



6-8 Social Studies Curriculum Map

Updated July 2024

Brief Description/Overview of Programming

District 109's core social studies program revolves around the C-3 Framework which is designed to prepare students for College, Career and Civic life. Developed by NCSS (National Council Social Studies), the framework is predicated upon "a common belief that our democratic republic will not sustain unless students are aware of their changing cultural and physical environments; know the past; read, write, and think deeply; and act in ways that promote the common good" (C-3). The state of Illinois has created its own grade level specific standards that parallel and reinforce the C-3 framework. In addition, a primary focus of the social studies program is literacy. The Common Core State Standards for English Language Arts and Literacy in History/ Social Studies are instructional targets in every unit of study. Overall, our core curriculum in District 109 utilizes and promotes the social studies framework and standards established at both the national and state levels.

Overview of Standards

Illinois Social Science Standards

C-3 Framework for Social Studies

Major Disciplines

Civics

- Civic and Political Institutions
- Participation and Deliberation: Applying Civic Virtues and Democratic Principles

Geography

- Geographic Representations: Spatial Views of the World
- Human-Environment Interaction: Place, Regions, and Culture
- Human Population: Spatial Patterns and Movements
- Global Interconnections: Changing Spatial Patterns

Economics and Financial Literacy

- Economic Decision Making
- Exchange and Markets
- National and Global Economy

History

- Change, Continuity, and Context
- Perspectives
- Historical Sources and Evidence
- Causation and Argumentation

Middle School Year-At-A-Glance:

6th Grade Social Studies Curriculum Map	
SEMESTER ONE	
Instructional Resource(s): History Alive! The Ancient World, The DBQ Project	
Units	Essential Questions
Foundations of History The Rise of Civilization Ancient Egypt & the Middle East Ancient China Ancient Greece Ancient Rome Ancient Civilizations Inquiry Project	In what ways did geography affect the development of early civilizations? What are the origins and beliefs of the major religions? What were the most significant achievements of the Mesopotamian empires? What did the pharaohs of ancient Egypt accomplish, and how did they do it? How did social class affect daily life in ancient Egypt? How did Confucianism, Daoism, and Legalism influence political rule in ancient China? In what ways did the Han dynasty improve government and daily life in China? How did democracy develop in ancient Greece? How did ancient Greece contribute to the modern world? What were the characteristics of the Roman Republic and how did they change over time? To what extent does ancient Rome influence us today?
Resources	Standards
History Alive! The Ancient World Unit 1, 2, 3, 5, 6, 7 The DBQ Project: 1) Hammurabi’s Code: Was It Just? 2) How Did the Nile River Shape Ancient Egypt? 3) The Silk Road: Recording the Journey 4) Education in Sparta: Did the Strengths Outweigh the Weaknesses?	Civics: SS.6-8.CV.2.MdC., SS.6-8.CV.5.MdC., SS.6-8.CV.5.MC. Geography: SS.6-8.G.1.LC., SS.6-8.G.1.MdC., SS.6-8.G.1.MC., SS.6-8.G.2.LC., SS.6-8.G.3.LC., SS.6-8.G.3.MdC. History: SS.6-8.H.1.LC., SS.6-8.H.1.MdC., SS.6-8.H.1.MC., SS.6-8.H.3.MdC., SS.6-8.H.3.MC., SS.6-8.H.4.LC., SS.6-8.H.4.MC. Inquiry: SS.6-8.IS.1.LC., SS.6-8.IS.2.LC., SS.6-8.IS.3.LC., SS.6-8.IS.4.LC., SS.6-8.IS.4.MdC., SS.6-8.IS.4.MC., SS.6-8.IS.5.LC., SS.6-8.IS.5.MdC., SS.6-8.IS.5.MC., SS.6-8.IS.6.LC., SS.6-8.IS.6.MdC., SS.6-8.IS.6.MC., SS.6-8.IS.7.LC.

