

Illinois Learning Standards for Social Science-6-8

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

LC: Less Complex

MdC: Moderately Complex

MC: More Complex.

Inquiry Skills			
Developing Questions and Planning Inquiries			
Constructing Essential Questions	SS.IS.1.6-8: Create essential questions to help guide inquiry about a topic.		
Constructing Supporting Questions	SS.IS.2.6-8: Ask essential and focusing questions that will lead to independent research.		
Determining Helpful Sources	SS.IS.3.6-8: Determine sources representing multiple points of view that will assist in organizing a research plan.		
Evaluating Sources and Using Evidence			
	Less Complex (LC)	Moderately Complex (MdC)	More Complex (MC)
Gathering and Evaluating Sources	SS.IS.4.6-8.LC.: Determine the value of sources by evaluating their relevance and intended use.	SS.IS.4.6-8.MdC: Determine the credibility of sources based upon their origin, authority and context.	SS.IS.4.6-8.MC: Gather relevant information from credible sources and determine whether they support each other.
Developing Claims and Using Evidence	SS.IS.5.6-8.LC: Appropriately cite all sources utilized.	SS.IS.5.6-8.MdC: Identify evidence from multiple sources to support claims, noting its limitations.	SS.IS.5.6-8.MC: Develop claims and counterclaims while pointing out the strengths and limitations of both.
Communicating Conclusions and Taking Informed Action			
	Less Complex (LC)	Moderately Complex (MdC)	More Complex (MC)
Communicating Conclusions	SS.IS.6.6-8.LC: Construct arguments using claims and evidence from multiple sources, while acknowledging their strengths and limitations.	SS.IS.6.6-8.MdC: Construct explanations using reasoning, correct sequence, examples and details, while acknowledging their strengths and weaknesses.	SS.IS.6.6-8.MC: Present arguments and explanations that would appeal to audiences and venues outside the classroom using a variety of media.
Critiquing Conclusions	SS.IS.7.6-8: Critique the structure and credibility of arguments and explanations (self and others).		
Taking Informed Action	SS.IS.8.6-8.LC: Analyze how a problem can manifest itself and the challenges and opportunities faced by those trying to address it.	SS.IS.8.6-8.MdC: Assess individual and collective capacities to take action to address problems and identify potential outcomes.	SS.IS.8.6-8.MC: Apply a range of deliberative and democratic procedures to make decisions and take action in schools and community contexts.

Civics Standards			
	Less Complex (LC)	Moderately Complex (MdC)	More Complex (MC)
Civic and Political Institutions	SS.CV.1.6-8.LC: Identify roles played by citizens (examples: voters, jurors, taxpayers, military, protesters and office holders).	SS.CV.1.6-8.MdC: Describe the roles of political, civil and economic organizations in shaping people's lives.	SS.CV.1.6-8.MC: Evaluate the powers and responsibilities of citizens, political parties, interest groups, and the media.
	SS.CV.2.6-8.LC: Describe the origins, purposes, and impact of constitutions, laws, treaties, and international agreements.	SS.CV.2.6-8.MdC: Explain the origins, functions, and structure of government with reference to the U.S. Constitution, Illinois Constitution and other systems of government.	SS.CV.2.6-8.MC: Analyze the power and limits of governments, public officials, and bureaucracies at different levels in the United States and other countries.

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Participation and Deliberation: Applying Civic Virtues and Democratic Principles	SS.CV.3.6-8.LC, MdC, MC: Compare the means by which individuals and groups change societies, promote the common good, and protect rights.		
	SS.CV.4.6-8.LC: Explain the connection between interests and perspectives, civic virtues, and democratic principles when addressing issues in government and society.	SS.CV.4.6-8.MdC: Analyze the ideas and principles contained in the founding documents of the United States and other countries, and explain how they influence the social and political system.	SS.CV.4.6-8.MC: Critique deliberative processes used by a wide variety of groups in various settings.
	SS.CV.5.6-8.LC; MdC; MC: Apply civic virtues and democratic principles in school and community settings.		
Processes, Rules, and Laws	SS.CV.6.6-8.LC: Determine whether specific rules and laws (both actual and proposed) resolve the problems they were meant to address.	SS.CV.6.6-8.MdC: Analyze the purposes, implementation, and consequences of public policies in historic and contemporary settings.	SS.CV.6.6-8.MC: Develop procedures for making decisions in historic and contemporary settings (such as the school, civil society, or local, state or national government).

