

Social Studies Correlation to the Maryland Environmental Literacy Standards

Grades PreK-2	Grades 3-5	Grades 6-8	Grades 9-12	Environmental Literacy Curriculum
				<p>Standard 1.0 Environmental Issues The student will investigate and analyze environmental issues ranging from local to global perspectives and develop and implement a local action project that protects, sustains, or enhances the natural environment.</p>
<p>Standard 3.0 Geography Students will use geographic concepts and processes to understand location and its relationship to human activities. Topic A. Using Geographic Tools Indicator 1. Use geographic tools to locate and describe places on Earth</p> <ol style="list-style-type: none"> 1. Identify the purpose and use of a globe and a variety of maps and atlases, such as school maps, neighborhood maps and simple atlases 2. Identify and use map elements, such as title, compass rose, simple grid system, legend/key, date, and author to interpret a map c. Identify the equator, poles, seven continents, four oceans, and countries on a map and globe d. Describe a place using bird's eye view, and satellite images, photographs, and pictures <p>Topic B. Geographic Characteristics of Places and Regions Indicator 1. Classify places and regions in an environment using geographic characteristics</p> <ul style="list-style-type: none"> Identify natural/physical features and human-made features using maps and photographs Describe and classify regions using climate, vegetation, animal life, and natural/physical features 		<p>Standard 3.0 Geography Students will use geographic concepts and processes to examine the role of culture, technology, and the environment in the location and distribution of human activities and spatial connections throughout time.</p> <p>Topic A. Using Geographic Tools Indicator 1. Use geographic tools to analyze geographic issues and problems prior to 1877</p> <ol style="list-style-type: none"> 1. Use thematic maps to locate places and describe the human and physical characteristics, such as settlement patterns, migration, population density, transportation, and communication networks 2. Explain interrelationships among physical and human characteristics that shaped the nation 3. Analyze thematic maps to determine demographic and economic information about a region <p>Topic B. Geographic Characteristics of Places and Regions Indicator 1. Analyze how geographic characteristics influenced the location and development of regions in the United States prior to 1877</p>	<p>Standard 3.0: Geography Students will use geographic concepts and processes to examine the role of culture, technology, and the environment in the location and distribution of human activities and spatial connections throughout time. Expectation 1. The student will demonstrate an understanding of the relationship of cultural and physical geographic factors in the development of government policy. Topic A. Using Geographic Tools Indicator 1. Analyze geographic issues and problems using geographic concepts. Objectives</p> <ol style="list-style-type: none"> a. Compare climate, land use, natural resources, population distribution, demographic and density maps of Maryland and the United States. <p>Topic B. Geographic Characteristics of Places and Regions Indicator 1. The student will analyze the roles and relationships of regions on the formation and implementation of government policy (3.1.3).</p> <p>Assessment limits:</p> <ul style="list-style-type: none"> • International, national, state, local, and/or regional interests that may shape government policy. • Patterns, trends and projections of population growth in regions and how these may affect the environment, society 	<p>Standard 3: Flow of Matter and Energy The student will analyze and explain the movement of matter and energy through interactions of earth's systems (<i>biosphere, geosphere, hydrosphere, atmosphere, and cryosphere</i>) and the influence of this movement on weather patterns, climatic zones, and the distribution of life</p> <p>Indicator 3: Explain that transfer of thermal energy between the atmosphere and the land or oceans influences climate patterns.</p> <ol style="list-style-type: none"> a. Demonstrate that global climate patterns are determined by dynamic energy conditions, such as cloud cover, ocean currents, atmospheric circulation, Earth's rotation, and the Earth's various surfaces. b. Demonstrate that global climate patterns are determined by static conditions, such as latitude, altitude and the position of mountain ranges, oceans, lakes. e. Cite evidence to show that changes in climate can produce very large changes in ecosystems. f. Cite evidence to show that earth's climates have changed in the past are currently changing and are expected to change in the future. <p>Standard 4: Interactions of Organisms The student will use physical, chemical,</p>

