

Correlation of

**Project Learning Tree
Secondary Environmental Education
Program**

**Focus on Forests:
Exploring Environmental Issues**

to

**History/Social Science
Content Standards
for California Public Schools**

GRADE 10

WORLD HISTORY, CULTURE, AND GEOGRAPHY: THE MODERN WORLD

Students in grade ten study major turning points that shaped the modern world, from the late 18th century through the present, including the cause and course of the two world wars. They trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues, especially as they pertain to international relations. They extrapolate from the American experience that democratic ideals are often achieved at a high price, remain vulnerable and are not practiced everywhere in the world. Students develop an understanding of current world issues and relate them to their historical, geographic, political, economic, and cultural contexts. Students consider multiple accounts of events in order to understand international relations from a variety of perspectives.

- 10.3 Students analyze the **effects of the Industrial Revolution in England, France, Germany, Japan and the United States**, in terms of:
7. the emergence of the Romantic impulse in art and literature (e.g., the poetry of William Blake and William Wordsworth), social criticism (e.g., Charles Dickens' novels) and the move away from Classicism in Europe

Project Learning Tree: Focus on Forests
Words to Live By (#7)

GRADE 11

UNITED STATES HISTORY AND GEOGRAPHY: CONTINUITY AND CHANGE IN THE TWENTIETH CENTURY

Students in grade eleven study the major turning points in American history in the 20th century. Following a review of the nation's beginnings and the impact of the Enlightenment on U.S. democratic ideals, students build upon the tenth grade study of global industrialization to understand the emergence and impact of new technology and a corporate economy, including the social and cultural effects. They trace the change in the ethnic composition of American society; the movement towards equal rights for racial minorities and women; and the role of the United States a major world power. An emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state. Students consider the major social problems of our time and trace their causes in historical events. They learn that the United States has served as a model for other nations and that the rights and freedoms we enjoy are not accidents, but the results of a defined set of political principles that are not always basic to citizens of other countries. Students understand that our rights under the U.S. Constitution comprise a precious inheritance that depends on an educated citizenry for their preservation and protection.

11.8 Students analyze the economic boom and social transformation of **post-World War II America**, in terms of:

6. the diverse environmental regions in North America, their relation to particular forms of economic life, and the origins and prospects of environmental problems in those regions

Project Learning Tree: Focus on Forests

Case Study: Old Growth Forests (#2)

Tough Choices (#3)

Who Owns America's Forests? (#4)

Squirrels vs. Scopes (#6)

11.11 Students analyze the **major social problems and domestic policy issues in contemporary American society**, in terms of:

5. the impact, need and controversies associated with environmental conservation, expansion of the national park system, and the development of environmental protection laws, with particular attention to the interaction between environmental protection and property rights

Project Learning Tree: Focus on Forests

What's a Forest to You? (#1)

Case Study: Old Growth Forests (#2)

Tough Choices (#3)

Who Owns America's Forests? (#4)

Balancing America's Forests (#5)

Squirrels vs. Scopes (#6)

Words to Live By (#7)

Take Action! (#8)

GRADE 12

PRINCIPLES OF AMERICAN DEMOCRACY

Students in grade twelve pursue a deeper understanding of the institutions of American government. They compare systems of government in the world today and analyze the life and changing interpretations of the Constitution, the Bill of Rights, and the current state of the legislative, executive and judiciary branches of government. An emphasis is placed on analyzing the relationship among federal, state and local governments, with particular attention paid to important historical documents such as The Federalist. These standards represent the culmination of civic literacy as students prepare to vote, participate in community activities and assume the responsibilities of citizenship. In addition to studying government in grade twelve, students will also master fundamental economic concepts, applying the tools (graphs, statistics, equations) from other subject areas to the understanding of operations and institutions of economic systems. Studied in a historic context are the basic economic principles of micro and macroeconomics, international economics, comparative economics systems, measurement and methods.

12.2 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, in terms of:

4. the obligation of civic-mindedness including voting, being informed on civic issues, volunteering and performing public service, and serving in the military or alternative service

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Balancing America's Forests (#5)

Take Action! (#8)

12.3 Students evaluate, 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 not part of government), their interdependence, and meaning and importance for a free society, in terms of:

1. how civil society provides opportunities for individuals to associate for social, cultural, religious, economic, and political purposes

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Take Action! (#8)

2. 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

Project Learning Tree: Focus on Forests

Case Study: Old Growth Forests (#2)

Balancing America's Forests (#5)

Squirrels vs. Scopes (#6)

Take Action! (#8)

- 12.7 Students analyze and compare the **powers and procedures of the national, state, tribal, and local governments**, in terms of:
5. how public policy is formed, including the setting of the public agenda and how it is carried out through regulations and executive orders

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Balancing America's Forests (#5)

- 12.8 Students evaluate, take and defend positions on **the influence of the media on American political life**, in terms of:

1. the meaning and importance of a free and responsible press

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Case Study: Old Growth Forests (#2)

Squirrels vs. Scopes (#6)

2. the role of electronic, broadcast, print media, and the Internet as means of communication in American politics

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Case Study: Old Growth Forests (#2)

3. how public officials use the media to communicate with the citizenry and to shape public opinion

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Case Study: Old Growth Forests (#2)

PRINCIPLES OF ECONOMICS

- 12.1 Students understand **common economic terms and concepts and economic reasoning**, in terms of:

1. the causal relationship between scarcity and the need for choices

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Case Study: Old Growth Forests (#2)

Squirrels vs. Scopes (#6)

4. the role of private property as an incentive in conserving and improving scarce resources, including renewable and non-renewable natural resources

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Case Study: Old Growth Forests (#2)

Who Owns America's Forests? (#4)

Balancing America's Forests (#5)

- 12.3 Students analyze the **influence of the U.S. government on the American economy**, in terms of:
1. 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 consumer rights

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Case Study: Old Growth Forests (#2)

Who Owns America's Forests? (#4)

Balancing America's Forests (#5)

- 12.4 Students analyze the unique **roles and responsibilities of the three branches of government** as established by the U. S. Constitution, in terms of:
2. the process through which the U. S. Constitution is amended

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What's a Forest to You? (#1)