SEMESTER TWO

Instructional Resource(s): History Alive! The United States Through Industrialization, The DBQ Project, Jr. Achievement

Units	Essential Questions
<p>Expansion & Conflict Slavery & The Abolition Movement A Divided Nation The Civil War & Reconstruction Civil War Era Inquiry Project Migration, Industry & Reform Financial Literacy</p>	<p>How justifiable was U.S. expansion in the 1800s? What were the motives, hardships, and legacies of the groups that moved west in the 1800s? How did settlers change the West and affect Indigenous groups and their way of life? How was life in the North different from life in the South? How did African Americans face slavery and discrimination in the mid-1800s? Which events of the mid-1800s kept the nation together, and which events pulled it apart? What factors and events influenced the outcome of the Civil War? Was Reconstruction a success? Did the benefits of industrialization outweigh the costs? What was life like for immigrants in the early 1900s? Did the progressives improve life in the United States? How can thoughtful money management improve my ability to reach financial goals?</p>
Resources	Standards
<p>History Alive! The United States Through Industrialization: Units 6, 7, 8, 9, 10</p> <p>The DBQ Project: 1) The Transatlantic Slave Trade: Who Was Most Responsible? 2) What Was Harriet Tubman's Greatest Achievement? 3) North or South: Who Killed Reconstruction? 4) Why Did Women Go to Work in New England Textile Mills?</p> <p>Junior Achievement Programs: Economics For Success It's My Future</p>	<p>Civics: SS.6-8.CV.2.MCa., SS.6-8.CV.2.MCb.</p> <p>Economics/Financial Literacy: SS.6-8.EC.2.LC., SS.6-8.EC.2.MdC., SS.6-8.EC.FL.1.LC., SS.6-8.EC.FL.1.MdC., SS.6-8.EC.FL.1.MC., SS.6-8.EC.FL.2.LC., SS.6-8.EC.FL.2.MdC., SS.6-8.EC.FL.2.MC</p> <p>Geography: SS.6-8.G.1.LC., SS.6-8.G.1.MdC., SS.6-8.G.3.LC., SS.6-8.G.3.MdC.</p> <p>History: SS.6-8.H.1.LC., SS.6-8.H.1.MdC., SS.6-8.H.1.MC., SS.6-8.H.2.LC., SS.6-8.H.2.MdC., SS.6-8.H.2.MC., SS.6-8.H.3.MdC., SS.6-8.H.3.MC., SS.6-8.H.4.LC., SS.6-8.H.4.MC.</p> <p>Inquiry: SS.6-8.IS.1.LC., SS.6-8.IS.4.LC., SS.6-8.IS.4.MC., SS.6-8.IS.5.LC., SS.6-8.IS.5.MdC., SS.6-8.IS.6.MdC., SS.6-8.IS.6.MC., SS.6-8.IS.8.LC., SS.6-8.IS.8.MdC., SS.6-8.IS.8.MC.</p>

7th Grade Social Studies Curriculum Map

SEMESTER ONE

Instructional Resource(s): TCI Civics live!, TCI Geography Alive!, The DBQ Project

