

**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 Committee¹**

As Part of the EEI Model Curriculum Plan

Tenth Grade

¹ 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).

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Academic Content Standards	Name of Relevant EEI Unit or Strong Connection Between EP&Cs and Standard	Standards-based Learning Objectives in the Context of California’s EP&Cs
1. Students relate the moral and ethical principles in ancient Greek and Roman philosophy, in Judaism, and in Christianity to the development of Western political thought.		Standards-based Learning Objectives in the Context of California’s EP&Cs Students will:
1. Analyze the similarities and differences in Judeo-Christian and Greco-Roman views of law, reason and faith, and duties of the individual.	Possible connections to EP&Cs	<ul style="list-style-type: none"> Describe the similarities and differences in Judeo-Christian and Greco-Roman views of law, reason and faith, and duties of the individual as they relate to the spectrum of what is considered in making decisions about resources and natural systems and how those factors influence decisions. Describe the similarities and differences in Judeo-Christian and Greco-Roman views of law, reason and faith, and duties of the individual as they relate to the process of making decisions about resources and natural systems, and how the assessment of social, economic, political, and environmental factors has changed over time.
3. Consider the influence of the U.S. Constitution on political systems in the contemporary world.	Possible connections to EP&Cs	<ul style="list-style-type: none"> Identify the influence of the U.S. Constitution on the process of making decisions about resources and natural systems in the contemporary world.

2. Students compare and contrast the Glorious Revolution of England, the American Revolution, and the French Revolution and their enduring effects worldwide on the political expectations for self-government and individual liberty.		Standards-based Learning Objectives in the Context of California’s EP&Cs Students will:
1. Compare the major ideas of philosophers and their effects on the democratic revolutions in England, the United States, France, and Latin America (e.g., John Locke, Charles-Louis Montesquieu, Jean-Jacques Rousseau, Simón Bolívar, Thomas Jefferson, James Madison).	Possible connections to EP&Cs	<ul style="list-style-type: none"> Compare the major ideas of philosophers (e.g., John Locke, Charles-Louis Montesquieu, Jean-Jacques Rousseau, Simón Bolívar, Thomas Jefferson, James Madison) as they relate to the spectrum of what is considered in making decisions about resources and natural systems and how those factors influence decisions. Provide examples of how these differing philosophical ideas affected decisions about resources and natural systems, and how the assessment of social, economic, political, and environmental factors has changed over time.
2. List the principles of the Magna Carta, the English Bill of Rights (1689), the American Declaration of Independence (1776), the French Declaration of the Rights of Man and the Citizen (1789), and the U.S. Bill of Rights (1791).	Possible connections to EP&Cs	<ul style="list-style-type: none"> Provide examples of the principles in the Magna Carta, the English Bill of Rights (1689), the American Declaration of Independence (1776), the French Declaration of the Rights of Man and the Citizen (1789), and the U.S. Bill of Rights (1791) that are related to rights, ownership and decisions about resources and natural systems
4. Explain how the ideology of the French Revolution led France to develop from constitutional monarchy to democratic despotism to the Napoleonic empire.	Possible connections to EP&Cs	<ul style="list-style-type: none"> Describe the changes in the ideology associated with rights, ownership and decisions about resources and natural systems during the time of the French Revolution, from the constitutional monarchy to democratic despotism to the Napoleonic Empire.

