

**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

Eleventh 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).

Eleventh Grade Connections: California's History/Social Science Standards and California's EP&Cs

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Academic Content Standards	Name of Relevant EEI Unit or Strong Connection Between EP&Cs and Standard	
2. Students analyze the relationship among the rise of industrialization, large-scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe.		Standards-based Learning Objectives in the Context of California's EP&Cs Students will:
1. Know the effects of industrialization on living and working conditions, including the portrayal of working conditions and food safety in Upton Sinclair's <i>The Jungle</i> .	Strong connections to EP&Cs	<ul style="list-style-type: none"> • Identify the influences of industrialization and technological developments on the natural systems in the United States. • Provide examples of both short-term and long-term effects of industrialization and technological developments on the natural systems in the United States. • Describe the influence of industrialization and technological developments on the growth of human populations in the United States. • Provide examples of the effects of the growing human population on the natural systems in the region (e.g., chemical byproducts, reshaping of the landscape). • Describe the environmental effects of industrialization on living and working conditions. • Categorize the direct and indirect effects of industrialization and technological developments as beneficial, neutral or detrimental to the natural systems in the United States.
2. Describe the changing landscape, including the growth of cities linked by industry and trade, and the development of cities divided according to race, ethnicity, and class.	Strong connections to EP&Cs	<ul style="list-style-type: none"> • Provide examples of how the growing population in the United States changes the landscape and influences the natural systems where cities are expanding. • Recognize the factors that are considered in decisions regarding the growth and urbanization of cities (e.g., choice of areas and materials for construction, transportation systems). • Provide examples of how the growth of cities results in increasing demands for goods and ecosystem services from natural systems (e.g., agricultural products, forestry products) that places greater demands on farmland (soils, water) and forests (timber). • Describe the direct and indirect effects of urbanization on the surrounding natural systems.
6. Trace the economic development of the United States and its emergence as a major industrial power, including its gains from trade and the advantages of its physical geography.	Strong connections to EP&Cs	<ul style="list-style-type: none"> • Identify the advantages of the physical geography that enabled the United States to emerge as a major industrial power. • Describe how natural systems and physical geography provide resources (goods and ecosystem services) upon which economic development is based. • Explain that economic development directly and indirectly affects natural systems. • Provide example of how economic development can directly influence natural systems (e.g., conversion of landscapes). • Provide example of how economic development can indirectly influence natural systems (e.g., release of byproducts of agricultural and industrial practices).
9. Understand the effect of political programs and activities of the Progressives (e.g., federal regulation of railroad transport, Children's Bureau, the Sixteenth Amendment, Theodore Roosevelt, Hiram Johnson).	Possible connections to EP&Cs	<ul style="list-style-type: none"> • Provide examples of how the political programs and activities of the Progressives influenced decisions made regarding natural systems and resources (e.g., the founding of national parks, impact of mining and agriculture on the laws concerning water rights).

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3. Students analyze the role religion played in the founding of America, its lasting moral, social, and political impacts, and issues regarding religious liberty.		Standards-based Learning Objectives in the Context of California's EP&Cs Students will:
1. Describe the contributions of various religious groups to American civic principles and social reform movements (e.g., civil and human rights, individual responsibility and the work ethic, antimonarchy and self-rule, worker protection, family-centered communities).	Possible connections to EP&Cs	<ul style="list-style-type: none"> Describe the contributions of various religious groups to the conservation movement in America and to the laws, policies and incentives that control the use and management of natural systems and the goods and ecosystem services they provide.

4. Students trace the rise of the United States to its role as a world power in the twentieth century.		Standards-based Learning Objectives in the Context of California's EP&Cs Students will:
1. List the purpose and the effects of the Open Door policy.	Possible connections to EP&Cs	<ul style="list-style-type: none"> Identify the role of the Open Door Policy in providing the United States with access to commercial activities in China including trading in natural resources, supplies of energy and development of consumer markets for finished products.
2. Describe the Spanish-American War and U.S. expansion in the South Pacific.	Possible connections to EP&Cs	<ul style="list-style-type: none"> Describe the significance of controlling access to natural resources to the causes of the Spanish-American War and U.S. expansion in the South Pacific.
3. Discuss America's role in the Panama Revolution and the building of the Panama Canal.	Possible connections to EP&Cs	<ul style="list-style-type: none"> Recognize that the decision to assist Panama in its revolution was made to assure cooperation in building the Panama Canal, which was based on the need to acquire raw materials and guarantee a reliable supply of goods to consumer markets. Provide examples of the effects of building of the Panama Canal on the terrestrial ecosystems of Panama, as well as the Caribbean and Pacific coastal and marine ecosystems in the area.

5. Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.		Standards-based Learning Objectives in the Context of California's EP&Cs Students will:
7. Discuss the rise of mass production techniques, the growth of cities, the impact of new technologies (e.g., the automobile, electricity), and the resulting prosperity and effect on the American landscape.	Name of EEI Unit: 11.5.7. Mass Production, Marketing, and Consumption in the Roaring Twenties	<ul style="list-style-type: none"> Identify the relationship between mass production techniques and: the consumption of natural resources; the rates of consumption of manufactured goods; and the production of byproducts that may have detrimental, beneficial or neutral effects on natural systems. Describe the direct and indirect influences of growing cities on the American landscape and the associated natural systems. Provide examples of the direct and indirect effects of new technologies (e.g., automobiles, electricity) on natural systems (e.g., consumption of land for transportation systems, release of toxic and non-toxic byproducts and waste materials).

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<p>6. Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government.</p>		<p>Standards-based Learning Objectives in the Context of California's EP&Cs Students will:</p>
<p>2. Understand the explanations of the principal causes of the Great Depression and the steps taken by the Federal Reserve, Congress, and Presidents Herbert Hoover and Franklin Delano Roosevelt to combat the economic crisis.</p>	<p align="center">Strong connections to EP&Cs</p>	<ul style="list-style-type: none"> • Recognize how the growth of human populations in areas of the United States, and their resource supply methods (e.g., agricultural practices) and consumption rates affected the natural systems from which resources came. • Describe how the quantity and character of the byproducts of agricultural practices had a lasting and cumulative effect on natural systems (e.g., erosion and soil exhaustion) and ultimately resulted in the interruption of natural system functions. • Explain how some human behaviors and practices were adjusted during the Depression and Dust Bowl era in order to preserve the natural systems that sustained human communities.
<p>3. Discuss the human toll of the Depression, natural disasters, and unwise agricultural practices and their effects on the depopulation of rural regions and on political movements of the left and right, with particular attention to the Dust Bowl refugees and their social and economic impacts in California.</p>	<p align="center">Strong connections to EP&Cs</p>	<ul style="list-style-type: none"> • Identify how natural disasters and unwise agricultural practices can diminish the productivity of natural systems on a short-term or long-term basis. • Describe how diminishing the productivity and/or functioning of a natural system can influence the human population in an area. • Provide examples of laws, policies and human practices that were changed to ameliorate the effects of the natural disasters and unwise agricultural practices that occurred during the Depression and Dust Bowl era. • Describe the effects of migration of the Dust Bowl refugees into California (e.g., new housing developments, increased demands for water and other resources on natural systems and resources). • Identify how the assessment of economic, social, and environmental costs can change as the result of major events such as the Depression and natural disasters like the Dust Bowl that occurred during this era.
<p>4. Analyze the effects of and the controversies arising from New Deal economic policies and the expanded role of the federal government in society and the economy since the 1930s (e.g., Works Progress Administration, Social Security, National Labor Relations Board, farm programs, regional development policies, and energy development projects such as the Tennessee Valley Authority, California Central Valley Project, and Bonneville Dam).</p>	<p align="center">Possible connections to EP&Cs</p>	<ul style="list-style-type: none"> • Explain the purposes of the energy development projects such as the Tennessee Valley Authority, California Central Valley Project, and Bonneville Dam from the perspective of human population growth and increasing demands for natural resources including energy. • Describe the effects on natural systems and resources that resulted from energy development projects such as the Tennessee Valley Authority, California Central Valley Project, and Bonneville Dam. • Describe the role of the federal government during the 1930s and beyond in bringing about changes to populations, the location and operation of communities, and resource supply methods and consumption rates. • Provide examples of laws, regulations, policies and incentives developed by the federal government since the 1930s to govern the use and management natural systems and resources in the United States.
<p>5. Trace the advances and retreats of organized labor, from the creation of the American Federation of Labor and the Congress of Industrial Organizations to current issues of a postindustrial, multinational economy, including the United Farm Workers in California.</p>	<p align="center">Possible connections to EP&Cs</p>	<ul style="list-style-type: none"> • Identify how agricultural practices influenced the health of individuals and human communities and how these practices influenced the expansion of the United Farm Workers in California and other organized labor groups.

