

***We the People* Curriculum Crosswalk for: Hawai'i Core Standards for Social Studies (HCSSS)**

Usage: This correlation guide offers a crosswalk between the Hawai'i Core Standards for Social Studies for Grades 9-12 and the Level 3 [*We the People* curriculum](#). Listing of *We the People* units and lessons paired with state standards does not imply full coverage of a standard. *We the People* lessons may go deeper and/or broader in content than the standard; likewise, the standard may call for deeper learning than the lesson provides.

G9-12: UNITED STATES HISTORY AND GOVERNMENT

Theme 1		Immigration and Migration: 1880–1930	
Sample Compelling Questions		<ul style="list-style-type: none"> • Does immigration change what it meant to be American? • Is society better served by assimilation or cultural diversity? 	
Anchor Standard	Topic	Content Standard	Sample Content/Concepts
<i>The student demonstrates an understanding of</i>		<i>Therefore, the student is able to</i>	
Geography Anchor Standard 16 Global Interconnections: Changing Spatial Patterns	Cause and Effects of Migration	Content Standard SS.US.1.16.1 Analyze reasons groups migrated to and within the United States	<ul style="list-style-type: none"> • Push Factors: conflict, famine, persecution, poverty, war • Pull Factors: economic opportunity, ethnic ties, Gold Rush, religious freedom • Immigrant Groups: Asia, Europe (Northern, Southern, and Western), Mexico • Internal Migration: Great Migration, rural-to- urban migration
Civics Anchor Standard 8 Process, Rules, and Laws	Response to Immigration	Content Standard SS.US.1.8.2 Assess effects of anti-immigrant politics on public policy	<ul style="list-style-type: none"> • Anti-Immigration Politics: Ku Klux Klan, Nativism, Social Darwinism, violence, • Anti-Immigration Policies: Chinese Exclusion Act, Gentlemen's Agreement, Immigration Act of 1924

Theme 2		The Gilded Age and Organized Labor: 1880–1920	
Sample Compelling Questions		<ul style="list-style-type: none"> • Does money corrupt democracy? • Are workers better off in unions? 	
Anchor Standard	Topic	Content Standard	Sample Content/Concepts
<i>The student demonstrates an understanding of</i>		<i>Therefore, the student is able to</i>	
Economics Anchor Standard 10 Exchange and Markets	Influence of Different Market Structures	Content Standard SS.US.2.10.1 Analyze features of distinct market structures and government efforts to influence them	<ul style="list-style-type: none"> • Market Structures: monopolistic competition, monopoly, oligopoly, pure competition • Market Features: barriers to entry, horizontal integration, market efficiencies, production differentiation, vertical integration • Legislation: Federal Reserve, Sherman Antitrust Act
Civics Anchor Standard 7 Civic Virtues and Democratic Principles	Business Magnates and Gilded Age Politics	Content Standard SS.US.2.7.2 Assess how business magnates came to dominate politics in the Gilded Age	<ul style="list-style-type: none"> • Business Magnates: Andrew Carnegie, John D. Rockefeller, J.P. Morgan • Pro-Business Policies: labor repression, laissez-faire, subsidies, tariffs
Civics Anchor Standard 7 Civic Virtues and Democratic Principles	Rise of Labor Unions and Populism	Content Standard SS.US.2.7.3 Evaluate the effectiveness of labor unions and populists in shaping public policy	<ul style="list-style-type: none"> • Labor Unions: American Federation of Labor, Industrial Workers of the World, Knights of Labor, Socialist Party • Populism: cooperative movement, monetary policy, People's Party, tenancy • Strikes and Conflicts: Haymarket Square, Homestead, Pullman, Triangle Fire • Public Policy: distribution of wealth, legislation, wages, working conditions

