



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

| Core Knowledge® Content (Language Arts-Grade 5) | Colorado Grade Level Expectations (Grade 5-Reading & Writing) |
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| I. Writing, Grammar, and Usage | |
| A. Writing and Research | |
| <ul style="list-style-type: none"> ▪ | 5.2.A generate topics and develop ideas for a variety of writing and speaking purposes (for example, telling a story, publishing a class newsletter, writing a letter to an adult, writing or orally presenting a book report, creating and producing a play, introducing a speaker or an event, narrating a presentation) 5.2.B organize their writing so that there is an introduction, logical arrangement of ideas, and a conclusion 5.2.C use transitions to link ideas 5.2.D choose vocabulary that communicates their messages clearly and precisely 5.2.E revise drafts by adding, elaborating, deleting, combining, and rearranging texts 5.2.F revise drafts for coherence, progression, and logical support 5.2.G edit drafts for specific purposes 5.2.H create readable documents with legible handwriting or word processing at the appropriate time |
| <ul style="list-style-type: none"> ▪ | 5.2.B organize their writing so that there is an introduction, logical arrangement of ideas, and a conclusion 5.5.A frame questions to direct research 5.5.B organize prior knowledge about a topic in a variety of ways (for example, graphic organizer, Venn diagram, outline) 5.5.C take notes from relevant and authoritative sources (for example, guest speakers, periodicals, on-line searches) 5.5.D summarize and organize ideas gained from multiple sources in useful ways (for example, outlines, conceptual maps, learning logs, timelines) 5.5.E find information to support ideas 5.5.F present information in various forms using available technology 5.5.G evaluate own research and raise new questions for further investigation 5.5.H follow accepted formats for writing research, including documenting sources |
| B. Grammar and Usage | |
| <ul style="list-style-type: none"> ▪ | 5.3.B write in complete sentences varying the types such as compound and complex, and using appropriately punctuated dependent clauses |
| <ul style="list-style-type: none"> ▪ | 5.3.D employ standard English usage in writing, including subject-verb agreement and pronoun referents |
| <ul style="list-style-type: none"> ▪ | 5.3.C use adjectives (comparative and superlative forms) and adverbs appropriately |
| <ul style="list-style-type: none"> ▪ | 5.3.D employ standard English usage in writing, including subject-verb agreement and pronoun referents 5.3.F know and use correct pronoun case |
| <ul style="list-style-type: none"> ▪ | 5.3.E Know and use correct capitalization, punctuation, and abbreviations |
| <ul style="list-style-type: none"> ▪ | |
| C. Vocabulary | |
| <ul style="list-style-type: none"> ▪ | 5.1.G use word recognition skills to understand unfamiliar words (for example, decoding multi-syllable words, affixes, root words) |
| II. Poetry | |
| A. Poems | |
| <ul style="list-style-type: none"> ▪ | 5.6.D identify the sound of poetry, including alliteration, assonance, consonance, onomatopoeia, and rhyme scheme |
| B. Terms | |
| <ul style="list-style-type: none"> ▪ | 5.6.D identify the sound of poetry, including alliteration, assonance, consonance, onomatopoeia, and rhyme scheme |

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| III. Fiction and Drama | |
| A. Stories | |
| <ul style="list-style-type: none"> ▪ | 5.1.B summarize long text passages 5.1.C draw inferences using contextual clues 5.1.D compare and contrast different texts 5.1.E select, use, monitor, and reflect upon appropriate strategies for different reading purposes 5.1.J paraphrase the key ideas in fiction and non-fiction 5.1.K confirm meaning using contextual clues 5.4.A recognize an author's point of view 5.4.B predict and draw conclusions about stories 5.4.C differentiate between fact and opinion in written and spoken forms 5.6.A read, respond to, and discuss a variety of novels, poetry, short stories, non-fiction, and plays 5.6.B read, respond to, and discuss literature that represents points of view from places, people, and events that are familiar and unfamiliar 5.6.C identify and analyze elements of plot and characterization 5.6.E use knowledge of foreshadowing, metaphor, simile, and symbolism to understand the text |
| B. Drama | |
| <ul style="list-style-type: none"> ▪ | 5.1.B summarize long text passages 5.1.C draw inferences using contextual clues 5.1.D compare and contrast different texts 5.1.E select, use, monitor, and reflect upon appropriate strategies for different reading purposes 5.1.J paraphrase the key ideas in fiction and non-fiction 5.1.K confirm meaning using contextual clues 5.4.A recognize an author's point of view 5.4.B predict and draw conclusions about stories 5.4.C differentiate between fact and opinion in written and spoken forms |
| C. Myths and Legends | |
| <ul style="list-style-type: none"> ▪ | 5.1.B summarize long text passages 5.1.C draw inferences using contextual clues 5.1.D compare and contrast different texts 5.1.E select, use, monitor, and reflect upon appropriate strategies for different reading purposes 5.1.J paraphrase the key ideas in fiction and non-fiction 5.1.K confirm meaning using contextual clues |
| D. Literary Terms | |
| <ul style="list-style-type: none"> ▪ | 5.6.E use knowledge of foreshadowing, metaphor, simile, and symbolism to understand the text 5.6.F understand how figurative language supports meaning in a given context |
| IV. Speeches | |
| <ul style="list-style-type: none"> ▪ | 5.1.J paraphrase the key ideas in fiction and non-fiction |
| V. Sayings and Phrases | |
| 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 2: Language Arts: Spelling, Grammar, and Usage | 5.3 A know and use regular and irregular plurals correctly |
| This can be covered in many other areas | 5.4.D use reading, writing, speaking, and listening to define and solve problems |

