Summary of Presentation
The purpose of the Illinois Social Science Standards K-12 Workshop is to build an understanding of the Social Science Standards and to identify how the standards can be integrated into classroom instruction.

Social Science Standards Workshop Resources

Presentation Overview
This K-12 Social Science Standards Workshop provides an overview of the Social Science Standards, allows for a deeper dive into key shifts or standards, and can guide teachers to begin the process of adjusting current curriculum to align to the new standards.

NOTE: Presenters can use the following PowerPoint as needed. The presentation can be used in its entirety or portions can be used based on the needs of the school/district. The following is an overview of the presentation in totality.

### Slides | Topics Include | Estimated Time | Possible Handouts/Materials
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2-4 | Introduction (Slide 1 is a hidden slide with materials needed) | 10 minutes | Slide 4: Continuum Wall Signs
5-21 | Background of the Creation of the Illinois Social Science Standards, Overview of Standards | 30 minutes | Slide 5: Copies of Standards and State Mandates Slide 7: “What Do You Think”
22-25 | Inquiry Standards | 15 minutes | 
26-38 | Questioning: Question Formulation Technique | 45 minutes | Activity: Chart paper
39-42 | Standards Deep Dive | 30 minutes | Slide 41: “Keep It, Tweak It, Delete It”
43 | Optional Additional Workshop: Curriculum Analysis | 30+ minutes | Participants should bring in a current unit.
44-45 | Closing and Contact Information | 5 minutes | 

### Presentation Handouts
Handouts to accompany the presentation are located at [http://www.ilsocialscienceinaction.org/professional-learning.html](http://www.ilsocialscienceinaction.org/professional-learning.html)

### Additional Social Science Resources
Additional external social science resources to support implementation of standards and Inquiry-Based Learning are located at [http://www.ilsocialscienceinaction.org/](http://www.ilsocialscienceinaction.org/)

### Prepare for Facilitation
1. Read the following Facilitator’s Guide.
2. Make copies of handouts to be used.
3. Request participants bring curricular materials (if necessary).
4. Ensure that the presentation room includes internet access.
### Illinois Social Science in Action: K-12 Standards Workshop Facilitator’s Guide

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**Slide #1 – Hidden Slide**

This slide is to remain hidden, but will remind presenters of the components to include and emphasize in the presentation. Also included on this slide are materials suggested for presentation.

Note: Before beginning, ensure any needed handouts needed are copied and signs for slide 4 are posted around the room.

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**Slide #2 – Title Slide**

Welcome and Introductions

Have participants share any or all the following if time permits:

- Name and current role
- How they were taught history or social studies when they were a student.
- Fun Fact: Dream vacation location or the last book they’ve read

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**Slide #3**

Agenda

Briefly share the agenda for the session.

Today’s agenda will include: Background and overview of the new Illinois Social Science Standards, including the goal and vision, format and components. In addition, resources to support implementation will be shared.

(Adjust this slide dependent on components you’re covering during the workshop)

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**Slide #4**

MATERIALS NEEDED: Continuum signs posted around room

Activity:

1. Point out continuum signs around the room to participants and explain that they need to think about which area best describes their comfort level and/or familiarity with the new Illinois Social Science Learning Standards.
2. Instruct participants to move to the area they feel best describes them.
3. Ask participants at each location to explain why they’ve placed themselves in that location. They may have a minute or two to talk with someone near them, then a few volunteers may share out with the whole group.

Wrap-Up: Let participants know that the main goal of today’s activities is to hopefully make them feel more comfortable with the new Social Science Standards.

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**Slide #5**

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**Slide #6**

A few thoughts before diving in:

- The standards are not requiring you to assign different content to your grade level
- They’re asking you to think about students’ roles in social science classes
- We need kids to be more active and engaged in the learning process
- Students should be asking questions, learning how to discover 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, working together to shape future citizens who can think about and solve issues
### Slide #7
**HANDOUT: “What Do You think?” OR Sticky Notes for participants**

**Activity:**
Give each participant a copy of the “What Do You Think” document or sticky notes/blank paper to use:

1. Read directions on slide and explain that you are interested in their opinions (not looking for a “correct” answer) about what social science is and why it is important.
2. Participants should think through the top 3 things that they value and write them under the first question
3. Then tables or small groups may have a discussion to see if they can narrow it down to a common most important component
4. Once all tables have discussed, ask each table to share their most important (or what their top few were if they didn’t come to a consensus).

