



## Correlation of *Core Knowledge*<sup>®</sup> *Sequence* & Colorado Grade Level Expectations

Core Knowledge <sup>®</sup> Content (History & Geography-Grade 1)	Colorado Grade Level Expectations (Grade 1-History, Geography, & Civics)
<b>World History and Geography</b>	
<b>I. Geography</b>	
<b>A. Spatial Sense (working with maps, globes, and other geographic tools)</b>	
<ul style="list-style-type: none"> <li>▪</li> </ul>	GEO.1/2.1.2.A name and locate the town, city, or community, as well as the state where they live GEO.1-4.4.5.D understand the configuration of a town/city within a country, within a state, within a country, a continent, the Earth
<ul style="list-style-type: none"> <li>▪</li> </ul>	GEO.1/2.1.1.B understand that maps contain legends with symbols explaining various features and can explain various symbols
<ul style="list-style-type: none"> <li>▪</li> </ul>	GEO.1/2.1.1.A understand the standard orientation of maps and globes (where North, South, East, and West are located); find different directions on the map
<ul style="list-style-type: none"> <li>▪</li> </ul>	GEO.1/2.1.2.B identify major oceans: Pacific, Atlantic, Indian, Arctic
<ul style="list-style-type: none"> <li>▪</li> </ul>	GEO.1/2.1.2.C demonstrate more expanded knowledge about the seven continents
<ul style="list-style-type: none"> <li>▪</li> </ul>	GEO.1/2.1.2.D locate all of the major countries in North America, in relation to each other CIV.1.3.1 Locate the U.S. and hemispheres (northern, southern, western, eastern) on the world globe and map
<ul style="list-style-type: none"> <li>▪</li> </ul>	GEO.1/2.1.2.F locate: the Equator, the North and South Hemispheres and Poles CIV.1.3.1 Locate the U.S. and hemispheres (northern, southern, western, eastern) on the world globe and map
<b>B. Geographical Terms and Features</b>	
<ul style="list-style-type: none"> <li>▪</li> </ul>	GEO.1/2/1.2.H demonstrate expanded knowledge of topographical features, such as: peninsula, harbor, bay, island; and locate some such features within and bordering North America
<b>II. Early Civilizations</b>	
<b>A. Mesopotamia: The “Cradle of Civilization”</b>	
<ul style="list-style-type: none"> <li>▪</li> </ul>	GEO.1-4.1.3.C discuss the relationship between climate and human development in the “Cradle of Civilization” – Mesopotamia, and, later, in Egypt, in Central America, and elsewhere
<b>B. Ancient Egypt</b>	
<ul style="list-style-type: none"> <li>▪</li> </ul>	GEO.1-4.1.3.C discuss the relationship between climate and human development in the “Cradle of Civilization” – Mesopotamia, and, later, in Egypt, in Central America, and elsewhere GEO.1-4.1.3.B understand how the availability of water affects human lifestyles GEO.1-4.2.1.B demonstrate deeper knowledge about particular large geographic areas, such as the Sahara Desert, the Amazon rain forest, the Arctic, the Goby Desert, etc.