Units	Essential Questions
<p>Civics Alive! Foundations and Functions: Foundations of Government The Rights & Responsibilities of Citizens Political Processes</p> <p>Geography Alive! Regions and People: The Geographer’s World The United States and Canada Latin America</p>	<p>What is the purpose of government? Why should elections and voting matter to you? Should the US election process be amended? How do political parties and interest groups influence our political decisions? To what extent does the media influence your political views? How do geographers show information on maps? How do American consumption patterns affect people and the planet? How do indigenous peoples preserve their traditional culture while adapting to modern life? How should the resources of rainforests be used and preserved?</p>
Resources	Standards
<p>Civics Alive! Foundations and Functions: Units 1, 2, 3, 5</p> <p>Geography Alive! Regions and People: Units 1, 2, 3</p> <p>The DBQ Project: 1) Should Americans Be Required to Vote? 2) Should the Electoral College Be Abolished? 3) Campaign Propaganda: Which Strategies Would You Use?</p>	<p>Civics: SS.6-8.CV.1.LC., SS.6-8.CV.1.MdC., SS.6-8.CV.1.MC., SS.6-8.CV.2.LC., SS.6-8.CV.2.MdC., S.6-8.CV.3.LC., SS.6-8.CV.3.MdC., SS.6-8.CV.3.MC., SS.6-8.CV.4.LC., SS.6-8.CV.4.MdC., SS.6-8.CV.4.MC., SS.6-8.CV.5.LC., SS.6-8.CV.5.MdC., SS.6-8.CV.5.MC.</p> <p>Geography: SS.6-8.G.3.LC., SS.6-8.G.3.MC.</p> <p>History: SS.6-8.H.1.MdC., SS.6-8.H.1.MC., SS.6-8.H.4.LC.</p> <p>Inquiry: SS.6-8.IS.1.LC., SS.6-8.IS.4.MdC., SS.6-8.IS.4.MC., SS.6-8.IS.5.LC., SS.6-8.IS.5.MC., SS.6-8.IS.6.LC., SS.6-8.IS.6.MdC., SS.6-8.IS.8.LC., SS.6-8.IS.8.MdC.</p>

SEMESTER TWO

Instructional Resource(s): TCI Geography Alive, Civics Alive! The DBQ Project

Units	Essential Questions
<p>Geography Alive! Regions and People: Europe Africa Asia Global Trade Inquiry Project Contemporary Issues in World Affairs</p> <p>Civics Alive! Foundations and Functions: Rights & Responsibilities of Citizens Contemporary Issues in World Affairs</p>	<p>What forces work for and against supranational cooperation among nations? How might ethnic group differences affect who controls resources and power in a society? How might having a valuable natural resource affect a region? How does a country meet the challenges created by a large and growing population? What is globalization, and how does it affect people and places? How should the United States conduct foreign policy? What role does the United States play in addressing global issues?</p>
Resources	Standards
<p>Geography Alive! Regions and People: Units 4, 5, 6, 7</p> <p>Civics Alive! Foundations and Functions: Units 4, 6</p> <p>The DBQ Project: 1) The European Union: Do the Benefits of Membership Outweigh the Cost? 2) Is Chocolate Good for Côte d'Ivoire? 3) China's One-Child Policy: Was it a Good Idea? 4) What Made Gandhi's Nonviolent Movement Work?</p>	<p>Civics: SS.6-8.CV.3.LC., SS.6-8.CV.3.MdC., SS.6-8.CV.4.LC.</p> <p>Economics/Financial Literacy: SS.6-8.EC.1.LC., SS.6-8.EC.1.MdC., SS.6-8.EC.1.MC., SS.6-8.EC.2.MC., SS.6-8.EC.3.LC., SS.6-8.EC.3.MdC., SS.6-8.EC.3.MC.</p> <p>Geography: SS.6-8.G.1.LC., SS.6-8.G.1.MdC., SS.6-8.G.2.LC., SS.6-8.G.2.MdC., SS.6-8.G.2.MC., SS.6-8.G.3.MC., SS.6-8.G.4.LC., SS.6-8.G.4.MdC., SS.6-8.G.4.MC.</p> <p>History: SS.6-8.H.1.LC., SS.6-8.H.1.MdC., SS.6-8.H.1.MC., SS.6-8.H.3.MC., SS.6-8.H.4.LC.</p> <p>Inquiry: SS.6-8.IS.1.LC., SS.6-8.IS.4.LC., SS.6-8.IS.4.MC., SS.6-8.IS.5.MdC., SS.6-8.IS.6.LC., SS.6-8.IS.6.MdC., SS.6-8.IS.6.MC., SS.6-8.IS.7.LC., SS.6-8.IS.8.LC.</p>

8th Grade Social Studies Curriculum Map

SEMESTER ONE

Instructional Resource(s): History Alive! Pursuing American Ideals, The DBQ Project