**Wrap up:** Explain that the Standards Writing Task Force went through similar discussions and (hopefully) came to similar conclusions. Items task force found important were impact of events on us, connection between events, the how and why of events, good citizenship skills, and being a well-rounded member of society.

### Slide #8
**What goals do we have for our students in the future?**

- Provide students the skills they need to be functional citizens
- Have students’ work aligned to their understanding material
- Engage them in the content
- Help students understand the why things happened and the impact of those events
- Ask students to read and write often

**Standards writing task force came to several conclusions about what we want for our students once they leave us at the end of 12th grade:**

- **We want our students to be functional citizens — functional global citizens and functional members of our country (citizenship not necessarily meaning legal citizen of US)**
- Engaging our students in the learning process allows them to take ownership of the material and truly reach deep levels of understanding.
- In order to reach the above two goals, students need a bigger understanding of how and why things happen. Ex: though we still teach the events of the civil war (yes, you can teach the battles), memorizing the date of each battle is not the vital take-away we need students to have. Rather, students need to understand why the war started, ended, and the impact of those events on our country and on us today.

### Slide #9
**Process**

- The three main goals of the C3 Framework were to support students’ civic engagement, social responsibility, and culturally aware thinking
- The framework was used as a guide in developing the Illinois Social Science Standards
- IL standards are very closely based on C3, therefore most C3 aligned resources should also be aligned to the IL standards
- Based on these discussions of what was important for our students, the standards writing task force came up with this vision statement. (Emphasize the bolded portion of the last sentence.)

- This vision emphasizes that we want our students, when they leave us to be “civically engaged, socially responsible, culturally aware, and financially literate.”
- These bolded ideas are things that the task force felt would allow students to be a well-rounded member of society when they are an adult

The College, Career, and Civic Life Framework (C3 Framework) was used as a guide in developing the Illinois Social Science Standards.

- **College, Career, and Civic Life Framework (C3 Framework) is a national framework for the social sciences published by the National Council for the Social Studies in 2013 based on use of inquiry as a method to explore various social science disciplines.**
- **Purpose of C3 was to guide states in creating standards**
- **C3 is a high-quality document but in its full form task force felt it would be too overwhelming for teachers and instead of adopting it verbatim chose to modify language and format as well as streamline any redundancies**
- **IL standards are very closely based on C3, therefore most C3 aligned resources should also be aligned to the IL standards**

Keeping in mind the vision for our students and the structure of the C3 Framework, the standards were developed to be skill based, rather than simply a list of content to cover.
- Focus on the big-picture, what do students need to be successful in life once they leave us. Understand skills and interconnectedness of concepts and events.

In Illinois, specific content and curriculum is determined through the list of required Illinois mandates. However, outside of the mandates, curriculum is a local control decision meaning it is up to each district or school to determine the specific curriculum for their students.
- The standards allow 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.

### Slide #10

The social science standards are divided into two portions that work together, Inquiry Skills and Disciplinary Concepts.

Think of them not as two separate portions of the standards but the inquiry skills are the methods that are used to accomplish the disciplinary concepts.
- The inquiry skills are divided into three subcategories (that mirror dimensions of C3 Framework) which together would encompass the process of inquiry.
  - Developing Questions and Planning Inquiries – first in an inquiry we need to figure out what we’re going to investigate and make a plan
  - Evaluating Sources and Using Evidence – then we need to gather reputable sources and glean applicable evidence from them
  - Communicating Conclusions and Taking Informed Action – finally we need to come to conclusions about our learning and share or apply that learning in some manner
- The inquiry skills emphasize the importance that all grades are engaged in inquiry. They are the methods and dispositions 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 by the four core social sciences, civics, geography, economics (including financial literacy), and history.
- Not focusing on a memorization of dates and facts but rather work towards an understanding of complex concepts.
- These emphasize foundational knowledge and skills needed for inquiry and action.
- Specific content determined locally in alignment with state mandates.

