STATE OF CALIFORNIA CONTENT STANDARDS

HISTORY-SOCIAL SCIENCE	NATIVE WAYS	RANCHO LIFEWAYS	DIGGING PLEASANTON
3.1 Students describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places, and environment in a spatial context.	●		●
3.2 Students describe the American Indian nations in their local region long ago and in the recent past.	●		●
3.3 Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land.	●		●
3.5 Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region.	●		
4.1 Students demonstrate an understanding of the physical and human geographic features that define places and regions in California		●	●
4.2 Students describe the social, political, cultural, and economic life and interactions among people of California from the pre-Columbian societies to the Spanish mission and Mexican rancho periods.		●	●

SCIENCE	IN CLASS PROGRAMS	NATIVE WAYS	DIGGING PLEASANTON
K.2: Different types of plants and animals inhabit the earth.	●	●	
K.4/1.4/2.4/3.5: Scientific progress is made by asking meaningful questions and conducting careful investigations.	●	●	●
1.2: Plants and animals meet their needs in different ways.	●		
2.2: Plants and animals have predictable life cycles.	●		

NEXT GENERATION SCIENCE STANDARDS

NEXT GENERATION SCIENCE STANDARDS	IN CLASS PROGRAMS	DIGGING PLEASANTON
K-LS1: Use observations to describe patterns of what plants and animals (including humans) need to survive.	●	
K-ESS3-1: Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live.	●	
1-LS1-1: Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.	●	
1-LS3: Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.	●	
2-LS4-1: Make observations of plants and animals to compare the diversity of life in different habitats.	●	
4-ES S1-1: Identify evidence from patterns in rock formations and fossils in rock formations and fossils in rock layers for changes in a landscape over time to support an explanation for changes in a landscape over time.		●