Units	Essential Questions
Debating America’s Founding Ideals Expanding America’s Global Influence The Roaring Twenties The Great Depression World War II WWII Era Inquiry Project The Holocaust & Genocide Studies	How was World War I different from previous wars? What social trends and innovations shaped popular culture during the 1920s? How did racial tensions divide Americans during the Roaring Twenties? What caused the most severe economic crisis in American history? How did the expansion of government during the New Deal affect the nation? What accounted for the rise of totalitarian states after World War I? What opportunities and hardships did WWII create for Americans at home and abroad? What strategies did the U.S. and its allies pursue to defeat the Axis powers in World War II? Has the world learned the meaning of “Never Again”?
Resources	Standards
<p>History Alive! Pursuing American Ideals: Unit 2, 3, 4, 5, and 8</p> <p>The DBQ Project: 1) What were the Consequences of 9/11? 2) What Were the Underlying Causes of the Tulsa Race Massacre? 3) What Caused the Great Depression? 4) The Atomic Bomb: Did Truman Make the Right Decision?</p>	<p>Civics: SS.6-8.CV.1.MC., SS.6-8.CV.2.LC., SS.6-8.CV.2.MdC., SS.6-8.CV.2.MCa., SS.6-8.CV.2.MCb., SS.6-8.CV.3.LC., SS.6-8.CV.3.MdC., SS.6-8.CV.3.MC., SS.6-8.CV.4.LC., SS.6-8.CV.4.MC., SS.6-8.CV.5.MC.</p> <p>Economics/Financial Literacy: SS.6-8.EC.FL.2.MdC.</p> <p>Geography: SS.6-8.G.1.MC., SS.6-8.G.3.MC.</p> <p>History: S.6-8.H.1.LC., SS.6-8.H.1.MdC., SS.6-8.H.1.MC., SS.6-8.H.2.LC., SS.6-8.H.2.MdC., SS.6-8.H.2.MC., SS.6-8.H.3.LC., SS.6-8.H.3.MdC., SS.6-8.H.3.MC., SS.6-8.H.4.LC., SS.6-8.H.4.MC., SS.6-8.H.4.MdC.</p> <p>Inquiry: SS.6-8.IS.1.LC., SS.6-8.IS.4.LC., SS.6-8.IS.4.MdC., SS.6-8.IS.4.MC., SS.6-8.IS.5.LC., SS.6-8.IS.5.MdC., SS.6-8.IS.6.MdC., SS.6-8.IS.6.MC., SS.6-8.IS.7.LC., SS.6-8.IS.8.LC., SS.6-8.IS.8.MdC.</p>

SEMESTER TWO

Instructional Resource(s): History Alive! Pursuing American Ideals, The DBQ Project

Units	Essential Questions
The 1950s The Cold War 20th Century Issues Inquiry Project Vietnam & the Watergate Era The Civil Rights Movement Moving Forward: The Search for a Better Tomorrow	What was the “Cold War” and how was it fought? How did the anxieties raised by the Cold War affect life in the United States? How did the emergence of the car, TV, and Rock n’ Roll affect American culture in the 1950s? How did civil rights activists advance the ideals of liberty, equality and justice for all Americans? What lessons for Americans emerged from the Vietnam War? What is the legacy of Watergate? How did the breakup of the Soviet Union impact the world? What are the current foreign policy issues facing America? How does our nation define and debate progress as we work to preserve American ideals?
Resources	Standards
<p>History Alive! Pursuing American Ideals: Unit 5, 6, 7, and 8</p> <p>The DBQ Project: 1) How Did the Interstate Highway System Change America? 2) From Allies to Enemies: Why did the Cold War Begin? 3) Why Did the Cold War End? 4) The Vietnam Draft: Comply, Avoid, or Defy? 5) Acceptance or Activism: What is Stonewall’s More Significant Legacy?</p>	<p>Civics: SS.6-8.CV.1.MdC., SS.6-8.CV.1.MC., SS.6-8.CV.2.LC., SS.6-8.CV.2.MdC., SS.6-8.CV.2.MCa., SS.6-8.CV.3.LC., SS.6-8.CV.3.MdC., SS.6-8.CV.3.MC., SS.6-8.CV.4.LC., SS.6-8.CV.4.MC., SS.6-8.CV.5.LC., SS.6-8.CV.5.MdC., SS.6-8.CV.5.MC.</p> <p>Geography: SS.6-8.G.1.MC., SS.6-8.G.3.MC.</p> <p>History: SS.6-8.H.1.LC., SS.6-8.H.1.MdC., SS.6-8.H.1.MC., SS.6-8.H.2.LC., SS.6-8.H.2.MdC., SS.6-8.H.2.MC., SS.6-8.H.3.MC., SS.6-8.H.4.LC.</p> <p>Inquiry: SS.6-8.IS.1.LC., SS.6-8.IS.3.LC., SS.6-8.IS.4.MdC., SS.6-8.IS.4.MC., SS.6-8.IS.5.LC., SS.6-8.IS.5.MdC., SS.6-8.IS.6.LC., SS.6-8.IS.6.MdC., SS.6-8.IS.6.MC., SS.6-8.IS.8.LC., SS.6-8.IS.8.MdC. SS.6-8.IS.8.MC.</p>

