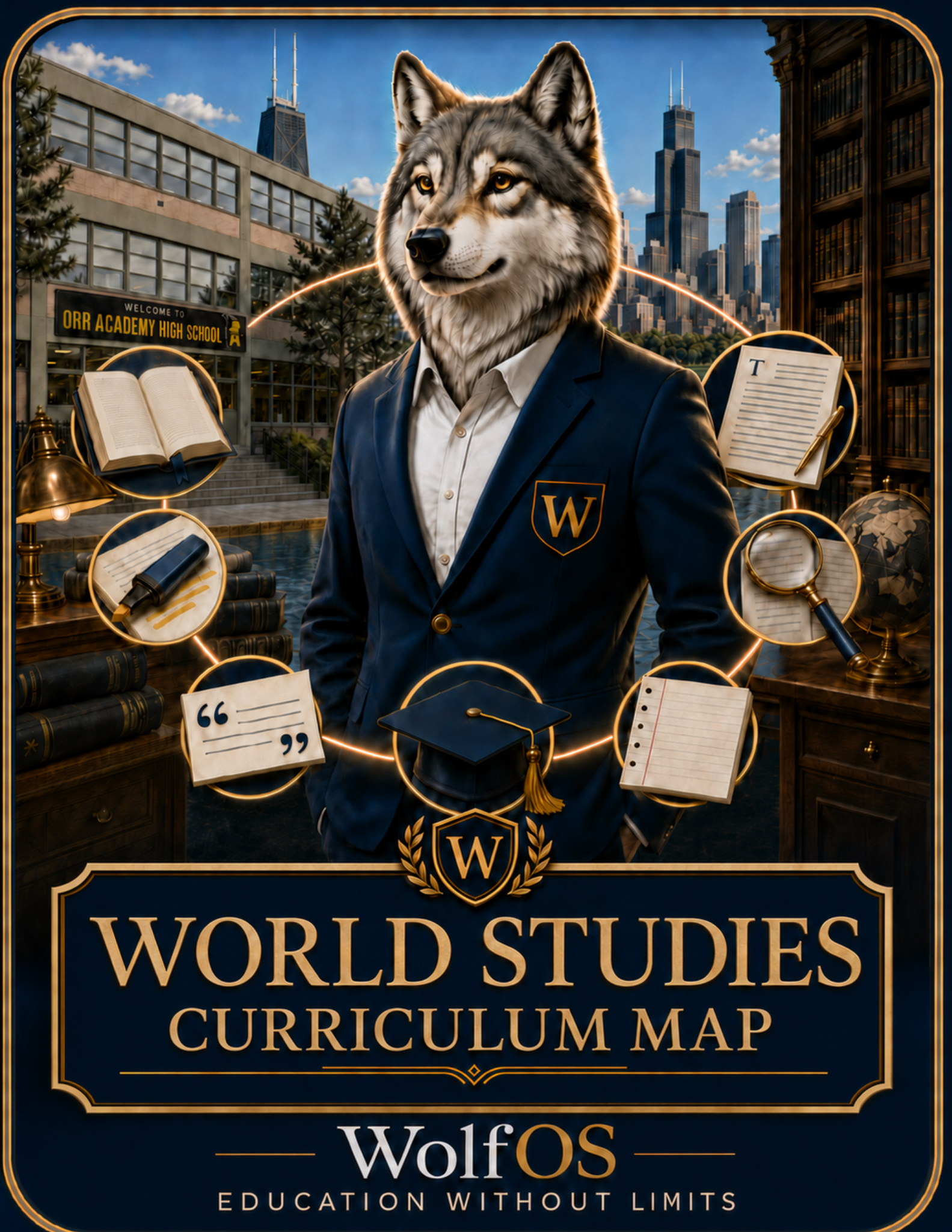




WORLD STUDIES CURRICULUM MAP

— WolfOS —

EDUCATION WITHOUT LIMITS

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WORLD STUDIES • GRADE 9

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Course Foundations

WORLD STUDIES • GRADE 9

Purpose of the Course

Grade 9 World Studies develops students' ability to understand civilizations, cultures, global connections, and the forces that shape societies. The course begins with the origins of the universe and concludes with the Renaissance and Reformation. Students use history, geography, economics, civics, anthropology, science, art, and literature to investigate how human communities formed, interacted, changed, and made meaning.

