

**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

Twelfth Grade

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

Twelfth Grade

Academic Content Standards	Name of Relevant EEI Unit or Strong Connection Between EP&Cs and Standard	
Principles of American Democracy 1. Students explain the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents of American democracy.		Standards-based Learning Objectives in the Context of California’s EP&Cs Students will:
1. Analyze the influence of ancient Greek, Roman, English, and leading European political thinkers such as John Locke, Charles-Louis Montesquieu, Niccolò Machiavelli, and William Blackstone on the development of American government.	<p align="center">Possible connections to EP&Cs</p>	<ul style="list-style-type: none"> Analyze the influence of ancient Greek, Roman, English, and leading European political thinkers such as John Locke, Charles-Louis Montesquieu, Niccolò Machiavelli, and William Blackstone on the spectrum of what is considered in making decisions about resources and natural systems and how those factors influence decisions.
3. Explain how the U.S. Constitution reflects a balance between the classical republican concern with promotion of the public good and the classical liberal concern with protecting individual rights; and discuss how the basic premises of liberal constitutionalism and democracy are joined in the Declaration of Independence as "self-evident truths."	<p align="center">Possible connections to EP&Cs</p>	<ul style="list-style-type: none"> Identify how decisions made regarding natural resources and systems, such as land use and land ownership, reflect a balance between the classical republican concern with promotion of the public good and the classical liberal concern with protecting individual rights.
6. Understand that the Bill of Rights limits the powers of the federal government and state governments.	<p align="center">Possible connections to EP&Cs</p>	<ul style="list-style-type: none"> Describe how the Bill of Rights limits the powers of the federal government and state governments in relation to land use, land ownership, and control over the process of making decisions about resources and natural systems. Provide examples of how the powers of the federal government and state governments have changed over time in relation to the assessment of environmental concerns.
2. Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured.		Standards-based Learning Objectives in the Context of California’s EP&Cs Students will:
1. Discuss the meaning and importance of each of the rights guaranteed under the Bill of Rights and how each is secured (e.g., freedom of religion, speech, press, assembly, petition, privacy).	<p align="center">Possible connections to EP&Cs</p>	<ul style="list-style-type: none"> Recognize the significance of the clause in the Fifth Amendment regarding the taking of private property for public use in relation to the establishment of park, wildlife refuge and forest systems at the national and state level. Explain the influence of the Tenth Amendment in delegating federal and state powers to make decisions about resources and natural systems, and describe how this has changed over time.
2. Explain how economic rights are secured and their importance to the individual and to society (e.g., the right to acquire, use, transfer, and dispose of property; right to choose one's work; right to join or not join labor unions; copyright and patent).	<p>Name of EEI Unit: Private Property and Resource Conservation This Land Is Our Land</p>	<ul style="list-style-type: none"> Describe how laws, regulations and policies affecting land use and land ownership can have a major influence on the growth of human populations and communities. Describe how laws, regulations and policies also directly affect the extraction, harvest, transportation, and consumption of natural resources, as well as management of the resulting byproducts.