DISCIPLINARY CONCEPTS GRADES 6-8

Grades	CIVICS
7	SS.6-8.CV.1.LC. Identify different types of citizenship and immigration statuses of individuals in the United States and the different rights and roles (e.g., voters, jurors, taxpayers, military, protesters, and officeholders) based on citizenship or immigration status.
7,8	SS.6-8.CV.1.MdC. Describe and analyze the roles of political, civil, and economic organizations from a national to local scale in impacting multiple individuals and communities.
7,8	SS.6-8.CV.1.MC. Evaluate the powers and responsibilities of individuals, political parties, interest groups, and the media; how these have changed over time; and the impacts on multiple communities.
7,8	SS.6-8.CV.2.LC. Describe the origins and purposes and impact of governing documents and policies (e.g., U.S. Constitution, Illinois Constitution, laws, treaties, and international agreements) and synthesize their application and impacts on multiple groups of people with how they have changed over time.
6,7,8	SS.6-8.CV.2.MdC. Explain the origins, functions, and structure of government with reference to the U.S. Constitution, Illinois Constitution, and other systems of government and how they have impacted multiple groups of people.
6,8	SS.6-8.CV.2.MCa. Analyze how the application of laws and the protection, granting, or denial of individual and collective rights have impacted participation and powers of various groups of people.
6,8	SS.6-8.CV.2.MCb. Synthesize how the changes over time in the application of laws and granting or denial of rights have impacted governments, public officials, and bureaucracies at different levels in the United States, U.S. territories, and tribal nations within the United States.
7,8	SS.6-8.CV.3.LC. Identify the means used by individuals and groups to either maintain or change powers and protect, grant, or deny rights of individuals and communities in societies.
7,8	SS.6-8.CV.3.MdC. Analyze the origins, purposes, and processes connected to maintaining or changing powers and how individuals and societies protect, grant, or deny rights.
7,8	SS.6-8.CV.3.MC. Explain how granting rights for individuals or communities does not reduce the ability of other individuals or communities to exercise the same rights and evaluate how efforts to maintain systems or initiate change within societies have worked for or against the benefit or oppression of multiple groups.
7,8	SS.6-8.CV.4.LC. Analyze the relationships among democratic principles, civic virtues, special interests, and perspectives to the ideas and principles contained in the constitutions, laws, treaties, and international agreements of the United States and other countries.
7,8	SS.6-8.CV.4.MdC. Analyze and synthesize ideas and principles contained in the founding and governing documents and practices of the United States, U.S. territories, and tribal nations within the United States.