Theme 3		Urbanization and The Progressive Era: 1890–1920	
Sample Compelling Questions		<ul style="list-style-type: none"> •How does where you live impact how you live? •How can citizens best improve society? 	
Anchor Standard	Topic	Content Standard	Sample Content/Concepts
<i>The student demonstrates an understanding of</i>		<i>Therefore, the student is able to</i>	
Geography Anchor Standard 15 Human Population: Spatial Patterns and Movements	Growth of American Cities	Content Standard SS.US.3.15.1 Analyze the benefits and challenges associated with rapidly growing urban areas	<ul style="list-style-type: none"> •Urban Areas: Chicago, New York, San Francisco, St. Louis •Benefits: culture, education, personal freedom, services •Economic and Political Challenges: corruption, political machines •Health and Infrastructure Challenges: safety, sanitation, tenements, transportation
Civics Anchor Standard 8 Processes, Rules, and Laws	Progressive Reform Platforms	Content Standard SS.US.3.8.2 Assess the efforts of Progressive Era reform movements to improve society, government, business, and the environment	<ul style="list-style-type: none"> •Society: Booker T. Washington, Jane Addams, public education, settlement houses, W.E.B. Du Bois •Government: direct Senate elections, recalls, referendums, Robert M. La Follette •Economic and Business Reform: antitrust policies, child labor restrictions, federal income tax, Ida Tarbell, Theodore Roosevelt •Environment and Health: conservation, preservation, Jacob Riis, John Muir, Pure Food and Drug Act of 1906
Civics Anchor Standard 7 Civic Virtues and Democratic Principles	Women's Suffrage	Content Standard SS.US.3.7.3 Analyze the development of the women's suffrage movement over time and its legacy <i>We the People</i> Level 3 curriculum connections <ul style="list-style-type: none"> • Unit 3, Lesson 20: How has the right to vote been expanded since the adoption of the Constitution? 	<ul style="list-style-type: none"> •Individuals and Groups: Alice Paul, Elizabeth Cady Stanton, National Woman Suffrage Association Susan B. Anthony •Concepts and Issues: 19th Amendment, Maternalist reforms

Theme 4	U.S. Imperialism and Global Power: 1890–1920		
Sample Compelling Questions	<ul style="list-style-type: none"> • Did imperialism make America stronger? • When should one country interfere with another? 		
Anchor Standard	Topic	Content Standard	Sample Content/Concepts
<i>The student demonstrates an understanding of</i>		<i>Therefore, the student is able to</i>	
History Anchor Standard 19 Causation and Argumentation	Causes and Events of U.S. Imperialism	Content Standard SS.US.4.19.1 Analyze the factors that enabled the United States to become an imperial power	<ul style="list-style-type: none"> • Causes: business interests, competition with colonial powers, missionaries, white man's burden • Events and Policies: Open Door Policy, Spanish-American War, Hawai'i annexation, Panama Canal, Roosevelt Corollary
Geography Anchor Standard 16 Global Interconnections: Changing Spatial Patterns	Effects of U.S. Foreign Policy	Content Standard SS.US.4.16.2 Evaluate the effects of U.S. foreign policy in Latin America, Asia, and the Pacific	<ul style="list-style-type: none"> • Policies and Debates: anti-imperialism, Dollar Diplomacy, land use, Moral Diplomacy, Platt Amendment • Latin America: Haiti occupation, military interventions • Asia-Pacific: Guam, Philippine-American War

Theme 5	World War I: 1910–1920		
Sample Compelling Questions	<ul style="list-style-type: none"> • Is the United States better served by isolationism or internationalism? • Is the suspension of civil liberties ever justified? 		
Anchor Standard	Topic	Content Standard	Sample Content/Concepts
<i>The student demonstrates an understanding of</i>		<i>Therefore, the student is able to</i>	
History Anchor Standard 19 Causation and Argumentation	Causes of U.S. WWI Involvement	Content Standard SS.US.5.19.1 Distinguish between the long-term causes and triggering events that led the United States into World War I	<ul style="list-style-type: none"> • Long-Term Causes: business interests, colonial scramble, imperialism, interlocking alliances, naval arms race • Triggering Events: Lusitania, Zimmerman Telegram
Civics Anchor Standard 8 Processes, Rules, and Laws	Restrictions of Civil Liberties in WWI	Content Standard SS.US.5.8.2 Evaluate wartime restrictions on civil liberties	<ul style="list-style-type: none"> • Propaganda and Repression: Espionage Act of 1917, Committee of Public Information, Sedition Acts, Red Scare • Opposition: Emma Goldman, Eugene Debs, National Civil Liberties Bureau, pacifism, Schenck v. U.S.
History Anchor Standard 18 Perspectives	Post-WWI Foreign Policies	Content Standard SS.US.5.18.3 Analyze how internationalism and isolationism shaped U.S. foreign policy after World War I	<ul style="list-style-type: none"> • Internationalism: Fourteen Points, self-determination, Woodrow Wilson • Isolationism: immigration restrictions, rejection of League of Nations, tariffs

