
***Facing the Future* Activities Aligned with New Jersey State
Science and Social Studies Content Standards**

The following charts indicate New Jersey Science and Social Studies Standards that are met by lessons in *Facing the Future's* Lesson Guide "Engaging Students through Global Issues" and its associated readings.

Many lessons can easily be modified to address additional standards.

(Lessons not included in a particular chart do not meet specific standards in the subject area.)

Facing the Future Lessons from *Engaging Students through Global Issues*:

- | | |
|------------------------------|---|
| 1. Crossword Puzzles | 21. What's Up With the GDP? |
| 2. Global Issues Trivia | 22. Livin' the Good Life? |
| 3. Sides Debate | 23. What's in the News? |
| 4. Making Global Connections | 24. Are You Buying This?! |
| 5. From Issue to Opportunity | 25. Life: The Long and Short of It |
| 6. Is It Sustainable? | 26. Partners for Health |
| 7. Systems Are Dynamic | 27. Three Faces of Governance |
| 8. Bears in the Air | 28. Taxes: Choices and Trade-offs |
| 9. How Big is a Billion? | 29. Take a Step for Equity |
| 10. Splash But Don't Crash | 30. Shop Till You Drop? |
| 11. Seeking Asylum | 31. Let Them Eat Cake! |
| 12. Watch Where You Step! | 32. Everyone Does Better When Women Do Better |
| 13. Now Hear This! | 33. What's Debt Got to Do With It? |
| 14. When the Chips Are Down | 34. Microcredit for Sustainable Development |
| 15. Farming for the Future | 35. To Fight or Not to Fight? |
| 16. Every Drop Counts! | 36. Worldview Mingle |
| 17. Fueling the Future | 37. Who Are the Nacirema? |
| 18. Biodiversity Connections | 38. Metaphors for the Future |
| 19. Toil for Oil | 39. Deep Space 3000 |
| 20. Fishing for the Future | 40. Creating Our Future |

Key to Standard Alignment:

X = Activity and Assessment
W = Writing Connection
A = Action Project

T = Technology Connection
M = Math Connection
L = Lesson Extension

Science Standards – By the end of Grade 6:

STANDARD 5.4 (NATURE AND PROCESS OF TECHNOLOGY) ALL STUDENTS WILL UNDERSTAND THE INTERRELATIONSHIPS BETWEEN SCIENCE AND TECHNOLOGY AND DEVELOP A CONCEPTUAL UNDERSTANDING OF THE NATURE AND PROCESS OF TECHNOLOGY.

C. Technological Design

1. Select a technological problem and describe the criteria and constraints and criteria that are addressed in solving the problem.

STANDARD 5.10 (ENVIRONMENTAL STUDIES) ALL STUDENTS WILL DEVELOP AN UNDERSTANDING OF THE ENVIRONMENT AS A SYSTEM OF INTERDEPENDENT COMPONENTS AFFECTED BY HUMAN ACTIVITY AND NATURAL PHENOMENA.

A. Natural Systems and Interactions

1. Explain how organisms interact with other components of an ecosystem.

2. Describe the natural processes that occur over time in places where direct human impact is minimal.

B. Human Interactions and Impact

1. Describe the effect of human activities on various ecosystems.

2. Evaluate the impact of personal activities on the local environment.

Science Alignment – By the end of Grade 6:

FTF Lesson #	5.4 (Tech)	5.10 (Environ)	
	C.1	B.1	B.2
4		X	X
6		X	X
10		X	X
12 A		X	X
13		X	T
14		X, W	X
16		X	
17		X	X
18		X	
20		X	
27		X	
30			X
34			X
39	X		

Science Standards – By the end of Grade 8:

STANDARD 5.2 (SCIENCE AND SOCIETY) ALL STUDENTS WILL DEVELOP AN UNDERSTANDING OF HOW PEOPLE OF VARIOUS CULTURES HAVE CONTRIBUTED TO THE ADVANCEMENT OF SCIENCE AND TECHNOLOGY, AND HOW MAJOR DISCOVERIES AND EVENTS HAVE ADVANCED SCIENCE AND TECHNOLOGY.

