

**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

Fifth 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).

Fifth 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	
1. Students describe the major pre-Columbian settlements, including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River.		Standards-based Learning Objectives in the Context of California’s EP&Cs Students will:
1. Describe how geography and climate influenced the way various nations lived and adjusted to the natural environment, including locations of villages, the distinct structures that they built, and how they obtained food, clothing, tools, and utensils.	Strong connections to EP&Cs	<ul style="list-style-type: none"> • Recognize that pre-Columbian peoples (cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River) all depended on the goods and ecosystem services provided by natural systems for their survival. • Describe how geography and climate and the natural resources (goods and ecosystem services) available in different regions of North America determined the lifestyles of the communities that developed in each area. • Provide examples of how the structures, clothing, tools, utensils, and choice of foods varied as a result of the natural resources available in particular regions of the continent. • Identify how decisions by the various Indian nations regarding the location of villages, the structures they built, and the methods used to obtain various goods were influenced by the health and viability of natural systems. • Explain that ancient cultures sometimes changed the location of their villages in response to changes in the availability of the goods and ecosystem services provided by the natural systems where they lived. • Explain that pre-Columbian peoples had the same needs as we do today (e.g., water, food, shelter) even though we often meet some of those needs in different ways.
2. Describe their varied customs and folklore traditions.	Possible connections to EP&Cs	<ul style="list-style-type: none"> • Describe how the resources and natural systems available to the particular nations influenced the cultures, customs and folklore that developed in each region. • Recognize that the customs, folklore, and religious traditions often reflected the direct dependence of pre-Columbian peoples on natural systems for food, water, shelter, and other goods and ecosystem services.
3. Explain their varied economies and systems of government.	Strong connections to EP&Cs	<ul style="list-style-type: none"> • Describe the direct dependence of the Indian nations on the goods and ecosystem services produced by natural systems. • Identify how the direct dependence of the Indian nations on the goods and ecosystem services influenced the development of their economies and governmental systems. • Explain that although systems of government and economy varied among American Indian nations, these systems were instrumental in determining how decisions about resource use and the treatment of natural systems were made. • Recognize that Indian nations’ systems of government had the same goals as current systems of government (e.g., enabling the society to survive).

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2. Students trace the routes of early explorers and describe the early explorations of the Americas.		Standards-based Learning Objectives in the Context of California’s EP&Cs Students will:
1. Describe the entrepreneurial characteristics of early explorers (e.g., Christopher Columbus, Francisco Vásquez de Coronado) and the technological developments that made sea exploration by latitude and longitude possible (e.g., compass, sextant, astrolabe, seaworthy ships, chronometers, gunpowder).	Strong connections to EP&Cs	<ul style="list-style-type: none"> • Identify that the principle entrepreneurial drive motivating early exploration of the Americas was the pursuit of the natural resources (goods and ecosystem services provided by natural systems) available in other parts of the world. • Recognize that the pursuit of new sources of natural resources was driven by population growth in Europe where some of these resources were becoming less abundant. • Identify how the demographics, distribution and consumption rates of human populations in Europe influenced the geographic extent, composition, biological diversity, and viability of natural systems in North America.
2. Explain the aims, obstacles, and accomplishments of the explorers, sponsors, and leaders of key European expeditions and the reasons Europeans chose to explore and colonize the world (e.g., the Spanish Reconquista, the Protestant Reformation, the Counter Reformation).	Strong connections to EP&Cs	<ul style="list-style-type: none"> • Recognize that the explorers, sponsors, and leaders of the European expeditions were in large part motivated by the natural resources (goods and ecosystem services) available in other parts of the world. • Identify other reasons that Europeans chose to explore and colonize the world (e.g., the Spanish Reconquista, the Protestant Reformation, the Counter Reformation). • Describe how the cycles and processes associated with natural systems sometimes acted as obstacles to the exploration and colonization of the world (e.g., Magellan, Shackleton). • Provide examples of the direct and indirect effects on natural systems and the resources that resulted from the exploration of the world (e.g., exposure of indigenous peoples to diseases, extermination of species). • Explain how decisions to explore and colonize other parts of the world were made and how these decisions influenced the economic and political systems in Europe, and the natural systems and economies in the regions that were being explored.
3. Trace the routes of the major land explorers of the United States, the distances traveled by explorers, and the Atlantic trade routes that linked Africa, the West Indies, the British colonies, and Europe.	Strong connections to EP&Cs	<ul style="list-style-type: none"> • Identify the principle natural resources sought by the major land explorers of the United States and exchanged through the Atlantic trade routes that linked Africa, the West Indies, the British colonies, and Europe. • Describe how the climate and physical geography of the United States, the Atlantic, Africa, the West Indies, the British colonies, and Europe influenced the development of the major routes. • Recognize that the cycles and processes operating within natural systems, such as wind patterns, ocean currents and climate, influenced the routes and distances traveled by the land explorers and traders. • Trace the routes of the major land explorers of the United States, the distances traveled by explorers, and the Atlantic trade routes that linked Africa, the West Indies, the British colonies, and Europe.
4. Locate on maps of North and South America land claimed by Spain, France, England, Portugal, the Netherlands, Sweden, and Russia.	Possible connections to EP&Cs	<ul style="list-style-type: none"> • Identify the principle natural resources sought by Spain, France, England, Portugal, the Netherlands, Sweden, and Russia in the areas that they claimed in North and South America. • Locate on maps of North and South America land claimed by Spain, France, England, Portugal, the Netherlands, Sweden, and Russia.

