

# Filipino History Culture

Anchor Standard	High School Inquiry Standards
<i>The student demonstrates an understanding of</i>	<i>Therefore, the student is able to</i>
<b>Anchor Standard 1</b> Developing and Planning Inquiries	Inquiry Standard SS.9-12.1.1 Create compelling questions representing key ideas of the disciplines
	Inquiry Standard SS.9-12.1.2 Critique compelling questions that reflect an enduring issue in the field
	Inquiry Standard SS.9-12.1.3 Create supporting questions that address key ideas identified in compelling questions
	Inquiry Standard SS.9-12.1.4 Explain how new compelling and supporting questions emerge
<b>Anchor Standard 2</b> Gathering and Evaluating Sources	Inquiry Standard SS.9-12.2.1 Evaluate the credibility of a source by examining its origin, author, context, content, and corroborative value
	Inquiry Standard SS.9-12.2.2 Gather relevant information from credible sources representing a wide range of views, and note any inconsistencies in the information
<b>Anchor Standard 3</b> Creating Claims	Inquiry Standard SS.9-12.3.1 Develop claims and counterclaims using evidence that draws directly and substantively from multiple sources while pointing out the strengths and limitations of both
	Inquiry Standard SS.9-12.3.2 Analyze evidence to detect inconsistencies within the evidence in order to revise or strengthen claims
<b>Anchor Standard 4</b> Communicating Conclusions	Inquiry Standard SS.9-12.4.1 Construct arguments and explanations using sound reasoning, appropriate structure, and examples and details while acknowledging counterclaims and evidentiary weaknesses
	Inquiry Standard SS.9-12.4.2 Present arguments and explanations that reach a range of audiences using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, maps) and digital technologies (e.g., Internet, social media, digital documentary)

<b>Anchor Standard 5</b> Taking Informed Action	Inquiry Standard SS.9-12.5.1 Identify local, regional and/or global problems or issues by using interdisciplinary lenses
	Inquiry Standard SS.9-12.5.2 Analyze the origins of a problem or issue and explain the challenges and opportunities faced by those trying to address it
	Inquiry Standard SS.9-12.5.3 Apply a range of deliberative strategies and procedures to make decisions and propose feasible solutions to address local, regional, and/or global concerns
	Inquiry Standard SS.9-12.5.4 Create an action plan to address a solution to a problem or issue and demonstrate substantive evidence of implementation

Theme 1	Identity		
<b>Sample Compelling Questions:</b>	<ul style="list-style-type: none"> <li>• What makes you, you (ikaw/sika)?</li> <li>• How do you contribute to your community (pamayanan/sangailian)?</li> </ul>		
Anchor Standard	Topic	Content Standard	Sample Content/Concepts
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<b>Geography Anchor Standard 14</b> Human-Environment Interaction: Place, Regions, and Culture	Interactions and Impact	<b>Content Standard SS.1.2.14.3</b> Investigate cultural and environmental characteristics of your community	<ul style="list-style-type: none"> <li>• <b>Early Filipino Cultural Identity:</b> Indigeneity</li> <li>• <b>Cultural Geography:</b> formal regions, archipelago</li> <li>• <b>Identity Formation:</b> stages of ethnic identity, colonial mentality, decolonization, multiple identities, intersectionality</li> </ul>
<b>Civics Anchor Standard 7</b> Civic Virtues and Democratic Principles	Principles and Values of Democracy	<b>Content Standard SS.3.2.7.3</b> Explain how to be a responsible and active citizen in a democracy	<ul style="list-style-type: none"> <li>• <b>Cultural Expression of Identity:</b> music, dance, art, literature, performances</li> <li>• <b>Cultural Representation and Stereotype:</b> comedy, propaganda, media</li> <li>• <b>Social Action:</b> justice, equity, diversity, and identity (JEDI)</li> </ul>

