



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

Core Knowledge® Content (History & Geography-Grade 5)	Colorado Grade Level Expectations (Grade 5- History, Geography, & Civics)
World History and Geography	
I. World Geography	
A. Spatial Sense (working with maps, globes, and other geographic tools)	
▪	
B. Great Lakes of the World	
▪	GEO.5.1.2.A locate and demonstrate knowledge about the great lakes of the world (all continents)
II. Meso-American Civilizations	
A. Geography	
▪	GEO.5.1.2.B identify and locate Central and South America, and their largest countries on a globe or map GEO.5.1.2.C demonstrate knowledge about major relief features in Central and South America (the Amazon River, the Andes, etc.)
B. Maya, Inca, and Aztec Civilizations	
▪	GEO.5.1.2.D locate the ancient Mesoamerican civilizations
C. Spanish Conquerors	
▪	GEO.5.1.2.E locate the activities of the Conquistadors
III. European Exploration, Trade, and the Clash of Cultures	
A. Background	
▪	GEO.5.1.2.F locate the voyages of the European explorers and tradesmen
B. European Exploration, Trade, and Colonization	
▪	
C. Trade and Slavery	
▪	GEO.5.1.2.G locate the activities of the slave trade
IV. The Renaissance and the Reformation	
A. The Renaissance	
▪	
B. The Reformation	
▪	
V. England from the Golden Age to the Glorious Revolution	
A. England in the Golden Age	
▪	

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B. From the English Revolution to the Glorious Revolution	
▪	
VI. Russia: Early Growth and Expansion	
A. History and Culture	
▪	
B. Geography	
▪	GEO.5.1.2.H locate Russia in relation to its early growth and expansion; climate
VII. Feudal Japan	
A. History and Culture	
▪	
B. Geography	
▪	GEO.5.1.2.I locate the Japanese islands in relation to its development and religion; climate
American History and Geography	
I. Westward Expansion	
A. Westward Expansion Before the Civil War	
▪	<p>HI S.5.2.A pose and answer questions about key events in the history of the early United States</p> <p>HI S.5.3.A describe growth and change in America from colonial times to 1861 with emphasis on territorial exploration, expansion, and settlement, including the Louisiana Purchase, the Lewis and Clark expedition, the acquisition of Florida, Texas, Oregon, and California (note the effects of geography on settlement) (some of this also covered in Grade 1: American History: Early Exploration of the American West and Grade 3: American History: Early Exploration and Settlement)</p> <p>HI S.5.3.B describe the growth and change in America from 1801 to 1861 with emphasis on the effects of geography, climate, canals and river systems, economic incentives, and "frontier spirit," which influenced the movement of people, goods, and services</p> <p>HI S.5.3.D describe the growth and change in America from colonial times to 1861 with emphasis on the principal relationship between the United States and Canada and the European powers (include discussion of the Monroe Doctrine), and describe how international relationships influenced western expansion</p>
B. Westward Expansion After the Civil War	
▪	<p>HI S.5.2.A pose and answer questions about key events in the history of the early United States</p> <p>HI S.5.3.B describe the growth and change in America from 1801 to 1861 with emphasis on the effects of geography, climate, canals and river systems, economic incentives, and "frontier spirit," which influenced the movement of people, goods, and services</p> <p>GEO.5.1.2.J demonstrate knowledge about the U.S.A. – a) the fifty states and their capitals; b) the Civil War, the states and sites where it was fought; c) reconstruction and westward expansion after the Civil War; d) major American Indian tribes and their original territories</p>
II. The Civil War: Causes, Conflicts, Consequences	
A. Toward the Civil War	

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<ul style="list-style-type: none"> ▪ 	<p>HI S.5.2.A pose and answer questions about key events in the history of the early United States HI S.5.5.E give examples of extension and restrictions of political and civil rights in United States history (e.g. Emancipation Proclamation, slavery) CIV.5.1.4 Describe American leaders in American political cultural change, e.g.: Abraham Lincoln, Frederick Douglass, Harriet Tubman, Booker T. Washington, Franklin Roosevelt, and many others</p>
<p>B. The Civil War</p>	
<ul style="list-style-type: none"> ▪ 	<p>HI S.5.2.A pose and answer questions about key events in the history of the early United States HI S.5.2.E locate on a United States map major physical features, bodies of water, exploration and trade routes, the states that entered the union up to 1877, and identify the states that formed the Confederacy during the Civil War (draw a map of the Confederate States) HI S.5.2.F discuss what our country would be like today if the Confederates won the Civil War HI S.5.5.E give examples of extension and restrictions of political and civil rights in United States history (e.g. Emancipation Proclamation, slavery) GEO.5.1.2.J demonstrate knowledge about the U.S.A. – a) the fifty states and their capitals; b) the Civil War, the states and sites where it was fought; c) reconstruction and westward expansion after the Civil War; d) major American Indian tribes and their original territories GEO.5-8.4.5.A describe political, social, and economic division throughout early American history CIV.5.1.4 Describe American leaders in American political cultural change, e.g.: Abraham Lincoln, Frederick Douglass, Harriet Tubman, Booker T. Washington, Franklin Roosevelt, and many others CIV.5.1.5 Analyze the importance of the Gettysburg Address and the 13th, 14th, and 15th Amendments</p>
