



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

Core Knowledge® Content (Language Arts-Grade 1)	Colorado Grade Level Expectations (Grade 1-Reading & Writing)
<b>I. Reading and Writing</b>	
<b>A. Phonemic Awareness</b>	
▪	
<b>B. Decoding, Word Recognition, and Oral Reading</b>	
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▪	
▪	
▪	
▪	1.1.B.1 recognize letters and know sound-symbol relationships (graphophonics) 1.1.B.2 use the word attack skill of letter-sound relationships when reading (graphophonics)
▪	
<b>C. Reading Comprehension and Response</b>	
▪	
▪	
▪	1.1.A.4 make logical predictions
▪	
▪	
<b>D. Writing</b>	
▪	1.2.A generate topics through prewriting activities (for example, brainstorming, webbing, mapping, drawing, K-W-L charts, group discussion) 1.2.B align purpose (for example, to entertain, to inform, to communicate) with audience 1.2.C write a first draft with the necessary components for a specific genre 1.2.D revise draft content (for example, organization, relevant details, clarity) 1.2.E edit revised draft using resources (for example, dictionary, word lists and banks, thesaurus, spell checker, glossary, style manual, grammar and usage reference) 1.2.F proofread revised draft 1.2.G present final copy according to purpose (for example, read aloud, display, publish, mail, send, and perform) 1.3.E write legibly
<b>E. Spelling, Grammar, and Usage</b>	
▪	1.3.A know and use correct spelling, punctuation, capitalization, grammar, and word usage to complete a variety of writing tasks
▪	1.3.A know and use correct spelling, punctuation, capitalization, grammar, and word usage to complete a variety of writing tasks 1.3.B spell high frequency words correctly
▪	1.3.A know and use correct spelling, punctuation, capitalization, grammar, and word usage to complete a variety of writing tasks
▪	1.3.A know and use correct spelling, punctuation, capitalization, grammar, and word usage to complete a variety of writing tasks

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	1.3.C punctuate endings of sentences
▪	1.3.A know and use correct spelling, punctuation, capitalization, grammar, and word usage to complete a variety of writing tasks 1.3.D capitalize sentence beginnings and proper nouns
▪	1.3.A know and use correct spelling, punctuation, capitalization, grammar, and word usage to complete a variety of writing tasks
<b>II. Poetry</b>	
▪	1.1.A.1 use pictures to check meaning 1.6.B identify a regular beat and similarities of sound in words in responding to rhythm and rhyme in poetry 1.6.E read, respond to, and discuss a variety of literature such as folk tales, legends, myths, fiction, rhymes and poems, non-fiction, and content-area reading
<b>III. Fiction</b>	
<b>A. Stories</b>	
▪	1.1.A.1 use pictures to check meaning 1.1.A.2 use prior knowledge to comprehend text 1.1.A.3 retell in logical, sequential order including some detail and inference 1.1.B.3 use sentence structure and word order to predict meaning (syntax) 1.1.B.4 use background knowledge and context to construct meaning (semantics) 1.6.A identify the elements of plot, character, and setting in a favorite story 1.6.C identify words appealing to the senses or involving direct or indirect comparisons in literature 1.6.D compare tales from different cultures by tracing the exploits of one character type or by observing the use of such natural phenomena as the seasons, constellations, land formations, or animal behaviors 1.6.E read, respond to, and discuss a variety of literature such as folk tales, legends, myths, fiction, rhymes and poems, non-fiction, and content-area reading
<b>B. Aesop's Fables</b>	
▪	1.1.A.1 use pictures to check meaning 1.1.A.2 use prior knowledge to comprehend text 1.1.A.3 retell in logical, sequential order including some detail and inference 1.1.B.3 use sentence structure and word order to predict meaning (syntax) 1.1.B.4 use background knowledge and context to construct meaning (semantics) 1.6.E read, respond to, and discuss a variety of literature such as folk tales, legends, myths, fiction, rhymes and poems, non-fiction, and content-area reading
<b>C. Different Lands, Similar Stories</b>	
▪	1.1.A.1 use pictures to check meaning 1.1.A.2 use prior knowledge to comprehend text 1.1.A.3 retell in logical, sequential order including some detail and inference 1.1.B.3 use sentence structure and word order to predict meaning (syntax) 1.1.B.4 use background knowledge and context to construct meaning (semantics) 1.6.D compare tales from different cultures by tracing the exploits of one character type or by observing the use of such natural phenomena as the seasons, constellations, land formations, or animal behaviors 1.6.E read, respond to, and discuss a variety of literature such as folk tales, legends, myths, fiction, rhymes and poems, non-fiction, and content-area reading
<b>D. Literary Terms</b>	
▪	