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| This can be covered in many other areas | 5.4.E respond to written and oral presentations as a reader, listener, and articulate speaker |
| This can be covered in many other areas | 5.4.F use listening skills to understand directions |
| 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 | |
| ▪ | |
| B. From the English Revolution to the Glorious Revolution | |
| ▪ | |

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| 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 | |
| ▪ | <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.5.5.E give examples of extension and restrictions of political and civil rights in United States history (e.g. Emancipation Proclamation, slavery)</p> <p>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> |
| B. The Civil War | |
| ▪ | HI S.5.2.A pose and answer questions about key events in the history of the early United States |

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| | <p>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)</p> <p>HI S.5.2.F discuss what our country would be like today if the Confederates won the Civil War</p> <p>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)</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> <p>GEO.5-8.4.5.A describe political, social, and economic division throughout early American history</p> <p>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>CIV.5.1.5 Analyze the importance of the Gettysburg Address and the 13th, 14th, and 15th Amendments</p> |
| C. Reconstruction | |
| ▪ | <p>HI S.5.2.A pose and answer questions about key events in the history of the early United States</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> |
| III. Native Americans: Cultures and Conflicts | |
| A. Culture and Life | |
| ▪ | <p>HI S.5.2.A pose and answer questions about key events in the history of the early United States</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> |
| B. American Government Policies | |
| ▪ | <p>HI S.5.2.A pose and answer questions about key events in the history of the early United States</p> <p>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> |
| C. Conflicts | |
| ▪ | <p>HI S.5.2.A pose and answer questions about key events in the history of the early United States</p> |
| IV. U.S. Geography | |
| ▪ | <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> |
| 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 | <p>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</p> |
| Grade 4: American History: American Revolution and Making a Constitutional Government | <p>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</p> |
| This can be covered and reviewed from many previous History units | <p>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</p> |

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| 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) |
| 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 |

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| 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 |
| 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 |

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| 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 |
| 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 I 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 |

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| 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 |
| Core Knowledge® Content (Visual Arts-Grade 5) | Colorado Grade Level Expectations (Grade 5-Visual Arts) |
| I. Art of the Renaissance | |
| ▪ | |
| ▪ | |
| ▪ | 5.17 Compare and contrast various Elements of Art used in different works of art. (S=4) |
| ▪ | 5.8 Recognize and apply the Principles of Design: Contrast, Rhythm (regular, random, alternating), Repetition, Pattern (simple and complex), Proportion (size relationships, exaggeration), Balance (asymmetry and symmetry, radial), Emphasis (focal point) 5.14 Recognize the role of visual art in other cultures. (S=4) 5.16 Become familiar with names of artists, their art style, and time period. (S=4) 5.17 Compare and contrast various Elements of Art used in different works of art. (S=4) 5.18 Identify expressive qualities in a work of art (S=5) 5.19 Use selected criteria as the basis of making judgments about works of art. (S=5) 5.20 Using their own artwork or works of others, write a statement which explains how the artist’s feelings are portrayed visually. (S=5) |
| ▪ | |
| ▪ | 5.15 Identify various art forms (e.g. architecture, folk arts and crafts) from historical periods. (S=4) |
| ▪ | 5.8 Recognize and apply the Principles of Design: Contrast, Rhythm (regular, random, alternating), Repetition, Pattern (simple and complex), Proportion (size relationships, exaggeration), Balance (asymmetry and symmetry, radial), Emphasis (focal point) 5.14 Recognize the role of visual art in other cultures. (S=4) 5.16 Become familiar with names of artists, their art style, and time period. (S=4) 5.17 Compare and contrast various Elements of Art used in different works of art. (S=4) 5.18 Identify expressive qualities in a work of art (S=5) 5.19 Use selected criteria as the basis of making judgments about works of art. (S=5) 5.20 Using their own artwork or works of others, write a statement which explains how the artist’s feelings are portrayed visually. (S=5) |
| II. American Art: Nineteenth-Century United States | |
| ▪ | 5.8 Recognize and apply the Principles of Design: Contrast, Rhythm (regular, random, alternating), Repetition, Pattern (simple and complex), Proportion (size relationships, exaggeration), Balance (asymmetry and symmetry, radial), Emphasis (focal point) 5.14 Recognize the role of visual art in other cultures. (S=4) 5.16 Become familiar with names of artists, their art style, and time period. (S=4) 5.18 Identify expressive qualities in a work of art (S=5) 5.19 Use selected criteria as the basis of making judgments about works of art. (S=5) |