Skyline-Aligned Course Design

The map follows CPS Skyline World Studies priorities: regional human and physical geography; cultural, economic, and political development; identity; encounters between cultures; multiple perspectives; and case studies that connect the past to contemporary life. CCSS literacy standards are primary for mastery reporting and are crosswalked to the Illinois Social Science Standards that supply disciplinary content and inquiry purpose.

COURSEWIDE ENDURING UNDERSTANDINGS

- Human societies develop through interaction among environment, culture, technology, and power.
- Civilizations are diverse and should be compared without ranking cultures.
- Ideas, goods, people, and diseases move through networks.
- Sources preserve perspectives unevenly; historians must corroborate.
- Global history connects to students' identities and present world.

RECURRING SKYLINE & WOLFOS LENSES

- Identity and diverse heritage
- Geography and human systems
- Civilizations and institutions
- Contact, convergence, and conflict
- Global systems and interdependence
- Culture, perspective, power, and change

Course Design & Instructional Commitments

WORLD STUDIES • GRADE 9

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.

The World Studies Competencies

★ THE SKILLS OF HISTORIANS. THE PERSPECTIVE OF GLOBAL CITIZENS. THE POWER TO UNDERSTAND. ★

Through the WolfOS Inquiry Cycle, you will build essential competencies that help you understand **civilizations**, **cultures**, **global connections**, and **the forces** that shape our world.



LEARN
INSPIRE
ACHIEVE



1

HISTORICAL INQUIRY



- Ask meaningful questions
- Analyze primary and secondary sources
- Cite relevant evidence
- Evaluate source reliability
- Build historical arguments

2

CHRONOLOGY, CAUSE & CHANGE



- Construct and interpret timelines
- Identify cause and effect
- Analyze continuity and change
- Connect events across eras
- Recognize historical turning points

3

GEOGRAPHY & HUMAN SYSTEMS



- Read maps and spatial data
- Explain human-environment interaction
- Analyze migration and settlement
- Connect geography to culture
- Evaluate resource use

4

CIVILIZATIONS & COMPARISON



- Identify features of civilizations
- Compare societies across regions
- Analyze political and social systems
- Trace technological innovation
- Explain rise, change, and decline

5

GLOBAL CONNECTIONS & PERSPECTIVES



- Examine cultural exchange
- Analyze trade, conflict, and empire
- Consider diverse perspectives
- Recognize global interdependence
- Connect past and present

6

HISTORICAL LITERACY & COMMUNICATION



- Close read complex texts
- Use academic vocabulary
- Research credible sources
- Write evidence-based explanations
- Present ideas clearly



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 ★ WORLD STUDIES INQUIRY CYCLE

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

In World Studies, we follow an inquiry cycle that helps us think like historians, geographers, and social scientists; evaluate evidence; understand world cultures; 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?



WE THINK LIKE HISTORIANS.

We read closely. We question deeply.
We examine cultures and seek evidence.



WE LEARN ACROSS CULTURES.

We compare perspectives. We respect differences. We seek connections.



WE UNDERSTAND OUR WORLD.

Connected histories. Diverse cultures.
Shared humanity.



We follow this cycle every time we read, investigate, and discuss—so we can understand world cultures, recognize global connections, and make sense of our shared world.

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 different perspectives and cultures.

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

WORLD STUDIES • GRADE 9

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	Origins of the Universe and the Historian's Workshop	13.8 billion years ago-present	12	C1 • C2 • C6
1	Human Origins, Migration, and the Agricultural Revolution	c. 7 million-3500 BCE	16	C1 • C2 • C3 • C5 • C6
2	The First Civilizations: Rivers, Cities, and Power	c. 3500-1500 BCE	22	C1 • C2 • C3 • C4 • C5 • C6
3	Belief, Empire, and Society in the Ancient World	c. 2000-500 BCE	18	C1 • C2 • C3 • C4 • C5 • C6
4	Classical Greece and Rome	c. 800 BCE-500 CE	22	C1 • C2 • C3 • C4 • C5 • C6
5	Classical India, China, and Interregional Exchange	c. 600 BCE-600 CE	22	C1 • C2 • C3 • C4 • C5 • C6
6	Early Civilizations of Africa and the Americas	c. 3000 BCE-1000 CE	18	C1 • C2 • C3 • C4 • C5 • C6
7	The Post-Classical World and the Medieval 'Dark Ages'	c. 500-1400 CE	24	C1 • C2 • C3 • C4 • C5 • C6
8	Renaissance, Reformation, and a Changing World	c. 1300-1650 CE	24	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

