

Alignment of
A HISTORY OF HAWAI‘I
CHINA: UNDERSTANDING ITS PAST
THE RISE OF MODERN JAPAN (in progress)

with the
Content Standards - HCPS II

Curriculum Research & Development Group Social Studies Projects

A History of Hawaii, 2nd edition, was revised and updated in 1999. This comprehensive and readable account of Hawai‘i’s history is presented in three chronological units: Unit 1, Precontact to 1900; Unit 2, 1900 to 1945; and Unit 3, 1945 to the Present. Each unit contains chapters treating Hawai‘i’s political, economic, social, and land history in the context of events in the United States and the Pacific region.

The first edition of *A History of Hawai‘i* won an Award of Merit from the American Association of State and Local History.

The curriculum uses primary documents, political cartoons, stories and poems, recent court decisions, graphs, maps, and a glossary to enhance the text. Activities such as cooperative learning projects, oral presentations, simulations, and writing assignments foster skills in critical thinking. A teacher’s manual with timelines, chapter summaries, list of objectives, instructions for activities, and answers to questions help the teacher derive full value from the student book.

China: Understanding Its Past was written as a supplement to middle and high school world history courses or as a stand-alone semester course on China. The authors have selected some of the most well-known readings in Chinese history and have organized them in an interesting and stimulating fashion, making this an excellent text for teachers who want their students to be actively involved in researching and exploring China through primary documents and interactive activities. The journal *Education About Asia* has said of this text, “Unlike most secondary school texts that oversimplify content and therefore lose its interest and impact, [*China: Understanding Its Past*] allows students to read many primary documents and get a real taste of Chinese history.”

China: Understanding Its Past received awards from the American Historical Association and the Association for Asian Studies.

A teacher’s manual includes a synopsis of each chapter and section, learner outcomes, definitions of key concepts, directions for student activities, and possible responses to questions posed in the student text. A compact disc containing selections of Chinese music from different time periods and locales, liner notes with English translations of the lyrics, and historical information about each selection is also available.

The Rise of Modern Japan is the second in the Asia series of secondary history texts and is currently in development by the CRDG Social Studies staff.

Other Social Studies materials developed by CRDG include the following:

Ethics in Thought and Action is an innovative text for high school or community college students that allows students to confront several crucial ethical theories through case studies of current professional and social moral issues.

Times for Celebration, for elementary grades, is a series of books on celebrations within the various ethnic communities in Hawai‘i.

Hawai‘i: Our Traditions, for upper elementary and middle school students, explores the Polynesian culture as it evolved in Hawai‘i.

CRDG also offers two resource manuals, *Hokule‘a: A Field Trip Guide* and *Ethnic Art Projects: A Sourcebook*.

Curriculum Research & Development Group University Laboratory School

The Curriculum Research & Development Group (CRDG), including the University Laboratory School, conducts systematic research, design, development, publication, staff development, and related services for elementary and secondary schools. The CRDG has curriculum development projects in science, mathematics, English, Pacific and Asian studies, marine studies, environmental studies, Hawaiian and Polynesian studies, Japanese language and culture, music, nutrition, art, technology, health, and computer software. Research and school service projects focus on educational evaluation, teacher development, reduction of in-school segregation of students, and programs for students educationally at risk.

The CRDG is the senior member of a cooperative program of thirteen universities in the United States to improve schooling in science, health, and technology in elementary and secondary schools. It is a founding member of the Pacific Circle Consortium of universities, major school systems, and educational ministries in Australia, Canada, Japan, New Zealand, and the United States.

CRDG-developed programs are being used throughout the United States and in other countries, including Australia, Israel, New Zealand, Russia, and Slovakia as well as in international/American schools in Indonesia, Singapore, Morocco, United Arab Emirates, Saudi Arabia, Qatar, and Japan. The CRDG provides professional development institutes and support services for all its projects. CRDG publishes and distributes its materials nationally and internationally.