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| | 5.20 Using their own artwork or works of others, write a statement which explains how the artist's feelings are portrayed visually. (S=5) |
| ▪ | 5.14 Recognize the role of visual art in other cultures. (S=4) 5.16 Become familiar with names of artists, their art style, and time period. (S=4) |
| ▪ | 5.14 Recognize the role of visual art in other cultures. (S=4) 5.16 Become familiar with names of artists, their art style, and time period. (S=4) |
| ▪ | 5.14 Recognize the role of visual art in other cultures. (S=4) |
| III. Art of Japan | |
| ▪ | 5.15 I identify various art forms (e.g. architecture, folk arts and crafts) from historical periods. (S=4) |
| 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 other areas | 5.1 Use brainstorming as a means to generate ideas for works of art. (S=1) |
| This can be covered in many other areas | 5.2 Recognize that artists apply innovative solutions to solve visual problems. (S=1) |
| This can be covered in many other areas | 5.3 Create a work of art based upon an interpretation of a sensory experience. (S=1) |
| This can be covered in many other areas | 5.4 State the rationale for the choices or options selected in resolving the artistic problem. (S=1) |
| This can be covered in many other areas | 5.5 Recognize that there are various solutions to a single art problem. (S=1) |
| This can be covered in many other areas | 5.6 Create art to communicate real and imaginary sources. (S=1) |
| Grade 5: Language Arts: Stories and Poetry | 5.7 Create works of art inspired by spoken and written stories and poems. (S=1) |
| This can be covered in many other areas | 5.9.A Recognize and apply the Elements of Art: Lines (Types-straight, curved, zigzag, wavy, horizontal, vertical, diagonal, spiral, broken, contour, gesture, horizon; Variation-width and length, depth, thick and thin, relationship-intersect, perpendicular, parallel) |
| This can be covered in many other areas | 5.9.B Recognize and apply the Elements of Art: Shape (Types-geometric-square, circle, rectangle, oval, triangle; organic shapes-free- form, open and closed, simple and complex; Variation-size) |
| This can be covered in many other areas | 5.9.C Recognize and apply the Elements of Art: Form (Types-geometric, sphere, cube, box, pyramid, cone, organic; Variation-length, width, depth, thick and thin, simple and complex) |
| This can be covered in many other areas | 5.9.D Recognize and apply the Elements of Art: Texture (Types-visual and tactile; Variation-rough, smooth, hard, soft) |
| This can be covered in many other areas | 5.9.E Recognize and apply the Elements of Art: Space (Types-actual and implied; Concepts-overlapping, object size, positive and negative, empty and full, near and far, point of view-foreground, middleground, background, composition) |
| This can be covered in many other areas | 5.9.F Recognize and apply the Elements of Art: Color (Types-primary, secondary, intermediate, neutral; Schemes-monochromatic, complementary, warm and cool, analogous; Concepts-color wheel, hue, value, opaque, transparent, tints and shades) |
| This can be covered in many other areas | 5.9.G Recognize and apply the Elements of Art: Value (Types-value scale, light, medium and dark) |
| This can be covered in many other areas | 5.10 Select colored pencils, chalk, or oil pastels to create a two-dimensional piece. (S=3) |
| This can be covered in many other areas | 5.11 Using wire, create a gestural sculpture. (S=3) |
| This can be covered in many other areas | 5.12 Use a computer and peripherals to manipulate and create artwork. (S=3) |
| This can be covered in many other areas | 5.13 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) |
| This can be covered in many other areas | 5.21 Describe a valued object within the culture of today in terms of personal aesthetic preferences. (S=5) |
| This can be covered in many other areas | 5.22 Develop and describe personal reasons for valuing artworks. (S=5) |
| Core Knowledge® Content (Music-Grade 5) | Colorado Grade Level Expectations (Grade 5-Music) |
| I. Elements of Music | |
| ▪ | 5.1 sing three-part rounds, partner songs, and descants (S1) 5.2 demonstrate an awareness of the phrase by singing and playing each as a complete thought (S1) |

