

# illinois state social studies standards

Illinois State Social Studies Standards: Guiding Civic Understanding and Historical Awareness

**Illinois state social studies standards** serve as an essential framework for educators, students, and policymakers aiming to cultivate a well-rounded understanding of history, geography, economics, government, and culture among Illinois' youth. These standards not only outline the content knowledge students need to acquire but also emphasize critical thinking, civic responsibility, and the development of skills necessary to navigate an increasingly complex world. As social studies shape how young learners perceive their community, state, nation, and global connections, understanding the Illinois state social studies standards is crucial for anyone involved in education within the state.

## What Are the Illinois State Social Studies Standards?

The Illinois state social studies standards are a set of guidelines established by the Illinois State Board of Education (ISBE) to define the learning goals and expectations for social studies education across all grade levels. These standards provide a roadmap for teachers to design curriculum and instructional strategies that encourage students to explore historical events, government structures, economic principles, and cultural diversity.

Unlike a simple list of facts to memorize, the standards emphasize inquiry-based learning, critical analysis, and application of knowledge. They encourage students to ask questions like "Why did this event happen?", "How do economic decisions affect communities?", and "What does it mean to be an informed citizen?"

## Core Themes Within the Illinois Social Studies Standards

The standards are organized around several key disciplines and themes that together foster a comprehensive social studies education.

### History and Historical Thinking

Understanding history is at the heart of social studies. The Illinois standards highlight the importance of learning about past events, people, and movements while developing historical thinking skills such as sourcing, contextualization, and corroboration. Students are encouraged to analyze primary and secondary sources, recognize multiple perspectives, and draw connections between past and present.

## **Geography and Spatial Awareness**

Geography standards focus on helping students understand the physical features of the Earth, human-environment interactions, and spatial reasoning. Students learn how to read maps, interpret geographic data, and appreciate how location influences culture, economy, and politics.

## **Civics and Government**

One of the most vital components is civics education, which prepares students to become active and informed citizens. The standards cover the principles of democracy, the functions of government institutions, the rights and responsibilities of citizens, and the impact of public policy on daily life.

## **Economics and Financial Literacy**

Economics instruction helps students grasp fundamental concepts such as supply and demand, markets, economic systems, and financial decision-making. Financial literacy is increasingly emphasized to equip students with practical skills like budgeting, saving, and understanding credit.

## **Culture and Social Studies Skills**

Cultural studies encourage students to explore the rich diversity of human societies, including customs, beliefs, and traditions. Alongside content knowledge, the standards promote skills such as critical thinking, problem-solving, communication, and collaboration.

## **How the Illinois Social Studies Standards Support Student Growth**

The purpose of social studies education in Illinois extends beyond rote memorization. The standards are designed to foster a deep understanding of societal structures and to nurture skills that students will use throughout their lives.

## **Developing Critical Thinking and Inquiry**

The standards stress the importance of inquiry-based learning, where students actively engage in questioning, investigating, and evaluating information. This approach helps learners become critical consumers of information and encourages lifelong curiosity.

## **Encouraging Civic Engagement**

Illinois places a strong emphasis on preparing students to participate in civic life. Through studying government and citizenship, students gain an appreciation for democratic principles and learn how to contribute meaningfully to their communities.

## **Promoting Social and Cultural Awareness**

In a diverse state like Illinois, understanding cultural differences and social dynamics is essential. The standards encourage students to respect diversity and recognize the interconnectedness of global societies.

## **Implementing Illinois State Social Studies Standards in the Classroom**

Teachers across Illinois utilize the social studies standards to craft lessons that are relevant, engaging, and aligned with educational goals.

## **Integrating Multiple Disciplines**

Effective social studies instruction blends history, geography, civics, and economics seamlessly. For example, a unit on the Civil Rights Movement might incorporate historical events, government policies, economic impacts, and cultural changes, providing a holistic view.

## **Using Primary Sources and Technology**

The standards encourage incorporating primary source documents, artifacts, and digital resources to make learning more authentic. Interactive maps, online databases, and multimedia presentations help students connect with content in meaningful ways.

## **Project-Based Learning and Community Connections**

Many educators apply project-based learning strategies, allowing students to explore real-world issues or local history through research and presentations. This hands-on approach aligns well with the standards' focus on skills development and civic engagement.