Alignment of *A History of Hawai'i*

with the Social Studies Content Standards Hawaii Content and Performance Standards

History Content Standards

CONTENT STANDARDS	9–12	CHAPTERS
<p>CHANGE, CONTINUITY, CAUSALITY</p> <p>1. Students employ chronology to understand change and/or continuity and cause and/or effect in history.</p>	<ul style="list-style-type: none"> Analyze cause-and-effect relationships and multiple causation of change. Explain how change occurs at varying rates during different time periods and in different regions of the world. 	1 ✓ 2 ✓ 3 ✓ 4 ✓
		5 ✓ 6 ✓ 7 ✓ 8 ✓
		9 ✓ 10 ✓ 11 ✓ 12 ✓
<p>HISTORICAL EMPATHY</p> <p>2. Students learn to judge the past on its own terms and use that knowledge to understand present day issues, problems, and decision making.</p>	<ul style="list-style-type: none"> Apply knowledge of historical periods to assess present-day issues and decision making. 	1 ✓ 2 ✓ 3 ✓ 4 ✓
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<p>HISTORICAL INQUIRY</p> <p>3. Students use the tools and methods of historians to transform learning from memorizing historical data to "doing history."</p>	<ul style="list-style-type: none"> Distinguish information that is relevant vs. irrelevant and essential vs. incidental to research and assess the credibility of the sources. Use appropriate evidence gathered from historical research in written, oral, visual, or dramatic presentations. 	1 ✓ 2 ✓ 3 ✓ 4 ✓
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<p>HISTORICAL PERSPECTIVES AND INTERPRETATIONS</p> <p>4. Students explain historical events with multiple interpretations rather than explanations that point to historical linearity or inevitability.</p>	<ul style="list-style-type: none"> Assess the quality of historical interpretations based on the arguments they advance and the evidence they use. 	1 ✓ 2 ✓ 3 ✓ 4 ✓
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Political Science/Civics Content Standards

A History of Hawai'i

CONTENT STANDARDS	9–12	CHAPTERS												
<p>GOVERNANCE/POWER/AUTHORITY</p> <p>1. Students understand the ways and reasons people and groups create governments and use this knowledge to make reasoned decisions.</p>	<ul style="list-style-type: none"> Analyze how governments acquire, use, and justify power, e.g., how limited governments differ from unlimited ones. 	<table border="1"> <tr> <td>1 ✓</td> <td>2</td> <td>3 ✓</td> <td>4 ✓</td> </tr> <tr> <td>5 ✓</td> <td>6</td> <td>7</td> <td>8</td> </tr> <tr> <td>9 ✓</td> <td>10</td> <td>11 ✓</td> <td>12 ✓</td> </tr> </table>	1 ✓	2	3 ✓	4 ✓	5 ✓	6	7	8	9 ✓	10	11 ✓	12 ✓
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<p>DEMOCRACY</p> <p>2. Students understand and demonstrate the principles and values underlying American constitutional democracy.</p>	<ul style="list-style-type: none"> Analyze the historical development of the principles and ideals of American constitutional government and evaluate the extent to which they have been realized. 	<table border="1"> <tr> <td>1 ✓</td> <td>2</td> <td>3</td> <td>4 ✓</td> </tr> <tr> <td>5 ✓</td> <td>6</td> <td>7</td> <td>8 ✓</td> </tr> <tr> <td>9 ✓</td> <td>10</td> <td>11 ✓</td> <td>12 ✓</td> </tr> </table>	1 ✓	2	3	4 ✓	5 ✓	6	7	8 ✓	9 ✓	10	11 ✓	12 ✓
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<p>GLOBAL COOPERATION, CONFLICT, AND INTERDEPENDENCE</p> <p>3. Students understand similarities and differences across cultural perspectives, and evaluate the ways individuals, groups, societies, nations and organizations change and interact.</p>	<ul style="list-style-type: none"> Analyze and evaluate the interconnections of local and regional issues with global challenges and how this changes over time and with technology. Explain the United States' changing role in international policies and relations and the strength and limitations of US influence on foreign affairs. 	<table border="1"> <tr> <td>1 ✓ ✓</td> <td>2 ✓ ✓</td> <td>3</td> <td>4</td> </tr> <tr> <td>5 ✓ ✓</td> <td>6</td> <td>7 ✓</td> <td>8</td> </tr> <tr> <td>9</td> <td>10</td> <td>11 ✓</td> <td>12 ✓</td> </tr> </table>	1 ✓ ✓	2 ✓ ✓	3	4	5 ✓ ✓	6	7 ✓	8	9	10	11 ✓	12 ✓
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<p>CITIZENSHIP/PARTICIPATION</p> <p>4. Students understand roles, rights (personal, economic, political) and responsibilities of American citizens and exercise them in civic action.</p>	<ul style="list-style-type: none"> Debate positions on issues regarding rights and responsibilities, come to consensus on the issues, and take action to gain larger community involvement on the issues, e.g., a service-learning project. Analyze and evaluate the role that political parties play in American politics and participate in political life, e.g., contacting public officials. 	<table border="1"> <tr> <td>1 ✓</td> <td>2 ✓</td> <td>3 ✓</td> <td>4 ✓</td> </tr> <tr> <td>5 ✓ ✓</td> <td>6</td> <td>7</td> <td>8 ✓ ✓</td> </tr> <tr> <td>9 ✓ ✓</td> <td>10 ✓</td> <td>11 ✓ ✓</td> <td>12 ✓ ✓</td> </tr> </table>	1 ✓	2 ✓	3 ✓	4 ✓	5 ✓ ✓	6	7	8 ✓ ✓	9 ✓ ✓	10 ✓	11 ✓ ✓	12 ✓ ✓
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Cultural Anthropology Content Standards