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| | 5.5 read, notate, and perform rhythmic and melodic patterns adding the four-sixteenth note pattern to the notes already learned (S1, S2) 5.7 identify and perform a notated melody using treble clef notes (S1, S2) 5.8 identify and respond to directional words and symbols for form and dynamics (S1, S4) |
| ▪ | 5.6 identify time signatures in music performed (S1, S2) |
| II. Listening and Understanding | |
| A. Composers and Their Music | |
| ▪ | 5.11 describe the feelings experienced when listening to a musical selection and explain the musical elements which support those feelings (S4) 5.13 identify the ways different instruments are combined to create various performance ensembles (S4, S5) |
| B. Musical Connections | |
| ▪ | 5.11 describe the feelings experienced when listening to a musical selection and explain the musical elements which support those feelings (S4) 5.12 compare the music and culture of two different historical periods (S4, S5) |
| III. American Musical Traditions | |
| ▪ | 5.11 describe the feelings experienced when listening to a musical selection and explain the musical elements which support those feelings (S4) 5.12 compare the music and culture of two different historical periods (S4, S5) |
| IV. Songs | |
| ▪ | 5.11 describe the feelings experienced when listening to a musical selection and explain the musical elements which support those feelings (S4) |
| 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 other areas | 5.3 play chords or chord roots to accompany a three-chord song as accompaniment to classroom singing (S1) |
| This can be covered in many other areas | 5.4 respond to conductor's cues for tempo changes (S1) |
| This can be covered in many other areas | 5.9 create an original sound composition and, using visuals, illustrate it (S2, S3) |
| This can be covered in many other areas | 5.10 determine if music is organized using major, minor, chromatic, or pentatonic scales (S4) |
| This can be covered in many other areas | 5.14 demonstrate appropriate audience behavior (S5) |
| Core Knowledge® Content (Mathematics-Grade 5) | Colorado Grade Level Expectations (Grade 5-Mathematics) |
| I. Numbers and Number Sense | |
| ▪ | |
| ▪ | |
| ▪ | |
| ▪ | 5.1.3.C relate exponential notation to repeated multiplication (for example, $81 = 3 \times 3 \times 3 \times 3 = 81$) 5.1.3.D write whole numbers in expanded form without powers of ten (for example, $579 = 500 + 70 + 9 = (5 \times 100) + (7 \times 10) + (9 \times 1)$) |
| ▪ | 5.1.1.A locate commonly-used positive rational numbers, including fractions, mixed numbers, terminating decimals through thousandths, and percents, on the number line 5.1.1.B using concrete materials, demonstrate the meaning of integers |
| ▪ | 5.1.1.A locate commonly-used positive rational numbers, including fractions, mixed numbers, terminating decimals through thousandths, and percents, on the number line 5.5.3.A read and interpret scales on number lines, graphs, and maps |
| ▪ | |

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

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| ▪ | 5.1.1.D pictorially, demonstrate the meaning of square numbers |
| ▪ | |
| ▪ | 5.1.3.A identify factors, multiples, and prime composite numbers |
| ▪ | 5.1.3.B write the prime factorization of whole numbers up to 50 (for example, $36 = 2 \times 2 \times 3 \times 3$) |
| ▪ | 5.1.3.A identify factors, multiples, and prime composite numbers |
| ▪ | 5.1.3.A identify factors, multiples, and prime composite numbers |
| II. Ratio and Percent | |
| A. Ratio | |
| ▪ | 5.1.4.A demonstrate the meaning of ratio in different contexts 5.1.4.B use appropriate notation to express ratios, including a/b , a to b , and $a:b$ 5.6.1.A use appropriate notations of ratio such as a/b , a to b , and $a:b$ |
| ▪ | |
| B. Percent | |
| ▪ | |
| ▪ | 5.1.1.C using concrete materials, demonstrate the equivalence of commonly-used fractions, terminating decimals, and percents (for example, $7/10 = 0.7 = 70\%$) |
| ▪ | 5.6.1.B using concrete materials, determine commonly-used percentages (e.g., 25% and 50%) in real-world problems |
| III. Fractions and Decimals | |
| A. Fractions | |
| ▪ | 5.6.2.I demonstrate how the value of a fraction changes as the denominator increases |
| ▪ | 5.6.2.D demonstrate equivalencies and simplification of proper fractions |
| ▪ | 5.6.2.D demonstrate equivalencies and simplification of proper fractions |
| ▪ | 5.1.2.B compare commonly-used proper fractions and terminating decimals using the symbols $=$, $<$, $>$ |
| ▪ | |
| ▪ | 5.6.2.E using paper-and-pencil, demonstrate with proficiency addition and subtraction of proper fractions and mixed numerals with common denominators and without regrouping 5.6.2.F using concrete materials, demonstrate addition and subtraction of mixed numerals with common denominators with regrouping 5.6.2.H demonstrate the inverse relationship of addition and subtraction of proper fractions and mixed numerals with common denominators |
| ▪ | |
| ▪ | 5.6.2.E using paper-and-pencil, demonstrate with proficiency addition and subtraction of proper fractions and mixed numerals with common denominators and without regrouping 5.6.2.G using concrete materials, demonstrate addition and subtraction of proper fractions with unlike denominators |
| ▪ | 5.6.2.E using paper-and-pencil, demonstrate with proficiency addition and subtraction of proper fractions and mixed numerals with common denominators and without regrouping |
| ▪ | |
| ▪ | |
| B. Decimals | |
| ▪ | 5.1.2.A read, write, and order positive rational numbers, including commonly-used fractions and terminating decimals through thousandths (fractions covered in grades 3 and 4) |
| ▪ | |

