

## **WASTLELAND OR WONDERLAND: EXPLORING DESERTS**

### **SCIENCE CONTENT STANDARDS**

Grade 3rd - Life Sciences: 3. Adaptations in physical structure or behavior may improve an organism's chance for survival. As a basis for understanding this concept: a. Students know plants and animals have structures that serve different functions in growth, survival, and reproduction. b. Students know examples of diverse life forms in different environments, such as oceans, deserts, tundra, forests, grasslands, and wetlands. c. Students know living things cause changes in the environment in which they live: some of these changes are detrimental to the organism or other organisms, and some are beneficial. d. Students know when the environment changes, some plants and animals survive and reproduce; others die or move to new locations.

Grade 4th - Life Sciences: 3. Living organisms depend on one another and on their environment for survival. As a basis for understanding this concept: a. Students know ecosystems can be characterized by their living and nonliving components. b. 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. c. Students know many plants depend on animals for pollination and seed dispersal, and animals depend on plants for food and shelter.

### **HISTORY- SOCIAL SCIENCE CONTENT STANDARDS**

Grade 4th - California: A Changing State: Students learn the story of their home state, unique in American history in terms of its vast and varied geography, its many waves of immigration beginning with pre-Columbian societies, its continuous diversity, economic energy, and rapid growth. In addition to the specific treatment of milestones in California history, students examine the state in the context of the rest of the nation, with an emphasis on the U.S. Constitution and the relationship between state and federal government. 4.1 Students demonstrate an understanding of the physical and human geographic features that define places and regions in California. 3. Identify the state capital and describe the various regions of California, including how their characteristics and physical environments (e.g., water, landforms, vegetation, climate) affect human activity. 4. Identify the locations of the Pacific Ocean, rivers, valleys, and mountain passes and explain their effects on the growth of towns. 5. Use maps, charts, and pictures to describe how communities in California vary in land use, vegetation, wildlife, climate, population density, architecture, services, and transportation.

### **LANGUAGE ARTS CONTENT STANDARDS**

Grade 3rd - 2.0 Reading Comprehension: Comprehension and Analysis of Grade-Level-Appropriate Text 2.2 Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text. Writing Applications (Genres and Their Characteristics): 2.3 Write personal and formal letters, thank-you notes, and invitations: a. Show awareness of the knowledge and interests of the audience and establish a purpose and context. b. Include the date, proper salutation, body, closing, and signature.

1.0 Listening and Speaking Strategies: Comprehension: Retell, paraphrase, and explain what has been said by a speaker. 1.2 Connect and relate prior experiences, insights, and ideas to those of a speaker. 1.3 Respond to questions with appropriate elaboration.

Grade 4th - Reading Comprehension: Comprehension and Analysis of Grade-Level-Appropriate Text 2.4 Evaluate new information and hypotheses by testing them against known information and ideas.

Listening and Speaking Strategies: Comprehension: 1.1 Ask thoughtful questions and respond to relevant questions with appropriate elaboration in oral settings.

Listening and Speaking Strategies: Comprehension: 1.2 Summarize major ideas and supporting evidence presented in spoken messages and formal presentations.

### **MATHEMATICS CONTENT STANDARDS**

None