WORLD STUDIES • GRADE 9

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

WORLD STUDIES • GRADE 9

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 • Origins of the Universe and the Historian's Workshop

13.8 BILLION YEARS AGO-PRESENT | 12 INSTRUCTIONAL DAYS

ORIGINS, EVIDENCE, SCALE, CHRONOLOGY, AND INQUIRY

Students launch the WolfOS Inquiry Cycle while investigating scientific explanations for the origins of the universe, solar system, Earth, and life. They distinguish evidence-based explanation from belief and tradition, respectfully compare creation narratives, and practice moving across immense scales of time.

ESSENTIAL QUESTIONS

- How do people explain beginnings?
- What counts as evidence for claims about the distant past?
- How does changing scale change the story we tell?

ENDURING UNDERSTANDINGS

- Scientific explanations change when new evidence improves human understanding.
- Creation traditions reveal cultural meaning and should be studied respectfully without treating them as scientific data.
- Chronology and scale help historians organize evidence and recognize change.

CORE CONTENT

- Course community and PACK norms
- Big Bang and formation of matter
- Stars, solar system, and Earth
- Geologic time and early life
- Creation narratives and cultural meaning
- Primary/secondary evidence and claim testing

COMPETENCIES & INQUIRY PROTOCOLS

- C1: Historical Inquiry
- C2: Chronology, Cause & Change
- C6: Historical Literacy & Communication
- WolfOS cycle: explicit introduction
- RQI QFT: full protocol with 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.9-10.4 • CCSS.ELA-LITERACY.RH.9-10.6 • CCSS.ELA-LITERACY.WHST.9-10.2 • 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.2.9-12 • SS.H.5.9-12 • SS.H.9.9-12 • SS.G.1.9-12 • SS.G.3.9-12 • SS.G.8.9-12 • SS.Anth.1.9-12 • SS.Anth.4.9-12

Unit 0 • Learning Plan

EVIDENCE • SOURCES • ACCESS • LOCAL CONNECTION

STANDARDS MASTERY EVIDENCE

- Diagnostic ACT-style source and literacy set
- Baseline mini-DBQ / evidence paragraph
- Origins evidence timeline
- Scientific claim-evidence explanation

SUGGESTED SOURCE TYPES

- Scientific models, timelines, and visual data
- Short creation narratives from diverse cultures
- OER Project Big History materials
- Teacher-selected introductory evidence sets

COMPETENCY EVIDENCE

C1 Historical Inquiry • C2 Chronology, Cause & Change • C6 Historical Literacy & Communication

CHICAGO / GLOBAL CONNECTION

Use Chicago's museums, lakefront geology, night sky, and students' family traditions as entry points into scale, evidence, and cultural perspective.

ACCESS & DIFFERENTIATION

Use image-first evidence, audio texts, vocabulary previews, scaled timeline strips, respectful discussion norms, and clear boundaries between scientific and cultural questions.

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 • Human Origins, Migration, and the Agricultural Revolution

C. 7 MILLION-3500 BCE | 16 INSTRUCTIONAL DAYS

EVOLUTION, ADAPTATION, MIGRATION, ENVIRONMENT, AND SETTLEMENT

Students trace human evolution and global migration, then investigate how climate, technology, language, and cooperation supported survival. They evaluate the consequences of agriculture and permanent settlement for population, labor, health, inequality, and the environment.

ESSENTIAL QUESTIONS

- What made humans adaptable?
- How did geography shape migration and settlement?
- Was agriculture an improvement in human life?

ENDURING UNDERSTANDINGS

- Humans adapted biologically and culturally to diverse environments.
- Migration connected human history from its beginning.
- Agriculture created food surpluses and complex communities while also producing new inequalities and risks.

