12

Principles of American Democracy Standards 12.2.2. and 12.2.5.

Teacher's Masters

California Education and the Environment Initiative

This Land Is Our Land

California Education and the Environment Initiative
Approved by the California State Board of Education, 2010

The Education and the Environment Curriculum is a cooperative endeavor of the following entities:
California Environmental Protection Agency
California Natural Resources Agency
Office of the Secretary of Education
California State Board of Education
California Department of Education
California Integrated Waste Management Board

Key Leadership for the Education and Environment Initiative:
Linda Adams, Secretary, California Environmental Protection Agency
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Andrea Lewis, Assistant Secretary for Education and Quality Programs, California Environmental Protection Agency
Mark Leary, Executive Director, California Integrated Waste Management Board
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Key Partners:
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Contents

Lesson 1 In Pursuit of Life, Liberty, and the Common Good

None required for this lesson.

Lesson 2 Civic Virtue: Is It in You?

None required for this lesson.

Lesson 3 So, You Want to Own a Gas Station

None required for this lesson.

Lesson 4 Whose Beach Is It Anyway?

None required for this lesson.

Lesson 5 Reconciling: When Common Goods Collide…

None required for this lesson.

Assessments

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Name: _____

Part 1

Instructions: Select the best answer and circle the correct letter. (2 points each)

1. By April 2009, all gas pumps had to have dripless nozzles. Which of the following statements best describes this new law?
   a. This law was passed because policy makers want to make gas stations more profitable.
   b. Concern for the common good outweighed the interests of gas station owners in passing this law.
   c. Concern for the common good was not a factor in passing this law.
   d. This new law has no impact on an individual's rights, liberties, or interests.

2. Which of the following is the best example of how laws, regulations, and policies have a major influence on the growth of human populations and communities?
   a. The U.S. Supreme Court declares void state actions designed to protect the environment if those actions are unconstitutional.
   b. The California Coastal Commission regulates land ownership and building on the California coast through a permitting process.
   c. Students at a California high school take on a project to reduce the amount of waste generated at their school.
   d. Underground storage tanks at California gas stations are carefully monitored by government agencies.

3. Which of the following would not be considered an aspect of the common good?
   a. fresh drinking water
   b. clean air to breathe
   c. an industrial park
   d. a safe community

4. Which is the best definition of the term "civic virtue"?
   a. Willingness to work within a community's nonprofit organization.
   b. The well-being and benefit of everyone in a society; the public interest.
   c. The right to have one's voice heard in the process of making environmental policy.
   d. Willingness to put the public interest or common good ahead of individual interests.

5. The Takings Clause is an example of _____.
   a. local government addressing environmental concerns
   b. a policy that balances individual rights and the common good
   c. an individual's rights to maintain private property
   d. federal government addressing environmental concerns

Name: _____

6. Which of the following is not an example of a law, regulation, or policy created to improve protection for natural systems?
   - a. Fourteenth Amendment
   - b. Clean Air Act
   - c. Coastal Commission Act
   - d. CIWMB rules on landfill operations

7. Which of the following should not be a factor considered in making decisions about natural systems and resources?
   - a. Who has a right to these natural resources and natural systems.
   - b. How these natural resources will benefit the common good.
   - c. How the laws can be changed to maximize use of nonrenewable resources.
   - d. What laws and policies about land use and management already exist.

Part 2

Instructions: Use information from this unit to write a brief response to each of the following questions. (5 points each)

8. Explain what the following statement means: "The enjoyment of one's rights in relationship to the environment entails respect for the rights of others." Use at least one example from the unit to illustrate your points.

Name: _____

9. Give two examples of government decisions related to the use of natural systems and resources that considered a balance between individual rights and liberties and the common good. Give an example of an individual decision that considered this same balance.

10. Describe a law, regulation, or policy that directly affects the use of natural resources by an individual.

Name: _____

Topic/Issue: _____ Due Date:_____

Instructions: Complete the **Research Plan/Proposal** on page 3 and review with your teacher. Collect news articles and information about your local issue. Interview people about the issue, if possible. As you research your issue, answer the questions on this form. Then transform your responses into a presentation for the class. You may present this information in a multimedia format (PowerPoint-based presentation or Web site), brochure, poster, written report, video documentary, or other format (check with your teacher if your chosen format is not on this list). Regardless of the format you choose, the information requested below must be presented. (1 point each)

1. Identify a local issue related to land use or land management in which an agency or organization is seeking the common good. Describe the issue.

