



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

Core Knowledge® Content (History & Geography-Grade 3)	Colorado Grade Level Expectations (Grade 3- History, Geography, & Civics)
World History and Geography	
I. Geography	
A. Spatial Sense (working with maps, globes, and other geographic tools)	
▪	
▪	
▪	
▪	
▪	
▪	
▪	
▪	GEO.3.1.1.A measure straight-line distances using a bar scale
▪	GEO.3.1.1.B know how to use an atlas and some on-line resources to find geographic information
B. Geographical Terms and Features	
▪	GEO.3.1.2.A demonstrate knowledge of topographical features, such as: boundary, channel, delta, isthmus, plateau, reservoir, strait
C. Canada	
▪	GEO.3.1.2.B demonstrate knowledge of the geography of Canada: a) locate relative to the United States; b) areas of French and British heritage; c) Rocky Mountains; d) Hudson Bay, St. Lawrence River, Yukon River; e) major provinces; f) major cities
D. Important Rivers of the World	
▪	GEO.3.1.2.C demonstrate knowledge on the location and characteristics of the important rivers of the world, on all continents GEO.1-4.1.3.B understand how the availability of water affects human lifestyles
II. Ancient Rome	
A. Geography of the Mediterranean Region	
▪	GEO.3.1.2.D demonstrate expanded knowledge on the geography of the Classical Ancient World: a) the Mediterranean, Aegean, Adriatic, Red, and Black Seas; b) Greece, Italy, France, Spain, North Africa, Asia Minor, and major cities of historical significance
B. Background	
▪	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
C. The Empire	
▪	
D. The “Decline and Fall” of Rome	
▪	

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

E. The Eastern Roman Empire: Byzantine Civilization	
▪	
III. The Vikings	
	GEO.3.1.2.E demonstrate knowledge of the geography of Scandinavia (including Greenland, Iceland, Newfoundland) as it relates to the history of the Vikings
American History and Geography	
I. The Earliest Americans	
A. Crossing the Land Bridge	
▪	
B. Native Americans	
▪	
II. Early Exploration of North America	
A. Early Spanish Exploration and Settlement	
▪	GEO.3.1.2.F demonstrate knowledge of the geography of North America (including islands), as it relates to the earliest Americans, European exploration and settlement
B. Exploration and Settlement of the American Southwest	
▪	GEO.3.1.2.F demonstrate knowledge of the geography of North America (including islands), as it relates to the earliest Americans, European exploration and settlement
C. The Search for the Northwest Passage	
▪	GEO.3.1.2.F demonstrate knowledge of the geography of North America (including islands), as it relates to the earliest Americans, European exploration and settlement
III. The Thirteen Colonies: Life and Times Before the Revolution	
A. Geography	
▪	GEO.3.1.2.G demonstrate expanded knowledge on the thirteen original colonies, with emphasis on the New England colonies, and the Middle Atlantic colonies 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
B. Southern Colonies	
▪	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 CIV.3.1.4 I identify American leaders in American political culture, e.g.: Pocahontas, Chief Ouray, John Smith, Anne Hutchinson, and Sojourner Truth
C. New England Colonies	

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

	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 CIV.3.1.4 I identify American leaders in American political culture, e.g.: Pocahontas, Chief Ouray, John Smith, Anne Hutchinson, and Sojourner Truth
D. Middle Atlantic Colonies	
	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
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.3.1.A discuss the general chronological order of significant people, groups and events in the history of the community
This can be covered in many of the History units	HI S.3.1.B sequence events by days, weeks, months, and years
This can be covered in many of the History units	HI S.3.1.C create an historical narrative of their own, such as their family's, their school's, or community's history (e.g. compare a student's day in Colorado from the 19 th century to the present), establish a chronology for the story, providing a beginning, a middle, and an end
This can be covered in many of the History units	HI S.3.1.D group events by broadly defined areas in the history of their local communities
This can be covered in many of the History units	HI S.3.1.E identify events or actions and their consequences as shown in local or family history
This can be covered in many of the History units	HI S.3.2.A pose and answer questions about the history of their community
This can be covered in many of the History units	HI S.3.2.B gather information about the past from fiction and non-fiction books, oral histories, photographs, newspapers, and art work
This can be covered in many of the History units	HI S.3.2.C read geographic symbols, map scales, and directional indicators in order to obtain information from historical maps such as: the geographic features of the setting in which they occurred, their absolute and relative locations, and the distance and direction involved
This can be covered in many of the History units	HI S.3.2.D use available technology to obtain historical information
This can be covered in many of the History units	HI S.3.2.E identify various sources of historical information and verify those sources as legitimate, accurate, and balanced in presentation
This can be covered in many of the History units	HI S.3.2.F identify how diaries, historical photographs and art works are used to record history
This can be covered in many of the History units	HI S.3.2.G present examples of connections between past events and present day situations
This can be covered in many of the History units	HI S.3.2.H compare evidence we have from settlers in the west, Native American Indians, and journalists that show how various people lived in North America in the 18 th and 19 th centuries
This can be covered in many other areas	HI S.3.3.A compare various family structures in Mexico, Canada, and the United States, etc.
This can be covered in many other areas	HI S.3.3.B identify the cultural heritage evident in their community (e.g., restaurants, stores, and place names)
This can be covered in many other areas	HI S.3.3.C explain the cultural origins of place names in the community
This can be covered in many other areas	HI S.3.3.D identify ways that people in communities have helped and supported each other now and in the past
This can be covered in many other areas	HI S.3.4.A describe the impact of various technological developments on the local community (e.g., irrigation, transportation, and communication)
This can be covered in many other areas	HI S.3.4.B describe economic needs and wants of a community (e.g., education, recreation, transportation, and city services)
This can be covered in many other areas	HI S.3.4.C identify economic resources of the community (e.g., goods and services)
This can be covered in many other areas	HI S.3.4.D explain how supply and demand affects the resources in a community
This can be covered in many other areas	HI S.3.5.A explain why cities and towns have laws to maintain order and protect citizens
Grade 4: American History: Making a Constitutional Government	HI S.3.5.B describe the functions of city government
Grade 4: American History: Making a Constitutional Government	HI S.3.5.C give examples of different heads of government (e.g., presidents, kings, mayors, and governors)