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7. Students analyze America's participation in World War II.		Standards-based Learning Objectives in the Context of California's EP&Cs Students will:
1. Examine the origins of American involvement in the war, with an emphasis on the events that precipitated the attack on Pearl Harbor.	Possible connections to EP&Cs	<ul style="list-style-type: none"> Recognize that Japan's growing populations placed increasing demands for natural resources. Describe how Japan sought control over natural resources in the Pacific and Asian regions and desired to expand its territory to gain access to and control of additional natural resources.
2. Explain U.S. and Allied wartime strategy, including the major battles of Midway, Normandy, Iwo Jima, Okinawa, and the Battle of the Bulge.	Possible connections to EP&Cs	<ul style="list-style-type: none"> Identify the strategic goal of the engagement of United States submarine warfare against Japan as a means of cutting-off Japan's supply of natural resources from other parts of Asia.
6. Describe major developments in aviation, weaponry, communication, and medicine and the war's impact on the location of American industry and use of resources.	Possible connections to EP&Cs	<ul style="list-style-type: none"> Identify the role of rationing of limited resources and recycling of materials as strategies that were used during World War II to control the consumption of natural resources. Describe how the location of American military bases and supporting industries caused human populations and communities in certain areas to grow, resulting in changes to the natural systems in these areas. Provide examples of the resources consumed and byproducts produced during World War II. Describe how the resources consumed and the quantity and character of the byproducts of the war and supporting industries had lasting and/or cumulative effects on natural systems and the local environment.
7. Discuss the decision to drop atomic bombs and the consequences of the decision (Hiroshima and Nagasaki).	Possible connections to EP&Cs	<ul style="list-style-type: none"> Provide examples of the direct and indirect effects of the decision to drop atomic bombs on Hiroshima and Nagasaki, including the effects on human health, human communities, natural systems and resources (e.g., water contamination). Recognize that the byproducts of producing atomic weaponry affected the natural systems near the facilities in the U.S. where the fissile materials and weapons were produced.

8. Students analyze the economic boom and social transformation of post-World War II America.		Standards-based Learning Objectives in the Context of California's EP&Cs Students will:
6. Discuss the diverse environmental regions of North America, their relationship to local economies, and the origins and prospects of environmental problems in those regions.	Name of EEI Unit: 11.8.6. Postwar Industries and the Emerging Environmental Movement	<ul style="list-style-type: none"> Identify the major ecosystems and environmental regions in North America. Provide examples of the goods and ecosystem services provided to the human communities and local economies by major ecosystems across the environmental regions of North America. Describe the methods used by human communities to extract, harvest, transport, manufacture products and consume goods and ecosystem services from the major ecosystems in their regions. Explain the relationship between the methods used to extract, harvest, transport, manufacture products and consume goods and ecosystem services and the prospects for environmental problems in these regions. Provide examples of how, as a result of environmental problems in these regions, the assessment of social, economic, political, and environmental factors has changed over time and influenced decisions about processes used to extract, harvest, transport, and manufacture products and consume goods and ecosystem services.