Theme 2	Historical Interactions & Developments		
Sample Compelling Questions:	<ul style="list-style-type: none"> <li>• Why does the past (kasaysayan/pakasaritaan dagiti pasamak) matter today?</li> <li>• How do past interactions and connections influence the development of societies and cultures?</li> </ul>		
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<b>History Anchor Standard 17</b> Change, Continuity and Context	Historical Inquiry	<b>Content Standard SS 1.3.17.1</b> Investigate historically significant events, people, and observances in history	<ul style="list-style-type: none"> <li>• <b>Early Civilization:</b> intercultural trade, maritime trade, Chinese trade interactions, Indian trade interactions, Islamic trade interactions; Southeast Asian trade interactions and connections</li> <li>• <b>Colonization of the Philippines:</b> the arrival of Ferdinand Magellan and other colonizers, Hispanization of the Philippines, Christianity, Philippine Revolts (1521–1946), Thomasites and the Rise of English, education systems and policies, Commonwealth, WWII, Philippine Independence</li> <li>• <b>Rebellions, Revolutionary Leaders and Impacts</b> (e.g., Lapu Lapu, Gabriela Silang, Ilustrados (Filipino educated class), Jose Rizal, Apolinario Mabini, Andres Bonifacio, Emilio Aguinaldo, etc.)</li> </ul>
<b>Geography Anchor Standard 14</b> Human-Environment Interaction: Place, Regions, and Culture	Western Influence	<b>Content Standard SS.7HHK.2.14.4</b> Explain the social and environmental changes resulting from foreign influence	<ul style="list-style-type: none"> <li>• <b>Western Influence in the Philippines:</b> land rights, apellidos (surnames) and taxation, influence of religion, sociocultural changes, political changes, environmental changes, languages, food, brain drain</li> <li>• <b>Diaspora:</b> overseas contract workers (OCW), foreign economic opportunities, balikbayan (Filipinos returning to Philippines)</li> </ul>

Theme 3		Culture and Connections	
<b>Sample Compelling Questions:</b>		<ul style="list-style-type: none"> <li>• How does Filipino culture (kalinangan/kaanawidan) connect to other cultures?</li> <li>• How do we build solidarity (pagkikipagkapwa/panagmaymaysa) with other groups?</li> </ul>	
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<b>Geography Anchor Standard 14</b> Human-Environment Interactions: Place, Regions, and Culture	Interactions and Impact	<b>Content Standard SS.3.3.14.4</b> Analyze how cultural practices create and influence communities	<ul style="list-style-type: none"> <li>• <b>Practices:</b> traditions (e.g., music, dance, food, celebrations), values (e.g. beliefs, perspectives, ideology), cultural (inter) connections (e.g., Native Hawaiian, Southeast Asian, East Asian, Spanish), language (e.g., Austronesian language connections)</li> </ul>
<b>Civics Anchor Standard 6</b> Civic and Political Institutions	New Movements, and New Voices	<b>Content Standard SS.US.10.6.4</b> Examine other movements that emerged in the late civil rights era	<ul style="list-style-type: none"> <li>• <b>Past Influential Movements:</b> People Power, Farm Workers movement, Ethnic Studies, Hawaii labor strikes</li> <li>• <b>New Movements:</b> Pinayism or Peminism, Anti-Asian violence, movements for self-determination</li> </ul>

<b>Theme 4</b>	<b>Filipinos in Hawai'i and in the United States</b>		
<b>Sample Compelling Questions:</b>	<ul style="list-style-type: none"> <li>• Why do people (tao/tattao) move?</li> <li>• How do communities (pamayanan/sangilian) thrive (umuunlad/rumang-ay)?</li> </ul>		
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<b>Geography Anchor Standard 16 Global Interconnection: Changing Spatial Patterns</b>	Cause and Effects of Migration	<b>Content Standard SS.US.1.16.1</b> Analyze reasons groups migrated to and within the United States	<ul style="list-style-type: none"> <li>• <b>Causes of Migration:</b> Imperialism (e.g., Louisiana Manilamen, Pensionados, citizenship, military service, <i>Alaskeros</i> (cannery), WWI &amp; WWII military service, agricultural workers), policies (e.g., 1934 Tydings McDuffy Act, 1965 Immigration Act), economic causes (e.g., Hawaii Sugar Planters Association, cheap labor, occupational shortages)</li> <li>• <b>Movement within United States:</b> ethnic enclaves (e.g., segregation, Little Manila)</li> </ul>