<b>C. History of World Religions</b>	
<ul style="list-style-type: none"> <li>▪</li> </ul>	HI S.1.6.B identify celebrations in their families
<b>III. Modern Civilization and Culture: Mexico</b>	
<b>A. Geography</b>	

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▪	
<b>B. Culture</b>	
▪	<p>HI S.1.3.E recognize that there are families and cultures around the world (e.g., the culture of Mexico and Meso-Americans, Sudan, Ukraine, etc.)</p> <p>HI S.1.6.C participate in various forms of artistic expression (e.g., folk dances, songs, games, and visual arts)</p>
<b>American History and Geography</b>	
<b>I. Early People and Civilizations</b>	
<b>A. The Earliest People: Hunters and Nomads</b>	
▪	<p>GEO. 1-4.3.1.A demonstrate understanding that the Earth's climate is subject to cycles of higher or lower temperatures; and that such a cycle, known as the Ice Age, for example, has made possible for the first humans to arrive in America (from Asia) through a land bridge</p> <p>GEO.1-4.4.4.D guess and/or explain the reasons for the location of certain cities/settlements in relation to the relief and resources available in the area</p> <p>GEO.1-4.5.2.B understand that climatic changes over time bring changes in human habitation and activities</p> <p>GEO.1-4.6.1.A demonstrate understanding that climates have changed over time</p>
<b>B. Maya, Inca, and Aztec Civilizations</b>	
▪	GEO.1-4.4.4.D guess and/or explain the reasons for the location of certain cities/settlements in relation to the relief and resources available in the area
<b>II. Early Exploration and Settlement</b>	
<b>A. Columbus</b>	
<b>B. The Conquistadors</b>	
▪	GEO.1-4.4.5.C understand that all human conflicts are based on competition for land and its resources and can give examples from the content of their history lessons
<b>C. English Settlers</b>	
▪	
<b>III. From Colonies to Independence: The American Revolution</b>	
▪	<p>HI S.1.3.A identify various national holidays and the heroism and achievements of the people associated with them</p> <p>HI S.1.5.A identify national symbols, heroes, and holidays in the United States (e.g., flag, eagle, July 4<sup>th</sup>, Pledge of Allegiance, George Washington as "father of our country")</p> <p>GEO.1/2.1.2.E name and locate the original thirteen colonies; and locate major cities on the East Coast with historical significance related to them</p>
<b>IV. Early Exploration of the American West</b>	
▪	<p>GEO.1/2.1.2.G locate major mountains and rivers in the United States (also covered in Grade 3: World History: Important Rivers of the World and Grade 4: World History: Mountains and Mountain Ranges)</p> <p>GEO.1-4.4.4.D guess and/or explain the reasons for the location of certain cities/settlements in relation to the relief and resources available in the area</p>
<b>V. Symbols and Figures</b>	

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■	HI S.1.5.A identify national symbols, heroes, and holidays in the United States (e.g., flag, eagle, July 4 <sup>th</sup> , Pledge of Allegiance, George Washington as “father of our country” CIV.1.1.4 I identify symbols of American political culture, i.e. American flag, Liberty Bell, eagle, etc.
<b>Grade level or other area Grade Level Expectations are covered in the <i>Core Knowledge Sequence</i></b>	<b>Grade Level Expectations not directly covered in the <i>Core Knowledge Sequence</i>, but can be covered in other areas</b>
This can be covered in many of the History units and Grade 1: Mathematics: Measurement	HI S.1.1.A differentiate broad categories of historical time such as “long, long ago,” yesterday,” “today,” and “tomorrow”
This can be covered in many of the History units Grade 1: Mathematics: Measurement	HI S.1.1.B create timelines that show people and events in sequence using days, weeks, months, years, decades, centuries HI S.1.1.C use a calendar and distinguish between day, week, month, and year
This can be covered in many of the History units	HI S.1.1.D identify examples of change and continuity in their own lives, the history of their school and community, and in the ways people lived long ago and today
This can be covered in many of the History units	HI S.1.2.A form questions to direct their investigation and analysis of family artifacts, historical documents, sites, and other records of the past
Grade 1: Language Arts: Fiction	HI S.1.2.B listen to or read historical stories, myths, or legends, and compare, contrast, and discuss, the different experiences of people in the various tales
This can be covered in many of the History units	HI S.1.2.C recognize how writing, photographs, and graphs show events in the past (e.g., daily journals, class scrapbook, hundred day time line)
This can be covered in many of the History units	HI S.1.2.D identify examples of connections between past and present in their own lives
Kindergarten: American History and Geography: Native American Peoples, Past and Present	HI S.1.3.B become familiar with the people and ways of life of at least one Native American tribe or nation, such as: Blackfoot, Comanche, Crow, Kiowa, Dakota, Ute, Cheyenne, Arapaho, Lakota (Sioux)
This can be covered in many other areas	HI S.1.3.C recognize how the presence, interactions, and contributions of various groups and cultures have affected the school, neighborhood, community, and state
This can be covered in many of the History units	HI S.1.3.D identify reasons for living in a group
This can be covered in many other areas	HI S.1.4.A identify scientific and technological developments that affect the family or school environment (e.g., computers, copy machines, telephones, televisions, kitchen appliances and cars)
This can be covered in many other areas	HI S.1.4.B give examples of different ways that resources can be allocated (e.g., sharing, authority, and “first-come, first-served”)
This can be covered in many other areas	HI S.1.4.C draw upon pictures, stories, and field trips to local museums in order to write a story or draw a picture that explains the changes in family life that occurred when the family no longer had to hunt for food, could be supported on smaller plots of land, and could acquire surplus for storage and trading
Grade 2: American History: The Constitution and Grade 4: American History: Making a Constitutional Government	HI S.1.5.B explain the making of rules by direct democracy (everyone votes on the rules) and by representative government (a smaller elected body makes the rules) with examples of both in their classroom, school and community
This can be covered in many other areas	HI S.1.6.A identify traditions in their family (e.g., Thanksgiving traditions, Kwanzaa, Hanukkah, Christmas, etc.)