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<b>IV. Sayings and Phrases</b>	1.6.E read, respond to, and discuss a variety of literature such as folk tales, legends, myths, fiction, rhymes and poems, non-fiction, and content-area reading
<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 other areas	1.5.A gather, organize, and accurately, clearly, and sequentially report information gained from personal observations and experiences such as science experiments, field trips, and classroom visitors
This can be covered in many other areas	1.5.B record observations (for example, logs, lists, graphs, charts, tables, illustrations)
This can be covered in many other areas	1.5.C report events sequentially
This can be covered in many other areas	1.5.D write a concluding statement
Grade 3: Language Arts: Writing	1.5.E use resources (for example, video tapes, magazines, informational books, reference materials, interviews, guest speakers, Internet) and report information in their own words
Grade 3: Language Arts: Writing	1.5.F list resources used by title
<b>Core Knowledge® Content (History &amp; Geography-Grade 1)</b>	<b>Colorado Grade Level Expectations (Grade 1-History, Geography, &amp; Civics)</b>
<b>World History and Geography</b>	
<b>I. Geography</b>	
<b>A. Spatial Sense (working with maps, globes, and other geographic tools)</b>	
▪	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
▪	GEO.1/2.1.1.B understand that maps contain legends with symbols explaining various features and can explain various symbols
▪	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
▪	GEO.1/2.1.2.B identify major oceans: Pacific, Atlantic, Indian, Arctic
▪	GEO.1/2.1.2.C demonstrate more expanded knowledge about the seven continents
▪	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
▪	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>	
▪	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>	
▪	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>	

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	<p>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</p> <p>GEO.1-4.1.3.B understand how the availability of water affects human lifestyles</p> <p>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.</p>
<b>C. History of World Religions</b>	
	HI S.1.6.B identify celebrations in their families
<b>III. Modern Civilization and Culture: Mexico</b>	
<b>A. Geography</b>	
<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</p>

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	significance related to them
<b>IV. Early Exploration of the American West</b>	
<ul style="list-style-type: none"> <li>▪</li> </ul>	<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>	
<ul style="list-style-type: none"> <li>▪</li> </ul>	<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>CIV.1.1.4 I identify symbols of American political culture, i.e. American flag, Liberty Bell, eagle, etc.</p>
<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	HI S.1.1.B create timelines that show people and events in sequence using days, weeks, months, years, decades, centuries
Grade 1: Mathematics: Measurement	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

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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
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