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

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| ▪ | 5.1.1.A locate commonly-used positive rational numbers, including fractions, mixed numbers, terminating decimals through thousandths, and percents, on the number line |
| ▪ | |
| ▪ | |
| ▪ | 5.6.2.J demonstrate with proficiency addition and subtraction of decimals 5.6.2.K demonstrate the inverse relationship of addition and subtraction of decimals |
| ▪ | |
| ▪ | |
| IV. Computation | |
| A. Addition | |
| ▪ | 5.1.5.A demonstrate the commutative, associative, and identity properties for addition and multiplication, and the multiplication property of zero for fractions 5.6.2.A demonstrate order of operations with whole numbers |
| B. Multiplication | |
| ▪ | 5.1.5.A demonstrate the commutative, associative, and identity properties for addition and multiplication, and the multiplication property of zero for fractions 5.6.2.A demonstrate order of operations with whole numbers |
| ▪ | 5.6.2.B demonstrate with proficiency multiplication of whole numbers of three digits by two digits and three digits by three digits |
| ▪ | |
| ▪ | |
| ▪ | |
| ▪ | |
| C. Division | |
| ▪ | |
| ▪ | |
| ▪ | |
| ▪ | |
| ▪ | 5.6.2.C demonstrate with proficiency division of whole numbers with a two digit divisor |
| ▪ | |
| ▪ | |
| D. Solving Problems and Equations | |
| ▪ | |
| V. Measurement | |
| Teachers: Review and reinforce as necessary from grade 4 topics on linear measure, weight (mass), and capacity (volume). Also review various equivalences, which students should be able to recall from memory. | 5.5.1.D continue to estimate and use the capacity, weight, and mass measurements from previous grades 5.5.6.A select and use the appropriate units and tools to measure to the degree of accuracy required in a particular problem 5.5.6.B measure the length of the sides and heights of rectangles, squares, triangles, and rectangular prisms to the nearest inch and nearest centimeter |
| ▪ | |
| ▪ | |
| VI. Geometry | |

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

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| ▪ | 5.4.2.B use correct geometric symbols for lines, segments, rays, and angles 5.4.2.C reason informally about properties of parallel lines, perpendicular lines, intersecting lines, line segments, and rays |
| ▪ | 5.4.2.C reason informally about properties of parallel lines, perpendicular lines, intersecting lines, line segments, and rays |
| ▪ | 5.4.2.A know that the measurement of an acute angle is less than 90E, a right angle is 90E, and an obtuse angle is greater than 90E 5.5.6.C measure and draw angles using a protractor (for example, 30E, 45E, 60E, 90E, 120E, 150E, 180E) |
| ▪ | 5.4.2.D reason informally about properties (including lines of symmetry) of rectangles, squares, triangles (named by both lengths of sides and angles), and rectangular prisms 5.5.6.C measure and draw angles using a protractor (for example, 30E, 45E, 60E, 90E, 120E, 150E, 180E) |
| ▪ | 5.4.2.E reason informally about congruence involving rectangles, squares, triangles, and rectangular prisms (some of this covered in grade 4) |
| ▪ | 5.4.2.D reason informally about properties (including lines of symmetry) of rectangles, squares, triangles (named by both lengths of sides and angles), and rectangular prisms |
| ▪ | 5.4.2.D reason informally about properties (including lines of symmetry) of rectangles, squares, triangles (named by both lengths of sides and angles), and rectangular prisms |
| ▪ | |
| ▪ | 5.2.3.A in any functional relationship involving whole numbers and common proper fractions, describe how a change in one quantity affects the other |
| ▪ | 5.4.5.A solve problems involving perimeter and area of rectangles, squares, and triangles (perimeter covered in grade 6) 5.4.5.B solve problems involving volume of rectangular prisms 5.5.4.A develop and use formulas for perimeter and area of rectangles, squares, and triangles using appropriate units (perimeter covered in grade 6) 5.5.4.B develop and use the formula for volume of rectangular prisms using appropriate units 5.5.5.A describe how changes in one of the dimensions of a rectangle affects its perimeter and area 5.5.5.B using graph paper, demonstrate the changes in area of a rectangle having a constant perimeter and variable side lengths |
| VII. Probability and Statistics | |
| ▪ | 5.3.5.B assign a number between 0 and 1, inclusive, to the probability of an event |
| ▪ | 5.3.1.A differentiate between categorical and numerical data 5.3.1.B organize and display data using appropriate graphs, such as line, bar, circle, dot plots, frequency tables, and stem-and-leaf |
| ▪ | 5.2.2.A solve problems from patterns involving whole numbers and common proper fractions using tables, graphs, and rules 5.3.1.C read, interpret, and draw conclusions from various displays of data 5.5.3.A read and interpret scales on number lines, graphs, and maps 5.5.3.B select the appropriate scale for a given problem |
| ▪ | 5.3.2.A determine the mean of a set of data using manipulatives |
| ▪ | 5.4.4.A set up a coordinate graph (include axes, origin, and scale) and use it to mark and read coordinate pairs in the first quadrant |
| ▪ | 5.2.4.A graph discrete linear and nonlinear functions 5.2.4.B match a description of a situation with its continuous graph |
| VIII. Pre-Algebra | |
| ▪ | 5.2.1.B recognize that a variable is used to represent an unknown quantity |