This can be covered in many other areas	GEO.1/2.1.1.C interpret simple unfamiliar maps
This can be covered in many other areas	GEO.1/2.1.1.D draw simple maps of familiar areas
This can be covered in many other areas	GEO.1/2.1.1.E create maps to illustrate a story
This can be covered in many other areas	GEO.1-4.1.3.A understand how latitude affects climate, and demonstrate his/her understanding through examples
This can be covered in many other areas	GEO.1-4.2.1.A demonstrate expanding ability to differentiate between natural and human characteristics of places
This can be covered in many other areas	GEO.1-4.2.2.A and 5.1.A begin to understand why some regions are populated by many people, and others - by few, or none
This can be covered in many other areas	GEO.1-4.2.2.B and 5.1.B understand how human activities (such as deforestation, the building of dams, irrigation, etc.) can change the nature of regions
This can be covered in many of the History units	GEO.1-4.2.3.A identify characteristics of the lifestyles of peoples who live in particular regions

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This can be covered in many of the History units	GEO.1-4.2.3.B understand why peoples like living in places that others find inhospitable (the Eskimos, the Bedouins, for example)
Grade 1: Science: The Earth	GEO. 1-4.3.1.B understand how physical processes from within and without the Earth affect the Earth's surface and climate
Grade 1: Science: Living Things and Their Environments	GEO. 1-4.3.2.A demonstrate understanding of how climate influences vegetation patterns, and how that, in turn, influences animal and human life
Grade 1: Science: Living Things and Their Environments	GEO. 1-4.3.2.B demonstrate understanding of the ability of plants, animals, and humans to adapt to living in various and changing environments
This can be covered in many of the History units	GEO. 1-4.3.2.C describe the environment of the area where they live and areas they have visited or heard about, or have studied about
This can be covered in many other areas	GEO.1-4.4.1.A discuss the countries of origin of their ancestors; and locate them
This can be covered in many other areas	GEO.1-4.4.1.B identify and locate cities with large populations in this country
This can be covered in many other areas	GEO.1-4.4.1.C identify and locate countries with large populations
This can be covered in many other areas	GEO.1-4.4.1.D use maps to describe and explain population densities in parts of the world
This can be covered in many other areas	GEO.1-4.4.2.A understand a greater number of the elements of culture, and how many of them are shaped by the geography of the region where people live (recreation, religion, arts, etc.)
This can be covered in many other areas	GEO.1-4.4.3.A identify major economic activities in Colorado and other states, and in other countries
This can be covered in many other areas	GEO.1-4.4.3.B describe economic networks used in daily life, such as transportation, banking, telephone system, etc.
This can be covered in many of the History units	GEO.1-4.4.3.C identify major economic activities in the countries that they have studied about
This can be covered in many other areas	GEO.1-4.4.4.A discuss differences between prehistoric and modern human settlements in this part of the country
This can be covered in many other areas	GEO.1-4.4.4.B discuss differences between rural and urban human settlements
This can be covered in many other areas	GEO.1-4.4.4.C demonstrate understanding of spatial characteristics of parts of the city (residential, central business, recreational, etc.)