### Slide #11

- Think of the Inquiry skills as the vehicle driving the disciplinary concepts.
- The disciplinary concepts are not lacking content, rather they are to be applied in the context of whatever content is being taught.
- The inquiry skills form an inquiry arc which can guide learning in the classroom. Inquiry Skills should guide how students learn about the disciplinary concepts.
Though all levels of the Standards possess the same basic elements, there are some key formatting differences worth noting.

**Elementary:**
- The elementary standards have been themed by grade level to allow for integration into existing elementary curriculum.
- These have been streamlined from the C3 Framework, the elementary standards task force group sorted the standards by complexity, developmental needs, and theme in order to make the standards manageable at each grade level.

**Middle School:**
- The middle school standards have been banded by levels of complexity rather than grade level for a few key reasons:
  - Most middle school classrooms are comprised of a wide array of ability levels and challenges and a complexity continuum was designed to meet the varying needs of adolescents
  - Logistically, required content at the middle grades varies greatly. Since Illinois is a local control state, assigning specific grade levels to standards would necessitate many districts to restructure content offered at each grade level.
- Ideally, middle school students will have practice and experience will all levels through most complex by the time they complete eighth grade.

**High School:**
- The high school standards are organized around the typical course structures but core content areas are designed to be integrated across the curriculum.
- The four core areas of civics, economics, geography, and history should be integrated into all courses. The supplementary disciplines of psychology, sociology, and anthropology only need to be applied to courses in those areas.
- The high school standards provide overarching themes of what students should know and be able to do at the conclusion of the required high school social science courses.
- The standards provide a baseline, not a ceiling, for what all students should know and be able to do.

Inquiry and critical thinking are not only being emphasized in the social sciences though that inquiry may look slightly different in different areas.
- Science, through NGSS, emphasizes inquiry
- The social emotional learning standards (especially Goals 2 and 3) emphasize interpersonal skills and decision-making skills both of which are emphasized in the social science standards
- ELA and social science have a large overlap, especially with the literacy standards and the inquiry skills (connection document on the next slide)

The Social Science and Literacy Connections document has been made by grade level to show the correlation between the literacy standards and the Inquiry Skills portion of the social science standards.

*Emphasize that beneath each social science standard are the literacy standards that directly connect to that social science standard. The listing at the top of the document are standards that could be addressed with some slight tweaking of lessons by educators – for example: if your students use multimedia components to clarify claims then you’ll also be incorporating an additional speaking at listening standard listed at the tap.*
### Slide #15
**Key Instructional Shifts**
- Craft questions that spark and sustain an inquiry – get students involved in this process
- Cultivate and nurture collaborative and civic spaces – places where students can have discussions and practice civil disagreement and true collaboration
- Integrate content and skills purposefully – inquiry skills and disciplinary concepts woven together
- Promote literacy practices and outcomes – not just literacy in the traditional sense (reading, writing, etc.) but also civic literacy, historical literacy, economic literacy, and geographic literacy
- Provide tangible opportunities for taking informed action – where appropriate.

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

### Slide #16
**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 Social Science webpage.

### Slide #17
**Frequent questions/concerns**
- One of the most frequent questions we get surrounds the “Taking Informed Action” piece of the standards. Many educators are concerned that this portion must happen every time and must require large gestures/activities (field trips, major projects, etc).

*Important to clarify:* Taking informed action can be big or small depending on content and resources. The most important thing is that **students are informed when taking action and that the action applies to the content learned.** The image on the slide provides many examples (but not all possible options). There are more samples on the following slide.

### Slide #18
**Student Samples**
- Here are some student examples of taking informed action:
  - Facebook page for Martin Luther King Jr. – student is applying their learning to create a social media page for a historical figure, what would MLK Jr have posted about?
  - Class newspaper – students write articles about content. Could also write to school newspaper or local newspaper with letters to the editor.
  - Letter to a representative – student wrote a letter to an elected official on a topic related to their content that was of interest to them
  - Poster advertising for the Plymouth Colonies – what would a flyer look like trying to persuade people to become colonists?
  - Pamphlet of Supreme Court Cases – information about significant cases
Why is Taking Informed Action important? It may not be possible with every unit of content but we as educators need to give our students practice as often as possible. Why? Take Colleen Altman as an example…

Play video (does require sound)

Isn’t Colleen doing what we hope all our students can do one day? Advocating for a cause she believes in. She gave a wonderful, well-researched speech to what sounds like a large crowd. That’s something that takes practice, the social sciences should be a place where students can practice sharing ideas and opinions and backing them up with information they’ve learned. Give them time, even just small group conversations (whole class speeches aren’t always feasible) to practice expressing and defending their ideas.

