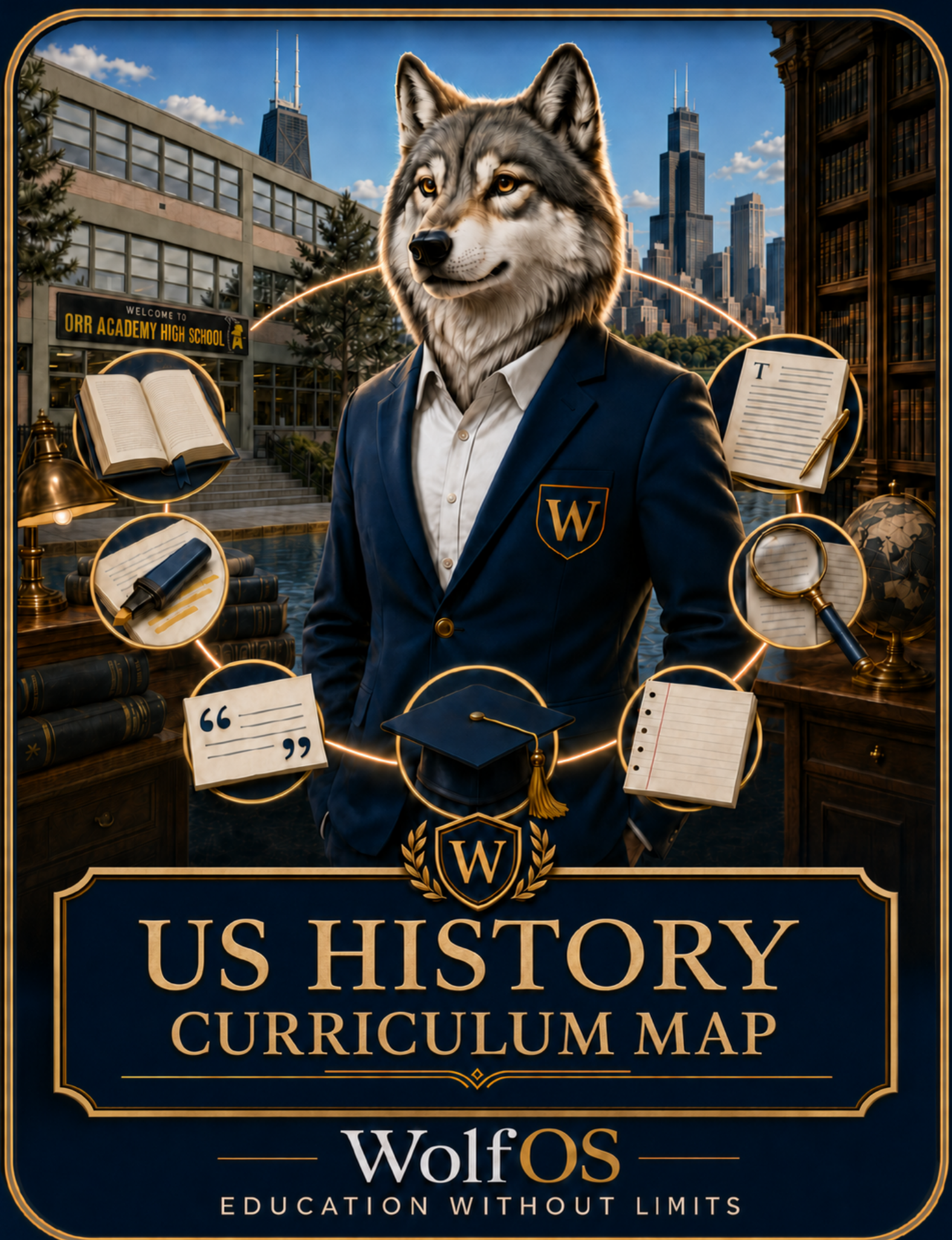




WELCOME TO  
ORR ACADEMY HIGH SCHOOL



# US HISTORY CURRICULUM MAP

— WolfOS —

EDUCATION WITHOUT LIMITS

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US HISTORY • GRADE 10

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# Course Foundations

US HISTORY • GRADE 10

## Purpose of the Course

Grade 10 U.S. History helps students understand how the United States developed from diverse Indigenous homelands and colonial systems into an industrial and global power by the end of World War II. Students investigate the nation's ideals and contradictions through political, economic, social, cultural, and environmental history. They learn to read evidence critically, recognize multiple perspectives, construct arguments, and connect national developments to Chicago and Illinois.

## Course Description

This is a regular high-school survey course designed for tenth-grade learners. It is rigorous without using AP pacing, AP exam structures, or College Board framework codes. Instruction prioritizes depth over coverage, culturally sustaining inquiry, disciplinary literacy, and repeated opportunities to revise thinking. The chronological arc begins before European colonization and concludes in 1945; recurring themes help students connect developments across eras.

### COURSEWIDE ENDURING UNDERSTANDINGS

- American identity has always been diverse, contested, and changing.
- Power operates through institutions, laws, economies, culture, and resistance.
- Freedom and equality expanded through struggle but remained unevenly realized.
- Migration and environment shaped regional and national development.
- Historical narratives depend on evidence, perspective, and interpretation.

### RECURRING INQUIRY LENSES

- Identity and belonging
- Power, resistance, and social movements
- Citizenship, rights, and constitutional ideals
- Labor, markets, wealth, and inequality
- Migration, place, and environment
- War, diplomacy, and the United States in the world

# Course Design & Instructional Commitments

US HISTORY • GRADE 10

## **INQUIRY FIRST**

Units begin with compelling questions and culminate in evidence-based conclusions, not recall alone.

## **CULTURALLY SUSTAINING**

Students encounter diverse, historically underrepresented voices as historical actors, not sidebars.

## **LOCAL TO NATIONAL**

Chicago and Illinois case studies make national patterns concrete and invite community knowledge.

## **ACCESS BY DESIGN**

UDL, language supports, multimodal sources, and flexible products are planned from the start.

## **READ-WRITE-DISCUSS**

Every unit integrates source analysis, structured discussion, and historical argumentation.

## **RESPONSIVE ASSESSMENT**

Diagnostics, checks for understanding, feedback, revision, and student reflection guide instruction.

# U.S. HISTORY COMPETENCIES

★ THE SKILLS OF HISTORIANS. THE MINDSET OF CITIZENS. THE POWER TO LEAD. ★

Through the WolfOS Inquiry Cycle, you will investigate the American past, evaluate evidence, and build the knowledge and skills needed for college, career, civic life, and a stronger democracy.



1

## HISTORICAL THINKING



- Analyze primary and secondary sources
- Contextualize events
- Corroborate evidence
- Identify cause and effect
- Evaluate multiple perspectives
- Build historical arguments

2

## CHRONOLOGY & CONTEXT



- Sequence major events
- Connect events to their era
- Identify turning points
- Trace continuity and change
- Relate local and national history

3

## SOURCE ANALYSIS



- Identify author and purpose
- Evaluate point of view
- Interpret text and images
- Assess credibility and limitations
- Use evidence responsibly

4

## CAUSE, EFFECT & CHANGE



- Explain multiple causes
- Evaluate short- and long-term effects
- Compare historical developments
- Recognize patterns over time
- Support claims with evidence

5

## RESEARCH & ARGUMENT



- Develop historical questions
- Find credible sources
- Organize and synthesize evidence
- Cite sources correctly
- Present defensible conclusions

6

## CITIZENSHIP & CIVIC CONNECTIONS



- Connect history to civic life
- Examine rights and responsibilities
- Discuss issues respectfully
- Evaluate competing perspectives
- Apply lessons of the past



### BUILT FOR YOUR FUTURE

These competencies are built step-by-step through every chapter, every discussion, every activity, and every decision you make as a learner and a leader.

