



**California's History-Social Science Standards
and
California's Environmental Principles and Concepts
(EP&Cs)**

**Approved by the Interagency
EEI Model Curriculum Planning Committee**

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

Kindergarten

| Academic Content Standards | Name of Relevant EEI Unit or Strong Connection Between EP&Cs and Standard | |
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| 1. Students understand that being a good citizen involves acting in certain ways. | | Standards-based Learning Objectives in the Context of California's EP&Cs Students will: |
| 1. Follow rules, such as sharing and taking turns, and know the consequences of breaking them. | Possible connections to EP&Cs | <ul style="list-style-type: none"> List examples of basic rules people need to follow regarding natural systems and resources (e.g., littering, fishing). |
| 2. Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore. | Possible connections to EP&Cs | <ul style="list-style-type: none"> Study examples of people demonstrating honesty, courage, determination, individual responsibility, and patriotism in American and world history as they worked to protect natural systems and resources. |
| 3. Know beliefs and related behaviors of characters in stories from times past and understand the consequences of the characters' actions. | Possible connections to EP&Cs | <ul style="list-style-type: none"> Provide examples of beliefs and related behaviors of characters in stories from times past and understand the consequences of the characters' actions related to the environment. |
| 3. Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts. | | 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"> Match simple descriptions of work that people do and the names of related jobs to extraction, harvesting, transporting and consuming natural resources. |
| 4. Students compare and contrast the locations of people, places, and environments and describe their characteristics. | | Standards-based Learning Objectives in the Context of California's EP&Cs Students will: |
| 2. Distinguish between land and water on maps and globes and locate general areas referenced in historical legends and stories. | Possible connections to EP&Cs | <ul style="list-style-type: none"> Point out examples of land and water on maps and globes. Identify the locations of forests, deserts, bodies of water and mountains on a map of the local community. |
| 4. Construct maps and models of neighborhoods, incorporating such structures as police and fire stations, airports, banks, hospitals, supermarkets, harbors, schools, homes, places of worship, and transportation lines. | Possible connections to EP&Cs | <ul style="list-style-type: none"> Construct maps and models of natural systems near their school, home or community (e.g., streams, parks, wooded areas). |
| 5. Demonstrate familiarity with the school's layout, environs, and the jobs people do there. | Name of EEI Unit: K.4.5.-K.6.3. Some Things Change and Some Things Stay the Same | <ul style="list-style-type: none"> Recognize that the environment surrounding the school today is most likely different from what it was when the school was built. List jobs at the school related to the use and maintenance of any natural systems at the school (e.g., school gardens, green spaces). |

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

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| <p>6. Students understand that history relates to events, people, and places of other times.</p> | <p>Standards-based Learning Objectives in the Context of California’s EP&Cs Students will:</p> | |
| <p>2. Know the triumphs in American legends and historical accounts through the stories of such people as Pocahontas, George Washington, Booker T. Washington, Daniel Boone, and Benjamin Franklin.</p> | <p align="center">Possible connections to EP&Cs</p> | <ul style="list-style-type: none"> • Explain that many of the triumphs in American legends and historical accounts are related to discovery of new resources or methods of using those resources (e.g., electricity, “new” territories, types of food and methods of food production). • Recognize that the need for “new” supplies of natural resources drove many of the decisions to explore and expand human communities into new areas on the American continent. |
| <p>3. Understand how people lived in earlier times and how their lives would be different today (e.g., getting water from a well, growing food, making clothing, having fun, forming organizations, living by rules and laws).</p> | <p>K.4.5-K.6.3. Name of EEI Unit: Some Things Change and Some Things Stay the Same</p> | <ul style="list-style-type: none"> • Recognize that people in earlier times used many of the same goods and ecosystem services as we do today (e.g., timber, clean water, food). • Identify that in earlier times people more directly consumed the goods and ecosystem services from natural systems rather than obtaining them from secondary sources (e.g., food markets, lumber yards). • Explain that the quantity of goods consumed by people increases as human communities grow (e.g., water and energy consumption). |

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

First Grade

| Academic Content Standards | Name of Relevant EEI Unit or Strong Connection Between EP&Cs and Standard | |
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| 2. Students compare and contrast the absolute and relative locations of places and people and describe the physical and/or human characteristics of places. | | Standards-based Learning Objectives in the Context of California's EP&Cs Students will: |
| 1. Locate on maps and globes their local community, California, the United States, the seven continents, and the four oceans. | Possible connections to EP&Cs | <ul style="list-style-type: none"> • Identify specific natural features such as parks, forests, and bodies of water on maps of their neighborhoods or communities. |
| 4. Describe how location, weather, and physical environment affect the way people live, including the effects on their food, clothing, shelter, transportation, and recreation. | Name of EEI Unit: 1.2.4. People and Places | <ul style="list-style-type: none"> • Describe how location, weather, and the physical environment interact to create specific conditions that determine what humans use for food, clothing, shelter, transportation, and recreation. • Recognize that human communities are generally located in close proximity to the natural systems (e.g., forests, farmland, bodies of water) that provide the goods and ecosystem services upon which humans depend. • Explain that human activities and naturally-occurring events can change natural systems. • Provide examples of how changes to natural systems can affect how people live. |
| 4. Students compare and contrast everyday life in different times and places around the world and recognize that some aspects of people, places, and things change over time while others stay the same. | | Standards-based Learning Objectives in the Context of California's EP&Cs Students will: |
| 1. Examine the structure of schools and communities in the past. | Strong connections to EP&Cs | <ul style="list-style-type: none"> • Recognize that communities in the past relied on the goods and ecosystem services provided by natural systems, just as we do today. • Identify, using photographs and other primary sources, that their communities have grown and changed over time |
| 2. Study transportation methods of earlier days. | Name of EEI Unit:: 1.4.2. On the Move | <ul style="list-style-type: none"> • Recognize that the distances people traveled in the past were often shorter than distances traveled routinely today with the growth and expansion of human communities and development of transportation systems. • Compare transportation systems used in the past with those used today. • Recognize the differences between the types and quantities of energy used by transportation systems in the past with those used today. |
| 3. Recognize similarities and differences of earlier generations in such areas as work (inside and outside the home), dress, manners, stories, games, and festivals, drawing from biographies, oral histories, and folklore. | Strong connections to EP&Cs | <ul style="list-style-type: none"> • Recognize that in earlier generations, a greater proportion of jobs were directly related to the extraction, harvesting, transporting and consumption of natural resources (e.g., farming and food production). • Provide examples of how jobs related to the extraction, harvesting, transporting and consumption of natural resources have changed from the past to the present. • Compare energy use between past and present methods for extracting, harvesting, transporting and consuming natural resources. |

**First Grade — California History/Social Science Learning Objectives
In the Context of California’s Environmental Principles and Concepts**

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| 5. Students describe the human characteristics of familiar places and the varied backgrounds of American citizens and residents in those places. | | Standards-based Learning Objectives in the Context of the EP&C Students will: |
| 2. Understand the ways in which American Indians and immigrants have helped define Californian and American culture. | Possible connections to EP&Cs | <ul style="list-style-type: none"> • Recognize that many of the beliefs, customs, ceremonies, traditions, and social practices of American Indians and immigrants were significantly influenced by the natural systems and resources on which they depended. • Provide examples of the beliefs, customs, ceremonies, traditions, and social practices of American Indians and immigrants that are part of Californian and American culture. |
| 3. Compare the beliefs, customs, ceremonies, traditions, and social practices of the varied cultures, drawing from folklore. | Possible connections to EP&Cs | <ul style="list-style-type: none"> • Provide examples of beliefs, customs, ceremonies, traditions, and social practices of varied cultures that were influenced by the natural systems and resources on which they depended. |
| 6. Students understand basic economic concepts and the role of individual choice in a free-market economy. | | Standards-based Learning Objectives in the Context of the EP&C Students will: |
| 2. Identify the specialized work that people do to manufacture, transport, and market goods and services and the contributions of those who work in the home. | Possible connections to EP&Cs | <ul style="list-style-type: none"> • List jobs that are related to extracting, harvesting, transporting and consuming natural resources. |

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 | |
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| 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. | | |
| 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. | | |
| 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 | Standards-based Learning Objectives in the Context of California's EP&Cs Students will: <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

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| 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. |

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| 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). |

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

Third Grade

| Academic Content Standards | Name of Relevant EEI Unit or Strong Connection Between EP&Cs and Standard | Standards-based Learning Objectives in the Context of California's EP&Cs |
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| 1. Students describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places, and environments in a spatial context. | | Standards-based Learning Objectives in the Context of California's EP&Cs Students will: |
| 1. Identify geographical features in their local region (e.g., deserts, mountains, valleys, hills, coastal areas, oceans, lakes). | Name of EEI Unit: 3.1.1.-3.1.2. The Geography of Where We Live | <ul style="list-style-type: none"> • Locate the deserts, mountains, valleys, hills, coastal areas, oceans, and lakes in their local region on a map. • Identify the ecosystems (natural systems) that are found in the deserts, mountains, valleys, hills, coastal areas, oceans, and lakes in their local region. • List the resources (goods and ecosystem services) that are provided by the ecosystems (natural systems) in their local region. |
| 2. Trace the ways in which people have used the resources of the local region and modified the physical environment (e.g., a dam constructed upstream changed a river or coastline). | Name of EEI Unit: 3.1.1.-3.1.2. The Geography of Where We Live | <ul style="list-style-type: none"> • Recognize the ways that people use the resources (goods and ecosystem services) that are provided by the ecosystems (natural systems) in their local region. • Identify the ways humans have changed the natural systems (physical and living environment) in their local region to extract, harvest, transport and consume natural resources (goods and ecosystem services). • Provide examples of how the extraction, harvesting, transportation and consumption of natural resources have influenced the natural systems in the local region. • Explain that some changes to the natural systems are detrimental while others may be beneficial or neutral in their effects. |
| 2. Students describe the American Indian nations in their local region long ago and in the recent past. | | Standards-based Learning Objectives in the Context of California's EP&Cs Students will: |
| 1. Describe national identities, religious beliefs, customs, and various folklore traditions. | Possible connections to EP&Cs | <ul style="list-style-type: none"> • Recognize that the beliefs, customs, ceremonies, traditions, and social practices of American Indians were significantly influenced by the natural systems in which those cultures were/are located and by the natural resources upon which they depended. • Provide examples of the national identities, religious beliefs, customs, and folklore traditions that were based on the natural systems where they lived and the natural resources they consumed. |
| 2. Discuss the ways in which physical geography, including climate, influenced how the local Indian nations adapted to their natural environment (e.g., how they obtained food, clothing, tools). | Name of EEI Unit: 3.2.2. California Indian People: Exploring Tribal Regions | <ul style="list-style-type: none"> • Provide examples of goods and ecosystem services that were used by specific American Indian nations. • Explain how local Indian nations adapted to their natural environment so that they could extract, harvest, transport and consume natural resources (goods and ecosystem services). • Describe how physical geography, including climate, affected the natural resources (goods and ecosystem services) upon which American Indian nations depended. • Explain how the American Indian nations affected the natural systems where they lived. |
| 3. Describe the economy and systems of government, particularly those with tribal constitutions, and their relationship to federal and state governments. | Strong connections to EP&Cs | <ul style="list-style-type: none"> • Describe how the economies of American Indian nations were historically based on the natural systems in the areas where they lived and the natural resources they consumed. • Describe the relationship between the American Indian nations and, federal and state governments in the context of controlling the natural systems and resources in the areas where they lived. |