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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 |
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| This can be covered in many areas | 5.1.3.E demonstrate the divisibility rules for 2, 5, and 10 |
| This can be covered in many areas | 5.1.3.F demonstrate $a^n = a \times a \times \dots \times a$, where 'a' and 'n' are counting numbers |
| This can be covered in many areas (Fractions and Decimals) | 5.1.6.A estimate sums and differences of fractions and decimals using benchmarks (for example, $5/6 + 7/8$ must be equal to an amount less than 2, since each fraction is less than 1) |
| This can be covered in many areas | 5.1.6.B estimate, using appropriate techniques, determine, and, then, justify the reasonableness of solutions to problems involving whole numbers |
| This can be covered in many areas | 5.2.1.A represent, describe, and analyze patterns for relationships involving whole numbers and common proper fractions |
| Grade 6: Mathematics: Pre-Algebra | 5.2.5.A solve problems involving linear relationships in whole numbers |
| Grade 6: Mathematics: Pre-Algebra | 5.2.5.B solve simple linear equations with coefficients of 1 by informal methods using manipulatives, tables, graphs, or technology |
| Grade 6: Mathematics: Probability and Statistics | 5.3.2.B informally distinguish between mean, median, and mode |
| Grade 6: Mathematics: Probability and Statistics | 5.3.2.C determine the range of a set of data |
| Grade 6: Mathematics: Probability and Statistics | 5.3.2.D given various displays of the same set of data (line, bar, circle, and stem-and-leaf), determine which measure of central tendency is most evident |
| This can be covered in many areas | 5.3.3.A critically evaluate line graphs, bar graphs, pictographs, or dot plots which do not begin at zero |
| This can be covered in many areas | 5.3.4.A distinguish between a census and a survey |
| Grade 6: Mathematics: Probability and Statistics | 5.3.4.B explain why there may be differences in the data of two or more samples |
| This can be covered in many areas (Probability and Statistics) | 5.3.5.A apply probability terms such as events, outcome, trials, and sample space |
| Grade 6: Mathematics: Probability and Statistics | 5.3.5.C perform experiments of independent compound events to estimate probability |
| Grade 6: Mathematics: Probability and Statistics | 5.3.6.A predict the probability of independent compound events, such as tossing two coins or determining the gender of two children in a family, and conduct an experiment or simulation to determine the probability |
| Grade 7: Mathematics: Probability and Statistics | 5.3.6.B demonstrate that the sum of the probabilities equals one (as applied to the sample space) |
| This can be covered in many areas (Probability and Statistics) | 5.3.6.C using one chance device, such as a number cube or a spinner, design a fair game and an unfair game, and write the directions for each game |
| Grade 6: Mathematics: Probability and Statistics | 5.3.7.A determine the number of outcomes of independent compound events, such as tossing two coins or determining the gender of two children in a family by making a list or tree diagram |
| Grade 6: Mathematics: Geometry | 5.4.1.A using a straight edge and a compass, paper folding, or computer software application, demonstrate the geometric constructions of copying a segment and copying an angle |
| This can be covered in many areas | 5.4.1.B build models of rectangular prisms including their nets |
| This can be covered in many areas | 5.4.1.C given a three-dimensional model built with cubes, draw the two dimensional orthogonal drawings (that is, the front view, right side view, and top view) and, conversely, given the orthogonal drawings, build the model |
| This can be covered in many areas (Geometry) | 5.4.4.B from a scenario, choose the correct graph from given possible graph representations |
| This can be covered in many areas (Geometry) | 5.4.4.C given a distance, find pairs of points on the coordinate plane in the first quadrant separated by that horizontal or vertical distance |
| This can be covered in many areas (Geometry) | 5.4.6.A use pattern blocks to tile a plane |
| Grade 3: Mathematics: Geometry | 5.4.6.B show lines of symmetry of geometric shapes |
| This can be covered in many areas (Geometry) | 5.5.1.A estimate the length of the sides and height of rectangles, squares, triangles, and rectangular prisms |
| This can be covered in many areas (Geometry) | 5.5.1.B estimate the perimeter and area of rectangles, squares, and triangles |
| This can be covered in many areas (Geometry) | 5.5.1.C estimate the volume of rectangular prisms |