# **The Role of Assessment in Illinois Social Studies Education**

Assessments aligned with the Illinois social studies standards aim to evaluate both content knowledge and critical thinking abilities.

## **Formative and Summative Assessments**

Teachers use a variety of assessment methods including quizzes, essays, presentations, and performance tasks to measure student understanding. Formative assessments guide instruction by providing ongoing feedback, while summative assessments evaluate mastery at the end of a unit.

## **Statewide Testing and Accountability**

While social studies is not always the primary focus of standardized testing, Illinois includes social science assessments as part of its overall accountability system, ensuring that schools maintain high standards in civic and historical education.

## **Resources and Support for Educators**

To help implement the Illinois state social studies standards effectively, the Illinois State Board of Education and other organizations offer a wealth of resources.

## **Curriculum Frameworks and Guides**

Educators can access detailed curriculum frameworks that break down the standards into grade-specific learning objectives and provide sample lesson plans.

## **Professional Development Opportunities**

Workshops, webinars, and conferences focused on social studies teaching strategies help educators stay current with best practices and innovative approaches.

## **Collaborative Networks**

Teachers benefit from joining professional learning communities where they can share resources, discuss challenges, and collaborate on curriculum design aligned with the Illinois social studies standards.

The Illinois state social studies standards play a pivotal role in shaping students' understanding of the world around them. By emphasizing inquiry, critical thinking, and civic responsibility, these standards prepare young learners not only to succeed academically but also to become active, informed participants in their communities and beyond. Whether you are a teacher, parent, or policymaker, appreciating the depth and purpose of these standards offers valuable insight into the educational landscape of Illinois.

## **Frequently Asked Questions**

### **What are the Illinois State Social Studies Standards?**

The Illinois State Social Studies Standards provide a framework for K-12 education that outlines what students should know and be able to do in social studies, including history, geography, civics, economics, and government.

### **How are the Illinois State Social Studies Standards organized?**

The standards are organized into grade-level expectations and thematic strands such as Civics, Economics, Geography, and History, ensuring a comprehensive social studies education throughout a student's schooling.

### **When were the current Illinois State Social Studies Standards adopted?**

The most recent Illinois State Social Studies Standards were adopted in 2019 to align with current educational goals and to incorporate critical thinking and inquiry-based learning.

### **How do the Illinois Social Studies Standards address diversity and inclusion?**

The standards emphasize diverse perspectives and inclusive content, encouraging the study of multiple cultures, histories, and viewpoints to promote understanding and respect among students.

### **Are the Illinois State Social Studies Standards aligned with the Common Core State Standards?**

While the Illinois Social Studies Standards focus specifically on social studies content, they complement the Common Core State Standards by promoting critical thinking, analytical skills, and literacy within social studies.

### **How can teachers access the Illinois State Social Studies Standards?**

Teachers can access the standards on the Illinois State Board of Education's official website, where they are available as downloadable documents and include resources for implementation.

## **What role do the Illinois State Social Studies Standards play in student assessments?**

The standards guide the content and skills assessed in state and local social studies assessments, ensuring students meet grade-level expectations in understanding social studies topics.

## **How do the Illinois State Social Studies Standards support civic engagement?**

The standards encourage students to develop civic knowledge and skills, fostering active participation in community and democratic processes as informed and responsible citizens.

## **Are there professional development resources available for the Illinois State Social Studies Standards?**

Yes, the Illinois State Board of Education and various educational organizations offer professional development workshops, webinars, and materials to help educators effectively implement the social studies standards.

## **Additional Resources**

Illinois State Social Studies Standards: A Comprehensive Review

**Illinois state social studies standards** serve as the educational framework guiding instruction in history, geography, civics, economics, and related disciplines across the state's public schools. These standards aim to cultivate informed, engaged citizens equipped with critical thinking skills and a nuanced understanding of social dynamics at local, national, and global levels. As educational priorities evolve, the Illinois State Board of Education (ISBE) periodically revises these standards to reflect contemporary pedagogical research and societal needs. This article offers an analytical overview of the Illinois state social studies standards, exploring their structure, content, implementation, and impact on teaching and learning.

## **Overview of Illinois State Social Studies Standards**

The Illinois state social studies standards establish the learning goals for students from kindergarten through high school. Rooted in the Illinois Learning Standards framework, they delineate what students should know and be able to do at each grade level. The standards cover multiple social studies disciplines, ensuring a balanced and comprehensive education that integrates history, geography, civics, economics, and cultural understanding.