A History of Hawai'i

CONTENT STANDARDS	9–12	CHAPTERS												
<p>CULTURAL SYSTEMS</p> <p>1. Students understand culture as a system of beliefs, knowledge, and practices shared by a group.</p>	<ul style="list-style-type: none"> Describe similarities and differences in ways cultures use rules, folkways, mores, and taboos to define individual rights and responsibilities and analyze the implications of those beliefs and actions on the larger community. 	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3 ✓</td> <td>4</td> </tr> <tr> <td>5</td> <td>6</td> <td>7</td> <td>8</td> </tr> <tr> <td>9</td> <td>10</td> <td>11 ✓</td> <td>12</td> </tr> </table>	1	2	3 ✓	4	5	6	7	8	9	10	11 ✓	12
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<p>CULTURAL DIVERSITY AND UNITY</p> <p>2. Students understand and respect the myriad of ways that society addresses human needs and wants.</p>	<ul style="list-style-type: none"> Analyze issues of cultural assimilation and preservation from the perspective of diverse ethnic and racial groups in Hawai'i, the US, and the world and work collaboratively with individuals or groups to support and honor cultural diversity and unity (e pluribus unum). 	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3 ✓</td> <td>4</td> </tr> <tr> <td>5</td> <td>6</td> <td>7 ✓</td> <td>8</td> </tr> <tr> <td>9</td> <td>10</td> <td>11 ✓</td> <td>12</td> </tr> </table>	1	2	3 ✓	4	5	6	7 ✓	8	9	10	11 ✓	12
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<p>CULTURAL DYNAMICS/CHANGE AND CONTINUITY</p> <p>3. Students understand culture as dynamic, selective, adaptive, and ever changing.</p>	<ul style="list-style-type: none"> Evaluate the impact of culture, particularly changing culture on individuals, groups, and issues in America and demonstrate an understanding of the relationships between culture, cultural change, and social conditions. 	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3 ✓</td> <td>4</td> </tr> <tr> <td>5</td> <td>6</td> <td>7 ✓</td> <td>8</td> </tr> <tr> <td>9</td> <td>10</td> <td>11 ✓</td> <td>12</td> </tr> </table>	1	2	3 ✓	4	5	6	7 ✓	8	9	10	11 ✓	12
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<p>CULTURAL INQUIRY</p> <p>4. Students use the tools and methodology of social scientists to explain and interpret ideas and events.</p>	<ul style="list-style-type: none"> Use the research tools, procedures, and skills of anthropologists to develop informed positions on issues. 	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3 ✓</td> <td>4</td> </tr> <tr> <td>5</td> <td>6</td> <td>7 ✓</td> <td>8</td> </tr> <tr> <td>9</td> <td>10</td> <td>11 ✓</td> <td>12</td> </tr> </table>	1	2	3 ✓	4	5	6	7 ✓	8	9	10	11 ✓	12
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Geography Content Standards