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3. Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States.		Standards-based Learning Objectives in the Context of California’s EP&Cs Students will:
1. Analyze why England was the first country to industrialize.	Name of EEI Unit: 10.3.1.-10.3.5. Britain Solves a Problem and Creates the Industrial Revolution	<ul style="list-style-type: none"> Recognize that the growth in human populations and human communities in England placed greater demands on natural systems. Describe how these increased demands provided an economic opportunity for the English to improve the methods they used to extract, harvest, transport, and produce goods from the natural resources that were available.
2. Examine how scientific and technological changes and new forms of energy brought about massive social, economic, and cultural change (e.g., the inventions and discoveries of James Watt, Eli Whitney, Henry Bessemer, Louis Pasteur, Thomas Edison).	Strong connections to EP&Cs	<ul style="list-style-type: none"> Identify how scientific and technological changes and new forms of energy brought about massive social, economic, and cultural change. Describe how the inventions and discoveries of James Watt, Eli Whitney, Henry Bessemer, Louis Pasteur, Thomas Edison depended on natural systems for the basic resources used and/or more efficiently extracted as a result of these inventions and discoveries (e.g., sources of energy transformed into electricity). Provide examples of how the increased demands on natural systems that resulted from these changes, as well as the availability of new forms of energy, influenced the availability of natural resources and the health and functioning of the natural systems (e.g., the byproducts of energy production for industrialization, such as the burning of coal and the harnessing of rivers for hydroelectric power).
3. Describe the growth of population, rural to urban migration, and growth of cities associated with the Industrial Revolution.	Name of EEI Unit: 10.3.3. Growth of Population, Cities, and Demands	<ul style="list-style-type: none"> Identify the relation between the Industrial Revolution and the growth in human populations in urban areas (e.g., migration from rural to urban areas for new jobs). Describe how the urbanization of the population that resulted from the Industrial Revolution influenced the natural systems surrounding the cities and towns directly and indirectly (e.g., the development of new housing and transportation systems, energy transmission systems). Provide examples of changes to laws, policies, and incentives associated with natural resource use and management that resulted from the growth of population, rural to urban migration, and growth of cities associated with the Industrial Revolution.
4. Trace the evolution of work and labor, including the demise of the slave trade and the effects of immigration, mining and manufacturing, division of labor, and the union movement.	Possible connections to EP&Cs	<ul style="list-style-type: none"> Describe the evolution of work and labor as human communities changed from direct dependence on natural resources (e.g., agricultural systems, mining) to the dependence of jobs on manufactured products, transportation systems for growing communities, etc. Provide examples of the influence of mining and manufacturing practices on the health of workers and the general public. Identify the role of concerns regarding the health of workers in the development of unions and the union movement.
5. Understand the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy.	Name of EEI Unit: 10.3.1.-10.3.5. Britain Solves a Problem and Creates the Industrial Revolution	<ul style="list-style-type: none"> Recognize natural systems and the resources they provide (goods and ecosystem services) as the basic capital for the development of an industrial economy. Provide examples of the major connections between natural systems and resources, and entrepreneurship, labor, and capital in industrial economies (e.g., the labor necessary to extract, harvest, transport, and produce goods and ecosystem services for human communities).