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<p>Classify places as rural and urban Describe how geographic characteristics determine choices, such as climate guides decisions about food, clothing, and shelter</p> <p>Topic C. Movement of People, Goods and Ideas Indicator 1. Explain how transportation and communication link places by the movement of people, goods, and ideas</p> <ol style="list-style-type: none"> 1. Compare types of transportation used to move goods and people today and long ago 2. Compare ways people communicate ideas today and long ago <p>Topic D. Modifying and Adapting to the Environment Indicator 1. Explain how people modify, protect, and adapt to their environment</p>	<ol style="list-style-type: none"> 1. Analyze how geographic characteristics influenced the location and development of economic activities, such as farming, lumbering, fur trading, whaling and the rise of industry in the early national period 2. Describe how changes in transportation systems, such as roads, canals and railroads affected the expansion of trade and settlement 3. Analyze how geographic characteristics stimulated regional growth, such as the purchase of the Louisiana Territory <p>Topic C. Movement of People, Goods and Ideas Indicator 1. Analyze population growth, migration and settlement patterns in the United States prior to 1877</p> <ol style="list-style-type: none"> 1. Explain why Americans migrated west, such as fertile soil, minerals, and economic opportunity, and the impact on that region 2. Describe the effects of the influx of immigrants on the United States c. Explain how the regional demographic factors of constituents, such as race, ethnicity, education, occupation, and wealth affect public policy and voting issues <p>Topic D. Modifying and Adapting to the Environment Indicator 1. Analyze why and how people in the United States modify their natural</p>	<p>and government policy.</p> <ul style="list-style-type: none"> • Examples of the criteria used to define a region include economic development, natural resources, population, religion and climate. <p>Objectives</p> <ol style="list-style-type: none"> a. Explain how geographic characteristics and shared interests stimulate regional cooperation between governments. a. Analyze how the population shifts in and between regions affects the formation and implementation of government policy, such as the relocation or loss of industry and urban flight. b. Analyze the importance of regional characteristics and interests including economic development, natural resources, climate and environmental issues in formulating local, state, and national government policy c. Explain the geographic factors that influence foreign policy and international political relations (Unit 6). <p>Topic C. Movement of People, Goods and Ideas Indicator 1. The student will evaluate demographic factors related to political participation, public policy and government policies (3.1.1).</p> <ol style="list-style-type: none"> a. Analyze patterns, trends, and projections of population in regions and how these may affect the environment, society and government policy b. Analyze the influence of demographic factors on the formation and implementation of government policy and funding decisions, such as education, health care and social security (Unit 6) <p>Topic D. Modifying and Adapting the Environment Indicator 1. The student will evaluate the role of government in addressing land use</p>	<p>biological, and ecological concepts to analyze and explain the interdependence of humans and organisms in populations, communities and ecosystems.</p> <p>B. Population Dynamics Indicator 1. Analyze the growth or decline of populations and identify a variety of responsible factors.</p> <ol style="list-style-type: none"> a. Demonstrate using a model or case study how a population comes into equilibrium (grow or decline) with its environmental resources through the combined effects of birth, death, immigration, emigration. b. Calculate differences in growth curves of populations that increase through linear or exponential growth. c. Discuss the factors that limit population size, such as availability of food, light, space, populations of predators and prey, competitors, disease. d. Demonstrate using a model or case study that <i>carrying capacity</i> is defined as the maximum number of individuals that can be supported in a given environment and that the limitation is not in the space but number of people/organisms in relation to the resources and capacity of earth systems to support them. e. Research and explain how technologies having to do with medicine, food production, sanitation, or disease prevention have affected human population dynamics. f. Research and explain how, in the past century, agricultural technology led to a huge shift of population from farms to cities and a great change in how people live and work. g. Research the size and rate of growth of human populations and discuss how economic, political, religious, technological and environmental factors affect population dynamics.
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<p>1. Describe ways, such as clearing trees and farming land, that people modify their environment and the impact of those modifications</p> <p>2. Describe how and why people protect or fail to protect the environment</p> <p>C. Explain how people adapt to changes in the environment</p>		<p>environment and the impact of those modifications</p> <ol style="list-style-type: none"> 1. Analyze the trade offs of using resources to pursue economic opportunities v. preserving the environment, such as westward movement 2. Explain the consequences of modifying the natural environment, such as soil erosion, loss of soil fertility and over-fishing c. Identify and explain land use issues that illustrate the conflict between economic growth and using the environment d. Analyze how land use was managed by the federal government such as the Land Ordinance of 1785 and the Northwest Ordinance of 1787 	<p>and other environmental issues (3.1.2). Assessment limits:</p> <ul style="list-style-type: none"> • National, state, and/or local issues. • Issues will include urban sprawl and government policy regarding growth and land use/zoning. <ol style="list-style-type: none"> a. Analyze the affect of legislative decisions on land use and environmental issues b. Describe how local governments control the use of land and manage growth through zoning laws and/or ordinances (Unit 3) c. Analyze the role of the state executive branch in addressing land use and environmental issues, such as Smart Growth, deforestation, urban sprawl, pollution, natural disasters, water resources, wetland preservation and critical areas d. Analyze the role of the state and local governments in addressing land use, such as zoning issues, building moratoriums and wetland preservation (Unit 4) e. Evaluate the way national, state, and local governments develop policy to address land use and environmental issues, such as urban sprawl, Smart Growth and commercial use of public land (Unit 6) 	<p>h. Investigate and communicate findings about factors that may affect the size and rate of human population growth such as:</p> <ul style="list-style-type: none"> • birth and fertility rates • age structure of the population • levels of affluence and education • role of children in the labor force • education and employment of women • infant mortality rates • availability and reliability of birth control • religious beliefs • cultural norms <p>Standard 5: Humans and Natural Resources The student will use concepts from chemistry, physics, biology, and ecology to analyze and interpret both positive and negative impacts of human activities on earth's natural systems and resources.</p> <p>A. Human Impact on Natural Processes Indicator 1: Analyze the effects of human activities on earth's natural processes.</p> <ol style="list-style-type: none"> a. Explain that human populations are part of the earth's ecosystems, use natural systems, and will continue to use natural systems, as resources in order to maintain and improve their existence. b. Identify and describe that natural ecosystems provide an array of basic processes that affect humans, including: <ul style="list-style-type: none"> • maintenance of the quality of the atmosphere • generation of soil • control of the hydrologic cycle • disposal of wastes • recycling of nutrients c. Investigate and explain that humans modify ecosystems as a result of: <ul style="list-style-type: none"> • Population growth • Technologies having to do with food production , sanitation, and disease
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				<p>prevention</p> <ul style="list-style-type: none"> • Increasing human consumption that places severe stress on natural processes that renew some resources and depletes those resources that cannot be renewed <p>d. Give examples and describe how natural systems have the capacity to reuse waste, but that capacity is limited.</p> <p>e. Give examples of materials from human societies that affect both the physical and chemical cycles of earth.</p> <p>f. Investigate, analyze and explain how human impacts threaten current global stability and if not addressed, will irreversibly affect earth’s systems.</p> <p>g. Investigate, analyze and explain how ecological forecasts are used to predict the impacts of chemical, biological, and physical changes on ecosystems, ecosystem components, and people.</p>
<p>Standard 5.0 History Students will use historical thinking skills to understand how individuals and events have changed society over time.</p> <p>Topic A. Individuals and Societies Change Over Time</p> <p>Indicator 1. Examine differences between past and present time</p> <ol style="list-style-type: none"> 1. Develop a personal timeline in each students' life 2. Describe the relationship among events in a variety of timelines <p>Indicator 2. Describe people, places and artifacts of today and long ago</p> <ol style="list-style-type: none"> 1. Gather and interpret information about the past from informational sources and biographies 2. Collect and examine photographs of the 	<p>Standard 5.0 History Students will examine significant ideas, beliefs, and themes; organize patterns and events; and analyze how individuals and societies have changed over time in Maryland and the United States.</p> <p>Topic A. Individuals and Societies Change Over Time</p> <p>Indicator 1. Analyze the chronology and significance of key historical events during the age of European exploration</p> <ul style="list-style-type: none"> • Describe the origin, destination and goals of the North American explorers • Evaluate the results of the interactions between European explorers and native peoples <p>Indicator 2. Analyze the chronology and the significance of key historical events leading to early settlements in Colonial America</p> <ol style="list-style-type: none"> 1. Describe the major settlements in 			<p>Indicator 2. Analyze the effects of human activities that deliberately or inadvertently alter the equilibrium of natural processes.</p> <ol style="list-style-type: none"> a. Investigate and explain how human activity may alter the equilibrium of natural processes: <ul style="list-style-type: none"> • maintenance of the quality of the atmosphere. • generation of soils • control of the hydrologic cycle • disposal of wastes • recycling of nutrients • changing the rate at which matter recycles b. Evaluate the effects on the environment of human activities that result from the acquisition, transport, distribution and use of energy resources. c. Use data to show that a growing human population is removing resources faster than