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<p>4. Understand the obligations of civic-mindedness, including voting, being informed on civic issues, volunteering and performing public service, and serving in the military or alternative service.</p>	<p align="center">Possible connections to EP&Cs</p>	<ul style="list-style-type: none"> • Provide examples of opportunities individual citizens have to participate in decision-making about resources and natural systems as a part of civic life. • Identify additional opportunities individual citizens, including students, have to become involved in their community on behalf of the environment.
<p>5. Describe the reciprocity between rights and obligations; that is, why enjoyment of one's rights entails respect for the rights of others.</p>	<p>Name of EEI Unit: 12.2.5. Private Property and Resource Conservation This Land Is Our Land</p>	<ul style="list-style-type: none"> • Identify the spectrum of factors considered in making decisions about resources and natural systems, how those factors influence decisions, and how the enjoyment of one's rights in relation to the environment entails respect for the rights of others. • Provide examples of how decisions related to the use and management of natural systems and resources can result in the need to establish a balance between individual rights and liberties and choices related to the "common good."
<p>3. Students evaluate and take and defend positions on what the fundamental values and principles of civil society are (i.e., the autonomous sphere of voluntary personal, social, and economic relations that are not part of government), their interdependence, and the meaning and importance of those values and principles for a free society.</p>		<p>Standards-based Learning Objectives in the Context of California’s EP&Cs Students will:</p>
<p>2. Explain how civil society makes it possible for people, individually or in association with others, to bring their influence to bear on government in ways other than voting and elections.</p>	<p>Name of EEI Unit: 12.3.2. Active Voices: Civil Society and the Environment</p>	<ul style="list-style-type: none"> • Identify examples of how civil society makes it possible for people, individually or in association, to influence the factors considered in making decisions about natural systems, resources, and environmental management and, in turn affect how those factors influence decisions. • Provide specific examples of how people, individually and in association, have influenced decisions about natural systems, resources and environmental management.
<p>4. Compare the relationship of government and civil society in constitutional democracies to the relationship of government and civil society in authoritarian and totalitarian regimes.</p>	<p align="center">Possible connections to EP&Cs</p>	<ul style="list-style-type: none"> • Provide specific examples of the differing roles of civil society related to decisions about natural systems, resources and environmental management in constitutional democracies and in authoritarian and totalitarian regimes (e.g., water pollution management practices in the U.S. compared to the former Soviet Union).
<p>6. Students evaluate issues regarding campaigns for national, state, and local elective offices.</p>		<p>Standards-based Learning Objectives in the Context of California’s EP&Cs Students will:</p>
<p>1. Analyze the origin, development, and role of political parties, noting those occasional periods in which there was only one major party or were more than two major parties.</p>	<p align="center">Possible connections to EP&Cs</p>	<ul style="list-style-type: none"> • Provide examples of political parties that were organized for specific purposes related to decisions about natural systems, resources and environmental management.
<p>7. Students analyze and compare the powers and procedures of the national, state, tribal, and local governments.</p>		<p>Standards-based Learning Objectives in the Context of California’s EP&Cs Students will:</p>
<p>2. Identify the major responsibilities and sources of revenue for state and local governments.</p>	<p align="center">Possible connections to EP&Cs</p>	<ul style="list-style-type: none"> • Identify the major responsibilities of state and local governments in: controlling and mitigating environmental pollution; managing water, energy and air resources; establishing and managing park, wildlife refuge and forest systems; and other key environmental concerns. • Provide specific examples of the role of the State of California in controlling and mitigating environmental pollution; managing water, energy and air resources; establishing and managing park, wildlife refuge and forest systems; and other key environmental concerns. • Provide examples of laws, regulations, policies and incentives developed by the State of California to govern the use and management of natural systems and resources.

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3. Discuss reserved powers and concurrent powers of state governments.	Possible connections to EP&Cs	<ul style="list-style-type: none"> • Provide specific examples of the reserved powers and concurrent powers of state governments regarding the ownership of land and natural resources, and environmental management.
4. Discuss the Ninth and Tenth Amendments and interpretations of the extent of the federal government’s power.	Possible connections to EP&Cs	<ul style="list-style-type: none"> • Provide specific examples of the Tenth Amendment limiting the extent of the federal government’s power in the process of making decisions regarding ownership, management and use of natural systems and resources, and responsibilities for environmental management issues.
5. Explain how public policy is formed, including the setting of the public agenda and implementation of it through regulations and executive orders.	Possible connections to EP&Cs	<ul style="list-style-type: none"> • Describe how public policy is formed, including the setting of the public agenda and implementation of it through regulations and executive orders, using a historical environmental issue as an example.
6. Compare the processes of lawmaking at each of the three levels of government, including the role of lobbying and the media.	Name of EEI Unit: Making and Implementing Environmental Laws	<ul style="list-style-type: none"> • Compare the processes of lawmaking at each of the three levels of government, including the role of lobbying and the media, using a historical environmental issue as an example.
7. Identify the organization and jurisdiction of federal, state, and local (e.g., California) courts and the interrelationships among them.	Possible connections to EP&Cs	<ul style="list-style-type: none"> • Describe the jurisdiction of federal, state (e.g., California), and local courts and the interrelationships among them regarding decisions about ownership, management and use of natural systems and resources, and responsibilities for environmental management issues.
8. Understand the scope of presidential power and decision-making through examination of case studies such as the Cuban Missile Crisis, passage of Great Society legislation, War Powers Act, Gulf War, and Bosnia.	Possible connections to EP&Cs	<ul style="list-style-type: none"> • Explain the scope of presidential power and decision-making through examination of case studies related to the establishment of the national park, national wildlife refuge and national forest systems.
9. Students analyze the origins, characteristics, and development of different political systems across time, with emphasis on the quest for political democracy, its advances, and its obstacles.		Standards-based Learning Objectives in the Context of California’s EP&Cs Students will:
1. Explain how the different philosophies and structures of feudalism, mercantilism, socialism, fascism, communism, monarchies, parliamentary systems, and constitutional liberal democracies influence economic policies, social welfare policies, and human rights practices.	Possible connections to EP&Cs	<ul style="list-style-type: none"> • Describe how decision-making regarding natural systems and resources were made through different processes under feudalism, mercantilism, socialism, fascism, communism, monarchies, parliamentary systems, and constitutional liberal democracies. • Examine how these different philosophies and political structures resulted in the development of a wide range of laws, regulations, policies, and incentives that govern management and consumption of natural resources.
6. Identify the ideologies, causes, stages, and outcomes of major Mexican, Central American, and South American revolutions in the nineteenth and twentieth centuries.	Possible connections to EP&Cs	<ul style="list-style-type: none"> • Describe the significance of controlling access to natural resources as one of the causes of the major Mexican, Central American, and South American revolutions in the nineteenth and twentieth centuries.
10. Students formulate questions about and defend their analyses of tensions within our constitutional democracy and the importance of maintaining a balance between the following concepts: majority rule and individual rights; liberty and equality; state and national authority in a federal system; civil disobedience and the rule of law; freedom of the press and the right to a fair trial; the relationship of religion and government.		<p>Standards-based Learning Objectives in the Context of California’s EP&Cs Students will:</p> <ul style="list-style-type: none"> • Formulate questions about and defend their analyses of tensions within our constitutional democracy and the importance of maintaining a balance between the following concepts: majority rule and individual rights; liberty and equality; state and national authority in a federal system; civil disobedience and the rule of law, using a historical environmental issue as an example.

