



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

Core Knowledge® Content (History & Geography-Kindergarten)	Colorado Grade Level Expectations (Kindergarten-History, Geography, and Civics)
<b>World History and Geography</b>	
<b>I. Geography: Spatial Sense (working with maps, globes, and other geographic tools)</b>	
▪	GEO.K.1.1.A understand what maps, globes, and other geographic tools represent and how they are used
▪	GEO.K.1.2.A identify major topographic features such as rivers, lakes, mountains, valleys
▪	GEO.K.1.2.C locate the Atlantic and Pacific Oceans
▪	GEO.K.1.2.D locate the North and South Poles
<b>II. An Overview of the Seven Continents</b>	
▪	GEO.K.1.2.B recognize the shape of, and locate the seven continents on a map or globe GEO.K.1.3.C begin to understand the relationship between climate and human/animal lifestyles GEO.K.2.1.B differentiate between natural and human characteristics of places GEO.K.2.2.A and 5.1.B begin to understand why some regions are populated by many people, and others – by few, or none GEO.K.2.3.AS understand that peoples have adapted to living in their parts of the world GEO.K.2.3.B begin to identify characteristics of the lifestyles of peoples who live in particular regions GEO.K.2.3.C begin to understand why peoples like living in places that others find inhospitable (the Eskimos, the Bedouins, for example) GEO.K.3.2.A tell where some plants, animals, and people live, and where they do not live and why GEO.K.4.1.D identify some countries with large populations
<b>American History and Geography</b>	
<b>I. Geography</b>	
▪	
▪	GEO.K.1.2.E locate North America (the continental United State, Alaska, and Hawaii) GEO.K.4.1.C identify some cities with large populations in this country CIV.K.3.1 Locate the U.S., Canada, and Mexico (neighbors) on a globe and map
<b>II. Native American Peoples, Past and Present</b>	
▪	HI S.K.2.A pose questions about the lives of children in the past HI S.K.3.B explore the history of at least one group of Native Americans from the western plains HI S.K.6.B participate in various forms of artistic expression (e.g., folk dances, songs, games, and visual arts) GEO.K.4.2.A understand some of the elements of culture: food, clothing/adornment of the body, tools and weapons, housing/shelter, modes of transportation, languages, customs, etc. GEO.K.4.5.A discuss stories about the Native Americans and conflicts among the tribes GEO.K.6.1.A compare the housing of people from different historical periods and point out the influence of geography on it
<b>III. Early Exploration and Settlement</b>	
<b>A. The Voyage of Columbus in 1492</b>	
▪	
<b>B. The Pilgrims</b>	

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	<ul style="list-style-type: none"> <li>HI S.K.1.C identify the beliefs and related behavior of characters in stories from times past, and the consequences of their actions</li> <li>GEO.K.4.5.B discuss stories about the first Europeans in America and their search for gold and silver (for some), and for freedom and living space (for others) (also covered in Grade 1: America History: Early Exploration and Settlement)</li> <li>GEO.K.6.1.A compare the housing of people from different historical periods and point out the influence of geography on it</li> </ul>
<b>C. July 4, "Independence Day"</b>	
<ul style="list-style-type: none"> <li>HI S.K.1.D know the "birthday" of our nation, July 4</li> </ul>	
<b>IV. Presidents, Past and Present</b>	
<ul style="list-style-type: none"> <li>HI S.K.5.B identify examples of honesty, courage, determination, individual responsibility and patriotism in American history in stories, folklore, and in everyday life</li> <li>CIV.K.1.4 I identify great leaders and symbols of political culture—George Washington, Betsy Ross, Thomas Jefferson, American flag, Statue of Liberty, Mt. Rushmore, and the White House</li> <li>CIV.K.2.3 I identify people and groups of people who apply rules, e.g., police, judges, legislators, Governor, current U.S. President</li> </ul>	
<b>V. Symbols and Figures</b>	
