

**Content Area: *Social Studies- NMI History***

**Grade Level: 9-12 – CORE**  
*High School (Grade 10)*

**Quarter: 1<sup>st</sup>**

**This standards map is developed with the following premises:**

- Core CNMI PSS benchmarks for Social Studies have been **modified to address schools on half-day sessions and/or remote learning.**
- Benchmarks slated for a given quarter should at all events be taught in the designated quarter in order to allow for horizontal alignment with other schools in the district.
- Enduring understandings are the big generalizations for the topic/concept.
- Consider [Readiness, Endurance, and Leverage](#)
- **Priority:** meets the criteria of readiness, endurance, & leverage; **Supporting:** can be integrated into the priority

Course Description:

This course focuses on the history of the Commonwealth of the Northern Mariana Islands and the impact of the past on the present day CNMI in terms of economic, cultural, and political developments.

Looking at the ideas of change, continuity, and causality in terms of impact on Chamorro and Carolinian cultural traditions, values, and technology, NMI History seeks to introduce students to the past of the Marianas and the rich cultural heritage that has been passed down from generation to generation, leading to the CNMI that we know today. This course will actively engage students in using the tools utilized by social scientists in order to identify credible historic sources and develop and evaluate positions on the influence of each successive major period in the history (from pre-European to colonization to the present day) of the CNMI and the contemporary issues of today.

**Primary Instructional Materials (BOE Approved):**

***History of the Northern Mariana Islands, by Don Farrell (CNMI PSS 1991)***

***History of the Marianas to Partition, by Don Farrell (CNMI PSS 2011)***

***Modern History of the Northern Mariana Islands, by Don Farrell (CNMI PSS 2018)***

Accommodations are not embedded in these curriculum resources, and should be provided within the instructional plan.

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| <p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● Geological and biological history of the NMI.</li> <li>● Locate the Marianas on a map and knowledge on the climate based on its location.</li> <li>● Migration patterns of Pacific Islanders.</li> <li>● The effects of the European contact on the Chamorro culture and the people, influenced continuity and change in Chamorro and Carolinian society.</li> <li>● The Marianas was important to the Japanese as a strategic military location, and economic potential.</li> <li>● Japan administered the Marianas through its navy.</li> <li>● The effects of Japanese influence on Chamorro and Carolinian people, shape culture and society today.</li> </ul> | <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● How do the islands in the Northern Mariana compare geologically?</li> <li>● How can the location of the islands in the Northern Mariana Islands be described?</li> <li>● What varieties of flora and fauna are indigenous to the Mariana Islands?</li> <li>● How did the ancient Chamorro come to be in the Mariana Islands?</li> <li>● What were the effects of European contact in the Mariana Islands?</li> <li>● How did the lives of the local Chamorros and Carolinians change or stay the same, through the periods of European contact?</li> <li>● What were the effects of the Japanese administration in the Northern Mariana Islands?</li> <li>● How did the lives of the local Chamorros and Carolinians change or stay the same, through the period of Japanese administration?</li> </ul> |
| <p><b>Pacing Map (by weeks):</b><br/>*Text: <i>Modern History of the NMI</i></p>   | <p><b>Standards and Benchmarks:<br/>(BOE Approved):</b></p>   |
| <p><b>Week 1</b><br/><b>Chapter 1: Natural History of the Marianas</b></p>   | <p><b>G.10.3.1</b> Describe the formation, location, and climate of all of Northern Marianas Islands</p> <p><b>G 10.3.2</b> Describe various indigenous plants and animals of the Northern Mariana Islands</p>  |
| <p><b>Week 2</b><br/>Review/ Assess<br/>Chapter 1</p>  | <p>G.10.3.1, G.10.3.2<br/>Tests, Projects, Extension Activities</p>   |
| <p><b>Week 3</b><br/><b>Chapter 2: The Evolution and Conquest of the Chamorro</b></p>  | <p><b>H.10.7.3</b> Describe how the Northern Mariana Islands became a Spanish colony</p> <p><b>H.10.7.1</b> Explain the relationship between motivations and technologies that led to European exploration of the Pacific</p> <p><b>H.10.7.2</b> Compare indigenous islanders and early European arrivals</p>   |