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<p>past and compare with similar, current images, such as, photographs of modes of transportation and communication</p>	<p>Roanoke, St. Augustine and Jamestown</p> <p>2. Analyze how key historical events impacted Native American societies</p> <p>Topic B. Emergence, Expansion and Changes in Nations and Empires Indicator 2. Analyze the growth and development of colonial America</p> <ol style="list-style-type: none"> 1. Describe the religious, political and economic motives of individuals who migrated to North America and the difficulties they encountered 2. Compare the political, economic and social lives of people in New England, Middle and the Southern colonies c. Analyze the different roles and viewpoints of individuals and groups, such as women, men, free and enslaved Africans, and Native Americans during the Revolutionary period 	<p align="center" style="font-size: 48px; opacity: 0.3; transform: rotate(-45deg);">DRAFT</p>		<p>they can be replaced by natural processes.</p> <p>d. Evaluate the effects or the possible effects of the introduction of alien species either intentionally or unintentionally into the Chesapeake Bay and surrounding watershed and the results this has or may have on the natural resources found in the Bay.</p> <p>B. Human Impact on Natural Resources Indicator 1. Analyze, from local to global levels, the relationship between human activities and the earth’s resources.</p> <ol style="list-style-type: none"> a. Evaluate the interrelationships between humans and water. b. Evaluate the interrelationships between humans and the ocean. c. Evaluate the interrelationships between humans and land, including urban growth and land-use decisions. d. Evaluate the interrelationships between humans and air quality. e. Evaluate the interrelationships between humans and energy resources. <ul style="list-style-type: none"> • Sunlight is the ultimate source of energy. • When selecting an energy source, it is important to identify advantages and disadvantages of each source. • During any energy transformation, there is some dissipation of energy into the environment. f. Recognize and explain that activities and technology of the human species have a major impact on other species in many ways such as: <ul style="list-style-type: none"> • Decreasing the amount of available space (land use) or food for other organisms • Destruction of habitats through direct harvesting, pollution, atmospheric change • Removing or moving a species
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				<p>from one ecosystem to another</p> <ul style="list-style-type: none"> • Changing the temperature and chemical composition of habitats • Altering organisms through selective breeding and genetic engineering <p>g. Analyze ways that humans are changing many basic ecosystem processes and explain that the changes may have a major impact on their own species in many ways.</p>
				<p>Standard 6: Environment and Health The student will use concepts from science, social studies and health to analyze and interpret both positive and negative impacts of natural events and human activities on human health.</p> <p>A. Natural Changes and Human Health 1. Identify and describe natural changes in the environment that may affect the health of human populations and individuals.</p> <ul style="list-style-type: none"> a. Describe and explain the internal and external processes of the earth that cause natural hazards and events that change or destroy human and wildlife habitats, damage property and harm or kill humans. b. Identify natural hazards as earthquakes, tsunamis, landslides, wildfires, volcanic eruptions, floods, storms. c. Identify coastal hazards specific to Maryland. d. Cite examples of normal adjustments of the earth that are hazardous to humans. e. Cite examples of hazards such as earthquakes, volcanic eruptions and severe weather that are rapid and spectacular, and other hazards, such as stream channel movement, coastal

