

# Social Science – A Common Core of Standards

## [27.200]

All social science teachers shall be required to demonstrate competence in the common core of social science standards. In addition, each social science teacher shall be required to demonstrate competence in at least one of the social science areas for which standards are described in Sections 27.210 through 27.260 of this Part: economics, geography, history, political science, psychology, and/or sociology and anthropology.

### STANDARD 1

**The competent social science teacher understands the connections among the behavioral sciences, economics, geography, history, political science, and other learning areas.**

**Knowledge Indicators** - *The competent social science teacher:*

- 1A. understands the structure, purpose, and methodology of the social sciences.
- 1B. understands the interdependence of the social science disciplines.
- 1C. understands the use of social science concepts to interpret human actions.
- 1D. understands the relationship between the social sciences and other learning areas.

**Performance Indicators** - *The competent social science teacher:*

- 1E. explains the methods social scientists employ to answer questions about the human experience.
- 1F. integrates concepts from the social sciences in constructing discipline-specific lessons and units.
- 1G. develops interdisciplinary approaches to the teaching of general social science.

### STANDARD 2

**The competent social science teacher understands the use of analysis, interpretation, and evaluation.**

**Knowledge Indicators** - *The competent social science teacher:*

- 2A. understands the value of informed opinion based on systematic analysis of evidence.
- 2B. understands the strengths and weaknesses of primary and secondary sources of evidence.
- 2C. understands the importance of multiple sources of information.
- 2D. understands the complexity of causation.
- 2E. understands the tentative nature of interpretations about human actions.
- 2F. understands the difference between fact and conjecture and between evidence and assertion.

**Performance Indicators** - *The competent social science teacher:*

- 2G. demonstrates the ability to compare and contrast.
- 2H. differentiates between facts and interpretations.
- 2I. analyzes cause-and-effect relationships.
- 2J. compares competing narratives and multiple perspectives.
- 2K. identifies the central questions addressed in a narrative.
- 2L. analyzes data from a variety of sources before reaching a general conclusion or interpretation.

### STANDARD 3

**The competent social science teacher understands how to use the tools of social science inquiry to conduct research and interpret findings.**

**Knowledge Indicators** - *The competent social science teacher:*

- 3A. understands the tools of social science research.
- 3B. understands the use of research in reaching conclusions and developing interpretations.
- 3C. understands ethical approaches for conducting research and interpreting findings.

**Performance Indicators** - *The competent social science teacher:*

- 3D. gathers data, using appropriate methods and technology.
- 3E. assesses the credibility and authority of sources and research findings.
- 3F. formulates appropriate questions by observing and analyzing evidence.
- 3G. organizes and presents findings in an appropriate format.

### STANDARD 4

**The competent social science teacher understands basic political concepts and systems.**

**Knowledge Indicators** - *The competent social science teacher:*

- 4A. understands concepts used in the study of government and politics.
- 4B. understands the basic purposes and functions of government (e.g., executive, legislative, and judicial).
- 4C. understands the types of political systems (e.g., democracy, oligarchy, monarchy - limited and unlimited).

**Performance Indicators** - *The competent social science teacher:*

- 4D. explains the basic concepts used in the study of government and politics (e.g., political socialization, representation, and authority).
- 4E. explains why governments exist and the basic functions they perform.
- 4F. compares the characteristics of democracy, autocracy, oligarchy, monarchy, and totalitarianism.

### STANDARD 5

**The competent social science teacher understands the formation and implementation of public policy in the United States and other nations.**

**Knowledge Indicators** - *The competent social science teacher:*

- 5A. understands the role played by officials in the legislative, executive, judicial, and administrative branches of government.

- 5B. understands the role played by interest groups, political parties and candidates, public opinion, and the mass media.