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<p>7. Describe the effects on society and the economy of technological developments since 1945, including the computer revolution, changes in communication, advances in medicine, and improvements in agricultural technology.</p>	<p align="center">Possible connections to EP&Cs</p>	<ul style="list-style-type: none"> • Provide examples of ways that technological developments since 1945, including the computer revolution, changes in communication, and advances in medicine, have influenced the types and quantities of natural resources humans consume, the quantity and qualities of useful products, and the quantity and character of the byproducts generated by human practices. • Describe how specific technological advances since 1945 have changed human practices related to industrial, housing, and land development that in turn can alter or affect the viability of natural systems. • Identify examples of direct and indirect effects of improvements in agricultural technology that are beneficial, neutral and detrimental to natural systems (e.g., genetically modified plants, chemical fertilizers and pesticides).
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<p>9. Students analyze U.S. foreign policy since World War II.</p>		<p>Standards-based Learning Objectives in the Context of California’s EP&Cs Students will:</p>
<p>1. Discuss the establishment of the United Nations and International Declaration of Human Rights, International Monetary Fund, World Bank, and General Agreement on Tariffs and Trade (GATT) and their importance in shaping modern Europe and maintaining peace and international order.</p>	<p align="center">Possible connections to EP&Cs</p>	<ul style="list-style-type: none"> • Provide examples of how The Earth Summit (United Nations Conference on Environment and Development, Rio de Janeiro, 1992) influenced international treaties and policies about the use and management of natural systems and resources around the world. • Identify several major international treaties and conventions that regulate the extraction, harvesting, transporting, and manufacturing of goods and ecosystem services from natural systems around the world (e.g., Convention on International Trade in Endangered Species of Wild Fauna and Flora (CITES), The Convention on Biological Diversity).
<p>6. Describe U.S. Middle East policy and its strategic, political, and economic interests, including those related to the Gulf War.</p>	<p align="center">Strong connections to EP&Cs</p>	<ul style="list-style-type: none"> • Identify natural resource-based factors (e.g., demand for oil) as a factor in U.S. Middle East policy. • Provide examples of other regions in the world where U.S. demand for natural resources has or has had a significant influence on decisions about the nation’s strategic, political, and economic interests (e.g., Vietnam).
<p>7. Examine relations between the United States and Mexico in the twentieth century, including key economic, political, immigration, and environmental issues.</p>	<p>Name of EEI Unit: 11.9.7. The United States and Mexico: Working Together</p>	<ul style="list-style-type: none"> • Identify key environmental issues that influence the relations between the United States and Mexico. • Describe the differences between the two countries in terms of how each assesses and balances social, economic, political, and environmental factors in its decisions about the use and management of natural systems and the goods and ecosystem services they produce. • Recognize the influence of growing human populations in the United States and Mexico on the relationships between the countries and their decisions about the use and management of natural systems and the goods and ecosystem services they produce. • Identify treaties and conventions that regulate environmental issues shared by both the United States and Mexico. • Provide examples of environmental impacts that are not contained by the political boundaries between the United States and Mexico.

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10. Students analyze the development of federal civil rights and voting rights.		Standards-based Learning Objectives in the Context of California’s EP&Cs Students will:
7. Analyze the women’s rights movement from the era of Elizabeth Stanton and Susan Anthony and the passage of the Nineteenth Amendment to the movement launched in the 1960s, including differing perspectives on the roles of women.	Possible connections to EP&Cs	<ul style="list-style-type: none"> Identify the role of women and the women’s rights movement in the development of the conservation movement in the United States (e.g., National Audubon Society).
11. Students analyze the major social problems and domestic policy issues in contemporary American society.		Standards-based Learning Objectives in the Context of California’s EP&Cs Students will:
2. Discuss the significant domestic policy speeches of Truman, Eisenhower, Kennedy, Johnson, Nixon, Carter, Reagan, Bush, and Clinton (e.g., with regard to education, civil rights, economic policy, environmental policy).	Strong connections to EP&Cs	<ul style="list-style-type: none"> Identify and describe the topics of policy speeches by Truman, Eisenhower, Kennedy, Johnson, Nixon, Carter, Reagan, Bush, and Clinton that reflect changes to the assessment of and balance between environmental considerations and social, economic, and political considerations. Provide examples of environmental policies and initiatives that were implemented by the Truman, Eisenhower, Kennedy, Johnson, Nixon, Carter, Reagan, Bush, and Clinton administrations.
5. Trace the impact of, need for, and controversies associated with environmental conservation, expansion of the national park system, and the development of environmental protection laws, with particular attention to the interaction between environmental protection advocates and property rights advocates.	Name of EEI Unit: 11.11.5. Many Voices, Many Visions: Analyzing Contemporary Environmental Issues	<ul style="list-style-type: none"> Recognize the spectrum of factors considered in making decisions about resources and natural systems and how those factors influence decisions. Identify the benefits and costs associated with the establishment and maintenance of the national park, national wildlife refuge and national forest systems. Provide examples of the social, economic, and political considerations that lead to controversies associated with environmental conservation and the development of environmental protection laws. Provide examples of laws, policies and regulations related to the use and management of natural systems and resources that influence individual property rights and liberties. Identify the role of environmental protection advocates and property rights advocates in generating the controversies associated with environmental conservation and the enforcement of environmental protection laws.