A History of Hawai'i

CONTENT STANDARDS	9–12	CHAPTERS												
<p>WORLD IN SPATIAL TERMS</p> <p>1. Students use geographic representations to organize, analyze, and present information on people, places, and environments.</p>	<ul style="list-style-type: none"> Use tools and methods of geographers to construct, interpret, and evaluate qualitative and quantitative data. 	<table border="1"> <tr> <td>1 ✓</td> <td>2</td> <td>3 ✓</td> <td>4 ✓</td> </tr> <tr> <td>5</td> <td>6</td> <td>7</td> <td>8 ✓</td> </tr> <tr> <td>9</td> <td>10 ✓</td> <td>11 ✓</td> <td>12 ✓</td> </tr> </table>	1 ✓	2	3 ✓	4 ✓	5	6	7	8 ✓	9	10 ✓	11 ✓	12 ✓
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<p>PLACES AND REGIONS</p> <p>2. Students understand how distinct physical and human characteristics shape places and regions.</p>	<ul style="list-style-type: none"> Use physical and human characteristics of places and regions to evaluate how regional systems are structured, connected, and change over time. 	<table border="1"> <tr> <td>1 ✓</td> <td>2 ✓</td> <td>3</td> <td>4 ✓</td> </tr> <tr> <td>5</td> <td>6 ✓</td> <td>7</td> <td>8 ✓</td> </tr> <tr> <td>9</td> <td>10 ✓</td> <td>11 ✓</td> <td>12 ✓</td> </tr> </table>	1 ✓	2 ✓	3	4 ✓	5	6 ✓	7	8 ✓	9	10 ✓	11 ✓	12 ✓
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<p>PHYSICAL SYSTEMS</p> <p>3. Students understand how physical processes shape Earth's surface, and create, sustain, and modify the ecosystems.</p>	<ul style="list-style-type: none"> Evaluate the importance of ecosystems in the environment. 	<table border="1"> <tr> <td>1</td> <td>2 ✓</td> <td>3</td> <td>4</td> </tr> <tr> <td>5</td> <td>6 ✓</td> <td>7</td> <td>8 ✓</td> </tr> <tr> <td>9</td> <td>10</td> <td>11</td> <td>12</td> </tr> </table>	1	2 ✓	3	4	5	6 ✓	7	8 ✓	9	10	11	12
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<p>HUMAN SYSTEMS</p> <p>4. Students analyze how people organize their activities on earth through their analysis of human populations, cultural mosaic, economic interdependence settlement, and conflict and cooperation.</p>	<ul style="list-style-type: none"> Evaluate how political, social, and economic factors impact settlement, development, and territorial cooperation and conflicts. 	<table border="1"> <tr> <td>1</td> <td>2 ✓</td> <td>3</td> <td>4 ✓</td> </tr> <tr> <td>5</td> <td>6 ✓</td> <td>7</td> <td>8 ✓</td> </tr> <tr> <td>9</td> <td>10 ✓</td> <td>11 ✓</td> <td>12 ✓</td> </tr> </table>	1	2 ✓	3	4 ✓	5	6 ✓	7	8 ✓	9	10 ✓	11 ✓	12 ✓
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<p>ENVIRONMENT AND SOCIETY</p> <p>5. Students demonstrate stewardship of earth's resources through the understanding of society and the physical environment.</p>	<ul style="list-style-type: none"> Evaluate consequences of human activities on earth and implement a plan of action for the use and stewardship of local and global resources. 	<table border="1"> <tr> <td>1</td> <td>2 ✓</td> <td>3</td> <td>4 ✓</td> </tr> <tr> <td>5</td> <td>6 ✓</td> <td>7</td> <td>8 ✓</td> </tr> <tr> <td>9</td> <td>10 ✓</td> <td>11 ✓</td> <td>12 ✓</td> </tr> </table>	1	2 ✓	3	4 ✓	5	6 ✓	7	8 ✓	9	10 ✓	11 ✓	12 ✓
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Economic Content Standards