<p>C. Reconstruction</p>	
<ul style="list-style-type: none"> ▪ 	<p>HI S.5.2.A pose and answer questions about key events in the history of the early United States GEO.5.1.2.J demonstrate knowledge about the U.S.A. – a) the fifty states and their capitals; b) the Civil War, the states and sites where it was fought; c) reconstruction and westward expansion after the Civil War; d) major American Indian tribes and their original territories</p>
<p>III. Native Americans: Cultures and Conflicts</p>	
<p>A. Culture and Life</p>	
<ul style="list-style-type: none"> ▪ 	<p>HI S.5.2.A pose and answer questions about key events in the history of the early United States GEO.5.1.2.J demonstrate knowledge about the U.S.A. – a) the fifty states and their capitals; b) the Civil War, the states and sites where it was fought; c) reconstruction and westward expansion after the Civil War; d) major American Indian tribes and their original territories</p>
<p>B. American Government Policies</p>	
<ul style="list-style-type: none"> ▪ 	<p>HI S.5.2.A pose and answer questions about key events in the history of the early United States GEO.5-8.4.1.A describe and discuss the reasons for human migrations (e.g. famine, slave trade, wars, persecution) after studying related literature</p>
<p>C. Conflicts</p>	
<ul style="list-style-type: none"> ▪ 	<p>HI S.5.2.A pose and answer questions about key events in the history of the early United States</p>
<p>IV. U.S. Geography</p>	
<ul style="list-style-type: none"> ▪ 	<p>GEO.5.1.2.J demonstrate knowledge about the U.S.A. – a) the fifty states and their capitals; b) the Civil War, the states and sites where it was fought; c) reconstruction and westward expansion after the Civil War; d) major American Indian tribes and their original territories</p>

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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
Grade 3: American History: The Thirteen Colonies	HI S.5.1.A demonstrate a chronological understanding of the study of the Colonial Era (1500-1754) including characteristics of English colonies in North America; differences among Spanish, French, and English colonies; the interaction of Native American, black, and colonial cultures, the “planting” and nurturing of new societies
Grade 4: American History: American Revolution and Making a Constitutional Government	HI S.5.1.B demonstrate a chronological understanding of the study of the Revolutionary Era (1754-1783) including the causes of the revolution, the establishment of the government through the Declaration of Independence and the consequences of the Revolution
This can be covered and reviewed from many previous History units	HI S.5.1.C construct various time lines of American history from pre-Columbian times to 1877, highlighting landmark dates, technological and economic changes, social movements, military conflicts, and presidential elections
This can be covered and reviewed from many previous History units	HI S.5.1.D trace patterns of change and continuity in the history of their community, state, nation and in the laws of various people of various cultures from long ago until the post Civil War periods
This can be covered in many of the History units	HI S.5.2.B suggest how things might have turned out differently if those involved in a historical event in our nation's history had chosen a different course of action
This can be covered in many of the History units	HI S.5.2.C analyze historical narratives to identify the facts the author involved has provided, and evaluate the credibility of the generalization or interpretation the author has presented
This can be covered in many of the History units	HI S.5.2.D compare the characters and events in historical fiction with primary sources such as the historical sites themselves; artifacts of the time available in museums, journals, diaries, and photos of the historical figures in the story; and news articles and other records from the period in order to judge the historical accuracy of the story
Grade 3: American History: The Thirteen Colonies	HI S.5.3.C describe the physical, cultural, historical, and economic differences among the three colonial regions: New England Colonies, Middle Colonies, Southern Colonies
This can be covered in many of the History units	HI S.5.4.A describe the general characteristics of economic systems (e.g. scarcity, growth, distribution of goods and services, production, and consumption)
This can be covered in many of the History units, Grade 2: American History: Westward Expansion	HI S.5.4.B describe growth and change in America from colonial times to 1861 including the impact of inventions such as the cotton gin, McCormick reaper, steamboat, and steam locomotive on life in America
This can be covered in many of the History units	HI S.5.4.C describe growth and change in America from colonial times to 1861 including the development and use of money, saving, and credit
Grade 4: American History: American Revolution and Making a Constitutional Government	HI S.5.5.A explain the causes, major figures, and consequences of the American Revolution (e.g. “No taxation without representation,” Intolerable Acts, Paul Revere’s ride, Declaration of Independence, George Washington, Thomas Jefferson, Valley Forge, etc.
