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

Core Knowledge® Content (Language Arts-Grade 2)	**Colorado Grade Level Expectations** (Grade 2-Reading & Writing)
I. Reading and Writing	
A. Decoding, Word Recognition, and Oral Reading	
▪	2.1.B.1 use word attack skills to read new and unfamiliar words (graphophonics)
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▪	2.1.B.1 use word attack skills to read new and unfamiliar words (graphophonics)
B. Reading Comprehension and Response	
▪	2.1.A.2 use a variety of comprehension strategies before, during, and after reading
▪	2.1.A.2 use a variety of comprehension strategies before, during, and after reading
▪	2.1.A.2 use a variety of comprehension strategies before, during, and after reading
▪	2.1.A.1 gain meaning from a variety of print, such as lists, letters, rhymes, poems, stories, and expository texts
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C. Writing	
▪	2.2.B align purpose (for example, to entertain, to inform, to communicate) with audience 2.2.C write a first draft with the necessary components for a specific genre
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▪	2.2.D revise draft content (for example, organization, relevant details, clarity) 2.2.E edit revised draft using resources (for example, dictionary, word lists and banks, thesaurus, spell checker, glossary, style manual, grammar and usage reference) 2.2.F proofread revised draft 2.2.G present final copy according to purpose (for example, read aloud, display, publish, mail, send, and perform)
D. Spelling, Grammar, and Usage	
▪	2.3.A know and use standard, age-appropriate spelling, grammar, word usage (for example, basic subject-verb agreement, complete simple sentences, appropriate verb tense, regular plurals)
▪	2.3.A know and use standard, age-appropriate spelling, grammar, word usage (for example, basic subject-verb agreement, complete simple sentences, appropriate verb tense, regular plurals)
▪	2.3.B write legibly
▪	2.3.A know and use standard, age-appropriate spelling, grammar, word usage (for example, basic subject-verb agreement, complete simple sentences, appropriate verb tense, regular plurals)
▪	2.3.A know and use standard, age-appropriate spelling, grammar, word usage (for example, basic subject-verb agreement, complete simple sentences, appropriate verb tense, regular plurals)
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II. Poetry	
▪	2.1.A.1 gain meaning from a variety of print, such as lists, letters, rhymes, poems, stories, and expository texts 2.1.B.1 use word attack skills to read new and unfamiliar words (graphophonics) 2.1.B.2 use sentence structure, paragraph structure, and word order to predict meaning (syntax) 2.1.B.3 use and integrate background knowledge, experience, and context to construct meaning (semantics) 2.6.B identify a regular beat and similarities of sound in words in responding to rhythm and rhyme in poetry 2.6.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
III. Fiction	
A. Stories	
▪	2.1.A.1 gain meaning from a variety of print, such as lists, letters, rhymes, poems, stories, and expository texts 2.1.B.1 use word attack skills to read new and unfamiliar words (graphophonics) 2.1.B.2 use sentence structure, paragraph structure, and word order to predict meaning (syntax) 2.1.B.3 use and integrate background knowledge, experience, and context to construct meaning (semantics) 2.6.A identify the elements of plot, character, and setting in a favorite story 2.6.C identify words appealing to the senses or involving direct or indirect comparisons in literature 2.6.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 2.6.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. Mythology of Ancient Greece	
▪	2.1.A.1 gain meaning from a variety of print, such as lists, letters, rhymes, poems, stories, and expository texts 2.1.B.1 use word attack skills to read new and unfamiliar words (graphophonics) 2.1.B.2 use sentence structure, paragraph structure, and word order to predict meaning (syntax) 2.1.B.3 use and integrate background knowledge, experience, and context to construct meaning (semantics) 2.6.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 2.6.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
C. American Folk Heroes and Tall Tales	
▪	2.1.A.1 gain meaning from a variety of print, such as lists, letters, rhymes, poems, stories, and expository texts 2.6.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
D. Literary Terms	
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IV. Sayings and Phrases	2.6.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
Grade level or other area Grade Level Expectations are covered in the *Core Knowledge Sequence*	**Grade Level Expectations not directly covered in the *Core Knowledge Sequence,* but can be covered in other areas**