A. Cultural Contributions

1. Recognize that scientific theories: develop over time, depend on the contributions of many people, and reflect the social and political climate of their time.
2. Know that scientists are men and women of many cultures who often work together to solve scientific and technological problems.
3. Describe how different people in different cultures have made and continue to make contributions to science and technology.

STANDARD 5.3 (MATHEMATICAL APPLICATIONS) ALL STUDENTS WILL INTEGRATE MATHEMATICS AS A TOOL FOR PROBLEM-SOLVING IN SCIENCE, AND AS A MEANS OF EXPRESSING AND/OR MODELING SCIENTIFIC THEORIES.

C. Patterns and Algebra

1. Express physical relationships in terms of mathematical equations derived from collected data.

D. Data Analysis and Probability

1. Represent and describe mathematical relationships among variables using graphs and tables.
4. Use computer spreadsheets, graphing and database applications to assist in quantitative analysis of data.

STANDARD 5.4 (NATURE AND PROCESS OF TECHNOLOGY) ALL STUDENTS WILL UNDERSTAND THE INTERRELATIONSHIPS BETWEEN SCIENCE AND TECHNOLOGY AND DEVELOP A CONCEPTUAL UNDERSTANDING OF THE NATURE AND PROCESS OF TECHNOLOGY.

B. Nature of Technology

1. Analyze a product or system to determine the problem it was designed to solve, the design constraints, trade-offs and risks involved in using the product or system, how the product or system might fail, and how the product or system might be improved.

C. Technological Design

1. Recognize how feedback loops are used to control systems.

STANDARD 5.10 (ENVIRONMENTAL STUDIES) ALL STUDENTS WILL DEVELOP AN UNDERSTANDING OF THE ENVIRONMENT AS A SYSTEM OF INTERDEPENDENT COMPONENTS AFFECTED BY HUMAN ACTIVITY AND NATURAL PHENOMENA.

B. Human Interactions and Impact

1. Compare and contrast practices that affect the use and management of natural resources.

Science Alignment – By the end of Grade 8:

FTF Lesson #	5.2 (Society)			5.3 (MathApp)			5.4 (Tech)	
	A.1	A.2	A.3	C.1	D.1	D.4	B.1	C.1
6							X	
7								X
8							X	
9				X				
12							A	
14			M					
15					X			
17		A				T	X	
18	X	A						
19							X	
22						X		
25	X	X	X			T		
39							X	

Science Standards – By the end of Grade 12:

STANDARD 5.2 (SCIENCE AND SOCIETY) ALL STUDENTS WILL DEVELOP AN UNDERSTANDING OF HOW PEOPLE OF VARIOUS CULTURES HAVE CONTRIBUTED TO THE ADVANCEMENT OF SCIENCE AND TECHNOLOGY, AND HOW MAJOR DISCOVERIES AND EVENTS HAVE ADVANCED SCIENCE AND TECHNOLOGY.

A. Cultural Contributions

1. Recognize the role of the scientific community in responding to changing social and political conditions and how scientific and technological achievement effect historical events.

STANDARD 5.3 (MATHEMATICAL APPLICATIONS) ALL STUDENTS WILL INTEGRATE MATHEMATICS AS A TOOL FOR PROBLEM-SOLVING IN SCIENCE, AND AS A MEANS OF EXPRESSING AND/OR MODELING SCIENTIFIC THEORIES.

C. Patterns and Algebra

1. Apply mathematical models that describe physical phenomena to predict real world events.

D. Data Analysis and Probability

1. Construct and interpret graphs of data to represent inverse and non-linear relationships, and statistical distributions.

STANDARD 5.4 (NATURE AND PROCESS OF TECHNOLOGY) ALL STUDENTS WILL UNDERSTAND THE INTERRELATIONSHIPS BETWEEN SCIENCE AND TECHNOLOGY AND DEVELOP A CONCEPTUAL UNDERSTANDING OF THE NATURE AND PROCESS OF TECHNOLOGY.

B. Nature of Technology

1. Assess the impacts of introducing a new technology in terms of alternative solutions, costs, tradeoffs, risks, benefits and environmental impact.