Theme 6		Conflicts and Transitions: 1920s		
Sample Compelling Questions		<ul style="list-style-type: none"> •What are the opportunity costs of innovation? •How important is artistic expression to society? 		
Anchor Standard	Topic	Content Standard	Sample Content/Concepts	
<i>The student demonstrates an understanding of</i>		<i>Therefore, the student is able to</i>		
Economics Anchor Standard 11 The National Economy	1920s Innovations and National Culture	Content Standard SS.US.6.11.1 Assess how innovations in transportation, communication, and finance changed American society	<ul style="list-style-type: none"> •Transportation: assembly line, automobile, electrification of factories •Communication: advertising, Hollywood, radio •Finance: buying on margin, consumer debt 	
History Anchor Standard 18 Perspectives	1920s Social Conflicts	Content Standard SS.US.6.18.2 Compare rival perspectives on economic, social, and religious conflicts in the 1920s	<ul style="list-style-type: none"> •Economic: Great Railroad Strike of 1922 •Social: Prohibition, Sacco and Vanzetti •Religion: Scopes Trial 	
History Anchor Standard 17 Change, Continuity, and Context	1920s Cultural Movements	Content Standard SS.US.6.17.3 Analyze the cultural contributions of modernism, the Harlem Renaissance, and the New Woman <i>We the People</i> Level 3 curriculum connections <ul style="list-style-type: none"> • Unit 3, Lesson 20: How has the right to vote been expanded since the adoption of the Constitution? • Unit 6, Lesson 35: How have civil rights movements resulted in fundamental political and social change in the United States? 	<ul style="list-style-type: none"> •Modernism: F. Scott Fitzgerald, Gertrude Stein, Lost Generation, surrealism •Harlem Renaissance: Langston Hughes, Louis Armstrong, Marcus Garvey, Paul Robeson, Zora Neale Hurston •The New Woman: flappers, Margaret Sanger 	

Theme 7		Great Depression and The New Deal: 1929–1941	
Sample Compelling Questions		<ul style="list-style-type: none"> • What role should government play in managing the economy? • How effective was the New Deal? 	
Anchor Standard	Topic	Content Standard	Sample Content/Concepts
<i>The student demonstrates an understanding of</i>		<i>Therefore, the student is able to</i>	
History Anchor Standard 19 Causation and Argumentation	Causes of the Great Depression	Content Standard SS.US.7.19.1 Analyze the conditions and policies that led to the Great Depression	<ul style="list-style-type: none"> • Environmental Conditions: Dust Bowl • Economic Conditions: overproduction, stock speculation, unequal distribution of income, unstable credit system • Economic Policies: Reconstruction Finance Corporation, tariffs, tight monetary policy, weak government relief infrastructure
Economics Anchor Standard 11 The National Economy	Effects of the Great Depression	Content Standard SS.US.7.11.2 Analyze how the decline in production and spending affected Americans during the Great Depression	<ul style="list-style-type: none"> • Consequences: bank closures, business failures, local government failures, mass unemployment, migration • Groups: farmers, industrial workers, Mexican Americans, women
Economics Anchor Standard 10 Exchange and Markets	FDR's New Deal and the Changing Role of Government	Content Standard SS.US.7.10.3 Assess the impact and legacy of New Deal relief, recovery, and reform programs	<ul style="list-style-type: none"> • Relief and Recovery: Civilian Conservation Corps, public arts, public jobs and infrastructure programs, Work Progress Administration • Economic Reform: Agricultural Adjustment Act, Federal Deposit Insurance Corporation, Social Security, U.S. Securities Exchange Commission, Wagner Act of 1935

Theme 8	World War II		
Sample Compelling Questions	<ul style="list-style-type: none"> • Can a nation be truly neutral in a global society? • How do societies recover from the unintended consequences of war? 		
Anchor Standard	Topic	Content Standard	Sample Content/Concepts
<i>The student demonstrates an understanding of</i>		<i>Therefore, the student is able to</i>	
History Anchor Standard 19 Causation and Argumentation	Causes of WWII Involvement	Content Standard SS.US.8.19.1 Explain the historical developments and policies that resulted in the United States entering World War II	<ul style="list-style-type: none"> • Historical Developments: attack on Pearl Harbor, European fascism, Japanese militarism, Neutrality Acts • Policies: Atlantic Charter, Lend-lease Act, oil embargo
History Anchor Standard 17 Change, Continuity, and Contest	WWII Domestic Policies	Content Standard SS.US.8.17.2 Assess the social, political, and economic transformation of the United States during World War II	<ul style="list-style-type: none"> • Social: Double V Campaign, no-strike pledge, working women • Political: 442nd Regimental Combat Team, Japanese American internment, Navajo Code Talkers, Office of Wartime Information, Tuskegee Airmen • Economic: rapid industrialization war economy, War Production Board
History Anchor Standard 19 Causation and Argumentation	U.S. Role in WWII Turning Points	Content Standard SS.US.8.19.3 Analyze the role of the United States in the outcome of World War II in the European and the Pacific theaters	<ul style="list-style-type: none"> • Europe: Arsenal of Democracy, D-Day, Italy • Pacific: Hiroshima, island hopping, Manhattan Project, Midway, Nagasaki, Okinawa