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

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| 4. Discuss the interaction of new settlers with the already established Indians of the region. | Strong connections to EP&Cs | <ul style="list-style-type: none"> • Recognize the significance of goods and ecosystem services provided by local natural systems as the basis for the interactions (e.g., conflicts, cooperative arrangements) among new settlers with the already established Indians of the region. • Identify examples of cooperation between the new settlers and the already established Indians when the settlers learned to take advantage of goods and ecosystem services provided by the natural systems in the region. |
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| 3. Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land. | | Standards-based Learning Objectives in the Context of California's EP&Cs Students will: |
| 1. Research the explorers who visited here, the newcomers who settled here, and the people who continue to come to the region, including their cultural and religious traditions and contributions. | Strong connections to EP&Cs | <ul style="list-style-type: none"> • Explain that explorers traveled to new areas seeking the goods and ecosystem services provided by natural systems in the region. • Recognize that settlers who moved to the newly explored regions area were seeking the natural resources (goods and ecosystem services) provided by natural systems in those regions. • Compare the cultural and religious traditions of the American Indian nations, explorers and settlers and describe how those traditions influenced their decisions about natural systems and resources. |
| 2. Describe the economies established by settlers and their influence on the present-day economy, with emphasis on the importance of private property and entrepreneurship. | Strong connections to EP&Cs | <ul style="list-style-type: none"> • Identify the basis of the economies of the settlers including the roles of the goods and ecosystem services provided by local natural systems. • Explain the importance of private property rights and responsibilities of land ownership in the settlement of new areas. • Describe the importance of the natural resources (goods and ecosystem services) provided by natural systems as the basis of the economy of settlers. • Explain how the availability of natural systems and resources influence decisions about how and where the settlers should select the location of their property. |
| 3. Trace why their community was established, how individuals and families contributed to its founding and development, and how the community has changed over time, drawing on maps, photographs, oral histories, letters, newspapers, and other primary sources. | Strong connections to EP&Cs | <ul style="list-style-type: none"> • Identify the goods and ecosystem services provided by natural systems in their local areas that contributed to the founding and development of their communities. • Trace how the ecosystems in and near their communities changed over time, by drawing on maps, photographs, oral histories, letters, newspapers, and other primary sources. • Describe how the dependence of their communities on local natural systems and resources has changed over time by drawing on maps, photographs, oral histories, letters, newspapers, and other primary sources. |

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| 4. Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government. | | Standards-based Learning Objectives in the Context of California's EP&Cs Students will: |
| 1. Determine the reasons for rules, laws, and the U.S. Constitution; the role of citizenship in the promotion of rules and laws; and the consequences for people who violate rules and laws. | Strong connections to EP&Cs | <ul style="list-style-type: none"> • Provide examples of rules and laws that are associated with the management of natural systems and resources (e.g., endangered species). • Identify the consequences for people who violate rules and laws related to the management of natural systems and resources. |
| 2. Discuss the importance of public virtue and the role of citizens, including how to participate in a classroom, in the community, and in civic life. | Strong connections to EP&Cs | <ul style="list-style-type: none"> • Discuss the importance of public virtue and the role of individual citizens in making decisions about natural systems and resources. • Provide examples of how individual citizens can be involved in protecting the environment. • Identify ways students can be involved in protecting the environment. |

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

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| 5. Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region. | | Standards-based Learning Objectives in the Context of California's EP&Cs Students will: |
| 1. Describe the ways in which local producers have used and are using natural resources, human resources, and capital resources to produce goods and services in the past and the present. | Name of EEI Unit: 3.5.1.-3.5.2.-3.5.3 California's Economy: Natural Choices | <ul style="list-style-type: none"> • Provide examples of the natural resources (goods and ecosystem services) used by local producers in the past and the present. • Compare the costs and benefits of methods used by local producers to extract, harvest, transport and consume natural resources in the past and present. |
| 2. Understand that some goods are made locally, some elsewhere in the United States, and some abroad. | Name of EEI Unit: 3.5.1.-3.5.2.-3.5.3 California's Economy: Natural Choices | <ul style="list-style-type: none"> • Identify the availability of natural resources (goods and ecosystem services) as the reason that some goods are made locally, some elsewhere in the United States, and some abroad. |
| 3. Understand that individual economic choices involve trade-offs and the evaluation of benefits and costs. | Name of EEI Unit: 3.5.1.-3.5.2.-3.5.3 California's Economy: Natural Choices | <ul style="list-style-type: none"> • Recognize the wide spectrum of considerations (e.g., economic, legal, environmental, public health, and socio-cultural) that can be involved in making economic choices. • Describe the importance of considering the full spectrum of factors in evaluating the benefits, costs and trade-offs of individual economic choices. |

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

Fourth Grade

| Academic Content Standards | Name of Relevant EEI Unit or Strong Connection Between EP&Cs and Standard | Standards-based Learning Objectives in the Context of California’s EP&Cs |
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| 1. Students demonstrate an understanding of the physical and human geographic features that define places and regions in California. | | Standards-based Learning Objectives in the Context of California’s EP&Cs Students will: |
| 1. Explain and use the coordinate grid system of latitude and longitude to determine the absolute locations of places in California and on Earth. | Possible connections to EP&Cs | <ul style="list-style-type: none"> • Use the coordinate grid system of latitude and longitude to determine the absolute location of various landforms, bodies of water, vegetation and climatic zones in California and on Earth. |
| 3. Identify the state capital and describe the various regions of California, including how their characteristics and physical environments (e.g., water, landforms, vegetation, climate) affect human activity. | Name of EEI Unit: 4.1.3.3-4.1.5. Reflections of Where We Live | <ul style="list-style-type: none"> • Describe the differences among the various regions of California, providing examples of landforms, bodies of water, vegetation and climate in each. • Give examples of the variety of ecosystems in California. • Provide examples of how water, landforms, vegetation and climate affect human activity in California. • Identify that the needs of humans in California are met by using goods and ecosystem services from natural systems. |
| 4. Identify the locations of the Pacific Ocean, rivers, valleys, and mountain passes and explain their effects on the growth of towns. | Strong connections to EP&Cs | <ul style="list-style-type: none"> • Identify that humans depend on California’s rivers, valleys, and mountain passes for movement and for the transport of goods and use of ecosystem services. • Describe how the Pacific Ocean, and California’s rivers, valleys, and mountain passes influence the availability of goods and ecosystem services provided by natural systems for human use. • Explain how decisions to settle in certain areas of California and build towns are typically based on geographic features and distribution of natural systems (e.g., forests, rangelands, bodies of water). • Provide examples of how the factors influencing the location of towns have changed as the human population in California has grown and technology has advanced. • Recognize that although some factors influencing the location of towns in California have changed, human communities are still dependent on the local natural systems for basic resources. |
| 5. Use maps, charts, and pictures to describe how communities in California vary in land use, vegetation, wildlife, climate, population density, architecture, services, and transportation. | Name of EEI Unit: 4.1.3.-4.1.5. Reflections of Where We Live | <ul style="list-style-type: none"> • Use maps, charts, and pictures to identify and locate the different types of land use, vegetation, wildlife, and climatic zones in California. • Use charts and pictures to provide examples and describe the diverse architectural styles and transportation systems in various California communities and show how they are influenced by local natural systems. • Use maps, charts, and pictures to compare human population density in different areas of California (e.g., urban, suburban, rural, agricultural, undeveloped). • Use maps, charts, and pictures to compare areas representing different population density with areas of varying types of land use, vegetation, wildlife and climate. |

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

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| <p>2. Students describe the social, political, cultural, and economic life and interactions among people of California from the pre-Columbian societies to the Spanish mission and Mexican rancho periods.</p> | | <p>Standards-based Learning Objectives in the Context of California’s EP&Cs Students will:</p> |
| <p>1. Discuss the major nations of California Indians, including their geographic distribution, economic activities, legends, and religious beliefs; and describe how they depended on, adapted to, and modified the physical environment by cultivation of land and use of sea resources.</p> | <p>Name of EEI Unit: 4.2.1. California Indian Peoples and Management of Natural Resources e</p> | <ul style="list-style-type: none"> • Identify the goods and ecosystem services that were essential to the lives, economies, and cultures of each of the major nations of California Indians. • Describe how the regions where different California Indian nations lived supplied them with different natural resources, goods and ecosystem services and resulted in different land use patterns and economic activities in each region. • Identify that California Indian nations developed different methods to extract, harvest, transport and consume natural resources. • Provide examples of how the extraction, harvesting, transporting and consuming of goods and use of ecosystem services by California Indians influenced the geographic extent, composition, biological diversity, and viability of the natural systems they inhabited. • Explain how the California Indian nations modified their physical environment by cultivation of land and use of sea resources. |
| <p>2. Identify the early land and sea routes to, and European settlements in California with a focus on the exploration of the North Pacific (e.g., by Captain James Cook, Vitus Bering, Juan Cabrillo), noting especially the importance of mountains, deserts, ocean currents, and wind patterns.</p> | <p align="center">Strong connections to EP&Cs</p> | <ul style="list-style-type: none"> • Identify the reasons for the development of the early land and sea routes used in exploration of the North Pacific (e.g., the discovery, extraction, harvest and consumption of natural resources). • Describe the influence of various geographic features including mountains, deserts, ocean currents, and wind patterns on the development of land and sea routes used in European exploration and settlements in California. • Recognize the roles of key explorers in the discovery of natural systems that would provide goods and ecosystem services for the continued growth and development of European nations. • Provide examples of the effects of exploring the North Pacific on the geographic extent, composition, biological diversity, and viability of natural systems found in that region. • 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 the North Pacific. |

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

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| <p>3. Describe the Spanish exploration and colonization of California, including the relationships among soldiers, missionaries, and Indians (e.g., Juan Crespi, Junipero Serra, Gaspar de Portola).</p> | <p align="center">Strong connections to EP&Cs</p> | <ul style="list-style-type: none"> • Identify the reasons for the Spanish exploration and colonization of California (e.g., the discovery, extraction, harvest and consumption of natural resources). • Describe the influence of various geographic features including mountains, deserts, ocean currents, and wind patterns on Spanish settlements in California. • Recognize the roles of key explorers in the discovery of natural systems that would provide for the continued growth and development of European nations. • Provide examples of the effects of Spanish settlements on the geographic extent, composition, biological diversity, and viability of natural systems found in that region. • Identify how the demographics, distribution and consumption rates of human populations in Spain influenced the geographic extent, composition, biological diversity, and viability of natural systems in California. • Examine how decisions about resources and natural systems made during Spanish colonization of California were influenced by the relationships between and the varying perspectives of the soldiers, missionaries, and Indians populating the area. |
| <p>4. Describe the mapping of, geographic basis of, and economic factors in the placement and function of the Spanish missions; and understand how the mission system expanded the influence of Spain and Catholicism throughout New Spain and Latin America.</p> | <p align="center">Strong connections to EP&Cs</p> | <ul style="list-style-type: none"> • Identify the reasons for the placement and function of the Spanish missions including the geographic basis, economic factors and availability of the goods and ecosystem services produced by natural systems. • Describe the influences of California's mission system on the surrounding natural systems. • Identify how the demographics, distribution and consumption rates of human populations in Spain and Latin America influenced the geographic extent, composition, biological diversity, and viability of natural systems in the North Pacific. • Describe how the mission system expanded the influence of Spain and Catholicism throughout New Spain and Latin America. |
| <p>5. Describe the daily lives of the people, native and nonnative, who occupied the presidios, missions, ranchos, and pueblos.</p> | <p align="center">Strong connections to EP&Cs</p> | <ul style="list-style-type: none"> • Identify how the jobs of the people who lived in the presidios, missions, ranchos, and pueblos of California were related to the extraction, harvesting, transporting and consumption of goods and ecosystem services from natural systems. • Describe how the relationship of the native people to natural systems was affected by the growth of human populations centered in and near the presidios, missions, ranchos, and pueblos of California. • Provide examples of how the daily lives of the people, native and nonnative, who occupied the presidios, missions, ranchos, and pueblos were influenced by the natural systems in these areas. • Identify how the daily lives of the people, native and nonnative, changed over time in response to the growth of human communities and the resulting changes to the local natural systems. |
| <p>6. Discuss the role of the Franciscans in changing the economy of California from a hunter-gatherer economy to an agricultural economy.</p> | <p>Name of EEI Unit: 4.2.6. Cultivating California</p> | <ul style="list-style-type: none"> • Identify the differences between hunter-gatherer and agricultural economies. • Describe how the daily lives of native and nonnative people changed as the result of shifting from a hunter-gatherer economy to an agricultural economy (e.g., human communities became rooted to one location and had greater influence on local natural systems). • Discuss the role of the Franciscans in changing the economy of California from a hunter-gatherer economy to an agricultural economy. • Provide examples of how changing the economy of California from a hunter-gatherer economy to an agricultural economy influenced the natural systems in different regions of California. • Describe how these changes to California's natural systems in turn affected the daily lives of native and nonnative people. |