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4. Students analyze patterns of global change in the era of New Imperialism in at least two of the following regions or countries: Africa, Southeast Asia, China, India, Latin America, and the Philippines.		Standards-based Learning Objectives in the Context of California's EP&Cs Students will:
1. Describe the rise of industrial economies and their link to imperialism and colonialism (e.g., the role played by national security and strategic advantage; moral issues raised by the search for national hegemony, Social Darwinism, and the missionary impulse; material issues such as land, resources, and technology).	Name of EEI Unit: 10.4.1. New Imperialism: The Search for Natural Resources	<ul style="list-style-type: none"> Identify the role of natural resources (goods and ecosystem services)—most of which were supplied by the colonial possessions in Africa, Southeast Asia, China, India, Latin America, and the Philippines—in the rise of industrial economies. Describe how the practices of resource extraction, transport and consumption affected the natural systems and economies in the colonies. Explain the role, in decisions about the control and use of natural resources, played by national security and strategic advantage; moral issues raised by the search for national hegemony, Social Darwinism, and the missionary impulse; material issues such as land, resources, and technology. Provide examples of the laws, policies and practices developed by the colonial powers as they related to control of supplies of natural resources and energy in the colonies.
2. Discuss the locations of the colonial rule of such nations as England, France, Germany, Italy, Japan, the Netherlands, Russia, Spain, Portugal, and the United States.	Possible connections to EP&Cs	<ul style="list-style-type: none"> Identify the natural resources (goods and ecosystem services) sought from the colonies during this period by England, France, Germany, Italy, Japan, the Netherlands, Russia, Spain, Portugal, and the United States. Provide examples of the natural systems in the colonies that were the sources of these natural resources. Explain that decisions to colonize certain areas of the world were made primarily on the basis on the need to acquire certain natural resources, raw materials and energy for the colonial powers.
3. Explain imperialism from the perspective of the colonizers and the colonized and the varied immediate and long-term responses by the people under colonial rule.	Name of EEI Unit: 10.4.3. New Imperialism: The Control of India's and South Africa's Resources	<ul style="list-style-type: none"> Describe imperialism from the perspective of local control and economic benefit from natural resources versus control and economic benefits gained by the colonial powers. Provide examples of how control over the natural resources influenced the immediate and long-term responses by the people under colonial rule.
4. Describe the independence struggles of the colonized regions of the world, including the roles of leaders, such as Sun Yat-sen in China, and the roles of ideology and religion.	Possible connections to EP&Cs	<ul style="list-style-type: none"> Identify the role of access to and control of natural resources (goods and ecosystem services) on the independence struggles of the colonized regions of the world.
5. Students analyze the causes and course of the First World War.		Standards-based Learning Objectives in the Context of California's EP&Cs Students will:
2. Examine the principal theaters of battle, major turning points, and the importance of geographic factors in military decisions and outcomes (e.g., topography, waterways, distance, climate).	Possible connections to EP&Cs	<ul style="list-style-type: none"> Recognize the influence of topography, waterways, distance and climate on the location of the principal theaters of battle. Describe the importance of geographic factors including the location of various natural systems in military decisions and outcomes.

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6. Students analyze the effects of the First World War.		Standards-based Learning Objectives in the Context of California's EP&Cs Students will:
2. Describe the effects of the war and resulting peace treaties on population movement, the international economy, and shifts in the geographic and political borders of Europe and the Middle East.	Strong connections to EP&Cs	<ul style="list-style-type: none"> • Identify the economic factors related to control over natural resources that were elements in decisions about the war and development of peace treaties. • Provide examples of the effects of the war on natural systems and the availability of natural resources. • Describe how such effects influenced demands for natural resources. • Describe the role of demand for natural resources in decisions about the geographic and political borders of Europe and the Middle East.

7. Students analyze the rise of totalitarian governments after World War I.		Standards-based Learning Objectives in the Context of California's EP&Cs Students will:
2. Trace Stalin's rise to power in the Soviet Union and the connection between economic policies, political policies, the absence of a free press, and systematic violations of human rights (e.g., the Terror Famine in Ukraine).	Possible connections to EP&Cs	<ul style="list-style-type: none"> • Describe the role of control over the production of goods from natural systems (e.g., agriculture) as the basis for the Terror Famine in Ukraine. • Identify the connection between Stalin's rise to power, economic policies and the control over the production of goods from natural systems.

8. Students analyze the causes and consequences of World War II.		Standards-based Learning Objectives in the Context of California's EP&Cs Students will:
1. Compare the German, Italian, and Japanese drives for empire in the 1930s, including the 1937 Rape of Nanking, other atrocities in China, and the Stalin-Hitler Pact of 1939.	Possible connections to EP&Cs	<ul style="list-style-type: none"> • Describe the German, Italian, and Japanese drives for empire in the 1930s, including the 1937 Rape of Nanking, other atrocities in China, and the Stalin-Hitler Pact of 1939 from the perspective of human population growth and increasing demands for natural resources. • Provide examples of the economic factors related to control over natural resources that were considered in decisions about the German, Italian, and Japanese drives for empire in the 1930s.
3. Identify and locate the Allied and Axis powers on a map and discuss the major turning points of the war, the principal theaters of conflict, key strategic decisions, and the resulting war conferences and political resolutions, with emphasis on the importance of geographic factors.	Possible connections to EP&Cs	<ul style="list-style-type: none"> • Recognize the influence of topography, waterways, distance and climate on the location of the principal theaters of conflict. • Describe the importance of geographic factors including the location of various natural systems in military decisions and outcomes. • Identify the role of decisions regarding the control of natural resources on these conferences and political resolutions of the war.
6. Discuss the human costs of the war, with particular attention to the civilian and military losses in Russia, Germany, Britain, the United States, China, and Japan.	Possible connections to EP&Cs	<ul style="list-style-type: none"> • Provide examples of the human costs of the war that resulted from indirect effects on the natural systems in the principal theaters of conflict (e.g., habitat destruction, damage to and pollution of agricultural lands).

