

Illinois Learning Standards for Social Science-6-8

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

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

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

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.

Participation and Deliberation: Applying Civic Virtues and Democratic Principles

SS.CV.3.6-8.LC: Compare the means by which individuals and groups change societies, promote the common good, and protect rights.

SS.CV.3.6-8.MdC: Compare the means by which individuals and groups change societies, promote the common good and protect rights.

SS.CV.3.6-8.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.

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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: 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

Human-Environment Interaction: Place, Regions and Culture

SS.G.1.6-8.LC: Use geographic representations (maps, photographs, satellite images, etc) to explain the relationships

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 Population

SS.G.2.6-8.LC: Explain how humans and their environment affect one another.

SS.G.2.6-8.MdC: Compare and contrast the cultural and environmental characteristics of different places or regions.

SS.G.2.6-8.MC: Evaluate how cultural and economic decisions influence environments and the daily lives of people in both nearby and distant places.

Geographic Representations Human Environment Interaction Population

SS.G.3.6-8.LC: Explain how environmental characteristics impact human migration and settlement.

SS.G.3.6-8.MdC: Explain how changes in transportation and communication influence the spatial connections among human settlements and affect the spread of ideas and culture.

SS.G.3.6-8.MC: Evaluate the influences of long-term human-induced environmental change on spatial patterns of conflict and cooperation.

Global Interconnections

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.

Economic Standards

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.

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

SS.EC.FL.1.6-8.MC: Describe the connection between credit, credit options, 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.

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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

Change, Continuity, and Context

SS.H.16-8.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: Analyze how people’s perspectives influenced what information is available in historical sources they created. 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.