



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

Core Knowledge [®] Content (History & Geography-Grade 2)	Colorado Grade Level Expectations (Grade 2-History, Geography, & Civics)
World History and Geography	
I. Geography	
A. Spatial Sense (working with maps, globes, and other geographic tools)	
▪	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.1/1.1.2.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
▪	GEO.1/2.1.2.F locate: the Equator, the North and South Hemispheres and Poles
B. Geographical Terms and Features	
▪	GEO.2.1.2.A identify additional geographical terms and features, such as: coast, valley, prairie, desert, oasis
II. Early Civilizations: Asia	
A. Geography of Asia	
▪	GEO.1-4.4.1.C identify and locate countries with large populations
▪	GEO.2.1.2.B demonstrate knowledge on the continent of Asia and locate countries: China, India, Japan (islands), Russia
B. India	
▪	GEO.2.1.2.C demonstrate knowledge of the major geographical features of the Asian continent: major rivers, mountains, cities, demographics
▪	HI S.2.6.E learn formulations of the “Golden Rule” as expressed in major religions and ethical teachings, and practice applying it in their treatment of others
C. China	
▪	GEO.2.1.2.C demonstrate knowledge of the major geographical features of the Asian continent: major rivers, mountains, cities, demographics GEO.1-4.1.3.B understand how the availability of water affects human lifestyles
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▪	HI S.2.6.D identify various art forms used in celebrations (e.g., dance, music, parades, and holiday decorations)
III. Modern Civilization and Culture: Japan	

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A. Geography	
▪	GEO.2.1.2.C demonstrate knowledge of the major geographical features of the Asian continent: major rivers, mountains, cities, demographics
B. Culture	
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IV. Ancient Greece	
▪	GEO.2.1.2.D demonstrate knowledge of the geography of the Classical Ancient World – the region of the Mediterranean and Aegean Seas
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American History and Geography	
I. American Government: The Constitution	
▪	<p>HI S.2.5.D explain the difference between making laws, carrying out laws, and determining if laws have been violated; and identify the government bodies that perform these functions at the local, state, and national levels (this topic is also covered in more depth at Grade 4: American History: Making a Constitutional Government)</p> <p>CIV.2.1.2 I identify the function of the Colorado Constitution</p> <p>CIV.2.1.5 Make and post a constitution for Grade 2 rules, rights, and responsibilities; discuss ways the constitution protects all class members</p> <p>CIV.2.2.2 Explain a limit of authority in a school, e.g.: the right to a hearing before punishment</p> <p>CIV.2.2.3 Explain what makes a good law and rule, e.g.: reasonable, fair, promotes the common good</p> <p>CIV.2.2.4 I identify criteria for laws and rules, e.g.: enforceable, effective</p>
II. The War of 1812	
▪	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
III. Westward Expansion	
A. Pioneers Head West	
▪	<p>HI S.2.4.G identify economic reasons for people moving west</p> <p>GEO.2.1.2.E demonstrate knowledge of the Western Expansion in North America – the new states, the routes, the migrations, etc.</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. Native Americans	
▪	HI S.2.4.H explain how the decision made by pioneers to go west altered the availability of resources for Native Americans (killing of buffalo, etc.)
IV. The Civil War	
▪	GEO.2.1.2.F demonstrate knowledge of the geography of the American Civil War

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V. Immigration and Citizenship	
<ul style="list-style-type: none"> ▪ 	<p>HI S.2.5.A explain the need for and benefits of rules and personal responsibility in a neighborhood or community HI S.2.5.B give examples of various ways decisions are made (e.g., majority vote, compromise, and personal) (also covered in Grade 4: American History: Making a Constitutional Government) CIV.2.1.4 Explain the importance of respect for laws in the school and community, i.e.: playground safety, speed limits, voting CIV.2.2.1 I identify some state and national laws about property rights and voting rights (also covered in Grade 4: American History: Making a Constitutional Government) CIV.2.4.1 Recite the Pledge of Allegiance to symbolize citizenship in the U.S.</p>
VI. Civil Rights	
<ul style="list-style-type: none"> ▪ 	
VII. Geography of the Americas	
A. North America	
<ul style="list-style-type: none"> ▪ 	<p>GEO.1/2.1.2.D locate all of the major countries in North America, in relation to each other GEO.2.3.1 Label flags and currency from Mexico and Canada (U.S. neighbors)</p>
<ul style="list-style-type: none"> ▪ 	<p>GEO.1/2/1.2.G locate major mountains and rivers in the United States GEO.2.1.2.G name and locate the 48 contiguous states, plus Alaska and Hawaii, and some major topographical features in them, as well as adjoining bodies of water GEO.1-4.2.2.A understand why some regions are populated by many people, and others – by few, or none GEO.1-4.4.1.B identify and locate cities with large populations in this country</p>
<ul style="list-style-type: none"> ▪ 	<p>GEO.2.1.2.G name and locate the 48 contiguous states, plus Alaska and Hawaii, and some major topographical features in them, as well as adjoining bodies of water</p>
<ul style="list-style-type: none"> ▪ 	<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>
B. South America	
<ul style="list-style-type: none"> ▪ 	<p>GEO.2.1.2.H demonstrate knowledge of countries in South America 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>
VIII. Symbols and Figures	
<ul style="list-style-type: none"> ▪ 	
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 of the History units	HI S.2.1.A distinguish between past, present, and future time
This can be covered in many of the History units	HI S.2.1.B create an historical narrative of their own, such as their families', their school's, or community's history or construct a brief oral narrative describing, in sequence, a past event
This can be covered in many other areas	HI S.2.1.C develop “picture timelines” of their own lives or events in the history of their own or another family, using photos from home, drawing pictures to fill any gaps, and arranging the set chronologically to identify events or actions and their consequences
This can be covered in many other areas	HI S.2.1.D compare rural, urban, and suburban communities and describe how the local community has changed physically and demographically over time in Colorado
This can be covered in many of the History units	HI S.2.2.A pose and answer questions about the lives of children and families in the past
This can be covered in many of the History units	HI S.2.2.B gather information about the past from fiction and non fiction books, oral history, photographs, and graphs