This can be covered in many other areas	2.2.A generate topics through prewriting activities (for example, brainstorming, webbing, mapping, drawing, K-W-L charts, group discussion)
This can be covered in many other areas	2.5.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	2.5.B record observations (for example, logs, lists, graphs, charts, tables, illustrations)
This can be covered in many other areas	2.5.C report events sequentially
This can be covered in many other areas	2.5.D write a concluding statement
Grade 3: Language Arts: Writing	2.5.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	2.5.F list resources used by title
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
▪	HIS.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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▪	HIS.2.6.D identify various art forms used in celebrations (e.g., dance, music, parades, and holiday decorations)
III. Modern Civilization and Culture: Japan	
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	
▪	HIS.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) CIV.2.1.2 Identify the function of the Colorado Constitution CIV.2.1.5 Make and post a constitution for Grade 2 rules, rights, and responsibilities; discuss ways the constitution protects all class members CIV.2.2.2 Explain a limit of authority in a school, e.g.: the right to a hearing before punishment CIV.2.2.3 Explain what makes a good law and rule, e.g.: reasonable, fair, promotes the common good CIV.2.2.4 Identify criteria for laws and rules, e.g.: enforceable, effective
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	
▪	HIS.2.4.G identify economic reasons for people moving west

	GEO.2.1.2.E demonstrate knowledge of the Western Expansion in North America – the new states, the routes, the migrations, etc. 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. Native Americans	
▪	HIS.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
V. Immigration and Citizenship	
▪	HIS.2.5.A explain the need for and benefits of rules and personal responsibility in a neighborhood or community HIS.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 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.
VI. Civil Rights	
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VII. Geography of the Americas	
A. North America	
▪	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)
▪	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
▪	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.1-4.1.3.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. South America	
▪	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.
VIII. Symbols and Figures	
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Grade level or other area Grade Level Expectations are covered in the *Core Knowledge Sequence*	**Grade Level Expectations not directly covered in the *Core Knowledge Sequence*, but can be covered in other areas**
This can be covered in many of the History units	HIS.2.1.A distinguish between past, present, and future time
This can be covered in many of the History units	HIS.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	HIS.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	HIS.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	HIS.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	HIS.2.2.B gather information about the past from fiction and non fiction books, oral history, photographs, and graphs
	This can be covered in many of the History units	HIS.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	HIS.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	HIS.2.2.E compare and contrast their daily lives with those of their parents and grandparents
	This can be covered in many other areas	HIS.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	HIS.2.3.A describe various holidays and celebrations in different cultures
	This can be covered in many other areas	HIS.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	HIS.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	HIS.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	HIS.2.4.B identify money as a limited resource
	This can be covered in many other areas	HIS.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	HIS.2.4.D describe how people obtain goods and services (barter, trade, and money)
	This can be covered in many other areas	HIS.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	HIS.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	HIS.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	HIS.2.6.A recognize that families have different traditions
	This can be covered in many other areas	HIS.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	HIS.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
	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
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
Core Knowledge® Content (Visual Arts-Grade 2)	**Colorado Grade Level Expectations** (Grade 2-Visual Arts)
I. Elements of Art	