**Performance Indicators - *The competent social science teacher:***

- 5C. analyzes public policy issues from the perspectives of different groups, individuals, and government officials.  
5D. explains how public policy is formed and carried out at local, State, and national levels.  
5E. evaluates the role of political parties, interest groups, and the media in public policy debate.  
5F. identifies examples of political leadership influencing public policy.

## **STANDARD 6**

**The competent social science teacher understands the principles of constitutional government in the United States and Illinois.**

**Knowledge Indicators - *The competent social science teacher:***

- 6A. understands the historical development of United States and Illinois constitutional government.  
6B. understands the principles of representative government that form the foundation of constitutional democracy.

**Performance Indicators - *The competent social science teacher:***

- 6C. explains how historical events and significant individuals have affected the development of United states constitutional government.  
6D. analyzes the fundamental principles (e.g., separation of powers, checks and balances, individual rights, and federalism) that led to the development of democratic government in the United States and Illinois.

## **STANDARD 7**

**The competent social science teacher understands the organization and functions of government at national, State, and local levels in the United States.**

**Knowledge Indicators - *The competent social science teacher:***

- 7A. understands the organizational structure of national, State, and local government.  
7B. understands the operations of the executive, legislative, and judicial branches of government.  
7C. understands the functions of national, State, and local governments.

**Performance Indicators - *The competent social science teacher:***

- 7D. explains how and why powers of the national government are distributed, shared, and limited in a federal system.  
7E. analyzes the relationships among national, State, and local governments.

## STANDARD 8

**The competent social science teacher understands the rule of law and the rights and responsibilities of individual citizens in a democratic society, with an emphasis on the United States and Illinois.**

**Knowledge Indicators** - *The competent social science teacher:*

- 8A. understands the sources, purposes, and functions of law (e.g., basic legal rights and responsibilities).
- 8B. understands the rights extended to citizens through the Bill of Rights and other amendments.
- 8C. understands the role of the Supreme Court in defining, expanding, and limiting individual rights.
- 8D. understands the role of responsible citizenship.

**Performance Indicators** - *The competent social science teacher:*

- 8E. evaluates the rights and responsibilities of the individual in relation to his or her family, social groups, community, and nation.
- 8F. evaluates historical and current issues regarding the judicial protection of individual rights (e.g., landmark court decisions and amendments).
- 8G. examines the implications of responsible citizenship (e.g., decision-making, volunteerism, and voting).

## STANDARD 9

**The competent social science teacher understands the purposes and functions of international organizations and global connections, with an emphasis on the role of the United States.**

**Knowledge Indicators** - *The competent social science teacher:*

- 9A. understands the function and global impact of major international and multinational organizations.
- 9B. understands the development and implementation of United States foreign policy.

**Performance Indicators** - *The competent social science teacher:*

- 9C. analyzes the influence of international organizations on world affairs.
- 9D. identifies examples of individuals and interest groups that influence United States foreign policy.

## STANDARD 10

**The competent social science teacher understands economic concepts, terms, and theories.**

**Knowledge Indicators** - *The competent social science teacher:*

- 10A. understands the impact of scarcity and opportunity cost on the allocation of resources.
- 10B. understands the effects of supply and demand on economic decisions.

- 10C. understands that cost/benefit analysis influences economic decision-making.
- 10D. understands the role of money in an economic system.

**Performance Indicators - *The competent social science teacher:***

- 10E. analyzes how allocation of scarce resources affects a society's standard of living.
- 10F. uses supply and demand theory to analyze production, consumption, prices, and the market value of labor.
- 10G. uses marginal analysis to analyze the costs and benefits of voluntary exchange and to evaluate historical and contemporary social issues.
- 10H. analyzes the characteristics and functions of money and applies an understanding of money to personal finance and consumer decisions.

## **STANDARD 11**

### **The competent social science teacher understands various types of economic systems.**

**Knowledge Indicators - *The competent social science teacher:***

- 11A. understands the differences among various economic systems.
- 11B. understands the role of government in an economic system.
- 11C. understands the importance of financial institutions in a market economy.