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3. Students describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers.		Standards-based Learning Objectives in the Context of California’s EP&Cs Students will:
1. Describe the competition among the English, French, Spanish, Dutch, and Indian nations for control of North America.	Strong connections to EP&Cs	<ul style="list-style-type: none"> • Identify how the goods and ecosystem services provided by the natural systems in North America and already in use by Indian nations became increasingly important to the European economies. • Recognize that population growth in Europe, where some of these resources were becoming less abundant, increased the demand for the goods and ecosystem services provided by North America’s natural systems. • Compare the European and Indian nations’ methods of extracting, harvesting, transporting and consuming natural resources and their effects on natural systems (terrestrial, freshwater, coastal and marine ecosystems). • Describe how the demand for North American goods and ecosystem services led to competition among the English, French, Spanish, Dutch, and Indian nations for control of areas of North America.
2. Describe the cooperation that existed between the colonists and Indians during the 1600s and 1700s (e.g., in agriculture, the fur trade, military alliances, treaties, cultural interchanges).	Strong connections to EP&Cs	<ul style="list-style-type: none"> • Identify why the goods and ecosystem services provided by the natural systems in North America and already in use by American Indian nations became increasingly important to the colonists who came to settle in North America. • Recognize the factors that influenced the colonists’ decisions to cooperate with American Indian nations were motivated by their desire to take advantage of an area’s natural resources. • Identify how the cooperation between the colonists and Indians during the 1600s and 1700s in agriculture, the fur trade, military alliances, treaties, and cultural interchanges depended on the demand for goods and ecosystem services from the region’s natural systems. • Describe the effects of the cooperation between the colonists and Indians on the natural systems where the colonists and Indians lived. • Provide examples of the types of alliances that existed between the colonists and Indians during the 1600s and 1700s (e.g., in agriculture, the fur trade, military alliances, treaties, cultural interchanges).
4. Discuss the role of broken treaties and massacres and the factors that led to the Indians defeat, including the resistance of Indian nations to encroachments and assimilation (e.g., the story of the Trail of Tears).	Strong connections to EP&Cs	<ul style="list-style-type: none"> • Identify why the goods and ecosystem services provided by the natural systems in North America led to conflicts between the American Indian nations and North America’s settlers and colonists (e.g., population growth among the settlers and colonists). • Provide examples of how the colonists’ influences on the natural systems (e.g., operation of their settlements and farms) affected the ability of the Indian nations to resist encroachments and assimilation. • Discuss the factors that led to broken treaties, defeats and the massacres of American Indians including economic and socio-cultural factors, and the demand for natural resources. • Describe the resistance of Indian nations to encroachments and assimilation (e.g., the story of the Trail of Tears).

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<p>5. Describe the internecine Indian conflicts, including the competing claims for control of lands (e.g., actions of the Iroquois, Huron, Lakota [Sioux]).</p>	<p align="center">Strong connections to EP&Cs</p>	<ul style="list-style-type: none"> • Identify the role of natural systems in the internecine Indian conflicts (e.g., competition for control of the goods and ecosystem services provided by natural systems). • Describe the influence of growing populations of colonists on internecine Indian conflicts including competing claims for control of lands (e.g., the colonists encroached on the natural systems that supported the Indian nations, thereby consuming greater quantities of the goods and ecosystem services). • Recognize the influence of the relationships between the various Indian nations and the colonists on the internecine Indian conflicts. • Provide examples of the competing claims for control of lands among the Indian nations (e.g., the Iroquois, Huron, Lakota [Sioux]).
<p>6. Explain the influence and achievements of significant leaders of the time (e.g., John Marshall, Andrew Jackson, Chief Tecumseh, Chief Logan, Chief John Ross, Sequoyah).</p>	<p align="center">Strong connections to EP&Cs</p>	<ul style="list-style-type: none"> • Recognize the influence of significant leaders of the time on developing laws, policies, and incentives regarding the use and management of natural resources and natural systems (e.g., Chief Justice John Marshall’s stand on the concept of sovereignty, Andrew Jackson and the Indian Removal Bill that resulted in the removal of the Cherokees [Chief John Ross] from their land and resources). • Describe the claims of the American Indians in relation to natural systems (e.g., Chief Tecumseh’s claim that the land was their natural heritage and belief that the Indian nations should unite under this claim). • Provide examples of laws, policies, and incentives related to the use and management of natural resources and natural systems that were enacted by the government during this time. • Explain the influence and other achievements of significant leaders of the time (e.g., John Marshall, Andrew Jackson, Chief Tecumseh, Chief Logan, Chief John Ross, and Sequoyah).