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This can be covered in many of the History units	HI S.2.2.C read geographic symbols and identify the geographic features of places represented in picture maps, air photos, and terrain models
This can be covered in many of the History units	HI S.2.2.D analyze historical fiction on such criteria as the accuracy of the story's historical details and sequence of events
This can be covered in many other areas	HI S.2.2.E compare and contrast their daily lives with those of their parents and grandparents
This can be covered in many other areas	HI S.2.2.F trace the history of a family through the use of primary sources including artifacts, photographs, interviews, and documents
This can be covered in many other areas	HI S.2.3.A describe various holidays and celebrations in different cultures
This can be covered in many other areas	HI S.2.3.B identify the cultural heritage evident in their neighborhoods or schools (e.g., restaurants and stores)
This can be covered in many other areas	HI S.2.3.C identify ways that people in neighborhoods can help and support each other (e.g., yard care, Neighborhood Watch, snow shoveling, etc.)
This can be covered in many other areas	HI S.2.4.A identify technological developments that affect the neighborhood (e.g., street lights, water service, electricity)
This can be covered in many other areas	HI S.2.4.B identify money as a limited resource
This can be covered in many other areas	HI S.2.4.C describe choices about how to spend limited resources and discuss the fact that these choices have consequences
This can be covered in many other areas	HI S.2.4.D describe how people obtain goods and services (barter, trade, and money)
This can be covered in many other areas	HI S.2.4.E identify food production and consumption long ago and today including the role of farmers, processors, distributors, weather, and land and water resources.
This can be covered in many other areas	HI S.2.4.F identify how limits on resources require people to choose what to produce and what to consume
This can be covered in many other areas	HI S.2.5.C give examples of how families and communities depend on each other (e.g., community services and citizen participation)
This can be covered in many other areas	HI S.2.6.A recognize that families have different traditions
This can be covered in many other areas	HI S.2.6.B recite the Pledge of Allegiance and recognize it as a statement of our country's foundation
This can be covered in many other areas	HI S.2.6.C identify celebrations and practices traditional in their communities (e.g., harvest days, cultural celebrations, and historical celebrations)
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
Grade 1: American History: From Colonies to Independence and Grade 3: American History: The Thirteen Colonies	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
Grade 1: World History and Geography: Geography	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
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 and 5.1.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.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: American History: Early People and Civilizations	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

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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.D use maps to describe and explain population densities in parts of the world
This can be covered in many of the History units	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 regions 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
	GEO.1-4.5.2.B understand that climatic changes over time bring changes in human habitations and 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)
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
This can be covered in many other areas	CIV.2.1.1 Discuss ways in which teachers and principals enforce rules and settle disputes

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This can be covered in many other areas	CIV.2.1.2 Define "limited" and "unlimited" government and give an example of people using power and authority, such as police officers
This can be covered in many other areas	CIV.2.3.2 Bring and explain an item from home which came from a foreign country
This can be covered in many other areas	CIV.2.4.2 Explain the reasons for flag ceremonies and national holidays (Fourth of July, Memorial Day, Martin Luther King Day, etc.)
This can be covered in many other areas	CIV.2.4.3 Discuss how a student can exercise his/her rights in a school controversy, e.g.: gathering information, discussing both sides (pro and con), voting on a topic like "eliminating school recess"
This can be covered in many other areas	CIV.2.4.4 Define "leadership" and give characteristics of a good leader