CORE CONTENT

- Human evolution and fossil evidence
- Out-of-Africa migrations
- Paleolithic lifeways and technology
- Climate and human-environment interaction
- Agricultural Revolution
- Village life, specialization, and inequality

COMPETENCIES & INQUIRY PROTOCOLS

- C1: Historical Inquiry
- C2: Chronology, Cause & Change
- C3: Geography & Human Systems
- C5: Global Connections & Perspectives
- C6: Historical Literacy & Communication
- WolfOS cycle: guided application
- QFT: improve and prioritize questions
- RLH: add contextualization

PRIMARY CCSS LITERACY STANDARDS

CCSS.ELA-LITERACY.RH.9-10.1 • CCSS.ELA-LITERACY.RH.9-10.2 • CCSS.ELA-LITERACY.RH.9-10.3 • CCSS.ELA-LITERACY.RH.9-10.7 • CCSS.ELA-LITERACY.RH.9-10.9 • CCSS.ELA-LITERACY.WHST.9-10.2 •

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

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
- Human migration map analysis
- Agriculture DBQ

SUGGESTED SOURCE TYPES

- Fossil and artifact evidence
- Migration and climate maps
- Çatalhöyük and Jericho case studies
- Paired scholarly interpretations of agriculture

COMPETENCY EVIDENCE

C1 Historical Inquiry • C2 Chronology, Cause & Change • C3 Geography & Human Systems • C5 Global Connections & Perspectives • C6 Historical Literacy & Communication

CHICAGO / GLOBAL CONNECTION

Connect global migration and adaptation to the many migration stories that shaped Chicago, while distinguishing modern migration from deep human prehistory.

ACCESS & DIFFERENTIATION

Model map analysis, chunk archaeological interpretations, use cause-effect organizers, provide alternate Lexile levels/audio, and rehearse claims orally before writing.

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 • The First Civilizations: Rivers, Cities, and Power

C. 3500-1500 BCE | 22 INSTRUCTIONAL DAYS

CIVILIZATION, GEOGRAPHY, INSTITUTIONS, WRITING, LABOR, AND SOCIAL HIERARCHY

Students investigate Mesopotamia and Egypt as foundational case studies, then compare them with the Indus Valley and early China. By the end of the unit, students complete a full supported inquiry using QFT, Reading Like a Historian routines, all six competencies, and a standards-tagged DBQ.

ESSENTIAL QUESTIONS

- What makes a civilization?
- How did rivers create opportunity and risk?
- How did institutions organize power, belief, labor, and resources?
- Whose experiences are visible in surviving evidence?

ENDURING UNDERSTANDINGS

- Civilizations developed differently in response to geography, resources, exchange, and human choice.
- Writing, law, religion, and government organized societies while reinforcing power.
- Surviving sources often privilege elites, so historians must corroborate and infer carefully.

CORE CONTENT

- Attributes and debates about civilization
- Sumerian city-states and Mesopotamian empires
- Egyptian state, religion, and Nile systems
- Indus cities and archaeological uncertainty
- Shang China and oracle bones
- Law, gender, class, labor, and technology

COMPETENCIES & INQUIRY PROTOCOLS

- C1: Historical Inquiry
- C2: Chronology, Cause & Change
- C3: Geography & Human Systems
- C4: Civilizations & Comparison
- C5: Global Connections & Perspectives
- C6: Historical Literacy & Communication
- WolfOS cycle: complete supported inquiry
- QFT questions drive investigation
- RLH: add corroboration; all protocols taught

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

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
- Civilization comparison matrix
- Hammurabi justice DBQ

SUGGESTED SOURCE TYPES

- Code of Hammurabi and law codes
- Tomb art, artifacts, and workers' records
- Indus archaeological evidence
- Oracle bones and early Chinese sources

COMPETENCY EVIDENCE

C1 Historical Inquiry • C2 Chronology, Cause & Change • C3 Geography & Human Systems • C4 Civilizations & Comparison • C5 Global Connections & Perspectives • C6 Historical Literacy & Communication

CHICAGO / GLOBAL CONNECTION

Use museum collections and ethical questions about ownership, excavation, and display to connect ancient evidence to Chicago institutions and global communities.

ACCESS & DIFFERENTIATION

Teach sensitive hierarchy and enslavement content with care; use annotated sources, visual evidence, sentence frames that fade, structured corroboration, and small-group reteaching before the DBQ.

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 • Belief, Empire, and Society in the Ancient World

C. 2000-500 BCE | 18 INSTRUCTIONAL DAYS

BELIEF SYSTEMS, LAW, EMPIRE, IDENTITY, AND CULTURAL EXCHANGE

Students examine how Hebrews, Phoenicians, Persians, Nubians, and other societies organized identity and power. They explore monotheism, imperial administration, trade networks, conquest, resistance, and the movement of ideas across Southwest Asia and Africa.

