

**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

Eighth 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).

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

Eighth Grade

Academic Content Standards	Name of Relevant EEI Unit or Strong Connection Between EP&Cs and Standard	
1. Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.		Standards-based Learning Objectives in the Context of California's EP&Cs Students will: <ul style="list-style-type: none"> • Provide examples of major events leading to the development of revolutionary fervor that were directly related to the management, control and consumption of goods and ecosystem services from natural systems. • Explain the issues related to ownership of land and natural resources in the major events preceding the founding of the nation.
2. Analyze the philosophy of government expressed in the Declaration of Independence, with an emphasis on government as a means of securing individual rights (e.g., key phrases such as "all men are created equal, that they are endowed by their Creator with certain unalienable Rights").	Possible connections to EP&Cs	<ul style="list-style-type: none"> • Describe the concepts of individual rights versus the common good as they related to land ownership and use of natural resources prior to the American Revolution.
2. Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government.		Standards-based Learning Objectives in the Context of California's EP&Cs Students will:
7. Describe the principles of federalism, dual sovereignty, separation of powers, checks and balances, the nature and purpose of majority rule, and the ways in which the American idea of constitutionalism preserves individual rights.	Possible connections to EP&Cs	<ul style="list-style-type: none"> • Identify the socio-cultural, legal, and political factors that are reflected in Constitutional principles and related to land ownership, resource use, and the operation of human communities.
3. Students understand the foundation of the American political system and the ways in which citizens participate in it.		Standards-based Learning Objectives in the Context of California's EP&Cs Students will:
2. Explain how the ordinances of 1785 and 1787 privatized national resources and transferred federally owned lands into private holdings, townships, and states.	Possible connections to EP&Cs	<ul style="list-style-type: none"> • Describe how Federal legislation such as the Ordinances of 1785 and 1787 changed land ownership, and access to and use of national resources. • Provide examples of contemporary issues that are influenced by Federal legislation that changed land ownership, and access to and use of national resources (e.g., oil, gas and mineral leases, and management of lands for endangered species).
4. Students analyze the aspirations and ideals of the people of the new nation.		Standards-based Learning Objectives in the Context of California's EP&Cs Students will:

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<p>1. Describe the country’s physical landscapes, political divisions, and territorial expansion during the terms of the first four presidents.</p>	<p>Name of EEI Unit: 8.4.1. Land, Politics, and Expansion in the Early Republic</p>	<ul style="list-style-type: none"> • Identify the factors associated with the consumption of natural resources that led to territorial expansion during the terms of the first four presidents. • Describe how the country’s physical landscapes and natural systems influenced territorial expansion. • Provide examples of the spectrum of factors that influenced the development of federal laws, policies, and incentives developed to regulate natural resource use and management during the terms of the first four presidents. • Recognize the influences of these natural resource use and management laws, policies, and incentives on natural systems.
<p>4. Discuss daily life, including traditions in art, music, and literature, of early national America (e.g., through writings by Washington Irving, James Fenimore Cooper).</p>	<p align="center">Strong connections to EP&Cs</p>	<ul style="list-style-type: none"> • Identify the influence of the availability of natural resources (goods and ecosystem services) on the daily life of early Americans. • Provide examples of the methods used by early Americans to extract, harvest, transport and consume natural resources (e.g., forest and agricultural products, metals and minerals). • Describe how the growth of the American population during the nineteenth century affected the demand for natural resources. • Explain how the growing demand for natural resources affected the natural systems in the areas inhabited by early Americans. • Describe the influence of natural systems (e.g., wildlife and forests, exploration of wilderness) in early American traditions of art, music, and literature, of early national America (e.g., through writings by Washington Irving, James Fenimore Cooper).