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

Grade 4: American History: Making a Constitutional Government	HI S.3.5.D describe how political leadership is acquired in the community
Grade 4: American History: Making a Constitutional Government	HI S.3.5.E list ways citizens can interact with local government (e.g., letter writing and public meetings)
This can be covered in many other areas	HI S.3.5.F explain the need for balance between individual rights and mutual cooperation for people to live and work together in communities
Grade 4: American History: Making a Constitutional Government	HI S.3.5.G explain the fundamental ideas and principles that form the foundation of our republican form of government including inalienable rights (“life, liberty, and the pursuit of happiness”), the rule of law, justice, and equality under the law
This can be covered in many other areas	HI S.3.6.A recognize that families have different traditions based on their individual beliefs and values
This can be covered in many other areas	HI S.3.6.B identify the variety of churches, service, and other organizations and the importance they play in their community
This can be covered in many other areas	HI S.3.6.C give examples of forms of expression that depict the history, daily life, and beliefs of their community (e.g., art, architecture, and community celebrations)
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.1-4.1.3.C discuss the relationship between climate and human development in the “Cradle of Civilization” – Mesopotamia, and later, in Egypt, in Central America; and elsewhere
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.1-4.2.1.B demonstrate deeper knowledge about particular large geographic areas, such as the Sahara Desert, the Amazon rain forest, the Arctic, the Goby Desert, etc.
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: 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.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	GOE.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

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

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
Grade 2: American History: The Constitution and Grade 4: American History: Making a Constitutional Government	CIV.3.1.1 Describe what school and the community might be like without a constitution and government
Grade 4: American History: Making a Constitutional Government	CIV.3.1.2 Define "limited" and "unlimited" government and explain why the power of a government should be limited
Grade 2: American History: The Constitution and Grade 4: American History: Making a Constitutional Government	CIV.3.1.3 Write the names of three rights protected by the Colorado Constitution
Grade 2: American History: The Constitution and Grade 4: American History: Making a Constitutional Government	CIV.3.1.5 Compare the similarities and differences between the U.S. Constitution and Grade 3 rights and responsibilities
Grade 4: American History: Making a Constitutional Government	CIV.3.2.1 Define "tax" and give examples of state and national taxes
This can be covered in many other areas	CIV.3.2.2 I identify different kinds of decisions (individual and group) made in a school, e.g.: policy regarding soda pop being sold; choices for lunch; taking a field trip or picnic
Grade 4: American History: Making a Constitutional Government	CIV.3.2.3 Explain three types of laws - juvenile, criminal, and civil
Grade 4: American History: Making a Constitutional Government	CIV.3.2.4 Describe how the criteria for a good law are developed, i.e.: discussing, debating, and voting on what is fair, reasonable, and enforceable
This can be covered in man other areas	CIV.3.3.1 Explain a current event involving the U.S. and another country in the Western Hemisphere

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

This can be covered in man other areas	CIV.3.3.2 Explain what a U.S. citizen should possess when traveling in another country, e.g.: passport, visa, currency, immunization, and embassy information
This can be covered in man other areas	CIV.3.3.3 Learn about the United Nations, and explain what UNI CEF does around the world
This can be covered in man other areas	CIV.3.4.1 Describe how a school T-shirt is a symbol of school citizenship
This can be covered in man other areas	CIV.3.4.2 Sing and explain the meaning of the National Anthem
This can be covered in man other areas	CIV.3.4.3 Explain how the school's canned food drive for the needy expresses responsibilities of good citizens
This can be covered in man other areas	CIV.3.4.4 Define and give an example of a "good public servant"