The current iteration of the standards reflects a commitment to inquiry-based learning, emphasizing not only factual knowledge but also the development of analytical skills and civic responsibility. Their design aligns with the College, Career, and Civic Life (C3) Framework for Social Studies State Standards, which has been widely adopted across the United States. This alignment ensures that Illinois students are prepared to engage thoughtfully with complex social issues and diverse

perspectives.

## Key Features and Structure

The Illinois social studies standards are organized into four broad strands:

- **Civics/Government:** Focuses on the principles of democracy, the functioning of government institutions, and the rights and responsibilities of citizens.
- **Economics:** Covers fundamental economic concepts, personal finance, and the role of economic systems in society.
- **Geography:** Examines spatial relationships, human-environment interactions, and the use of geographic tools to analyze data.
- **History:** Emphasizes chronological understanding, historical inquiry, and the evaluation of multiple perspectives from local to global contexts.

Each strand is further broken down into grade-specific expectations that scaffold student learning. For example, in early grades, students might explore community roles and simple economic choices, while high school standards demand analysis of constitutional principles or global economic systems.

## In-Depth Analysis of Curriculum Impact

The Illinois state social studies standards play a pivotal role in shaping both curriculum development and classroom instruction. Their comprehensive nature enables educators to design lessons that are rigorous yet accessible, fostering engagement with complex societal themes.

## Promoting Critical Thinking and Civic Engagement

One of the fundamental strengths of these standards is their emphasis on inquiry and critical thinking. Students are encouraged to ask questions, evaluate evidence, and consider multiple viewpoints, which aligns with contemporary educational best practices. This approach prepares learners not just to memorize facts but to understand the causes and consequences of historical events and current affairs.

Moreover, the civics strand promotes active citizenship by integrating lessons on government functions, civic rights, and responsibilities. This focus is particularly important in an era marked by political polarization and civic disengagement. By instilling these values early, the standards contribute to a more informed and participatory electorate.

## **Balancing Breadth and Depth**

While the breadth of topics covered in the Illinois social studies standards is commendable, some educators express concern about the challenges of achieving depth within limited instructional time. Covering diverse content areas—history, geography, economics, and civics—demands careful curriculum planning to avoid superficial treatment of complex subjects. This balance is a common challenge in social studies education nationwide.

To address this, Illinois schools often integrate interdisciplinary projects and thematic units that allow students to explore topics more thoroughly while meeting multiple standards. Such strategies enhance relevance and retention, though they require significant teacher expertise and resources.

## **Implementation Challenges and Opportunities**

Adopting the Illinois state social studies standards statewide entails both opportunities and obstacles. While the standards provide clear guidance, their effectiveness depends heavily on professional development, instructional materials, and assessment practices.

## **Professional Development and Teacher Support**

Effective implementation requires ongoing teacher training to ensure educators understand the standards' intent and how to translate them into engaging lessons. Illinois has invested in professional development programs aimed at enhancing teachers' content knowledge and pedagogical skills, particularly in integrating inquiry-based methods.

However, disparities in access to professional development persist, especially in under-resourced districts. This uneven support can lead to inconsistent instructional quality and student outcomes across the state.

## **Curricular Resources and Assessments**

The availability of high-quality curricular resources aligned with the Illinois social studies standards is crucial. Textbooks, digital content, and supplementary materials must reflect the standards' emphasis on diverse perspectives and critical inquiry.

On the assessment front, measuring student progress in social studies poses unique challenges. Traditional multiple-choice tests may fail to capture deeper analytical abilities promoted by the standards. Illinois has explored performance-based assessments and project portfolios to provide a more comprehensive evaluation of student learning, though these approaches require additional time and training.



# Comparisons with Other State Standards

When compared to social studies standards in neighboring states such as Indiana and Wisconsin, Illinois' standards stand out for their explicit alignment with the C3 Framework and their balanced inclusion of economics and geography alongside history and civics. This contrasts with some states that emphasize history and civics more heavily while giving less attention to economic literacy.

Furthermore, Illinois' incorporation of inquiry skills and civic engagement mirrors national trends toward preparing students for college, career, and active citizenship. This strategic alignment positions Illinois well within the evolving landscape of social studies education.