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

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| <p>7. Describe the effects of the Mexican War for Independence on Alta California, including its effects on the territorial boundaries of North America.</p> | <p align="center">Strong connections to EP&Cs</p> | <ul style="list-style-type: none"> • Identify the reasons for the Mexican War for Independence including the desire to control or provide access to certain goods and ecosystem services provided by natural systems. • Compare the goods and ecosystem services provided by natural systems in Baja and Alta California. • Describe how the differences between goods and ecosystem services provided by natural systems in Baja and Alta California influenced the location and expansion of human communities in these regions. |
| <p>8. Discuss the period of Mexican rule in California and its attributes, including land grants, secularization of the missions, and the rise of the rancho economy.</p> | <p align="center">Strong connections to EP&Cs</p> | <ul style="list-style-type: none"> • Discuss the period of Mexican rule in California and its attributes, including land grants, secularization of the missions, and the rise of the rancho economy. • Identify how the land grants during the period of Mexican rule in California influenced the extraction, harvesting, transporting and consumption of the goods and ecosystem services provided by California's natural systems. • Provide examples of how the period of Mexican rule (e.g., land grants, secularization of the missions, and the rise of the rancho economy) influenced the development of laws and management practices for California's natural resources. • Provide examples of how the rise of the rancho economy influenced the natural systems in different regions of California. |

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| <p>3. Students explain the economic, social, and political life in California from the establishment of the Bear Flag Republic through the Mexican-American War, the Gold Rush, and the granting of statehood.</p> | | <p align="center">Standards-based Learning Objectives in the Context of California's EP&Cs Students will:</p> |
| <p>1. Identify the locations of Mexican settlements in California and those of other settlements, including Fort Ross and Sutter's Fort.</p> | <p align="center">Possible connections to EP&Cs</p> | <ul style="list-style-type: none"> • Identify the reasons Mexican and other settlements in California were located where they are, including access to the goods and ecosystem services provided by natural systems (e.g., Fort Ross was established as a Russian settlement to hunt sea otter, to grow wheat and other crops for the Russian settlements in Alaska, and to trade with Spanish California. Sutter's Fort was established as a land grant to Sutter from the Mexican government and flourished as an agricultural community and eventually became the center of Gold Rush activities). • Provide examples of how economic, social and political decisions in other countries affected the use of goods and ecosystem services from California's natural systems (e.g., Russia's need to supply its Alaskan settlements). |
| <p>2. Compare how and why people traveled to California and the routes they traveled (e.g., James Beckwourth, John Bidwell, John C. Fremont, Pio Pico).</p> | <p align="center">Possible connections to EP&Cs</p> | <ul style="list-style-type: none"> • Identify the goods and ecosystem services provided by California's natural systems that attracted various well-known individuals (James Beckwourth, John Bidwell, John C. Fremont, Pio Pico) and the multitudes of individuals and families to migrate to California. • Describe how the decisions to settle in some areas of California rather than others were influenced by the goods and ecosystem services provided by the natural systems. • Compare how and why people traveled to California and the routes they chose. |

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| <p>3. Analyze the effects of the Gold Rush on settlements, daily life, politics, and the physical environment (e.g., using biographies of John Sutter, Mariano Guadalupe Vallejo, Louise Clapp).</p> | <p>Name of EEI Unit: 4.3.3. Witnessing the Gold Rush</p> | <ul style="list-style-type: none"> • Identify how the methods used to extract, harvest and transport gold in California influenced the natural systems where the gold was being sought. • Using the biographies of John Sutter, Mariano Guadalupe Vallejo, and Louise Clapp, describe how the quest for gold influenced the growth, development and operation of new communities in various parts of California. • Describe how the changing resource production and consumption patterns in California during the Gold Rush resulted in the need for new laws, policies, and incentives regarding resource use and management. • Identify byproducts of the Gold Rush communities, and the mining and extraction practices that influenced the health of the natural systems in the surrounding areas (e.g., the use of mercury in the refining process). • Examine how political and economic decisions made during the Gold Rush influenced the social, economic, political, and legal systems in local communities and in California as a whole. |
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| <p>4. Students explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850s.</p> | | <p>Standards-based Learning Objectives in the Context of California's EP&Cs Students will:</p> |
| <p>1. Understand the story and lasting influence of the Pony Express, Overland Mail Service, Western Union, and the building of the transcontinental railroad, including the contributions of Chinese workers to its construction.</p> | <p align="center">Strong connections to EP&Cs</p> | <ul style="list-style-type: none"> • Identify the role of communication and transportation systems in bringing the goods and ecosystem services produced by California's natural systems (e.g. agricultural products) to other parts of the nation and world. • Provide examples of how changes in communication and transportation systems, since the 1850s, have influenced the development of California's agricultural and industrial economic powers. • Describe the role of expanding communication and transportation systems and growing demands from other areas of the nation and world, on the rates of consumption of the goods and ecosystem services produced by California's natural systems. |
| <p>2. Explain how the Gold Rush transformed the economy of California, including the types of products produced and consumed, changes in towns (e.g., Sacramento, San Francisco), and economic conflicts between diverse groups of people.</p> | <p align="center">Strong connections to EP&Cs</p> | <ul style="list-style-type: none"> • Provide examples of the direct and indirect changes to the surrounding natural systems that came about as a result of the rapid population growth, community construction and operation changes in California's towns (e.g., Sacramento, San Francisco). • Describe how the transformation of California's economy, which resulted from the Gold Rush, influenced the types of products produced and consumed in the state and caused economic conflicts between diverse groups of people. • Identify how the changes brought about by the transformation of California's economy (i.e., the types and amounts of products produced and consumed) resulted in the consumption of different goods and ecosystem services from natural systems and the production of different byproducts. • Using the Gold Rush period in California as an example, describe the influence of consuming goods and ecosystem services and producing different byproducts on natural systems. |

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| <p>3. Discuss immigration and migration to California between 1850 and 1900, including the diverse composition of those who came; the countries of origin and their relative locations; and conflicts and accords among the diverse groups (e.g., the 1882 Chinese Exclusion Act).</p> | <p align="center">Strong connections to EP&Cs</p> | <ul style="list-style-type: none"> • Identify the role of the goods and ecosystem services provided by California’s natural systems in attracting and providing jobs for people who migrated to California between 1850 and 1900. • Compare the availability of the goods and ecosystem services provided by California’s natural systems to their availability in the immigrants’ countries of origin. • Discuss immigration and migration to California between 1850 and 1900, including the diverse composition of those who came; the countries of origin and their relative locations; and conflicts and accords among the diverse groups (e.g., the 1882 Chinese Exclusion Act). |
| <p>4. Describe rapid American immigration, internal migration, settlement, and the growth of towns and cities (e.g., Los Angeles).</p> | <p align="center">Strong connections to EP&Cs</p> | <ul style="list-style-type: none"> • Explain the role of the goods and ecosystem services provided by California’s natural systems in the rapid American immigration, internal migration, settlement, and the growth of towns and cities. • Provide examples of the direct and indirect changes to natural systems that resulted from rapid American immigration, internal migration, settlement, and the growth of towns and cities (e.g., the geographic extent, composition, biological diversity, and viability of natural systems). • Describe how the rapid American immigration, internal migration, settlement, and the growth of California’s towns and cities, affected the state’s laws, policies and incentives related to the management of natural systems (e.g., land use and water management laws.) |
| <p>5. Discuss the effects of the Great Depression, the Dust Bowl, and World War II on California.</p> | <p align="center">Strong connections to EP&Cs</p> | <ul style="list-style-type: none"> • Recognize the relationship between the Dust Bowl and the Great Depression on the availability and consumption of the goods and ecosystem services from natural systems. • Identify the role of human practices (e.g., agriculture) in altering the cycles that operate within natural systems and the relevance of those practices to the Dust Bowl. • Provide examples of how the migration to California that resulted from the Great Depression, the Dust Bowl, and World War II influenced the consumption of goods and ecosystem services from California’s natural systems (e.g., growth of human communities directly and indirectly consumed natural resources). • Recognize that the capacity of natural systems to adjust to these human-caused alterations depends on the scope, scale, and duration of the activity and the nature of their byproducts (e.g., the effects of the “temporary” internment camps (e.g., Manzanar) and migrant work camps (e.g., to house Dust Bowl migrants remain visible on California’s landscape after many decades.) |

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

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| <p>6. Describe the development and locations of new industries since the turn of the century, such as the aerospace industry, electronics industry, large-scale commercial agriculture and irrigation projects, the oil and automobile industries, communications and defense industries, and important trade links with the Pacific Basin.</p> | <p align="center">Strong connections to EP&Cs</p> | <ul style="list-style-type: none"> • Identify the locations of new industries in California since the turn of the century, such as the aerospace industry, electronics industry, large-scale commercial agriculture and irrigation projects, the oil and automobile industries, communications and defense industries, and the development of important trade links with the Pacific Basin. • Identify the influence of new industries, since the turn of the century, on the growth and expansion of human communities in California. • Recognize the influence of California's growing communities on the supply and consumption of goods and ecosystem services from the natural systems where they are located. • Describe how large-scale commercial agriculture and irrigation projects influence the cycles and processes that operate within natural systems of California. • Provide examples of the relationship between the development of new industries in California and the quantities of resources consumed and the quantity and characteristics of the resulting byproducts. • Recognize that the byproducts of both new and old industries enter natural systems and that their effects on those systems may be beneficial, neutral, or detrimental. |
| <p>7. Trace the evolution of California's water system into a network of dams, aqueducts, and reservoirs.</p> | <p align="center">Strong connections to EP&Cs</p> | <ul style="list-style-type: none"> • Identify the importance of California's water to humans, human communities, and natural systems. • Describe how the availability of a reliable supply of clean water influenced the growth of human communities and the development of California's agriculture-based economy. • Describe how the development of California's water system has influenced the natural systems of the state (e.g., Mono Lake, Owen's Lake, Salton Sea). • Describe how the health of California's natural systems directly affects the quality, quantity, and reliability of California's water supply. • Explain how California's economic health is related to the reliability and quantity of water resources available for human use. • Identify the spectrum of considerations that are involved in making decisions about California's water system (e.g., legal factors, economic factors, environmental sustainability, public health, and socio-cultural factors). • Describe how the assessment of these decision-making factors have changed over time in response to changing conditions, which influences how those decisions are made. |