<p><b>History</b>  <b>Anchor Standard 18</b>  <b>Perspectives</b></p>	<p>Historical Perspectives and Interpretations</p>	<p><b>Content Standard SS.2.1.18.3</b>  Describe how significant people and events have shaped communities and places now and in the past</p>	<ul style="list-style-type: none"> <li>● <b>Past Significant Events:</b> Plantation Era (e.g., Sakadas, unequal plantation hierarchy, Hanapēpē Strike and Massacre), World War 2 (e.g., First Filipino Infantry, 2nd Filipino Battalion)</li> <li>● <b>Past Filipino American Leaders and Impacts:</b> Jose Libornio, Florentino Das, Farmworkers (e.g., Larry Itliong, Philip Vera Cruz, Pablo Manlapit), authors (e.g. Carlos Bulosan, Angeles Monrayo)</li> <li>● <b>Contemporary Filipino American Leaders and Impacts:</b> education (e.g. Domingo Los Baños), politics (e.g., Simeon Acoba, Amefil Agbayani, Ben Cayetano), military (e.g., General Antonio Taguba), media (e.g., Emme Tomimbang), musicians</li> <li>● <b>Effects:</b> Filipino identities (e.g., Fresh off the boat “FOB”, local identity, Filipinx, settler colonialism, settler Aloha ‘Aina, Oceanic Filipinx) Community Leadership and Organizations (e.g., Filipino Community Center, Cultural Organizations, Filipino American Historical Society of Hawaii, Filipino American National Historical Society (FANHS))</li> </ul>
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Theme 5		The Philippines in an Interconnected World	
<b>Sample Compelling Questions:</b>		<ul style="list-style-type: none"> <li>• How would you define human rights (karapatan/kalintegan)?</li> <li>• What is your role and responsibility (tungkulin/akemen nga panagrebengan) as a Global Citizen?</li> </ul>	
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<b>Civics</b> <b>Anchor Standard 7</b> Civic Virtues and Democratic Principles	Global Human Rights	<b>Content Standard SS.WH.8.7.2</b> Analyze human rights violations and propose solutions to them	<ul style="list-style-type: none"> <li>• <b>Human Rights Violations:</b> racial discrimination, human trafficking, worker rights, gender equality and rights, religious freedoms, autocracies</li> <li>• <b>Proposed Solutions:</b> affirm language and cultural rights (e.g., multiculturalism, language access, multilingualism, international and local policies)</li> </ul>
<b>Economics</b> <b>Anchor Standard 12</b> The Global Economy	Resources and Sustainability	<b>Content Standard SS.WH.8.12.1</b> Analyze the factors affecting climate change and global sustainability	<ul style="list-style-type: none"> <li>• <b>Causes of Climate Change:</b> greenhouse gas and fossil fuels, typhoon, capitalistic economy, food system</li> <li>• <b>Consequences of Climate Change:</b> extreme weather conditions, deforestation, land erosion, flooding, sea level rise, drought, coral bleaching, fishing</li> <li>• <b>Promoting a Culture of Sustainability and Resilience:</b> traditional indigenous values, clean energy, local food, natural resource management, waste reduction, sustainable communities, green workforce, sustainable futures, protect biodiversity and endangered animals (e.g., Philippine eagle, water buffalo (carabao/tamaraw), culture and place-based education</li> </ul>



Theme 6		Community Engagement and Civic Action	
<b>Sample Compelling Questions:</b>		<ul style="list-style-type: none"> <li>• What makes a good community (pamayanan/sangailian)?</li> <li>• How can young people (binhi/agtutubo) make a difference?</li> </ul>	
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<b>Civics</b> <b>Anchor Standard 8</b> Processes, Rules, and Laws	Domestic Challenges	<b>Content Standard SS.US.12.8.1</b> Evaluate popular and government responses to emerging domestic challenges	<ul style="list-style-type: none"> <li>• <b>Enduring Challenges:</b> racism, socioeconomic inequality, education disparities, health care issues, social hierarchy</li> <li>• <b>Contemporary Responses:</b> education reform (e.g., Operation Manong, Filipino Curriculum Project, Pamantasan, decolonial education, multicultural education, Social Emotional Learning), language (e.g., Seal of Biliteracy, multilingualism, heritage language learning), health care reform (e.g., mental health, culturally responsive health care education), diversity of employment opportunities, new social movements</li> </ul>
	Demonstrating Civic Action	<b>Content Standard SS.PID.5.7.1</b> Plan and demonstrate some ways in which an active citizen can effect change in the community, state, nation, or world	<ul style="list-style-type: none"> <li>• <b>Civic Action:</b> promoting social justice (e.g., community organizing, peaceful protesting), pedagogy (e.g., debate, problem-based education, student voice), participatory action (e.g., forming a club, providing a forum for debate, providing public testimony, running for office, volunteering, voting, writing letters to policymakers and the media)</li> </ul>