**Performance Indicators - *The competent social science teacher:***

- 11D. compares the characteristics of command, traditional, and market economic systems and assesses how values and beliefs influence economic decisions in different societies.
- 11E. evaluates the costs and benefits of government policies and how they affect decisions by consumers and producers.
- 11F. explains how banks and other financial institutions facilitate saving, borrowing, and investment.

## **STANDARD 12**

### **The competent social science teacher understands the components and operation of the United States economy.**

**Knowledge Indicators - *The competent social science teacher:***

- 12A. understands the basic principles of free enterprise, including entrepreneurship.
- 12B. understands the roles of the federal government and the Federal Reserve System in the U.S. economy.
- 12C. understands the impact of government policies on economic decision making.
- 12D. understands the impact of economic problems such as inflation and unemployment.

**Performance Indicators - *The competent social science teacher:***

- 12E. explores the impact of competition and monopoly on businesses and households.
- 12F. analyzes the relationships among households, firms, and government agencies in a market economy.
- 12G. evaluates the effects of taxes, subsidies, income transfers, interest rates, and other policies on the decisions of consumers and producers.
- 12H. analyzes economic problems (e.g., inflation and unemployment).

## STANDARD 13

**The competent social science teacher understands international economic structures, processes, and relationships.**

**Knowledge Indicators** - *The competent social science teacher:*

- 13A. understands the interconnectedness of comparative advantage, specialization, and trade.
- 13B. understands the effects of economic interdependence and free trade.
- 13C. understands the impact of availability of resources on economic growth and stability.
- 13D. understands the global effects of resource supply and demand.

**Performance Indicators** - *The competent social science teacher:*

- 13E. analyzes how specialization and comparative advantage affect global production, consumption, voluntary trade, and economic interdependence.
- 13F. evaluates trade incentives and disincentives such as subsidies and quotas, and examines how the availability of resources affects specialization and trade among nations and regions.

## STANDARD 14

**The competent social science teacher understands historical concepts, terms, and theories.**

**Knowledge Indicators** - *The competent social science teacher:*

- 14A. understands chronological thinking and periodization.
- 14B. understands cause and effect.
- 14C. understands change and continuity.
- 14D. understands historical context.

**Performance Indicators** - *The competent social science teacher:*

- 14E. places historical events in the proper chronological framework and compares alternative models of periodization.
- 14F. analyzes the causes and effects of historical events.
- 14G. explains patterns of historical succession and duration, continuity, and change.
- 14H. explains events in relationship to historical setting.

## STANDARD 15

**The competent social science teacher understands major political developments and compares patterns of continuity and change in different regions of the world.**

**Knowledge Indicators** - *The competent social science teacher:*

- 15A. understands 19th and 20th century ideologies and their global influence (e.g., liberalism, republicanism, socialism, Marxism, nationalism, communism, fascism, nazism).
- 15B. understands the nature and significance of modern revolutions.

- 15C. understands the origins and impact of exploration and imperialism.
- 15D. understands the development of representative government.

**Performance Indicators - *The competent social science teacher:***

- 15E. explains the effect of European political ideologies on other regions and nations of the world.
- 15F. describes the causes and effects of modern political revolutions.
- 15G. evaluates the impact of colonization and decolonization on colonizers and colonized.
- 15H. describes the origins and development of a representative government.

## **STANDARD 16**

**The competent social science teacher understands major social and cultural developments and compares patterns of continuity and change in different regions of the world.**

**Knowledge Indicators - *The competent social science teacher:***

- 16A. understands the evolution and distinctive characteristics of major Asian, African, and American pre-Columbian societies and cultures.
- 16B. understands the philosophical and cultural legacies of ancient Greece and Rome.
- 16C. understands the origins, central ideas, and influence of major religious and philosophical traditions such as Buddhism, Islam, Confucianism, Judaism, and Christianity.
- 16D. understands the culture and ideas of the Medieval, Renaissance, and Reformation periods.
- 16E. understands the culture and ideals of the modern world since the Age of Enlightenment.

