

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

**Approved by the Interagency  
EEI Model Curriculum Planning Committee<sup>1</sup>**

**As Part of the EEI Model Curriculum Plan**

**Third Grade**

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<sup>1</sup> Developed under the authority of the Education and the Environment Initiative [Assembly Bill 1548 (Pavley, Chapter 665, Statutes of 2003) and Assembly Bill 1721 (Pavley, Chapter 581, Statutes of 2005). The Interagency EEI Model Curriculum Planning Committee included the State Board of Education, State Department of Education, Secretary for Education, Natural Resources Agency, California Environmental Protection Agency, and CalRecycle (formerly the California Integrated Waste Management Board).

**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	
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.		<b>Standards-based Learning Objectives in the Context of California's EP&amp;Cs</b> <b>Students will:</b>
1. Identify geographical features in their local region (e.g., deserts, mountains, valleys, hills, coastal areas, oceans, lakes).	<b>Name of EEI Unit:</b> <b>3.1.1.-3.1.2. The Geography of Where We Live</b>	<ul style="list-style-type: none"> <li>• Locate the deserts, mountains, valleys, hills, coastal areas, oceans, and lakes in their local region on a map.</li> <li>• Identify the ecosystems (natural systems) that are found in the deserts, mountains, valleys, hills, coastal areas, oceans, and lakes in their local region.</li> <li>• List the resources (goods and ecosystem services) that are provided by the ecosystems (natural systems) in their local region.</li> </ul>
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).	<b>Name of EEI Unit:</b> <b>3.1.1.-3.1.2. The Geography of Where We Live</b>	<ul style="list-style-type: none"> <li>• Recognize the ways that people use the resources (goods and ecosystem services) that are provided by the ecosystems (natural systems) in their local region.</li> <li>• 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).</li> <li>• Provide examples of how the extraction, harvesting, transportation and consumption of natural resources have influenced the natural systems in the local region.</li> <li>• Explain that some changes to the natural systems are detrimental while others may be beneficial or neutral in their effects.</li> </ul>
2. Students describe the American Indian nations in their local region long ago and in the recent past.		<b>Standards-based Learning Objectives in the Context of California's EP&amp;Cs</b> <b>Students will:</b>
1. Describe national identities, religious beliefs, customs, and various folklore traditions.	<b>Possible connections to EP&amp;Cs</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>
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).	<b>Name of EEI Unit:</b> <b>3.2.2. California Indian People: Exploring Tribal Regions</b>	<ul style="list-style-type: none"> <li>• Provide examples of goods and ecosystem services that were used by specific American Indian nations.</li> <li>• 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).</li> <li>• Describe how physical geography, including climate, affected the natural resources (goods and ecosystem services) upon which American Indian nations depended.</li> <li>• Explain how the American Indian nations affected the natural systems where they lived.</li> </ul>
3. Describe the economy and systems of government, particularly those with tribal constitutions, and their relationship to federal and state governments.	<b>Strong connections to EP&amp;Cs</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>

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<p>4. Discuss the interaction of new settlers with the already established Indians of the region.</p>	<p align="center"><b>Strong connections to EP&amp;Cs</b></p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>
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<p>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.</p>		<p><b>Standards-based Learning Objectives in the Context of California's EP&amp;Cs</b> Students will:</p>
<p>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.</p>	<p align="center"><b>Strong connections to EP&amp;Cs</b></p>	<ul style="list-style-type: none"> <li>• Explain that explorers traveled to new areas seeking the goods and ecosystem services provided by natural systems in the region.</li> <li>• 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.</li> <li>• 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.</li> </ul>
<p>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.</p>	<p align="center"><b>Strong connections to EP&amp;Cs</b></p>	<ul style="list-style-type: none"> <li>• Identify the basis of the economies of the settlers including the roles of the goods and ecosystem services provided by local natural systems.</li> <li>• Explain the importance of private property rights and responsibilities of land ownership in the settlement of new areas.</li> <li>• Describe the importance of the natural resources (goods and ecosystem services) provided by natural systems as the basis of the economy of settlers.</li> <li>• Explain how the availability of natural systems and resources influence decisions about how and where the settlers should select the location of their property.</li> </ul>
<p>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.</p>	<p align="center"><b>Strong connections to EP&amp;Cs</b></p>	<ul style="list-style-type: none"> <li>• Identify the goods and ecosystem services provided by natural systems in their local areas that contributed to the founding and development of their communities.</li> <li>• 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.</li> <li>• 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.</li> </ul>

<p>4. Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government.</p>		<p><b>Standards-based Learning Objectives in the Context of California's EP&amp;Cs</b> Students will:</p>
<p>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.</p>	<p align="center"><b>Strong connections to EP&amp;Cs</b></p>	<ul style="list-style-type: none"> <li>• Provide examples of rules and laws that are associated with the management of natural systems and resources (e.g., endangered species).</li> <li>• Identify the consequences for people who violate rules and laws related to the management of natural systems and resources.</li> </ul>

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<p>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.</p>	<p><b>Strong connections to EP&amp;Cs</b></p>	<ul style="list-style-type: none"> <li>• Discuss the importance of public virtue and the role of individual citizens in making decisions about natural systems and resources.</li> <li>• Provide examples of how individual citizens can be involved in protecting the environment.</li> <li>• Identify ways students can be involved in protecting the environment.</li> </ul>
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<p>5. Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region.</p>		<p><b>Standards-based Learning Objectives in the Context of California's EP&amp;Cs</b> <b>Students will:</b></p>
<p>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.</p>	<p><b>Name of EEI Unit:</b> <b>3.5.1.-3.5.2.-3.5.3 California's Economy:</b> <b>Natural Choices</b></p>	<ul style="list-style-type: none"> <li>• Provide examples of the natural resources (goods and ecosystem services) used by local producers in the past and the present.</li> <li>• Compare the costs and benefits of methods used by local producers to extract, harvest, transport and consume natural resources in the past and present.</li> </ul>
<p>2. Understand that some goods are made locally, some elsewhere in the United States, and some abroad.</p>	<p><b>Name of EEI Unit:</b> <b>3.5.1.-3.5.2.-3.5.3 California's Economy:</b> <b>Natural Choices</b></p>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
<p>3. Understand that individual economic choices involve trade-offs and the evaluation of benefits and costs.</p>	<p><b>Name of EEI Unit:</b> <b>3.5.1.-3.5.2.-3.5.3 California's Economy:</b> <b>Natural Choices</b></p>	<ul style="list-style-type: none"> <li>• Recognize the wide spectrum of considerations (e.g., economic, legal, environmental, public health, and socio-cultural) that can be involved in making economic choices.</li> <li>• Describe the importance of considering the full spectrum of factors in evaluating the benefits, costs and trade-offs of individual economic choices.</li> </ul>