▪	2.6 Recognize and apply the Principles of Design: Contrast, Rhythm, Repetition, Pattern (simple and complex), Size relationships, Balance (symmetry) 2.7.A Recognize and apply the Elements of Art: Lines (Types-straight, curved, zigzag, wavy, horizontal, vertical, diagonal, spiral, broken, horizon; Variation-width and length, depth, thick and thin) 2.13 Talk about artists and art styles from various cultures. (S=4) 2.15 Become familiar with names of artists. (S=4) 2.16 Describe the lines, shapes, and colors that they find in a work of art. (S=5)
II. Sculpture	
▪	2.6 Recognize and apply the Principles of Design: Contrast, Rhythm, Repetition, Pattern (simple and complex), Size relationships, Balance (symmetry) 2.7.B Recognize and apply the Elements of Art: Shape (Types-geometric-square, circle, rectangle, oval, triangle; organic shapes-(variation of size) open and closed) 2.8 Create a three dimensional sculpture that communicates movement. (S=1, S=3) 2.13 Talk about artists and art styles from various cultures. (S=4) 2.15 Become familiar with names of artists. (S=4) 2.16 Describe the lines, shapes, and colors that they find in a work of art. (S=5)
III. Kinds of Pictures: Landscapes	
▪	2.6 Recognize and apply the Principles of Design: Contrast, Rhythm, Repetition, Pattern (simple and complex), Size relationships, Balance (symmetry) 2.13 Talk about artists and art styles from various cultures. (S=4) 2.15 Become familiar with names of artists. (S=4)
IV. Abstract Art	
▪	2.6 Recognize and apply the Principles of Design: Contrast, Rhythm, Repetition, Pattern (simple and complex), Size relationships, Balance (symmetry) 2.13 Talk about artists and art styles from various cultures. (S=4) 2.14 Demonstrate how artists use art to share experiences. (S=4) 2.15 Become familiar with names of artists. (S=4) 2.17 Describe the mood or feeling in a work of art. (S=5)

▪	2.6 Recognize and apply the Principles of Design: Contrast, Rhythm, Repetition, Pattern (simple and complex), Size relationships, Balance (symmetry) 2.13 Talk about artists and art styles from various cultures. (S=4) 2.14 Demonstrate how artists use art to share experiences. (S=4) 2.15 Become familiar with names of artists. (S=4) 2.17 Describe the mood or feeling in a work of art. (S=5)
V. Architecture	
▪	2.6 Recognize and apply the Principles of Design: Contrast, Rhythm, Repetition, Pattern (simple and complex), Size relationships, Balance (symmetry) 2.13 Talk about artists and art styles from various cultures. (S=4)
Grade level or other area Grade Level Expectations are covered in the *Core Knowledge Sequence*	**Grade Level Expectations not directly covered in the *Core Knowledge Sequence*, but can be covered in other areas**
This can be covered in many other areas (Grade 2: Language Arts: Fiction)	2.1 Illustrate a scene from a myth or story. (S=1)
This can be covered in many other areas	2.2 Create art to communicate real and imaginary sources. (S=1)
This can be covered in many other areas (Grade 2: Language Arts: Fiction and Poetry)	2.3 Create works of art inspired by spoken and written stories and poems. (S=1)
This can be covered in many other areas	2.4 Recognize that there are various solutions to a single art problem. (S=1)
This can be covered in many other areas	2.5 Incorporate unanticipated results into works of art. (S=1)
This can be covered in many other areas	2.7.C Recognize and apply the Elements of Art: Form (Types-geometric, sphere, organic)
This can be covered in many other areas	2.7.D Recognize and apply the Elements of Art: Texture (Types-tactile (rough, smooth, hard, soft, variation))
Grade 3: Visual Arts: Space in Artworks	2.7.E Recognize and apply the Elements of Art: Space (Types-actual and implied; Concepts-overlapping, object size, positive and negative, empty and full, close and far, point of view-foreground, middleground, background)
This can be covered in many other areas	2.7.F Recognize and apply the Elements of Art: Color (Schemes-primary, secondary, warm and cool; Concepts-light and dark, color wheel concept)
This can be covered in many other areas	2.7.G Recognize and apply the Elements of Art: Value (Types-light and dark)
Grade 3: Visual Arts: Space in Artworks	2.9 Create a two-dimensional artwork using overlapping to create the illusion of depth (e.g. collage or mixed media.) (S=3)
This can be covered in many other areas	2.10 Create a simple print (e.g. monoprint or block print.) (S=3)
This can be covered in many other areas	2.11 Create a weaving from a variety of materials. (S=3)
This can be covered in many other areas	2.12 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)
Core Knowledge® Content (Music-Grade 2)	**Colorado Grade Level Expectations** (Grade 2-Music)
I. Elements of Music	