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| This can be covered in many areas (Geometry) | 5.5.1.E estimate the measures of angles (for example, 30E, 45E, 60E, 90E, 120E, 150E, 180E) |
| This can be covered in many areas (Geometry) | 5.5.2.A compare the estimates and direct measurements obtained in benchmarks 5.1, 5.4, and 5.6 |
| Grade 4: Mathematics: Money | 5.6.2.L make change from any dollar denomination |
| This can be covered in many areas | 5.6.3.A determine from real-world problems whether an estimated or exact answer is acceptable |
| This can be covered in many areas | 5.6.3.B use estimation techniques before performing operations |
| This can be covered in many areas | 5.6.4.A determine whether information given in a problem-solving situation is sufficient, insufficient, or extraneous |
| This can be covered in many areas | 5.6.4.B given a real-world problem-solving situation, use the correct operation and appropriate method (mental arithmetic, estimation, paper-and-pencil, calculator, or computer) to solve the problem |
| This can be covered in many areas | 5.6.4.C given a math sentence using the four operations with whole numbers, create and illustrate a real-world problem |
| This can be covered in many areas | 5.6.4.D in a problem-solving situation, determine whether the results are reasonable and justify those results with correct computations |
| Core Knowledge® Content (Science-Grade 5) | Colorado Grade Level Expectations (Grade 5-Science) |
| <p>Teachers: Effective instruction in science requires hands-on experience and observation. In the words of the 1993 report from the American Association for the Advancement of Science, <i>Benchmarks for Science Literacy</i>, "From their very first day in school, students should be actively engaged in learning to view the world scientifically. That means encouraging them to ask question about nature and to seek answers, collect things, count and measure things, make qualitative observations, organize collections and observations, discuss findings, etc."</p> <p>While experience counts for much, book learning is also important, for it helps bring coherence and order to a child's scientific knowledge. Only when topics are presented systematically and clearly can children make steady and secure progress in their scientific learning. The child's development of scientific knowledge and understanding is in some ways a very disorderly and complex process, different for each child. But a systematic approach to the exploration of science, one that combines experience with book learning, can help provide essential building blocks for deeper understanding at a later time.</p> | |
| I. Classifying Living Things | |
| <ul style="list-style-type: none"> ▪ ▪ ▪ ▪ ▪ | 5.3.I develop and use a classification key that can be used to place common organisms into proper kingdoms |
| II. Cells: Structures and Processes | |
| <ul style="list-style-type: none"> ▪ ▪ ▪ ▪ ▪ | 5.3.J demonstrate an understanding that all living things are made up of one or more cells and that complex multi cellular living things have tissues, organs, and organ systems, also studied in Grade 2: Science: The Human Body: Cells |
| III. Plant Structures and Processes | |
| A. Structure: Non-Vascular and Vascular Plants | |

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| ▪ | |
| B. Photosynthesis | |
| ▪ | 5.3.E explore the process of photosynthesis 5.6.G recognize that patterns exist within and across systems |
| C. Reproduction | |
| ▪ | |
| IV. Life Cycles and Reproduction | |
| A. The Life Cycle and Reproduction | |
| ▪ | |
| ▪ | |
| B. Sexual Reproduction in Animals | |
| ▪ | |
| V. The Human Body | |
| A. Changes in Human Adolescence | |
| ▪ | |
| B. The Endocrine System | |
| ▪ | 5.3.B recognize that the human body is organized into systems, also covered in Grade 1: Science: The Human Body: Body Systems, Grade 2, Grade 3, and Grade 4: Science: The Human Body 5.3.C understand that the human body systems depend on each other (e.g. nervous, circulatory, digestive, respiratory), also covered in Grade 1: Science: The Human Body: Body Systems, Grade 2, Grade 3, and Grade 4: Science: The Human Body |
| C. The Reproductive System | |
| ▪ | 5.3.B recognize that the human body is organized into systems, also covered in Grade 1: Science: The Human Body: Body Systems, Grade 2, Grade 3, and Grade 4: Science: The Human Body 5.3.C understand that the human body systems depend on each other (e.g. nervous, circulatory, digestive, respiratory), also covered in Grade 1: Science: The Human Body: Body Systems, Grade 2, Grade 3, and Grade 4: Science: The Human Body |
| VI. Chemistry: Matter and Change | |
| A. Atoms, Molecules, and Compounds | |
| ▪ | |
| B. Elements | |
| ▪ | |
| ▪ | 5.6.G recognize that patterns exist within and across systems |
| ▪ | |
| C. Chemical and Physical Change | |
| ▪ | 5.2.A know that materials made by chemically combining two or more substances may have properties that differ from the original properties (e.g. vinegar and baking soda) |
| ▪ | 5.2.B recognize that there are 92 known elements in nature, many of which combine to form compounds |
| VII. Science Biographies | |
| ▪ | 5.6.E recognize the scientific contributions that are made by individuals of diverse backgrounds, interests, talents, and |

