

# 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          |   |  |  |
| <b>Constructing Essential Questions</b>              | SS.IS.1.6-8: Create essential questions to help guide inquiry about a topic.  |  |  |
| <b>Constructing Supporting Questions</b>             | SS.IS.2.6-8: Ask essential and focusing questions that will lead to independent research.   |  |  |
| <b>Determining Helpful Sources</b>                   | 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)  |
| <b>Gathering and Evaluating Sources</b>              | 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.                             |
| <b>Developing Claims and Using Evidence</b>          | 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)  |
| <b>Communicating Conclusions</b>                     | 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. |
| <b>Critiquing Conclusions</b>                        | SS.IS.7.6-8: Critique the structure and credibility of arguments and explanations (self and others).                                      |  |  |
| <b>Taking Informed Action</b>                        | 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)  |
| <b>Civic and Political Institutions</b> | 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. |

# Illinois Learning Standards for Social Science-6-8

|   |  |  |   |
|---|--|--|---|
| <b>Participation and Deliberation: Applying Civic Virtues and Democratic Principals</b> | <b>SS.CV.3.6-8.LC, MdC, MC:</b> Compare the means by which individuals and groups change societies, promote the common good, and protect rights.                             |  |   |
|   | <b>SS.CV.4.6-8.LC:</b> Explain the connection between interests and perspectives, civic virtues, and democratic principles when addressing issues in government and society. | <b>SS.CV.4.6-8.MdC:</b> 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. | <b>SS.CV.4.6-8.MC:</b> Critique deliberative processes used by a wide variety of groups in various settings.  |
|   | <b>SS.CV.5.6-8.LC; MdC; MC :</b> Apply civic virtues and democratic principles in school and community settings.   |  |   |
| <b>Processes, Rules, and Laws</b>   | <b>SS.CV.6.6-8.LC:</b> Determine whether specific rules and laws (both actual and proposed) resolve the problems they were meant to address.                                 | <b>SS.CV.6.6-8.MdC:</b> Analyze the purposes, implementation, and consequences of public policies in historic and contemporary settings.   | <b>SS.CV.6.6-8.MC:</b> 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)   |
|---|---|---|---|
| <b>Geographic Representations: Spatial Views of the World</b>     | <b>SS.G.1.6-8.LC:</b> Use geographic representations (maps, photographs, satellite images, etc) to explain the relationships between the locations (places and regions) and changes in their environment. | <b>SS.G.1.6-8.MdC:</b> Use mapping and graphing to represent and analyze spatial patterns of different environmental and cultural characteristics.                                  | <b>SS.G.1.6-8.MC:</b> Construct different representations to explain the spatial patterns of cultural and environmental characteristics.                  |
| <b>Human-Environment Interaction: Place, Regions, and Culture</b> | <b>SS.G.2.6-8.LC:</b> Explain how humans and their environment affect one another.  | <b>SS.G2.6-8.MdC:</b> Compare and contrast the cultural and environmental characteristics of different places or regions.   | <b>SS.G2.6-8.MC:</b> Evaluate how cultural and economic decisions influence environments and the daily lives of people in both nearby and distant places. |
| <b>Human Population: Spatial Patterns and Movements</b>           | <b>SS.G.3.6-8.LC:</b> Explain how environmental characteristics impact human migration and settlement.  | <b>SS.G3.6-8.MdC:</b> Explain how changes in transportation and communication influence the spatial connections among human settlements and affect the spread of ideas and culture. | <b>SS.G3.6-8.MC:</b> Evaluate the influences of long-term human-induced environmental change on spatial patterns of conflict and cooperation.             |
| <b>Global Interconnections: Changing Spatial Patterns</b>         | <b>SS.G.4.6-8.LC:</b> Identify how cultural and environmental characteristics vary among regions of the world.  | <b>SS.G.4.6-8.MdC:</b> Explain how global changes in population distribution patterns affect changes in land use.   | <b>SS.G.4.6-8.MC:</b> 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)  |
|--|---|--|--|
| <b>Economic Decision Making</b>        | <b>SS.EC.1.6-8.LC:</b> Explain how economic decisions affect the well-being of individuals, businesses and society. | <b>SS.EC.1.6-8.MdC:</b> Explain how external benefits and costs influence choices.   | <b>SS.EC.1.6-8.MC:</b> Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole. |
| <b>Exchange and Markets</b>            | <b>SS.EC.2.6-8.LC:</b> Analyze the role of innovation and entrepreneurship in a market economy.                     | <b>SS.EC.2.6-8.MdC:</b> Describe the roles of institutions, such as corporations, non-profits, and labor unions in a market economy. | <b>SS.EC.2.6-8.MC:</b> Explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies.       |
| <b>The National and Global Economy</b> | <b>SS.EC.3.6-8.LC:</b> Explain why standards of living increase as productivity improves.                           | <b>SS.EC.3.6-8.MdC:</b> Explain barriers to trade and how those barriers influence trade among nations.                              | <b>SS.EC.3.6-8.MC:</b> Evaluate employment, unemployment, inflation, total production, income and economic growth data and how they affect different groups.               |

## Illinois Learning Standards for Social Science-6-8

|                           |   |  |  |
|---------------------------|---|--|--|
| <b>Financial Literacy</b> | <b>SS.EC.FL.1.6-8.LC:</b> Analyze the relationship between skills, education, jobs, and income.                                       | <b>SS.EC.FL.1.6-8.MdC:</b> 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. | <b>SS.EC.FL.1.6-8.MC:</b> Describe the connection between credit, credit options, and interest and credit history. |
|                           | <b>SS.EC.FL.2.6-8.LC:</b> Explain the roles and relationships between savers, borrowers, interest, time, and the purposes for saving. | <b>SS.EC.FL.2.6-8.MdC:</b> Explain the correlation between investors, investment options (and associated risks), and income/wealth.  | <b>SS.EC.FL.2.6-8.MC:</b> Analyze the relationship between financial risks and protection, insurance and costs.    |

| <b>History Standards</b>               |  |   |  |
|--|--|---|--|
|  | <b>Less Complex (LC)</b>   | <b>Moderately Complex (MdC)</b>   | <b>More Complex (MC)</b>   |
| <b>Change, Continuity, and Context</b> | <b>SS.H.1.6-8.LC:</b> Classify series of historical events and developments as examples of change and/or continuity. | <b>SS.H.1.6-8.MdC:</b> Analyze connections among events and developments in broader historical contexts.  | <b>SS.H.1.6-8.MC:</b> Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.                        |
| <b>Perspectives</b>                    | <b>SS.H.2.6-8.LC:</b> Explain how and why perspectives of people have changed over time.                             | <b>SS.H.2.6-8.MdC:</b> Analyze multiple factors that influenced the perspectives of people during different historical eras.                        | <b>SS.H.2.6-8.MC:</b> Analyze how people’s perspectives influenced what information is available in the historical sources they created.   |
| <b>Historical Sources and Evidence</b> | <b>SS.H.3.6-8.LC:</b> Classify the kinds of historical sources used in secondary interpretation.                     | <b>SS.H.3.6-8.MdC:</b> Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources. | <b>SS.H.3.6-8.MC:</b> 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. |
| <b>Causation and Argumentation</b>     | <b>SS.H.4.6-8.LC:</b> Explain multiple causes and effects of historical events.                                      | <b>SS.H.4.6-8.MdC:</b> Compare the central historical arguments in secondary works across multiple media.   | <b>SS.H.4.6-8.MC:</b> Organize applicable evidence into a coherent argument about the past.  |