<p>4. Students understand the political, religious, social, and economic institutions that evolved in the colonial era.</p>		<p>Standards-based Learning Objectives in the Context of California’s EP&Cs Students will:</p>
<p>1. Understand the influence of location and physical setting on the founding of the original 13 colonies, and identify on a map the locations of the colonies and of the American Indian nations already inhabiting these areas.</p>	<p>Name of EEI Unit: 5.4.1. Human Settlement and the Natural Regions of the Eastern Seaboard</p>	<ul style="list-style-type: none"> • Identify the goods and ecosystem services provided by natural systems that were necessary for the settlement of the 13 colonies. • Provide examples of the physical settings that were important factors in making decisions to locate and develop settlements on the eastern seaboard of North America. • Explain why the physical geography and the natural resources (goods and ecosystem services) on the eastern seaboard of North America made colonization attractive and settlement possible. • Recognize how the role of the goods and ecosystem services provided by natural systems in the original 13 colonies influenced the development of their economic systems. • Identify on a map the locations of the 13 colonies and of the American Indian nations already inhabiting these areas.
<p>2. Identify the major individuals and groups responsible for the founding of the various colonies and the reasons for their founding (e.g., John Smith, Virginia; Roger Williams, Rhode Island; William Penn, Pennsylvania; Lord Baltimore, Maryland; William Bradford, Plymouth; John Winthrop, Massachusetts).</p>	<p align="center">Possible connections to EP&Cs</p>	<ul style="list-style-type: none"> • Provide examples of the role of natural resources in the founding of the colonies.

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<p>5. Understand how the British colonial period created the basis for the development of political self-government and a free-market economic system and the differences between the British, Spanish, and French colonial systems.</p>	<p align="center">Strong connections to EP&Cs</p>	<ul style="list-style-type: none"> • Recognize the methods and motives for British colonization (i.e., based on increasing economic prosperity at home and acquiring natural resources from the colonies). • Describe how the British colonial period created the basis for the development of political self-government in America. • Identify trade in natural resources between Britain and the colonies as the basis for the development of the free-market system (e.g., tobacco crop, shipbuilding and mercantilism). • Explain the differences between the British, Spanish, and French colonial systems and their impacts on natural resources.
<p>6. Describe the introduction of slavery into America, the responses of slave families to their condition, the ongoing struggle between proponents and opponents of slavery, and the gradual institutionalization of slavery in the South.</p>	<p align="center">Strong connections to EP&Cs</p>	<ul style="list-style-type: none"> • Describe how population growth in the colonies and Europe increased the demand for the goods and ecosystem services provided by natural systems (e.g., agricultural production). • Recognize that increased demand for the goods and ecosystem services created the need for additional laborers to extract, harvest, transport and produce consumable natural resources. • Identify that slavery was instituted to increase the production rates and profits from harvesting natural resources, including agricultural crops and minerals (as not all slaves were farm workers, some worked in mines). • Describe the responses of slave families to their conditions, including limited access to goods provided by natural systems).

<p>6. Students understand the course and consequences of the American Revolution.</p>		<p>Standards-based Learning Objectives in the Context of California's EP&Cs Students will:</p>
<p>6. Demonstrate knowledge of the significance of land policies developed under the Continental Congress (e.g., sale of western lands, the Northwest Ordinance of 1787) and those policies' impact on American Indians' land.</p>	<p align="center">Strong connections to EP&Cs</p>	<ul style="list-style-type: none"> • Identify the land policies developed under the Continental Congress (e.g., the sale of western lands, the Northwest Ordinance of 1787) that had an effect on the availability and use of the goods and ecosystem services provided by natural systems to the American Indian. • Describe the influences of the sale of western lands and the Northwest Ordinance of 1787 on the natural systems in those regions (e.g., sale of western lands brought population growth, changes in resource management practices). • Recognize that the goods and ecosystem services in these regions were attractive to settlers but were already being used by the already established Indian nations. • Explain that the laws, policies, and incentives that were enacted to encourage settlement of these regions displaced Indian peoples that were already living in those regions. • Discuss the impact of the land policies on American Indians' land.