STANDARD 5.10 (ENVIRONMENTAL STUDIES) ALL STUDENTS WILL DEVELOP AN UNDERSTANDING OF THE ENVIRONMENT AS A SYSTEM OF INTERDEPENDENT COMPONENTS AFFECTED BY HUMAN ACTIVITY AND NATURAL PHENOMENA.

A. Natural Systems and Interactions

1. Distinguish naturally occurring process from those believed to have been modified by human interaction or activity: climate change, ozone production, erosion and deposition, threatened and endangered species

B. Human Interactions and Impact

1. Assess the impact of human activities on the cycling of matter and the flow of energy through ecosystems.

2. Use scientific, economic, and other data to assess environmental risks and benefits associated with societal activity.

Science Alignment – By the end of Grade 12:

FTF Lesson #	5.2 (Society)		5.3 (MathApp)		5.4 (Tech)	5.10 (Environ)		
	A.1	C.1	D.1	B.1	A.1	B.1	B.2	
4						X		
6						X	X	
9		X						
12						X	W	
13					X	X	X	
14		X, M				W	X	
15		X						
16						X	X	
17	X			X	X	X	X	
18					X	X		
19				X	X	X		
20		X		X			W	
21					X		X	
22			X				A	
25			T					
27					X		X	
30			L					
34							X	
39				X			W	

Social Studies Standards – By the end of Grade 8:

STANDARD 6.2 (CIVICS) ALL STUDENTS WILL KNOW, UNDERSTAND AND APPRECIATE THE VALUES AND PRINCIPLES OF AMERICAN DEMOCRACY AND THE RIGHTS, RESPONSIBILITIES, AND ROLES OF A CITIZEN IN THE NATION AND THE WORLD.

A. Civic Life, Politics, and Government

1. Discuss the sources, purposes, and functions of law and the importance of the rule of law for the preservation of individual rights and the common good.
2. Describe the underlying values and principles of democracy and distinguish these from authoritarian forms of government.
3. Discuss the major characteristics of democratic governments.
5. Discuss examples of domestic policies and agencies that impact American lives, including the Environmental Protection Agency (e.g., clean air and water), the Department of Labor (e.g., minimum wage) and the Internal Revenue Service (e.g., Social Security, income tax).
6. Explain how non-governmental organizations influence legislation and policies at the federal, state, and local levels.

B. American Values and Principles

3. Describe the continuing struggle to bring all groups of Americans into the mainstream of society with the liberties and equality to which all are entitled, as exemplified by individuals such as Susan B. Anthony, Frederick Douglass, Nat Turner, Paul Robeson, and Cesar Chavez.

D. Citizenship

1. Discuss the rights and responsibilities of American citizens, including obeying laws, paying taxes, serving on juries, and voting in local, state, and national elections.
4. Explain the benefits, costs, and conflicts of a diverse nation.

E. International Education: Global Challenges, Cultures, and Connections

1. Analyze ways in which nation-states interact with one another through trade, diplomacy, cultural exchanges, treaties or agreements, humanitarian aid, economic incentives and sanctions, and the use or threat of military force.
2. Discuss factors that lead to a breakdown of order among nation-states (e.g., conflicts about national interests, ethnicity, and religion; competition for territory or resources; absence of effective means to enforce international law) and describe the consequences of the breakdown of order.
5. Discuss the purposes and functions of major international organizations (e.g., United Nations, World Health Organization, International Red Cross, Amnesty International) and the role of the United States within each.
6. Describe how one's heritage includes personal history and experiences, culture, customs, and family background.
7. Analyze how the life, culture, economics, politics, and the media of the United States impact the rest of the world.
8. Discuss how global challenges are interrelated, complex, and changing and that even local issues may have a global dimension (e.g., environmental issues, transportation).
9. Discuss how cultures may change and that individuals may identify with more than one culture.
10. Engage in activities that foster understanding of various cultures (e.g., clubs, dance groups, sports, travel, community celebrations).
11. Discuss the impact of the Internet and technology on global communication.
12. Discuss the impact of stereotyping on relationships, achievement, and life goals.
13. Analyze how prejudice and discrimination may lead to genocide as well as other acts of hatred and violence for the purposes of subjugation and exploitation.