Grade 3: American History: The Thirteen Colonies, Grade 4: World History: Europe in the Middle Ages, American History: Making a Constitutional Government, and Grade 8: History: Civics: The Constitution	HI S.5.5.B study and analyze the ideas set forth in the United States Constitution and the Bill of Rights as related to British and American heritage; including the Magna Carta, the English Bill of Rights, the Mayflower Compact, and the Articles of Confederation
Grade 4: American History: Making a Constitutional Government and Grade 8: History: Civics: The Constitution	HI S.5.5.C relate the United States Constitution and the Bill of Rights to the powers granted to the Congress, the president, the Supreme Court and those reserved to the states
Grade 4: American History: Making a Constitutional Government and Grade 8: History: Civics: The Constitution	HI S.5.5.D describe the challenges faced by the new United States government, with emphasis on the writing of the new constitution in 1787 and the struggles over ratification and the addition of a Bill of Rights
Grade 3: American History: The Thirteen Colonies	HI S.5.5.F describe how attributes of various Colonial people affected their individual rights in that era (e.g. gender, racial identity, national origin, property ownership, religion, legal status)
Grade 3: American History: The Thirteen Colonies	HI S.5.6.A describe religious traditions of various ethnic groups in Colonial United States
Grade 3: American History: The Thirteen Colonies and other units	HI S.5.6.B describe religious developments in United States history (e.g., the Puritans, the Christian Abolitionists, the Mission System, the Mormon Trek, the founding of “utopian” religious communities)

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Grade 3: American History: The Thirteen Colonies	HI S.5.6.C give examples of how religious and philosophical beliefs defined standards of right and wrong, good and evil, and justice and injustice in Colonial America
This can be covered in many other areas	GEO.5.1.1.A interpret aerial graphs and maps of communities
This can be covered in many other areas	GEO.5.1.1.B design custom maps with desired information, using mapping symbols
This can be covered in many other areas	GEO.5.1.1.C construct diagrams and charts to display spatial information
This can be covered in many other areas	GEO.5-8.1.3.A trace and/or draw custom maps featuring information according to the desired use of the maps
This can be covered in many other areas	GEO.5-8.1.3.B analyze maps, in order to discover and summarize information about geographical areas
This can be covered in many other areas	GEO.5-8.1.3.C organize information obtained through the reading of maps in graphs, diagrams, and other visual aids, in order to illustrate specific demographic, physical and other topics
This can be covered in many other areas	GEO.5-8.1.3.D gather field information and record it on custom maps
This can be covered in many other areas	GEO.5-8.1.3.E trace on maps the spread of human migrations, cultures, languages, religions, diseases
This can be covered in many other areas	GEO.5-8.1.3.F discover patterns of human habitation and activities through the study of maps
This can be covered in many other areas	GEO.5-8.1.3.G discuss the places of the world that America depends on for imported resources and goods
This can be covered in many other areas	GEO.5-8.2.1.A describe and compare the physical characteristics of places, using a variety of visual materials and data sources
This can be covered in many other areas	GEO.5-8.2.1.B describe and compare human characteristics of places
This can be covered in many other areas	GEO.5-8.2.1.C examine and explain human impact on the landscape/environment
This can be covered in many other areas	GEO.5-8.2.1.D identify and analyze how technology shapes the physical and human characteristics of places
This can be covered in many of the History units	GEO.5-8.2.2.A identify and describe regions in terms of physical and human characteristics
This can be covered in many of the History units	GEO.5-8.2.2.B explain how regions are connected through cultural ties, trade, language, resources, through the use of maps
This can be covered in many of the History units	GEO.5-8.2.2.C explain how regions change over space and time
This can be covered in many of the History units	GEO.5-8.2.3.A gather and compare information on how people of different backgrounds view the same place or region
This can be covered in many of the History units	GEO.5-8.2.3.B compare ways in which people of different cultural origins build out and name places in the same regions
Grade 6: American History: Immigration, Industrialization, Urbanization	GEO.5-8.2.3.C explain why immigrants to the United States hold on to customs from their home countries
This can be covered in many of the History units	GEO.5-8.3.1.A understand and describe how the environment can affect human settlement and vice versa
