence
    - Communicating Conclusions and Taking Informed Action
  - Inquiry Skills are the methods and dispositions that students need to develop in order to be equipped to meet the challenges of college, career, and civic life in the 21st century.

- Disciplinary Concepts are divided into 4 categories: Civics, Geography, Economics, and History
  - Do not focus on memorization of facts or dates but rather work towards an understanding of more complex concepts.
  - Emphasize the way each discipline provides foundational knowledge and skills essential to inquiry and action.
  - Specific content should be determined locally and reflect the state mandates

**The Inquiry Skills should guide how students learn about the Disciplinary Concepts.**
Illinois Learning Standards for Social Science – 6-8

Middle School Complexity Levels: Grades 6-8: The middle school standards are banded by levels of complexity rather than grade levels. Because most middle school classrooms are comprised of a wide array of ability levels and challenges, a complexity continuum was developed to meet the varying cognitive needs of adolescents and address the range of difficulty of the standards.

<table>
<thead>
<tr>
<th>Inquiry Skills</th>
<th>Developing Questions and Planning Investigations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Constructing Essential Concepts</strong></td>
<td>S05-S06-1.BC: Create essential questions to guide inquiry about a topic.</td>
</tr>
<tr>
<td><strong>Supporting Concepts</strong></td>
<td>S05-S06-2.BC: Ask essential and focusing questions that will lead to independent research.</td>
</tr>
<tr>
<td><strong>Generating and Evaluating Sources</strong></td>
<td>S05-S06-3.BC: Determine sources representing multiple points of view that will assist in organizing a research plan.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evaluating Claims and Using Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>S05-S06-4.BC: Gather and evaluate evidence from multiple sources to support claims, noting limitations.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Communicating and Noting Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>S05-S06-5.BC: Communicate arguments using claims and evidence from multiple sources, while acknowledging their strengths and limitations.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Choosing Conclusions and Taking Informed Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>S05-S06-6.BC: Identify the structure and credibility of arguments and explanations (self and others).</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Civic and Political Institutions</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Economics</th>
</tr>
</thead>
<tbody>
<tr>
<td>S05-S06-8.BC: Describe the economic roles and impact of businesses, labor, trade, and international agreements.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>History Standards: Less Complex (LC)</th>
<th>More Complex (MC)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Change, Continuity, and Context</strong></td>
<td><strong>Core Knowledge</strong></td>
</tr>
<tr>
<td>S06-HS1-1.BC: Identify core knowledge about the nature of change and continuity in the past.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Perspectives</strong></th>
<th><strong>Core Knowledge</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>S06-HS1-2.BC: Examine the perspectives of people during a historical event.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Historical Sources and Evidence</strong></th>
<th><strong>Core Knowledge</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>S06-HS1-3.BC: Identify core knowledge about the availability and use of historical sources.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Conclusion and Argumentation</strong></th>
<th><strong>Core Knowledge</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>S06-HS1-4.BC: Identify core knowledge about the effectiveness of argumentation and the nature of historical arguments.</td>
<td></td>
</tr>
</tbody>
</table>

These are the skills students should use... to understand these concepts... to guide learning in the classroom.

The components of the inquiry skills, when used together, form an inquiry arc that should guide learning in the classroom.
## Standards Format

<table>
<thead>
<tr>
<th>Elementary</th>
<th>Middle School</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ based on themes and aligned to the disciplinary concepts.</td>
<td>▪ banded by levels of complexity rather than grade levels</td>
<td>▪ organized around typical course structures: history, civics, geography, economics (psychology, sociology, and anthropology)</td>
</tr>
<tr>
<td>▪ The themes are:</td>
<td>▪ most classrooms are comprised of a wide array of ability levels and challenges, a complexity continuum was developed to meet the varying cognitive needs of adolescents and address the range of difficulty of the standards</td>
<td>▪ cross-curricular integration encouraged</td>
</tr>
<tr>
<td>▪ Kindergarten: My Social World</td>
<td>▪ Ideally, by the end of eighth grade, students should have practiced and experienced the less, moderate, and more complex standards in preparation for high school</td>
<td>▪ provide overarching themes of what students should know and be able to do at the conclusion of the required high school social science courses</td>
</tr>
<tr>
<td>▪ First Grade: Living, Learning, and Working Together</td>
<td></td>
<td>▪ standards provide a baseline, not a ceiling, for what all students should know and be able to do</td>
</tr>
<tr>
<td>▪ Second Grade: Families, Neighborhoods, and Communities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Third Grade: Communities Near and Far</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Fourth Grade: Our State, Our Nation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Fifth Grade: Our Nation, Our World</td>
<td></td>
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</tr>
</tbody>
</table>
Cross-curricular Connections