A History of Hawai'i

CONTENT STANDARDS	9–12	CHAPTERS												
<p>LIMITED RESOURCES AND CHOICE</p> <p>1. Students understand costs and benefits of economic choice and use this knowledge to make sound economic decisions.</p>	<ul style="list-style-type: none"> Explain why their choices and opportunity costs are subjective and explain why they differ with individuals and society. 	<table border="1"> <tr> <td>1</td> <td>2 ✓</td> <td>3</td> <td>4</td> </tr> <tr> <td>5</td> <td>6</td> <td>7</td> <td>8</td> </tr> <tr> <td>9</td> <td>10 ✓</td> <td>11</td> <td>12</td> </tr> </table>	1	2 ✓	3	4	5	6	7	8	9	10 ✓	11	12
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<p>ROLE AND FUNCTION OF MARKETS</p> <p>2. Students understand how markets function and analyze the role of prices and incentives to realize how economic interactions affect human behavior.</p>	<ul style="list-style-type: none"> Compare market structures, their barriers for entry, and how they promote market efficiency and lower prices. Explain how incentives (profit, interest rates, subsidies, etc.) affect individual, businesses, labor, and government. 	<table border="1"> <tr> <td>1</td> <td>2 ✓ ✓</td> <td>3</td> <td>4</td> </tr> <tr> <td>5</td> <td>6 ✓ ✓</td> <td>7</td> <td>8</td> </tr> <tr> <td>9</td> <td>10 ✓ ✓</td> <td>11</td> <td>12</td> </tr> </table>	1	2 ✓ ✓	3	4	5	6 ✓ ✓	7	8	9	10 ✓ ✓	11	12
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<p>ECONOMIC INTERDEPENDENCE</p> <p>3. Students evaluate the costs and benefits of trade among individuals, notions, and organizations to explain why trade results in higher overall levels of production and consumption.</p>	<ul style="list-style-type: none"> Analyze how the distribution of the world's resources, political stability, and national efforts encourage or discourage trade and the flow of investment patterns. 	<table border="1"> <tr> <td>1</td> <td>2 ✓</td> <td>3</td> <td>4</td> </tr> <tr> <td>5</td> <td>6 ✓</td> <td>7</td> <td>8</td> </tr> <tr> <td>9</td> <td>10 ✓</td> <td>11</td> <td>12</td> </tr> </table>	1	2 ✓	3	4	5	6 ✓	7	8	9	10 ✓	11	12
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<p>ROLE OF GOVERNMENT</p> <p>4. Students understand how the government influences the well being of people and institutions.</p>	<ul style="list-style-type: none"> Explain economic roles of the government such as providing public goods and services, redistributing of income, encouraging employment, and sustaining reasonable rates of economic growth. Analyze the functions of the Federal Reserve System and the government role to set policy and how these policies influence the economy. 	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> <tr> <td>5</td> <td>6 ✓</td> <td>7</td> <td>8</td> </tr> <tr> <td>9</td> <td>10 ✓</td> <td>11</td> <td>12</td> </tr> </table>	1	2	3	4	5	6 ✓	7	8	9	10 ✓	11	12
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<p>ECONOMIC ANALYSIS</p> <p>5. Students understand and use the tools of the economist to help them make informed decisions.</p>	<ul style="list-style-type: none"> Interpret information from indices, averages, and distributions around the average to analyze economic changes and their impact on nations. 	<table border="1"> <tr> <td>1</td> <td>2 ✓</td> <td>3</td> <td>4</td> </tr> <tr> <td>5</td> <td>6 ✓</td> <td>7</td> <td>8</td> </tr> <tr> <td>9</td> <td>10 ✓</td> <td>11</td> <td>12</td> </tr> </table>	1	2 ✓	3	4	5	6 ✓	7	8	9	10 ✓	11	12
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Hawaii Content and Performance Standards**

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Political Science/ Civics Content Standards

China: Understanding Its Past

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Cultural Anthropology Content Standards

China: Understanding Its Past

CONTENT STANDARDS	9–12	CHAPTERS
<p>CULTURAL SYSTEMS</p> <p>1. Students understand culture as a system of beliefs, knowledge, and practices shared by a group.</p>	<ul style="list-style-type: none"> Describe similarities and differences in ways cultures use rules, folkways, mores, and taboos to define individual rights and responsibilities and analyze the implications of those beliefs and actions on the larger community. 	<p>1 ✓</p> <p>2</p> <p>3 ✓</p>
<p>CULTURAL DIVERSITY AND UNITY</p> <p>2. Students understand and respect the myriad of ways that society addresses human needs and wants.</p>	<ul style="list-style-type: none"> Analyze issues of cultural assimilation and preservation from the perspective of diverse ethnic and racial groups in Hawai'i, the US, and the world and work collaboratively with individuals or groups to support and honor cultural diversity and unity (e pluribus unum). 	<p>1 ✓</p> <p>2 ✓</p> <p>3 ✓</p>
<p>CULTURAL DYNAMICS/CHANGE AND CONTINUITY</p> <p>3. Students understand culture as dynamic, selective, adaptive, and ever changing.</p>	<ul style="list-style-type: none"> Evaluate the impact of culture, particularly changing culture on individuals, groups, and issues in America and demonstrate an understanding of the relationships between culture, cultural change, and social conditions. 	<p>1</p> <p>2 ✓</p> <p>3 ✓</p>
<p>CULTURAL INQUIRY</p> <p>4. Students use the tools and methodology of social scientists to explain and interpret ideas and events.</p>	<ul style="list-style-type: none"> Use the research tools, procedures, and skills of anthropologists to develop informed positions on issues. 	<p>1 ✓</p> <p>2 ✓</p> <p>3 ✓</p>

