



Correlation of *Core Knowledge*[®] *Sequence* & Colorado Grade Level Expectations

Core Knowledge [®] Content (Science-Grade 1)	Colorado Grade Level Expectations (Grade 1-Science)
I. Living Things and Their Environments	
A. Habitats	
▪	1.3.A distinguish living from non living things 1.3.D discuss how living and nonliving things change over time (e.g. insects), also covered in Grade 2: Science: Insects and Life Cycles
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▪	1.3.B describe the changes that take place as a previously living thing decays in the environment (e.g. plants: fruit with skin and without skin over time)
B. Oceans and Undersea Life	1.1.2.E draw pictures that portray some features of a natural event they observe (e.g. fish in aquarium, weather change)
▪	1.2.E investigate which objects will sink or float, covered in great depth in Grade 8: Science: Physics
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C. Environmental Change and Habitat Destruction	
▪	1.2.C describe interactions that produce change in a system (e.g. making mobiles to understand balance and stability)
D. Special Classification of Animals	
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▪	1.4.B know that fossils are evidence of plants and animals that lived on Earth long ago
II. The Human Body	
A. Body Systems	
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B. Germs, Diseases, and Preventing Illness	
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III. Matter	
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▪	1.2.A examine, describe, and compare objects based on common physical properties (e.g. an ice cube melting)
IV. Properties of Matter: Measurement	
▪	1.1.2.C perform simple measurements using appropriate tools and devices (e.g. magnifiers, thermometers, rulers), also covered in Grade 1: Mathematics: Measurement

Correlation of the *Core Knowledge Sequence* and the Colorado Grade Level Expectations

▪	1.1.2.C perform simple measurements using appropriate tools and devices (e.g. magnifiers, thermometers, rulers), also covered in Grade 1: Mathematics: Measurement
V. Introduction to Electricity	1.5.B design a simple plan for a new invention and report on it, can also be covered in other areas
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VI. Astronomy: Introduction to the Solar System	
▪	1.4.G know that the sun provides light, also covered in Grade 3: Science: Astronomy
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▪	1.2.D understand that things near the earth fall to the ground unless something holds them up, also covered in Grade 3: Science: Astronomy
VII. The Earth	
A. Geographical Features of the Earth's Surface	
▪	1.4.C explore some processes that change the Earth's surface (e.g. erosion, weathering), also covered in more depth in Grade 4: Science: Geology: Weathering and Erosion
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B. What's Inside the Earth	
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▪	1.4.A know that Earth's materials are part of the Earth's surface
VIII. Science Biographies	
▪	
Grade level or other area Grade Level Expectations are covered in the <i>Core Knowledge Sequence</i>	Grade Level Expectations not directly covered in the <i>Core Knowledge Sequence</i>, but can be covered in other areas
This can be covered in many other areas, see note to teachers above	1.1.1.A ask reasonable questions based on observation about objects, organisms, and events in their environment
This can be covered in many other areas, see note to teachers above	1.1.1.B state simple hypotheses about cause and effect relationships in the environment
This can be covered in many other areas, see note to teachers above	1.1.1.C predicts the results of an observable cause and effect relationship in the environment
This can be covered in many other areas, see note to teachers above	1.1.1.D ask "what if" questions and explore multiple possible explanations
This can be covered in many other areas, see note to teachers above	1.1.2.A conduct simple inquiry based on his/her own questions
Kindergarten: Science: The Human Body	1.1.2.B make multiple observations of events and explorations using the five senses (or as many of the five senses as are appropriate)
Grade 2: Science: Simple Machines	1.1.2.D manipulate a simple mechanical device and verbally communicate how it works
Grade 1: Mathematics: Numbers and Number Sense	1.1.2.F record observations/data on a bar graph
Grade 1: Mathematics: Geometry	1.1.2.G describe the relative position of objects using two references (e.g. above and next to, below and left of)
This can be covered in many other areas, see note to teachers above	1.1.3.A consider the ideas expressed by other about natural events and discuss whether these ideas can be supported by fact
This can be covered in many other areas, see note to teachers above	1.1.3.B be able to reasonably explain what they observe in an inquiry on a science topic that interests them
Grade 6: Science: Energy, Heat, and Energy Transfer	1.2.B explore forms of energy (e.g. heat and moving objects; choose an object and observe how it moves on different surfaces)
Grade 2: Science: Cycles in Nature: Life Cycles	1.3.C explore life cycles of selected organisms (e.g. cat, mealworm, bees)

Correlation of the *Core Knowledge Sequence* and the Colorado Grade Level Expectations

Grade 3: Science: Introduction to Classification of Animals	1.3.E discuss how each plant or animal has different structures that serve different functions in growth and survival
Grade 2: Science: Cycles in Nature: Life Cycles	1.3.F know that plants and animals have predictable life cycles
Kindergarten: Science: Seasons and Weather, Grade 2: Science: Cycles in Nature: Seasonal Cycles	1.4.D draw pictures of the four seasons
Kindergarten: Science: Seasons and Weather, Grade 2: Science: Cycles in Nature: Seasonal Cycles	1.4.E identify changes in weather and know that weather changes with the seasons in different regions of the United States
Kindergarten: Science: Plants and Plant Growth and Grade 2: Science: The Water Cycle	1.4.F know that water is needed to support the growth of plants in our food supply
This can be covered in many other areas, see note to teachers above	1.5.A identify daily activities/devices used in everyday life that involve the use of technology
This can be covered in many other areas, see note to teachers above	1.5.C identify types of people that use science and technology in their jobs
This can be covered in many other areas, see note to teachers above	1.6.A know that in order to learn, it is important to observe the same things often and compare them
This can be covered in many other areas, see note to teachers above	1.6.B know that when experiments are repeated under the same conditions, similar results are usually obtained
This can be covered in many other areas, see note to teachers above	1.6.C know that in doing science it is often helpful to work with a team and to share findings with others