

**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**

**Kindergarten**

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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).

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

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<p>6. Students understand that history relates to events, people, and places of other times.</p>		<p><b>Standards-based Learning Objectives in the Context of California’s EP&amp;Cs</b>  <b>Students will:</b></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"><b>Possible connections to EP&amp;Cs</b></p>	<ul style="list-style-type: none"> <li>• 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).</li> <li>• 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.</li> </ul>
<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><b>K.4.5-K.6.3. Name of EEI Unit:                  Some Things Change and                  Some Things Stay the Same</b></p>	<ul style="list-style-type: none"> <li>• 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).</li> <li>• 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).</li> <li>• Explain that the quantity of goods consumed by people increases as human communities grow (e.g., water and energy consumption).</li> </ul>