▪	2.1 sing and play instruments with acceptable tone quality and proper posture, songs in an age-appropriate range (S1) 2.2 demonstrate the repetition inherent in canon form by performing a two-part round using speech, movement body percussion, and singing (S1) 2.4 read and perform rhythmic patterns using quarter notes, paired eighth notes, quarter rests, half notes, and half rests (S1, S2) 2.6 echo rhythm and melodic patterns S1, S4) 2.7 sing, play, and move to music from different traditions and cultures (S1, S4, S5) 2.8 improvise in question-answer form on rhythmic and melodic classroom instruments (S3) 2.11 respond verbally to musical contrasts (S4)
▪	2.4 read and perform rhythmic patterns using quarter notes, paired eighth notes, quarter rests, half notes, and half

	rests (S1, S2)
II. Listening and Understanding	
A. The Orchestra	
▪	2.3 watch the conductor (S1) 2.7 sing, play, and move to music from different traditions and cultures (S1, S4, S5) 2.10 identify a variety of classroom instruments (S4)
B. Keyboard Instruments	
▪	2.7 sing, play, and move to music from different traditions and cultures (S1, S4, S5) 2.10 identify a variety of classroom instruments (S4)
C. Composers and Their Music	
▪	2.7 sing, play, and move to music from different traditions and cultures (S1, S4, S5)
III. Songs	
▪	2.7 sing, play, and move to music from different traditions and cultures (S1, S4, S5)
Grade level or other area Grade Level Expectations are covered in the *Core Knowledge Sequence*	**Grade Level Expectations not directly covered in the *Core Knowledge Sequence*, but can be covered in other areas**
This can be covered in many other areas	2.5 respond to duple and triple meter through movement and by using iconic symbols (S1, S2, S4)
This can be covered in many other areas	2.9 create a B section of a composition when given the A section, using vocal sounds, body percussion, movement, and instrument sounds (S3)
This can be covered in many other areas	2.12 demonstrate appropriate audience behavior
Core Knowledge® Content (Mathematics-Grade 2)	**Colorado Grade Level Expectations** (Grade 2-Mathematics)
I. Numbers and Number Sense	
▪	2.1.1.A using objects and pictures, represent whole numbers including odds and evens from 0 to 1,000 2.1.2.A read and write numerals from 0 to 1,000 in meaningful contexts
▪	2.1.2.B read and write the number words for zero to one hundred
▪	2.1.1.B apply equalities and inequalities with whole numbers from 0 to 1,000 using the symbols =, <, > 2.1.3.E sequence selected whole numbers from 0 to 1,000
▪	2.1.3.A count by 1's, 2's, 5's, and 10's 2.1.3.B count from 1 to 1,000 by 100's 2.1.3.C starting with any whole number less than 1,000, count forward to 1,000
▪	2.1.3.F locate and label the halfway point between whole numbers on the number line
▪	2.3.1.B display data using tallies, bar graphs, pictographs, or tables
▪	2.1.3.D use ordinal positions for first through thirty-first
▪	2.1.1.A using objects and pictures, represent whole numbers including odds and evens from 0 to 1,000
▪	
▪	2.1.2.D order according to place value (for example, given 9 ones, 5 tens, and 4 hundreds, the student can write the number 459; given the number 459, the student can show 4 hundreds, 5 tens, and 9 ones)
▪	2.1.2.E write three-digit numbers in expanded form (for example, 459 = 400 + 50 + 9) 2.1.2.D order according to place value (for example, given 9 ones, 5 tens, and 4 hundreds, the student can write the number 459; given the number 459, the student can show 4 hundreds, 5 tens, and 9 ones)
▪	
▪	

▪	2.3.1.B display data using tallies, bar graphs, pictographs, or tables
▪	2.2.1.A verbally describe patterns 2.2.1.B create and extend patterns using symbols, such as words and numbers
▪	
II. Fractions	
▪	2.1.1.C using concrete materials, demonstrate the meanings of fractions, including halves, thirds, fourths, eighths, and tenths of sets and wholes
▪	
III. Money	
▪	
▪	
▪	2.1.1.D demonstrate equivalencies of coins (for example, 5 nickels = 1 quarter) 2.1.1.E combine coins up to $1.00 (for example, 20¢ = 2 dimes = 1 dime + 2 nickels = 4 nickels)
▪	
IV. Computation	
A. Addition	
▪	2.6.3.A demonstrate understanding of basic addition and subtraction facts 2.6.3.B demonstrate automatic recall of basic addition and subtraction facts
▪	
▪	
▪	
▪	2.1.5.A estimate sums and differences first by rounding to the nearest ten prior to performing the operation, and then using the estimate to determine the reasonableness of the solution 2.6.4.A use estimation techniques such as rounding and compatible number (numbers whose sum is 10) before performing operations
▪	2.6.1.A using concrete materials, demonstrate and verbally explain addition of whole numbers with regrouping for two-digit numbers 2.6.4.B using paper-and-pencil, demonstrate addition of two-digit whole numbers with and without regrouping
▪	
▪	
▪	
B. Subtraction	
▪	2.6.1.E using concrete materials or pictures, demonstrate the inverse relationship of addition and subtraction of while numbers
▪	2.6.3.C use sums on an addition facts table to locate all addends for a particular sum (for example, 7 = 0 + 7, 7 = 1 + 6)