ESSENTIAL QUESTIONS

- How do belief systems shape identity and law?
- How did early empires govern diverse peoples?
- Does cultural exchange require conquest?

ENDURING UNDERSTANDINGS

- Beliefs and ethical traditions influence institutions, identities, and historical memory.
- Empires combine force with administration, infrastructure, negotiation, and cultural exchange.
- Small states and mobile trading peoples can have influence far beyond their territory.

CORE CONTENT

- Hebrew history and ethical monotheism
- Phoenician trade and alphabet
- Assyrian and Babylonian empires
- Persian imperial governance
- Nubia/Kush and Egypt
- Trade, conquest, diaspora, and resistance

COMPETENCIES & INQUIRY PROTOCOLS

- C1: Historical Inquiry
- C2: Chronology, Cause & Change
- C3: Geography & Human Systems
- C4: Civilizations & Comparison
- C5: Global Connections & Perspectives
- C6: Historical Literacy & Communication
- WolfOS cycle: increasingly independent
- QFT for belief and empire inquiry
- RLH multi-perspective evidence

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.RH.9-10.9 • CCSS.ELA-LITERACY.WHST.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.IS.8.9-12 • SS.G.1.9-12 • SS.G.4.9-12 • 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.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 • SS.H.9.9-12 • SS.H.11.9-12 • SS.H.12.9-12

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
- Empire governance comparison
- Belief and law source analysis

SUGGESTED SOURCE TYPES

- Hebrew Bible excerpts in historical context
- Persian royal inscriptions
- Assyrian art and records
- Archaeology and maps of Nubia/Kush

COMPETENCY EVIDENCE

C1 Historical Inquiry • C2 Chronology, Cause & Change • C3 Geography & Human Systems • C4 Civilizations & Comparison • C5 Global Connections & Perspectives • C6 Historical Literacy & Communication

CHICAGO / GLOBAL CONNECTION

Connect ancient diasporas and religious traditions to Chicago's diverse faith communities without asking students to represent an entire religion or culture.

ACCESS & DIFFERENTIATION

Use historical framing for sacred texts, pronunciation/audio supports, map layering, structured comparison, and private reflection options for belief-related topics.

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 • Classical Greece and Rome

C. 800 BCE-500 CE | 22 INSTRUCTIONAL DAYS

CITIZENSHIP, DEMOCRACY, REPUBLIC, EMPIRE, INEQUALITY, AND LEGACY

Students compare Greek city-states and the Roman Republic and Empire, evaluating political participation, philosophy, war, enslavement, engineering, and cultural exchange. They question who counted as a citizen and how classical legacies have been used in later societies.

ESSENTIAL QUESTIONS

- Who belonged in classical political communities?
- How did republics become empires?
- Why do classical societies continue to influence the present?

ENDURING UNDERSTANDINGS

- Democratic and republican ideas developed alongside exclusion and slavery.
- Rome expanded through military power, citizenship, infrastructure, and cultural adaptation.
- Historical legacies are selected, interpreted, and sometimes used to legitimize modern institutions.

CORE CONTENT

- Polis, Athens, and Sparta
- Persian and Peloponnesian Wars
- Greek philosophy, art, and Hellenism
- Roman Republic and social conflict
- Empire, law, engineering, and daily life
- Christianity and Rome's transformation
- Fall of the western empire

COMPETENCIES & INQUIRY PROTOCOLS

- C1: Historical Inquiry
- C2: Chronology, Cause & Change
- C3: Geography & Human Systems
- C4: Civilizations & Comparison
- C5: Global Connections & Perspectives
- C6: Historical Literacy & Communication
- WolfOS cycle: evidence to deliberation
- QFT for citizenship questions
- RLH competing political accounts

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.5.9-12 • SS.CV.7.9-12 • SS.CV.8.9-12 • SS.CV.9.9-12 • SS.CV.10.9-12 • 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.H.1.9-12 •

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
- Athens citizenship hearing
- Roman Republic DBQ

SUGGESTED SOURCE TYPES

- Pericles and critics of democracy
- Roman laws and political speeches
- Maps, inscriptions, and material culture
- Competing explanations for Rome's transformation

COMPETENCY EVIDENCE

C1 Historical Inquiry • C2 Chronology, Cause & Change • C3 Geography & Human Systems • C4 Civilizations & Comparison • C5 Global Connections & Perspectives • C6 Historical Literacy & Communication

CHICAGO / GLOBAL CONNECTION

Examine classical design and civic symbolism in Chicago architecture and public institutions while questioning what those choices communicate.

