

**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

Seventh 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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Seventh Grade

Academic Content Standards	Name of Relevant EEI Unit or Strong Connection Between EP&Cs and Standard	
1. Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire.		Standards-based Learning Objectives in the Context of California's EP&Cs
2. Discuss the geographic borders of the empire at its height and the factors that threatened its territorial cohesion.	Strong connections to EP&Cs	<ul style="list-style-type: none"> • Recognize that the Roman Empire depended on the goods and ecosystem services available to humans from the natural systems in its territories. • Explain that the expansion of the Roman Empire and its territories to new areas was necessitated by the growing demand for natural resources. • Locate the geographic borders of the Roman Empire at its height. • Provide examples of how the resource supply methods and consumption patterns of the Roman Empire affected the natural systems in the region. • Explain that Roman Empire was not able to protect the farmers in the provinces/territories and that the farmers were not able to both operate their farms and protect themselves against barbarian invaders. • Discuss why the territorial cohesion of the Roman Empire was threatened by its inability to adequately protect all its provinces/territories.
2. Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages.		Standards-based Learning Objectives in the Context of California's EP&Cs Students will:
1. Identify the physical features and describe the climate of the Arabian peninsula, its relationship to surrounding bodies of land and water, and nomadic and sedentary ways of life.	Strong connections to EP&Cs	<ul style="list-style-type: none"> • Identify the importance of water supplies to human life and the social systems (economic, political, legal, cultural, and religious) of the Arabian Peninsula. • Identify and describe the physical features and climate of the Arabian Peninsula. • Identify the cycles and natural processes that were important to the nomadic and sedentary ways of life on the Arabian Peninsula. • Explain the relationship of the physical features and climate of the Arabian Peninsula to surrounding bodies of land and water. • Recognize that the nomadic and sedentary ways of life on the Arabian Peninsula resulted from the distribution of water and other goods and ecosystem services on which the people of the region depended. • Describe how both the nomadic and sedentary ways of life on the Arabian Peninsula depended on the people's knowledge of natural systems in the region.
3. Explain the significance of the Qur'an and the Sunnah as the primary sources of Islamic beliefs, practice, and law, and their influence in Muslims' daily life.	Possible connections to EP&Cs	<ul style="list-style-type: none"> • Provide examples of the beliefs, practice, and law expressed in the Qur'an and the Sunnah regarding the care for natural systems and the environment.
4. Discuss the expansion of Muslim rule through military conquests and treaties, emphasizing the cultural blending within Muslim civilization and the spread and acceptance of Islam and the Arabic language.	Possible connections to EP&Cs	<ul style="list-style-type: none"> • Recognize that as Muslims conquered other peoples in other regions, they learned how to utilize the natural resources in those regions, and adapt local farming techniques.

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<p>5. Describe the growth of cities and the establishment of trade routes among Asia, Africa, and Europe, the products and inventions that traveled along these routes (e.g., spices, textiles, paper, steel, new crops), and the role of merchants in Arab society.</p>	<p>Name of EEI Unit: 7.2.5. Arabic Trade Networks: Growth and Expansion in the Middle Ages</p>	<ul style="list-style-type: none"> • Describe how improvements to agricultural practices on the Arabian Peninsula increased supplies of food and other agricultural products (sometimes creating surpluses) which led to the growth of trade. • Describe how the growth of human populations and cities led to the establishment of trade routes among Asia, Africa, and Europe to import various goods and products (e.g., agricultural products). • Provide examples of the goods, products and inventions that were transported along these routes (e.g., spices, textiles, paper, steel, new crops). • Describe how towns were settled along well-known routes, thus allowing Arab society to take advantage of raw materials from locations that were even more distant from the region. • Provide examples of the direct and indirect influences of trade routes on the natural systems that were the sources of the goods and products that were being transported.
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<p>3. Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages.</p>		<p>Standards-based Learning Objectives in the Context of California's EP&Cs Students will:</p>
<p>2. Describe agricultural, technological, and commercial developments during the Tang and Sung periods.</p>	<p align="center">Strong connections to EP&Cs</p>	<ul style="list-style-type: none"> • Recognize that Medieval China depended on the goods and ecosystem services available to humans from the natural systems in its territories. • Provide examples of the agricultural, technological, and commercial developments during the Tang and Sung periods. • Explain how the agricultural, technological, and commercial advances made production of a variety of goods faster, more efficient or safer, and in turn supported the growth of trade. • Provide examples of the direct and indirect influences of the agricultural, technological, and commercial developments on the natural systems where these methods were being used.
<p>4. Understand the importance of both overland trade and maritime expeditions between China and other civilizations in the Mongol Ascendancy and Ming Dynasty.</p>	<p align="center">Strong connections to EP&Cs</p>	<ul style="list-style-type: none"> • Recognize that technological advances improved the time, safety, and efficiency rate of maritime expeditions and overland trade. • Identify supply and demand for natural resources as the basis for overland trade and maritime expeditions between China and other civilizations in the Mongol Ascendancy and Ming Dynasty. • Provide examples of the goods and ecosystem services in the region that were the basis for trade and commerce between China and other civilizations in the Mongol Ascendancy and Ming Dynasty. • Discuss how patterns of trade and commerce affected the growth and movement of human populations in China and other civilizations in the Mongol Ascendancy and Ming Dynasty. • Provide examples of the influence of the overland trade and maritime expeditions between China and other civilizations in the Mongol Ascendancy and Ming Dynasty on the natural systems in the region.