- Students are not only being exposed to the inquiry process and critical thinking skills in the social sciences.
- Science, with NGSS, has a large focus on students taking an active role in the inquiry process.
- Social Emotional Learning connections in the social sciences:
  - Goal 1 - Develop self-awareness and self-management skills to achieve school and life success.
  - Goal 2 - Use social-awareness and interpersonal skills to establish and maintain positive relationships.
  - Goal 3 - Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.
- English/Language Arts, with their Illinois Learning Standards also focus on critical skills that strongly correlate with the Inquiry Skills portion of the Social Science Standards.
  - Correlation document has been created for all grade levels/bands that details the connection between the social science and literacy standards.
The top of each document lists possible connections that could occur depending on the tasks planned by the teacher.

Social Science Standard

Literacy standard(s) that directly connect to the Social Science Standard

<table>
<thead>
<tr>
<th>Social Science Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>RH.6-8.3: Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered).</td>
</tr>
<tr>
<td>RH.6-8.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</td>
</tr>
<tr>
<td>RH.6-8.7: Integrate visual information (e.g., charts, graphs, photographs, videos or maps) with other information in print and digital texts.</td>
</tr>
<tr>
<td>RH.6-8.8: Distinguish among fact, opinion, and reasoned judgment in a text.</td>
</tr>
<tr>
<td>WHST.6-8.7: Conduct short research projects to answer a question (including a self-generated question); drawing on several sources and generating additional related focused questions that allow for multiple avenues of exploration.</td>
</tr>
<tr>
<td>WHST.6-8.8: Gather relevant information from multiple print and digital sources using, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</td>
</tr>
<tr>
<td>*SL.7.5: Include multimedia components and visual displays in presentations to clarify claims and finds and emphasize salient points.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Literacy Standard Connection: Essential and Supporting Question Connection</th>
</tr>
</thead>
<tbody>
<tr>
<td>*SL.7.1: Pose questions that elicit elaboration and respond to other’s questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Literacy Standard Connections:</th>
</tr>
</thead>
<tbody>
<tr>
<td>RH.6-8.5: Describe how a text presents information (e.g., sequentially, comparatively, causally).</td>
</tr>
<tr>
<td>RH.6-8.6: Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</td>
</tr>
<tr>
<td>RH.6-8.9: Analyze the relationship between a primary and secondary source on the same topic.</td>
</tr>
</tbody>
</table>

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<tr>
<th>Developing Questions and Planning Inquiries</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Constructing Essential Questions</strong></td>
</tr>
<tr>
<td>$SS.15.1.6-8$: Create essential questions to help guide inquiry about a topic.</td>
</tr>
<tr>
<td><strong>Constructing Supporting Questions</strong></td>
</tr>
<tr>
<td>$SS.15.2.6-8$: Ask essential and focusing questions that will lead to independent research.</td>
</tr>
<tr>
<td><strong>Literacy Standard Connection: (Essential and Supporting Question Connection)</strong></td>
</tr>
<tr>
<td>*SL.7.5: Include multimedia components and visual displays in presentations to clarify claims and finds and emphasize salient points.</td>
</tr>
<tr>
<td><strong>Determining Helpful Sources</strong></td>
</tr>
<tr>
<td>$SS.15.3.6-8$: Determine sources representing multiple points of view that will assist in organizing a research plan.</td>
</tr>
</tbody>
</table>
Key Instructional Shifts

- Since the New Illinois Learning Standards for Social Science were based upon the C3 Framework the five instructional shifts found in C3 are applicable to the standards.

- Those shifts are:
  - Craft questions that spark and sustain an inquiry.
  - Cultivate and nurture collaborative and civic spaces.
  - Integrate content and skills purposefully.
  - Promote literacy practices and outcomes.
  - Provide tangible opportunities for taking informed action.

- The shifts and Inquiry Skills are asking us to adjust our thinking on the method students use when interacting with content.