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| <p>5. Students understand the structures, functions, and powers of the local, state, and federal governments as described in the U.S. Constitution.</p> | <p align="center">Standards-based Learning Objectives in the Context of California's EP&Cs Students will:</p> | |
| <p>3. Describe the similarities (e.g., written documents, rule of law, consent of the governed, three separate branches) and differences (e.g., scope of jurisdiction, limits on government powers, use of the military) among federal, state, and local governments.</p> | <p align="center">Possible connections to EP&Cs</p> | <ul style="list-style-type: none"> • Identify the similarities and differences among federal, state, and local governments' jurisdiction over laws, regulations, policies, and incentives that govern the use, management, and consumption of goods and ecosystem services from natural systems. • Describe the similarities (e.g., written documents, rule of law, consent of the governed, three separate branches) and differences (e.g., scope of jurisdiction, limits on government powers, use of the military) among federal, state, and local governments. |

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

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| <p>4. Explain the structures and functions of state governments, including the roles and responsibilities of their elected officials.</p> | <p align="center">Strong connections to EP&Cs</p> | <ul style="list-style-type: none"> • Identify the structures and functions of state governments that enforce laws, regulations, and policies regarding the use, management, and consumption of goods and ecosystem services from natural systems. • Compare the roles of different state agencies in the use, management, and consumption of goods and ecosystem services from natural systems (e.g., California EPA, Resources Agency and Department of Transportation). • Provide examples of the roles and responsibilities of elected officials in governing the use, management, and consumption of goods and ecosystem services from natural systems. • Explain the structures and functions of state governments, including the roles and responsibilities of their elected officials, regarding the use, management, and consumption of goods and ecosystem services from natural systems. |
| <p>5. Describe the components of California's governance structure (e.g., cities and towns, Indian rancherias and reservations, counties, school districts).</p> | <p align="center">Strong connections to EP&Cs</p> | <ul style="list-style-type: none"> • Recognize that California has laws, regulations, and policies regarding the use, management, and consumption of goods and ecosystem services from natural systems among cities, towns, counties, Indian rancherias and reservations, and school districts. • Identify the structures and functions of local governments that enforce laws, regulations, and policies regarding the use, management, and consumption of goods and ecosystem services from natural systems. • Describe the components of California's governance structure (e.g., cities and towns, Indian rancherias and reservations, counties, school districts). |

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

Fifth Grade

| Academic Content Standards | Name of Relevant EEI Unit or Strong Connection Between EP&Cs and Standard | |
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| 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). |

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

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| <p>2. Students trace the routes of early explorers and describe the early explorations of the Americas.</p> | | <p>Standards-based Learning Objectives in the Context of California’s EP&Cs Students will:</p> |
| <p>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).</p> | <p align="center">Strong connections to EP&Cs</p> | <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. |
| <p>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).</p> | <p align="center">Strong connections to EP&Cs</p> | <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. |
| <p>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.</p> | <p align="center">Strong connections to EP&Cs</p> | <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. |

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| <p>4. Locate on maps of North and South America land claimed by Spain, France, England, Portugal, the Netherlands, Sweden, and Russia.</p> | <p align="center">Possible connections to EP&Cs</p> | <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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| <p>3. Students describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers.</p> | | <p>Standards-based Learning Objectives in the Context of California's EP&Cs Students will:</p> |
| <p>1. Describe the competition among the English, French, Spanish, Dutch, and Indian nations for control of North America.</p> | <p align="center">Strong connections to EP&Cs</p> | <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. |
| <p>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).</p> | <p align="center">Strong connections to EP&Cs</p> | <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). |
| <p>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).</p> | <p align="center">Strong connections to EP&Cs</p> | <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). |

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| <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. |

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

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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). |

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| <p>6. Students understand the course and consequences of the American Revolution.</p> | | <p align="center">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 align="center">Standards-based Learning Objectives in the Context of California's EP&Cs Students will:</p> |
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Fifth Grade Connections: California's History/Social Science Standards and California's EP&Cs

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| <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. |
| <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. |

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

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| <p>5. Describe the continued migration of Mexican settlers into Mexican territories of the West and Southwest.</p> | <p align="center">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 align="center">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. |

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

Sixth Grade

| Academic Content Standards | Name of Relevant EEI Unit or Strong Connection Between EP&Cs and Standard | |
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| 1. Students describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution. | Standards-based Learning Objectives in the Context of California's EP&Cs | |
| 1. Describe the hunter-gatherer societies, including the development of tools and the use of fire. | Name of EEI Unit: 6.1.1. Paleolithic People: Tools, Tasks, and Fire | <ul style="list-style-type: none"> • Recognize how hunter-gatherer societies met their needs (i.e., they depended upon the goods and ecosystem services that they obtained from natural systems). • Identify the purpose of the development of tools and use of fire by hunter-gatherer societies (i.e., helping them extract, harvest, transport, and consume goods and use ecosystem services from the natural systems where they lived). • Explain that even though humans today may use different tools and practices, they require the same goods and ecosystem services as those of hunter-gatherer societies to assure their survival. • Describe how the expansion and operation of hunter-gatherer societies influenced the geographic extent, composition, biological diversity, and viability of natural systems (e.g., the extinction of mastodons, flightless birds, and other large animals). |
| 2. Identify the locations of human communities that populated the major regions of the world and describe how humans adapted to a variety of environments. | Name of EEI Unit: 6.1.2. Paleolithic People: Adapting to Change | <ul style="list-style-type: none"> • Identify the locations of early human communities that populated the major regions of the world. • Provide examples of the factors that influenced the settlement of early human communities in a variety of environments in each of the major regions of the world. • Compare the methods used by different early human communities to extract, harvest, transport and consume natural resources in the major regions of the world. • Describe how humans adapted their practices to the goods and ecosystem services, as well as to the cycles and processes that operated in the natural systems that they inhabited. |
| 3. Discuss the climatic changes and human modifications of the physical environment that gave rise to the domestication of plants and animals and new sources of clothing and shelter. | Strong connections to EP&Cs | <ul style="list-style-type: none"> • Identify both the climatic changes and human modifications of the physical environment that early humans caused as their populations grew. • Describe the effects of the climatic changes and human modifications of the physical environment on the natural systems they inhabited and harvested. • Explain the processes that gave rise to the domestication of plants and animals. • Provide examples of new sources of clothing and shelter developed by humans from the Paleolithic era to the agricultural revolution. • Recognize that as the climate warmed and the environment changed, human populations moved into new areas to obtain more goods and ecosystem services from natural systems. • Describe the methods used by humans to extract, harvest, transport and consume natural resources and how those methods influenced the geographic extent, composition, biological diversity, and viability of natural systems. • Explain the relationship between the domestication of plants and animals (e.g., agriculture and ranching), textiles, cooking and preserving food, and work specialization. • Describe how these new practices and their resulting byproducts affected the natural systems that these human communities inhabited. |

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

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| <p>2. Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.</p> | | <p>Standards-based Learning Objectives in the Context of California’s EP&Cs Students will:</p> |
| <p>1. Locate and describe the major river systems and discuss the physical settings that supported permanent settlement and early civilizations.</p> | <p>Name of EEI Unit: 6.2.1. River Systems and Ancient Peoples</p> | <ul style="list-style-type: none"> • Identify the importance of water and major river systems to human life and social systems (economic, political, legal, cultural, and religious) to the early civilizations of Mesopotamia, Egypt, and Kush. • Compare the uses of water and major river systems from early civilizations to today. • Describe the role of the major river systems and their physical settings in the choice of locations for permanent settlement in these early civilizations. • Provide examples of seasonal cycles in the major river systems that benefited humans and the permanent settlement of early civilizations. • Map the locations and describe the major river systems that were important to the early civilizations of Mesopotamia, Egypt, and Kush and discuss the physical settings of those river systems. |
| <p>2. Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power.</p> | <p>6.2.2. Name of EEI Unit: Agricultural Advances in Ancient Civilizations</p> | <ul style="list-style-type: none"> • Recognize changes to and the development of agricultural techniques over time (e.g., domestication of plants and animals). • Identify the factors that influenced changes to and the development of agricultural techniques in early civilizations (i.e., as humans learned more about natural systems, resources and cycles, they applied their knowledge to the development of agricultural techniques). • Describe how the development of agricultural techniques produced more goods from the natural systems inhabited by the early civilizations. • Describe how improvements to agricultural practices increased supplies of food and other agricultural products (sometimes surpluses), which in turn resulted in the growth of human populations and the development of larger settlements and cities. • Explain that as humans settled in cities and the population grew, they needed to import agricultural products such as food from farther and farther away. • Provide examples of the direct and indirect influences of agricultural techniques on the natural systems inhabited by the early civilizations (e.g., loss of natural habitat, changes to local water distribution). • Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power. |
| <p>3. Understand the relationship between religion and the social and political order in Mesopotamia and Egypt.</p> | <p>Possible connections to EP&Cs</p> | <ul style="list-style-type: none"> • Provide examples of religious beliefs and cultural practices that were based on the goods, ecosystem services, and cycles and processes (e.g., cyclical flooding of rivers) associated with the natural systems inhabited by the early civilizations of Mesopotamia, Egypt, and Kush. • Describe how the religious beliefs and cultural practices based on natural systems changed over time into social practices (economic, political, legal, cultural, and religious). |
| <p>4. Know the significance of Hammurabi's Code.</p> | <p>Possible connections to EP&Cs</p> | <ul style="list-style-type: none"> • Recognize that Hammurabi's Code set up laws for early civilizations to govern themselves once people started living in communities. • Identify Hammurabi's Code as the first known attempt to formalize decision-making about natural resources on the basis of private property rights. • Provide examples of how the consequences prescribed in Hammurabi's Code influenced actions of individuals in relation to natural resources. |

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

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| 5. Discuss the main features of Egyptian art and architecture. | Possible connections to EP&Cs | <ul style="list-style-type: none"> • Identify the role of the goods, ecosystem services, and cycles and processes associated with natural systems in Egyptian art (e.g., dependence on natural cycles such as the flooding of the Nile, appreciation for animals). • Discuss the main features of Egyptian art and architecture, and the incorporation of goods supplied by natural systems in their development. |
| 6. Describe the role of Egyptian trade in the eastern Mediterranean and Nile Valley. | Name of EEI Unit: 6.2.6.-6.2.8. Egypt and Kush: A Tale of Two Kingdoms | <ul style="list-style-type: none"> • Identify that the Nile River and Valley provided the natural resources necessary to establish the region's agricultural economy. • Explain the effect of Egypt's improved agricultural methods and practices on the civilization and its borders (i.e., they produced surplus goods [e.g., food and textiles] that allowed the civilization to grow and expand its borders). • Provide examples of the goods that played a role in Egyptian trade in the eastern Mediterranean and Nile Valley. • Provide examples of the direct and indirect influences of Egyptian trade in the eastern Mediterranean and Nile Valley on the natural systems in the region. • Describe the influence of Egyptian trade on the development of laws, policies, and incentives that were created to govern the use and management of the natural resources in the eastern Mediterranean and Nile Valley. |
| 8. Identify the location of the Kush civilization and describe its political, commercial, and cultural relations with Egypt. | Name of EEI Unit: 6.2.6.-6.2.8. Egypt and Kush: A Tale of Two Kingdoms | <ul style="list-style-type: none"> • Recognize that the Nile River and Valley were the basis for the natural resources used by the Kush civilization to establish an agricultural economy. • Describe the similarities and differences between the Kush and Egyptian civilizations (e.g., agricultural practices, economic, political and religious systems). • Describe the Kush's political, commercial, and cultural relations with Egypt. • Explain the reasons each Egyptian dynasty had a policy related to control of the Kush to ensure access to the goods and ecosystem services provided by the Nile River. • Locate the Kush civilization on a map. |

