

**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

Second 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).

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

Second Grade

Academic Content Standards	Name of Relevant EEI Unit or Strong Connection Between EP&Cs and Standard	
1. Students differentiate between things that happened long ago and things that happened yesterday.		Standards-based Learning Objectives in the Context of California's EP&Cs Students will:
2. Compare and contrast their daily lives with those of their parents, grandparents, and/ or guardians.	Strong connections to EP&Cs	<ul style="list-style-type: none"> • Compare and contrast their dependence on natural systems and resources with that of their parents, grandparents, and/ or guardians. • Provide examples of jobs related to extraction, harvesting, transportation and consumption of natural resources in the past and present. • Recognize that the ways we use natural resources (goods and ecosystem services) from natural systems has changed over time and can be discovered by comparing our daily lives with those of recent generations.
2. Students demonstrate map skills by describing the absolute and relative locations of people, places, and environments.		Standards-based Learning Objectives in the Context of California's EP&Cs Students will:
1. Locate on a simple letter-number grid system the specific locations and geographic features in their neighborhood or community (e.g., map of the classroom, the school).	Possible connections to EP&Cs	<ul style="list-style-type: none"> • Identify specific natural features such as parks, forests, and bodies of water on the maps of their neighborhoods or communities.
2. Label from memory a simple map of the North American continent, including the countries, oceans, Great Lakes, major rivers, and mountain ranges. Identify the essential map elements: title, legend, directional indicator, scale, and date.	Possible connections to EP&Cs	<ul style="list-style-type: none"> • Label the locations of major ecosystems and landforms such as oceans, Great Lakes, major rivers, mountain ranges, deserts and the Great North American Prairie on a simple map of the North American continent.
3. Locate on a map where their ancestors live(d), telling when the family moved to the local community and how and why they made the trip.	Possible connections to EP&Cs	<ul style="list-style-type: none"> • Recognize that many people moved to and around the United States seeking natural resources (goods and ecosystem services) from natural systems. • Identify why their ancestors moved to the local community.
4. Compare and contrast basic land use in urban, suburban, and rural environments in California.	Name of EEI Unit: 2.2.4. Some Things Change and Some Things Stay the Same	<ul style="list-style-type: none"> • List different types of land use in urban, suburban, and rural environments in California. • Recognize that land use patterns in California have changed over time. • Compare how different types of land use affect natural systems in urban, suburban, and rural environments. • Recognize that as urban and suburban areas expand, natural systems are converted due to human activity. • Explain that more people have moved into urban and suburban settings as populations grew and economies have changed.
3. Students explain governmental institutions and practices in the United States and other countries.		Standards-based Learning Objectives in the Context of California's EP&Cs Students will:
1. Explain how the United States and other countries make laws, carry out laws, determine whether laws have been violated, and punish wrongdoers.	Possible connections to EP&Cs	<ul style="list-style-type: none"> • Recognize that the United States and other countries make laws and carry out laws to govern the use and management of natural systems and resources. • Provide examples of natural resources management laws (e.g., fishing regulations).

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

4. Students understand basic economic concepts and their individual roles in the economy and demonstrate basic economic reasoning skills.		Standards-based Learning Objectives in the Context of California’s EP&Cs Students will:
1. Describe food production and consumption long ago and today, including the roles of farmers, processors, distributors, weather, and land and water resources.	Name of EEI Unit: 2.4.1. From Field to Table	<ul style="list-style-type: none"> • Identify the role of land and water resources in food production. • Provide examples of how natural processes such as climate and weather affect the quality, quantity, and reliability of food resources. • List jobs associated with the production and consumption of food. • Recognize that more food must be produced to support growing human populations. • Provide examples of farming or ranching practices that have changed over the past century. • Describe some of the effects of food production and consumption on natural systems.
2. Understand the role and interdependence of buyers (consumers) and sellers (producers) of goods and services.	Name of EEI Unit: 2.4.2.-2.4.3. The Dollars and Sense of Food Production	<ul style="list-style-type: none"> • Recognize that food production depends on the availability of natural resources (goods and ecosystems services) from natural • Explain that natural systems contain limited supplies of natural resources (e.g., water, soil nutrients). • Identify that limits on natural resources can influence food production. • Provide examples of how decisions about what to produce and what to consume can be affected by the quality, quantity and reliability of the resources provided by natural systems.
3. Understand how limits on resources affect production and consumption (what to produce and what to consume).	2.4.2.-2.4.3. Name of EEI Unit: The Dollars and Sense of Food Production	<ul style="list-style-type: none"> • Recognize that food production depends on the availability of natural resources (goods and ecosystems services) from natural systems (e.g., water, air, light, soil nutrients). • Explain that natural systems contain limited supplies of natural resources (e.g., water, soil nutrients). • Identify that limits on natural resources can influence food production. • Provide examples of how decisions about what to produce and what to consume can be affected by the quality, quantity and reliability of the resources provided by natural systems.

5. Students understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others' lives (e.g., from biographies of Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson, Sally Ride).		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"> • Name individuals from long ago and the recent past who have played a role in conserving natural systems and resources (e.g., Theodore Roosevelt’s role in the national park system).