<ul style="list-style-type: none"> <li>HI S.K.6.A recite the Pledge of Allegiance and recognize it as a statement of our country's foundation</li> <li>CIV.K.1.4 I identify great leaders and symbols of political culture—George Washington, Betsy Ross, Thomas Jefferson, American flag, Statue of Liberty, Mt. Rushmore, and the White House</li> </ul>	
<b>Grade level or other area Grade Level Expectations are covered in the <i>Core Knowledge Sequence</i></b>	<b>Grade Level Expectations not directly covered in the <i>Core Knowledge Sequence</i>, but can be covered in other areas</b>
This can be covered in any of the History units and Kindergarten: Math: Measurement	HI S.K.1.A distinguish between past, present, and future time, such as "before and after," "yesterday," "today," and "tomorrow"
	HI S.K.1.B create a brief historical narrative that chronologically organizes people and events in the history of their family heritage, school, neighborhood, local community
This can be covered in many other areas	HI S.K.2.B identify examples of connections between past and present in their own lives (e.g. new family members, change of address)
This can be covered in many other areas	HI S.K.3.A describe the history of national and community celebrations (e.g. Labor Day, Veterans Day, Memorial Day, Cinco de Mayo, Juneteenth, etc.)
This can be covered in many other areas	HI S.K.4.A distinguish between needs and wants
This can be covered in many other areas	HI S.K.4.B discuss computers, telephones, and other communication tools
Grades 1 and 2: Music: Songs	HI S.K.5.A learn patriotic songs, the Pledge of Allegiance, and the National Anthem
This can be covered in many other areas	HI S.K.5.B identify examples of rules, such as sharing and taking turns, and the consequences of breaking them
Grade 1: World History and Geography: History of World Religions	HI S.K.6.C share songs of many faiths
This can be covered in many other areas	GEO.K.1.1.B understand that the same features can be represented by maps made to different scales
This can be covered in many other areas	GEO.K.1.1.C understand what the different colors on a topographic map mean
This can be covered in many other areas	GEO.K.1.3.A describe their home in relation to the location of the school, the park, the grocery store, the place where his/her parents work, etc.
This can be covered in many other areas	GEO.K.1.3.B demonstrate awareness of where his/her out-of-state relatives live
This can be covered in many other areas	GEO.K.2.1.A explain why one place is better than another to build a house on
This can be covered in many other areas	GEO.K.2.1.C understand the existence of, and describe areas such as deserts, rain forests, plains, mountains, bodies of water, urban areas, etc.

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Kindergarten: Science: Taking Care of the Earth	GEO.K.2.2.B begin to understand how human activities (such as deforestation, the building of dams, irrigation, etc.) can change the nature of regions
Kindergarten: Science: Plants and Plant Growth and Animals and Their Needs	GEO.K.3.1.A identify and describe some of the Earth's physical elements – air, land, water, plants and animals
Kindergarten: Science: Seasons and Weather	GEO.K.3.1.B begin to understand the nature of the Solar system and how the Earth–Sun relationship affects climate
This can be covered in many other areas	GEO.K.3.2.B begin to understand how climate influences vegetation patterns, and how that, in turn, influences animal and human life
This can be covered in many other areas	GEO.K.3.2.C describe the environment of the area where they live
This can be covered in many other areas	GEO.K.4.1.A differentiate between small and large human settlements
This can be covered in many other areas	GEO.K.4.1.B speak about the migration of the members of their own families
This can be covered in many other areas	GEO.K.4.3.A identify what kind of economic activity their parents participate in to earn a living
This can be covered in many other areas	GEO.K.4.3.B identify some economic activities in areas of Colorado (agriculture, mining, resorts, etc.)