### THE WOLFOS INQUIRY CYCLE



### EDUCATION WITHOUT LIMITS

When you build these competencies, you don't just prepare for tests—you prepare to lead, to serve, and to make a difference.



# ★ WolfOS ★ U.S. HISTORY INQUIRY CYCLE

HOW WE THINK. HOW WE LEARN. HOW WE LEAD.

In U.S. History, we follow an inquiry cycle that helps us think like historians, evaluate evidence, understand diverse perspectives, and connect the past to the present.

## THINKING LENSES



**WHO?**  
Created this?



**WHY?**  
Was it created?



**WHAT?**  
Does it say?



**WHAT'S MISSING?**  
Whose voice isn't there?



**WHY DOES IT MATTER?**  
Today?

1

## OBSERVE



**What do you notice?**  
Look closely.  
Read carefully.  
Study the evidence.

2

## QUESTION



**What questions do you have?**  
Whose voice is missing?  
Who created this?  
Why?

We follow this cycle every time we read, investigate, and discuss—so we can make sense of the American past and apply its lessons today.

7

## ACT



**How can we act?**  
How can informed citizens respond?  
Lead through action.  
Make a difference.

6

## REFLECT



**Has your thinking changed?**  
What did you learn?  
What surprised you?  
What do you still wonder?

5

## DISCUSS



**Listen. Challenge. Use evidence.**  
Listen to others.  
Challenge ideas respectfully.  
Use evidence to support our thinking.

3

## INVESTIGATE



**Dig deeper.**  
Read documents.  
Analyze data.  
Compare evidence.  
Look for patterns.

4

## ANALYZE



**What does it mean?**  
What claims are supported?  
What assumptions exist?  
Could another interpretation be true?



**U.S.  
HISTORY**

• EVIDENCE • PERSPECTIVE • ARGUMENT •



**WolfOS**  
EDUCATION WITHOUT LIMITS

## PACK NORMS



Listen before responding.



Use evidence whenever possible.



Challenge ideas, not people.



Ask questions before making assumptions.



Everyone contributes.



Respect disagreement.

*Remember: Your goal is not to agree with one another. Your goal is to understand one another.*



## WE THINK LIKE HISTORIANS.

We read closely. We question deeply.  
We seek the truth.



## WE ACT LIKE CITIZENS.

We discuss respectfully. We engage our communities. We lead.



## WE BUILD DEMOCRACY.

Informed minds. Engaged citizens.  
Stronger communities.

# Skills & Protocols: Taught by End of Unit 2

## REQUIRED FOUNDATIONAL LEARNING PROGRESSION

The first three units deliberately teach the complete inquiry toolkit. Later units do not introduce these routines as new skills; they increase independence, complexity, transfer, and quality of evidence-based reasoning.

### UNIT 0 • INTRODUCE

- WolfOS: Observe, Question, Investigate, Analyze, Discuss, Reflect, Act
- RQI QFT: QFocus, four rules, produce, improve, prioritize, next steps, reflect
- RLH: close reading and sourcing
- Competencies: C1, C2, C3, C5, C6

### UNIT 1 • PRACTICE

- WolfOS: complete guided cycle with multiple sources
- QFT: transform open/closed questions and choose inquiry priorities
- RLH: add contextualization to sourcing and close reading
- Competencies: C1-C5; explicit instruction begins C4

### UNIT 2 • INTEGRATE

- WolfOS: supported inquiry from observation through civic connection
- QFT: student questions guide investigation, argument, and reflection
- RLH: add corroboration; evaluate reliability across accounts
- All competencies C1-C6 have now been explicitly taught

### END-OF-UNIT-2 READINESS CHECK

Students independently generate and prioritize questions from a QFocus; source, contextualize, closely read, and corroborate documents; place evidence in chronological context; explain cause, effect, continuity, and change; construct and discuss a defensible claim; reflect on changed thinking; and identify a responsible civic or present-day connection.

### INSTRUCTIONAL DECISION RULE

If evidence shows that a routine is not yet secure, reteach it in a short workshop during Unit 2 and continue supported use in Unit 3. 'Taught' means every student has received explicit modeling, guided practice, feedback, and an opportunity to apply the skill—not that every student has already reached final mastery.

# Year at a Glance

US HISTORY • GRADE 10

The map assumes approximately 160 instructional days plus 15-20 days for school events, reteaching, student exhibitions, interim assessments, and teacher-selected extensions. Pacing should respond to evidence of student learning.

| UNIT | TITLE                                              | ERA           | DAYS | COMPETENCIES                |
|------|----------------------------------------------------|---------------|------|-----------------------------|
| 0    | Launching the Historian's Workshop                 | Course Launch | 5    | C1 • C2 • C3 • C5 • C6      |
| 1    | Indigenous America and First Encounters            | Pre-1492-1607 | 10   | C1 • C2 • C3 • C4 • C5      |
| 2    | Colonization, Labor, and Resistance                | 1607-1754     | 15   | C1 • C2 • C3 • C4 • C5 • C6 |
| 3    | Revolution and the Constitutional Experiment       | 1754-1800     | 20   | C1 • C2 • C3 • C4 • C5 • C6 |
| 4    | The Early Republic, Expansion, and Reform          | 1800-1848     | 20   | C1 • C2 • C3 • C4 • C5 • C6 |
| 5    | Sectional Crisis, Civil War, and Reconstruction    | 1844-1877     | 24   | C1 • C2 • C3 • C4 • C5 • C6 |
| 6    | Industrial America and the Gilded Age              | 1877-1900     | 18   | C1 • C2 • C3 • C4 • C5 • C6 |
| 7    | Progressivism, Imperialism, and World War I        | 1890-1920     | 18   | C1 • C2 • C3 • C4 • C5 • C6 |
| 8    | Prosperity, Depression, New Deal, and World War II | 1920-1945     | 25   | C1 • C2 • C3 • C4 • C5 • C6 |

## SEMESTER RHYTHM

Semester I: Units 0-4, with Unit 5 beginning as the major bridge across semesters. Semester II: completion of Unit 5 and Units 6-8. Build in at least one flex/reteach day per unit and protect time for the culminating inquiry at the end of Unit 8.

# Assessment & Evidence of Learning

US HISTORY • GRADE 10

Standards mastery is determined primarily through recurring DBQs and ACT-style tests and quizzes. Both assessment types are tagged to the primary CCSS literacy standards, supporting Illinois Social Science Standards, and WolfOS competencies. Formative work prepares students and guides reteaching; it does not replace direct mastery evidence.

## ACT-STYLE TESTS & QUIZZES

Passage sets, primary and secondary sources, maps, charts, data, vocabulary-in-context, comparison, inference, and evidence-based selected response.

## DOCUMENT-BASED QUESTIONS

Multiple documents requiring sourcing, contextualization, corroboration, a defensible claim, organized evidence, and historical reasoning.

## MASTERY REPORTING

Results are disaggregated by CCSS, linked ISSS, and C1-C6 competencies so reteaching targets the precise skill or concept.

## FORMATIVE PREPARATION

Bell ringers, annotations, retrieval, discussion, exit tickets, and paragraph checks provide feedback before mastery assessments.

## REVISION & REASSESSMENT

DBQ feedback and standards-level item analysis guide revision, targeted workshops, and reassessment opportunities.

## STUDENT REFLECTION

Students review standards data, select evidence of competency growth, and identify a specific next learning step.