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				<p>erosion, and sedimentation that are slow and progressive.</p> <p>f. Cite examples and evidence to illustrate that natural systems can change to an extent that exceeds the limits of the organisms to adapt naturally or humans to adapt technologically.</p> <p>g. Investigate the effects of substances that are found in natural environments (for example radon, lead) that are harmful to humans.</p> <p>h. Cite examples of a time when natural/coastal hazards presented personal and societal challenges because misidentifying the change or incorrectly estimating the rate and scale of change resulted in either too little attention, resulting in significant human costs, or too much cost for unneeded preventative measures.</p>
				<p>B. Human-Induced Changes and Human Health</p> <p>1. Describe and explain that many changes in the environment designed by humans bring benefits to society as well as cause risks.</p> <p>a. Identify risks and benefits that are associated with:</p> <ul style="list-style-type: none"> • natural events • chemical elements and compounds (such as toxic substances, pesticides, drugs) • biological factors (such as pollen, viruses, parasites, bacteria) • social factors (such as occupational safety and transportation) • personal behaviors (such as smoking, dieting, drinking alcohol, some dietary habits) <p>b. Analyze evidence that a variety of factors</p>

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				<p>positively or negatively influence the length and quality of human life, such as: diet, genes, availability of medical care, sanitation measures, safe food handling in control the spread of disease, environmental conditions, chemical and radiation exposure, use of antibacterial drugs, contamination through hormone mimics.</p> <p>c. Explain how maintaining environmental health involves establishing or monitoring quality standards related to the use of soil, water and air.</p>
				<p>C. Hazards and Risk Analysis</p> <p>1. Analyze and explain that human activities, products, processes, technologies and inventions can involve some level of risk to human health.</p> <p>a. Describe and explain the idea that natural and human- induced hazards present the need for humans to assess potential danger and risk.</p> <p>b. Recognize and demonstrate that individuals can use a systematic approach to think critically about risks and benefits by applying probability estimates to risks and comparing probabilities to estimated personal and social benefits.</p> <p>c. Recognize and explain that risk analysis considers the type of hazard and estimates the number of people that might be exposed and the number likely to suffer consequences and that these results are used to determine the options for reducing or eliminating risks.</p> <p>d. Investigate data and cite examples of the costs and trade-offs of various hazards, ranging from minor risk to a few people to major catastrophes with major risks to many people.</p>

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				<p>e. Investigate data and cite examples of important personal and social decisions that are made or were previously made based on the perceptions of benefits and risks</p>
<p>Topic A. Elements of Culture Indicator 1. Analyze elements of two different cultures and how each meets their human needs and contributes to the community</p> <ol style="list-style-type: none"> 1. Use fiction and non-fiction to compare the elements of two different cultures, and how they meet their human needs for food, shelter, and other commonalities such as recreation, music, and stories 2. Explain ways people of different ages and/or cultural backgrounds can respect and help to pass on traditions and customs <p>Topic B. Cultural Diffusion Indicator 1. Explain that individuals and groups share and borrow from other cultures to form a community</p> <ol style="list-style-type: none"> 1. Give examples of how families in the community share and borrow customs and traditions from other cultures <p>Topic C. Conflict, Cooperation and Compromise Indicator 1. Analyze ways in which people interact</p> <ol style="list-style-type: none"> 1. Identify and demonstrate appropriate social skills necessary for working in a cooperative group, such as sharing concern, care, and respect among group members 2. Analyze how different points of view in school situations may result in compromise or conflict. 			<p>Standard 2 Students will understand the diversity and commonality, human interdependence, and global cooperation of the people of Maryland, the United States and the World through both a multicultural and historic perspective.</p> <p>B. Cultural Diffusion: Foreign Policy Indicator</p> <ul style="list-style-type: none"> • 1. The student will analyze economic, political, social issues and their effect on foreign policies of the United States (2.1.1) <p>Assessment limits:</p> <ul style="list-style-type: none"> • Policies of United States government that promote or fail to promote relationships with other • Contemporary concerns which affect international relationships 	<p>Standard 1: Issues Investigation</p> <p>Standard 7: Environment & Society The student will analyze how the interactions of heredity, experience, learning and culture influence social decisions and social change.</p> <p>A. Environmental Quality 1. Investigate factors that influence environmental quality.</p> <ol style="list-style-type: none"> a. Use primary and secondary data sources to investigate influences on environmental quality such as: <ul style="list-style-type: none"> • population growth • age distribution • age, gender, race and ethnicity • over-consumption • the perception of the capacity of technology to solve problems • poverty • consumption of natural resources • different economic, political, cultural and religious perceptions about the relationship between people and the environment. <p>B. Individual and Group Actions and the Environment</p> <ol style="list-style-type: none"> 1. Examine the influence of individual and group actions on the environment and explain how groups and individuals can work to promote and balance interests through: <ul style="list-style-type: none"> ○ Government policies; ○ Actions having to do with environmental issues such as energy use and other forms of consumption, waste disposal, resource management;

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				<ul style="list-style-type: none"> ○ Education about the importance of natural resources and ecological processes. ○ Action at various levels of citizen action (school-wide, city-wide, county, statewide, national, international) ○ Using guidelines for decision making (consequences, sufficient evidence, alternatives, effectiveness for action) ○ Modes of action (persuasion, consumerism, political, eco-management)
				<p>C. Cultural Perspectives and the Environment</p> <p>1. Investigate cultural perspectives and dynamics and apply their understanding in context to:</p> <ul style="list-style-type: none"> ○ Explain that differences in the behavior of individuals arise from the interaction of culture and experience. <ul style="list-style-type: none"> ▪ Different groups of people place greatly differing values on the same kind of good or service. ▪ Those who will receive the benefits are not necessarily those who will bear the costs. ▪ Give past and current examples to show how the decisions of one generation both provide and limit the range of the possibilities open to the next generation. ▪ Give past and current examples to show how one generation may have to bear the costs or benefits of the decisions of another generation.
				<p>D. Political Systems and the Environment</p> <p>1. Understand how different political systems account for, manage, and affect natural resources and environmental quality.</p> <ul style="list-style-type: none"> ○ Define public policy as public officials taking action on and