▪	2.6.3.A demonstrate understanding of basic addition and subtraction facts 2.6.3.B demonstrate automatic recall of basic addition and subtraction facts
▪	2.1.5.A estimate sums and differences first by rounding to the nearest ten prior to performing the operation, and then using the estimate to determine the reasonableness of the solution 2.6.4.A use estimation techniques such as rounding and compatible number (numbers whose sum is 10) before performing operations
▪	

▪	2.6.1.B using concrete materials, demonstrate and verbally explain subtraction of whole numbers without regrouping for two-digit numbers 2.6.4.C using paper-and-pencil, demonstrate subtraction of two-digit whole numbers without regrouping
▪	
C. Introduction to Multiplication	
▪	
▪	
▪	
▪	2.6.1.C using concrete materials or pictures, demonstrate multiplication without regrouping of whole numbers (for example, using arrays or grouping sets of objects)
▪	
▪	
D. Solving Problems and Equations	
▪	2.4.4.A draw a picture or diagram to solve a problem (for example, draw a map of the room to show how to get from a desk to the reading area; draw a map of the neighborhood) 2.6.5.A given a real-world problem-solving situation, use the correct operation (addition or subtraction) and appropriate method (mental arithmetic, estimation, paper-and-pencil, calculator, or computer) to solve the problem
▪	
V. Measurement	
A. Linear Measure	
▪	2.5.1.C estimate and measure the length of objects to the nearest half inch, foot, yard, centimeter, and meter 2.5.1.H describe the units for measuring time, length, capacity, weight, and temperature 2.5.5.A select the appropriate units of measurement of time, length, capacity, weight, and temperature
▪	2.5.1.I know the number of hours in a day, months in a year, inches in a foot, feet in a yard, and cups in a pint
▪	
▪	2.4.3.A measure the lengths of the sides of triangles, squares, and rectangles to the nearest half inch and centimeter 2.5.1.C estimate and measure the length of objects to the nearest half inch, foot, yard, centimeter, and meter
▪	2.5.1.C estimate and measure the length of objects to the nearest half inch, foot, yard, centimeter, and meter
B. Weight (Mass)	
▪	2.5.2.A compare objects according to the measurable attributes of length, capacity, weight, and temperature
▪	2.5.1.F estimate and weigh an object on a balance with a non-standard unit and use a scale to measure an object to the nearest pound 2.5.1.H describe the units for measuring time, length, capacity, weight, and temperature 2.5.5.A select the appropriate units of measurement of time, length, capacity, weight, and temperature
C. Capacity (Volume)	
▪	2.5.1.E estimate and measure the capacity of a container in cups, pints, quarts, and gallons
▪	2.5.1.E estimate and measure the capacity of a container in cups, pints, quarts, and gallons 2.5.1.H describe the units for measuring time, length, capacity, weight, and temperature 2.5.5.A select the appropriate units of measurement of time, length, capacity, weight, and temperature
▪	
D. Temperature	
▪	2.5.1.G measure temperature to the nearest 2 degrees and 10 degrees Fahrenheit

	2.5.1.H describe the units for measuring time, length, capacity, weight, and temperature 2.5.5.A select the appropriate units of measurement of time, length, capacity, weight, and temperature
▪	
E. Time	
▪	2.5.1.A tell time to the nearest fifteen minutes, using an analog and digital clock 2.5.1.H describe the units for measuring time, length, capacity, weight, and temperature 2.5.5.A select the appropriate units of measurement of time, length, capacity, weight, and temperature
▪	2.5.1.B use AM and PM
▪	
▪	
▪	2.5.1.H describe the units for measuring time, length, capacity, weight, and temperature
▪	
VI. Geometry	
▪	
▪	2.4.2.A describe attributes of circles, triangles, and quadrilaterals such as squares and rectangles
▪	2.4.3.B measure the perimeter of triangles, squares, and rectangles using non-standard and standard units 2.5.1.D estimate and measure the perimeter of a figure using non-standard and standard units
▪	2.4.2.C recognize the three-dimensional figures: cubes, spheres, cylinders, cones, and pyramids
▪	2.4.1.A identify congruent figures from a selection of similar figures
▪	
▪	
▪	2.4.1.C describe symmetry 2.4.1.D identify lines of symmetry of squares and rectangles 2.4.4.C investigate and predict the geometric shapes that result from cutting along a line of symmetry
Grade level or other area Grade Level Expectations are covered in the *Core Knowledge Sequence*	**Grade Level Expectations not directly covered in the *Core Knowledge Sequence*, but can be covered in other areas**
Grade 1: Mathematics: Patterns and Classification	2.1.2.C group objects by ones, tens, and hundreds
Grade 4: Mathematics: Numbers and Number Sense	2.1.3.G locate and label a point in the first quadrant of the coordinate plane (for example, locate the point (4,1))