This can be covered in many other areas	GEO.K.4.3.C describe some economic networks used in daily life, such as transportation
Kindergarten: Language Arts: Stories	GEO.K.4.4.A discuss stories about far-away lands and people and compare their lives with that of their own community
This can be covered in many other areas	GEO.K.4.4.B discuss their parents' occupation and how it relates to the part of the country where their family lives
This can be covered in many other areas	GEO.K.5.1.A discuss various types of human housing – from caves to high-rise apartments
This can be covered in many other areas	GEO.K.5.2.A understand why people can build housing in some places and not in others
Kindergarten: Science: Taking Care of the Earth	GEO.K.5.2.B understand the need to keep the environment clean
This can be covered in many other areas	GEO.K.5.3.A compare the size of settlements they know today, with their size years ago
Grade 1: World History and Geography: Early Civilizations	GEO.K.5.3.B understand why all human settlements are located near rivers
This can be covered in many other areas	GEO.K.5.3.C begin to understand that resources are necessary for human existence
This can be covered in many other areas	GEO.K.5.3.D begin to understand what kinds of resources are necessary for human existence
This can be covered in many other areas	GEO.K.6.2.A describe their own home, where it is located, and what is in its vicinity
This can be covered in many other areas	GEO.K.6.2.B describe what kind of home/world they would like to live in, in the future
Grade 2: American History: The Constitution	CIV.K.1.1 Define “constitution,” government,” and “democracy”; recognize that family members make and enforce rules and settle disputes
This can be covered in many other areas	CIV.K.1.2 Give an example of people using power and authority like school crossing guards and teachers
Grade 2: American History: The Constitution	CIV.K.1.3 Tell about the U.S. Constitution and the first ten amendments (Bill of Rights)
This can be covered in many other areas	CIV.K.1.5 Make and post a constitution of class rules, rights, and responsibilities
This can be covered in many other areas	CIV.K.2.1 Identify school rules about what kindergartners can and cannot do, e.g., using the crosswalk, safety rules, voting on decisions
This can be covered in many other areas	CIV.K.2.2 Name people who have authority to enforce rules in the school, e.g., teachers, administrators, secretaries, custodians, etc.
This can be covered in many other areas	CIV.K.2.4 Tell how students monitor and influence school rules by getting informed and discussing the issues
This can be covered in many other areas	CIV.K.3.2 Locate on a globe or map the nation from which their family originally came
This can be covered in many other areas	CIV.K.3.3 Define “international” and give an example of a group or organization that works in many countries, e.g., International Red Cross
This can be covered in many other areas	CIV.K.4.1 Define “citizen” and explain how students are citizens in a school, community, state and country
This can be covered in many other areas	CIV.K.4.2 Identify a family decision needing to be made (where to go on a vacation), in which all family members discuss the options and arrive at a decision
This can be covered in many other areas	CIV.K.4.3 Tell what “freedom of speech” and “freedom of religion” mean
This can be covered in many other areas	CIV.K.4.4 Identify important characteristics of a good citizen in the school (obeys rules, helps others)
<b>Core Knowledge® Content</b> (History & Geography-Grade 1)	<b>Colorado Grade Level Expectations</b> (Grade 1-History, Geography, & Civics)

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

<b>World History and Geography</b>	
<b>I. Geography</b>	
<b>A. Spatial Sense (working with maps, globes, and other geographic tools)</b>	
▪	GEO.1/2.1.2.A name and locate the town, city, or community, as well as the state where they live GEO.1-4.4.5.D understand the configuration of a town/city within a country, within a state, within a country, a continent, the Earth
▪	GEO.1/2.1.1.B understand that maps contain legends with symbols explaining various features and can explain various symbols
▪	GEO.1/2.1.1.A understand the standard orientation of maps and globes (where North, South, East, and West are located); find different directions on the map