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				<p>allocating resources for something that affects the people within a given area of authority.</p> <ul style="list-style-type: none"> ○ Identify the private sector, government and public sector as three parts of society involved in public policy making. ○ Evaluate, take and defend positions on which part(s) of society may be best suited to deal with certain problems. ○ Explain the role of public policy in dealing with environmental problems in society. <ul style="list-style-type: none"> ▪ Explain that there are not enough resources to satisfy all of the desires of people and so there has to be a way of deciding who gets what resources. ▪ Investigate and evaluate how public policies serve to distribute benefits and burdens of society, manage the allocation of resources and manage conflict. ▪ Analyze policies of market participants or government agencies and evaluate their affect on the production and distribution of resources. ○ Explain the role of public policy in dealing with environmental justice problems in society ○ Analyze and evaluate governmental policies that try to bring about change or impede it through policies, incentives, or direct coercion. ○ Investigate various national and international policies and practices related to energy use, waste disposal, ecological management, manufacturing and population that affect the global environment. ○ Explain how the growing worldwide interdependence of social, economic, and ecological systems means that policy changes in one place
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				<p>in the world may have effects in any other place.</p> <ul style="list-style-type: none"> ○ Analyze and evaluate policy changes that cause conflict because the changes benefit some groups more than others.
<p>Standard 4.0 Economics Students will identify the economic principles and processes that are helpful to producers and consumers when making good decisions.</p> <p>Topic A. Scarcity and Economic Decision-making Indicator 1. Explain why people have to make economic choices about goods and services</p> <ol style="list-style-type: none"> 1. Identify and explain economic choices people make 2. Identify and give examples of the positive and negative aspects of each choice 3. Explain that choices have consequences, some of which are more important than others <p>Indicator 2. Explain the production process</p> <ol style="list-style-type: none"> 1. Identify the natural, capital, and human resources used in the production of a good or service 2. Identify examples of specialized workers in the school and community, such as nurses, truck drivers, lawyers, and postal workers <p>Indicator 3. Examine how technology affects the way people live, work and play</p> <ol style="list-style-type: none"> 1. Identify examples of technology used by consumers, such as automobiles, cameras, telephones, microwaves, televisions, and computers 2. Analyze why consumers use technology in their daily lives <p>Topic B. Economic Systems and the Role of Government in the Economy Indicator 1. Describe different types of</p>	<p>Standard 4.0 Economics Students will develop economic reasoning to understand the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers participating in local communities, the nation, and the world.</p> <p>Topic A. Scarcity and Economic Decision-making Indicator 1. Explain that people made choices because resources were limited relative to economic wants for goods and services in Colonial America</p> <ol style="list-style-type: none"> 1. Identify the opportunity cost of economic decisions, such as whether or not to buy products on which British taxes were imposed <p>Indicator 2. Analyze how limited economic resources were used to satisfy economic wants in Colonial America</p> <ol style="list-style-type: none"> 1. Describe how limited resources and unlimited economic wants caused colonists to choose certain goods and services 2. Describe how available resources affected specialization and trade 3. Analyze how changing from a British colony to an independent nation affected economic resources, production, and economic wants <p>Indicator 3. Analyze how technological changes affected production and consumption in Colonial America</p> <ol style="list-style-type: none"> 1. Explain how the development of new products and new technologies affected the way people lived 	<p align="center" style="font-size: 48px; opacity: 0.3; transform: rotate(-45deg);">DRAFT</p>		<p>E. Economics and Environment</p> <ol style="list-style-type: none"> 1. Analyze and explain global economic and environmental connections. <ul style="list-style-type: none"> ○ Explain that differences in climate and uneven distribution of natural resources result in the need for trade ○ Analyze examples to illustrate that international trade is often complicated by political motivation ○ Give current examples to illustrate that the importance and use of resources changes over time and varies under different economic and technological systems. ○ Investigate and analyze how industrialization brings an increased demand for and use of energy, which contributes many more goods and services but also leads to the rapid depletion of earth’s energy resources and increases environmental risks associated with some energy resources. <p>F. Technology and Environment</p> <ol style="list-style-type: none"> 1. Investigate and examine the social and environmental impacts of various technologies and technological systems on the environment including how: <ul style="list-style-type: none"> • Technologies having to do with food production, sanitation or disease prevention result in the rapid increases in human population; • Agricultural technologies require trade-offs between increased production and environmental harm and between efficient production and social values.