2. Identify the spectrum of factors being considered (for example, individual rights/liberties and the common good) in making decisions about local resources and natural systems. Describe the factors in your case and name the natural systems and resources.

Name: _____

3. Describe how (proposed or actual) government decisions in regard to this case are or will influence individuals and the local community.

4. Describe how (proposed or actual) government decisions in regard to this case can or will affect the extraction, harvest, transportation, and consumption of natural resources, as well as management of the resulting byproducts, on lands and resources that individuals own.

5. Explain how decisions related to the use and management of natural systems and resources in this case are or will result from the need to balance individual rights and liberties and the common good.

The scoring tool below will be used to score your presentation.

Presentation: This Land Is Our Land Scoring Tool

Component	4 Points	3 Points	2 Points	1 Point
Describes a current conflict in the local community over an element of the common good and individual rights and liberties that involves resources or the environment	Student accurately explains a local issue related to land use or land management and explains the factors related to individual rights and liberties as well as the common good involving natural systems or resources.	Student describes a local issue related to land use or land management and describes factors related to individual rights and liberties and/or the common good involving natural systems or resources.	Student states local issue related to land use or land management and provides at least one factor related to individual rights and liberties or the common good involving natural systems or resources.	Student identifies a local issue related to the environment.
Identifies the spectrum of factors being considered (for example, individual rights/liberties and the common good) in making decisions about local resources and natural systems, in this case	Student accurately explains a variety of factors considered in making decisions about local natural systems and resources and identifies who makes the decisions in these matters.	Student describes some of the factors considered in making decisions about local natural systems and resources and states who makes the decisions in these matters.	Student states at least one factor considered in making decisions about local natural systems and resources and may state who makes the decisions in these matters.	Student identifies who or what is involved in making a decision about this issue.
Describes how (proposed or actual) government decisions in regard to this case can or will influence individuals and the local community	Student describes the effects of decisions in regard to this issue and how the decision will influence individuals and the local community.	Student describes how decisions in regard to this issue may influence individuals and/or the local community.	Student states that decisions in regard to this issue may influence individuals and/or the local community.	Student connects decisions to individuals or community.
Describes how (proposed or actual) government decisions in regard to this case can or will affect the extraction, harvest, transportation, and consumption of natural resources, as well as management of the resulting byproducts, on lands and resources that individuals own	Student accurately explains how a decision in this case will affect the extraction, harvest, transportation, and/or consumption of natural resources. Student explains management of resulting byproducts and the effect on lands and resources owned by individuals.	Student describes how a decision in this case will affect the extraction, harvest, transportation, or consumption of natural resources. Student describes management of resulting byproducts and the effect on lands or resources owned by individuals.	Student states that a decision in this case will affect the extraction, harvest, transportation, and/or consumption of natural resources. Student identifies management of resulting byproducts and may mention the effect on lands or resources owned by individuals.	Student connects decision in this case with effect on natural systems and resources.
Explains how decisions related to the use and management of natural systems and resources in this case can or will result from the need to balance individual rights and liberties and the common good	Student effectively explains how decisions related to the use and management of natural systems and resources in this case can/will result from the need to balance individual rights and liberties with the common good.	Student describes how decisions related to the use and management of natural systems and resources in this case can/will result from the need to balance individual rights and liberties with the common good.	Student states that decisions related to the use and management of natural systems and resources in this case can/will result from the need to balance individual rights and liberties with the common good.	Student connects decisions in this case with individual rights and the common good.

Research Plan/Proposal

Alternative Unit Assessment Master

Name: _____

Instructions: Use this page to plan aspects of your project, communicate with the teacher, and indicate what needs you might have.

What topic are you considering for the assignment?

What do you already know about this topic?

Where will you go to find out more about this topic?

How would you like to present the information you find (what form will your product take)?

With what do you think you will need help?

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