## Pros and Cons Summarized

- **Pros:** Comprehensive content coverage; emphasis on inquiry and critical thinking; alignment with national frameworks; fostering civic engagement.
- **Cons:** Challenges in balancing breadth and depth; disparities in professional development access; assessment difficulties in capturing analytical skills.

As Illinois continues to refine its social studies standards and their implementation strategies, these advantages and challenges will inform ongoing policy decisions.

The Illinois state social studies standards represent a thoughtful and progressive approach to social studies education, aiming to equip students with the knowledge and skills necessary to navigate an increasingly complex world. Their success depends on balanced curriculum design, effective teacher support, and innovative assessment methods — all critical components in preparing the next generation of informed citizens.

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**illinois state social studies standards:** Elementary and Middle School Social Studies Pamela J. Farris, 2024-01-11 The eighth edition continues to be an invaluable resource for creative strategies and proven techniques to teach social studies. Pamela Farris's popular, reasonably priced book aids classroom teachers in inspiring students to be engaged learners and to build on their prior knowledge. The book is comprehensive and easy to understand—providing instruction sensitive to the needs of all elementary and middle school learners. • Creative concepts for teaching diverse learners • Strategies for incorporating the C3 Framework to enrich K-8 curriculum • Integration of inquiry skills with literacy and language arts skills • Multifaceted, meaningful activities emphasize problem-solving, decision making, and critical thinking • Myriad ideas for incorporating primary sources as well as technology • Annotated lists of children's literature at the end of each chapter • Multicultural focus throughout the broad coverage of history, geography, civics, and economics • NCSS Standards-Linked Lesson Plans; C3 Framework Plans, and Interdisciplinary/Thematic Units Social studies explores the variety and complexity of human experience. The book emphasizes the value of social studies in preparing students to become valuable community members and to participate respectfully in a diverse society.

**illinois state social studies standards:** Performance Standards: High school New Standards (Organization), 1997

**illinois state social studies standards:** James Bellanca, 2011-11-01 Translate standards-based content into enriched learning projects that build 21st century skills. A valuable tool for teachers, this book uses an enriched learning projects model to develop student skills in communication, collaboration, critical thinking, creativity, and global and cross-cultural awareness. It highlights e-tools that enhance projects and presents research-based instructional strategies that engage students.

**illinois state social studies standards:** *Teaching and Learning Through the Holocaust* Anthony Pellegrino, Jeffrey Parker, 2022-12-16 This book serves as a critical resource for educators across various roles and contexts who are interested in Holocaust education that is both historically sound and practically relevant. As a collection, it pulls together a diverse group of scholars to share their research and experiences. The volume endeavors to address topics including the nature and purpose of Holocaust education, how our understanding of the Holocaust has changed, and resources we can use with learners. These themes are consistent across the chapters, making for a comprehensive exploration of learning through the Holocaust today and in the future.

**illinois state social studies standards:** *Standards and Mastery Learning* J. Ronald Gentile, James P. Lalley, 2003-01-06 This book describes the concept of mastery learning in the classroom and the various foundations upon which it is built. Five chapters discuss: (1) Understanding Mastery Learning (e.g., the learning/memory base, the measurement base, theoretical bases, and the brain base); (2) Examining the Standards: Math, Science, Social Studies, and English Language Arts (e.g., mastery as a beginning, beyond mastery, and standards); (3) Planning Standards-Based Lessons using Mastery Learning (e.g., overlap among state and national standards, enrichment and remediation, and planning lessons using six elements of mastery learning); (4) Implementing Standards and Mastery Learning in the Classroom (13 steps to implementing mastery learning); and (5) Professional Development and Mastery Learning (e.g., a plan for action and a professional development agenda and teaching for mastery). The appendix looks at what the literature can tell (e.g., two approaches to mastery learning, empirical evidence, research examples, and memory by fast and slow learners). (Contains approximately 160 references.) (SM).