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

| 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 |
|------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | motivations |
| This can be covered in many other areas, see note to teachers above | 5.1.A identify alternative explanations to natural phenomena and design procedures to test explanations |
| This can be covered in many other areas, see note to teachers above | 5.1.B differentiate between an explanation and a description |
| This can be covered in many other areas, see note to teachers above | 5.1.C predict an outcome based on a set of experimental data |
| This can be covered in many other areas, see note to teachers above | 5.1.D recognize that scientific investigations sometimes generate new methods or procedures for an investigation or develop new technologies to improve the collection of data |
| This can be covered in many other areas, see note to teachers above | 5.1.E differentiate between ideas based on scientific fact or understanding and those based on myths or misrepresented data |
| This can be covered in many other areas, see note to teachers above | 5.1.F differentiate between a question and a hypothesis |
| This can be covered in many other areas, see note to teachers above | 5.1.G develop a testable hypothesis |
| This can be covered in many other areas, see note to teachers above | 5.1.H refine hypotheses from a series of investigations |
| This can be covered in many other areas, see note to teachers above | 5.1.I demonstrate ability to identify and control variables |
| This can be covered in many other areas, see note to teachers above | 5.1.J design a model to illustrate an investigation |
| This can be covered in many other areas, see note to teachers above | 5.1.K select appropriate tools (e.g. thermometers, balances, beakers) and make quantitative observations |
| Grade 5: Mathematics: Probability and Statistics | 5.1.L organize and present data in an appropriate format (e.g. charts, graphs, labeled diagrams, tables) |
| This can be covered in many other areas, see note to teachers above | 5.1.M draw a conclusion based on a set of experimental data |
| Grade 5: Mathematics: Measurement | 5.1.N use metric units in measuring, calculating, and reporting results |
| This can be covered in many other areas, see note to teachers above | 5.1.O communicate the results of an investigation that includes the hypotheses tested, tests conducted or evidence examined, conclusions drawn, and explanations for any inconsistencies, limitations, and variability in recorded observations |
| Grade 3: Science: Light and Optics and Grade 8: Electromagnetic Radiation and Light | 5.2.C use diffraction gratings and prisms to investigate light from different sources |
| Grade 6: Science: Energy, Heat, and Energy Transfer | 5.2.D know that heat flows from warmer to cooler objects until both reach the same temperature |
| Grade 4: Science: Electricity and Grade 8: Science: Electricity and Magnetism | 5.2.E recognize that forces of gravity, magnetism, and electricity operate simple machines |
| Grade 8: Science: Physics: Forces | 5.2.F recognize the forces necessary for an object to move or to be in equilibrium |
| Grade 3: Science: Ecology | 5.3.A construct models that illustrate food chains and food webs (e.g. use terms such as carnivore, producer, consumer, and decomposer to describe the role of the organism in the food chain and food web) |
| Grade 3: Science: Ecology | 5.3.D construct a model of an ecosystem and explain the interaction and interdependence of living and nonliving components within the ecosystem |
| Grade 7: Science: Cell Division and Genetics, Grade 8: Science: Chemistry of Food and Respiration | 5.3.F explore the process of cellular respiration |
| Grade 2: Science: The Human Body: The Digestive and Excretory Systems | 5.3.G describe the process of digestion in humans and how the human body gets energy from food |
| Grade 2: Science: The Human Body: Taking Care of Your Body: A Healthy Diet | 5.3.H describe basic food requirements for humans and classify food into basic food groups |
| This can be covered in Grade 4: Science: Geology | 5.4.A identify Earth's energy resources and characterize each as renewable or non-renewable (e.g. petroleum, coal, natural gas, propane, uranium) |
| Grade 1: Science: Astronomy and Grade 3: Science: Astronomy | 5.4.B evaluate how revolution, rotation, and tilt of the Earth influences the amount of sunlight that reaches the surface |
| Grade 1: Science: Astronomy and Grade 3: Science: Astronomy | 5.4.C know that the rotation of Earth on its axis every 24 hours causes the day and night and makes the sun, moon, planets, and stars appear to move across the sky from east to west each day |
| Grade 1: Science: Astronomy and Grade 3: Science: Astronomy | 5.4.D explain lunar and solar eclipses and moon phases |

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| This can be covered during the study of Colorado history and Grade 7: Science: History of the Earth and Life Forms | 5.4.E compare and contrast the environment of Colorado today to that of long ago through fossil evidence (e.g. Florissant Fossil Beds, Denver Basin Project) |
| Grade 7: Science: History of the Earth and Life Forms | 5.4.F compare the similarities and differences between fossils and living organisms |
| Grade 1: Science: The Earth and Grade 4: Science: Geology | 5.4.G classify rocks and minerals according to their physical characteristics |
| Grade 4: Science: Meteorology | 5.4.H discover and evaluate patterns and relationships in information to predict and identify areas that store water |
| Grade 4: Science: Meteorology | 5.4.I compare weather patterns in different locations in the United States and discuss how these patterns influence plant growth and human activity in those states |
| Grade 4: Science: Meteorology | 5.4.J know that energy from the sun heats the Earth unevenly, causing air movements resulting in changing weather patterns |
| Grade 4: Science: Meteorology | 5.4.K use weather maps and weather forecasts to predict local weather and that prediction depends on many changing variables |
| Grade 4: Science: Meteorology | 5.4.L conduct investigations to determine the effect of temperature or wind on evaporation and condensation |
| This can be covered in many other areas, see note to teachers above | 5.5.A compare present day technologies to those of the past (e.g. refrigerator to ice box; horse drawn carriage to automobile) and discuss the impact these differences have on the quality of life |
| This can be covered in many other areas, see note to teachers above | 5.5.B recognize that technologies consume and generate energy |
| This can be covered in many other areas, see note to teachers above | 5.5.C recognize that conservation is a method of preventing depletion of energy |
| This can be covered in many other areas, see note to teachers above | 5.6.A know that scientific knowledge is subject to modifications as new information is discovered |
| This can be covered in many other areas, see note to teachers above | 5.6.B challenge prevailing theories and new theories which leads to looking at old observations in a new way |
| This can be covered in many other areas, see note to teachers above | 5.6.C know that the study of the events that led scientists to discoveries can provide information about the inquiry process and its effects |
| This can be covered in many other areas, see note to teachers above | 5.6.D know that a change in one or more variables may alter the outcome of an investigation |
| This can be covered in many other areas, see note to teachers above | 5.6.F know that when similar investigations give different results, the scientific challenge is to verify whether the differences are significant by further study |