STANDARD 6.5 (ECONOMICS) ALL STUDENTS WILL ACQUIRE AN UNDERSTANDING OF KEY ECONOMIC PRINCIPLES.

A. Economic Literacy

1. Discuss how needs and wants change as one ages and the impact of planning, spending and saving.

B. Economics and Society

1. Discuss how meeting the needs and wants of a growing world population impacts the environment and economic growth.
3. Discuss how societies have been affected by industrialization and by different political and economic philosophies.
4. Describe how inventions and innovations have improved standards of living over the course of history.

STANDARD 6.6 (GEOGRAPHY) ALL STUDENTS WILL APPLY KNOWLEDGE OF SPATIAL RELATIONSHIPS AND OTHER GEOGRAPHIC SKILLS TO UNDERSTAND HUMAN BEHAVIOR IN RELATION TO THE PHYSICAL AND CULTURAL ENVIRONMENT.

8. Use thematic maps to describe places (e.g., patterns of population, diseases, rainfall).

B. Places and Regions

1. Compare and contrast the physical and human characteristics of places in regions in New Jersey, the United States, and the world.
2. Describe how regions change over time.
4. Explain how regional systems are interconnected (e.g., watersheds, trade, transportation systems).
6. Discuss the similarities and differences among rural, suburban, and urban communities.

C. Physical Systems

2. Discuss how ecosystems function locally and globally.
3. Predict effects of physical processes and changes on the Earth.
4. Discuss how the community and its environment function as an ecosystem.
5. Describe how the physical environment affects life in different regions (e.g., population density, architecture, transportation systems, industry, building materials, land use, recreation).

D. Human Systems

2. Analyze demographic characteristics to explain reasons for variations between populations.
5. Discuss how and why people cooperate, but also engage in conflict, to control the Earth's surface.
6. Compare the patterns and processes of past and present human migration.

7. Explain and identify examples of global interdependence.
8. Describe how physical and human characteristics of regions change over time.

E. Environment and Society

1. Discuss the environmental impacts or intended and unintended consequences of major technological changes (e.g., autos and fossil fuels, nuclear power and nuclear waste).
2. Analyze the impact of various human activities and social policies on the natural environment and describe how humans have attempted to solve environmental problems through adaptation and modification.
3. Compare and contrast conservation practices and alternatives for energy resources.
4. Compare and contrast various ecosystems and describe their interrelationship and interdependence.
5. Describe world, national, and local patterns of resource distribution and utilization, and discuss the political and social impact.

Social Studies Alignment – By the end of Grade 8:

FTF Lesson #	6.2 (Civics)																		
	A.1	A.2	A.3	A.5	A.6	B.3	D.1	D.4	E.1	E.2	E.5	E.6	E.7	E.8	E.9	E.10	E.11	E.12	E.13
4														X					
5														X					
11									X		X								
12														X					
13														X					
14										X									
16														X					
17									X					X					
18														X					
19														X					
20	W													X					
22														X					
23														X					
24													X						
25				X							W			X					
26					W						X			X					
27	X	X	X	X	X									X					
28				X	X		X							X					
29														X					
30														X					
31										X									
32		X			X		X							X					
33									X					X					
34									X					X		X			
35								X	X	X				X					X
36						X		X				X		X	X	X		X	T
37								X				W		X	X	X		X	
38												X		X	X	X, A	A		X
39	X	X	X				X							X					
40				X	X		X							X					

Social Studies Alignment – By the end Grade 8 (cont):

FTF Lesson #	6.5 (Econ)			
	A.1	B.1	B.3	B.4
6		X		
9		X		
10		X		
12		X		
13		X		
14		X	X	
19		X		
20		X		
22		X	X	X
24		X		
28 X		X		
31 X				
33			X	
34 X				
39 X		X		