Grade 1: Mathematics: Computation and Grade 5: Mathematics: Computation	2.1.4.A verify the commutative and associative properties of addition of whole numbers
This can be covered in many areas	2.1.4.B verify that subtraction of whole numbers is not commutative
This can be covered in many areas	2.2.1.C find missing elements of a repeating pattern (for example, 1, 3, __, 7)
Grade 4: Mathematics: Numbers and Number Sense	2.2.2.A match tables and graphs of points on a coordinate plane
This can be covered in many areas	2.2.3.A verbally describe the relationship between a graph and a table
This can be covered in many areas	2.2.4.A using concrete or pictorial patterns, determine how the change in one variable affects the change in another (for example, how changing the number of hands changes the number of fingers)
This can be covered in many areas	2.3.1.A design a survey and collect data
This can be covered in many areas	2.3.1.C transfer the same set of data to different displays (for example, from a table to a bar graph)
This can be covered in many areas	2.3.2.A interpret and compare data from displays, using the terms “least often,” “most often,” and “how much more” or “how much less”
This can be covered in many areas	2.3.3.A use survey data to make predictions about a larger similar population (for example, from a class survey make a prediction about all second graders in the school)
Grade 3: Mathematics: Numbers and Number Sense	2.3.3.B roll a number cube to generate and record results

This can be covered in many areas	2.3.3.C analyze the results (including likely, more likely, less likely, and unlikely outcomes) of spinning a spinner
This can be covered in many areas	2.3.3.D recognize if different spinners are fair or unfair
Grade 3: Mathematics: Numbers and Number Sense	2.3.4.A determine the number of outcomes when spinning a spinner
This can be covered in many areas	2.3.4.B using manipulatives or pictures, determine the possible combinations of matching a set containing two elements with a different set containing two elements
This can be covered in many areas	2.4.1.B slide, flip, and turn concrete materials such as tangrams and pattern blocks to create and reproduce simple designs
Grade 3: Mathematics: Geometry	2.4.2.B identify right angles and not-right angles
Grade 3: Mathematics: Geometry	2.4.2.D draw right angles and not-right angles
This can be covered in many areas	2.4.4.B investigate and predict which pattern block shapes can be formed from the pattern block triangles
This can be covered in many areas	2.5.2.B order objects according to the measurable attributes of length, capacity, weight, and temperature
This can be covered in many areas	2.5.2.C compare and order various times
Grade 1: Mathematics: Measurement	2.5.4.A use familiar objects as referents for measurement (for example, the length of the student's index finger is about two paper clips)
Grade 3: Mathematics: Computation: Division	2.6.1.D using concrete materials or pictures, demonstrate division of whole numbers without remainders as partitioning of sets
This can be covered in many areas	2.6.1.F using concrete materials or pictures, demonstrate multiplication of whole numbers as repeated addition
Grade 4: Mathematics: Fractions and Decimals	2.6.2.A using concrete materials or pictures, add and subtract halves, thirds, and fourths
Grade 3: Mathematics: Money	2.6.2.B find the total value of coins not to exceed $1.00
This can be covered in many areas	2.6.5.B determine from real-world problems whether an estimated or exact sum or difference is acceptable
Core Knowledge® Content (Science-Grade 2)	**Colorado Grade Level Expectations** (Grade 2-Science)
I. Cycles in Nature	
A. Seasonal Cycles	
▪	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. Life Cycles	
▪	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
C. The Water Cycle	
▪	
▪	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
II. Insects	
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▪	2.3.E describe metamorphosis of insects (e.g. butterfly, beetle)
▪	
III. The Human Body	
A. Cells	
▪	
B. The Digestive System and Excretory Systems	
▪	
C. Taking Care of Your Body: A Healthy Diet	
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IV. Magnetism	
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▪	2.2.B identify the properties of magnets
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V. Simple Machines	
▪	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 meting 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)
▪	
VI. Science Biographies	
▪	

	Grade level or other area Grade Level Expectations are covered in the *Core Knowledge Sequence*	**Grade Level Expectations not directly covered in the *Core Knowledge Sequence*, but can be covered in other areas**
	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 fillings)
	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