## COMMON MASTERY CRITERIA

Accurate content • relevant evidence • sourcing and corroboration • chronology and context • cause/effect and change • claim and reasoning • interpretation of text and data • communication • civic connection when appropriate

# Literacy, Inquiry & Learner Supports

US HISTORY • GRADE 10

## HISTORICAL READING

- Source before reading: creator, context, audience, purpose
- Annotate claims, evidence, language, and omissions
- Corroborate across texts, images, maps, and data
- Read secondary accounts as interpretations

## HISTORICAL WRITING

- Move from claim + evidence to explained reasoning
- Use precise chronology and causal language
- Address counterevidence and alternate perspectives
- Cite sources consistently and revise from feedback

## DISCUSSION & ACTION

- Use evidence in seminars, hearings, and deliberations
- Practice disagreement without dehumanization
- Communicate conclusions for a target audience
- When appropriate, connect learning to informed action

## Planned Access Supports

### UDL, ENGLISH LEARNER, AND DIVERSE LEARNER PRACTICES

- Clear learning targets and exemplars
- Chunked, annotated, and audio-supported sources
- Visual vocabulary, maps, timelines, and concept diagrams
- Sentence frames that fade as independence grows
- Structured partner rehearsal before public speaking or writing
- Choice in source set or product when standards remain constant
- Frequent checks for understanding and small-group reteaching
- Extensions through additional sources, complexity, or authentic audience

# Unit 0 • Launching the Historian's Workshop

COURSE LAUNCH | 5 INSTRUCTIONAL DAYS

## INQUIRY, EVIDENCE, IDENTITY, AND HISTORICAL MEMORY

Students learn how historians ask questions, evaluate evidence, corroborate accounts, and build defensible interpretations. A local-history inquiry introduces the course's recurring lenses: identity, power, resistance, migration, citizenship, labor, and the contested meaning of freedom.

### ESSENTIAL QUESTIONS

- How do historians construct accounts of the past?
- Whose perspectives are preserved, centered, or omitted?
- How can local history reshape a national story?

### ENDURING UNDERSTANDINGS

- Historical claims are interpretations supported by evidence, not lists of facts.
- Sources reflect the purposes, contexts, and limitations of their creators.
- A strong inquiry revises questions and claims as new evidence emerges.

### CORE CONTENT

- Historical thinking and chronology
- Primary vs. secondary sources
- Sourcing, contextualization, corroboration
- Claim-evidence-reasoning
- Chicago neighborhood and school history

### COMPETENCIES & INQUIRY PROTOCOLS

- C1: Historical Thinking
- C2: Chronology & Context
- C3: Source Analysis
- C5: Research & Argument
- C6: Citizenship & Civic Connections
- WolfOS cycle: explicit introduction and guided first cycle
- RQI QFT: full protocol with a visual QFocus
- RLH: close reading and sourcing

### PRIMARY CCSS LITERACY STANDARDS

CCSS.ELA-LITERACY.RH.9-10.1 • CCSS.ELA-LITERACY.RH.9-10.2 • CCSS.ELA-LITERACY.RH.9-10.6 • CCSS.ELA-LITERACY.RH.9-10.8 • CCSS.ELA-LITERACY.WHST.9-10.9 • CCSS.ELA-LITERACY.SL.9-10.1

### SUPPORTING ILLINOIS SOCIAL SCIENCE STANDARDS

SS.IS.1.9-12 • SS.IS.2.9-12 • SS.IS.3.9-12 • SS.IS.4.9-12 • SS.IS.5.9-12 • SS.IS.6.9-12 • SS.IS.7.9-12 • SS.H.1.9-12 • SS.H.5.9-12 • SS.H.9.9-12

# Unit 0 • Learning Plan

EVIDENCE • SOURCES • ACCESS • LOCAL CONNECTION

## STANDARDS MASTERY EVIDENCE

- Diagnostic ACT-style source and literacy set
- Baseline mini-DBQ / evidence paragraph
- Diagnostic source analysis
- History of Me / Place timeline

## SUGGESTED SOURCE TYPES

- Maps, photographs, oral histories, school/community archives
- Short paired accounts of the same event
- Teacher-selected Chicago primary sources

## COMPETENCY EVIDENCE

C1 Historical Thinking • C2 Chronology & Context • C3 Source Analysis • C5 Research & Argument • C6 Citizenship & Civic Connections

## CHICAGO / ILLINOIS CONNECTION

Use Orr Academy, West Side, or neighborhood evidence to practice historical inquiry without treating the community only through a deficit lens.

## ACCESS & DIFFERENTIATION

Model one source analysis; provide a visual glossary and sentence frames; allow oral, visual, or written claims; use mixed-readiness evidence sets.

## SUGGESTED UNIT ARC

Launch compelling question and prior knowledge → build background and vocabulary → investigate multiple sources → practice a disciplinary skill → discuss or deliberate → construct a claim → receive feedback → revise and communicate a conclusion.

# Unit 1 • Indigenous America and First Encounters

PRE-1492-1607 | 10 INSTRUCTIONAL DAYS

## PLACE, SOVEREIGNTY, CULTURAL DIVERSITY, ENCOUNTER, AND EXCHANGE

Students begin with complex Indigenous societies rather than European arrival. They examine how geography shaped lifeways, how Native nations exercised sovereignty, and how contact altered societies on both sides of the Atlantic through exchange, violence, alliance, disease, and adaptation.

### ESSENTIAL QUESTIONS

- How did diverse Native nations shape North America before European colonization?
- How did geography influence culture, economy, and political organization?
- Was first contact primarily exchange, conquest, or both?

### ENDURING UNDERSTANDINGS

- Indigenous North America was politically, economically, and culturally diverse before 1492.
- Native peoples acted strategically to preserve communities and sovereignty.
- The Columbian Exchange produced unequal and far-reaching demographic and environmental change.

### CORE CONTENT

- Cahokia and Mississippian societies
- Native nations of the Great Lakes and Illinois
- Regional cultures and land relationships
- European motives and technologies
- Columbian Exchange and early encounters

### COMPETENCIES & INQUIRY PROTOCOLS

- C1: Historical Thinking
- C2: Chronology & Context
- C3: Source Analysis
- C4: Cause, Effect & Change
- C5: Research & Argument
- WolfOS cycle: guided application
- RQI QFT: improve and prioritize inquiry questions
- RLH: sourcing, close reading, and contextualization

### PRIMARY CCSS LITERACY STANDARDS

CCSS.ELA-LITERACY.RH.9-10.1 • CCSS.ELA-LITERACY.RH.9-10.2 • CCSS.ELA-LITERACY.RH.9-10.4 • CCSS.ELA-LITERACY.RH.9-10.6 • CCSS.ELA-LITERACY.RH.9-10.7 • CCSS.ELA-LITERACY.RH.9-10.9 •

### SUPPORTING ILLINOIS SOCIAL SCIENCE STANDARDS

SS.IS.1.9-12 • SS.IS.3.9-12 • SS.IS.4.9-12 • SS.IS.5.9-12 • SS.IS.6.9-12 • SS.G.1.9-12 • SS.G.3.9-12 • SS.G.6.9-12 • SS.G.9.9-12 • SS.G.10.9-12 • SS.H.1.9-12 • SS.H.2.9-12 • SS.H.5.9-12 • SS.H.8.9-12 • SS.H.11.9-12 • SS.H.12.9-12

# Unit 1 • Learning Plan

EVIDENCE • SOURCES • ACCESS • LOCAL CONNECTION

## STANDARDS MASTERY EVIDENCE

- ACT-style standards quiz/test tagged to CCSS + ISSS + competencies
- Unit DBQ with source analysis and historical argument
- Regional society comparison
- Map-based explanation

## SUGGESTED SOURCE TYPES

- Archaeological evidence and maps
- Native-authored histories and oral traditions
- Columbus, Las Casas, and Indigenous perspectives

## COMPETENCY EVIDENCE

C1 Historical Thinking • C2 Chronology & Context • C3 Source Analysis • C4 Cause, Effect & Change • C5 Research & Argument

## CHICAGO / ILLINOIS CONNECTION

Center the homelands and continuing presence of the Council of Three Fires and other Native nations connected to Illinois; connect to Cahokia and contemporary Native Chicago.

