

# 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.

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<b>Participation and Deliberation: Applying Civic Virtues and Democratic Principles</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.

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<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.