**Performance Indicators - *The competent social science teacher:***

- 16F. describes changing relations among social classes, ethnic groups, religious denominations, and genders.
- 16G. explains the process of cultural diffusion.
- 16H. explains the effect of religious diversity on global society.
- 16I. analyzes the effects of ethnic diversity within a society.

## **STANDARD 17**

**The competent social science teacher understands major scientific, geographic, and economic developments and compares patterns of continuity and change in different parts of the world.**

**Knowledge Indicators - *The competent social science teacher:***

- 17A. understands the connections among civilizations accelerated by changing means of transportation and communication.
- 17B. understands the major landmarks in the use of the environment from the Paleolithic Period through the transformation from agricultural to industrial societies.
- 17C. understands the effect of technology on the environment.
- 17D. understands the origins and impact of capitalism and other economic systems.

**Performance Indicators - *The competent social science teacher:***

- 17E. describes the connections between transportation and communication and their effects on civilizations throughout the course of world history.

- 17F. describes the progression from hunter-gatherer societies to agricultural and industrial societies.
- 17G. evaluates the effect of technology on the environment over time.
- 17H. describes the effect of globalization of the world economy since 1500 CE.

## **STANDARD 18**

**The competent social science teacher understands major political developments and compares patterns of continuity and change in the United States and the State of Illinois.**

### **Knowledge Indicators - *The competent social science teacher:***

- 18A. understands the evolution of American democracy, including its ideas, institutions, and practices, from the colonial period to the present.
- 18B. understands the evolution of United States foreign policy and its relationship to domestic affairs and policy.
- 18C. understands the development of political institutions in Illinois.

### **Performance Indicators - *The competent social science teacher:***

- 18D. describes the origins and development of democracy in the United States.
- 18E. explains the emergence of the United States as a world power.
- 18F. describes the influence of domestic affairs on foreign policy.
- 18G. describes the development of government in Illinois.

## **STANDARD 19**

**The competent social science teacher understands major social and cultural developments and compares patterns of continuity and change in the United States and the State of Illinois.**

### **Knowledge Indicators - *The competent social science teacher:***

- 19A. understands the characteristics of migration and settlement of people who came to America from different regions from prehistory to the present.
- 19B. understands the importance of family and local history and their relation to the larger context of American development.
- 19C. understands the changing character of American society, culture, arts and letters, education, religion, and values.

### **Performance Indicators - *The competent social science teacher:***

- 19D. analyzes migration patterns and movement of people to and within the United States and Illinois.
- 19E. identifies examples of continuity and change in American culture, arts and letters, education, religion, and values.
- 19F. explains the concept of “e pluribus unum.”

## STANDARD 20

**The competent social science teacher understands the major scientific, geographic, and economic developments and compares patterns of continuity and change in the United States and the State of Illinois.**

**Knowledge Indicators** - *The competent social science teacher:*

- 20A. understands the development of the United States and Illinois economies, including the agricultural, industrial, and service sectors.
- 20B. understands the relationship between geography and economic developments.

**Performance Indicators** - *The competent social science teacher:*

- 20C. describes the impact of technological change and urbanization in the United States and Illinois.
- 20D. describes the changing role of labor in the United States and Illinois.
- 20E. describes the development and impact of capitalism in the United States and Illinois.
- 20F. explains the changing role of the United States economy within the global economy.

## STANDARD 21

**The competent social science teacher understands geographic representations, tools, and technologies and how to use them to obtain information about people, places, and environments on Earth.**

**Knowledge Indicators** - *The competent social science teacher:*

- 21A. understands the use of mental and other maps.
- 21B. understands the use of aerial photographs and satellite images.
- 21C. understands the advantages and disadvantages of various geographic representations, tools, and technologies.