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| 3. Students analyze the geographic, political, economic, religious, and social structures of the Ancient Hebrews. | | Standards-based Learning Objectives in the Context of California's EP&Cs Students will: |
| 2. Identify the sources of the ethical teachings and central beliefs of Judaism (the Hebrew Bible, the Commentaries): belief in God, observance of law, practice of the concepts of righteousness and justice, and importance of study; and describe how the ideas of the Hebrew traditions are reflected in the moral and ethical traditions of Western civilization. | Possible connections to EP&Cs | <ul style="list-style-type: none"> • Provide examples of the beliefs, practice, and law expressed in Judaism regarding the care for natural systems and the environment. |
| 4. Discuss the locations of the settlements and movements of Hebrew peoples, including the Exodus and their movement to and from Egypt, and outline the significance of the Exodus to the Jewish and other people. | Possible connections to EP&Cs | <ul style="list-style-type: none"> • Identify the role of natural resources and systems, and cycles and processes in the location of settlements and the movements of Hebrew peoples. |

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| 4. Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece. | | Standards-based Learning Objectives in the Context of California's EP&Cs Students will: |
| 1. Discuss the connections between geography and the development of city-states in the region of the Aegean Sea, including patterns of trade and commerce among Greek city- | Strong connections to EP&Cs | <ul style="list-style-type: none"> • Identify the influence of the Aegean Sea and the surrounding region on the development of Greek city-states and an economy based on trade (i.e., the natural |

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

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| <p>states and within the wider Mediterranean region.</p> | | <p>systems that provided the goods and ecosystem services necessary for settlement and trade).</p> <ul style="list-style-type: none"> • Provide examples of the goods and ecosystem services in the region that were the basis for trade and commerce among Greek city-states resources. • Explain how surpluses of natural resources (e.g., agricultural products) in civilizations around the Aegean Sea became the basis of a trade economy throughout the entire Mediterranean. • Describe how the operation of the Greek city-states was based upon ensuring safe trade routes and accessibility of goods to trading partners. • Discuss how patterns of trade and commerce affected the growth and movement of human populations in the Aegean Sea and the wider Mediterranean region. • Provide examples of the influence of the growing human populations on the natural systems bordering the Aegean Sea and the wider Mediterranean. |
| <p>5. Outline the founding, expansion, and political organization of the Persian Empire.</p> | <p align="center">Strong connections to EP&Cs</p> | <ul style="list-style-type: none"> • Recognize that the Persian Empire depended on the goods and ecosystem services available to humans from the natural systems in the region. • Identify that, as the population of the empire grew, it required more natural resources. • Explain the factors that led to the expansion of the empire in increasing demand for natural resources as the population of the empire grew. • Provide examples of how the resource supply methods and consumption patterns of the empire affected the natural systems in the region. • Explain that the political organization and decision-making processes involving the expansion of the empire were made by the ruling class and were based upon growing demands by the empire's growing population. |
| <p>7. Trace the rise of Alexander the Great and the spread of Greek culture eastward and into Egypt.</p> | <p align="center">Strong connections to EP&Cs</p> | <ul style="list-style-type: none"> • Recognize that the empire of Alexander the Great depended on the goods and ecosystem services available to humans from the natural systems in the region. • Identify that, as the population of the empire grew, more natural resources were required. • Explain the factors that led to the expansion of the empire (i.e., the increasing demand for natural resources as the population grew). • Provide examples of how the resource supply methods and consumption patterns of the empire affected the natural systems in the region. • Explain that the spread of Greek culture eastward and into Egypt resulted from the expansion of the empire to new areas as it sought additional natural resources. |

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| <p>5. Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.</p> | | <p>Standards-based Learning Objectives in the Context of California's EP&Cs Students will:</p> |
| <p>1. Locate and describe the major river system and discuss the physical setting that supported the rise of this civilization.</p> | <p>Name of EEI Unit: 6.5.1.-6.6.1. The Rivers and Ancient Empires of China and India</p> | <ul style="list-style-type: none"> • Identify the importance of water and India's major river systems to human life and social systems (economic, political, legal, cultural, and religious). • Provide examples of the natural resources (goods and ecosystem services) upon which early Indian civilizations relied. • Compare the uses of water and major river systems with other early civilizations. • Describe the factors that influenced the settlement of Indian communities (e.g., the role of the major river systems and other physical settings in providing goods and ecosystem services). • Provide examples of seasonal cycles in the major river systems that benefited humans and the permanent settlement of early Indian civilizations. • Map the locations and describe the major river systems that were important to the early civilizations of India and discuss their physical settings. |

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

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| 6. Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China. | | Standards-based Learning Objectives in the Context of California's EP&Cs Students will: |
| 1. Locate and describe the origins of Chinese civilization in the Huang-He Valley during the Shang Dynasty. | Name of EEI Unit: 6.5.1.-6.6.1. The Rivers and Ancient Empires of China and India | <ul style="list-style-type: none"> • Identify the importance of water and the major river system of the Huang-He Valley to the origin of Chinese civilization and social systems (economic, political, legal, cultural, and religious). • Provide examples of the natural resources (goods and ecosystem services) upon which the early Chinese civilizations relied. • Provide examples of the influence of the Huang-He Valley on the development of the Shang Dynasty. • Map the location of the major river systems in the Huang-He Valley. |
| 2. Explain the geographic features of China that made governance and the spread of ideas and goods difficult and served to isolate the country from the rest of the world. | Strong connections to EP&Cs | <ul style="list-style-type: none"> • Provide examples of the factors that influenced the settlement of new areas in China (e.g., availability of natural resources). • Describe the major geographic features of China. • Identify and compare the geographic features that could influence governance, the spread of ideas and the distribution of goods and services. • Recognize how China's major geographic features influenced the consumption of natural resources and the associated effects on natural systems. • Explain how the geographic features of China served to isolate the country from the rest of the world. • Provide examples of the effects of China's isolation on itself and the rest of the world. |
| 6. Detail the political contributions of the Han Dynasty to the development of the imperial bureaucratic state and the expansion of the empire. | Strong connections to EP&Cs | <ul style="list-style-type: none"> • Recognize that the Han Dynasty depended on the goods and ecosystem services available to humans from the natural systems in the region. • Identify that as the population of the Han Dynasty grew, more natural resources were required. • Explain why the expansion of the Han Dynasty to new areas was necessitated by the growing demand for natural resources. • Describe the forced immigration policies of the Han Dynasty and its extensive effort to catalog and keep records of the natural resources throughout China. • Provide examples of how the resource supply methods and consumption patterns of the Han Dynasty affected the natural systems in the region. • Explain the political organization and decision-making processes of the Han Dynasty as they related to the use and management of natural resources. |
| 7. Cite the significance of the trans-Eurasian "silk roads" in the period of the Han Dynasty and Roman Empire and their locations. | Strong connections to EP&Cs | <ul style="list-style-type: none"> • Recognize silk as one of the goods and ecosystem services provided by China's natural systems. • Identify the role of the silk trade in the growth of communities and populations in many areas of China. • Provide examples of how the silk trade directly and indirectly affected the natural systems in the region. • Cite the significance of the trans-Eurasian "silk roads" in the period of the Han Dynasty and Roman Empire and their locations. |

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

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| <p>7. Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.</p> | <p>Standards-based Learning Objectives in the Context of California’s EP&Cs Students will:</p> | |
| <p>3. Identify the location of and the political and geographic reasons for the growth of Roman territories and expansion of the empire, including how the empire fostered economic growth through the use of currency and trade routes.</p> | <p align="center">Strong connections to EP&Cs</p> | <ul style="list-style-type: none"> • Recognize that the Roman Empire and its territories depended on the goods and ecosystem services available to humans from the natural systems in the region. • Identify that as the population of the Roman Empire and its territories grew, more natural resources were required. • Explain why the expansion of the Roman Empire and its territories to new areas was necessitated by the growing demand for natural resources. • Identify the locations of the geographic expansion of the Roman Empire. • Provide examples of how the resource supply methods and consumption patterns of the Roman Empire affected the natural systems in the region. • Describe how the operations of the Roman Empire centered on resource acquisition and transportation and how the Empire fostered economic growth through the use of currency and trade routes. • Map the location of the Roman Empire and the sources of natural resources used at that time. |

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

Seventh Grade

| Academic Content Standards | Name of Relevant EEI Unit or Strong Connection Between EP&Cs and Standard | |
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| 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. |

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

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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. |

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

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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. |

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

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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. |

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| 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). |

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

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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. |

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| <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. |

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

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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. |

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| <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. |

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

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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. |

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 | |
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| 1. Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy. | | <p>Standards-based Learning Objectives in the Context of California’s EP&Cs Students will:</p> <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"). | <p align="center">Possible connections to EP&Cs</p> | <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. | | <p>Standards-based Learning Objectives in the Context of California’s EP&Cs Students will:</p> |
| 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. | <p align="center">Possible connections to EP&Cs</p> | <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. | | <p>Standards-based Learning Objectives in the Context of California’s EP&Cs Students will:</p> |
| 2. Explain how the ordinances of 1785 and 1787 privatized national resources and transferred federally owned lands into private holdings, townships, and states. | <p align="center">Possible connections to EP&Cs</p> | <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. | | <p>Standards-based Learning Objectives in the Context of California’s EP&Cs Students will:</p> |
| 1. Describe the country's physical landscapes, political divisions, and territorial expansion during the terms of the first four presidents. | <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. |

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

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| <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). |
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| <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. |

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

| 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: |
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| 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. |

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

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| <p>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).</p> | <p align="center">Possible connections to EP&Cs</p> | <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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| <p>7. Students analyze the divergent paths of the American people in the South from 1800 to the mid-1800s and the challenges they faced.</p> | | <p>Standards-based Learning Objectives in the Context of California's EP&Cs Students will:</p> |
| <p>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.</p> | <p align="center">Strong connections to EP&Cs</p> | <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. |
| <p>3. Examine the characteristics of white Southern society and how the physical environment influenced events and conditions prior to the Civil War.</p> | <p align="center">Strong connections to EP&Cs</p> | <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. |

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| <p>8. Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced.</p> | | <p>Standards-based Learning Objectives in the Context of California's EP&Cs Students will:</p> |
| <p>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.</p> | <p align="center">Strong connections to EP&Cs</p> | <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. |

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| <p>4. Examine the importance of the great rivers and the struggle over water rights.</p> | <p>Name of EEI Unit: 8.8.4. Struggles with Water</p> | <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. |
| <p>5. Discuss Mexican settlements and their locations, cultural traditions, attitudes toward slavery, land-grant system, and economies.</p> | <p>Possible connections to EP&Cs</p> | <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. |
| <p>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.</p> | <p>Possible connections to EP&Cs</p> | <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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| <p>10. Students analyze the multiple causes, key events, and complex consequences of the Civil War.</p> | | <p>Standards-based Learning Objectives in the Context of California's EP&Cs Students will:</p> |
| <p>2. Trace the boundaries constituting the North and the South, the geographical differences between the two regions, and the differences between agrarians and industrialists.</p> | <p>Possible connections to EP&Cs</p> | <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. |
| <p>7. Explain how the war affected combatants, civilians, the physical environment, and future warfare.</p> | <p>Possible connections to EP&Cs</p> | <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. |

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| 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: |
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| 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. |
| 3. Explain how states and the federal government encouraged business expansion through tariffs, banking, land grants, and subsidies. | Possible connections to EP&Cs | <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. |
| 4. Discuss entrepreneurs, industrialists, and bankers in politics, commerce, and industry (e.g., Andrew Carnegie, John D. Rockefeller, Leland Stanford). | Possible connections to EP&Cs | <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. |

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| <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. |
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Tenth Grade Connections: California's History/Social Science Standards and California's EP&Cs

