



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

Core Knowledge® Content (Science-Grade 2)	Colorado Grade Level Expectations (Grade 2-Science)
<b>I. Cycles in Nature</b>	
<b>A. Seasonal Cycles</b>	
▪	2.4.E know that the sun's movements can be observed and described, also covered in Grade 1: Science: Astronomy and Grade 3: Science: Astronomy 2.4.G identify patterns and changes in the sun, moon, and stars, also covered more in depth in Grade 1: Science: Astronomy and Grade 3: Science: Astronomy
▪	2.3.B recognize that green plants need energy from sunlight and various raw materials to live, also covered in Grade 5: Science: Plant Structure and Processes 2.3.C identify variables that affect plant growth (e.g. water and light), also covered in Kindergarten: Science: Plants and Plant Growth
<b>B. Life Cycles</b>	
▪	2.1.1.H identify a sequence of events in a natural cycle (e.g. water cycle, life to death)
▪	2.3.H identify and discuss the similarities and differences between parents and their offspring, also covered in Kindergarten: Science: Animals and Their Needs
<b>C. The Water Cycle</b>	
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▪	2.1.1.H identify a sequence of events in a natural cycle (e.g. water cycle, life to death) 2.4.C describe how plants cycle water through their parts (e.g. soil, roots, stem, leaves, and atmosphere), also covered in Grade 5: Science: Plant Structure and Processes
<b>II. Insects</b>	
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▪	2.3.E describe metamorphosis of insects (e.g. butterfly, beetle)
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<b>III. The Human Body</b>	
<b>A. Cells</b>	
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<b>B. The Digestive System and Excretory Systems</b>	
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<b>C. Taking Care of Your Body: A Healthy Diet</b>	
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<b>IV. Magnetism</b>	
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▪	2.2.B identify the properties of magnets
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<b>V. Simple Machines</b>	
▪	2.2.D make observations and gather data on quantities associated with energy, movement, and change (e.g. time to melt an ice cube) 2.2.E compare quantities associated with energy movement and change by constructing simple diagrams and charts (e.g. chart of melting time) 2.2.G recognize motion, light, heat, and sound as forms of energy (e.g. make a musical instrument to investigate sound; observe and describe what happens when a rolling object travels down an incline at different heights; investigate light by using mirrors)
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<b>VI. Science Biographies</b>	
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<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	2.1.1.A create and refine ideas and questions about events in their environment by asking for information and trying things out (e.g. identify a simple problem and test a possible solution)
Grade 1: Mathematics: Patterns and Classification	2.1.1.B observe patterns and make predictions based on the observation
This can be covered in many other areas, see note to teachers above	2.1.1.C develop solutions to unfamiliar problems through reasoning and inquiry that includes formulating a plan, gathering data and constructing a reasonable explanation
Grade 2: Mathematics: Measurement	2.1.1.D use accurate tools to observe and measure during an inquiry
Grade 2: Mathematics: Measurement	2.1.1.E measure length, temperature, and liquid volume with appropriate tools and express measurements
Grade 1: Mathematics: Patterns and Classification	2.1.1.F compare and sort common objects based on two or more physical attributes (e.g. color and texture, size and shape)
This can be covered in many other areas, see note to teachers above	2.1.1.G conduct inquiry into a topic of their interest and run repeat trials of a related simple experiment to compare results
This can be covered in many other areas, see note to teachers above	2.1.1.I distinguish between actual observations from ideas and speculation about what was observed
This can be covered in many other areas, see note to teachers above	2.1.1.J describe the process used in solving the problem or investigation
Grade 1: Mathematics: Patterns and Classification, Grade 2: Mathematics: Measurement	2.1.1.K create communications that describe and compare things in terms of numbers, shape, texture, size, odor, sound, mass, and motion
This can be covered in many other areas, see note to teachers above	2.1.1.L restate, illustrate, or summarize what others have said
This can be covered in many other areas, see note to teachers above	2.1.1.M use a variety of media to search for information
Grade 2: Mathematics: Measurement	2.1.2.D use accurate metric measuring tools to observe and measure objects
This can be covered in many other areas, see note to teachers above	2.1.2.L write or draw descriptions of a sequence of steps, events, and observations
This can be covered in many other areas, see note to teachers above	2.1.3.A identify a simple problem and test a possible solution
Grade 2: Mathematics: Measurement	2.1.3.E measure length, temperature, and liquid volume with appropriate tools and express measurements in standard and non-standard units
Grade 1: Science: Matter and Grade 4: Chemistry	2.2.A examine, describe, and compare the properties of solids and liquids
This can be covered in many other areas, see note to teachers above	2.2.C separate mixtures according to their properties (e.g. sand and gravel, sand and iron filings)

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Grade 3: Science: Sound	2.2.F know that sound is caused by vibration (e.g. use a variety of items such as cymbals, hair combs, rulers to produce sounds and record the physical evidence of how things that make sound vibrate)
Kindergarten: Science: Plants and Plant Growth, Grade 5: Science: Plant Structures and Processes	2.3.A identify parts of plants (e.g. stem, root, seed, flower, leaf, bud, bulb)
Grade 1: Science: Living Things and Their Environments	2.3.D recognize and compare the structural characteristics of plants and animals (e.g. plants and animals that live in the ocean with those that live on land)
Grade 1: Science: Living Things and Their Environments and Grade 3: Science: Ecology	2.3.F recognize how environmental changes influence the life and death of plants and animals
Grade 1: Science: Living Things and Their Environments and Grade 3: Science: Ecology	2.3.G discuss how the behavior of animals and plants is dependent upon their environment
Grade 1: Science: The Earth	2.4.A describe the components of soil (e.g. organize a rock collection)
Grade 1: Science: The Earth	2.4.B compare the ingredients in different soils
Grade 1: Science: The Earth	2.4.D explore that soils differ in their capacity to retain water
Grade 1: Science: Astronomy, Grade 3: Science: Astronomy	2.4.F know that the sun provides heat
Kindergarten: Science: Taking Care of the Earth and Grade 3: Science: Ecology	2.5.A use a variety of materials (e.g. wood, plastic, fabric, clay) to make simple products and identify what can be recycled and what can not
This can be covered in many other areas, see note to teachers above	2.5.B identify careers that use science and technology
This can be covered in many other areas, see note to teachers above	2.5.C identify the use of technologies in their everyday life
This can be covered in many other areas	2.6.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	2.6.B know that when experiments are repeated under the same conditions, similar results are usually obtained
This can be covered in many other areas	2.6.C know that in doing science it is often helpful to work with a team and to share findings with others