ACCESS & DIFFERENTIATION

Use institution diagrams, role cards grounded in evidence, explicit vocabulary contrasts, visual artifacts, and multiple pathways into the DBQ documents.

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 • Classical India, China, and Interregional Exchange

C. 600 BCE-600 CE | 22 INSTRUCTIONAL DAYS

PHILOSOPHY, RELIGION, EMPIRE, TECHNOLOGY, TRADE, AND DIFFUSION

Students study South and East Asian state formation and belief traditions while tracing Silk Roads and Indian Ocean connections. They compare how Hinduism, Buddhism, Confucianism, Daoism, and Legalism addressed order, duty, suffering, and human relationships.

ESSENTIAL QUESTIONS

- How did belief systems respond to social and political challenges?
- How did empires govern large and diverse populations?
- How did exchange transform societies?

ENDURING UNDERSTANDINGS

- Belief systems emerge within historical contexts and change as communities interpret them.
- Maurya, Gupta, Qin, and Han rulers used different combinations of ideas, bureaucracy, force, and infrastructure.
- Trade networks moved technologies, beliefs, disease, people, and goods.

CORE CONTENT

- Early South Asian traditions and social organization
- Buddhism and Ashoka
- Maurya and Gupta achievements
- Zhou crisis and Chinese philosophies
- Qin unification and Han government
- Silk Roads and Indian Ocean exchange

COMPETENCIES & INQUIRY PROTOCOLS

- C1: Historical Inquiry
- C2: Chronology, Cause & Change
- C3: Geography & Human Systems
- C4: Civilizations & Comparison
- C5: Global Connections & Perspectives
- C6: Historical Literacy & Communication
- WolfOS cycle: networks and comparison
- QFT for belief-system inquiry
- RLH texts, maps, and artifacts

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.9-10.9

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.G.1.9-12 • SS.G.4.9-12 • 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.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 • SS.H.4.9-12 • SS.H.5.9-12

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
- Philosophy advice dialogue
- Ashoka source analysis

SUGGESTED SOURCE TYPES

- Edicts of Ashoka
- Confucian, Daoist, and Legalist texts
- Han histories and artifacts
- Trade maps and traveler accounts

COMPETENCY EVIDENCE

C1 Historical Inquiry • C2 Chronology, Cause & Change • C3 Geography & Human Systems • C4 Civilizations & Comparison • C5 Global Connections & Perspectives • C6 Historical Literacy & Communication

CHICAGO / GLOBAL CONNECTION

Connect ancient Asian philosophies and diasporas to Chicago cultural institutions while emphasizing internal diversity and historical change.

ACCESS & DIFFERENTIATION

Use concept cards, paired excerpts, audio, visual trade maps, structured academic controversy, and choice of philosophical case study.

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 • Early Civilizations of Africa and the Americas

C. 3000 BCE-1000 CE | 18 INSTRUCTIONAL DAYS

ENVIRONMENT, INNOVATION, URBANISM, TRADE, POWER, AND HISTORICAL EVIDENCE

Students challenge the idea that world history centers only on Eurasia by examining Bantu migrations, Aksum, West African exchange, Olmec, Maya, Moche, and other societies. They analyze oral tradition, archaeology, landscape, and material culture as historical evidence.

ESSENTIAL QUESTIONS

- How do historians reconstruct societies with limited written records?
- How did environment support innovation and complexity?
- What is lost when civilizations are compared using a single model?

ENDURING UNDERSTANDINGS

- African and American societies developed complex political, economic, scientific, and cultural systems.
- Archaeology, oral tradition, art, and landscape expand what counts as historical evidence.
- Civilization labels can clarify patterns but also obscure diverse forms of social organization.