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	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)
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
<b>Core Knowledge® Content (Visual Arts-Grade 1)</b>	<b>Colorado Grade Level Expectations (Grade 1-Visual Arts)</b>
<b>I. Art from Long Ago</b>	
<ul style="list-style-type: none"> <li>▪</li> </ul>	1.12 Recognize that there are cultures that exist besides their own. (S=4) 1.13 Recognize that all cultures create works of art. (S=4) 1.9 Recognize the difference between two-dimensional and three-dimensional art. (S=3, S=5)
<b>II. Elements of Art</b>	
<b>A. Color</b>	
<ul style="list-style-type: none"> <li>▪</li> </ul>	1.5.E Recognize and apply the Elements of Art: Colors (Types-primary, secondary; Schemes-warm and cool, light and dark; Concepts-color wheel)
<ul style="list-style-type: none"> <li>▪</li> </ul>	1.4 Recognize and apply the Principles of Design: Contrast, Rhythm, Repetition, Pattern (simple and complex), Size relationships, Balance (symmetry) 1.15 Describe likes or dislikes about a work of art and explain why. (S=5) 1.16 I identify the lines, shapes, and colors found in a work of art. (S=5)
<b>B. Line</b>	
<ul style="list-style-type: none"> <li>▪</li> </ul>	1. 5.A Recognize and apply the Elements of Art: Lines (Types-straight, curved, zigzag, wavy, horizontal, vertical, diagonal; Variation-width and length, thick and thin)
<ul style="list-style-type: none"> <li>▪</li> </ul>	1.4 Recognize and apply the Principles of Design: Contrast, Rhythm, Repetition, Pattern (simple and complex), Size relationships, Balance (symmetry) 1.15 Describe likes or dislikes about a work of art and explain why. (S=5) 1.16 I identify the lines, shapes, and colors found in a work of art. (S=5)

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<b>C. Shape</b>	
<ul style="list-style-type: none"> <li>1.4 Recognize and apply the Principles of Design: Contrast, Rhythm, Repetition, Pattern (simple and complex), Size relationships, Balance (symmetry)</li> <li>1.5.B Recognize and apply the Elements of Art: Shapes (Types-square, circle, rectangle, oval, triangle, organic, curved, zigzag, wavy, open and closed; Variation-size)</li> <li>1.15 Describe likes or dislikes about a work of art and explain why. (S=5)</li> <li>1.16 I identify the lines, shapes, and colors found in a work of art. (S=5)</li> </ul>	
<b>D. Texture</b>	
<ul style="list-style-type: none"> <li>1.4 Recognize and apply the Principles of Design: Contrast, Rhythm, Repetition, Pattern (simple and complex), Size relationships, Balance (symmetry)</li> <li>1.5.C Recognize and apply the Elements of Art: Texture (Types-tactile (rough, smooth, hard))</li> <li>1.15 Describe likes or dislikes about a work of art and explain why. (S=5)</li> </ul>	
<b>III. Kinds of Pictures: Portrait and Still Life</b>	
<ul style="list-style-type: none"> <li>1.14 I identify the subject matter in a work of art. (S=5)</li> <li>1.15 Describe likes or dislikes about a work of art and explain why. (S=5)</li> </ul>	
<ul style="list-style-type: none"> <li>1.14 I identify the subject matter in a work of art. (S=5)</li> </ul>	
<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 other areas	1.1 Create art to communicate real and imaginary sources. (S=1)
This can be covered in many other areas (Grade 1: Language Arts: Fiction and Poetry)	1.2 Create works of art inspired by spoken and written stories and poems. (S=1)
This can be covered in many other areas	1.3 Recognize that there are various solutions to a single art problem. (S=1)
This can be covered in many other areas	1.5.D Recognize and apply the Elements of Art: Space (Types-overlapping, close and far)
This can be covered in many other areas	1.5.F Recognize and apply the Elements of Art: Value (Types-light and dark)
This can be covered in many other areas	1.6 Use clay to create a three-dimensional, representational form. (S=3)
This can be covered in many other areas	1.7 Paint and draw on different types of paper. (S=3)
This can be covered in many other areas	1.8 Create a print (e.g. monoprint or block print). (S=3)
This can be covered in many other areas	1.10 Follow directions for the safe use of tools, materials and procedures. Wear appropriate protection such as smocks, safety glass, gloves, and hair ties when necessary. When appropriate, pass a safety assessment. (S=3)
This can be covered in many other areas	1.11 I identify and talk about art in their community. (S=3)
This can be covered in many other areas	1.17 Share personal opinions about what art is and what purpose art serves. (S=5)
<b>Core Knowledge® Content (Music-Grade 1)</b>	<b>Colorado Grade Level Expectations (Grade 1-Music)</b>
<b>I. Elements of Music</b>	
<ul style="list-style-type: none"> <li>1.1 sing and play instruments with acceptable tone quality and proper posture, songs in an age-appropriate range (S1)</li> <li>1.7 sing, play, and move to music from different traditions and cultures (S1, S4, S5)</li> <li>1.8 improvise simple melodic and rhythmic patterns using vocal sounds, body percussion, movement, and instrument sounds (S3)</li> </ul>	
<ul style="list-style-type: none"> <li>1.3 read and perform rhythmic patterns using quarter notes, paired eighth notes, and quarter rests (S1, S2)</li> </ul>	
<b>II. Listening and Understanding</b>	
<b>A. Musical Terms and Concepts</b>	
<ul style="list-style-type: none"> <li>1.7 sing, play, and move to music from different traditions and cultures (S1, S4, S5)</li> <li>1.11 listen to books and stories about composers, music, and sound (S4, S5)</li> </ul>	