Ask participants if there are any questions they have about the standards that haven’t been answered yet.

You may either answer the questions or take note of them and get back to participants later. You’re always welcome to email Katie Elvidge, Social Science Content Specialist with any questions on which you need some additional clarification.

A few final thoughts to wrap-up all the information provided today:
- The standards are not requiring you to assign different content to your grade level
- They’re asking you to think about students’ roles in social science classes
- We need kids to be more active and engaged in the learning process
- Students should be asking questions, learning how to discover answers, communicating their learning and applying what they’ve learned by being active in their school, community and beyond

Remember – inquiry goes hand in hand with content, working together to shape future citizens who can think about and solve issues.

Inquiry-based learning is a complex process where students attempt to convert information into useful knowledge
- They do this by...
  - asking real questions
  - finding resources to gather information in answering questions
  - interpreting the information
  - reporting the findings
- As they go through this process students are constantly refining their questions, evaluating and verifying information, and reinterpreting information in light of new information.
- Inquiry is guided by great essential questions – ones that can be supported with factual evidence
  - Wiggins and McTighe define essential questions as “questions that are not answerable with finality in a brief sentence… Their aim is to stimulate thought, to provoke inquiry, and to spark
more questions — including thoughtful student questions — not just pat answers’’ (106)

- Educators encourage inquiry by continuing to engage students in primary or secondary sources
- Do not answer question for students – turn them to sources!
- Ask them their initial ideas about question first
- Use sources that both confirm and cause them to question their view – use all evidence in answer
- Continue pushing students towards more nuanced questions as they research

Slide #24
Real-World Example

What does inquiry-based learning look like in the classroom? This video is from Edutopia and provides an idea of how students can engage in the inquiry process in different subject areas. Though they don’t specifically address social science, I like that they show us inquiry in classrooms of different ages and different subjects.

Play video (does require sound)

I love Jonathan’s statement about inquiry based learning, don’t you? “Inquiry based learning actually makes you think”. Isn’t that the goal? To help our students learn to think for themselves, analyze evidence, draw conclusions. Those are things that will prepare them for a successful future.

Slide #25
Inquiry Using Primary Sources

We see in the standards that the use of sources and the ability to evaluate them are important skills students need to be learning.

Incorporating inquiry into social sciences can be tied to the use of primary sources in various forms.

- Primary sources can be used to generate essential questions
- We can conduct smaller inquiries about sources
- Or we can use primary sources as a component incorporated into a larger unit of inquiry

Utilizing various types of sources not only supports inquiry but also targets standards for information literacy and understanding of sources.

The next activity we’re going to do targets the bolded option, using primary sources to have students participate in generating essential questions.

Slide #26
Student-Generated Essential Questions

**Prior to beginning this section, you’ll want to divide participants into groups of approximately 4-5 people. Each group will need large chart paper and a couple of markers in addition to a space to work.

Slide #27

Formulating good essential question can be hard for us as adults, so how in the world can I get my students to write essential questions?

First of all, let’s agree upon what essential questions are:

- Essential questions help target standards as you organize curriculum content into coherent units that yield focused and thoughtful learning. In the classroom, essential questions are used to stimulate students’ discussions and promote a deeper understanding of the content.

If we have an understanding of essential questions, now what? How do we transfer the ownership of essential questions, and in turn learning, to our students?
Begin by piquing our students’ curiosity and having them generate as many questions as they can.

Help students use the criteria to focus on questions that could guide and sustain inquiry.

Students will need scaffolding and guidance in order to focus their questions!

The next activity we’re going to do is called the Question Formulation Technique (QFT) and comes from the Right Question Institute. They have developed this technique to help refine and focus questions.