Tenth Grade

| Academic Content Standards | Name of Relevant EEI Unit or Strong Connection Between EP&Cs and Standard | |
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| 1. Students relate the moral and ethical principles in ancient Greek and Roman philosophy, in Judaism, and in Christianity to the development of Western political thought. | | Standards-based Learning Objectives in the Context of California's EP&Cs Students will: |
| 1. Analyze the similarities and differences in Judeo-Christian and Greco-Roman views of law, reason and faith, and duties of the individual. | Possible connections to EP&Cs | <ul style="list-style-type: none"> Describe the similarities and differences in Judeo-Christian and Greco-Roman views of law, reason and faith, and duties of the individual as they relate to the spectrum of what is considered in making decisions about resources and natural systems and how those factors influence decisions. Describe the similarities and differences in Judeo-Christian and Greco-Roman views of law, reason and faith, and duties of the individual as they relate to the process of making decisions about resources and natural systems, and how the assessment of social, economic, political, and environmental factors has changed over time. |
| 3. Consider the influence of the U.S. Constitution on political systems in the contemporary world. | Possible connections to EP&Cs | <ul style="list-style-type: none"> Identify the influence of the U.S. Constitution on the process of making decisions about resources and natural systems in the contemporary world. |

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| 2. Students compare and contrast the Glorious Revolution of England, the American Revolution, and the French Revolution and their enduring effects worldwide on the political expectations for self-government and individual liberty. | | Standards-based Learning Objectives in the Context of California's EP&Cs Students will: |
| 1. Compare the major ideas of philosophers and their effects on the democratic revolutions in England, the United States, France, and Latin America (e.g., John Locke, Charles-Louis Montesquieu, Jean-Jacques Rousseau, Simón Bolívar, Thomas Jefferson, James Madison). | Possible connections to EP&Cs | <ul style="list-style-type: none"> Compare the major ideas of philosophers (e.g., John Locke, Charles-Louis Montesquieu, Jean-Jacques Rousseau, Simón Bolívar, Thomas Jefferson, James Madison) as they relate to the spectrum of what is considered in making decisions about resources and natural systems and how those factors influence decisions. Provide examples of how these differing philosophical ideas affected decisions about resources and natural systems, and how the assessment of social, economic, political, and environmental factors has changed over time. |
| 2. List the principles of the Magna Carta, the English Bill of Rights (1689), the American Declaration of Independence (1776), the French Declaration of the Rights of Man and the Citizen (1789), and the U.S. Bill of Rights (1791). | Possible connections to EP&Cs | <ul style="list-style-type: none"> Provide examples of the principles in the Magna Carta, the English Bill of Rights (1689), the American Declaration of Independence (1776), the French Declaration of the Rights of Man and the Citizen (1789), and the U.S. Bill of Rights (1791) that are related to rights, ownership and decisions about resources and natural systems |
| 4. Explain how the ideology of the French Revolution led France to develop from constitutional monarchy to democratic despotism to the Napoleonic empire. | Possible connections to EP&Cs | <ul style="list-style-type: none"> Describe the changes in the ideology associated with rights, ownership and decisions about resources and natural systems during the time of the French Revolution, from the constitutional monarchy to democratic despotism to the Napoleonic Empire. |

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| 3. Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States. | | Standards-based Learning Objectives in the Context of California's EP&Cs Students will: |
| 1. Analyze why England was the first country to industrialize. | Name of EEI Unit: 10.3.1.-10.3.5. Britain Solves a Problem and Creates the Industrial Revolution | <ul style="list-style-type: none"> Recognize that the growth in human populations and human communities in England placed greater demands on natural systems. Describe how these increased demands provided an economic opportunity for the English to improve the methods they used to extract, harvest, transport, and produce goods from the natural resources that were available. |

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| <p>2. Examine how scientific and technological changes and new forms of energy brought about massive social, economic, and cultural change (e.g., the inventions and discoveries of James Watt, Eli Whitney, Henry Bessemer, Louis Pasteur, Thomas Edison).</p> | <p align="center">Strong connections to EP&Cs</p> | <ul style="list-style-type: none"> • Identify how scientific and technological changes and new forms of energy brought about massive social, economic, and cultural change. • Describe how the inventions and discoveries of James Watt, Eli Whitney, Henry Bessemer, Louis Pasteur, Thomas Edison depended on natural systems for the basic resources used and/or more efficiently extracted as a result of these inventions and discoveries (e.g., sources of energy transformed into electricity). • Provide examples of how the increased demands on natural systems that resulted from these changes, as well as the availability of new forms of energy, influenced the availability of natural resources and the health and functioning of the natural systems (e.g., the byproducts of energy production for industrialization, such as the burning of coal and the harnessing of rivers for hydroelectric power). |
| <p>3. Describe the growth of population, rural to urban migration, and growth of cities associated with the Industrial Revolution.</p> | <p>Name of EEI Unit: 10.3.3. Growth of Population, Cities, and Demands</p> | <ul style="list-style-type: none"> • Identify the relation between the Industrial Revolution and the growth in human populations in urban areas (e.g., migration from rural to urban areas for new jobs). • Describe how the urbanization of the population that resulted from the Industrial Revolution influenced the natural systems surrounding the cities and towns directly and indirectly (e.g., the development of new housing and transportation systems, energy transmission systems). • Provide examples of changes to laws, policies, and incentives associated with natural resource use and management that resulted from the growth of population, rural to urban migration, and growth of cities associated with the Industrial Revolution. |
| <p>4. Trace the evolution of work and labor, including the demise of the slave trade and the effects of immigration, mining and manufacturing, division of labor, and the union movement.</p> | <p align="center">Possible connections to EP&Cs</p> | <ul style="list-style-type: none"> • Describe the evolution of work and labor as human communities changed from direct dependence on natural resources (e.g., agricultural systems, mining) to the dependence of jobs on manufactured products, transportation systems for growing communities, etc. • Provide examples of the influence of mining and manufacturing practices on the health of workers and the general public. • Identify the role of concerns regarding the health of workers in the development of unions and the union movement. |
| <p>5. Understand the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy.</p> | <p>Name of EEI Unit: 10.3.1.-10.3.5. Britain Solves a Problem and Creates the Industrial Revolution</p> | <ul style="list-style-type: none"> • Recognize natural systems and the resources they provide (goods and ecosystem services) as the basic capital for the development of an industrial economy. • Provide examples of the major connections between natural systems and resources, and entrepreneurship, labor, and capital in industrial economies (e.g., the labor necessary to extract, harvest, transport, and produce goods and ecosystem services for human communities). |

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| <p>4. Students analyze patterns of global change in the era of New Imperialism in at least two of the following regions or countries: Africa, Southeast Asia, China, India, Latin America, and the Philippines.</p> | <p>Standards-based Learning Objectives in the Context of California's EP&Cs Students will:</p> |
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| <p>1. Describe the rise of industrial economies and their link to imperialism and colonialism (e.g., the role played by national security and strategic advantage; moral issues raised by the search for national hegemony, Social Darwinism, and the missionary impulse; material issues such as land, resources, and technology).</p> | <p>Name of EEI Unit: 10.4.1. New Imperialism: The Search for Natural Resources</p> | <ul style="list-style-type: none"> • Identify the role of natural resources (goods and ecosystem services)—most of which were supplied by the colonial possessions in Africa, Southeast Asia, China, India, Latin America, and the Philippines—in the rise of industrial economies. • Describe how the practices of resource extraction, transport and consumption affected the natural systems and economies in the colonies. • Explain the role, in decisions about the control and use of natural resources, played by national security and strategic advantage; moral issues raised by the search for national hegemony, Social Darwinism, and the missionary impulse; material issues such as land, resources, and technology. • Provide examples of the laws, policies and practices developed by the colonial powers as they related to control of supplies of natural resources and energy in the colonies. |
| <p>2. Discuss the locations of the colonial rule of such nations as England, France, Germany, Italy, Japan, the Netherlands, Russia, Spain, Portugal, and the United States.</p> | <p align="center">Possible connections to EP&Cs</p> | <ul style="list-style-type: none"> • Identify the natural resources (goods and ecosystem services) sought from the colonies during this period by England, France, Germany, Italy, Japan, the Netherlands, Russia, Spain, Portugal, and the United States. • Provide examples of the natural systems in the colonies that were the sources of these natural resources. • Explain that decisions to colonize certain areas of the world were made primarily on the basis on the need to acquire certain natural resources, raw materials and energy for the colonial powers. |
| <p>3. Explain imperialism from the perspective of the colonizers and the colonized and the varied immediate and long-term responses by the people under colonial rule.</p> | <p>Name of EEI Unit: 10.4.3. New Imperialism: The Control of India's and South Africa's Resources</p> | <ul style="list-style-type: none"> • Describe imperialism from the perspective of local control and economic benefit from natural resources versus control and economic benefits gained by the colonial powers. • Provide examples of how control over the natural resources influenced the immediate and long-term responses by the people under colonial rule. |
| <p>4. Describe the independence struggles of the colonized regions of the world, including the roles of leaders, such as Sun Yat-sen in China, and the roles of ideology and religion.</p> | <p align="center">Possible connections to EP&Cs</p> | <ul style="list-style-type: none"> • Identify the role of access to and control of natural resources (goods and ecosystem services) on the independence struggles of the colonized regions of the world. |

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| <p>5. Students analyze the causes and course of the First World War.</p> | <p align="center">Standards-based Learning Objectives in the Context of California's EP&Cs Students will:</p> | |
| <p>2. Examine the principal theaters of battle, major turning points, and the importance of geographic factors in military decisions and outcomes (e.g., topography, waterways, distance, climate).</p> | <p align="center">Possible connections to EP&Cs</p> | <ul style="list-style-type: none"> • Recognize the influence of topography, waterways, distance and climate on the location of the principal theaters of battle. • Describe the importance of geographic factors including the location of various natural systems in military decisions and outcomes. |

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| <p>6. Students analyze the effects of the First World War.</p> | | <p align="center">Standards-based Learning Objectives in the Context of California's EP&Cs Students will:</p> | |
| <p>2. Describe the effects of the war and resulting peace treaties on population movement, the international economy, and shifts in the geographic and political borders of Europe and the Middle East.</p> | <p align="center">Strong connections to EP&Cs</p> | <ul style="list-style-type: none"> • Identify the economic factors related to control over natural resources that were elements in decisions about the war and development of peace treaties. • Provide examples of the effects of the war on natural systems and the availability of natural resources. • Describe how such effects influenced demands for natural resources. • Describe the role of demand for natural resources in decisions about the geographic and political borders of Europe and the Middle East. | |

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| 7. Students analyze the rise of totalitarian governments after World War I. | | Standards-based Learning Objectives in the Context of California's EP&Cs Students will: |
| 2. Trace Stalin's rise to power in the Soviet Union and the connection between economic policies, political policies, the absence of a free press, and systematic violations of human rights (e.g., the Terror Famine in Ukraine). | Possible connections to EP&Cs | <ul style="list-style-type: none"> • Describe the role of control over the production of goods from natural systems (e.g., agriculture) as the basis for the Terror Famine in Ukraine. • Identify the connection between Stalin's rise to power, economic policies and the control over the production of goods from natural systems. |