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<p>5. Trace the historic influence of such discoveries as tea, the manufacture of paper, wood-block printing, the compass, and gunpowder.</p>	<p>Name of EEI Unit: 7.3.5. Genius Across the Centuries</p>	<ul style="list-style-type: none"> • Identify the sources of the natural resources that were involved in discoveries such as tea, the manufacture of paper, wood-block printing, the compass, and gunpowder. • Recognize how discoveries such as tea and gunpowder, and the processes involved in their production, influenced worldwide natural resource production practices and consumption patterns. • Provide examples of the methods used to extract, harvest, transport and consume natural resources associated with the production of tea, the manufacture of paper, wood-block printing, the compass, and gunpowder. • Describe the effects of the methods used to extract, harvest, transport and consume natural resources associated with these discoveries. • Trace the historic influence of these discoveries on human social systems (economic, political, legal, cultural, and religious).
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<p>4. Students analyze the geographic, political, economic, religious, and social structures of the sub-Saharan civilizations of Ghana and Mali in Medieval Africa.</p>		<p>Standards-based Learning Objectives in the Context of California's EP&Cs Students will:</p>
<p>1. Study the Niger River and the relationship of vegetation zones of forest, savannah, and desert to trade in gold, salt, food, and slaves; and the growth of the Ghana and Mali empires.</p>	<p align="center">Strong connections to EP&Cs</p>	<ul style="list-style-type: none"> • Recognize that human communities living in the forest, savannah, and desert regions near the Niger River depended on goods and ecosystem services available to humans from these natural systems. • Identify the Niger River and the vegetation zones of forest, savannah, and desert as the sources of the goods, products, and other resources (e.g., gold, salt, food, and slaves) that people in the region traded. • Provide examples of the goods, products and people that were transported along these routes (e.g., gold, salt, food, and slaves). • Provide examples of the direct and indirect influences of trade in gold, salt, food, and slaves; and the growth of the Ghana and Mali empires on the natural systems in the region. • Explain the role of trade in the growth of the Ghana and Mali empires.
<p>2. Analyze the importance of family, labor specialization, and regional commerce in the development of states and cities in West Africa.</p>	<p align="center">Possible connections to EP&Cs</p>	<ul style="list-style-type: none"> • Provide examples of the goods, products and ecosystem services that were involved in the regional commerce in West Africa. • Describe the influences of regional commerce in these the goods, products and ecosystem services on the development of states and cities in West Africa. • Provide examples of the direct and indirect influences of regional commerce on the natural systems that were the sources of the goods and products that were being transported.
<p>3. Describe the role of the trans-Saharan caravan trade in the changing religious and cultural characteristics of West Africa and the influence of Islamic beliefs, ethics, and law.</p>	<p align="center">Possible connections to EP&Cs</p>	<ul style="list-style-type: none"> • Describe how the trans-Saharan caravan trade changed the resource supply and consumption patterns of the human communities in Western Africa and other parts of the continent. • Identify how this trade supported the growth of human communities in Western Africa and other parts of the continent. • Provide examples of how the growing communities of Africa influenced the surrounding natural systems. • Explain that the Islamic beliefs, ethics, and law resulted from the trans-Saharan caravan trade that was based on the distribution of goods, products and ecosystem services from natural systems.