## ACCESS & DIFFERENTIATION

Use annotated maps, image-first sources, audio options, chunked texts, and vocabulary in context. Avoid presenting Indigenous peoples only in the past tense.

## SUGGESTED UNIT ARC

Launch compelling question and prior knowledge → build background and vocabulary → investigate multiple sources → practice a disciplinary skill → discuss or deliberate → construct a claim → receive feedback → revise and communicate a conclusion.

# Unit 2 • Colonization, Labor, and Resistance

1607-1754 | 15 INSTRUCTIONAL DAYS

## SETTLEMENT, FORCED MIGRATION, RACE, LABOR, RELIGION, AND RESISTANCE

Students compare Spanish, French, Dutch, and British colonial systems, then investigate how land seizure, indentured labor, and racialized chattel slavery structured colonial development. The unit emphasizes Native, African, and European agency and the regional diversity of British North America.

### ESSENTIAL QUESTIONS

- Why did colonial societies develop differently across North America?
- How did labor systems create wealth and inequality?
- How did people resist, negotiate, or adapt to colonial power?

### ENDURING UNDERSTANDINGS

- Colonial regions developed through the interaction of environment, imperial policy, labor, religion, and migration.
- Racial categories and slave codes hardened over time to protect systems of power.
- Colonized and enslaved peoples continually shaped and challenged colonial societies.

### CORE CONTENT

- Jamestown and Chesapeake labor
- New England communities and dissent
- Middle Colonies and pluralism
- Atlantic trade and forced migration
- Slavery, race-making, and resistance
- French Illinois and Great Lakes diplomacy

### COMPETENCIES & INQUIRY PROTOCOLS

- C1: Historical Thinking
- C2: Chronology & Context
- C3: Source Analysis
- C4: Cause, Effect & Change
- C5: Research & Argument
- C6: Citizenship & Civic Connections
- WolfOS cycle: complete supported inquiry
- RQI QFT: questions drive research and reflection
- RLH: sourcing, contextualization, corroboration, and close reading

### PRIMARY CCSS LITERACY STANDARDS

CCSS.ELA-LITERACY.RH.9-10.1 • CCSS.ELA-LITERACY.RH.9-10.2 • CCSS.ELA-LITERACY.RH.9-10.3 • CCSS.ELA-LITERACY.RH.9-10.5 • CCSS.ELA-LITERACY.RH.9-10.6 • CCSS.ELA-LITERACY.RH.9-10.8 •

### SUPPORTING ILLINOIS SOCIAL SCIENCE STANDARDS

SS.IS.2.9-12 • SS.IS.3.9-12 • SS.IS.4.9-12 • SS.IS.5.9-12 • SS.IS.6.9-12 • SS.IS.7.9-12 • SS.G.3.9-12 • SS.G.4.9-12 • SS.G.5.9-12 • SS.G.6.9-12 • SS.G.9.9-12 • SS.G.10.9-12 • SS.G.11.9-12 • SS.G.12.9-12 • SS.EC.1.9-12 • SS.EC.3.9-12 • SS.EC.8.9-12 • SS.EC.9.9-12 • SS.EC.10.9-12 • SS.H.1.9-12 • SS.H.2.9-12 • SS.H.3.9-12 •

# Unit 2 • Learning Plan

EVIDENCE • SOURCES • ACCESS • LOCAL CONNECTION

## STANDARDS MASTERY EVIDENCE

- ACT-style standards quiz/test tagged to CCSS + ISSS + competencies
- Unit DBQ with source analysis and historical argument
- Colonial region evidence matrix
- Labor systems argument

## SUGGESTED SOURCE TYPES

- Slave codes, advertisements, petitions, maps
- Olaudah Equiano and other African voices
- Treaties and Native diplomatic records

## COMPETENCY EVIDENCE

C1 Historical Thinking • C2 Chronology & Context • C3 Source Analysis • C4 Cause, Effect & Change • C5 Research & Argument • C6 Citizenship & Civic Connections

## CHICAGO / ILLINOIS CONNECTION

Connect French colonial Illinois, Fort de Chartres, Kaskaskia, and Great Lakes trade networks to the broader Atlantic world.

## ACCESS & DIFFERENTIATION

Preteach legal and economic vocabulary; use role cards grounded in evidence; supply leveled excerpts alongside originals; assess comparison with multiple formats.

## SUGGESTED UNIT ARC

Launch compelling question and prior knowledge → build background and vocabulary → investigate multiple sources → practice a disciplinary skill → discuss or deliberate → construct a claim → receive feedback → revise and communicate a conclusion.

# Unit 3 • Revolution and the Constitutional Experiment

1754-1800 | 20 INSTRUCTIONAL DAYS

## REVOLUTION, REPUBLICANISM, RIGHTS, GOVERNMENT, AND CONTESTED FREEDOM

Students trace the imperial crisis through independence and evaluate the Revolution's promises and limits. They compare the Articles of Confederation and Constitution, investigate debates over federal power and rights, and ask who counted as 'the people' in the new republic.

### ESSENTIAL QUESTIONS

- Why did British colonists choose revolution?
- How revolutionary was the American Revolution for different groups?
- How did the Constitution balance liberty, order, power, and compromise?

### ENDURING UNDERSTANDINGS

- The Revolution grew from changing ideas, interests, identities, and imperial policies.
- Revolutionary language expanded political possibility even when rights remained restricted.
- The Constitution created durable structures while embedding unresolved conflicts over power, slavery, and citizenship.

### CORE CONTENT

- French and Indian War
- Resistance and independence
- Declaration and wartime turning points
- Revolution for women, Native peoples, and African Americans
- Articles, Constitution, and Bill of Rights
- Federalists, Anti-Federalists, and early precedents

### COMPETENCIES & INQUIRY PROTOCOLS

- C1: Historical Thinking
- C2: Chronology & Context
- C3: Source Analysis
- C4: Cause, Effect & Change
- C5: Research & Argument
- C6: Citizenship & Civic Connections
- WolfOS cycle: increasingly independent
- QFT for unit and student-generated questions
- RLH document sets and evidence-based claims

### PRIMARY CCSS LITERACY STANDARDS

CCSS.ELA-LITERACY.RH.9-10.1 • CCSS.ELA-LITERACY.RH.9-10.2 • CCSS.ELA-LITERACY.RH.9-10.3 • CCSS.ELA-LITERACY.RH.9-10.6 • CCSS.ELA-LITERACY.RH.9-10.8 • CCSS.ELA-LITERACY.RH.9-10.9

### SUPPORTING ILLINOIS SOCIAL SCIENCE STANDARDS

SS.IS.1.9-12 • SS.IS.2.9-12 • SS.IS.3.9-12 • SS.IS.4.9-12 • SS.IS.5.9-12 • SS.IS.6.9-12 • SS.IS.7.9-12 • SS.IS.8.9-12 • SS.IS.9.9-12 • SS.CV.1.9-12 • SS.CV.3.9-12 • SS.CV.4.9-12 • SS.CV.5.9-12 • SS.CV.7.9-12 • SS.CV.8.9-12 • SS.CV.9.9-12 • SS.CV.10.9-12 • SS.H.1.9-12 • SS.H.2.9-12 • SS.H.3.9-12 • SS.H.5.9-12 • SS.H.7.9-12 • SS.H.8.9-12

# Unit 3 • Learning Plan

EVIDENCE • SOURCES • ACCESS • LOCAL CONNECTION

## STANDARDS MASTERY EVIDENCE

- ACT-style standards quiz/test tagged to CCSS + ISSS + competencies
- Unit DBQ with source analysis and historical argument
- Causes of Revolution CER/CEA
- Revolution impact spectrum

## SUGGESTED SOURCE TYPES

- Declaration of Independence
- Constitution and Bill of Rights
- Federalist and Anti-Federalist texts
- Petitions by enslaved people and women

## COMPETENCY EVIDENCE

C1 Historical Thinking • C2 Chronology & Context • C3 Source Analysis • C4 Cause, Effect & Change • C5 Research & Argument • C6 Citizenship & Civic Connections

## CHICAGO / ILLINOIS CONNECTION

Use Illinois statehood-era questions only as a bridge; foreground how later Chicago civic debates inherit arguments about representation, rights, and federalism.