<p>5. Students analyze U.S. foreign policy in the early Republic.</p>		<p>Standards-based Learning Objectives in the Context of California’s EP&Cs Students will:</p>
<p>1. Understand the political and economic causes and consequences of the War of 1812 and know the major battles, leaders, and events that led to a final peace.</p>	<p align="center">Possible connections to EP&Cs</p>	<ul style="list-style-type: none"> • Recognize the significance of the growing British demand for natural resources as one of the political and economic causes of the War of 1812.
<p>2. Know the changing boundaries of the United States and describe the relationships the country had with its neighbors (current Mexico and Canada) and Europe, including the influence of the Monroe Doctrine, and how those relationships influenced westward expansion and the Mexican-American War.</p>	<p align="center">Strong connections to EP&Cs</p>	<ul style="list-style-type: none"> • Describe the changing boundaries of the United States in the context of the growing American population and growing demands for natural resources. • Explain how growing demands for natural resources influenced national behavior (e.g., decisions about wars, negotiations over boundaries) and the relationships the country had with its neighbors (current Mexico and Canada) and Europe. • Explain the Monroe Doctrine in terms related to the control of natural resources on the northwest coast of North America.
<p>3. Outline the major treaties with American Indian nations during the administrations of the first four presidents and the varying outcomes of those treaties.</p>	<p align="center">Possible connections to EP&Cs</p>	<ul style="list-style-type: none"> • Explain the outcomes of major treaties with American Indian nations in terms of effects on America’s growing population and increasing demands for natural resources.

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6. Students analyze the divergent paths of the American people from 1800 to the mid-1800s and the challenges they faced, with emphasis on the Northeast.		Standards-based Learning Objectives in the Context of California’s EP&Cs Students will:
1. Discuss the influence of industrialization and technological developments on the region, including human modification of the landscape and how physical geography shaped human actions (e.g., growth of cities, deforestation, farming, mineral extraction).	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 Northeast region. • Provide examples of both short-term and long-term effects of industrialization and technological developments on the natural systems in the Northeast region. • Discuss how the physical geography of the region and the natural systems that are found there (e.g., forests, wetlands) influenced human actions (e.g., growth of cities and ports, deforestation and drainage of wetlands, farming, mineral extraction). • Describe the role of scientific and technological knowledge in industrialization and technological developments on the region. • Describe the influence of industrialization and technological developments on the growth of human populations in the region. • 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). • Categorize the direct and indirect effects of industrialization and technological developments as beneficial, neutral or detrimental to the natural systems in the Northeast region.
2. Outline the physical obstacles to and the economic and political factors involved in building a network of roads, canals, and railroads (e.g., Henry Clay’s American System).	Possible connections to EP&Cs	<ul style="list-style-type: none"> • Identify natural systems and physical obstacles that affected the building of networks of roads, canals, and railroads. • Describe the direct effects of building the networks of roads, canals, and railroads on the natural systems in the Northeast region. • Provide examples of the indirect effects of building the networks of roads, canals, and railroads on the natural systems in the Northeast region (e.g., increasing rates of resource extraction and consumption).
3. List the reasons for the wave of immigration from Northern Europe to the United States and describe the growth in the number, size, and spatial arrangements of cities (e.g., Irish immigrants and the Great Irish Famine).	Name of EEI Unit: 8.6.3. America Grows	<ul style="list-style-type: none"> • Identify changes to Northern Europe’s natural systems and natural resources that played a role in the wave of immigration from Northern Europe to the United States. • Recognize how natural systems (the availability of goods and ecosystem services) played a role in the wave of immigration from Northern Europe to the United States during the 1800s. • Explain that the wave of immigration from Northern Europe caused the population of the United States, as well as its individual communities, to grow, thereby increasing the demand for natural resources and directly affecting the natural systems around them. • Discuss how decisions to migrate and settle in particular areas were influenced by a variety of factors, including the availability of resources and the character of the region’s natural systems, and frequently by the similarities of the natural systems and resources in the immigrants’ countries of origin.
7. Identify common themes in American art as well as transcendentalism and individualism (e.g., writings about and by Ralph Waldo Emerson, Henry David Thoreau, Herman Melville, Louisa May Alcott, Nathaniel Hawthorne, Henry Wadsworth Longfellow).	Possible connections to EP&Cs	<ul style="list-style-type: none"> • Describe the influence of natural systems (e.g., wildlife and forests, exploration of wilderness) in writings about and by Ralph Waldo Emerson, Henry David Thoreau, Herman Melville, Louisa May Alcott, Nathaniel Hawthorne, Henry Wadsworth Longfellow. • Provide examples of the roles of nature and natural systems in developing the Transcendentalists’ perspective on the world (e.g., Ralph Waldo Emerson’s 1836 book <i>Nature</i>). • Discuss of the roles of nature and natural systems in writings about individualism and self-reliance (e.g., Henry David Thoreau’s 1854 book <i>Walden</i>).

