

Farm	Activities
Windrush	Food web, populations, natural resources, energy exchange in an ecosystem
Tresch	Food webs, natural resources, dairy production
Paradise Valley	Topography, tectonic plates, Riparian habitats, soil science, energy exchange in an ecosystem, native American history
Gospel Flats	Nutrients, natural resources, energy exchange in an ecosystem

Grade Six

Shaping Earth's Surface

- Topography is reshaped by the weathering of rock and soil and by the transportation and deposition of sediment.
 - Students know water running downhill is the dominant process in shaping the landscape, including California's landscape.
 - Students know rivers and streams are dynamic systems that erode, transport sediment, change course, and flood their banks in natural and recurring patterns.
 - Students know beaches are dynamic systems in which the sand is supplied by rivers and moved along the coast by the action of waves.
 - Students know earthquakes, volcanic eruptions, landslides, and floods change human and wildlife habitats.

Ecology (Life Sciences)

- Organisms in ecosystems exchange energy and nutrients among themselves and with the environment. As a basis for understanding this concept:
 - Students know energy entering ecosystems as sunlight is transferred by producers into chemical energy through photosynthesis and then from organism to organism through food webs.
 - Students know matter is transferred over time from one organism to others in the food web and between organisms and the physical environment.
 - Students know populations of organisms can be categorized by the functions they serve in an ecosystem.
 - Students know different kinds of organisms may play similar ecological roles in similar biomes.
 - Students know the number and types of organisms an ecosystem can support depends on the resources available and on abiotic factors, such as quantities of light and water, a range of temperatures, and soil composition.

Resources

- Sources of energy and materials differ in amounts, distribution, usefulness, and the time required for their formation.
 - Students know the utility of energy sources is determined by factors that are involved in converting these sources to useful forms and the consequences of the conversion process.
 - Students know different natural energy and material resources, including air, soil, rocks, minerals, petroleum, fresh water, wildlife, and forests, and know how to classify them as renewable or nonrenewable.

- Students know the natural origin of the materials used to make common objects. Students describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.
- Describe the hunter-gatherer societies, including the development of tools and the use of fire.
- Identify the locations of human communities that populated the major regions of the world and describe how humans adapted to a variety of environments.
- Discuss the climatic changes and human modifications of the physical environment that gave rise to the domestication of plants and animals and new sources of clothing and shelter.