- Their website offers tons of resources for teachers, to access the full array of support you just need to register for a free account.
- The QFT can be used with adults or students, today we’re going to walk through the steps of a QFT as if you all are students.
- You’ll be working in the groups you are sitting with as we go through this activity together.

Step 1 – In a moment I will put on the screen an image. When I do, your group needs to write down as many questions as you can about that image (it’s called the focus in the QFT).

There are some important rules you must follow however:

1. Do not stop to discuss, judge or answer any question
2. Write down every question exactly as it was stated
3. Change any comments to questions

What do you think might be difficult about following these rules for us as adult learners? *(allow some participant responses)*

What about for our students? *(take participant responses)*

Before I put the image on the screen you’ll want to designate a writer who can write quickly, accurately, and relatively neatly (at least so all group members can read). It helps your later group discussions if as you write the questions you number them. Everybody ready?

As you put this slide on the screen, announce that this is Step 2, remind them of the rules from the previous slide, and that numbering the questions would be helpful.

Allow them at least 4-5 minutes to work (could possibly use more depending on groups). I usually monitor participants as they’re working, when questions start to slow down I start giving them warnings of 2 minutes left, etc.

Also, dependent on the room I allow them to walk closer to screen or even peek at my laptop to see image better if needed.

Step 3 – now you’re going to look back at your list of questions and sort them. I’d like you to categorize each question as either an explanation question or an argumentative question. Put an E by explanation questions and an A by argument questions.

An explanation question researchable and has a definite answer, also could be thought of as a closed question. An example for this might be: “When did this take place”

An argument question requires you to choose a position and defend it with evidence, it’s debatable. These can also be thought of as open-ended questions. For example: “What were the worst effects of the fire?”

If you’re group can’t decide you may put E/A next to questions.

*Give participants several minutes to do this (2-4). Monitor groups again, as several groups finish and others are close move on to step 4.*
Step 4 – now we’re going to look back at your questions and here is your chance to revise or reword questions. Remember, you were supposed to write them down exactly as you stated them. So, are there any you need to refine?

Then, take at least one explanation question and reword it to flip it to an argument question. Add those questions to your list.

Do the opposite as well, take at least one argument question and reword it to flip it to an explanation question. Add those questions to your list as well.

*Give participants several minutes to do this (3-5 at least, this may take longer than step 3). Monitor groups again, as several groups finish and others are close provide directions to step 5.

Step 5 – your group now needs to decide on your 2 most interesting questions. Circle or star these on your chart paper. We’ll ask you to share these with the group along with why you chose them in a few minutes.

*Give participants several minutes to work (2-3). Monitor groups again, don’t move on until all groups have selected 2 priority questions.

Now we’d like to hear from each group. Please tell us what your two priority questions were, why you selected them, and were either of these revised questions.

*As each group shares the questions, write them in a common area (board or chart paper) so all participants can see.

This slide just provides some sample questions generated by my children and nieces and nephews (ages 4-9 at the time). Please feel free to replace these with questions from participants after you’ve done this in workshops.

I find it helpful to have some questions to think about when discussing how this can be used in the classroom. These may be the type of questions you’d get in a classroom of students.
Now what? So, we’ve come up with this great list of questions. Where do we go now? I think you have a few options in the classroom:

1. Students can be divided into groups and different groups focus their inquiry on different questions.
   - Perhaps each group picks the question they generated that is their favorite and investigates that.
   - Perhaps I let the kids pick from the larger class list of questions to determine new groups for the inquiry (secret-ballot style if needed for classroom management purposes!)

2. We use the questions generated to “drill down” to an essential question to guide the whole unit. Perhaps the other questions become my supporting questions for the inquiry.
   - Start with some similarly themed questions from the list (some samples are on the slide but it’s also beneficial to use participant questions if you feel comfortable doing so on-the-spot).
   - Facilitate a discussion with students about how some questions can lead to big ideas or understandings in order to explain your thinking about an essential question for the unit based on the list.

This image, or Q-Focus, was intended to kick off a fourth-grade unit of inquiry. Fourth grade has a focus on Illinois history and this image was from the Chicago Fire.

