



6th – 8th Grade Social Science Standards with Literacy Standards Connections

Illinois Middle Grades Social Science Learning Standards

Middle grades provide a bridge between the elementary and high school experiences. Reflecting the unique nature of adolescents and the schools in which they learn, the structure of the Middle Grades Social Science Standards is unique. Unlike the elementary and high school standards, the middle grades standards do not assign particular content to each grade level. Rather, these standards focus upon the developmental need of middle grade students: to cultivate the critical thinking skills used by social scientists through the inquiry process.

Disciplinary Concepts

Specific content and courses should be determined locally however the disciplinary concepts of civics, economics, geography, and history are integrated within the curriculum. The codes used in the Standards for the Disciplinary Concepts are as follows:

- Civics standards = CV
- Economics standards = EC
- Economic Financial Literacy = EC.FL
- Geography = G
- History = H

How to Read the Standards

Proposed CIVICS Standards by DISCIPLINE

| Civic and Political Institutions | | SS = Social Science |
|----------------------------------|---|---------------------|
| K | SS.CV.1.K. Describe roles and responsibilities of people in authority. | Content Discipline |
| 1 | SS.CV.1.1. Explain how all people, not just official leaders, play important roles in a community | |
| 2 | SS.CV.1.2. Explain what governments are and some of their functions (e.g., making and enforcing laws, protecting citizens, and collecting taxes). | |

1. The number of the standard
2. Indicates the grade level

Inquiry Skills

The Inquiry Skills are to be used *in tandem* with the disciplinary concepts. In addition, the Literacy for History/Social Studies (Social Science) Standards can provide teachers with methods and avenues to help students achieve the inquiry skills and disciplinary concepts. The Literacy for History/Social Studies Standards have been placed under the inquiry skill they correspond with on the following pages as they can work hand in hand. Additional literacy standards have been placed at the top of the document that provide more ideas for possible connections within the Social Science classroom depending on the tasks planned by the teacher.

| Inquiry Skills | |
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| Possible Literacy Standard Connections: (All Inquiry Skills) | |
| The literacy standards listed below can be used in tandem with the Social Science Inquiry Skills. These are standards that could be addressed within the Social Science classroom depending on the tasks planned by the teacher. | |
| RH.6-8.3 – Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered). | |
| RH.6-8.4 – Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. | |
| RH.6-8.7 – Integrate visual information (e.g., charts, graphs, photographs, videos or maps) with other information in print and digital texts. | |
| RH.6-8.8 – Distinguish among fact, opinion, and reasoned judgement in a text. | |
| WHST.6-8.7 – Conduct short research projects to answer a question (including a self-generated question); drawing on several sources and generating additional related focused questions that allow for multiple avenues of exploration. | |
| WHST.6-8.8 – Gather relevant information from multiple print and digital sources using, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. | |
| *SL.7.5 – Include multimedia components and visual displays in presentations to clarify claims and finds and emphasize salient points. | |
| 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. |
| Literacy Standard Connection: (Essential and Supporting Question Connection) | |
| *SL.7.1c – Pose questions that elicit elaboration and respond to other’s questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. | |

IL Social Science Standards

Literacy Standards Connection

The pages following the inquiry/literacy standards are the middle grades disciplinary concepts. 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. The following codes are used with each Social Science Standard:

- LC: Less Complex**
- MdC: Moderately Complex**
- MC: More Complex**

6th-8th Grade Social Science Standards with Literacy Connections

Inquiry Skills

Possible Literacy Standard Connections: (All Inquiry Skills)

The literacy standards listed below can be used in tandem with the Social Science Inquiry Skills. These are standards that could be addressed within the Social Science classroom *depending on the tasks planned by the teacher*.

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RH.6-8.8 – Distinguish among fact, opinion, and reasoned judgement in a text.

WHST.6-8.7 – Conduct short research projects to answer a question (including a self-generated question); drawing on several sources and generating additional related focused questions that allow for multiple avenues of exploration.

WHST.6-8.8 – Gather relevant information from multiple print and digital sources using, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

***SL.7.5** – Include multimedia components and visual displays in presentations to clarify claims and finds and emphasize salient points.

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. |

Literacy Standard Connection: (Essential and Supporting Question Connection)

***SL.7.1c** – Pose questions that elicit elaboration and respond to other’s questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

| | |
|------------------------------------|--|
| Determining Helpful Sources | SS.IS.3.6-8: Determine sources representing multiple points of view that will assist in organizing a research plan. |
|------------------------------------|--|

Literacy Standard Connections:

RH.6-8.5 – Describe how a text presents information (e.g., sequentially, comparatively, causally).

RH.6-8.6 – Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

RH.6-8.9 – Analyze the relationship between a primary and secondary source on the same topic.

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. |

Literacy Standard Connections:

RH.6-8.1 – Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2 – Determine the central ideas or information of a primary or secondary source: provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.9 – Analyze the relationship between a primary and secondary source on the same topic.

WHST.6-8.9 – Draw evidence from informational texts to support analysis, reflection, and research.

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| 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. |
|---|---|--|--|

Literacy Standard Connections:

RH.6-8.1 – Cite specific textual evidence to support analysis of primary and secondary sources.

WHST.6-8.1 – Write arguments focused on discipline-specific content.

WHST.6-8.1a – Introduce claims and a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

WHST.6-8.1b – Support claim with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

*** Counterclaims appears the first time in the literacy standards in the 9th – 10th grades. (WHST.9-10.1b)**

6th-8th Grade Social Science Standards with Literacy Connections

| 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. |
| <p>Literacy Standard Connections:</p> <p>*SL.7.4 – Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details.</p> <p>*SL.7.6 – Adapt speech to variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>WHST.6-8.1 – Write arguments focused on discipline-specific content. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>WHST.6-8.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> | | | |
| Critiquing Conclusions | SS.IS.7.6-8: Critique the structure and credibility of arguments and explanations (self and others). | | |
| <p>Literacy Standard Connections:</p> <p>*SL.6.1d – Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p>*SL.7.3 – Delineate a speaker’s argument and specific claims, evaluating the soundness of reasoning.</p> | | | |
| 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. |
| <p>Literacy Standard Connections: (dependent on format in which students Take Action, written or in oral format)</p> <p>*SL.7.4 – Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details.</p> <p>WHST.6-8.1 -Write arguments focused on discipline-specific content.</p> <p>WHST.6-8.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST.6-8.7 – Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> | | | |

***Denotes Speaking & Listening Standards (SL)** The S&L Standards are to be directly taught in English and Language Arts courses, but offer assistance to Social Science teachers in understanding the processes students use to comprehend and deliver information.

6th-8th Grade Social Science Standards with Literacy Connections

| 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. |
| 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) |
| 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 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 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. |

6th-8th Grade Social Science Standards with Literacy Connections

| 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. |
| 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: 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. |