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<p>markets</p> <ol style="list-style-type: none"> Describe different market situations where buyers and sellers meet to exchange goods and services Describe how people meet in market communities around the world, such as farmers' markets and door-to-door sales <p>Indicator 3. Describe how consumers acquire goods and services</p> <ol style="list-style-type: none"> Identify goods and services provided by businesses Identify goods and services provided by government Explain different ways to pay for goods and services, such as credit cards, checks, debit cards, and money orders 	<ol style="list-style-type: none"> Examine how technology has changed production such as wheat/grist mills <p>Indicator 4. Analyze the consequences of specialized work on interdependence, trade, and economic growth</p> <ol style="list-style-type: none"> Analyze examples of regional specialization and how it contributed to economic growth through the colonies Explain specialization and interdependence using the triangular trade routes <p>Topic B. Economic Systems and the Role of Government in the Economy</p> <p>Indicator 1. Describe the types of economic systems in colonial America</p> <ol style="list-style-type: none"> Identify examples of tradition, such as the economic roles of men and women Describe examples of command decisions, such as the imposition of the Stamp Act and the Tea Act Analyze a market economy and give examples of how the colonial economy exhibited these characteristics such as private ownership and consumer choice <p>Indicator 2. Describe the role of British government on the colonial economy</p> <ol style="list-style-type: none"> Explain how colonists were forced to change their purchasing habits based on the scarcity of goods imposed by taxes Evaluate the trade-offs of British protectionism <p>Indicator 3. Describe the role of money and barter in the colonial trade</p> <ol style="list-style-type: none"> Compare the benefits of a money economy to a barter economy 	<p align="center" style="font-size: 48px; opacity: 0.3; transform: rotate(-45deg);">DRAFT</p>	<p align="center" style="font-size: 48px; opacity: 0.3; transform: rotate(-45deg);">DRAFT</p>	<ol style="list-style-type: none"> Investigate a decision involving the implementation of a new technology and present an assessment of risks, costs and benefits, identification of those who suffer, those who pay, those who gain, what the risks are, and who bears them. <p align="center">Also Standard 5: Natural Resources</p>
<p>Standard 1.0 Political Science Students will understand the historical development and current status of the democratic principles and the development of skills and attitudes necessary to become responsible citizens.</p>	<p>Standard 1.0 Political Science Students will understand the historical development and current status of the fundamental concepts and processes of authority, power, and influence, with particular emphasis on democratic skills and</p>	<p>Standard 1.0 Political Science Indicator 3. Evaluate roles and policies of the United States government regarding public policy and issues</p> <ol style="list-style-type: none"> Examine the effect that national interests have on shaping government policy, such 	<p>Standard 1.0 Political Science Students will understand the historical development and current status of the democratic principles and the development of skills and attitudes necessary to become responsible citizens.</p>	<p>Standard 8.0: Sustainability The student will make decisions that demonstrate understanding of natural communities and the ecological, economic, political, and social systems of human communities, and examine how their</p>

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<p>Topic A. The Foundations and Function of Government Indicator 1. Explain how rules and laws are made and necessary to maintain order and protect citizens 1. Explain how school and community rules promote orderliness, fairness, responsibility, privacy, and safety 2. Identify leadership positions and organizations in the community and explain how they can be helpful in maintaining safety and order Indicator 2. Explain how democratic skills and attitudes are associated with being a responsible citizen 1. Use appropriate informational text to develop an understanding of democratic skills and attitudes, such as rights and responsibilities, respect, fairness, honesty, loyalty, and courage</p>	<p>attitudes necessary to become responsible citizens. Topic A. The Foundations and Function of Government Indicator 1. Examine the early foundations, functions, and purposes of government Trace the development of early democratic ideas and practices that emerged during the early colonial period, including the significance of representative assemblies and town meetings Indicator 2. Analyze the historic events, documents, and practices that are the foundations of our political systems Describe the three branches of government and their individual powers and responsibilities, such as separation of powers and checks and balances Indicator 3. Analyze the roles of colonial government regarding public policy and issues 1. Identify the effect that regional interests and perspectives had on shaping government policy, and compare such as middling class v. gentry, plantation owners v. proprietors 2. Analyze how geographic information influenced the formation of policy, such as the Proclamation of 1763</p>	<p>as the abolitionist movement and slavery, states' rights, and regional commerce 2. Evaluate regional and international perspectives regarding the formation and implementation of public policy, such as Washington's Farewell Address, Monroe Doctrine, westward expansion, sectionalism, plantation holders in the South v. the industrialists in the North</p>	<p>Topic A. The Foundations and Function of Government Indicator 1. Explain how rules and laws are made and necessary to maintain order and protect citizens 3. Explain how school and community rules promote orderliness, fairness, responsibility, privacy, and safety 4. Identify leadership positions and organizations in the community and explain how they can be helpful in maintaining safety and order Indicator 2. Explain how democratic skills and attitudes are associated with being a responsible citizen 2. Use appropriate informational text to develop an understanding of democratic skills and attitudes, such as rights and responsibilities, respect, fairness, honesty, loyalty, and courage</p>	<p>personal and collective actions affect the sustainability of these interrelated systems. Topic A. Intergenerational Responsibility Indicator 1: Understand and apply the basic concept of sustainability to natural and human communities. a. Define and explain the basic concept of sustainability as meeting present needs without compromising the ability of future generations to meet their needs. b. List and analyze their changing roles and responsibilities in their family, their school, and their community -- now and into the future. c. Identify natural and agricultural resources and where they come from (e.g.: wildlife, fish, plant, rock, water, soil, minerals, sunlight, and air), and distinguish between natural resources and things made by humans. d. Cite examples of resources that will regenerate within a human lifetime and other resources that are finite. e. Identify local plant and animal species and describe how each species is dependent upon another. f. Recognize and explain that the maximum population that a habitat can maintain depends on the productivity of the habitat and other factors, which are constantly changing. g. Using standard ecological footprint calculation models, determine the impact of their lifestyle decisions, such as transportation, food, personal consumption of products, and housing choices. h. Research the use of a natural resource in the local environment, and identify the social, economic, and political mechanisms that impinge upon use of the resource</p>
				<p>Topic B. Interconnectedness of Systems Indicator 1. Recognize the concept of sustainability as a dynamic condition</p>