More information about shifts:  
Assessing the Standards

The shift in standards to an emphasis on inquiry, concepts, and skills in the standards calls for a shift in assessment as well.

- Traditional tests (multiple choice, true/false, matching, etc) may assess rote understanding of facts
- In order to assess and understand students’ thinking more in-depth assessments may be needed.
- For example, assessments could be:
  - Project-based assessments
  - Performance-based assessments
  - Written responses
  - Reflective components paired with other assessment types

Some websites with assessment ideas are located on [Classrooms in Action](http://www.classroomsinaction.org) webpage
What kind of things do I need to have my students do to “Take Informed Action”? We don’t have resources to take trips to the capitol and lobby!

- Taking informed action can be big or small depending on the availability of resources such as time or money. You can take trips if it is applicable and you have the resources however it’s not necessitated by the standards.
- Students need to have opportunities to effectively communicate their learning conclusions and take action to inform others or champion for a cause
- This can be in many different formats in classrooms
- This portion of the standards focuses on being informed when taking action
- Why do we do this? Think about our goals for our students for the future...

Possible “Taking Informed Action” Activities
(not an exhaustive list!)

- Write a newspaper editorial
- Create a Facebook or Web page on an issue
- Create short public service announcements
- Write a letter to a government official
- Present to another class
- Write an article for the school newspaper
- Present on the morning announcements
- Have a debate with invited guests
- Work collaboratively to write a resolution
- Contact an organization with whose platform you agree and see how you can get involved
- Create a class position statement
- Initiate an informed conversation
- Organize a “flyer” campaign to raise awareness
- Organize fundraising event for a cause
- Form a club
- Circulate a petition
- Write (and perform) a song on an issue
- Bringing stakeholders together for a classroom forum.
- Invite a guest speaker
- Create a poster and hang it in a public space
- Create a community education pamphlet
- Promote a topic on Instagram or Twitter
- Organize community service
- Organize a rally
- Champion a boycott

Modified from Joe Karb, NCSS Board of Directors, Teacher-Springville Middle School, Springville, NY
Think about Communicating Conclusions and Taking Informed Action in terms of our hopes and dreams for all of our students in the future. What do we ultimately hope for them?

For example, Colleen Altman
- Informed, well-spoken student able to advocate for a cause she is passionate about

Full Video Link: http://goo.gl/VWxiA5
Questions/Concerns

What questions about the standards do you have that haven’t been answered yet?
Keep in Mind...

- Standards are not forcing you to change the content
- Rather, they *are* asking you to change the way you think about students’ roles in social science classes
  - want students to take more active role in learning process
  - asking questions, learning how to discover the answers, communicating their learning, and applying what they’ve learned by being active in their school, community, and beyond
- Inquiry goes hand in hand with content - they work together to shape future citizens who can think about and solve issues.
Available Resources

- Illinois Social Science Learning Standards by grade level
  - https://www.isbe.net/Pages/Social-Science.aspx

- Illinois Social Science in Action Website
  - http://www.ilsocialscienceinaction.org/
  - Illinois-created resources such as: Social Science Standards with Literacy Connections documents (by grade level); Standards Implementation Starter Kit (Standards Analysis Documents, Shift Resources, etc); Back-to-School Guide
  - Lists of outside vetted resources sorted by category
    - Inquiry Resource Links - includes sample inquiries
    - Resources targeted to each of the core disciplines
  - Sign up for the Social Science Listserv (link at bottom of webpage) to keep up-to-date on available resources and professional development
  - Inquiry Spotlight - inquiry ideas shared by teachers from their classrooms in Illinois
  - Discussion Forum - ask questions of other SS teachers in Illinois;
  - Check back often for more resources, they will be posted as they are developed!
Illinois Content Specialists

- Team of external content specialists who support the work of the Illinois State Board of Education
  - Subject areas of ELA, Math, Science, Social Science, Assessment, and Learning Supports

- Team is tasked with providing state-wide support for implementation of the standards through:
  - Creation and delivery of professional learning opportunities
  - Creating resources for educators

- Katie Elvidge – Social Science Content Specialist
  - www.ilsocialscienceinaction.org
  - www.ilclassroomsinaction.org
  - kelvidge@isbe.net
  - Twitter - @ElvidgeKathryn @ILContentSpec #ILSocialScience
  - Facebook - IL Classrooms in Action