

<b>Farm</b>	<b>Activities</b>
Windrush	Producers/consumers, plants as a natural resource, food webs
Tresch	Producers/consumers, plants as a natural resource, food webs
Paradise Valley	Native Americans, Producers/consumers, plants as a natural resource, pollination, microorganisms, riparian habitats, decomposers
Gospel Flats	Producers/consumers, plants as a natural resource, ecosystems, food webs, riparian habitats, decomposers

## **Grade Four**

### Science

All organisms need energy and matter to live and grow. As a basis for understanding this concept:

- Students know plants are the primary source of matter and energy entering most food chains.
- Students know producers and consumers (herbivores, carnivores, omnivores, and decomposers) are related in food chains and food webs and may compete with each other for resources in an ecosystem.
- Students know decomposers, including many fungi, insects, and microorganisms, recycle matter from dead plants and animals.
- Living organisms depend on one another and on their environment for survival. As a basis for understanding this concept:
- Students know ecosystems can be characterized by their living and nonliving components.
- Students know that in any particular environment, some kinds of plants and animals survive well, some survive less well, and some cannot survive at all.
- Students know many plants depend on animals for pollination and seed dispersal, and animals depend on plants for food and shelter.
- Students know that most microorganisms do not cause disease and that many are beneficial.

The properties of rocks and minerals reflect the processes that formed them. As a basis for understanding this concept:

- Waves, wind, water, and ice shape and reshape Earth's land surface. Students know natural processes, including freezing and thawing and the growth of roots, cause rocks to break down into smaller pieces.
- Students know moving water erodes landforms, reshaping the land by taking it away from some places and depositing it as pebbles, sand, silt, and mud in other places (weathering, transport, and deposition).

### Social Studies

Students demonstrate an understanding of the physical and human geographic features that define places and regions in California.

- Use maps, charts, and pictures to describe how communities in California vary in land use, vegetation, wildlife, climate, population density, architecture, services, and transportation.
- Discuss the major nations of California Indians, including their geographic distribution, economic activities, legends, and religious beliefs; and describe how they depended on, adapted to, and modified the physical environment by cultivation of land and use of sea resources.