This can be covered in many other areas	GEO.1-4.4.5.A understand that today's residents of Colorado/the U.S. are relative newcomers
This can be covered in many other areas	GEO.1-4.4.5.B understand the meaning of country boundaries and why people have created them
Grade 1: Science: Environmental Change and Habitat Destruction	GEO.1-4.5.1.C understand how human activities impact the lives of animals, and of other people
This can be covered in many other areas	GEO.1-4.5.2.A understand that surface relief has a major impact on human activities
Grade 1: Science: The Earth and Grade 4: Science: Geology: The Earth and Its Changes	GEO.1-4.5.2.C understand the causes of natural disasters
This can be covered in many of the History units	GEO.1-4.5.3.A understand what kinds of resources are necessary for human existence
This can be covered in many of the History units	GEO.1-4.5.3.B understand that resources are not distributed equally everywhere
Kindergarten: Science: Taking Care of the Earth	GEO.1-4.5.3.C understand the difference between renewable and non-renewable resources
Kindergarten: Science: Taking Care of the Earth	GEO.1-4.5.3.D begin to understand that existing resources are not unlimited, and will not last forever
This can be covered in many other areas	GEO.1-4.5.3.E begin to understand that, as some resources are depleted, people develop technologies to use different resources
Kindergarten: Science: Taking Care of the Earth	GEO.1-4.5.3.F understand the need for careful management of resources
This can be covered in many other areas	GEO.1-4.5.3.G understand the need for exploration for new resources
This can be covered in many of the History units	GEO.1-4.6.1.B understand that changing environments have influenced and are influencing people and events in the past and present
This can be covered in many of the History units	GEO.1-4.6.1.C use maps to describe the human and environmental factors that have marked the history of various regions
This can be covered in many other areas	GEO.1-4.6.2.A observe and describe community issues from a spatial perspective: the building of new houses in the neighborhood, heavy traffic, etc.
This can be covered in many other areas	GEO.1-4.6.2.B explain how human-induced factors can change the environment (development versus conservation)

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This can be covered in many other areas	GEO.1-4.6.2.C compare attitudes of people from different cultures towards social issues, including the role of the two sexes and make projections about the future
Grade 2: American History: The Constitution	CIV.1.1.1 Define "citizen," "constitution," and "government"; discuss matters of importance to all classroom citizens, i.e. bus safety, crosswalk rules, and lunchroom procedures
This can be covered in many other areas	CIV.1.1.2 Display pictures of community helpers like fire fighters, mail carriers and librarians
Grade 2: American History: The Constitution	CIV.1.1.3 Explain the Bill of Rights protected in the U.S. Constitution
This can be covered in many other areas	CIV.1.1.5 Make and post a Grade 1 constitution of rules, rights, and responsibilities
This can be covered in many other areas	CIV.1.2.1 Explain the purpose of the school's Student Handbook
This can be covered in many other areas	CIV.1.2.2 Explain the steps in settling a dispute or resolving a problem in the classroom
This can be covered in many other areas	CIV.1.2.3 Explain the reasons for having classroom and school rules (safety, fairness, order)
This can be covered in many other areas	CIV.1.2.4 I identify how students can influence school rules by studying issues, discussing, and taking concerns to people in authority
Grade 1: Language Arts: Fiction	CIV.1.3.2 Locate the nation of origin of three folk tales used in class
Grade 2: American History: Immigration and Citizenship	CIV.1.4.1 I identify the criteria for citizenship in the United States
This can be covered in many other areas	CIV.1.4.2 Explain the responsibilities of a good school citizen, e.g. protecting property, showing courtesy to all, obeying rules, and getting informed
This can be covered in many other areas	CIV.1.4.3 Bring a artifact or symbol of the right to own property, e.g. backpack, lunchbox, god tag, photo of automobile
Kindergarten: Science: Taking Care of the Earth	CIV.1.4.4 I identify three purposes of the school's recycling center