## ACCESS & DIFFERENTIATION

Use clause-by-clause Constitution guides, concept diagrams, collaborative annotation, oral rehearsal before writing, and explicit counterclaim modeling.

## SUGGESTED UNIT ARC

Launch compelling question and prior knowledge → build background and vocabulary → investigate multiple sources → practice a disciplinary skill → discuss or deliberate → construct a claim → receive feedback → revise and communicate a conclusion.

# Unit 4 • The Early Republic, Expansion, and Reform

1800-1848 | 20 INSTRUCTIONAL DAYS

## DEMOCRATIZATION, MARKETS, REMOVAL, REFORM, AND COMPETING VISIONS

Students examine how democratic participation expanded for many white men while exclusion and dispossession persisted. They connect political change to the Market Revolution, territorial growth, Native removal, slavery, religious revival, and organized reform.

### ESSENTIAL QUESTIONS

- Who gained and who was denied political power in the early republic?
- How did economic growth transform work, family, and region?
- How did reformers define freedom and improve society?

### ENDURING UNDERSTANDINGS

- Political democratization and exclusion developed together.
- Transportation, markets, and technology linked regions while deepening sectional differences.
- Expansion relied on law, warfare, settlement, and forced Native removal.
- Reform movements widened public debate over rights and responsibility.

### CORE CONTENT

- Jefferson, Marshall Court, and federal power
- Jacksonian democracy and party politics
- Indian Removal and Native resistance
- Market Revolution and migration
- Second Great Awakening and reform
- Abolition and women's rights
- Texas, Mexico, and expansion to 1848

### COMPETENCIES & INQUIRY PROTOCOLS

- C1: Historical Thinking
- C2: Chronology & Context
- C3: Source Analysis
- C4: Cause, Effect & Change
- C5: Research & Argument
- C6: Citizenship & Civic Connections
- WolfOS cycle: compare, discuss, reflect
- QFT for policy and reform inquiry
- RLH multi-perspective corroboration

### PRIMARY CCSS LITERACY STANDARDS

CCSS.ELA-LITERACY.RH.9-10.1 • CCSS.ELA-LITERACY.RH.9-10.2 • CCSS.ELA-LITERACY.RH.9-10.3 • CCSS.ELA-LITERACY.RH.9-10.5 • CCSS.ELA-LITERACY.RH.9-10.6 • CCSS.ELA-LITERACY.RH.9-10.7

### SUPPORTING ILLINOIS SOCIAL SCIENCE STANDARDS

SS.IS.1.9-12 • SS.IS.2.9-12 • SS.IS.3.9-12 • SS.IS.4.9-12 • SS.IS.5.9-12 • SS.IS.6.9-12 • SS.IS.7.9-12 • SS.IS.8.9-12 • SS.CV.1.9-12 • SS.CV.3.9-12 • SS.CV.4.9-12 • SS.CV.5.9-12 • SS.CV.6.9-12 • SS.CV.8.9-12 • SS.CV.9.9-12 • SS.G.1.9-12 • SS.G.3.9-12 • SS.G.6.9-12 • SS.G.7.9-12 • SS.EC.4.9-12 • SS.EC.6.9-12 • SS.EC.7.9-12 • SS.EC.8.9-12

# Unit 4 • Learning Plan

EVIDENCE • SOURCES • ACCESS • LOCAL CONNECTION

## STANDARDS MASTERY EVIDENCE

- ACT-style standards quiz/test tagged to CCSS + ISSS + competencies
- Unit DBQ with source analysis and historical argument
- Jackson policy hearing
- Market Revolution data story

## SUGGESTED SOURCE TYPES

- Worcester v. Georgia and removal accounts
- Lowell mill testimony
- Seneca Falls Declaration
- Abolitionist speeches and newspapers

## COMPETENCY EVIDENCE

C1 Historical Thinking • C2 Chronology & Context • C3 Source Analysis • C4 Cause, Effect & Change • C5 Research & Argument • C6 Citizenship & Civic Connections

## CHICAGO / ILLINOIS CONNECTION

Connect the 1833 Treaty of Chicago, Potawatomi removal, Fort Dearborn narratives, early Black Chicago, and the city's growth as a transportation hub.

## ACCESS & DIFFERENTIATION

Sequence complex causation with timelines; use maps before dense text; allow choice among reform case studies; explicitly distinguish perspective from endorsement.

## SUGGESTED UNIT ARC

Launch compelling question and prior knowledge → build background and vocabulary → investigate multiple sources → practice a disciplinary skill → discuss or deliberate → construct a claim → receive feedback → revise and communicate a conclusion.

# Unit 5 • Sectional Crisis, Civil War, and Reconstruction

1844-1877 | 24 INSTRUCTIONAL DAYS

## SLAVERY, UNION, EMANCIPATION, CITIZENSHIP, AND DEMOCRACY

Students investigate the expansion of slavery, the collapse of compromise, Civil War, emancipation, and Reconstruction. They evaluate how Black Americans transformed the meaning of the war and how constitutional change was contested by white supremacist violence and political retreat.

### ESSENTIAL QUESTIONS

- Why did sectional conflict become civil war?
- How did enslaved and free Black people make emancipation a war aim?
- To what extent did Reconstruction transform American democracy?

### ENDURING UNDERSTANDINGS

- Slavery was the central cause of secession and Civil War, operating through intertwined political, economic, and social conflicts.
- Emancipation emerged through wartime policy and Black self-liberation, service, and organizing.
- Reconstruction created revolutionary constitutional change, but enforcement failures allowed racial hierarchy to be rebuilt.

### CORE CONTENT

- Manifest Destiny and slavery's expansion
- Compromise breakdown and secession
- Military and home-front experiences
- Emancipation and Black military service
- 13th-15th Amendments
- Freedpeople's institution-building
- Reconstruction governments, violence, and retreat

### COMPETENCIES & INQUIRY PROTOCOLS

- C1: Historical Thinking
- C2: Chronology & Context
- C3: Source Analysis
- C4: Cause, Effect & Change
- C5: Research & Argument
- C6: Citizenship & Civic Connections
- WolfOS cycle: inquiry to defensible argument
- QFT for Reconstruction inquiry
- RLH document-based investigation

### PRIMARY CCSS LITERACY STANDARDS

CCSS.ELA-LITERACY.RH.9-10.1 • CCSS.ELA-LITERACY.RH.9-10.2 • CCSS.ELA-LITERACY.RH.9-10.3 • CCSS.ELA-LITERACY.RH.9-10.6 • CCSS.ELA-LITERACY.RH.9-10.8 • CCSS.ELA-LITERACY.RH.9-10.9