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	1.12 know that a composer is someone who writes music (S5)
▪	1.2 watch the conductor (S1) 1.7 sing, play, and move to music from different traditions and cultures (S1, S4, S5) 1.9 categorize selected classroom instruments by how sound is produced (S4) 1.10 listen to repertoire of musical examples that represent varied cultures, styles, and historical periods (S4, S5) 1.11 listen to books and stories about composers, music, and sound (S4, S5)
<b>B. Music Can Tell a Story</b>	
▪	1.7 sing, play, and move to music from different traditions and cultures (S1, S4, S5) 1.10 listen to repertoire of musical examples that represent varied cultures, styles, and historical periods (S4, S5) 1.11 listen to books and stories about composers, music, and sound (S4, S5)
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<b>C. American Musical Traditions</b>	
▪	1.7 sing, play, and move to music from different traditions and cultures (S1, S4, S5) 1.10 listen to repertoire of musical examples that represent varied cultures, styles, and historical periods (S4, S5) 1.11 listen to books and stories about composers, music, and sound (S4, S5)
<b>III. Songs</b>	
▪	1.4 create rhythm patterns for introductions and ostinato accompaniments to familiar songs (S1, S3) 1.7 sing, play, and move to music from different traditions and cultures (S1, S4, S5) 1.10 listen to repertoire of musical examples that represent varied cultures, styles, and historical periods (S4, S5) 1.11 listen to books and stories about composers, music, and sound (S4, S5)
<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 other areas	1.5 identify, through movement, simple two-part form (S1, S4)
This can be covered in many other areas	1.6 respond to duple meter through movement and by using iconic symbols (S1, S2, S4)
This can be covered in many other areas	1.13 demonstrate appropriate audience behavior
<b>Core Knowledge® Content (Mathematics-Grade 1)</b>	<b>Colorado Grade Level Expectations (Grade 1-Mathematics)</b>
<b>I. Patterns and Classification</b>	
▪	
▪	
▪	
▪	1.2.1.A create and extend patterns using concrete materials (for example, use pattern blocks to create a pattern and has another student extend the pattern)
<b>II. Numbers and Number Sense</b>	
▪	1.1.1.A using objects and pictures, represent whole numbers from 0 to 100 in a variety of ways 1.1.2.A read and write numerals from 0 to 100 in meaningful contexts
▪	1.1.3.A count from 1 to 20 by 2's 1.1.3.B count from 1 to 100 by 1's, 5's and 10's