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				<p>characterized by the interdependency among ecological, economic, and social systems and how these interconnected systems affect individual and societal well-being.</p> <p>a. Identify and describe the ecological, economic, political, and social systems in their community.</p> <p>b. Explain how natural and built communities are part of larger systems (e.g. farms as part of the regional watershed and food systems for cities, a mine as part of the regional economy) and the interrelationships that exist among those systems.</p> <p>c. Describe and explain how sustainable resource use today can lead to basic human needs (e.g.: food, water, energy and shelter) being met by future generations.</p> <p>d. Identify and describe an unsustainable system (such as a fossil fuel energy system) and use sustainability principles to redesign it.</p> <p>e. Investigate designs and systems in nature that can serve as models for human-created sustainable products, services, and systems.</p> <p>f. Propose a design for the continuous cycling of biological and technical nutrients for a cradle-to-cradle designed product or system.</p>
			<p>Standard 4 Students will develop economic reasoning to understand the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers participating in local communities, the nation, and the world. Expectation 1. The student will demonstrate an understanding of economic principles, institutions, and processes required to</p>	<p>Topic C: Influence of Economic Systems on Sustainability Indicator 1. Investigate and make decisions that demonstrate understanding of how the dynamics of economic systems affect the sustainability of ecological and social systems.</p> <p>a. Use United Nations Millennium Development Goals to investigate causes and potential solutions to poverty in the local community, the U.S. and around the world.</p> <p>b. Choose an ecosystem and list the existing</p>

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			<p>formulate government policy.</p> <p>Topic</p> <p>A. Scarcity and Economic Decision-making</p> <p>Indicator</p> <ul style="list-style-type: none"> • 1. The student will utilize the principles of economic costs and benefits and opportunity cost to analyze the effectiveness of government policy in achieving socio-economic goals (4.1.2). <p>Assessment limits:</p> <ul style="list-style-type: none"> • The role of scarcity and opportunity cost in government decision-making. • Competing socio-economic goals including: economic freedom, growth, stability, equity, security, productivity, national defense, environmental protection, and educational quality. <p>Objectives</p> <p>a. Explain how scarcity and opportunity cost affect government decision-making</p> <p>b. Explain how governments attempt to prioritize socio-economic goals in response to changing economic, social and political conditions</p> <p>c. Evaluate the role of government in providing public goods, such as national defense and public education (Unit 1)</p> <p>d. Explain examples of trade-offs that occur within competing socio-economic goals during the budget-creation process at the national, state and local levels, such as economic freedom v. economic equity and security (Unit 4)</p> <p>e. Evaluate how the principles of economic costs, benefits, and opportunity cost are used to address public policy issues, such as environmental and healthcare concerns (Unit 6)</p> <p>Topic B. Economic Systems and the Role of Government in the Economy</p>	<p>and potential services (products and processes) that it provides to humans.</p> <p>c. Investigate, use, and compare alternative indicators of social and economic progress (e.g. Genuine Progress Indicator) with traditional economic indicators (e.g. Gross Domestic Product) to determine the health and well-being of their local community.</p> <p>d. Describe the pros and cons of globalization and how a globalized world contributes to and detracts from sustainability.</p> <p>e. Using the concept of True (or Full) Cost Accounting, choose a product or service and list its hidden social and environmental costs.</p> <p>f. Analyze a business operation in terms of its environmental, economic, and social/cultural factors.</p> <p>g. Investigate a micro-credit organization's operations in a community and analyze how that operation contributes to the community's long-term sustainability.</p> <p>h. Compare the distribution of resources between two or more economic classes, and ethnic and cultural groups.</p> <p>i. Analyze the use of a local natural resource (e.g. lumber, fish, and minerals) and consider the resources' ability or inability to regenerate at a sustainable level.</p> <p>j. Survey their own household energy uses, explore opportunities for increased energy efficiency and conservation, and calculate potential savings over time.</p> <p>k. Explain how a specific ecological region provides environmental, social and economic value. (For example, a healthy rain forest as a storehouse of historical, current, and potential medicines of tremendous social and economic value.)</p> <p>l. Analyze local, national and global food systems, including Farm-to-School programs, demonstrating an understanding of the differences between industrial</p>
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			<p>Indicator 1. The student will evaluate how governments affect the answers to the basic economic questions of what to produce, how to produce, and for whom to produce (4.1.1).</p> <p>a. Explain how traditional, command and market economies answer the basic economic questions of what to produce, how to produce and for whom to produce</p> <p>b. Describe how governments organize their economic system for the production, distribution and consumption of goods and services</p> <p>c. Explain how elements of market, command and tradition have shaped the United States' mixed economic system, such as consumer preferences and tariff policies (Unit 1)</p>	<p>farming, factory farming, family farming, organic, and non-organic farming.</p> <p>m. Study the history of, and debates over, the U.S. Farm Bill, and related concepts including protectionism, free trade, and fair trade in the context of food</p>
			<p>Indicator 2. The student will examine regulatory agencies and their social, economic, and political impact on the country, a region, or on/within a state (4.1.3).</p> <p>Assessment limits:</p> <ul style="list-style-type: none"> • How regulatory agencies respond to social issues/concerns, and/or market failures. • Regulatory agencies that respond to social issues and/or market failures: Environmental Protection Agency (EPA) Food and Drug Administration (FDA) • Other national agencies and state and local agencies can be used, but information will be provided in the item. <p>Objectives</p> <p>a. Describe the role of regulatory agencies in carrying out the policies of the executive on the national and state level (Unit 4)</p> <p>b. Describe the purpose, roles and responsibilities of regulatory agencies: Federal Trade Commission (FTC), Federal Aviation Administration (FAA),</p>	<p>Topic D: Influence of Social and Cultural Systems on Sustainability</p> <p>Indicator 1. Investigate and make decisions that demonstrate understanding of how the dynamics of social and cultural systems affect the sustainability of ecological and economic systems.</p> <p>a. Compare, analyze and discuss the 1948 United Nations Universal Declaration of Human Rights, comparing this document to the United States Bill of Rights.</p> <p>b. Research a non-profit group or non-governmental organization whose mission is to forward social justice, economic opportunity, or civil rights for a particular group of people, identifying the organization's mission and key programs and outcomes.</p> <p>c. Research and compare the goals and programs of three multilateral organizations, one economic (such as OPEC: Organization of the Petroleum Exporting Countries), one environmental (such as Greenpeace: a global, public interest group), and one social</p>