### SUPPORTING ILLINOIS SOCIAL SCIENCE STANDARDS

SS.IS.1.9-12 • SS.IS.2.9-12 • SS.IS.3.9-12 • SS.IS.4.9-12 • SS.IS.5.9-12 • SS.IS.6.9-12 • SS.IS.7.9-12 • SS.IS.8.9-12 • SS.IS.9.9-12 • SS.CV.1.9-12 • SS.CV.3.9-12 • SS.CV.4.9-12 • SS.CV.5.9-12 • SS.CV.8.9-12 • SS.CV.9.9-12 • SS.EC.4.9-12 • SS.EC.7.9-12 • SS.H.1.9-12 • SS.H.2.9-12 • SS.H.3.9-12 • SS.H.5.9-12 • SS.H.6.9-12 • SS.H.7.9-12

# Unit 5 • Learning Plan

EVIDENCE • SOURCES • ACCESS • LOCAL CONNECTION

## STANDARDS MASTERY EVIDENCE

- ACT-style standards quiz/test tagged to CCSS + ISSS + competencies
- Unit DBQ with source analysis and historical argument
- Secession evidence investigation
- Civil War turning-point briefing

## SUGGESTED SOURCE TYPES

- Secession declarations
- Emancipation Proclamation
- Black soldiers' letters
- Freedmen's Bureau records
- Reconstruction constitutions and testimony

## COMPETENCY EVIDENCE

C1 Historical Thinking • C2 Chronology & Context • C3 Source Analysis • C4 Cause, Effect & Change • C5 Research & Argument • C6 Citizenship & Civic Connections

## CHICAGO / ILLINOIS CONNECTION

Study Chicago's abolition networks, Camp Douglas, the Great Migration's later roots in Reconstruction's collapse, and Illinois debates over Black citizenship.

## ACCESS & DIFFERENTIATION

Teach sensitive content with clear purposes and norms; never simulate enslavement; offer content notices; use structured evidence packets and frequent synthesis checks.

## SUGGESTED UNIT ARC

Launch compelling question and prior knowledge → build background and vocabulary → investigate multiple sources → practice a disciplinary skill → discuss or deliberate → construct a claim → receive feedback → revise and communicate a conclusion.

# Unit 6 • Industrial America and the Gilded Age

1877-1900 | 18 INSTRUCTIONAL DAYS

## INDUSTRY, LABOR, IMMIGRATION, URBANIZATION, WEALTH, AND RESISTANCE

Students explore how corporations, technology, migration, and industrial labor remade the United States. Chicago becomes a central case study for opportunity and inequality, labor conflict, segregation, urban reform, and competing ideas about wealth and government's role.

### ESSENTIAL QUESTIONS

- Who benefited and who paid the costs of industrial growth?
- How did workers and communities respond to rapid change?
- How did migration and urbanization reshape American identity?

### ENDURING UNDERSTANDINGS

- Industrial capitalism generated unprecedented production and wealth alongside exploitation and instability.
- Immigrants, migrants, workers, farmers, and reformers organized to reshape economic and political power.
- Race, class, gender, and citizenship affected access to the opportunities of urban America.

### CORE CONTENT

- Railroads, corporations, and technology
- Labor systems and unions
- New immigration and nativism
- Urban growth and political machines
- Westward settlement and federal Native policy
- Populism and inequality
- Jim Crow and disfranchisement

### COMPETENCIES & INQUIRY PROTOCOLS

- C1: Historical Thinking
- C2: Chronology & Context
- C3: Source Analysis
- C4: Cause, Effect & Change
- C5: Research & Argument
- C6: Citizenship & Civic Connections
- WolfOS cycle: data + documents
- QFT for local labor inquiry
- RLH photographs, testimony, and policy

### PRIMARY CCSS LITERACY STANDARDS

CCSS.ELA-LITERACY.RH.9-10.1 • CCSS.ELA-LITERACY.RH.9-10.2 • CCSS.ELA-LITERACY.RH.9-10.3 • CCSS.ELA-LITERACY.RH.9-10.6 • CCSS.ELA-LITERACY.RH.9-10.7 • CCSS.ELA-LITERACY.RH.9-10.8 •

### SUPPORTING ILLINOIS SOCIAL SCIENCE STANDARDS

SS.IS.2.9-12 • SS.IS.3.9-12 • SS.IS.4.9-12 • SS.IS.5.9-12 • SS.IS.6.9-12 • SS.IS.7.9-12 • SS.IS.8.9-12 • SS.G.1.9-12 • SS.G.2.9-12 • SS.G.3.9-12 • SS.G.4.9-12 • SS.G.5.9-12 • SS.G.6.9-12 • SS.G.7.9-12 • SS.G.9.9-12 • SS.G.10.9-12 • SS.EC.1.9-12 • SS.EC.3.9-12 • SS.EC.4.9-12 • SS.EC.5.9-12 • SS.EC.6.9-12 • SS.EC.7.9-12 • SS.EC.8.9-12 •

# Unit 6 • Learning Plan

EVIDENCE • SOURCES • ACCESS • LOCAL CONNECTION

## STANDARDS MASTERY EVIDENCE

- ACT-style standards quiz/test tagged to CCSS + ISSS + competencies
- Unit DBQ with source analysis and historical argument
- Industrialization data analysis
- Labor debate: Haymarket/Pullman

## SUGGESTED SOURCE TYPES

- Jacob Riis photographs
- Carnegie and labor voices
- Chinese Exclusion Act
- Dawes Act and Native testimony
- Ida B. Wells writings

## COMPETENCY EVIDENCE

C1 Historical Thinking • C2 Chronology & Context • C3 Source Analysis • C4 Cause, Effect & Change • C5 Research & Argument • C6 Citizenship & Civic Connections

## CHICAGO / ILLINOIS CONNECTION

Use Haymarket, Pullman, Hull House, meatpacking, the 1893 World's Fair, Ida B. Wells, and the racial geography of industrial Chicago as recurring case studies.

## ACCESS & DIFFERENTIATION

Pair quantitative and narrative evidence; provide graph-reading routines; use multilingual immigrant sources; avoid reducing immigrants to a single assimilation story.

## SUGGESTED UNIT ARC

Launch compelling question and prior knowledge → build background and vocabulary → investigate multiple sources → practice a disciplinary skill → discuss or deliberate → construct a claim → receive feedback → revise and communicate a conclusion.

# Unit 7 • Progressivism, Imperialism, and World War I

1890-1920 | 18 INSTRUCTIONAL DAYS

## REFORM, EMPIRE, WAR, DEMOCRACY, AND CIVIL LIBERTIES

Students evaluate Progressive responses to industrial society while examining who reform included and excluded. They investigate U.S. overseas expansion, debates over empire, World War I mobilization, dissent, migration, and the contradiction between democratic ideals and wartime repression.

### ESSENTIAL QUESTIONS

- How effective and inclusive were Progressive reforms?
- Why did the United States become an overseas power?
- How did World War I change government, civil liberties, migration, and daily life?

### ENDURING UNDERSTANDINGS

- Progressives used government, investigation, expertise, and organizing to address industrial problems, but reforms often reflected racial and class bias.
- U.S. global power expanded through economic influence, military force, and competing claims about democracy.
- Total war increased federal power and opened opportunities while restricting dissent and intensifying racial conflict.