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	1.1.3.C starting with any whole number less than 100, count forward to 100
▪	
▪	1.3.1.B display and explain data from a bar graph or tallies
▪	1.1.3.D use ordinal positions for first through twentieth
▪	
▪	1.1.2.D order according to place value (for example, given 9 ones and 2 tens, the student can write the number 29; given the number 29 the student can show 2 tens and 9 ones)
▪	
▪	
▪	1.1.1.B using objects, demonstrate the meanings of equal, less than, and greater than with the whole numbers 0 to 100 1.1.1.C apply equalities using the "=" symbol
▪	1.1.1.D using concrete materials, demonstrate the meanings of halves, thirds, and fourths of sets and wholes
▪	1.3.1.B display and explain data from a bar graph or tallies 1.3.2.A using a bar graph, interpret data for "more" and "fewer" or "most," "same," and "fewest" 1.3.3.A use survey data to make a prediction displayed on a bar graph
<b>III. Money</b>	
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▪	1.1.1.E demonstrate the value of nickels, dimes, quarters, and dollars in terms of pennies (for example, 25 pennies = 1 quarter) 1.5.1.H tell the number of minutes in an hour, days in a week, pennies in a nickel, dime, quarter, and dollar
<b>IV. Computation</b>	
<b>A. Addition (using concrete objects, and paper and pencil)</b>	1.6.1.A demonstrate the operations of addition and subtraction of whole numbers with concrete materials
▪	1.6.1.B link the operations of addition and subtraction, & equality with mathematical terms (for example, add, subtract, & equal) & mathematical symbols (for example, +, -, =)
▪	1.6.1.B link the operations of addition and subtraction, & equality with mathematical terms (for example, add, subtract, & equal) & mathematical symbols (for example, +, -, =)
▪	1.6.3.A demonstrate understanding of basic addition sums to 20 and subtraction differences of 10
▪	1.1.4.A know the commutative property of addition of whole numbers
▪	1.1.4.B verify the addition and subtraction properties of zero with whole numbers
▪	
▪	
▪	1.6.4.C using paper and pencil, demonstrate simple single-digit addition and subtraction
<b>B. Subtraction (using concrete objects, and paper and pencil)</b>	1.6.1.SA demonstrate the operations of addition and subtraction of whole numbers with concrete materials
▪	
▪	1.6.1.B link the operations of addition and subtraction, & equality with mathematical terms (for example, add, subtract, & equal) & mathematical symbols (for example, +, -, =)
▪	1.6.1.B link the operations of addition and subtraction, & equality with mathematical terms (for example, add, subtract, & equal) & mathematical symbols (for example, +, -, =)
▪	1.6.3.A demonstrate understanding of basic addition sums to 20 and subtraction differences of 10
▪	

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▪	
<b>C. Solving Problems and Equations</b>	
▪	1.6.5.A given a real-world problem-solving situation, use the correct operation (addition or subtraction with concrete materials) and appropriate method (mental arithmetic, estimation, paper-and-pencil, calculator, or computer) to solve the problem
▪	
<b>V. Measurement</b>	
▪	
▪	1.3.1.A gather data about recurring and quantifiable events (for example, daily temperature or attendance) 1.4.3.A measure the length of the sides of triangles, squares, rectangles to the nearest inch and centimeter 1.5.1.C estimate and measure the length of objects to the nearest inch, foot, and centimeter 1.5.1.D estimate and measure the capacity of a container in cups 1.5.1.E estimate and weigh an object on a balance with a non-standard unit 1.5.1.F measure temperature to the nearest 10 degrees Fahrenheit 1.5.1.G describe the units for measuring time, length, capacity, and temperature 1.5.2.A compare objects according to the measurable attributes of length, capacity, weight, and temperature 1.5.4.A use familiar objects as referents for measurement (for example, the length of the student's index finger is about two paper clips) 1.5.5.A select the appropriate units of measurement of time, length, capacity, and temperature
▪	1.4.4.A draw a picture or diagram to solve a problem (for example, use a circle to create a clock face; fold a rectangle to show one half) 1.5.1.A tell time to the nearest hour and half-hour, using an analog and digital clock 1.5.1.B name the days of the week in order 1.5.1.H tell the number of minutes in an hour, days in a week, pennies in a nickel, dime, quarter, and dollar 1.5.2.C compare and order various times
<b>VI. Geometry</b>	
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▪	1.4.2.B draw triangles, squares, rectangles, and circles 1.4.4.B manipulate pattern blocks to form a variety of geometric shapes
▪	1.4.2.A describe the number of sides in triangles and in quadrilaterals such as squares and rectangles
▪	
▪	
▪	1.4.1.A recognize two-dimensional congruent figures in different positions 1.4.1.B create simple designs using concrete materials such as tangrams and pattern blocks
<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>
Grade 2: Mathematics: Numbers and Number Sense	1.1.2.B read the number words for zero to ten
This can be covered in many other areas	1.1.2.C group objects by ones and tens
Grade 2: Mathematics: Numbers and Number Sense	1.1.2.E write one- and two-digit whole numbers in expanded form (for example, $29 = 20 + 9$ )
Grade 2: Mathematics: Numbers and Number Sense	1.1.3.E sequence selected whole numbers from 1 to 100
This can be covered in many other areas	1.1.5.A estimate a reasonable quantity for a given number of objects from 0 to 100
This can be covered in many other areas	1.2.2.A continue the pattern given in a table of data using numbers and/or concrete materials