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Academic Content Standards	Name of Relevant EEI Unit or Strong Connection Between EP&Cs and Standard	
Principles of Economics 1. Students understand common economic terms and concepts and economic reasoning.		Standards-based Learning Objectives in the Context of California's EP&Cs Students will:
1. Examine the causal relationship between scarcity and the need for choices.	<p align="center">Possible connections to EP&Cs</p>	<ul style="list-style-type: none"> • Recognize the causal relationship between scarcity of the goods and ecosystem services provided by natural systems and the need for choices. • Provide examples of how the quality, quantity and reliability of the goods and ecosystem services provided by natural systems are directly affected by the health of those systems.
2. Explain opportunity cost and marginal benefit and marginal cost.	<p align="center">Possible connections to EP&Cs</p>	<ul style="list-style-type: none"> • Identify the spectrum of factors that is considered in placing economic and other values on the opportunity costs, marginal benefits and marginal costs involved in decisions about use and management of natural systems and resources. • Compare the concepts of opportunity cost, marginal benefit and marginal cost by evaluating a state or local decision about the use or management of natural systems and resources. • Explain how unexpected long-term costs arise when decisions regarding natural systems and resources are made without sufficient information.
3. Identify the difference between monetary and non-monetary incentives and how changes in incentives cause changes in behavior.	<p align="center">Possible connections to EP&Cs</p>	<ul style="list-style-type: none"> • Provide an example of the difference between monetary and non-monetary incentives using the management of natural systems and resources as an example. • Explain how incentives have been used to cause changes in the management of natural systems and resources. • Provide examples of state and federal incentive that have been used to encourage and discourage the extraction, harvest, transportation, or consumption of natural resources and/or the management of the byproducts that result from these processes. • Evaluate whether these incentives have beneficial, neutral or detrimental effects on natural systems and resources.
4. Evaluate the role of private property as an incentive in conserving and improving scarce resources, including renewable and nonrenewable natural resources.	<p>Name of EEI Unit: 12.1.4. Private Property and Resource Conservation</p>	<ul style="list-style-type: none"> • Identify and analyze examples of conservation and the improvement of scarce resources that have been achieved through ownership of private property. • Identify and analyze examples of renewable and nonrenewable natural resources that are managed through the system of private property ownership. • Explain how incentive systems are used to encourage specific management practices that conserve natural resources (e.g., endangered species, coal, timber, oil).
2. Students analyze the elements of America's market economy in a global setting.		Standards-based Learning Objectives in the Context of California's EP&Cs Students will:
1. Understand the relationship of the concept of incentives to the law of supply and the relationship of the concept of incentives and substitutes to the law of demand.	<p align="center">Possible connections to EP&Cs</p>	<ul style="list-style-type: none"> • Identify the relationship of the concept of incentives to the law of supply and the relationship of the concept of incentives and substitutes to the law of demand using the management of natural systems and resources as an example (e.g., coal, timber, oil).