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7. Students analyze the divergent paths of the American people in the South from 1800 to the mid-1800s and the challenges they faced.		Standards-based Learning Objectives in the Context of California’s EP&Cs Students will:
1. Describe the development of the agrarian economy in the South, identify the locations of the cotton-producing states, and discuss the significance of cotton and the cotton gin.	Strong connections to EP&Cs	<ul style="list-style-type: none"> Recognize that the development of the agrarian economy in the South depended on the natural systems and the physical geography of the region. Provide examples of advantages and disadvantages of an economy that was exceedingly dependent on a single crop (i.e., cotton) rather than multiple crops and/or resources. Describe how the methods used to grow cotton influenced the health of the croplands in the South and had an impact on the surrounding natural systems. Explain how the South’s dependence on an agrarian economy influenced the region’s political and legal decisions.
3. Examine the characteristics of white Southern society and how the physical environment influenced events and conditions prior to the Civil War.	Strong connections to EP&Cs	<ul style="list-style-type: none"> Recognize how the physical environment and natural systems of the region influenced the development of the agrarian economy in the South. Explain how the South’s direct dependence on an agrarian economy and thus, physical environment, influenced events in the region and conditions prior to the Civil War.

8. Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced.		Standards-based Learning Objectives in the Context of California’s EP&Cs Students will:
2. Describe the purpose, challenges, and economic incentives associated with westward expansion, including the concept of Manifest Destiny (e.g., the Lewis and Clark expedition, accounts of the removal of Indians, the Cherokees' "Trail of Tears," settlement of the Great Plains) and the territorial acquisitions that spanned numerous decades.	Strong connections to EP&Cs	<ul style="list-style-type: none"> Identify the reasons for westward expansion in terms of exploration for natural resources (goods and ecosystem services). Recognize the role of the growing population in the United States in relation to the westward expansion. Describe the effects of the westward expansion on the natural systems and resources that were being settled. Provide examples of the economic incentives provided to individuals willing to settle in the West that are related to natural resources (e.g., homesteading, land ownership). Explain how the concept of Manifest Destiny related to the control of additional territories and the natural resources that they contained.
4. Examine the importance of the great rivers and the struggle over water rights.	Name of EEI Unit: 8.8.4. Struggles with Water	<ul style="list-style-type: none"> Identify the role that the great rivers and water resources played in the West from 1800 to the mid-1800s (e.g., the location of towns, farming and ranching). Describe the role of scientific and technological knowledge in the establishment of water rights. Provide examples of the economic, political, legal, and cultural factors that played a role in decisions about water rights in the West. Describe how the great river systems and struggles over water rights influenced the development of economic, political, and legal systems in the West. Compare the issues related to water use and management in the West with other parts of the United States.
5. Discuss Mexican settlements and their locations, cultural traditions, attitudes toward slavery, land-grant system, and economies.	Possible connections to EP&Cs	<ul style="list-style-type: none"> Use a map to identify the locations of Mexican Settlements in the 1800s. Recognize the factors that influenced decisions about the location of Mexican settlements. Compare the economic, political, and legal systems related to the ownership of land and natural resources in the United States and the Mexican settlements. Provide examples of how the different economic, political, and legal systems influence the management of land and natural resources.