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| 8. Students analyze the causes and consequences of World War II. | | Standards-based Learning Objectives in the Context of California's EP&Cs Students will: |
| 1. Compare the German, Italian, and Japanese drives for empire in the 1930s, including the 1937 Rape of Nanking, other atrocities in China, and the Stalin-Hitler Pact of 1939. | Possible connections to EP&Cs | <ul style="list-style-type: none"> • Describe the German, Italian, and Japanese drives for empire in the 1930s, including the 1937 Rape of Nanking, other atrocities in China, and the Stalin-Hitler Pact of 1939 from the perspective of human population growth and increasing demands for natural resources. • Provide examples of the economic factors related to control over natural resources that were considered in decisions about the German, Italian, and Japanese drives for empire in the 1930s. |
| 3. Identify and locate the Allied and Axis powers on a map and discuss the major turning points of the war, the principal theaters of conflict, key strategic decisions, and the resulting war conferences and political resolutions, with emphasis on the importance of geographic factors. | Possible connections to EP&Cs | <ul style="list-style-type: none"> • Recognize the influence of topography, waterways, distance and climate on the location of the principal theaters of conflict. • Describe the importance of geographic factors including the location of various natural systems in military decisions and outcomes. • Identify the role of decisions regarding the control of natural resources on these conferences and political resolutions of the war. |
| 6. Discuss the human costs of the war, with particular attention to the civilian and military losses in Russia, Germany, Britain, the United States, China, and Japan. | Possible connections to EP&Cs | <ul style="list-style-type: none"> • Provide examples of the human costs of the war that resulted from indirect effects on the natural systems in the principal theaters of conflict (e.g., habitat destruction, damage to and pollution of agricultural lands). |

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| 9. Students analyze the international developments in the post-World World War II world. | | Standards-based Learning Objectives in the Context of California's EP&Cs Students will: |
| 2. Analyze the causes of the Cold War, with the free world on one side and Soviet client states on the other, including competition for influence in such places as Egypt, the Congo, Vietnam, and Chile. | Possible connections to EP&Cs | <ul style="list-style-type: none"> • Identify, as a primary motivation for the Cold War, the importance of acquiring and controlling natural resources (goods and ecosystem services), guaranteeing a reliable supply of energy, and establishing consumer markets for the finished products that would enable industry to grow. • Provide examples of the natural resources in Egypt, the Congo, Vietnam, and Chile that were the cause of competition for influence in these regions. |
| 3. Understand the importance of the Truman Doctrine and the Marshall Plan, which established the pattern for America's postwar policy of supplying economic and military aid to prevent the spread of Communism and the resulting economic and political competition in arenas such as Southeast Asia (i.e., the Korean War, Vietnam War), Cuba, and Africa. | Possible connections to EP&Cs | <ul style="list-style-type: none"> • Identify the natural resources sought from in areas such as Southeast Asia, Cuba, and Africa. • Describe the importance of the Truman Doctrine and the Marshall Plan from the perspective of control and economic benefit from natural resources in areas such as Southeast Asia, Cuba, and Africa. |

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| 8. Discuss the establishment and work of the United Nations and the purposes and functions of the Warsaw Pact, SEATO, NATO, and the Organization of American States. | Possible connections to EP&Cs | <ul style="list-style-type: none"> • Provide examples of the work of the United Nations, Warsaw Pact, SEATO, NATO, and the Organization of American States related to the process of making decisions about resources and natural systems. |
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| 10. Students analyze instances of nation-building in the contemporary world in at least two of the following regions or countries: the Middle East, Africa, Mexico and other parts of Latin America, and China. | | Standards-based Learning Objectives in the Context of California's EP&Cs Students will: |
| 2. Describe the recent history of the regions, including political divisions and systems, key leaders, religious issues, natural features, resources, and population patterns. | Possible connections to EP&Cs | <ul style="list-style-type: none"> • Provide examples of the influence of natural features, resources, and human population patterns on nation-building in the contemporary world. |
| 3. Discuss the important trends in the regions today and whether they appear to serve the cause of individual freedom and democracy. | Possible connections to EP&Cs | <ul style="list-style-type: none"> • Discuss the influence of the control of natural resources and associated decision-making processes on individual freedom and democracy in the Middle East, Africa, Mexico and other parts of Latin America, and China. |

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| 11. Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions (e.g., television, satellites, computers). | | 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"> • Identify the influence of the availability of natural resources (goods and ecosystem services) on the integration of countries into the world economy. • Describe how the integration of countries into the world economy influences the growth of their human populations, demand for natural resources and the generation of byproducts that result from the extracting, harvesting, transportation, consumption, and production of goods from natural resources. • Provide examples of how the integration of countries into the world economy influences their decisions, policies, laws and incentives regarding the use and management of natural resources. |

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

Eleventh Grade

| Academic Content Standards | Name of Relevant EEI Unit or Strong Connection Between EP&Cs and Standard | |
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| 2. Students analyze the relationship among the rise of industrialization, large-scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe. | | Standards-based Learning Objectives in the Context of California's EP&Cs Students will: |
| 1. Know the effects of industrialization on living and working conditions, including the portrayal of working conditions and food safety in Upton Sinclair's <i>The Jungle</i> . | 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 United States. • Provide examples of both short-term and long-term effects of industrialization and technological developments on the natural systems in the United States. • Describe the influence of industrialization and technological developments on the growth of human populations in the United States. • 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). • Describe the environmental effects of industrialization on living and working conditions. • Categorize the direct and indirect effects of industrialization and technological developments as beneficial, neutral or detrimental to the natural systems in the United States. |
| 2. Describe the changing landscape, including the growth of cities linked by industry and trade, and the development of cities divided according to race, ethnicity, and class. | Strong connections to EP&Cs | <ul style="list-style-type: none"> • Provide examples of how the growing population in the United States changes the landscape and influences the natural systems where cities are expanding. • Recognize the factors that are 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 results in increasing demands for goods and ecosystem services from natural systems (e.g., agricultural products, forestry products) that places greater demands on farmland (soils, water) and forests (timber). • Describe the direct and indirect effects of urbanization on the surrounding natural systems. |
| 6. Trace the economic development of the United States and its emergence as a major industrial power, including its gains from trade and the advantages of its physical geography. | Strong connections to EP&Cs | <ul style="list-style-type: none"> • Identify the advantages of the physical geography that enabled the United States to emerge as a major industrial power. • Describe how natural systems and physical geography provide resources (goods and ecosystem services) upon which economic development is based. • Explain that economic development directly and indirectly affects natural systems. • Provide example of how economic development can directly influence natural systems (e.g., conversion of landscapes). • Provide example of how economic development can indirectly influence natural systems (e.g., release of byproducts of agricultural and industrial practices). |
| 9. Understand the effect of political programs and activities of the Progressives (e.g., federal regulation of railroad transport, Children's Bureau, the Sixteenth Amendment, Theodore Roosevelt, Hiram Johnson). | Possible connections to EP&Cs | <ul style="list-style-type: none"> • Provide examples of how the political programs and activities of the Progressives influenced decisions made regarding natural systems and resources (e.g., the founding of national parks, impact of mining and agriculture on the laws concerning water rights). |
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| 3. Students analyze the role religion played in the founding of America, its lasting moral, social, and political impacts, and issues regarding religious liberty. | | Standards-based Learning Objectives in the Context of California's EP&Cs Students will: |

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

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| <p>1. Describe the contributions of various religious groups to American civic principles and social reform movements (e.g., civil and human rights, individual responsibility and the work ethic, antimonarchy and self-rule, worker protection, family-centered communities).</p> | <p align="center">Possible connections to EP&Cs</p> | <ul style="list-style-type: none"> Describe the contributions of various religious groups to the conservation movement in America and to the laws, policies and incentives that control the use and management of natural systems and the goods and ecosystem services they provide. |
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| <p>4. Students trace the rise of the United States to its role as a world power in the twentieth century.</p> | | <p>Standards-based Learning Objectives in the Context of California's EP&Cs Students will:</p> |
| <p>1. List the purpose and the effects of the Open Door policy.</p> | <p align="center">Possible connections to EP&Cs</p> | <ul style="list-style-type: none"> Identify the role of the Open Door Policy in providing the United States with access to commercial activities in China including trading in natural resources, supplies of energy and development of consumer markets for finished products. |
| <p>2. Describe the Spanish-American War and U.S. expansion in the South Pacific.</p> | <p align="center">Possible connections to EP&Cs</p> | <ul style="list-style-type: none"> Describe the significance of controlling access to natural resources to the causes of the Spanish-American War and U.S. expansion in the South Pacific. |
| <p>3. Discuss America's role in the Panama Revolution and the building of the Panama Canal.</p> | <p align="center">Possible connections to EP&Cs</p> | <ul style="list-style-type: none"> Recognize that the decision to assist Panama in its revolution was made to assure cooperation in building the Panama Canal, which was based on the need to acquire raw materials and guarantee a reliable supply of goods to consumer markets. Provide examples of the effects of building of the Panama Canal on the terrestrial ecosystems of Panama, as well as the Caribbean and Pacific coastal and marine ecosystems in the area. |

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| <p>5. Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.</p> | | <p>Standards-based Learning Objectives in the Context of California's EP&Cs Students will:</p> |
| <p>7. Discuss the rise of mass production techniques, the growth of cities, the impact of new technologies (e.g., the automobile, electricity), and the resulting prosperity and effect on the American landscape.</p> | <p>Name of EEI Unit: 11.5.7. Mass Production, Marketing, and Consumption in the Roaring Twenties</p> | <ul style="list-style-type: none"> Identify the relationship between mass production techniques and: the consumption of natural resources; the rates of consumption of manufactured goods; and the production of byproducts that may have detrimental, beneficial or neutral effects on natural systems. Describe the direct and indirect influences of growing cities on the American landscape and the associated natural systems. Provide examples of the direct and indirect effects of new technologies (e.g., automobiles, electricity) on natural systems (e.g., consumption of land for transportation systems, release of toxic and non-toxic byproducts and waste materials). |

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| <p>6. Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government.</p> | | <p>Standards-based Learning Objectives in the Context of California's EP&Cs Students will:</p> |
| <p>2. Understand the explanations of the principal causes of the Great Depression and the steps taken by the Federal Reserve, Congress, and Presidents Herbert Hoover and Franklin Delano Roosevelt to combat the economic crisis.</p> | <p align="center">Strong connections to EP&Cs</p> | <ul style="list-style-type: none"> Recognize how the growth of human populations in areas of the United States, and their resource supply methods (e.g., agricultural practices) and consumption rates affected the natural systems from which resources came. Describe how the quantity and character of the byproducts of agricultural practices had a lasting and cumulative effect on natural systems (e.g., erosion and soil exhaustion) and ultimately resulted in the interruption of natural system functions. Explain how some human behaviors and practices were adjusted during the Depression and Dust Bowl era in order to preserve the natural systems that sustained human communities. |

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| <p>3. Discuss the human toll of the Depression, natural disasters, and unwise agricultural practices and their effects on the depopulation of rural regions and on political movements of the left and right, with particular attention to the Dust Bowl refugees and their social and economic impacts in California.</p> | <p align="center">Strong connections to EP&Cs</p> | <ul style="list-style-type: none"> • Identify how natural disasters and unwise agricultural practices can diminish the productivity of natural systems on a short-term or long-term basis. • Describe how diminishing the productivity and/or functioning of a natural system can influence the human population in an area. • Provide examples of laws, policies and human practices that were changed to ameliorate the effects of the natural disasters and unwise agricultural practices that occurred during the Depression and Dust Bowl era. • Describe the effects of migration of the Dust Bowl refugees into California (e.g., new housing developments, increased demands for water and other resources on natural systems and resources). • Identify how the assessment of economic, social, and environmental costs can change as the result of major events such as the Depression and natural disasters like the Dust Bowl that occurred during this era. |
| <p>4. Analyze the effects of and the controversies arising from New Deal economic policies and the expanded role of the federal government in society and the economy since the 1930s (e.g., Works Progress Administration, Social Security, National Labor Relations Board, farm programs, regional development policies, and energy development projects such as the Tennessee Valley Authority, California Central Valley Project, and Bonneville Dam).</p> | <p align="center">Possible connections to EP&Cs</p> | <ul style="list-style-type: none"> • Explain the purposes of the energy development projects such as the Tennessee Valley Authority, California Central Valley Project, and Bonneville Dam from the perspective of human population growth and increasing demands for natural resources including energy. • Describe the effects on natural systems and resources that resulted from energy development projects such as the Tennessee Valley Authority, California Central Valley Project, and Bonneville Dam. • Describe the role of the federal government during the 1930s and beyond in bringing about changes to populations, the location and operation of communities, and resource supply methods and consumption rates. • Provide examples of laws, regulations, policies and incentives developed by the federal government since the 1930s to govern the use and management natural systems and resources in the United States. |
| <p>5. Trace the advances and retreats of organized labor, from the creation of the American Federation of Labor and the Congress of Industrial Organizations to current issues of a postindustrial, multinational economy, including the United Farm Workers in California.</p> | <p align="center">Possible connections to EP&Cs</p> | <ul style="list-style-type: none"> • Identify how agricultural practices influenced the health of individuals and human communities and how these practices influenced the expansion of the United Farm Workers in California and other organized labor groups. |