Geography Content Standards

China: Understanding Its Past

CONTENT STANDARDS	9–12	CHAPTERS
<p>WORLD IN SPATIAL TERMS</p> <p>1. Students use geographic representations to organize, analyze, and present information on people, places, and environments.</p>	<ul style="list-style-type: none"> Use tools and methods of geographers to construct, interpret, and evaluate qualitative and quantitative data. 	<p>1 ✓</p> <hr/> <p>2 ✓</p> <hr/> <p>3 ✓</p>
<p>PLACES AND REGIONS</p> <p>2. Students understand how distinct physical and human characteristics shape places and regions.</p>	<ul style="list-style-type: none"> Use physical and human characteristics of places and regions to evaluate how regional systems are structured, connected, and change over time. 	<p>1 ✓</p> <hr/> <p>2 ✓</p> <hr/> <p>3 ✓</p>
<p>PHYSICAL SYSTEMS</p> <p>3. Students understand how physical processes shape Earth's surface, and create, sustain, and modify the ecosystems.</p>	<ul style="list-style-type: none"> Evaluate the importance of ecosystems in the environment. 	<p>1</p> <hr/> <p>2</p> <hr/> <p>3</p>
<p>HUMAN SYSTEMS</p> <p>4. Students analyze how people organize their activities on earth through their analysis of human populations, cultural mosaic, economic interdependence settlement, and conflict and cooperation.</p>	<ul style="list-style-type: none"> Evaluate how political, social, and economic factors impact settlement, development, and territorial cooperation and conflicts. 	<p>1</p> <hr/> <p>2 ✓</p> <hr/> <p>3 ✓</p>
<p>ENVIRONMENT AND SOCIETY</p> <p>5. Students demonstrate stewardship of earth's resources Trough the understanding of society and the physical environment.</p>	<ul style="list-style-type: none"> Evaluate consequences of human activities on earth and implement a plan of action for the use and stewardship of local and global resources. 	<p>1</p> <hr/> <p>2</p> <hr/> <p>3</p>

Economic Content Standards

China: Understanding Its Past

CONTENT STANDARDS	9–12	CHAPTERS
<p>LIMITED RESOURCES AND CHOICE</p> <p>1. Students understand costs and benefits of economic choice and use this knowledge to make sound economic decisions.</p>	<ul style="list-style-type: none"> Explain why their choices and opportunity costs are subjective and explain why they differ with individuals and society. 	<p>1</p> <hr/> <p>2</p> <hr/> <p>3 ✓</p>
<p>ROLE AND FUNCTION OF MARKETS</p> <p>2. Students understand how markets function and analyze the role of prices and incentives to realize how economic interactions affect human behavior.</p>	<ul style="list-style-type: none"> Compare market structures, their barriers for entry, and how they promote market efficiency and lower prices. Explain how incentives (profit, interest rates, subsidies, etc.) affect individual, businesses, labor, and government. 	<p>1</p> <hr/> <p>2 ✓</p> <hr/> <p>3</p>
<p>ECONOMIC INTERDEPENDENCE</p> <p>3. Students evaluate the costs and benefits of trade among individuals, nations, and organizations to explain why trade results in higher overall levels of production and consumption.</p>	<ul style="list-style-type: none"> Analyze how the distribution of the world's resources, political stability, and national efforts encourage or discourage trade and the flow of investment patterns. 	<p>1</p> <hr/> <p>2 ✓</p> <hr/> <p>3</p>
<p>ROLE OF GOVERNMENT</p> <p>4. Students understand how the government influences the well being of people and institutions.</p>	<ul style="list-style-type: none"> Explain economic roles of the government such as providing public goods and services, redistributing of income, encouraging employment, and sustaining reasonable rates of economic growth. Analyze the functions of the Federal Reserve System and the government role to set policy and how these policies influence the economy. 	<p>1</p> <hr/> <p>2</p> <hr/> <p>3 ✓</p>
<p>ECONOMIC ANALYSIS</p> <p>5. Students understand and use the tools of the economist to help them make informed decisions.</p>	<ul style="list-style-type: none"> Interpret information from indices, averages, and distributions around the average to analyze economic changes and their impact on nations. 	<p>1</p> <hr/> <p>2</p> <hr/> <p>3</p>

Alignment of *The Rise of Modern Japan* (in progress)

