

**Connections Between  
California's History/Social Science Standards  
and  
California's Environmental Principles and Concepts (EP&Cs)**

**Approved by the Interagency  
EEI Model Curriculum Planning Committee<sup>1</sup>**

**As Part of the EEI Model Curriculum Plan**

**First Grade**

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<sup>1</sup> Developed under the authority of the Education and the Environment Initiative [Assembly Bill 1548 (Pavley, Chapter 665, Statutes of 2003) and Assembly Bill 1721 (Pavley, Chapter 581, Statutes of 2005). The Interagency EEI Model Curriculum Planning Committee included the State Board of Education, State Department of Education, Secretary for Education, Natural Resources Agency, California Environmental Protection Agency, and CalRecycle (formerly the California Integrated Waste Management Board).

**First Grade Connections: California’s History/Social Science Standards and California’s EP&Cs**

**First Grade**

<b>Academic Content Standards</b>	<b>Name of Relevant EEI Unit or Strong Connection Between EP&amp;Cs and Standard</b>	<b>Standards-based Learning Objectives in the Context of California’s EP&amp;Cs</b>
2. Students compare and contrast the absolute and relative locations of places and people and describe the physical and/or human characteristics of places.		<b>Standards-based Learning Objectives in the Context of California’s EP&amp;Cs</b> <b>Students will:</b>
1. Locate on maps and globes their local community, California, the United States, the seven continents, and the four oceans.	<b>Possible connections to EP&amp;Cs</b>	<ul style="list-style-type: none"> <li>Identify specific natural features such as parks, forests, and bodies of water on maps of their neighborhoods or communities.</li> </ul>
4. Describe how location, weather, and physical environment affect the way people live, including the effects on their food, clothing, shelter, transportation, and recreation.	<b>Name of EEI Unit:</b> <b>1.2.4. People and Places</b>	<ul style="list-style-type: none"> <li>Describe how location, weather, and the physical environment interact to create specific conditions that determine what humans use for food, clothing, shelter, transportation, and recreation.</li> <li>Recognize that human communities are generally located in close proximity to the natural systems (e.g., forests, farmland, bodies of water) that provide the goods and ecosystem services upon which humans depend.</li> <li>Explain that human activities and naturally-occurring events can change natural systems.</li> <li>Provide examples of how changes to natural systems can affect how people live.</li> </ul>
4. Students compare and contrast everyday life in different times and places around the world and recognize that some aspects of people, places, and things change over time while others stay the same.		<b>Standards-based Learning Objectives in the Context of California’s EP&amp;Cs</b> <b>Students will:</b>
1. Examine the structure of schools and communities in the past.	<b>Strong connections to EP&amp;Cs</b>	<ul style="list-style-type: none"> <li>Recognize that communities in the past relied on the goods and ecosystem services provided by natural systems, just as we do today.</li> <li>Identify, using photographs and other primary sources, that their communities have grown and changed over time</li> </ul>
2. Study transportation methods of earlier days.	<b>Name of EEI Unit::</b> <b>1.4.2. On the Move</b>	<ul style="list-style-type: none"> <li>Recognize that the distances people traveled in the past were often shorter than distances traveled routinely today with the growth and expansion of human communities and development of transportation systems.</li> <li>Compare transportation systems used in the past with those used today.</li> <li>Recognize the differences between the types and quantities of energy used by transportation systems in the past with those used today.</li> </ul>
3. Recognize similarities and differences of earlier generations in such areas as work (inside and outside the home), dress, manners, stories, games, and festivals, drawing from biographies, oral histories, and folklore.	<b>Strong connections to EP&amp;Cs</b>	<ul style="list-style-type: none"> <li>Recognize that in earlier generations, a greater proportion of jobs were directly related to the extraction, harvesting, transporting and consumption of natural resources (e.g., farming and food production).</li> <li>Provide examples of how jobs related to the extraction, harvesting, transporting and consumption of natural resources have changed from the past to the present.</li> <li>Compare energy use between past and present methods for extracting, harvesting, transporting and consuming natural resources.</li> </ul>

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5. Students describe the human characteristics of familiar places and the varied backgrounds of American citizens and residents in those places.		<b>Standards-based Learning Objectives in the Context of the EP&amp;C</b> <b>Students will:</b>
2. Understand the ways in which American Indians and immigrants have helped define Californian and American culture.	<b>Possible connections to EP&amp;Cs</b>	<ul style="list-style-type: none"> <li>• Recognize that many of the beliefs, customs, ceremonies, traditions, and social practices of American Indians and immigrants were significantly influenced by the natural systems and resources on which they depended.</li> <li>• Provide examples of the beliefs, customs, ceremonies, traditions, and social practices of American Indians and immigrants that are part of Californian and American culture.</li> </ul>
3. Compare the beliefs, customs, ceremonies, traditions, and social practices of the varied cultures, drawing from folklore.	<b>Possible connections to EP&amp;Cs</b>	<ul style="list-style-type: none"> <li>• Provide examples of beliefs, customs, ceremonies, traditions, and social practices of varied cultures that were influenced by the natural systems and resources on which they depended.</li> </ul>
6. Students understand basic economic concepts and the role of individual choice in a free-market economy.		<b>Standards-based Learning Objectives in the Context of the EP&amp;C</b> <b>Students will:</b>
2. Identify the specialized work that people do to manufacture, transport, and market goods and services and the contributions of those who work in the home.	<b>Possible connections to EP&amp;Cs</b>	<ul style="list-style-type: none"> <li>• List jobs that are related to extracting, harvesting, transporting and consuming natural resources.</li> </ul>