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5. Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Japan.		Standards-based Learning Objectives in the Context of California's EP&Cs Students will:
1. Describe the significance of Japan's proximity to China and Korea and the intellectual, linguistic, religious, and philosophical influence of those countries on Japan.	Possible connections to EP&Cs	<ul style="list-style-type: none"> • Provide examples of the goods and ecosystem services that were the basis of the Japan's economies and trading systems. • Discuss the significance of Japan's proximity to China and Korea and the availability of the natural resources that were the basis for its intellectual, linguistic, religious, philosophical and economic development. • Explain the factors involved in making decisions regarding the supply and use of natural resources and how decisions were made in Japan.
3. Describe the values, social customs, and traditions prescribed by the lord-vassal system consisting of <i>shogun</i> , <i>daimyo</i> , and <i>samurai</i> and the lasting influence of the warrior code in the twentieth century.	Possible connections to EP&Cs	<ul style="list-style-type: none"> • Identify the values, social customs, and traditions prescribed by the lord-vassal system in medieval Japan as a mechanism for producing and controlling goods and ecosystem services. • Recognize how lord-vassal system relationships, because they controlled the production of goods and ecosystem services (e.g., agricultural products), influenced the medieval Japanese economy. • Explain the influence of the lord-vassal system on the distribution of goods and ecosystem services.

6. Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe.		Standards-based Learning Objectives in the Context of California's EP&Cs Students will:
1. Study the geography of Europe and the Eurasian landmass, including its location, topography, waterways, vegetation, and climate and their relationship to ways of life in Medieval Europe.	Strong connections to EP&Cs	<ul style="list-style-type: none"> • Use a map to identify the geography of Europe and the Eurasian landmass, including its location and topography, major waterways, vegetation, and climatic zones. • Provide examples of the goods and ecosystem services on which human communities in Medieval Europe relied. • Describe how the availability of goods and ecosystem services influenced ways of life in Medieval Europe. • Explain the factors involved in making decisions regarding the supply and use of natural resources and how such decisions were made in Medieval Europe.
3. Understand the development of feudalism, its role in the medieval European economy, the way in which it was influenced by physical geography (the role of the manor and the growth of towns), and how feudal relationships provided the foundation of political order.	Name of EEI Unit: 7.6.3. Managing Nature's Bounty: Feudalism in Medieval Europe	<ul style="list-style-type: none"> • Identify the development of feudalism in medieval Europe as a mechanism for producing and controlling goods and ecosystem services. • Recognize how feudal relationships, because they controlled the production of goods and ecosystem services (e.g., agricultural products) influenced the medieval European economy. • Explain the influence of feudalism on the distribution of goods and services. • Describe how feudalism's role in the economy of medieval European provided the foundation for the development of the political order. • Provide examples of ways by which development of feudalism was influenced by physical geography (e.g., the role of manors, growth of towns).
5. Know the significance of developments in medieval English legal and constitutional practices and their importance in the rise of modern democratic thought and representative institutions (e.g., Magna Carta, parliament, development of habeas corpus, an independent judiciary in England).	Possible connections to EP&Cs	<ul style="list-style-type: none"> • Provide examples of the laws and practices established in the Magna Carta regarding responsibilities for the management and care of lands (natural systems).

