6th Grade Learning Criteria for Social Studies

The bold headings below summarize the broad areas of Social Studies Content Standards studied in sixth grade. The middle grades provide a bridge between the elementary and high school experiences. These standards focus on the developmental need of middle grade students: to cultivate the critical thinking skills used by social scientists through the inquiry process.

Inquiry Skills

- Developing Questions and Planning Inquiries
- Evaluating Sources and Using Evidence
- Communicating Conclusions and Taking Informed Action

Disciplinary Concepts

- **Civics**
  - Civic and Political Institutions
  - Participation and Deliberation: Applying Civic Virtues and Democratic Principles
  - Process, Rules, and Laws
- **Geography**
  - Geographic Representations
  - Human/Environment Interaction
  - Human Population
  - Global Interconnections
- **History**
  - Change, Continuity, and Context
  - Perspectives
  - Historical Sources and Evidence
  - Causation and Argumentation

X - *Learning Standards assessed per trimester*

Inquiry Skills (IS)		T1	T2	T3
Developing Questions and Planning Inquiries				
6-8.IS.1LC	Create essential questions that consider multiple perspectives to guide inquiry about a topic.	X	X	X
6-8.IS.MdC	Ask essential and focused questions that consider multiple perspectives and will lead to independent research.	X	X	X
6-8.IS.1MC	Determine sources representing multiple points of view and diversity of authorship that will assist in organizing a research plan.	X	X	X
Evaluating Sources and Using Evidence				
6-8.IS.2 LC	Determine the value of sources by evaluating their relevance and intended use.	X	X	X
6-8.IS.3 LC	Appropriately site all the sources that are used.	X	X	X
Communicating Conclusions and Taking Informed Action				
6-8.IS.4 MCa	Present arguments and explanations that would appeal to audiences and venues outside of the classroom, using a variety of media.	X	X	X
6-8.IS.4 LC	Construct arguments using claims and evidence from multiple sources, while acknowledging the arguments' strengths and limitations.	X	X	X
Disciplinary Concepts				
Civics (CV)		T1	T2	T3
Civic and Political Institutions				
6-8.CV.2 LC	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.	X		
Participation and Deliberation: Applying Civic Virtues and Democratic Principles				
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.	X		
Processes, Rules, and Laws				
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.	X		

Geography (G)		T1	T2	T3
Geographic Representations				
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.	X		X
Human/Envornment Interaction				
6-8.G.2 LC	Explain how humans and their environment affect one another.	X	X	
Human Population				
6-8.G.3 LC	Explain how environmental characteristics affect human migration and settlement.	X		
Global Interconnections				
6-8.G.4 LC	Identify how cultural and environmental characteristics vary among regions of the world.	X		
History (H)		**T1**	**T2**	**T3**
Change, Continuity, and Context				
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.	X	X	X
Perspectives				
6-8.H.2 LC	Explain how and why perspectives of people have changed over time.	X	X	
Historical Sources and Evidence				
6-8.H.3 LC	Classify the kinds of historical sources used in a secondary interpretation to include sources representing multiple perspectives.	X	X	X
Causation and Argumentation				
6-8.H.4 LC	Describe the differences between correlation and causation in historical events and explain multiple causes and effecs of historical events.	X	X	X