FTF Lesson #	6.6 (Geography)																		
	A.8	B.1	B.2	B.4	B.6	C.2	C.3	C.4	C.5	D.2	D.5	D.6	D.7	D.8	E.1	E.2	E.3	E.4	E.5
4													X						
5													X						
6																X			
9			X				X		X					X		X			
10														X					
11												X	X						
12													X			X	X		X
13													X			X	X		X
14			X				X		X		X			X		X			X
15					X				X				X	X					
16				X					X							X			X
17				X					X				X		X	X	X		X
18								X											
19															X	X	X		X
20											X		X		X	X			W
21														X	X	X			X
22		X																	
24																X			X
25										X									
26																			X
27															X	X			X
28																			X
29		X			X				X	X				X					X
30										X						X	X		X
31											X	X		X					X
32		X								X									X
33 T													X	X					X
34														X		X			X
35																			X
36					X														
37		X	X		X														
39				X		X		X	X				X		X	X	X	X	X

Social Studies Standards – By the end Grade 12:

STANDARD 6.2 (CIVICS) ALL STUDENTS WILL KNOW, UNDERSTAND AND APPRECIATE THE VALUES AND PRINCIPLES OF AMERICAN DEMOCRACY AND THE RIGHTS, RESPONSIBILITIES, AND ROLES OF A CITIZEN IN THE NATION AND THE WORLD.

A. Civic Life, Politics, and Government

5. Discuss how participation in civic and political life can contribute to the attainment of individual and public good.
7. Analyze how public opinion is measured and used in public debate (e.g., electronic polling, focus groups, Gallup polls, newspaper and television polls) and how public opinion can be influenced by the government and the media.

B. American Values and Principles

5. Analyze the successes of American society and disparities between American ideals and reality in American political, social, and economic life and suggest ways to address them (e.g., rights of minorities, women, physically and mentally challenged individuals, foreign born individuals).
6. Explore the importance and presence of voluntarism and philanthropy in America and examine the role of local, state, national, and international organizations such as the American Red Cross, the Salvation Army, and the Rotary.

D. Citizenship

1. Evaluate the characteristics needed for effective participation in civic and political life.
2. Compare and contrast the rights and responsibilities of government and its citizens as delineated in the United States Constitution, the New Jersey Constitution of 1947, and the United Nations' Universal Declaration of Human Rights.
5. Discuss how citizens can participate in the political process at the local, state, or national level (e.g., registering to vote, voting, attending meetings, contacting a representative, demonstrating, petitions, boycotting) and analyze how these forms of political participation influence public policy.

E. International Education: Global Challenges, Cultures, and Connections

1. Compare and contrast key past and present United States foreign policy actions (e.g., diplomacy, economic aid, humanitarian aid, military aid) and positions (e.g., treaties, sanctions, interventions) and evaluate their consequences.
2. Analyze and evaluate United States foreign policy actions and positions, including the Monroe Doctrine, the Mexican Cession, the Truman Doctrine, the Cold War, the world-wide struggle against terrorism, and the Iraq War.
3. Describe how the world is organized politically into nation-states and alliances and how these interact with one another through organizations such as the European Union, North Atlantic Treaty Organization (NATO), the United Nations, the World Court, and the Group of Seven Industrialized Nations (G7).
4. Analyze and evaluate the interconnections of local, regional, and national issues with global challenges and issues, and recommend possible solutions.
5. Discuss how global interconnections can have both positive and negative consequences (e.g., international companies, transfer of jobs to foreign plants, international security and access to transportation).
6. Investigate a global challenge (e.g., hunger, AIDS, nuclear defense, global warming) in depth and over time, predict the impact if the current situation does not change, and offer possible solutions.
7. Participate in events to acquire understanding of complex global problems (e.g., Model United Nations, international simulations, field trips to government sites).
8. Justify an opinion or idea about a global issue while showing respect for divergent viewpoints.
9. Discuss the impact of technology, migration, the economy, politics, and urbanization on culture.
10. Compare and contrast common social and behavioral practices in various cultures (e.g., birth, marriage, death, gender issues, family structure, health issues).
11. Participate in activities that foster understanding and appreciation for diverse cultures (e.g., world language instruction, student exchange, clubs, international forums, community service, speaker programs, arts, sports).
12. Analyze the impact of communication networks, technology, transportation, and international business on global issues.
13. Analyze how the media presents cultural stereotypes and images and discuss how this impacts beliefs and behaviors.
14. Connect the concept of universal human rights to world events and issues.
15. Compare and contrast current and past genocidal acts and other acts of hatred and violence for the purposes of subjugation and exploitation (e.g., Holocaust, Native Americans, Irish famine, Armenia, Ukrainian collectivization, Cambodia, Rwanda) and discuss present and future actions by individuals and governments to prevent the reoccurrence of such events.