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| <p>7. Students analyze America's participation in World War II.</p> | | <p align="center">Standards-based Learning Objectives in the Context of California's EP&Cs</p> <p>Students will:</p> |
| <p>1. Examine the origins of American involvement in the war, with an emphasis on the events that precipitated the attack on Pearl Harbor.</p> | <p align="center">Possible connections to EP&Cs</p> | <ul style="list-style-type: none"> • Recognize that Japan's growing populations placed increasing demands for natural resources. • Describe how Japan sought control over natural resources in the Pacific and Asian regions and desired to expand its territory to gain access to and control of additional natural resources. |
| <p>2. Explain U.S. and Allied wartime strategy, including the major battles of Midway, Normandy, Iwo Jima, Okinawa, and the Battle of the Bulge.</p> | <p align="center">Possible connections to EP&Cs</p> | <ul style="list-style-type: none"> • Identify the strategic goal of the engagement of United States submarine warfare against Japan as a means of cutting-off Japan's supply of natural resources from other parts of Asia. |
| <p>6. Describe major developments in aviation, weaponry, communication, and medicine and</p> | <p align="center">Possible connections to EP&Cs</p> | <ul style="list-style-type: none"> • Identify the role of rationing of limited resources and recycling of materials as strategies that were used during World War II to control the consumption of natural resources. |

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| <p>the war's impact on the location of American industry and use of resources.</p> | | <ul style="list-style-type: none"> • Describe how the location of American military bases and supporting industries caused human populations and communities in certain areas to grow, resulting in changes to the natural systems in these areas. • Provide examples of the resources consumed and byproducts produced during World War II. • Describe how the resources consumed and the quantity and character of the byproducts of the war and supporting industries had lasting and/or cumulative effects on natural systems and the local environment. |
| <p>7. Discuss the decision to drop atomic bombs and the consequences of the decision (Hiroshima and Nagasaki).</p> | <p align="center">Possible connections to EP&Cs</p> | <ul style="list-style-type: none"> • Provide examples of the direct and indirect effects of the decision to drop atomic bombs on Hiroshima and Nagasaki, including the effects on human health, human communities, natural systems and resources (e.g., water contamination). • Recognize that the byproducts of producing atomic weaponry affected the natural systems near the facilities in the U.S. where the fissile materials and weapons were produced. |

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| <p>8. Students analyze the economic boom and social transformation of post-World War II America.</p> | | <p>Standards-based Learning Objectives in the Context of California's EP&Cs Students will:</p> |
| <p>6. Discuss the diverse environmental regions of North America, their relationship to local economies, and the origins and prospects of environmental problems in those regions.</p> | <p>Name of EEI Unit: 11.8.6. Postwar Industries and the Emerging Environmental Movement</p> | <ul style="list-style-type: none"> • Identify the major ecosystems and environmental regions in North America. • Provide examples of the goods and ecosystem services provided to the human communities and local economies by major ecosystems across the environmental regions of North America. • Describe the methods used by human communities to extract, harvest, transport, manufacture products and consume goods and ecosystem services from the major ecosystems in their regions. • Explain the relationship between the methods used to extract, harvest, transport, manufacture products and consume goods and ecosystem services and the prospects for environmental problems in these regions. • Provide examples of how, as a result of environmental problems in these regions, the assessment of social, economic, political, and environmental factors has changed over time and influenced decisions about processes used to extract, harvest, transport, and manufacture products and consume goods and ecosystem services. |
| <p>7. Describe the effects on society and the economy of technological developments since 1945, including the computer revolution, changes in communication, advances in medicine, and improvements in agricultural technology.</p> | <p align="center">Possible connections to EP&Cs</p> | <ul style="list-style-type: none"> • Provide examples of ways that technological developments since 1945, including the computer revolution, changes in communication, and advances in medicine, have influenced the types and quantities of natural resources humans consume, the quantity and qualities of useful products, and the quantity and character of the byproducts generated by human practices. • Describe how specific technological advances since 1945 have changed human practices related to industrial, housing, and land development that in turn can alter or affect the viability of natural systems. • Identify examples of direct and indirect effects of improvements in agricultural technology that are beneficial, neutral and detrimental to natural systems (e.g., genetically modified plants, chemical fertilizers and pesticides). |

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| <p>9. Students analyze U.S. foreign policy since World War II.</p> | | <p>Standards-based Learning Objectives in the Context of California's EP&Cs Students will:</p> |
| <p>1. Discuss the establishment of the United Nations and International Declaration of Human Rights, International Monetary Fund,</p> | <p align="center">Possible connections</p> | <ul style="list-style-type: none"> • Provide examples of how The Earth Summit (United Nations Conference on Environment and Development, Rio de Janeiro, 1992) influenced international treaties |

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| World Bank, and General Agreement on Tariffs and Trade (GATT) and their importance in shaping modern Europe and maintaining peace and international order. | to EP&Cs | and policies about the use and management of natural systems and resources around the world. <ul style="list-style-type: none"> Identify several major international treaties and conventions that regulate the extraction, harvesting, transporting, and manufacturing of goods and ecosystem services from natural systems around the world (e.g., Convention on International Trade in Endangered Species of Wild Fauna and Flora (CITES), The Convention on Biological Diversity). |
| 6. Describe U.S. Middle East policy and its strategic, political, and economic interests, including those related to the Gulf War. | Strong connections to EP&Cs | <ul style="list-style-type: none"> Identify natural resource-based factors (e.g., demand for oil) as a factor in U.S. Middle East policy. Provide examples of other regions in the world where U.S. demand for natural resources has or has had a significant influence on decisions about the nation's strategic, political, and economic interests (e.g., Vietnam). |
| 7. Examine relations between the United States and Mexico in the twentieth century, including key economic, political, immigration, and environmental issues. | Name of EEI Unit: 11.9.7. The United States and Mexico: Working Together | <ul style="list-style-type: none"> Identify key environmental issues that influence the relations between the United States and Mexico. Describe the differences between the two countries in terms of how each assesses and balances social, economic, political, and environmental factors in its decisions about the use and management of natural systems and the goods and ecosystem services they produce. Recognize the influence of growing human populations in the United States and Mexico on the relationships between the countries and their decisions about the use and management of natural systems and the goods and ecosystem services they produce. Identify treaties and conventions that regulate environmental issues shared by both the United States and Mexico. Provide examples of environmental impacts that are not contained by the political boundaries between the United States and Mexico. |

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| 10. Students analyze the development of federal civil rights and voting rights. | | Standards-based Learning Objectives in the Context of California's EP&Cs Students will: |
| 7. Analyze the women's rights movement from the era of Elizabeth Stanton and Susan Anthony and the passage of the Nineteenth Amendment to the movement launched in the 1960s, including differing perspectives on the roles of women. | Possible connections to EP&Cs | <ul style="list-style-type: none"> Identify the role of women and the women's rights movement in the development of the conservation movement in the United States (e.g., National Audubon Society). |

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| 11. Students analyze the major social problems and domestic policy issues in contemporary American society. | | Standards-based Learning Objectives in the Context of California's EP&Cs Students will: |
| 2. Discuss the significant domestic policy speeches of Truman, Eisenhower, Kennedy, Johnson, Nixon, Carter, Reagan, Bush, and Clinton (e.g., with regard to education, civil rights, economic policy, environmental policy). | Strong connections to EP&Cs | <ul style="list-style-type: none"> Identify and describe the topics of policy speeches by Truman, Eisenhower, Kennedy, Johnson, Nixon, Carter, Reagan, Bush, and Clinton that reflect changes to the assessment of and balance between environmental considerations and social, economic, and political considerations. Provide examples of environmental policies and initiatives that were implemented by the Truman, Eisenhower, Kennedy, Johnson, Nixon, Carter, Reagan, Bush, and Clinton administrations. |
| 5. Trace the impact of, need for, and controversies associated with environmental conservation, expansion of the national park | Name of EEI Unit: | <ul style="list-style-type: none"> Recognize the spectrum of factors considered in making decisions about resources and natural systems and how those factors influence decisions. |

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| <p>system, and the development of environmental protection laws, with particular attention to the interaction between environmental protection advocates and property rights advocates.</p> | <p>11.11.5. Many Voices, Many Visions: Analyzing Contemporary Environmental Issues</p> | <ul style="list-style-type: none">• Identify the benefits and costs associated with the establishment and maintenance of the national park, national wildlife refuge and national forest systems.• Provide examples of the social, economic, and political considerations that lead to controversies associated with environmental conservation and the development of environmental protection laws.• Provide examples of laws, policies and regulations related to the use and management of natural systems and resources that influence individual property rights and liberties.• Identify the role of environmental protection advocates and property rights advocates in generating the controversies associated with environmental conservation and the enforcement of environmental protection laws. |
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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 | |
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| 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 align="center">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. |
| 4. Understand the obligations of civic-mindedness, including voting, being informed on civic issues, volunteering and performing | <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. |

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| public service, and serving in the military or alternative service. | | |
| 5. Describe the reciprocity between rights and obligations; that is, why enjoyment of one's rights entails respect for the rights of others. | Name of EEI Unit: 12.2.5. Private Property and Resource Conservation This Land Is Our Land | <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." |

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| 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. | | Standards-based Learning Objectives in the Context of California's EP&Cs Students will: |
| 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. | Name of EEI Unit: 12.3.2. Active Voices: Civil Society and the Environment | <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. |
| 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. | Possible connections to EP&Cs | <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). |

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| 6. Students evaluate issues regarding campaigns for national, state, and local elective offices. | | Standards-based Learning Objectives in the Context of California's EP&Cs Students will: |
| 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. | Possible connections to EP&Cs | <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. |

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| 7. Students analyze and compare the powers and procedures of the national, state, tribal, and local governments. | | Standards-based Learning Objectives in the Context of California's EP&Cs Students will: |
| 2. Identify the major responsibilities and sources of revenue for state and local governments. | Possible connections to EP&Cs | <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. |

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| 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. |

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| 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 | | Standards-based Learning Objectives in the Context of California's EP&Cs Students will: <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 |
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| rule of law; freedom of the press and the right to a fair trial; the relationship of religion and government. | | 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 | Standards-based Learning Objectives in the Context of California's EP&Cs |
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| 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. | Possible connections to EP&Cs | <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. | Possible connections to EP&Cs | <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. | Possible connections to EP&Cs | <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. | Name of EEI Unit: 12.1.4. Private Property and Resource Conservation | <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). |

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| 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. | Possible connections to EP&Cs | <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. |

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| <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. |

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| 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. |

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| 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. |