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6. Describe the Texas War for Independence and the Mexican-American War, including territorial settlements, the aftermath of the wars, and the effects the wars had on the lives of Americans, including Mexican Americans today.	Possible connections to EP&Cs	<ul style="list-style-type: none"> Describe the role of natural resources in the Texas War for Independence and the Mexican-American War.
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10. Students analyze the multiple causes, key events, and complex consequences of the Civil War.		Standards-based Learning Objectives in the Context of California’s EP&Cs Students will:
2. Trace the boundaries constituting the North and the South, the geographical differences between the two regions, and the differences between agrarians and industrialists.	Possible connections to EP&Cs	<ul style="list-style-type: none"> Use a map to trace the boundaries constituting the North and the South. Recognize economic, political and cultural differences between agrarian and industrial societies especially as related to the use, management, and consumption of natural resources. Provide examples of how these differences played a role in the instigation of the Civil War.
7. Explain how the war affected combatants, civilians, the physical environment, and future warfare.	Possible connections to EP&Cs	<ul style="list-style-type: none"> Identify how the Civil War directly and indirectly affected the natural systems and resources in the North and South both during and after the war. Provide examples of the effects of the Civil War on the physical environment (natural systems) and the availability of natural resources in the North and South both during and after the war.

12. Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.		Standards-based Learning Objectives in the Context of California’s EP&Cs Students will:
1. Trace patterns of agricultural and industrial development as they relate to climate, use of natural resources, markets, and trade and locate such development on a map.	Name of EEI Unit: 8.12.1. Agricultural and Industrial Development in the United States (1877–1914)	<ul style="list-style-type: none"> Recognize patterns of agricultural and industrial development as they relate to climate, use of natural resources (i.e., goods and ecosystem services) and availability of markets. Describe the role of scientific and technological knowledge in agricultural and industrial development. Describe how technological advances in industry and agriculture during the late nineteenth and twentieth centuries influenced the growth of human populations and communities. Provide examples of how the technological advances in industry and agriculture during the late nineteenth and twentieth centuries affected the natural systems where this development was taking place. Explain how political, economic, cultural and environmental factors affected technological advances in industry and agriculture during the late nineteenth and twentieth centuries.
2. Identify the reasons for the development of federal Indian policy and the wars with American Indians and their relationship to agricultural development and industrialization.	Strong connections to EP&Cs	<ul style="list-style-type: none"> Recognize the growth of the United States population as one of the reasons for the development of federal Indian policy and the wars with American Indians. Describe the federal Indian policy and the wars with American Indians in the context of controlling access to natural resources that directly and indirectly supported the industrialization of America. Explain the political, economic, cultural and environmental factors that played a role in decisions about federal Indian policy and the wars with American Indians.

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<p>3. Explain how states and the federal government encouraged business expansion through tariffs, banking, land grants, and subsidies.</p>	<p align="center">Possible connections to EP&Cs</p>	<ul style="list-style-type: none"> • Provide examples of how incentives such as land grants and government subsidies influenced the use and management of natural resources and systems in the United States. • Describe the political, economic, cultural and environmental factors that played a role in decisions about the use and management of natural resources and systems in the United States. • Explain the effects of these policies and practices of natural systems.
<p>4. Discuss entrepreneurs, industrialists, and bankers in politics, commerce, and industry (e.g., Andrew Carnegie, John D. Rockefeller, Leland Stanford).</p>	<p align="center">Possible connections to EP&Cs</p>	<ul style="list-style-type: none"> • Discuss the role of entrepreneurs, industrialists, and bankers (e.g., Andrew Carnegie, John D. Rockefeller, Leland Stanford) in the discovery, extraction, harvest and consumption of natural resources. • Describe the long-term effects of the activities of these entrepreneurs, industrialists, and bankers on the geographic extent, composition, biological diversity, and viability of the natural systems.
<p>5. Examine the location and effects of urbanization, renewed immigration, and industrialization (e.g., the effects on social fabric of cities, wealth and economic opportunity, the conservation movement).</p>	<p>Name of EEI Unit: 8.12.5. Industrialization, Urbanization, and the Conservation Movement</p>	<ul style="list-style-type: none"> • Describe the role of the growing population in the United States on the growth of cities and consumption of natural resources. • Recognize the factors that were 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 resulted in increasing demands for goods and ecosystem services from natural systems (e.g., agricultural products, forestry products) that placed greater demands on farmland (soils, water) and forests (timber). • Describe the direct and indirect effects of urbanization on the surrounding natural systems. • Explain the role of the Industrial Revolution in the development of the conservation movement. • Describe the role of scientific and technological knowledge in urbanization, renewed immigration, and industrialization, wealth and economic opportunity, and the conservation movement.