7,8	SS.6-8.CV.4.MC. Evaluate and critique deliberative processes regarding the development and application of governing documents and policies and how they have changed over time.
7,8	SS.6-8.CV.5.LC. Identify the impact of specific rules and laws (both those that are in effect and proposed) on multiple individuals and communities in relationship to the intended issues they were meant to address. Analyze cause-and-effect relationships of issues that resulted in specific rules and laws.
6,7,8	SS.6-8.CV.5.MdC. Analyze the perspectives and positions of multiple individuals and communities impacted by specific rules and laws (both actual and proposed); the equitable application of rules and laws; and consequences for not abiding by rules and laws historic and contemporary settings.
6,7,8	SS.6-8.CV.5.MC. Develop and evaluate procedures for making decisions in historic and contemporary settings (e.g., school; civil society; or local, state, or national governments).
Grades	ECONOMICS/FINANCIAL LITERACY
7	SS.6-8.EC.1.LC. Explain how economic decisions affect the well-being of individuals, businesses, and society.
7	SS.6-8.EC.1.MdC. Explain how external benefits and costs influence choices.
7	SS.6-8.EC.1.MC. Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole.
6	SS.6-8.EC.2.LC. Analyze the role of innovation and entrepreneurship in a market economy.
6	SS.6-8.EC.2.MdC. Describe the roles of institutions, such as corporations, nonprofit organizations and labor unions, in a market economy.
7	SS.6-8.EC.2.MC. Explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies.
7	SS.6-8.EC.3.LC. Explain why standards of living increase as productivity improves.
7	SS.6-8.EC.3.MdC. Explain barriers to trade and how those barriers influence trade among nations.
7	SS.6-8.EC.3.MC. Evaluate employment, unemployment, inflation, total production, income, and economic growth data and how they affect different groups.
6	SS.6-8.EC.FL.1.LC. Analyze the relationship among skills, education, jobs, and income.
6	SS.6-8.EC.FL.1.MdC. Identify how people choose to buy goods and services while still maintaining a budget based on income, taxes, savings, and fixed and variable expenses.
6	SS.6-8.EC.FL.1.MC. Describe the connection among credit, credit options, interest, and credit history.
6	SS.6-8.EC.FL.2.LC. Explain the roles and relationships among savers, borrowers, interest, time, and the purposes for saving.
6,8	SS.6-8.EC.FL.2.MdC. Explain the correlation among investors, investment options (and associated risks), and income/wealth.
6	SS.6-8.EC.FL.2.MC. Analyze the relationship between financial risks and protection, insurance, and costs.

Grades	GEOGRAPHY
6,7	SS.6-8.G.1.LC. Use geographic representations (e.g., maps, photographs, satellite images) to explain relationships between the locations (places and regions) and changes in their environment.
6,7	SS.6-8.G.1.MdC. Use mapping and graphing to represent and analyze spatial patterns of different environmental and cultural characteristics.
6,7,8	SS.6-8.G.1.MC. Construct different representations to explain the spatial patterns of cultural and environmental characteristics.
6,7	SS.6-8.G.2.LC. Explain how humans and their environment affect one another.
7	SS.6-8.G.2.MdC. Compare and contrast the cultural and environmental characteristics of different places or regions.
7	SS.6-8.G.2.MC. Evaluate how cultural and economic decisions influence environments and the daily lives of people in both nearby and distant places.
6	SS.6-8.G.3.LC. Explain how environmental characteristics affect human migration and settlement.
6	SS.6-8.G.3.MdC. Explain how changes in transportation and communication influence the spatial connections among human settlements and affect the spread of ideas and culture.
7,8	SS.6-8.G.3.MC. Evaluate the influences of long-term, human-induced environmental change on spatial patterns of conflict and cooperation.
7	SS.6-8.G.4.LC. Identify how cultural and environmental characteristics vary among regions of the world.
7	SS.6-8.G.4.MdC. Explain how global changes in population distribution patterns affect changes in land use.
7	SS.6-8.G.4.MC. Analyze how the environmental characteristics of places and production of goods influence patterns of world trade.
Grades	HISTORY
6,7,8	SS.6-8.H.1.LC. Identify and describe the contexts of a series of historical events and developments as examples of change and/or continuity based on the perspectives of multiple diverse groups.
6,7,8	SS.6-8.H.1.MdC. Analyze connections and disconnections among events and developments in broader historical contexts and identify the effects of events on groups of people who have been marginalized.
6,7,8	SS.6-8.H.1.MC. Evaluate the significance of historical events to multiple groups and the relationship to modern-day movements and events.
6,8	SS.6-8.H.2.LC. Explain how and why perspectives of people have changed over time.
6,8	SS.6-8.H.2.MdC. Analyze and compare multiple factors that influenced the perspectives of multiple groups of people during different historical eras relevant to the cultural groups.
6,8	SS.6-8.H.2.MC. Evaluate how perspectives of multiple individuals and groups have impacted the availability of information and the creation of historical sources.
8	SS.6-8.H.3.LC. Classify the kinds of historical sources used in a secondary interpretation to include sources representing multiple perspectives.