Theme 9	The Cold War: 1945–1975		
Sample Compelling Questions	<ul style="list-style-type: none"> • Can countries with opposing values peacefully coexist? • Can weapons of mass destruction make the world safer? 		
Anchor Standard	Topic	Content Standard	Sample Content/Concepts
<i>The student demonstrates an understanding of</i>		<i>Therefore, the student is able to</i>	
History Anchor Standard 19 Causation and Argumentation	Origin of the Cold War	Content Standard SS.US.9.19.1 Explain how political ideology shaped the post-war order and led to the Soviet-U.S. arms race	<ul style="list-style-type: none"> • Ideologies and Political Systems: capitalism, communism, democrac, totalitarianism • Cold War Institutions: North Atlantic Treaty Organization, United Nations, Warsaw Pact • Division of Europe: Berlin Airlift, Marshall Plan, socialism • Arms Race: deterrence, H-bomb, Non-Proliferation Treaty
History Anchor Standard 17 Change, Continuity, and Context	Cold War Containment Abroad	Content Standard SS.US.9.17.2 Analyze how U.S. foreign policy during the Cold War shaped conflicts in Asia and the Americas	<ul style="list-style-type: none"> • U.S. Policies: containment, Central Intelligence Agency, military-industrial complex, Truman Doctrine • Asia: Korean War, Douglas MacArthur, Iran coup, Vietnam War • The Americas: Cuban Missile Crisis, Operation Condor
Civics Anchor Standard 7 Civic Virtues and Democratic Principles	Cold War Containment at Home	Content Standard SS.US.9.7.3 Analyze how anti-communism and the Cold War affected civil liberties, labor, and technology	<ul style="list-style-type: none"> • Civil Liberties: Loyalty Order, McCarthyism • Labor: Hollywood Ten, Taft-Hartley Act, union leadership purges • Technology and Development: Interstate Highway System, GI Bill, Apollo program

Theme 10		Civil Rights: 1954–1975		
Sample Compelling Questions		<ul style="list-style-type: none"> • How effective is civil disobedience? • Do popular movements or government action better transform society? 		
Anchor Standard	Topic	Content Standard	Sample Content/Concepts	
<i>The student demonstrates an understanding of</i>		<i>Therefore, the student is able to</i>		
Civics Anchor Standard 6 Civic and Political Institutions	Civil Rights Legislation and Action	Content Standard SS.US.10.6.1 Evaluate the effectiveness of civil rights organizations and actions in overcoming racial segregation <i>We the People</i> Level 3 curriculum connections <ul style="list-style-type: none"> • Unit 3, Lesson 20: How has the right to vote been expanded since the adoption of the Constitution? • Unit 6, Lesson 35: How have civil rights movements resulted in fundamental political and social change in the United States? 	<ul style="list-style-type: none"> • Groups: National Association for the Advancement of Colored People (NAACP), Southern Christian Leadership Conference (SCLC), Student Nonviolent Coordinating Committee (SNCC), Black Panther Party • Individuals: Rosa Parks, Martin Luther King Jr., Medgar Evers, Fannie Lou Hamer, Malcolm X • Events and Actions: Montgomery bus boycott, Little Rock Nine, sit-ins, March on Washington, Freedom Rides, Watts riots • Policy Changes: desegregation of the Armed Forces, Brown v. Board of Education, Civil Rights Act of 1964, Voting Rights Act of 1965, affirmative action 	
Economics Anchor Standard 11 National Economy	Great Society Programs and Reforms	Content Standard SS.US.10.11.2 Evaluate the impact of Great Society-era policies in addressing economic, social, and environmental conditions	<ul style="list-style-type: none"> • Economic: Head Start, Economic Opportunity Act of 1964, Omnibus Housing Act of 1965, Medicare • Social: Elementary and Secondary Education Act of 1965, Immigration and Nationality Act of 1965 • Environmental: Wilderness Act of 1964, Water Quality Act of 1965 	