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<p>8. Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems.</p>	<p>Standards-based Learning Objectives in the Context of California’s EP&Cs Students will:</p>	
<p>1. Discuss the waves of immigrants from Europe between 1789 and 1850 and their modes of transportation into the Ohio and Mississippi Valleys and through the Cumberland Gap (e.g., overland wagons, canals, flatboats, steamboats).</p>	<p align="center">Strong connections to EP&Cs</p>	<ul style="list-style-type: none"> • Identify the reasons people from Europe immigrated to the United States between 1789 and 1850 (e.g., in large part they were motivated by the availability of natural resources in the United States). • Describe how the natural resources available in the American territories led to the establishment of communities, economies, and other social systems in the interior of the nation. • Explain the effects of immigration from Europe on the United States as a whole (i.e., individual communities grew, increasing the demand for natural resources as well as directly affecting the natural systems around them). • Provide examples of the modes of transportation used by immigrants to travel into the Ohio and Mississippi Valleys and through the Cumberland Gap and explain how they took advantage of cycles operating within natural systems (e.g., canals, flatboats, and steamboats require natural waterways that depend upon the water cycle). • Discuss how decisions to migrate and settle in particular areas of the United States were influenced by a variety of factors, including the availability of resources and the character of the region’s natural systems.
<p>2. Name the states and territories that existed in 1850 and identify their locations and major geographical features (e.g., mountain ranges, principal rivers, dominant plant regions).</p>	<p align="center">Strong connections to EP&Cs</p>	<ul style="list-style-type: none"> • Name the states and territories in the United States that existed in 1850. • Provide examples of the geographic features of the states and territories that existed in 1850 (e.g., mountain ranges, rivers, dominant plant regions). • Identify the goods and ecosystem services provided by the natural systems in these states and territories that existed in 1850. • Explain why the major cities in these states and territories were typically located on natural waterways.
<p>3. Demonstrate knowledge of the explorations of the trans-Mississippi West following the Louisiana Purchase (e.g., Meriwether Lewis and William Clark, Zebulon Pike, John Fremont).</p>	<p align="center">Strong connections to EP&Cs</p>	<ul style="list-style-type: none"> • Identify the reasons for the explorations of the trans-Mississippi West following the Louisiana Purchase (e.g., identifying and cataloging goods and ecosystem services available west of the Missouri river). • Describe the roles of key explorers (e.g., Meriwether Lewis and William Clark, Zebulon Pike, John Fremont) in locating natural resources that supported the economic growth of the United States and encouraged westward expansion.

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<p>4. Discuss the experiences of settlers on the overland trails to the West (e.g., location of the routes; purpose of the journeys; the influence of the terrain, rivers, vegetation, and climate; life in the territories at the end of these trails).</p>	<p>Name of EEI Unit: Nature and Newcomers</p>	<ul style="list-style-type: none"> • Identify reasons that the settlers moved to the West (e.g., population growth in the Eastern United States, the availability of untapped sources of natural resources in the West). • Recognize that the natural systems in the American territories west of the Mississippi and Missouri Rivers influenced the experiences of settlers as they traversed the overland trails to the West (e.g., the influence of the terrain, rivers, vegetation, and climate). • Describe how the cycles and processes that operate within natural systems influenced the experiences of settlers as they traversed the overland trails to the West (e.g., the choice and location of the routes, seasons to travel, and length of journey). • Provide examples of the factors that influenced the settlers’ decisions to migrate and settle in particular areas (e.g., availability of natural resources, character of the region’s natural systems). • Explain how life in the territories at the end of the overland trails was different from life in the regions from which these settlers had originally come.
<p>5. Describe the continued migration of Mexican settlers into Mexican territories of the West and Southwest.</p>	<p>Strong connections to EP&Cs</p>	<ul style="list-style-type: none"> • Identify reasons for the continued migration of Mexican settlers into Mexican territories of the West and Southwest. • Recognize how the natural systems influenced the experiences of Mexican settlers as they migrated into Mexican territories of the West and Southwest. (e.g., the influence of the terrain, rivers, vegetation, and climate). • Explain the factors that influenced the settlers’ decisions to migrate and settle in particular areas (e.g., availability of natural resources, character of the region’s natural systems).
<p>6. Relate how and when California, Texas, Oregon, and other western lands became part of the United States, including the significance of the Texas War for Independence and the Mexican-American War.</p>	<p>Possible connections to EP&Cs</p>	<ul style="list-style-type: none"> • Identify the role of the western lands that later became California, Texas, Oregon, and other western states in supplying goods and ecosystem services to the growing populations in other regions of the country. • Explain how the Texas War for Independence and the Mexican-American War were influenced by economic and political factors related to the natural resources available in those regions, as well as other factors.