6,8	SS.6-8.H.3.MdC. Detect possible biases and limitations in the historical record based on evidence collected from different kinds of historical sources by identifying the author, purpose, funding/source, type of publication/outlet, intended audience, etc.
6,7,8	SS.6-8.H.3.MC. Evaluate the validity of claims made in historical sources representing a variety of perspectives, describe the possible or actual impact(s) of the sources on audiences, and determine uses and applications.
6,7,8	SS.6-8.H.4.LC. Describe the differences between correlation and causation in historical events and explain multiple causes and effects of historical events.
8	SS.6-8.H.4.MdC. Compare and contrast the central historical arguments in secondary works across multiple media.
6,8	SS.6-8.H.4.MC. Organize and critique applicable evidence to develop a coherent argument about the past.

INQUIRY SKILLS GRADES 6-8

Grades	DEVELOPING QUESTIONS AND PLANNING INQUIRIES
6,7,8	SS.6-8.IS.1.LC. Create essential questions that consider multiple perspectives to guide inquiry about a topic.
6,7,8	SS.6-8.IS.2.LC. Ask essential and focused questions that consider multiple perspectives and will lead to independent research.
6,7,8	SS.6-8.IS.3.LC. Determine sources representing multiple points of view and diversity of authorship that will assist in organizing a research plan.
	EVALUATING SOURCES AND USING EVIDENCE
6,7,8	SS.6-8.IS.4.LC. Determine the value of sources by evaluating their relevance and intended use.
6,7,8	SS.6-8.IS.4.MdC. Determine the credibility of sources based upon their origin, authority, and context.
6,7,8	SS.6-8.IS.4.MC. Gather relevant information from credible sources and determine whether they support each other.
6,7,8	SS.6-8.IS.5.LC. Appropriately cite all the sources that are used.
6,7,8	SS.6-8.IS.5.MdC. Identify evidence from multiple sources to support claims, noting any limitations of the evidence.
6,7,8	SS.6-8.IS.5.MC. Develop claims and counterclaims using evidence from credible sources while pointing out the strengths and limitations of both.
	COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION
6,7,8	SS.6-8.IS.6.LC. Construct arguments using claims and evidence from multiple sources, while acknowledging the arguments' strengths and limitations.
6,7,8	SS.6-8.IS.6.MdC. Construct explanations for a specific audience using reasoning, correct sequences, examples, and details, while acknowledging their strengths and weaknesses.
6,7,8	SS.6-8.IS.6.MC. Present arguments and explanations that would appeal to audiences and venues outside of the classroom, using a variety of media.

6,7,8	SS.6-8.IS.7.LC. Critique the structure and credibility of arguments and explanations (self and others) about a topic.
6,7,8	SS.6-8.IS.8.LC. Analyze how a problem can manifest itself, identify the individuals and communities impacted by a problem, and address the challenges and opportunities faced by those trying to take action toward solutions.
6,7,8	SS.6-8.IS.8.MdC. Assess individual and collective capacities within a given context to take action, address problems, and identify potential outcomes.
6,7,8	SS.6-8.IS.8.MC. Apply a range of deliberative and democratic procedures to make decisions and take action in schools and community contexts.