**with the Social Studies Content Standards
Hawaii Content and Performance Standards**

History Content Standards

CONTENT STANDARDS	9–12	CHAPTERS	
<p>CHANGE, CONTINUITY, CAUSALITY</p> <p>1. Students employ chronology to understand change and/or continuity and cause and/or effect in history.</p>	<ul style="list-style-type: none"> Analyze cause-and-effect relationships and multiple causation of change. Explain how change occurs at varying rates during different time periods and in different regions of the world. 	1 ✓	✓
		2 ✓	✓
		3 ✓	✓
<p>HISTORICAL EMPATHY</p> <p>2. Students learn to judge the past on its own terms and use that knowledge to understand present day issues, problems, and decision making.</p>	<ul style="list-style-type: none"> Apply knowledge of historical periods to assess present-day issues and decision making. 	1 ✓	
		2 ✓	
		3	✓
<p>HISTORICAL INQUIRY</p> <p>3. Students use the tools and methods of historians to transform learning from memorizing historical data to "doing history."</p>	<ul style="list-style-type: none"> Distinguish information that is relevant vs. irrelevant and essential vs. incidental to research and assess the credibility of the sources. Use appropriate evidence gathered from historical research in written, oral, visual, or dramatic presentations. 	1 ✓	✓
		2 ✓	✓
		3 ✓	✓
<p>HISTORICAL PERSPECTIVES AND INTERPRETATIONS</p> <p>4. Students explain historical events with multiple interpretations rather than explanations that point to historical linearity or inevitability.</p>	<ul style="list-style-type: none"> Assess the quality of historical interpretations based on the arguments they advance and the evidence they use. 	1 ✓	
		2 ✓	
		3 ✓	

Political Science/Civics Content Standards

The Rise of Modern Japan

CONTENT STANDARDS	9–12	CHAPTERS		
<p>GOVERNANCE/POWER/AUTHORITY</p> <p>1. Students understand the ways and reasons people and groups create governments and use this knowledge to make reasoned decisions.</p>	<ul style="list-style-type: none"> Analyze how governments acquire, use, and justify power, e.g., how limited governments differ from unlimited ones. 	1	✓	
		2	✓	
		3	✓	
<p>DEMOCRACY</p> <p>2. Students understand and demonstrate the principles and values underlying American constitutional democracy.</p>	<ul style="list-style-type: none"> Analyze the historical development of the principles and ideals of American constitutional government and evaluate the extent to which they have been realized. 	1		
		2		
		3		
<p>GLOBAL COOPERATION, CONFLICT, AND INTERDEPENDENCE</p> <p>3. Students understand similarities and differences across cultural perspectives, and evaluate the ways individuals, groups, societies, nations and organizations change and interact.</p>	<ul style="list-style-type: none"> Analyze and evaluate the interconnections of local and regional issues with global challenges and how this changes over time and with technology. Explain the United States' changing role in international policies and relations and the strength and limitations of US influence on foreign affairs. 	1	✓	✓
		2	✓	✓
		3	✓	✓
<p>CITIZENSHIP/PARTICIPATION</p> <p>4. Students understand roles, rights (personal, economic, political) and responsibilities of American citizens and exercise them in civic action.</p>	<ul style="list-style-type: none"> Debate positions on issues regarding rights and responsibilities, come to consensus on the issues, and take action to gain larger community involvement on the issues, e.g., a service-learning project. Analyze and evaluate the role that political parties play in American politics and participate in political life, e.g., contacting public officials. 	1		
		2		
		3		
<p>POLITICAL ANALYSIS</p> <p>5. Students understand and use tools and methods of the political scientists to explain ideas, events, and behaviors and use this knowledge to make reasoned decisions.</p>	<ul style="list-style-type: none"> Apply tools and methods drawn from political science to develop and support a position on political issues. Analyze cause-and-effect relationships and multiple causation of change. 	1	✓	✓
		2	✓	✓
		3	✓	✓

Cultural Anthropology Content Standards

The Rise of Modern Japan

CONTENT STANDARDS	9–12	CHAPTERS
<p>CULTURAL SYSTEMS</p> <p>1. Students understand culture as a system of beliefs, knowledge, and practices shared by a group.</p>	<ul style="list-style-type: none"> Describe similarities and differences in ways cultures use rules, folkways, mores, and taboos to define individual rights and responsibilities and analyze the implications of those beliefs and actions on the larger community. 	<p>1 ✓</p> <p>2 ✓</p> <p>3 ✓</p>
<p>CULTURAL DIVERSITY AND UNITY</p> <p>2. Students understand and respect the myriad of ways that society addresses human needs and wants.</p>	<ul style="list-style-type: none"> Analyze issues of cultural assimilation and preservation from the perspective of diverse ethnic and racial groups in Hawai'i, the US, and the world and work collaboratively with individuals or groups to support and honor cultural diversity and unity (e pluribus unum). 	<p>1 ✓</p> <p>2 ✓</p> <p>3 ✓</p>
<p>CULTURAL DYNAMICS/CHANGE AND CONTINUITY</p> <p>3. Students understand culture as dynamic, selective, adaptive, and ever changing.</p>	<ul style="list-style-type: none"> Evaluate the impact of culture, particularly changing culture on individuals, groups, and issues in America and demonstrate an understanding of the relationships between culture, cultural change, and social conditions. 	<p>1 ✓</p> <p>2 ✓</p> <p>3 ✓</p>
<p>CULTURAL INQUIRY</p> <p>4. Students use the tools and methodology of social scientists to explain and interpret ideas and events.</p>	<ul style="list-style-type: none"> Use the research tools, procedures, and skills of anthropologists to develop informed positions on issues. 	<p>1 ✓</p> <p>2 ✓</p> <p>3 ✓</p>