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<p>2. Discuss the effects of changes in supply and/or demand on the relative scarcity, price, and quantity of particular products.</p>	<p>Name of EEI Unit: 12.2.2-12.2.7. Sustaining Economies and the Earth’s Resources</p>	<ul style="list-style-type: none"> • Provide contemporary examples of the effects of changes in supply and/or demand on the relative scarcity, price, and quantity of particular goods and ecosystem services that are provided by natural systems (e.g., oil, hydroelectric power, water, agricultural products). • Describe the direct and indirect effects on natural systems of changes in supply and/or demand for specific goods and ecosystem services (e.g., changing water flow to obtain either water supplies or hydroelectric power). • Provide examples of laws, policies, and incentives that have been developed to regulate changes in supply and/or demand on the relative scarcity, price, and quantity of particular products (e.g., hydroelectric power, water, agricultural products).
<p>3. Explain the roles of property rights, competition, and profit in a market economy.</p>	<p align="center">Possible connections to EP&Cs</p>	<ul style="list-style-type: none"> • Identify the roles of property rights, competition, and profit in a market economy that depends on the availability of natural resources (e.g., coal, timber, oil).
<p>4. Explain how prices reflect the relative scarcity of goods and services and perform the allocative function in a market economy.</p>	<p align="center">Possible connections to EP&Cs</p>	<ul style="list-style-type: none"> • Explain how prices reflect the relative scarcity of goods and ecosystem services using international trade in regulated plant and animal products as an example.
<p>6. Describe the effect of price controls on buyers and sellers.</p>	<p align="center">Possible connections to EP&Cs</p>	<ul style="list-style-type: none"> • Identify the effects of price controls on buyers and sellers using specific natural resources as examples.
<p>7. Analyze how domestic and international competition in a market economy affects goods and services produced and the quality, quantity, and price of those products.</p>	<p>Name of EEI Unit: 12.2.2-12.2.7. Sustaining Economies and the Earth’s Resources</p>	<ul style="list-style-type: none"> • Identify examples of how domestic and international competition in a market economy affects the rates of extraction, harvest, transportation, and consumption of natural resources as well as the management of the resulting byproducts. • Describe the direct and indirect effects of increased rates of extraction, harvest, transportation, and consumption of natural resources. • Explain how greater quantities of the resulting byproducts influence the quality, quantity and reliability of the goods and ecosystem services provided by natural systems and the health of those systems.
<p>9. Describe the functions of the financial markets.</p>	<p align="center">Possible connections to EP&Cs</p>	<ul style="list-style-type: none"> • Identify the role of commodity markets in the rates of extraction, harvest, transportation, and consumption of natural resources.
<p>10. Discuss the economic principles that guide the location of agricultural production and industry and the spatial distribution of transportation and retail facilities.</p>	<p align="center">Possible connections to EP&Cs</p>	<ul style="list-style-type: none"> • Provide examples of the influence of environmental management considerations on the economic considerations that guide the location of agricultural production and industry and the spatial distribution of transportation and retail facilities. • Identify environmental management considerations that are influenced by the location of agricultural production and industry, and the spatial distribution of transportation and retail facilities.

<p>3. Students analyze the influence of the federal government on the American economy.</p>		<p>Standards-based Learning Objectives in the Context of California’s EP&Cs Students will:</p>
<p>1. Understand how the role of government in a market economy often includes providing for national defense, addressing environmental concerns, defining and enforcing property rights, attempting to make markets more competitive, and protecting consumers’ rights.</p>	<p>Name of EEI Unit: Government and the 12.3.1. Economy: An Environmental Perspective</p>	<ul style="list-style-type: none"> • Describe examples of environmental laws, regulations, policies and incentives that influence the market economy. • Explain the effects of these environmental laws, regulations, policies and incentives on making markets more or less competitive; and, protecting consumers’ rights, as well as environmental and human health.

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2. Identify the factors that may cause the costs of government actions to outweigh the benefits.	Possible connections to EP&Cs	<ul style="list-style-type: none"> • Identify different categories of environmental factors that may cause the costs of government actions to outweigh the benefits. • Use a case study to produce a comparative cost-benefit analysis that does and doesn’t take into account key environmental factors.
3. Describe the aims of government fiscal policies (taxation, borrowing, spending) and their influence on production, employment, and price levels.	Possible connections to EP&Cs	<ul style="list-style-type: none"> • Describe a government fiscal policy (taxation, borrowing, spending) that is used to encourage or discourage the extraction, harvest, transportation, or consumption of natural resources and/or the management of the byproducts that result from these processes.

4. Students analyze the elements of the U.S. labor market in a global setting.		Standards-based Learning Objectives in the Context of California’s EP&Cs Students will:
2. Describe the current economy and labor market, including the types of goods and services produced, the types of skills workers need, the effects of rapid technological change, and the impact of international competition.	Possible connections to EP&Cs	<ul style="list-style-type: none"> • Evaluate the economic significance to the current economy of the industries involved in the extraction, harvest, transportation, or consumption of natural resources and/or the management of the byproducts that result from these processes.

6. Students analyze issues of international trade and explain how the U.S. economy affects, and is affected by, economic forces beyond the United States' borders.		Standards-based Learning Objectives in the Context of California’s EP&Cs Students will:
1. Identify the gains in consumption and production efficiency from trade, with emphasis on the main products and changing geographic patterns of twentieth-century trade among countries in the Western Hemisphere.	Possible connections to EP&Cs	<ul style="list-style-type: none"> • Identify the goods and ecosystem services provided by natural systems that are the main products in twentieth-century trade among countries in the Western Hemisphere. • Describe the changing geographic patterns of trade in the goods and ecosystem services provided by natural systems during the twentieth-century.