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9. Students analyze the international developments in the post-World War II world.		Standards-based Learning Objectives in the Context of California's EP&Cs Students will:
2. Analyze the causes of the Cold War, with the free world on one side and Soviet client states on the other, including competition for influence in such places as Egypt, the Congo, Vietnam, and Chile.	Possible connections to EP&Cs	<ul style="list-style-type: none"> Identify, as a primary motivation for the Cold War, the importance of acquiring and controlling natural resources (goods and ecosystem services), guaranteeing a reliable supply of energy, and establishing consumer markets for the finished products that would enable industry to grow. Provide examples of the natural resources in Egypt, the Congo, Vietnam, and Chile that were the cause of competition for influence in these regions.
3. Understand the importance of the Truman Doctrine and the Marshall Plan, which established the pattern for America's postwar policy of supplying economic and military aid to prevent the spread of Communism and the resulting economic and political competition in areas such as Southeast Asia (i.e., the Korean War, Vietnam War), Cuba, and Africa.	Possible connections to EP&Cs	<ul style="list-style-type: none"> Identify the natural resources sought from in areas such as Southeast Asia, Cuba, and Africa. Describe the importance of the Truman Doctrine and the Marshall Plan from the perspective of control and economic benefit from natural resources in areas such as Southeast Asia, Cuba, and Africa.
8. Discuss the establishment and work of the United Nations and the purposes and functions of the Warsaw Pact, SEATO, NATO, and the Organization of American States.	Possible connections to EP&Cs	<ul style="list-style-type: none"> Provide examples of the work of the United Nations, Warsaw Pact, SEATO, NATO, and the Organization of American States related to the process of making decisions about resources and natural systems.

10. Students analyze instances of nation-building in the contemporary world in at least two of the following regions or countries: the Middle East, Africa, Mexico and other parts of Latin America, and China.		Standards-based Learning Objectives in the Context of California's EP&Cs Students will:
2. Describe the recent history of the regions, including political divisions and systems, key leaders, religious issues, natural features, resources, and population patterns.	Possible connections to EP&Cs	<ul style="list-style-type: none"> Provide examples of the influence of natural features, resources, and human population patterns on nation-building in the contemporary world.
3. Discuss the important trends in the regions today and whether they appear to serve the cause of individual freedom and democracy.	Possible connections to EP&Cs	<ul style="list-style-type: none"> Discuss the influence of the control of natural resources and associated decision-making processes on individual freedom and democracy in the Middle East, Africa, Mexico and other parts of Latin America, and China.

11. Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions (e.g., television, satellites, computers).		Standards-based Learning Objectives in the Context of California's EP&Cs Students will:
	Possible connections to EP&Cs	<ul style="list-style-type: none"> Identify the influence of the availability of natural resources (goods and ecosystem services) on the integration of countries into the world economy. Describe how the integration of countries into the world economy influences the growth of their human populations, demand for natural resources and the generation of byproducts that result from the extracting, harvesting, transportation, consumption, and production of goods from natural resources. Provide examples of how the integration of countries into the world economy influences their decisions, policies, laws and incentives regarding the use and management of natural resources.