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<p>7. Map the spread of the bubonic plague from Central Asia to China, the Middle East, and Europe and describe its impact on global population.</p>	<p align="center">Possible connections to EP&Cs</p>	<ul style="list-style-type: none"> • Recognize that the growing populations and communities of Europe consumed large quantities of natural resources. • Describe waste removal practices in Medieval Europe and other regions. • Explain how waste removal practices influenced the spread of the bubonic plague in Medieval Europe and other regions. • Map the spread of the bubonic plague from Central Asia to China, the Middle East, and Europe. • Quantify and describe the impact of the bubonic plague on human populations from Central Asia to China, the Middle East, and Europe.
<p>8. Understand the importance of the Catholic church as a political, intellectual, and aesthetic institution (e.g., founding of universities, political and spiritual roles of the clergy, creation of monastic and mendicant religious orders, preservation of the Latin language and religious texts, St. Thomas Aquinas's synthesis of classical philosophy with Christian theology, and the concept of "natural law").</p>	<p align="center">Possible connections to EP&Cs</p>	<ul style="list-style-type: none"> • Provide examples of the beliefs, practice, and law expressed in the Catholic Church regarding the care for natural systems and the environment.

<p>7. Students compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations.</p>		<p>Standards-based Learning Objectives in the Context of California's EP&Cs Students will:</p>
<p>1. Study the locations, landforms, and climates of Mexico, Central America, and South America and their effects on Mayan, Aztec, and Incan economies, trade, and development of urban societies.</p>	<p>Name of EEI Unit: 7.7.1. Sun Gods and Jaguar Kings</p>	<ul style="list-style-type: none"> • Use a map to identify the locations of Mexico, Central America, and South America and identify the location of major landforms in the region. • Differentiate among the climatic zones throughout Mexico, Central America, and South America. • Describe the dependence of the Mayan, Aztec, and Incan civilizations on the goods and ecosystem services provide by the local natural systems. • Provide examples of the goods and ecosystems services that were the basis of the Mayan, Aztec, and Incan economies and trading systems. • Discuss the role of physical geography, climate and the availability of natural resources in the development of Mayan, Aztec, and Incan urban societies. • Explain the factors involved in making decisions regarding the supply and use of natural resources and how such decisions were made in the Mayan, Aztec, and Incan cultures.
<p>3. Explain how and where each empire arose and how the Aztec and Incan empires were defeated by the Spanish.</p>	<p>Name of EEI Unit: 7.7.3. Broken Jade and Tarnished Gold</p>	<ul style="list-style-type: none"> • Recognize the dependence of the Aztec and Incan empires on goods, ecosystem services, natural systems and physical geography of Central and South America. • Use a map to identify the locations of the Aztec and Incan empires and describe how each empire arose. • Compare the factors taken into account by the Aztecs, Incas and the Spanish, and the decisions-making processes they used in relation to natural resources management. • Explain how the introduction of European diseases played an important part in the defeat of the Aztecs and Incas and had devastating effects on their populations.
<p>4. Describe the artistic and oral traditions and architecture in the three civilizations.</p>	<p align="center">Possible connections to EP&Cs</p>	<ul style="list-style-type: none"> • Identify the relationships between the artistic and oral traditions and architecture in the three civilizations and the natural systems they inhabited.

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<p>5. Describe the Meso-American achievements in astronomy and mathematics, including the development of the calendar and the Meso-American knowledge of seasonal changes to the civilizations' agricultural systems.</p>	<p align="center">Possible connections to EP&Cs</p>	<ul style="list-style-type: none"> • Recognize the importance of knowledge of seasonal changes to the civilizations' agricultural systems and to their ability to harvest the goods and ecosystem services upon which they depended. • Identify the cycles and processes in natural systems that were important to the Mayan, Aztec, and Incan civilizations. • Explain how the Meso-American achievements in astronomy and mathematics, including the development of the calendar, were important to their survival and social systems (economic, political, legal, cultural, and religious).
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<p>8. Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance.</p>		<p>Standards-based Learning Objectives in the Context of California's EP&Cs Students will:</p>
<p>3. Understand the effects of the reopening of the ancient "Silk Road" between Europe and China, including Marco Polo's travels and the location of his routes.</p>	<p align="center">Strong connections to EP&Cs</p>	<ul style="list-style-type: none"> • Identify that as the population of Europe grew, it consumed more natural resources. • Provide examples of the goods and ecosystem services that were traded between Europe and China. • Recognize the impact of the reopening of the ancient "Silk Road" between Europe and China had an impact on the natural systems of the regions. • Discuss how physical geography, climate and the availability of natural resources influenced Marco Polo's travels and the location of his routes.
<p>5. Detail advances made in literature, the arts, science, mathematics, cartography, engineering, and the understanding of human anatomy and astronomy (e.g., by Dante Alighieri, Leonardo da Vinci, Michelangelo di Buonarroti Simoni, Johann Gutenberg, William Shakespeare).</p>	<p align="center">Possible connections to EP&Cs</p>	<ul style="list-style-type: none"> • Discuss the role of scientific discovery, mathematics, and cartography during the Renaissance in improving human knowledge of organisms, natural systems, and the planet as a whole, a process that continues today.