▪	GEO.1/2.1.2.B identify major oceans: Pacific, Atlantic, Indian, Arctic
▪	GEO.1/2.1.2.C demonstrate more expanded knowledge about the seven continents
▪	GEO.1/2.1.2.D locate all of the major countries in North America, in relation to each other CIV.1.3.1 Locate the U.S. and hemispheres (northern, southern, western, eastern) on the world globe and map
▪	GEO.1/2.1.2.F locate: the Equator, the North and South Hemispheres and Poles CIV.1.3.1 Locate the U.S. and hemispheres (northern, southern, western, eastern) on the world globe and map
<b>B. Geographical Terms and Features</b>	
▪	GEO.1/2/1.2.H demonstrate expanded knowledge of topographical features, such as: peninsula, harbor, bay, island: and locate some such features within and bordering North America
<b>II. Early Civilizations</b>	
<b>A. Mesopotamia: The “Cradle of Civilization”</b>	
▪	GEO.1-4.1.3.C discuss the relationship between climate and human development in the “Cradle of Civilization” – Mesopotamia, and, later, in Egypt, in Central America, and elsewhere
<b>B. Ancient Egypt</b>	
▪	GEO.1-4.1.3.C discuss the relationship between climate and human development in the “Cradle of Civilization” – Mesopotamia, and, later, in Egypt, in Central America, and elsewhere GEO.1-4.1.3.B understand how the availability of water affects human lifestyles GEO.1-4.2.1.B demonstrate deeper knowledge about particular large geographic areas, such as the Sahara Desert, the Amazon rain forest, the Arctic, the Goby Desert, etc.
<b>C. History of World Religions</b>	
▪	HIS.1.6.B identify celebrations in their families
<b>III. Modern Civilization and Culture: Mexico</b>	
<b>A. Geography</b>	
▪	
<b>B. Culture</b>	

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▪	<p>HI S.1.3.E recognize that there are families and cultures around the world (e.g., the culture of Mexico and Meso-Americans, Sudan, Ukraine, etc.)</p> <p>HI S.1.6.C participate in various forms of artistic expression (e.g., folk dances, songs, games, and visual arts)</p>
<b>American History and Geography</b>	
<b>I. Early People and Civilizations</b>	
<b>A. The Earliest People: Hunters and Nomads</b>	
▪	<p>GEO.1-4.3.1.A demonstrate understanding that the Earth's climate is subject to cycles of higher or lower temperatures; and that such a cycle, known as the Ice Age, for example, has made possible for the first humans to arrive in America (from Asia) through a land bridge</p> <p>GEO.1-4.4.4.D guess and/or explain the reasons for the location of certain cities/settlements in relation to the relief and resources available in the area</p> <p>GEO.1-4.5.2.B understand that climatic changes over time bring changes in human habitation and activities</p> <p>GEO.1-4.6.1.A demonstrate understanding that climates have changed over time</p>
<b>B. Maya, Inca, and Aztec Civilizations</b>	
▪	GEO.1-4.4.4.D guess and/or explain the reasons for the location of certain cities/settlements in relation to the relief and resources available in the area
<b>II. Early Exploration and Settlement</b>	
<b>A. Columbus</b>	
<b>B. The Conquistadors</b>	
▪	GEO.1-4.4.5.C understand that all human conflicts are based on competition for land and its resources and can give examples from the content of their history lessons
<b>C. English Settlers</b>	
▪	
<b>III. From Colonies to Independence: The American Revolution</b>	
▪	<p>HI S.1.3.A identify various national holidays and the heroism and achievements of the people associated with them</p> <p>HI S.1.5.A identify national symbols, heroes, and holidays in the United States (e.g., flag, eagle, July 4<sup>th</sup>, Pledge of Allegiance, George Washington as "father of our country")</p> <p>GEO.1/2.1.2.E name and locate the original thirteen colonies; and locate major cities on the East Coast with historical significance related to them</p>
<b>IV. Early Exploration of the American West</b>	
▪	<p>GEO.1/2.1.2.G locate major mountains and rivers in the United States (also covered in Grade 3: World History: Important Rivers of the World and Grade 4: World History: Mountains and Mountain Ranges)</p> <p>GEO.1-4.4.4.D guess and/or explain the reasons for the location of certain cities/settlements in relation to the relief and resources available in the area</p>
<b>V. Symbols and Figures</b>	