Civics Anchor Standard 6 Civic and Political Institutions	Anti-War and Counterculture Movement	<p>Content Standard SS.US.10.6.3 Assess the impact of student movements and counter culture on American politics and society</p> <p><i>We the People</i> Level 3 curriculum connections</p> <ul style="list-style-type: none"> • Unit 6, Lesson 35: How have civil rights movements resulted in fundamental political and social change in the United States? 	<ul style="list-style-type: none"> • Movements: draft resistance, Free Speech Movement, Students for a Democratic Society • Political Impacts: 26th Amendment, Paris peace talks, War Powers Act • Cultural Change: hippie culture, Motown, Pop Art, Woodstock
Civics Anchor Standard 6 Civic and Political Institutions	New Movements , New Voices	<p>Content Standard SS.US.10.6.4 Examine other movements that emerged in the late civil rights era</p> <p><i>We the People</i> Level 3 curriculum connections</p> <ul style="list-style-type: none"> • Unit 6, Lesson 35: How have civil rights movements resulted in fundamental political and social change in the United States? 	<ul style="list-style-type: none"> • Native Americans: American Indian Movement, Wounded Knee occupation, Indian Self- Determination and Education Assistance Act of 1975 • Women: National Organization for Women, Equal Rights Amendment, Roe v. Wade, Title IX • New Movements: disability rights movement, Stonewall riots, United Farm Workers, Hawaiian sovereignty

Theme 11		Rise of Conservatism: 1968–2008		
Sample Compelling Questions		<ul style="list-style-type: none"> • Is a smaller government a better government? • Does a strong military make a country safe? 		
Anchor Standard	Topic	Content Standard	Sample Content/Concepts	
<i>The student demonstrates an understanding of</i>		<i>Therefore, the student is able to</i>		
History Anchor Standard 17 Change, Continuity, and Context	Conservative Movement Development	Content Standard SS.US.11.17.1 Analyze the rise of modern conservatism in the United States <i>We the People</i> Level 3 curriculum connections <ul style="list-style-type: none"> • Unit 6, Lesson 37: What key challenges does the United States face in the future? • Unit 6, Lesson 39: What does returning to fundamental principles mean? 	<ul style="list-style-type: none"> • Rise of Conservatism: inflation, Iran Hostage Crisis, oil crisis, Boston busing protests, religious right, Richard Nixon, Phyllis Schlafly, 9/11 • Impacts: Southern Strategy, growth of the National Rifle Association, Proposition 13 	
Civics Anchor Standard 8 Processes, Rules, and Laws	Effects of Conservatism	Content Standard SS.US.11.8.2 Assess the social and political impact of conservatism in the United States <i>We the People</i> Level 3 curriculum connections <ul style="list-style-type: none"> • Unit 6, Lesson 36: How have American political ideas and the American constitutional system influenced other nations? • Unit 6, Lesson 37: What key challenges does the United States face in the future? • Unit 6, Lesson 38: What are the challenges of the participation of the United States in world affairs? • Unit 6, Lesson 39: What does returning to fundamental principles mean? 	<ul style="list-style-type: none"> • Social: deunionization, incarceration, income inequality • Politics: Watergate, Reagan Revolution, Clinton impeachment, Iran-Contra Affair • Policy: supply-side economics, deregulation, welfare reform, immigration, The Patriot Act, War on Terror 	

Theme 12	U.S. in a Global Age: 2008–Present		
Sample Compelling Questions	<ul style="list-style-type: none"> • What are the greatest challenges facing the United States in the 21st century? • What is America's role in addressing global challenges? 		
Anchor Standard	Topic	Content Standard	Sample Content/Concepts
<i>The student demonstrates an understanding of</i>		<i>Therefore, the student is able to</i>	
Civics Anchor Standard 8 Processes, Rules, and Laws	Domestic Challenges	Content Standard SS.US.12.8.1 Evaluate popular and government responses to emerging domestic challenges <i>We the People</i> Level 3 curriculum connections <ul style="list-style-type: none"> • Unit 6, Lesson 37: What key challenges does the United States face in the future? 	<ul style="list-style-type: none"> • Challenges: economic inequality, education disparities, financial crises, health care reform, racial division • Responses: education reform, health care restructuring, new social movements, tax policy
Geography Anchor Standard 16 Global Interconnections: Changing Spatial Patterns	Global Challenges	Content Standard SS.US.12.16.2 Analyze U.S. responses to global challenges and crises <i>We the People</i> Level 3 curriculum connections <ul style="list-style-type: none"> • Unit 6, Lesson 37: What key challenges does the United States face in the future? • Unit 6, Lesson 38: What are the challenges of the participation of the United States in world affairs? 	<ul style="list-style-type: none"> • Challenges: climate change, global competition, migration, nuclear proliferation, terrorism • Responses: climate accords, military and covert interventions, trade agreements, immigration reform