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			<p>Environmental Protection Agency (EPA), Food and Drug Administration (FDA),</p> <p>c. Analyze how the actions of regulatory agencies address public issues, market failures and monopolies at the local, state and/or national level</p> <p>d. Examine how other government agencies, such as the Maryland Public Service Commission, the Consumer Product Safety Commission, Securities and Exchange Commission, Occupational Safety and Health Administration fulfill the obligations of government and respond to issues in society (Unit 6)</p> <p>Indicator 3. The student will evaluate the effectiveness of current monetary and fiscal policy on promoting full employment, price stability, and economic performance (4.1.4).</p> <p>Assessment limits:</p> <ul style="list-style-type: none"> Measures of economic performance include Gross Domestic Product (GDP), Consumer Price Index (CPI), and the unemployment rate. 	<p>(such as UNESCO, the United Nations Educational, Scientific and Cultural Organization).</p> <p>d. Research and compare the goals, programs, and/or outcome documents or action plans that resulted from three United Nations international summit processes, global conferences, or conventions and treaties – along with the proposals from the accompanying civil society forums.</p> <p>e. Examine strategies and efforts to curb malaria or other diseases, comparing the economic and health efficacy of preventative measures with pharmaceutical research and treatment efforts.</p> <p>f. Demonstrate understanding of how authority is exercised in different countries under different forms of government.</p> <p>g. Explore their own cultural identity and the identity of their peers and people in their community and examine the different views and values that each culture brings to the community.</p> <p>h. Consider an issue or challenge related to sustainability, through a variety of lenses or perspectives and explain how approaching that issue or challenge from different perspectives may result in different decisions and outcomes.</p> <p>i. Compare the distribution of a common resource (e.g. money, food) of different groups of people in their own community, region, nation, or world and explain how this resource distribution affects sustainability.</p> <p>j. Investigate how the growth or decline of a human population affects a community’s social, economic, and environmental sustainability, including factors that may contribute to unsustainable population growth.</p> <p>k. Define indicators that contribute to their own and their community’s quality of life and assess their and their community’s</p>
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				<p>quality of life based on these indicators.</p> <p>l. Explain how education can impact the sustainable practices of an individual and community</p>
				<p>Topic E: Limits of Ecological Systems</p> <p>Indicator 1. Investigate and make decisions that demonstrate understanding of how the dynamics of ecological systems affect the sustainability of social, cultural systems and economic systems.</p> <p>a. Collect data in order to investigate and analyze how personal consumption patterns affect the sustainability of natural and human communities.</p> <p>b. Trace the production of an item, such as food, clothing or other item, and determine the true ecological cost of production.</p> <p>c. Design a product or service to address a problem or issue using one or more characteristics from a plant or animal.</p> <p>d. Identify local and global “commons” and explain the concept of <i>Tragedy of the Commons</i>.</p> <p>e. Identify a local environmental justice issue (such as the location of toxic waste facility in the neighborhood) and propose possible solutions.</p> <p>f. Develop a sustainable land-use plan for an under-developed community property or place that provides for a healthy environment, economy, and society.</p> <p>g. Identify the natural capital of a local or global resource and create a graph depicting their relative worth.</p>
				<p>Topic F. Action Component</p> <p>Indicator 1. Apply knowledge and skills to investigate and implement personal and collective decisions and actions on an individual, local community, national, and global levels in order to achieve sustainability.</p>

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				<p>a. Identify and implement a personal sustainability action plan.</p> <p>b. Identify actions that can be taken as individuals and those that require the involvement of other people, organizations, and government.</p> <p>c. Complete an ecological footprint assessment, or product trail assessment, of a product or service then identify sustainable alternate products or strategies.</p> <p>d. Communicate ideas in a discussion or debate about a topic that addresses local and/or global sustainability issues.</p> <p>e. Describe the difference between a local and global problem, how the problems might be connected and how a potential solution to each could require different actions at different levels, ranging from local to global.</p> <p>f. Develop a strategy for fair distribution of a limited amount of energy available within a community.</p> <p>g. Develop a decision-making strategy for developing a plan to eliminate use of unsustainable energy sources and unnecessary consumption of goods by your household. Or if your household has already reached these objectives, document how it was achieved.</p> <p>h. Develop an energy reduction plan that reduces the energy use by your household to a fair number of calories per day per person, base on the productive capacity of the planet.</p> <p>i. Develop a personal and household plan for the fair consumption of goods based on your ecological footprint assessment.</p>
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