**illinois state social studies standards:** Performance Standards: Middle school New

Standards (Organization), 1997

**illinois state social studies standards: Hollywood or History?** Scott L. Roberts, Charles J. Elfer, 2021-01-01 The challenges of teaching history are acute where we consider the world history classroom. Generalized world history courses are a part of many, if not most, K-12 curricular frameworks in the United States. While United States history tends to dominate the scholarship and conversation, there are an equally wide number of middle-level and secondary students and teachers engaged in the study of world history in our public schools. And the challenges are real. In the first place, if we are to mark content coverage as a curricular obstacle in the history classroom, generally, then we must underscore that concern in the world history classroom and for obvious reasons. The curricular terrain to choose from is immense and forever expanding, dealing with the development of numerous civilizations over millennia and across a wide geographic expanse. In addition to curricular concerns, world historical topics are inherently farther away from most students' lives, not just temporally, but often geographically and culturally. Thus the rationale for the present text, Hollywood or History? An Inquiry-Based Strategy for Using Film to Teach World History. The reviews of the first volume Hollywood or History? An Inquiry-Based Strategy for Using Film to Teach United States History strategy have been overwhelmingly positive, especially as it pertains to the application of the strategy for practitioner. Classroom utility and teacher practice have remained our primary objectives in developing the Hollywood or History? strategy and we are encouraged by the possibilities of Volume II and the capacity of this most recent text to impact teaching and learning in world history. We believe that students' connection to film, along with teachers' ability to use film in an effective manner, will help alleviate some of the challenges of teaching world history. The book provides 30 secondary lesson plans (grades 6-12) that address nine eras in world history.

**illinois state social studies standards: Contested Curriculum** Don Romesburg, 2025-04-15 Today, many states have proposed so-called "Don't Say Gay" bills that prohibit public school teachers from mentioning LGBTQ topics in the classroom. But a few states, like California, have taken decisive steps in the other direction. They mandate inclusive education that treats LGBTQ history as essential to the curriculum. At once a history of an evolving movement and an activist handbook, Contested Curriculum navigates the rocky path to LGBTQ-inclusive K-12 history education in the United States and recounts the fight for a curriculum that recognizes the value of queer and trans lives. What began in fits and starts in activism and educational materials across the late twentieth century led to the passage of California's landmark FAIR Education Act in 2011, ensuring that LGBTQ history has a place in the K-12 classroom. Historian Don Romesburg, the lead scholar who worked with advocacy organizations to pass the act, recounts the decades-long struggle to integrate LGBTQ content into history education policy, textbooks, and classrooms. Looking at California and states that followed its lead, he assesses the challenges and opportunities presented by this new way of teaching history. Romesburg's powerful case for LGBTQ-inclusive education is all the more urgent in this era of anti-gay book bans, regressive legislation, and attempts to diminish the vital role that inclusive and honest history education should play in a democratic nation.

**illinois state social studies standards: Digital Geography** Andrew J. Milson, Marsha Alibrandi, 2008-02-01 The purpose of this volume is to provide a review and analysis of the theory, research, and practice related to geospatial technologies in social studies education. In the first section, the history of geospatial technologies in education, the influence of the standards movement, and the growth of an international geospatial education community are explored. The second section consists of examples and discussion of the use of geospatial technologies for teaching and learning history, geography, civics, economics, and environmental science. In the third section, theoretical perspectives are proposed that could guide research and practice in this field. This section also includes reviews and critiques of recent research relevant to geospatial technologies in education. The final section examines the theory, research, and practice associated with teacher preparation for using geospatial technologies in education.

**illinois state social studies standards: Inquiry-Based Practice in Social Studies Education**

S.G. Grant, Kathy Swan, John Lee, 2022-09-15 Now in its second edition, *Inquiry-Based Practice in Social Studies Education: Understanding the Inquiry Design Model* presents a conceptual base for shaping the classroom experience through inquiry-based teaching and learning. Using their Inquiry Design Model (IDM), the authors present a field-tested approach for ambitious social studies teaching. They do so by providing a detailed account of inquiry's scholarly roots, as well as the rationale for viewing questions, tasks, and sources as inquiry's foundational elements. Based on work done with classroom teachers, university faculty, and state education department personnel, this book encourages readers to transform classrooms into places where inquiry thrives as everyday practice. The second edition includes a new chapter highlighting three ways that the blueprint acts as an assessment and curriculum system, and includes updated and enhanced references throughout the book. Both pre-service and in-service teachers are sure to learn strategies for developing the reinforcing elements of IDM, from planning inquiries to communicating conclusions and taking informed action. The updated curricular and pedagogical examples included make this practical book essential reading for researchers, students of pre-service and in-service methods courses, and professional development programs.