**Performance Indicators** - *The competent social science teacher:*

- 21D. describes ways that mental and other maps influence human decisions about location, settlement, and public policy.
- 21E. uses geographic tools and technologies such as aerial photographs and satellite images to pose and answer questions about spatial distributions and patterns on Earth.
- 21F. evaluates the application of geographic tools and supporting technologies to solve problems (e.g., urban planning, location of commercial establishments).

## STANDARD 22

**The competent social science teacher understands how culture and experience influence human perceptions of people, places, and regions.**

**Knowledge Indicators** - *The competent social science teacher:*

- 22A. understands that culture and technology affect perceptions of places and regions.
- 22B. understands that places and regions serve as cultural symbols for people.
- 22C. understands the relationships between cultural change and changing perceptions of places and regions.

**Performance Indicators** - *The competent social science teacher:*

- 22D. identifies ways culture and technology influence perceptions of places and regions.
- 22E. explains how cultural processes (e.g., gender roles, resource use, transportation and communication) shape the features of places and regions.
- 22F. assesses the relationship between cultural change and the perception and use of places and regions.

## STANDARD 23

**The competent social science teacher understands the physical and human characteristics of places and region.**

**Knowledge Indicators** - *The competent social science teacher:*

- 23A. understands the elements and types of places and regions.
- 23B. understands changes in places and regions over time.
- 23C. understands the connections among places and regions.

**Performance Indicators** - *The competent social science teacher:*

- 23D. analyzes human and physical processes to determine their role in the creation of different types of places and regions.
- 23E. identifies human and physical changes in places and regions, and explains the factors that contribute to those changes.
- 23F. explains the significance of connections among places and regions over space and time.

## STANDARD 24

**The competent social science teacher understands how physical processes and human activities influence spatial distributions.**

**Knowledge Indicators** - *The competent social science teacher:*

- 24A. understands the trends and issues in world population patterns.

- 24B. understands the impact of human migration on physical and human systems.
- 24C. understands that cooperation and conflict influence spatial patterns on Earth.
- 24D. understands that physical processes contribute to different spatial distributions.

**Performance Indicators - *The competent social science teacher:***

- 24E. analyzes population trends, issues, and patterns.
- 24F. explains the causes of, and the spatial patterns that result from, cooperation and conflict among groups and societies.
- 24G. explains how human migration affects physical and human systems.
- 24H. analyzes different spatial patterns to determine the influence of various physical processes.

## **STANDARD 25**

**The competent social science teacher understands the role of science and technology in the modification of physical and human environments.**

**Knowledge Indicators - *The competent social science teacher:***

- 25A. understands that human actions coupled with technology result in modifications to the physical environment.
- 25B. understands the functions, sizes, and spatial arrangement of human environments (e.g., cities).
- 25C. understands the changes affecting physical and human environments.

**Performance Indicators - *The competent social science teacher:***

- 25D. explains how technology expands human capability to modify human and physical environments.
- 25E. explains the global impact of human action on the physical environment.
- 25F. proposes solutions to environmental problems.

## **STANDARD 26**

**The competent social science teacher understands the consequences of global interdependence on spatial patterns.**

**Knowledge Indicators - *The competent social science teacher:***

- 26A. understands the causes and effects of increased global interdependence.
- 26B. understands that the spatial distribution of resources affects the location and distribution of economic activities.
- 26C. understands the spatial implications of international economic issues and problems.

**Performance Indicators - *The competent social science teacher:***

- 26D. explains the primary causes for and effects of increased global interdependence.
- 26E. analyzes how the distribution of resources affects the location of economic activities.
- 26F. explains how international economic issues, opportunities, and problems result from increased global interdependence.