### CORE CONTENT

- Muckrakers and municipal reform
- Women, Black reformers, and suffrage
- Conservation and regulation
- Spanish-American War and the Philippines
- U.S. entry into World War I
- Home front, propaganda, and civil liberties
- Great Migration and Red Summer

### COMPETENCIES & INQUIRY PROTOCOLS

- C1: Historical Thinking
- C2: Chronology & Context
- C3: Source Analysis
- C4: Cause, Effect & Change
- C5: Research & Argument
- C6: Citizenship & Civic Connections
- WolfOS cycle: deliberation and civic connection
- QFT for war and reform questions
- RLH competing accounts and propaganda

### PRIMARY CCSS LITERACY STANDARDS

CCSS.ELA-LITERACY.RH.9-10.1 • CCSS.ELA-LITERACY.RH.9-10.2 • CCSS.ELA-LITERACY.RH.9-10.3 • CCSS.ELA-LITERACY.RH.9-10.6 • CCSS.ELA-LITERACY.RH.9-10.7 • CCSS.ELA-LITERACY.RH.9-10.8 •

### SUPPORTING ILLINOIS SOCIAL SCIENCE STANDARDS

SS.IS.1.9-12 • SS.IS.2.9-12 • SS.IS.3.9-12 • SS.IS.4.9-12 • SS.IS.5.9-12 • SS.IS.6.9-12 • SS.IS.7.9-12 • SS.IS.8.9-12 • SS.IS.9.9-12 • SS.CV.1.9-12 • SS.CV.2.9-12 • SS.CV.3.9-12 • SS.CV.5.9-12 • SS.CV.6.9-12 • SS.CV.8.9-12 • SS.CV.9.9-12 • SS.G.6.9-12 • SS.G.11.9-12 • SS.G.12.9-12 • SS.EC.4.9-12 • SS.EC.7.9-12 • SS.EC.9.9-12 •

# Unit 7 • Learning Plan

EVIDENCE • SOURCES • ACCESS • LOCAL CONNECTION

## STANDARDS MASTERY EVIDENCE

- ACT-style standards quiz/test tagged to CCSS + ISSS + competencies
- Unit DBQ with source analysis and historical argument
- Progressive reform scorecard
- Imperialism structured controversy

## SUGGESTED SOURCE TYPES

- Muckraking journalism
- Plessy-era and suffrage documents
- Anti-Imperialist League texts
- Espionage/Sedition Act cases
- Chicago Defender excerpts

## COMPETENCY EVIDENCE

C1 Historical Thinking • C2 Chronology & Context • C3 Source Analysis • C4 Cause, Effect & Change • C5 Research & Argument • C6 Citizenship & Civic Connections

## CHICAGO / ILLINOIS CONNECTION

Center Ida B. Wells, Jane Addams, Hull House, Chicago labor politics, the Great Migration, Chicago Defender, and the 1919 Red Summer.

## ACCESS & DIFFERENTIATION

Use issue-based source stations, perspective trackers, captioned media, argument frames, and private reflection options when discussing racial violence.

## SUGGESTED UNIT ARC

Launch compelling question and prior knowledge → build background and vocabulary → investigate multiple sources → practice a disciplinary skill → discuss or deliberate → construct a claim → receive feedback → revise and communicate a conclusion.

# Unit 8 • Prosperity, Depression, New Deal, and World War II

1920-1945 | 25 INSTRUCTIONAL DAYS

## MODERNITY, CRISIS, FEDERAL POWER, TOTAL WAR, AND CONTESTED FREEDOM

Students study the cultural and economic changes of the 1920s, the causes and human effects of the Great Depression, New Deal responses, and U.S. participation in World War II. The course culminates by evaluating how global war expanded American power while exposing contradictions in freedom at home.

### ESSENTIAL QUESTIONS

- Who experienced the prosperity and conflict of the 1920s?
- How did the Depression and New Deal redefine government's responsibilities?
- How did World War II transform the United States and its place in the world?
- How democratic was the defense of democracy?

### ENDURING UNDERSTANDINGS

- The 1920s combined consumer growth and cultural creativity with nativism, racial violence, and unequal prosperity.
- The Depression had multiple causes and uneven consequences; the New Deal expanded federal responsibility without ending all inequality or the crisis itself.
- World War II mobilization reshaped work, migration, rights movements, and global power.
- Japanese American incarceration and racial inequality revealed profound contradictions in wartime democracy.

### CORE CONTENT

- Consumer culture, Harlem Renaissance, and nativism
- Stock market crash and Depression
- Hoover, protest, and New Deal
- Isolationism and road to war
- European and Pacific theaters
- Home-front mobilization and Double V
- Japanese American incarceration
- Holocaust, atomic bomb, and war's end

### COMPETENCIES & INQUIRY PROTOCOLS

- C1: Historical Thinking
- C2: Chronology & Context
- C3: Source Analysis
- C4: Cause, Effect & Change
- C5: Research & Argument
- C6: Citizenship & Civic Connections
- WolfOS cycle: culminating independent inquiry
- QFT for researchable questions
- RLH synthesis across primary and secondary sources

### PRIMARY CCSS LITERACY STANDARDS

CCSS.ELA-LITERACY.RH.9-10.1 • CCSS.ELA-LITERACY.RH.9-10.2 • CCSS.ELA-LITERACY.RH.9-10.3 • CCSS.ELA-LITERACY.RH.9-10.6 • CCSS.ELA-LITERACY.RH.9-10.7 • CCSS.ELA-LITERACY.RH.9-10.8

### SUPPORTING ILLINOIS SOCIAL SCIENCE STANDARDS

SS.IS.1.9-12 • SS.IS.2.9-12 • SS.IS.3.9-12 • SS.IS.4.9-12 • SS.IS.5.9-12 • SS.IS.6.9-12 • SS.IS.7.9-12 • SS.IS.8.9-12 • SS.IS.9.9-12 • SS.CV.1.9-12 • SS.CV.3.9-12 • SS.CV.5.9-12 • SS.CV.6.9-12 • SS.CV.8.9-12 • SS.CV.9.9-12 • SS.G.5.9-12 • SS.G.6.9-12 • SS.G.11.9-12 • SS.G.12.9-12 • SS.EC.4.9-12 • SS.EC.6.9-12 • SS.EC.7.9-12

# Unit 8 • Learning Plan

EVIDENCE • SOURCES • ACCESS • LOCAL CONNECTION

## STANDARDS MASTERY EVIDENCE

- ACT-style standards quiz/test tagged to CCSS + ISSS + competencies
- Unit DBQ with source analysis and historical argument
- 1920s cultural museum panel
- Depression/New Deal policy analysis

## SUGGESTED SOURCE TYPES

- Economic data and oral histories
- New Deal speeches and critiques
- Executive Order 9066 and testimony
- Double V campaign
- Soldiers' letters, war maps, Holocaust survivor testimony

## COMPETENCY EVIDENCE

C1 Historical Thinking • C2 Chronology & Context • C3 Source Analysis • C4 Cause, Effect & Change • C5 Research & Argument • C6 Citizenship & Civic Connections

## CHICAGO / ILLINOIS CONNECTION

Use Bronzeville and the Black Renaissance, Mexican and Black labor/migration, Century of Progress, Chicago's New Deal projects, wartime industry, and local veterans' stories.

## ACCESS & DIFFERENTIATION

Teach data reading explicitly; use oral histories and photographs as entry points; give choices for the culminating product; handle Holocaust and atomic-bomb content with age-appropriate context and care.

## SUGGESTED UNIT ARC

Launch compelling question and prior knowledge → build background and vocabulary → investigate multiple sources → practice a disciplinary skill → discuss or deliberate → construct a claim → receive feedback → revise and communicate a conclusion.