This can be covered in many of the History units and Grade 3: Science: Ecology	GEO.5-8.3.1.B identify the elements of ecosystems and explain how they are related to life within
This can be covered in many of the History units	GEO.5-8.3.1.C research and explain how physical processes influence ecosystems
This can be covered in many of the History units	GEO.5-8.3.1.D explain the distribution of types of ecosystems and their impact on human populations
This can be covered in many of the History units	GEO.5-8.3.1.E analyze the importance of distance in human interaction
This can be covered in many other areas	GEO.5-8.3.2.A identify the physical components of the Earth's atmosphere, lithosphere, hydrosphere, and biosphere (e.g. climates, land forms, bodies of water, ecosystems)
This can be covered in many other areas and Grade 4: Geology: The Earth and Its Changes	GEO.5-8.3.2.B understand how natural processes create or change land forms, and give actual geographic locations as examples
This can be covered in many other areas	GEO.5-8.3.2.C define renewable and non-renewable Earth resources
This can be covered in many other areas and Grade 4: Geology: The Earth and Its Changes	GEO.5-8.3.2.D predict the consequences of physical processes on the Earth's surface and weather conditions
Grade 7: History: Geography of the United States	GEO.5-8.4.1.B create graphs depicting population numbers and distribution
This can be covered in many of the History units	GEO.5-8.4.1.C describe the influence of population on environment
This can be covered in many of the History units	GEO.5-8.4.1.D analyze the characteristics of a certain population
This can be covered in many of the History units	GEO.5-8.4.2.A use interviews with real people to define cultural change
This can be covered in many of the History units	GEO.5-8.4.2.B differentiate among different cultures in Colorado

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This can be covered in many of the History units	GEO.5-8.4.2.C differentiate among different cultures in other parts of the world
This can be covered in many of the History units	GEO.5-8.4.2.D use cultural clues/artifacts to identify historical migrations
This can be covered in many of the History units	GEO.5-8.4.2.E analyze the impact of various cultures on physical elements of the Earth
This can be covered in many of the History units	GEO.5-8.4.2.F use a variety of maps to research information regarding the location and movements of various cultures
This can be covered in many of the History units	GEO.5-8.4.2.G analyze geographical factors that have generated cultural change
Grade 7: History: Geography of the United States	GEO.5-8.4.3.A identify economic activities within a region and examine the reasons for their locations
This can be covered in many of the History units	GEO.5-8.4.3.B explain the need for trade among regions, based on local availability of resources and goods
This can be covered in many of the History units	GEO.5-8.4.3.C construct maps to illustrate historical patterns of human origins and activities
This can be covered in many of the History units	GEO.5-8.4.3.D compile examples of cultural and economic reasons for changes in human societies
This can be covered in many of the History units	GEO.5-8.4.3.E analyze systems to deliver services and goods
This can be covered in many of the History units	GEO.5-8.4.3.F discuss world trade and explain the systems that support it
This can be covered in many of the History units	GEO.5-8.4.4.A use maps to compare and contrast historic factors that have changed land use in a region
Grade 7: History: Geography of the United States	GEO.5-8.4.4.B deduct geographical reasons for human settlements in specific areas
Grade 7: History: Geography of the United States	GEO.5-8.4.4.C classify cities according to their human and environmental characteristics
Grade 7: History: Geography of the United States	GEO.5-8.4.4.D compare patterns of land use and human settlement in various regions
Grade 7: History: Geography of the United States	GEO.5-8.4.4.E classify cities according to their physical characteristics
Grade 7: History: Geography of the United States	GEO.5-8.4.4.F analyze the process of the creation of a megalopolis
This can be covered in many of the History units	GEO.5-8.4.5.B understand and describe how people divide the Earth's surface into different types of territorial units
This can be covered in many of the History units	GEO.5-8.4.5.C analyze the reasons for divisions and cooperation among people, in terms of geography
Grade 7: Science: Evolution	GEO.5-8.5.1.A examine the factors that have caused the disappearance of an animal or plant species
This can be covered in many other areas	GEO.5-8.5.1.B understand the interrelatedness of environmental systems and its impact on life (human and other)
Grade 7: Science: Evolution	GEO.5-8.5.1.C describe ways in which humans adapt to physical changes in the Earth's environments
Grade 3: Science: Ecology	GEO.5-8.5.1.D explain how environmental changes in one place affect other places (acid rain, pollution, pesticides, etc.)