<p>10. Students analyze the historical developments of the Scientific Revolution and its lasting effect on religious, political, and cultural institutions.</p>		<p>Standards-based Learning Objectives in the Context of California's EP&Cs Students will:</p>
<p>1. Discuss the roots of the Scientific Revolution (e.g., Greek rationalism; Jewish, Christian, and Muslim science; Renaissance humanism; new knowledge from global exploration).</p>	<p align="center">Possible connections to EP&Cs</p>	<ul style="list-style-type: none"> • Discuss the role of the Scientific Revolution and new knowledge from global exploration in improving human understanding of the natural world, thus improving our ability to make better decisions about resources and natural systems, a process that continues today.
<p>2. Understand the significance of the new scientific theories (e.g., those of Copernicus, Galileo, Kepler, Newton) and the significance of new inventions (e.g., the telescope, microscope, thermometer, barometer).</p>	<p align="center">Possible connections to EP&Cs</p>	<ul style="list-style-type: none"> • Explain the significance of the new scientific theories of Copernicus, Galileo, Kepler, and Newton and of new inventions in improving human understanding of the natural world, thus improving our ability to make better decisions about resources and natural systems, a process that continues today.
<p>3. Understand the scientific method advanced by Bacon and Descartes, the influence of new scientific rationalism on the growth of democratic ideas, and the coexistence of science with traditional religious beliefs.</p>	<p align="center">Possible connections to EP&Cs</p>	<ul style="list-style-type: none"> • Explain the significance of the scientific method in increasing knowledge, thus improving our ability to make better decisions about resources and natural systems, a process that continues today. • Explain how scientific rationalism affected the growth of democratic ideas and coexisted with traditional religious beliefs, and specifically how this influenced decisions about the management of natural resources.

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11. Students analyze political and economic change in the sixteenth, seventeenth, and eighteenth centuries (the Age of Exploration, the Enlightenment, and the Age of Reason).		Standards-based Learning Objectives in the Context of California's EP&Cs Students will:
1. Know the great voyages of discovery, the locations of the routes, and the influence of cartography in the development of a new European worldview.	Strong connections to EP&Cs	<ul style="list-style-type: none"> • Discuss the role of the great voyages of discovery on increasing human understanding of the planet as a whole, thus improving our ability to make better decisions about resources and natural systems, a process that continues today. • Describe the influence of cartography in the communication of new knowledge and the resulting development of a new European worldview.
2. Discuss the exchanges of plants, animals, technology, culture, and ideas among Europe, Africa, Asia, and the Americas in the fifteenth and sixteenth centuries and the major economic and social effects on each continent.	Strong connections to EP&Cs	<ul style="list-style-type: none"> • Provide examples of the major economic, social and environmental effects (e.g., impact on natural systems, loss of native species) on each continent that resulted from exchanges of plants, animals, technology, culture, and ideas among Europe, Africa, Asia, and the Americas in the fifteenth and sixteenth centuries. • Provide examples of the decisions made during the Age of Exploration, Age of Enlightenment and Age of Reason that influenced exploration, harvesting, and trade related to natural resources. • Describe how the assessment of social, economic, political, and environmental factors changed during the fifteenth and sixteenth centuries as a result of the exchanges of plants, animals, technology, culture, and ideas among Europe, Africa, Asia, and the Americas.
3. Examine the origins of modern capitalism; the influence of mercantilism and cottage industry; the elements and importance of a market economy in seventeenth-century Europe; the changing international trading and marketing patterns, including their locations on a world map; and the influence of explorers and map makers.	Strong connections to EP&Cs	<ul style="list-style-type: none"> • Describe the role of goods and ecosystem services from natural systems in supporting mercantilism, cottage industry and the origins of modern capitalism.