STANDARD 6.3 (WORLD HISTORY) ALL STUDENTS WILL DEMONSTRATE KNOWLEDGE OF WORLD HISTORY IN ORDER TO UNDERSTAND LIFE AND EVENTS IN THE PAST AND HOW THEY RELATE TO THE PRESENT AND THE FUTURE.

H. Looking to the Future (1980-present)

1. Analyze global political, economic, and social changes in the 20th century, including: the Gulf War; the war in Iraq; growth of a world economy with the information, technological, and communications revolutions; the oil crisis and impact of oil producing countries on world economy; and the development of Third World nations.
2. Assess the growth of a worldwide economy of interdependent regions and the development of a dynamic new world order of increasingly interdependent regions, including NATO, the World Bank, the United Nations, the World Court, the North American Free Trade Agreement, and the European Economic Union, IMF and OPEC.
3. Evaluate the paradoxes and promises of the 21st century, including: technological growth; economic imbalance and social inequalities among the world's people; new patterns of world migration shaped by international labor demands; global market, economy, trade, and communications; rapid population growth and increasing urbanization; the growth of terrorism as a means of warfare; and democratic reform.
4. Analyze the development and effects of multinational corporations on trade, employment, and the environment.

STANDARD 6.5 (ECONOMICS) ALL STUDENTS WILL ACQUIRE AN UNDERSTANDING OF KEY ECONOMIC PRINCIPLES.

A. Economic Literacy

3. Explain and interpret basic economic indicators, including Gross Domestic Product (GDP), Consumer Price Index (CPI) the rate of economic growth, the poverty rate, the deficit and national debt, and the trade deficit.

8. Define basic terms associated with international trade such as imports, exports, quotas, embargoes, tariffs, and free trade.

B. Economics and Society

2. Evaluate international trade principles and policies.

3. Analyze labor and environmental issues affecting American citizens raised by economic globalization and free trade pacts.

4. Discuss the value and role of free and fair competition versus the social need for cooperation and how business, industry, and government try to reconcile these goals.

6. Analyze the connections and potential effects of the widening gap between the rich and the poor in the United States, the decline in labor union membership since 1950, rapidly advancing technology, globalization, and problems of public schools.

8. Evaluate the activities and impact in various countries of major international institutions including the World Bank, the International Monetary Fund, and the World Trade Organization.

STANDARD 6.6 (GEOGRAPHY) ALL STUDENTS WILL APPLY KNOWLEDGE OF SPATIAL RELATIONSHIPS AND OTHER GEOGRAPHIC SKILLS TO UNDERSTAND HUMAN BEHAVIOR IN RELATION TO THE PHYSICAL AND CULTURAL ENVIRONMENT.

A. The World in Spatial Terms

1. Discuss the application of geographic tools and supporting technologies, such as GIS, GPS, the Internet, and CD databases.

2. Use maps of physical and human characteristics of the world to answer complex geographical questions.

3. Analyze, explain, and solve geographical problems using maps, supporting technologies, and other graphical representations.

4. Use geographic tools and technologies to pose and answer questions about spatial distributions and patterns on Earth.

5. Apply spatial thinking to understand the interrelationship of history, geography economics, and the environment, including domestic and international migrations, changing environmental preferences and settlement patterns, and frictions between population groups.

B. Places and Regions

1. Analyze and compare the functions and spatial arrangements of cities both locally and globally.

2. Evaluate how human interaction with the physical environment shapes the features of places and regions.

3. Analyze why places and regions are important factors to individual and social identity.

C. Physical Systems

1. Assess relationships between soil, climate, plant, and animal life and how this impacts the distribution of ecosystems.

2. Analyze the effects of both physical and human changes in ecosystems, such as acid rain, ozone layer, carbon-dioxide levels, and clean water issues.

D. Human Systems

1. Analyze the impact of human migration on physical and human systems.

2. Explain the spatial-technological processes of cultural convergence (cultural adaptations over distances) and divergence (separating effects of cultural diffusion over distances).