Grade 7: Science: Evolution	GEO.5-8.5.1.E predict new ways for humans to adapt to their environments
This can be covered in many other areas	GEO.5-8.5.1.F use maps to track the influence of environmental changes from one place to another
This can be covered in many other areas	GEO.5-8.5.2.A understand how population growth affects air, land, and water quality, and how they impact the physical environment
This can be covered in many other areas	GEO.5-8.5.2.B explore the positive and negative effects of humans on the environment
This can be covered in many other areas	GEO.5-8.5.2.C explain how people's lives are influenced by population movements
This can be covered in many other areas	GEO.5-8.5.3.A track specific resources' distribution throughout the world
This can be covered in many other areas	GEO.5-8.5.3.B compare countries and their development based on their available resources
This can be covered in many other areas	GEO.5-8.5.3.C examine current impact of resource use
This can be covered in many other areas	GEO.5-8.5.3.D predict the changes to a region with better management and resource use
This can be covered in many other areas	GEO.5-8.5.3.E examine and report how energy resources in different countries are used
Grade 7: History: Geography of the United States	GEO.5-8.6.1.A identify the various geographic aspects of a region
This can be covered in many other areas	GEO.5-8.6.1.B analyze the impact human migration has had on regions and countries
Grade 7: History: Geography of the United States	GEO.5-8.6.1.C examine how various regions/countries deal with social, economic, and political changes
Grade 8: History: The Middle East and Oil Politics	GEO.5-8.6.1.D explain how competition for resources causes conflict
Grade 7: History: Geography of the United States	GEO.5-8.6.2.A examine various social, political, and economic regions and see how they are different from past to present
This can be covered in many other areas	GEO.5-8.6.2.B show how environments and resources have affected various areas from past to present
This can be covered in many other areas	GEO.5-8.6.2.C predict the future of regions based on available resources and human interaction
This can be covered in many other areas	GEO.5-8.6.2.D explain and discuss the need for responsible environmental management practices

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Can be covered in Grade 6: American History: Immigration	CIV.5.1.1 Explain what life is like for people who have no “established” rights, e.g.: immigrants, refugees
Can be covered in Grade 4: American History: Making a Constitutional Government and Grade 8: History: Civics: The Constitution	CIV.5.1.2 Describe the difference between the “rule of law” and arbitrary decisions of a leader “outside the law”
Grade 4: American History: Making a Constitutional Government and Grade 8: History: Civics: The Constitution	CIV.5.1.3.Compare and contrast the Preamble to the Constitution and the 13 th , 14 th , and 15 th Amendments
Grade 4: American History: Making a Constitutional Government and Grade 8: History: Civics: The Constitution	CIV.5.2.1 Explain the similarities between the state and national branches of government – Executive, Legislative, and Judicial
Grade 4: American History: Making a Constitutional Government and Grade 8: History: Civics: The Constitution	CIV.5.2.2 Describe how the “balance of power” among the Executive, Legislative, and Judicial branches operates
This can be covered in many other areas	CIV.5.2.3 Identify methods of “conflict management” – negotiation, mediation, arbitration, and litigation
This can be covered in many other areas	CIV.5.2.4 Explain how political parties and campaigns help shape public policies – Democrats, Republicans, Libertarians, Green Party, etc.
This can be covered in many of the History units	CIV.5.3.1 Contrast political formations (nations, countries) with physical formations (land and continents)
This can be covered in many of the History units in future grades	CIV.5.3.2 Explain “foreign policy” and explain a selected current U.S. foreign policy
This can be covered in many other areas	CIV.5.3.3 Give an example of how U.S. foreign policy affects the lives of ordinary U.S. citizens, e.g.: sending American citizens to a war zone, saving American lives by interceding for them in a foreign country
This can be covered in Grade 6: American History: Immigration	CIV.5.4.1 Define “naturalization” and describe how to become a citizen of the U.S.
This can be covered in Grade 4: American History: Making a Constitutional Government	CIV.5.4.2 Analyze how “voluntary public service” and “jury duty” fulfill some of a citizen's responsibility
Grade 4: American History: Making a Constitutional Government and Grade 8: History: Civics: The Constitution	CIV.5.4.3 Summarize the rights declared in the Declaration of Independence and the U.S. Constitution
Grade 4: American History: Making a Constitutional Government and Grade 8: History: Civics: The Constitution	CIV.5.4.4 Explain the importance of voting in local, state, and national elections