Geography Standards

	Less Complex (LC)	Moderately Complex (MdC)	More Complex (MC)
Geographic Representations: Spatial Views of the World	SS.G.1.6-8.LC: Use geographic representations (maps, photographs, satellite images, etc) to explain the relationships between the locations (places and regions) and changes in their environment.	SS.G.1.6-8.MdC: Use mapping and graphing to represent and analyze spatial patterns of different environmental and cultural characteristics.	SS.G.1.6-8.MC: Construct different representations to explain the spatial patterns of cultural and environmental characteristics.
Human-Environment Interaction: Place, Regions, and Culture	SS.G.2.6-8.LC: Explain how humans and their environment affect one another.	SS.G2.6-8.MdC: Compare and contrast the cultural and environmental characteristics of different places or regions.	SS.G2.6-8.MC: Evaluate how cultural and economic decisions influence environments and the daily lives of people in both nearby and distant places.
Human Population: Spatial Patterns and Movements	SS.G.3.6-8.LC: Explain how environmental characteristics impact human migration and settlement.	SS.G3.6-8.MdC: Explain how changes in transportation and communication influence the spatial connections among human settlements and affect the spread of ideas and culture.	SS.G3.6-8.MC: Evaluate the influences of long-term human-induced environmental change on spatial patterns of conflict and cooperation.
Global Interconnections: Changing Spatial Patterns	SS.G.4.6-8.LC: Identify how cultural and environmental characteristics vary among regions of the world.	SS.G.4.6-8.MdC: Explain how global changes in population distribution patterns affect changes in land use.	SS.G.4.6-8.MC: Analyze how the environmental characteristics of places and production of goods influence patterns of world trade.

Economics and Financial Literacy Standards

	Less Complex (LC)	Moderately Complex (MdC)	More Complex (MC)
Economic Decision Making	SS.EC.1.6-8.LC: Explain how economic decisions affect the well-being of individuals, businesses and society.	SS.EC.1.6-8.MdC: Explain how external benefits and costs influence choices.	SS.EC.1.6-8.MC: Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole.
Exchange and Markets	SS.EC.2.6-8.LC: Analyze the role of innovation and entrepreneurship in a market economy.	SS.EC.2.6-8.MdC: Describe the roles of institutions, such as corporations, non-profits, and labor unions in a market economy.	SS.EC.2.6-8.MC: Explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies.
The National and Global Economy	SS.EC.3.6-8.LC: Explain why standards of living increase as productivity improves.	SS.EC.3.6-8.MdC: Explain barriers to trade and how those barriers influence trade among nations.	SS.EC.3.6-8.MC: Evaluate employment, unemployment, inflation, total production, income and economic growth data and how they affect different groups.

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Financial Literacy	SS.EC.FL.1.6-8.LC: Analyze the relationship between skills, education, jobs, and income.	SS.EC.FL.1.6-8.MdC: Identify how people choose to buy goods and services while still maintaining a budget based on income, taxes, savings, and fixed and variable interest rates.	SS.EC.FL.1.6-8.MC: Describe the connection between credit, credit options, and interest and credit history.
	SS.EC.FL.2.6-8.LC: Explain the roles and relationships between savers, borrowers, interest, time, and the purposes for saving.	SS.EC.FL.2.6-8.MdC: Explain the correlation between investors, investment options (and associated risks), and income/wealth.	SS.EC.FL.2.6-8.MC: Analyze the relationship between financial risks and protection, insurance and costs.

History Standards			
	Less Complex (LC)	Moderately Complex (MdC)	More Complex (MC)
Change, Continuity, and Context	SS.H.1.6-8.LC: Classify series of historical events and developments as examples of change and/or continuity.	SS.H.1.6-8.MdC: Analyze connections among events and developments in broader historical contexts.	SS.H.1.6-8.MC: Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.
Perspectives	SS.H.2.6-8.LC: Explain how and why perspectives of people have changed over time.	SS.H.2.6-8.MdC: Analyze multiple factors that influenced the perspectives of people during different historical eras.	SS.H.2.6-8.MC: Analyze how people’s perspectives influenced what information is available in the historical sources they created.
Historical Sources and Evidence	SS.H.3.6-8.LC: Classify the kinds of historical sources used in secondary interpretation.	SS.H.3.6-8.MdC: Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.	SS.H.3.6-8.MC: Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where information is not easily identified.
Causation and Argumentation	SS.H.4.6-8.LC: Explain multiple causes and effects of historical events.	SS.H.4.6-8.MdC: Compare the central historical arguments in secondary works across multiple media.	SS.H.4.6-8.MC: Organize applicable evidence into a coherent argument about the past.