CORE CONTENT

- Bantu migrations and ironworking
- Aksum and Red Sea exchange
- Early West African networks
- Olmec and Mesoamerican foundations
- Maya cities, writing, and astronomy
- Andean societies and environmental adaptation

COMPETENCIES & INQUIRY PROTOCOLS

- C1: Historical Inquiry
- C2: Chronology, Cause & Change
- C3: Geography & Human Systems
- C4: Civilizations & Comparison
- C5: Global Connections & Perspectives
- C6: Historical Literacy & Communication
- WolfOS cycle: archaeology and perspective
- QFT for evidence limitations
- RLH material and oral evidence

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.9-10.7 • 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.G.1.9-12 • SS.G.2.9-12 • SS.G.3.9-12 • SS.G.4.9-12 • SS.G.6.9-12 • SS.G.8.9-12 • SS.G.9.9-12 • SS.G.10.9-12 • SS.G.11.9-12 • SS.G.12.9-12 • SS.H.1.9-12 • SS.H.2.9-12 • SS.H.4.9-12 • SS.H.5.9-12 • SS.H.8.9-12 • SS.H.9.9-12

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
- Archaeology evidence lab
- Maya or Aksum mini-DBQ

SUGGESTED SOURCE TYPES

- Maps, artifacts, architecture, and inscriptions
- Oral traditions with contextual notes
- Maya writing and calendar evidence
- Aksumite coins and trade records

COMPETENCY EVIDENCE

C1 Historical Inquiry • C2 Chronology, Cause & Change • C3 Geography & Human Systems • C4 Civilizations & Comparison • C5 Global Connections & Perspectives • C6 Historical Literacy & Communication

CHICAGO / GLOBAL CONNECTION

Use Chicago museum collections and contemporary African and Latin American communities to discuss stewardship, representation, and the continuing life of cultures.

ACCESS & DIFFERENTIATION

Lead with visual and material evidence, provide careful labels and pronunciation, avoid deficit framing, and allow multimodal evidence explanations.

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 • The Post-Classical World and the Medieval 'Dark Ages'

C. 500-1400 CE | 24 INSTRUCTIONAL DAYS

CONTINUITY, FAITH, NETWORKS, STATES, FEUDALISM, EXCHANGE, AND CRISIS

Students investigate the Byzantine and Islamic worlds, medieval Europe, African kingdoms, Mongol expansion, and Afro-Eurasian exchange. They evaluate the label 'Dark Ages' and ask how different regions experienced continuity, innovation, connection, and crisis after classical empires.

ESSENTIAL QUESTIONS

- Were the Middle Ages truly 'dark'?
- How did belief, trade, and political systems connect regions?
- How did conquest and disease transform Afro-Eurasia?

ENDURING UNDERSTANDINGS

- The fall of western Rome did not end classical knowledge or complex society.
- Islamic, Byzantine, African, Asian, and European societies produced major intellectual and cultural achievements.
- Trade and empire increased exchange while also spreading violence and disease.

CORE CONTENT

- Byzantium and preservation/transformation
- Origins and expansion of Islam
- Islamic Golden Age and trade
- Feudalism, manorialism, and medieval Christianity
- West African kingdoms and trans-Saharan trade
- Crusades and cultural contact
- Mongol networks and Pax Mongolica
- Black Death and social change

COMPETENCIES & INQUIRY PROTOCOLS

- C1: Historical Inquiry
- C2: Chronology, Cause & Change
- C3: Geography & Human Systems
- C4: Civilizations & Comparison
- C5: Global Connections & Perspectives
- C6: Historical Literacy & Communication
- WolfOS cycle: claims about periodization
- QFT for cross-regional inquiry
- RLH corroboration across cultures

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.G.1.9-12 • 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.7.9-12 • 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 •

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
- 'Dark Ages' claim-testing DBQ
- Trade-network map analysis

SUGGESTED SOURCE TYPES

- Byzantine and Islamic scholarship
- Travelers such as Ibn Battuta
- Feudal records and material culture
- Crusade accounts from multiple perspectives
- Plague demographic and narrative evidence

COMPETENCY EVIDENCE

C1 Historical Inquiry • C2 Chronology, Cause & Change • C3 Geography & Human Systems • C4 Civilizations & Comparison • C5 Global Connections & Perspectives • C6 Historical Literacy & Communication

CHICAGO / GLOBAL CONNECTION

Connect medieval faith, trade, and migration histories to Chicago's global communities while avoiding modern stereotypes about religious or regional groups.

ACCESS & DIFFERENTIATION

Use comparative timelines, network maps, structured sourcing, content notices for violence/disease, multilingual supports, and perspective protocols.

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 • Renaissance, Reformation, and a Changing World

C. 1300-1650 CE | 24 INSTRUCTIONAL DAYS

HUMANISM, PRINTING, RELIGIOUS CHANGE, SCIENCE, STATE POWER, AND GLOBAL TRANSITION

Students conclude by examining Renaissance humanism and art, printing, political thought, Protestant and Catholic reform, religious conflict, and early scientific change. The culminating inquiry evaluates whether this era was a rebirth, a reformation, or part of longer global transformations.