## STANDARD 27

**The competent social science teacher understands concepts, terms, and theories related to human behavior and development.**

**Knowledge Indicators** - *The competent social science teacher:*

- 27A. understands basic psychological concepts (e.g., cognition, development, personality).
- 27B. understands fundamental theories of learning, motivation, and development.
- 27C. understands cognitive, biological, and emotional influences on behavior.
- 27D. understands main theories of personality (e.g., psychoanalytic, trait, behaviorism, humanism) and various types of psychological disorders.

**Performance Indicators** - *The competent social science teacher:*

- 27E. explains how physiology, learning, emotions, and motivation influence behavior.
- 27F. applies knowledge of human development to examine physical, cognitive, social, emotional, and moral changes associated with different stages of life.
- 27G. applies main concepts of personality theory and psychological disorders to explain behavior.

## STANDARD 28

**The competent social science teacher understands concepts, terms, and theories related to the study of cultures, the structure and organization of human societies, and the process of social interaction.**

**Knowledge Indicators** - *The competent social science teacher:*

- 28A. understands basic sociological and anthropological concepts (e.g., acculturation, ethnocentrism, institutions).
- 28B. understands social organization in various time periods (e.g., ancient, pre-industrial, industrial, postindustrial).
- 28C. understands the impact of social customs, cultural values, and norms on behavior.
- 28D. understands the influence of social class on life decisions.
- 28E. understands sociological approaches to conformity and deviancy.

**Performance Indicators** - *The competent social science teacher:*

- 28F. applies a behavioral science point of view to general social phenomena and specific social situations.
- 28G. analyzes interactions among individuals and groups within various social institutions (e.g., educational, religious, military).
- 28H. explains the role played by tradition, the arts, and social institutions in the development and transmission of culture.
- 28I. analyzes ways in which common values and beliefs develop within societies.
- 28J. analyzes conformity and deviancy from a sociological perspective.

## STANDARD 29

**The competent social science teacher understands the process of reading and demonstrates instructional abilities to teach reading in the content area of social science.**

### **Knowledge Indicators** - *The competent social science teacher:*

- 29A. understands that the reading process is the construction of meaning through the interactions of the reader's background knowledge and experiences, the information in the text, and the purpose of the reading situation.
- 29B. recognizes the relationships among the four language arts (reading, writing, listening, and speaking), and knows how to provide opportunities to integrate these through instruction.
- 29C. understands how to design, select, modify and evaluate materials in terms of the reading needs of the learner.
- 29D. understands the importance of and encourages the use of literature for adolescents in the curriculum and for independent reading.
- 29E. understands the relationship between oral and silent reading.
- 29F. understands the role of subject-area vocabulary in developing reading comprehension.
- 29G. understands the importance of the unique study strategies required of the specific content area in developing reading comprehension.
- 29H. understands the importance of the relationship between assessment and instruction in planning.

### **Performance indicators:** *The competent social science teacher:*

- 29I. plans and teaches lessons to help students develop comprehension of content area materials through instructional practices that include analyzing critically, evaluating sources, and synthesizing and summarizing material.
- 29J. plans and teaches lessons on how to monitor comprehension and correct confusions in misunderstandings that arise during reading.
- 29K. plans and models use of comprehension strategies before, during, and after reading of text.
- 29L. provides opportunities for students to develop content area vocabulary through instructional practices that develop connections and relationships among words, use of context clues, and understanding of connotative and denotative meaning of words.
- 29M. plans and teaches lessons that encourage students to write about the content read in order to improve understanding.
- 29N. plans and teaches lessons to help students develop study strategies that include previewing and preparing to read text effectively, recognizing organizational patterns unique to informational text, and using graphic organizers as an aid for recalling information.
- 29O. plans and teaches units that require students to carry out research or inquiry using multiple text, including electronic resources.
- 29P. provides continuous monitoring of student progress through observations, work samples, and various informal reading assessments.
- 29Q. analyzes and evaluates the quality and appropriateness of instructional materials in terms of readability, content, length, format, illustrations, and other pertinent factors.
- 29R. promotes the development of an environment that includes classroom libraries that foster reading.