# CCSS Reading in History/Social Studies

PRIMARY CCSS → SUPPORTING ISSS → WOLFOS COMPETENCIES

CCSS literacy standards are the primary assessable standards. Illinois Social Science standards supply disciplinary purpose and content; WolfOS competencies describe the durable performance students demonstrate.

| PRIMARY CCSS      | STUDENT PERFORMANCE                                           | SUPPORTING ISSS            | COMPETENCIES      |
|-------------------|---------------------------------------------------------------|----------------------------|-------------------|
| <b>RH.9-10.1</b>  | Cite specific textual evidence; attend to date and origin.    | SS.IS.4-6; SS.H.9          | <b>C1, C3, C5</b> |
| <b>RH.9-10.2</b>  | Determine central ideas and summarize relationships.          | SS.IS.5-6; SS.H.1-2        | <b>C1, C2, C5</b> |
| <b>RH.9-10.3</b>  | Analyze events: sequence, cause, and development.             | SS.H.1-2, 10-11            | <b>C2, C4</b>     |
| <b>RH.9-10.4</b>  | Determine meaning of discipline-specific words and phrases.   | SS.IS.4; SS.H.5, 9         | <b>C1, C3</b>     |
| <b>RH.9-10.5</b>  | Analyze how text structure emphasizes ideas or information.   | SS.IS.4; SS.H.9            | <b>C1, C3</b>     |
| <b>RH.9-10.6</b>  | Compare authors' points of view and treatment of facts.       | SS.IS.4; SS.H.5, 8-9       | <b>C1, C3</b>     |
| <b>RH.9-10.7</b>  | Integrate quantitative/technical and qualitative analysis.    | SS.G.1-2; SS.EC.6; SS.IS.4 | <b>C1, C3, C4</b> |
| <b>RH.9-10.8</b>  | Evaluate reasoning and evidence supporting claims.            | SS.IS.4-6; SS.H.9, 11      | <b>C1, C3, C5</b> |
| <b>RH.9-10.9</b>  | Compare treatments in primary and secondary sources.          | SS.IS.4-6; SS.H.5, 8-9     | <b>C1, C3, C5</b> |
| <b>RH.9-10.10</b> | Read grade-band history texts independently and proficiently. | SS.IS.4-6                  | <b>C1, C3</b>     |

# CCSS Writing in History/Social Studies

PRIMARY CCSS → SUPPORTING ISSS → WOLFOS COMPETENCIES

CCSS literacy standards are the primary assessable standards. Illinois Social Science standards supply disciplinary purpose and content; WolfOS competencies describe the durable performance students demonstrate.

| PRIMARY CCSS        | STUDENT PERFORMANCE                                               | SUPPORTING ISSS     | COMPETENCIES      |
|---------------------|-------------------------------------------------------------------|---------------------|-------------------|
| <b>WHST.9-10.1</b>  | Write arguments using valid reasoning and relevant evidence.      | SS.IS.5-7; SS.H.11  | <b>C5</b>         |
| <b>WHST.9-10.2</b>  | Write informative/explanatory texts about historical content.     | SS.IS.5-7; SS.H.1-2 | <b>C2, C4, C5</b> |
| <b>WHST.9-10.4</b>  | Produce clear writing appropriate to task, purpose, and audience. | SS.IS.6-7           | <b>C5, C6</b>     |
| <b>WHST.9-10.5</b>  | Develop and strengthen writing through revision.                  | SS.IS.5-7           | <b>C5</b>         |
| <b>WHST.9-10.6</b>  | Use technology to produce, publish, and update work.              | SS.IS.7-9           | <b>C5, C6</b>     |
| <b>WHST.9-10.7</b>  | Conduct short and sustained research to answer questions.         | SS.IS.1-5           | <b>C3, C5</b>     |
| <b>WHST.9-10.8</b>  | Gather credible sources; quote, paraphrase, and cite accurately.  | SS.IS.3-5; SS.H.9   | <b>C3, C5</b>     |
| <b>WHST.9-10.9</b>  | Draw evidence from informational texts for analysis and research. | SS.IS.4-6; SS.H.9   | <b>C1, C3, C5</b> |
| <b>WHST.9-10.10</b> | Write routinely over shorter and extended time frames.            | SS.IS.5-7           | <b>C5</b>         |

# CCSS Speaking, Listening & Competency Crosswalk

PRIMARY CCSS → SUPPORTING ISSS → WOLFOS COMPETENCIES

CCSS literacy standards are the primary assessable standards. Illinois Social Science standards supply disciplinary purpose and content; WolfOS competencies describe the durable performance students demonstrate.

| PRIMARY CCSS     | STUDENT PERFORMANCE                                                | SUPPORTING ISSS         | COMPETENCIES  |
|------------------|--------------------------------------------------------------------|-------------------------|---------------|
| <b>SL.9-10.1</b> | Initiate and participate effectively in collaborative discussions. | SS.IS.2-3, 6-9; SS.CV.5 | <b>C5, C6</b> |
| <b>SL.9-10.4</b> | Present evidence and findings clearly and logically.               | SS.IS.6-7               | <b>C5, C6</b> |
| <b>SL.9-10.6</b> | Adapt speech to context, task, and audience.                       | SS.IS.7; SS.CV.5        | <b>C6</b>     |

## MASTERY EVIDENCE MODEL

- ACT-style tests and quizzes: primarily RH standards; selected WHST/SL evidence when constructed response or discussion is included.
- DBQs: RH.9-10.1, 2, 6, 8, 9 plus WHST.9-10.1, 4, 5, 8, 9; competency evidence C1-C5 and C6 when civic connection is required.
- Every item or rubric row carries a CCSS code, linked ISSS code(s), and competency code(s).
- Mastery reports identify both content understanding and the durable competency needing reinforcement.
- By the end of Unit 2, all inquiry protocols and C1-C6 have been explicitly taught and assessed at least once.

# Implementation Notes & Sources

US HISTORY • GRADE 10

## Implementation Notes

This curriculum map is a planning framework, not a scripted curriculum. Teachers should adjust pacing and source complexity based on the school calendar and evidence of learning while preserving the course arc, priority standards, culturally sustaining commitments, and culminating expectations. Dates are intentionally omitted so the map remains reusable across school years.

## Research Base and Reference Documents

- Chicago Public Schools. Skyline Curriculum: Social Science High School II, U.S. History. [cps.edu/sites/skyline/curriculum/social-science/high-school-us-history/](https://cps.edu/sites/skyline/curriculum/social-science/high-school-us-history/)
- Common Core State Standards Initiative. Literacy in History/Social Studies, Grades 9-10: RH, WHST, and speaking/listening standards. [thecorestandards.org](https://thecorestandards.org)
- Illinois State Board of Education. Illinois Learning Standards for Social Science, Grades 9-12. [isbe.net/Documents/SS-Standards-9-12.pdf](https://isbe.net/Documents/SS-Standards-9-12.pdf)
- Right Question Institute. Question Formulation Technique: QFocus; produce, improve, prioritize, next steps, and reflect. [rightquestion.org/what-is-the-qft/](https://rightquestion.org/what-is-the-qft/)
- Digital Inquiry Group. Reading Like a Historian: sourcing, contextualization, corroboration, close reading, central historical questions, and document-based claims. [inquirygroup.org/history-lessons](https://inquirygroup.org/history-lessons)
- OER Project. Claim testing, historical reasoning, leveled texts, audio, and spiraled reading/writing practice. [oerproject.com](https://oerproject.com)
- New Visions for Public Schools. United States History & Government: scope, sequence, pacing, and instructional routines. [newvisions.org/curriculum/social-studies/u-s-history](https://newvisions.org/curriculum/social-studies/u-s-history)
- Wolfinger, Randal P. AP U.S. History Curriculum Map, 2025-2026. Structural reference supplied for this project.

### Design Note

The unit organization is chronological to meet the defined Pre-Colonial-through-World-War-II course boundary. Skyline's thematic emphases—identity, power and resistance, constitutional ideals, war's domestic impact, counter-narratives, and global interconnection—are intentionally threaded across the chronological sequence.