**illinois state social studies standards:** *Hollywood or History?* Sarah J. Kaka, 2022-01-01 The rationale for the present text, *Hollywood or History? An Inquiry-Based Strategy for Using Film to Teach About Inequality and Inequity Throughout History* stems from two main things. First and foremost is the fact that the reviews of the first two volumes in the *Hollywood or History?* series have been overwhelmingly positive, especially as it pertains to the application of the strategy for practitioners. Classroom utility and teacher practice have continued to be the primary objectives in developing the *Hollywood or History?* strategy. The second thing is that this most recent volume in the series takes it in a new direction--rather than focusing on eras in history, it focuses on the themes of inequity and inequality throughout history, and how teachers can utilize the *Hollywood or History?* strategy to tackle some of the more complicated content throughout history that many teachers tend to shy away from. There is a firm belief that students' connection to film, along with teachers' ability to use film in an effective manner, will help alleviate some of the challenges of teaching challenging topics such as inequity and inequality in terms of gender, race, socioeconomic status, and so much more. The book provides 30 secondary lesson plans (grades 6-12) that address nine different topics centered around inequity and inequality throughout history, many of which connect students to the world we are living in today. The intended audience for the book are teachers who teach social studies at the 6th-12th grade level both in the United States and other countries. An additional audience will be college and university social studies/history methods professors in the United States and worldwide.

**illinois state social studies standards:** *Hollywood or History?* Starlynn R. Nance, 2022-05-01 Teaching with film is not a new approach in the social studies classroom. Different publications, such as *Hollywood or History*, have bridged the gap with challenges attached to using historical film and engage students through inquiry, not entertainment. To continue with the *Hollywood or History* strategy, this text uses television shows (sitcoms) to bring issue-centered curriculum to middle and high school classrooms. By exploring issues in specific episodes, students can learn the history behind an issue, relate it to their lives, and develop an informed decision associated with the issue. The College, Career, and Civic Life (C3) framework is an integral part to the exploration of issue-centered curriculum. In each chapter, the students will work through the four dimensions and develop critical thinking, reading, and writing skills. My hope is that this text can play a small role in walking practicing teachers through the C3 framework while allowing students to learn about issues that affect society and the communities where they live.

**illinois state social studies standards:** *Language Arts, Math, and Science in the Elementary Music Classroom* Kim Milai, 2017 *Language Arts, Math, and Science in the Elementary Music Classroom* provides a practical guide to help music teachers incorporate elementary classroom subjects into their curriculum using STEAM (Science, Technology, Engineering, Arts and Math)-inspired strategies, with added emphasis on social studies. It includes a complete elementary

music curriculum for kindergarten, first, and second grades, and has cross-referencing charts for regular elementary classroom teachers to find music activities for their classroom. Importantly, it shows teachers how to include the artistic processes of creating, performing, responding, and connecting in their lessons. These processes make up the new music standards featured in NAFME's new Core Arts Music Standards. In order to maximize comprehension, the book includes assessment tests, sheet music, work sheet templates, and brainstorming activities centered on using technology to enhance composition projects. Lesson plans are organized by the calendar year, each inspired by the seasons, American culture, and world culture. These lessons may be used as is or used to generate new curricula altogether.

**illinois state social studies standards: An Introduction to Standards-Based Reflective Practice for Middle and High School Teaching** Elizabeth Spalding, Jesus Garcia, Joseph A. Braun, 2010

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**illinois state social studies standards: The Encyclopedia of Middle Grades Education (2nd ed.)** Steven B. Mertens, Micki M. Caskey, Nancy Flowers, 2016-08-01 The second edition of The Encyclopedia of Middle Grades Education has been revised, updated, and expanded since its original publication in 2005. The Encyclopedia is a comprehensive overview of the field; it contains alphabetically organized entries that address important concepts, ideas, terms, people, organizations, publications, and research studies specifically related to middle grades education. This edition contains over 210 entries from nearly 160 expert contributors, this is a 25% increase in the number of entries over the first edition. The Encyclopedia is aimed at a general audience

including undergraduate students in middle-level teacher preparation programs, graduate students, higher education faculty, and practitioners and administrators. The comprehensive list of entries are comprised of both short entries (500 words) and longer entries (2000 words). A significant number of entries appearing in the first edition have been revised and updated. Citations and references are provided for each entry.

### **Illinois state social studies standards: Press Summary - Illinois Information Service**

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