Geography Content Standards

The Rise of Modern Japan

CONTENT STANDARDS	9–12	CHAPTERS
<p>WORLD IN SPATIAL TERMS</p> <p>1. Students use geographic representations to organize, analyze, and present information on people, places, and environments.</p>	<ul style="list-style-type: none"> Use tools and methods of geographers to construct, interpret, and evaluate qualitative and quantitative data. 	1 ✓
		2 ✓
		3 ✓
<p>PLACES AND REGIONS</p> <p>2. Students understand how distinct physical and human characteristics shape places and regions.</p>	<ul style="list-style-type: none"> Use physical and human characteristics of places and regions to evaluate how regional systems are structured, connected, and change over time. 	1 ✓
		2 ✓
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<p>PHYSICAL SYSTEMS</p> <p>3. Students understand how physical processes shape earth's surface, and create, sustain, and modify the ecosystems.</p>	<ul style="list-style-type: none"> Evaluate the importance of ecosystems in the environment. 	1
		2
		3
<p>HUMAN SYSTEMS</p> <p>4. Students analyze how people organize their activities on earth through their analysis of human populations, cultural mosaic, economic interdependence settlement, and conflict and cooperation.</p>	<ul style="list-style-type: none"> Evaluate how political, social, and economic factors impact settlement, development, and territorial cooperation and conflicts. 	1 ✓
		2 ✓
		3 ✓
<p>ENVIRONMENT AND SOCIETY</p> <p>5. Students demonstrate stewardship of earth's resources Through the understanding of society and the physical environment.</p>	<ul style="list-style-type: none"> Evaluate consequences of human activities on earth and implement a plan of action for the use and stewardship of local and global resources. 	1
		2
		3 ✓

Economic Content Standards

The Rise of Modern Japan

CONTENT STANDARDS	9–12	CHAPTERS
<p>LIMITED RESOURCES AND CHOICE</p> <p>1. Students understand costs and benefits of economic choice and use this knowledge to make sound economic decisions.</p>	<ul style="list-style-type: none"> Explain why their choices and opportunity costs are subjective and explain why they differ with individuals and society. 	<p>1 ✓</p> <p>2</p> <p>3</p>
<p>ROLE AND FUNCTION OF MARKETS</p> <p>2. Students understand how markets function and analyze the role of prices and incentives to realize how economic interactions affect human behavior.</p>	<ul style="list-style-type: none"> Compare market structures, their barriers for entry, and how they promote market efficiency and lower prices. Explain how incentives (profit, interest rates, subsidies, etc.) affect individual, businesses, labor, and government. 	<p>1</p> <p>2</p> <p>3 ✓ ✓</p>
<p>ECONOMIC INTERDEPENDENCE</p> <p>3. Students evaluate the costs and benefits of trade among individuals, nations, and organizations to explain why trade results in higher overall levels of production and consumption.</p>	<ul style="list-style-type: none"> Analyze how the distribution of the world's resources, political stability, and national efforts encourage or discourage trade and the flow of investment patterns. 	<p>1</p> <p>2</p> <p>3 ✓</p>
<p>ROLE OF GOVERNMENT</p> <p>4. Students understand how the government influences the well being of people and institutions.</p>	<ul style="list-style-type: none"> Explain economic roles of the government such as providing public goods and services, redistributing of income, encouraging employment, and sustaining reasonable rates of economic growth. Analyze the functions of the Federal Reserve System and the government role to set policy and how these policies influence the economy. 	<p>1 ✓</p> <p>2 ✓</p> <p>3 ✓</p>
<p>ECONOMIC ANALYSIS</p> <p>5. Students understand and use the tools of the economist to help them make informed decisions.</p>	<ul style="list-style-type: none"> Interpret information from indices, averages, and distributions around the average to analyze economic changes and their impact on nations. 	<p>1</p> <p>2</p> <p>3 ✓</p>