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This can be covered in many other areas	1.2.3.A continue a pattern from a table and verbally describe the pattern
This can be covered in many other areas	1.2.4.A using concrete or pictorial patterns, determine how the changes in one variable affects the change in another (for example, how changing the number of bicycles changes the number of wheels)
Grade 3: Mathematics: Numbers and Number Sense	1.3.3.B spin a spinner such as to generate and record results
Grade 3: Mathematics: Numbers and Number Sense	1.3.3.C analyze the results from flipping a two-colored counter or coin
Grade 3: Mathematics: Numbers and Number Sense	1.3.4.A determine the number of outcomes when flipping a coin
Grade 3: Mathematics: Numbers and Number Sense and Grade 5: Mathematics: Probability and Statistics	1.3.4.B using manipulatives or pictures, determine the possible combinations of matching a set containing one element with a set containing two elements
This can be covered in many other areas	1.5.2.B order objects according to the measurable attributes of length, capacity, weight, and temperature
Grade 4: Mathematics: Fractions	1.6.2.A using concrete materials or pictures, add and subtract halves, thirds, and fourths
<b>Core Knowledge® Content (Science-Grade 1)</b>	<b>Colorado Grade Level Expectations (Grade 1-Science)</b>
<b>I. Living Things and Their Environments</b>	
<b>A. Habitats</b>	
▪	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
▪	
▪	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>B. Oceans and Undersea Life</b>	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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<b>C. Environmental Change and Habitat Destruction</b>	
▪	1.2.C describe interactions that produce change in a system (e.g. making mobiles to understand balance and stability)
<b>D. Special Classification of Animals</b>	
▪	
▪	
▪	
▪	1.4.B know that fossils are evidence of plants and animals that lived on Earth long ago
<b>II. The Human Body</b>	
<b>A. Body Systems</b>	
▪	
<b>B. Germs, Diseases, and Preventing Illness</b>	
▪	
<b>III. Matter</b>	

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▪	1.2.A examine, describe, and compare objects based on common physical properties (e.g. an ice cube melting)
<b>IV. Properties of Matter: Measurement</b>	
▪	1.1.2.C perform simple measurements using appropriate tools and devices (e.g. magnifiers, thermometers, rulers), also covered in Grade 1: Mathematics: 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
<b>V. Introduction to Electricity</b>	1.5.B design a simple plan for a new invention and report on it, can also be covered in other areas
▪	
<b>VI. Astronomy: Introduction to the Solar System</b>	
▪	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
<b>VII. The Earth</b>	
<b>A. Geographical Features of the Earth's Surface</b>	
▪	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
▪	
▪	
<b>B. What's Inside the Earth</b>	
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▪	1.4.A know that Earth's materials are part of the Earth's surface
<b>VIII. Science Biographies</b>	
▪	
<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 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

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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)
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