ESSENTIAL QUESTIONS

- Was the Renaissance a rebirth or a continuation?
- Why did religious reform divide Europe?
- How did printing and scientific inquiry change authority?
- Who benefited from—and who was excluded from—this changing world?

ENDURING UNDERSTANDINGS

- Renaissance change grew from medieval, Islamic, Byzantine, African, and Asian knowledge networks.
- Printing accelerated the spread and contestation of ideas.
- Reformation reshaped religion, politics, education, and identity while producing conflict.
- New approaches to evidence challenged established authority and helped transform knowledge.

CORE CONTENT

- Italian city-states and humanism
- Art, patronage, and perspective
- Printing press and information change
- Machiavelli and political power
- Luther and Protestant reform
- Catholic Reformation and religious conflict
- Copernicus, Galileo, and scientific change
- Connections to the emerging global age

COMPETENCIES & INQUIRY PROTOCOLS

- C1: Historical Inquiry
- C2: Chronology, Cause & Change
- C3: Geography & Human Systems
- C4: Civilizations & Comparison
- C5: Global Connections & Perspectives
- C6: Historical Literacy & Communication
- WolfOS cycle: culminating independent inquiry
- QFT for researchable questions
- RLH synthesis and defensible argument

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.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.8.9-12 • SS.CV.9.9-12 • SS.G.6.9-12 • SS.G.9.9-12 • SS.G.10.9-12 • SS.G.11.9-12 • SS.EC.7.9-12 • SS.EC.8.9-12 • SS.H.1.9-12 • SS.H.2.9-12 •

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
- Renaissance art/source analysis
- Machiavelli argument seminar

SUGGESTED SOURCE TYPES

- Renaissance art and patronage records
- Machiavelli, Erasmus, and humanists
- Luther and Catholic reform documents
- Print culture evidence
- Early scientific diagrams and arguments

COMPETENCY EVIDENCE

C1 Historical Inquiry • C2 Chronology, Cause & Change • C3 Geography & Human Systems • C4 Civilizations & Comparison • C5 Global Connections & Perspectives • C6 Historical Literacy & Communication

CHICAGO / GLOBAL CONNECTION

Use Chicago art, architecture, universities, religious diversity, and media ecosystems to connect humanism, reform, evidence, and information change to students' world.

ACCESS & DIFFERENTIATION

Provide image annotation, excerpted and original texts, argument maps, discussion rehearsal, choice of culminating evidence set, and targeted reassessment by standard.

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

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

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
SL.9-10.1	Initiate and participate effectively in collaborative discussions.	SS.IS.2-3, 6-9; SS.CV.5	C5, C6
SL.9-10.4	Present evidence and findings clearly and logically.	SS.IS.6-7	C5, C6
SL.9-10.6	Adapt speech to context, task, and audience.	SS.IS.7; SS.CV.5	C6

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 historical communication is assessed.
- 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

WORLD STUDIES • GRADE 9

Implementation Notes

This curriculum map is a reusable planning framework. Pacing should respond to the school calendar and standards evidence while preserving the course arc, competency progression, culturally sustaining commitments, and required DBQ/ACT-style mastery assessments. All foundational inquiry routines are explicitly taught by the end of Unit 2 and spiraled thereafter.

Research Base and Reference Documents

- Chicago Public Schools. Skyline Social Science High School I, World Studies: course overview and public unit framework. cps.edu/sites/skyline/curriculum/social-science/high-school-world-studies/
- Common Core State Standards Initiative. Literacy in History/Social Studies, Grades 9-10.
- Illinois State Board of Education. Illinois Learning Standards for Social Science, Grades 9-12.
- Right Question Institute. Question Formulation Technique.
- Digital Inquiry Group. Reading Like a Historian.
- OER Project: Big History and World History course design, claim testing, historical reasoning, and literacy scaffolds.
- Wolfinger, Randal P. World Studies Curriculum Map, 2024-2025. Source scope and course identity supplied for revision.

Scope Note

The course intentionally ends around 1650 with the Renaissance, Reformation, printing, and early scientific change. Later global history—including exploration, industrialization, imperialism, and the World Wars—is outside this map's defined scope. Medieval and non-European societies are treated as complex historical worlds, not merely as background to European modernity.