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| <p align="center"><b>Week 4</b><br/><b>Chapter 3: Pueblo Life</b></p>   | <p><b>H.10.8.1</b> Describe the continuity and change of various cultural traditions of the pre-European contact Carolinians and Chamorros</p> <p><b>C.10.1.4</b> Compare various forms of government throughout the history of the Northern Marianas</p> <p><b>H.10.7.4</b> Explain how Spain lost its colonies in the Pacific to the U.S. and Germany</p>   |
| <p align="center"><b>Week 5</b><br/>Review/ Assess<br/>Chapter 2-3</p>  | <p align="center">H.10.7.3, H.10.7.4, H.10.8.1<br/>Tests, Projects, Extension Activities</p>  |
| <p align="center"><b>Week 6</b><br/><b>Chapter 4: The German Administration of the NMI</b></p>  | <p><b>H.10.7.5</b> Explain how Germany administered the Marianna Islands and its effect on the islands</p> <p><b>C.10.1.4</b> Compare various forms of government throughout the history of the Northern Marianas.<br/>H.10.8.1 Describe the continuity and change of various cultural traditions of the pre-European contact Carolinians and Chamorros</p>   |
| <p align="center"><b>Week 7</b><br/><b>Chapter 5: The Japanese Administration</b></p>   | <p><b>H.10.7.7</b> Describe how Japan gained control of Germany's Micronesian colonies and its consequences for the islands</p> <p><b>C.10.1.4</b> Compare various forms of government throughout the history of the Northern Marianas<br/>H.10.7.6 Evaluate the creation of the League of Nations and its category of Mandated Trust Territory</p> <p>H.10.8.1 Describe the continuity and change of various cultural traditions of the pre-European contact Carolinians and Chamorros</p> |
| <p align="center"><b>Week 8</b><br/>Review/ Assess<br/>Chapter 4-5</p> <p align="center">Reteach/ Assess<br/>Chapters 1-5 as needed</p> | <p align="center">H.10.7.5, H.10.7.7<br/>Tests/ Exams, Projects, Extension Activities</p> <p align="center"><i>Option to Assess C.10.1.4 &amp; H.10.8.1</i></p>   |

\*Skills: to be embedded and applied throughout.

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| Geographic Representations | D2.Geo.1.9-12 | Use geospatial and related technologies to create maps to display and explain spatial patterns of culture and environmental characteristics.   |
| Geographic Representations | D2.Geo.2.9-12 | Use map, satellite images, photographs, and other representations to explain relationships between locations of places and regions and their political, cultural, and economic dynamics. |

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| Change, Continuity, and Context | D2.His.1.9-12  | Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.                   |
| Change, Continuity, and Context | D2.His.2.9-12  | Analyze change and continuity in historical eras.   |
| Change, Continuity, and Context | D2.His.3.9-12  | Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context. |
| Perspectives                    | D2.His.4.9-12  | Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.  |
| Perspectives                    | D2.His.5.9-12  | Analyze how historical contexts shaped and continue to shape people's perspectives.   |
| Perspectives                    | D2.His.8.9-12  | Analyze how current interpretations of the past are limited by the extent to which available historical resources represent perspectives of people at the time. |
| Historical Sources and Evidence | D2.His.11.9-12 | Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place or origin, intended audience, and purpose.    |
| Historical Sources and Evidence | D2.His.12.9-12 | Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.   |
| Causation and Argumentation     | D2.His.14.9-12 | Analyze multiple and complex causes and effects of events in the past.  |
| Causation and Argumentation     | D2.His.16.9-12 | Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.                                       |

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| Civic and Political Institutions | D2.Civ.5.9-12  | Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level. |
| Civic and Political Institutions | D2.Civ.6.9-12  | Critique relationships among governments, civil societies, and economic markets.  |
| Participation and Deliberation   | D2.Civ.7.9-12  | Apply civic virtues and democratic principles when working with others.   |
| Participation and Deliberation   | D2.Civ.8. 9-12 | Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles.                       |
| Process, Rules, and Laws         | D2.Civ.13.9-12 | Evaluate public policies in terms of intended and unintended outcomes. And related consequences.  |
| Process, Rules, and Laws         | D2.Civ.14.9-12 | Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.                                     |