**CA Curriculum Standards Addressed**

**Acts**of Caring addresses CA Curriculum Standards in Life Sciences, Investigation and Experimentation, and Reading and Writings Tasks.

**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.

**Investigation and Experimentation:**

5. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will: a.  Repeat observations to improve accuracy and know that the results of similar scientific investigations seldom turn out exactly the same because of differences in the things being investigated, methods being used, or uncertainty in the  
observation. b. Differentiate evidence from opinion and know that scientists do not rely on claims or conclusions unless they are backed by observations that can be confirmed. c. Use numerical data in describing and comparing objects, events, and measurements. d. Predict the outcome of a simple investigation and compare the result with the prediction. e. Collect data in an investigation and analyze those data to develop a logical conclusion.

3.1 Students describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places, and environments in a spatial context.  
1. Identify geographical features in their local region (e.g., deserts, mountains, valleys, hills, coastal areas, oceans, lakes).  
2. Trace the ways in which people have used the resources of the local region and modified the physical environment (e.g., a dam constructed upstream changed a river or coastline).

3.2 Students describe the American Indian nations in their local region long ago and in the recent past.

2. Discuss the ways in which physical geography, including climate, influenced how the local Indian nations adapted to their natural environment (e.g., how they obtained food, clothing, tools).

Discuss the importance of public virtue and the role of citizens, including how to participate in a classroom, in the community, and in civic life. Understand the three branches of government, with an emphasis on local government.

5. Describe the ways in which California, the other states, and sovereign American Indian tribes contribute to the making of our nation and participate in the federal system of government.

**Reading Tasks:**We will use our Foss Science textbook, EEI (California Education and the Environment Initiative) 3rd grade readers,  and various relevant trade books. Students will maintain an ongoing and updateable compilation of relevant, content specific articles and use them to create our own custom digital textbooks with local primary information.

**Writing Tasks:**Persuasive Essays, Journaling, Letters to the Editor, Research Reports, Public Service Announcements