If we use this to generate a whole unit, we can:
- Use a variety of sources (books, images, videos, websites, etc.) to allow students to investigate questions generated
- Think about what will they do with information they’ve learned? Both during the process and at conclusion of inquiry.

If we build a unit of inquiry from this activity we will hit all Inquiry Skills if students have the opportunity to actively participate in all steps of the inquiry arc. Additionally, we are definitely targeting this Disciplinary Concept: SS.H.3.4: Explain probably causes and effects of events and developments in Illinois history. Then, depending on the questions the students have generated they may address any number of additional Disciplinary Concepts.
In order to really understand any particular adjustments that may need to be made in our classrooms we really need to figure out where you’re currently at – we need to read the standards rather than just talking about them!

As we take a look at these standards, be honest! It’s important for us to figure out a baseline in order to know where the potential for growth exists.

**ACTIVITY**

HANDOUTS: *Keep It, Tweak It, Delete It: Analysis of Current Social Science Curriculum and Grade Level Social Science Standards* handouts

Activity:

In order for participants to take a deep-dive into their grade level standards they need to read through the standards within the context of thinking about their current social science curriculum. There are two possible approaches they could take depending on what works best for them.

1. Participants can annotate directly on their standards handout with units or topics that address various standards at their grade level.
2. Participants can use the *Keep It, Tweak It, Delete It: Analysis of Current Social Science Curriculum* to evaluate their current lessons and units.
3. Discuss the directions for the handout (located at the top of the handout and on the slide) for those interested in using it.

Let participants have several minutes to work (this could range from 10 minutes to 30 minutes depending on time available). It’s helpful if participants have time to at least get through one unit looking at all the standards (one row on the handout).

Wrap-Up: Now take a look at patterns or gaps that may exist. Use the discussion questions on the slide to guide discussion.

After several minutes to work, ask a few participants to give some examples of what they’ve found when examining a current unit. **Stress that some courses will emphasize one disciplinary concept over others but all should strive to incorporate standards from every area.**

**THE DISCUSSION QUESTIONS ON THIS SLIDE CAN BE DRASTICALLY EXTENDED AND/OR SPLIT INTO SEPARATE WORKSHOPS.**

**MATERIALS:** It may be helpful for participants to bring (or at least have in mind) a unit they teach.

**Activity:**

We know what the shifts and standards are asking of us – more inquiry in the social science classroom. But how do we start?

**Unit Examination:**

1. Let’s start with just one unit, use a topic you currently teach but set your existing materials aside for a moment (don’t throw them out!). Working individually (or in small groups/partnerships if they teach same units) have participants think about...
   - What do I want my students to walk away knowing at the end of this unit? What’s the overall goal/takeaway? Can I develop an essential question to guide my planning?
   - How would I structure an inquiry based unit? How will I incorporate the Inquiry Skills?
How can my students show they have understanding of my essential question?
What existing activities from this unit, perhaps with some tweaking, can help support student learning?

2. Provide groups time to work (30+ minutes possibly).
Wrap-Up: Ask each group to give a quick recap of the original unit and discuss the adjustments they’ve brainstormed for inquiry-based unit.

Curricular Adjustments (whole course scope/sequence):
1. Inquiry-Based Learning may take more time, so it may be necessary to adjust the scope of a course or how units are organized. Think about...
   - What are your “must-haves” or the essential units for your course? List them, not by chapter number from your textbook but by topic.
   - Do all these “must-haves” align with your grade-level standards?
   - Is this a manageable list for the time allotted for your course? What is the best way to structure units to maintain the integrity of the content and standards? Chronological? Thematic? Interdisciplinary?

   **Groups may need guidance in deciding how to rethink the curriculum they’ve been teaching for years. I find it helpful to list “must-haves” on the board/chart paper for all to see and begin having a whole group discussion with some of these questions.

2. Provide groups time to work (30+ minutes possibly).
Wrap-Up: List must-haves so all participants can see. Have different groups or grade levels share/summarize their decision-making process. How did they make tough choices to let go of some of what they’ve been teaching?

Three main locations for resources:
- Illinois State Board of Education website – newly redesigned in December 2016. Social science page has links to standards and mandates.

This slide provides contact information for the Content Specialist team. Please let them know we’re here to help and are happy to assist in any way we can.