3. Analyze the historic movement patterns of people and their goods and their relationship to economic activity.

4. Analyze the processes that change urban areas.

5. Analyze how cooperation and conflict influence the control of economic, political, and social entities on Earth.

E. Environment and Society

1. Discuss the global impacts of human modification of the physical environment (e.g., the built environment).

2. Discuss the importance of maintaining biodiversity.

3. Analyze examples of changes in the physical environment that have altered the capacity of the environment to support human activity, including pollution, salinization, deforestation, species extinction, population growth, and natural disasters.

4. Compare and contrast the historical movement patterns of people and goods in the world, United States, and New Jersey and analyze the basis for increasing global interdependence.

5. Evaluate policies and programs related to the use of local, national and global resources.

6. Analyze the human need for respect for and informed management of all resources (sustainability), including human populations, energy, air, land, and water to insure that the earth will support future generations.

7. Describe how and why historical and cultural knowledge can help to improve present and future environmental maintenance.

8. Delineate and evaluate the environmental impact of technological change in human history (e.g., printing press, electricity and electronics, automobiles, computer, and medical technology).

Social Studies Alignment – By the end of Grade 12:

FTF #	6.2 (Civics)																						
	A.5	A.7	B.5	B.6	D.1	D.2	D.5	E.1	E.2	E.3	E.4	E.5	E.6	E.7	E.8	E.9	E.10	E.11	E.12	E.13	E.14	E.15	
3															X								
4											X												
5											X												
10											X	X	X										
11						X					X		X						X				
12											X	X			X								
13											X		X										
14													X										
15																		X					
16											X												
17								X	X	X			X	X	X								
18													X										
19											X		X										
20											X		X										
22		X													X		X	X					
23											X												
24		X																	X	X			
25			X										X										
26 W				X	X						X		X		X		X					X	
27 X	X	X			X		X				X	X	X	X	X								
28 X	X	X			X		X				X				X								
29			X								X												
30			X								X		X										
31				X								X	X										
32 X			X		X		X				X				X		W					X	
33							W				X		X	X									
34 X				X							X		X		X								
35 X						X	X	X		X	X	X	X	X	X								X
36		X	X												X	A	T	A		X			
37			X								X						X	A		X			
38					X																		
39				X							X		X		X							X	
40 X			X	A			X				X		X		X								

Social Studies Alignment – By the end of Grade 12 (cont):

FTF Lesson #	6.3 (History)				6.5 (Econ)							
	H.1	H.2	H.3	H.4	A.3	A.8	B.2	B.3	B.4	B.6	B.8	
4			X									
6			X					X				
9			X									
10			X									
13			X									
15	X	X	X									
16	X	X	X									
17	X	X	X									
18			X									
19	X											
20									X			
21			X	X	X							
24			X	X					X	X		
25			X									
26			X									
27									X			
29	X		X									
30	X		X									
31			X		X							
32			X									
33	X	W	X		X						X,W	
34	X		X		X						X,W	
35			X									
36			X									
39			X									
40			X									

Social Studies Alignment – By the end of Grade 12 (cont):

FTF #	6.6 (Geography)																							
	A.1	A.2	A.3	A.4	A.5	B.1	B.2	B.3	C.1	C.2	D.1	D.2	D.3	D.4	D.5	E.1	E.2	E.3	E.4	E.5	E.6	E.7	E.8	
6																		X			X			
9																			X			X		
10																	X	X				X		
11											X				X						X			
12					X																X	X		
13					X		X														X			
14	X	X	X	X											X				X		X	X		
15										X												X		
16							X			X						X			X		X	X		
17										X									X		X	X	X	X
18										X								X						
19										X											X	X		X
20										X									X		W	X		X
21							X			X									X		X			
22																						X		
24																					X			
27										X					X						X	X		
28															X						X	X		
29										X									X		X	X		
30																	X				X	X		
31					X						X				X						X			
32															X						X			
33	T	X	X	X											X						W			
34																					X	X		
35					X										X							X		
37								X																
38												X												
39									X	X							X				X	X		
40																						X		