▪	<p>HI S.1.5.A identify national symbols, heroes, and holidays in the United States (e.g., flag, eagle, July 4<sup>th</sup>, Pledge of Allegiance, George Washington as "father of our country")</p> <p>CIV.1.1.4 I identify symbols of American political culture, i.e. American flag, Liberty Bell, eagle, etc.</p>
Grade level or other area Grade Level Expectations are covered in the <i>Core Knowledge Sequence</i>	<b>Grade Level Expectations not directly covered in the <i>Core Knowledge Sequence</i>, but can be covered in other areas</b>

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This can be covered in many of the History units and Grade 1: Mathematics: Measurement	HI S.1.1.A differentiate broad categories of historical time such as “long, long ago,” yesterday,” “today,” and “tomorrow”
This can be covered in many of the History units	HI S.1.1.B create timelines that show people and events in sequence using days, weeks, months, years, decades, centuries
Grade 1: Mathematics: Measurement	HI S.1.1.C use a calendar and distinguish between day, week, month, and year
This can be covered in many of the History units	HI S.1.1.D identify examples of change and continuity in their own lives, the history of their school and community, and in the ways people lived long ago and today
This can be covered in many of the History units	HI S.1.2.A form questions to direct their investigation and analysis of family artifacts, historical documents, sites, and other records of the past
Grade 1: Language Arts: Fiction	HI S.1.2.B listen to or read historical stories, myths, or legends, and compare, contrast, and discuss, the different experiences of people in the various tales
This can be covered in many of the History units	HI S.1.2.C recognize how writing, photographs, and graphs show events in the past (e.g., daily journals, class scrapbook, hundred day time line)
This can be covered in many of the History units	HI S.1.2.D identify examples of connections between past and present in their own lives
Kindergarten: American History and Geography: Native American Peoples, Past and Present	HI S.1.3.B become familiar with the people and ways of life of at least one Native American tribe or nation, such as: Blackfoot, Comanche, Crow, Kiowa, Dakota, Ute, Cheyenne, Arapaho, Lakota (Sioux)
This can be covered in many other areas	HI S.1.3.C recognize how the presence, interactions, and contributions of various groups and cultures have affected the school, neighborhood, community, and state
This can be covered in many of the History units	HI S.1.3.D identify reasons for living in a group
This can be covered in many other areas	HI S.1.4.A identify scientific and technological developments that affect the family or school environment (e.g., computers, copy machines, telephones, televisions, kitchen appliances and cars)
This can be covered in many other areas	HI S.1.4.B give examples of different ways that resources can be allocated (e.g., sharing, authority, and “first-come, first-served”)
This can be covered in many other areas	HI S.1.4.C draw upon pictures, stories, and field trips to local museums in order to write a story or draw a picture that explains the changes in family life that occurred when the family no longer had to hunt for food, could be supported on smaller plots of land, and could acquire surplus for storage and trading
Grade 2: American History: The Constitution and Grade 4: American History: Making a Constitutional Government	HI S.1.5.B explain the making of rules by direct democracy (everyone votes on the rules) and by representative government (a smaller elected body makes the rules) with examples of both in their classroom, school and community
This can be covered in many other areas	HI S.1.6.A identify traditions in their family (e.g., Thanksgiving traditions, Kwanzaa, Hanukkah, Christmas, etc.)
This can be covered in many other areas	GEO.1/2.1.1.C interpret simple unfamiliar maps
This can be covered in many other areas	GEO.1/2.1.1.D draw simple maps of familiar areas
This can be covered in many other areas	GEO.1/2.1.1.E create maps to illustrate a story
This can be covered in many other areas	GEO.1-4.1.3.A understand how latitude affects climate, and demonstrate his/her understanding through examples
This can be covered in many other areas	GEO.1-4.2.1.A demonstrate expanding ability to differentiate between natural and human characteristics of places
This can be covered in many other areas	GEO.1-4.2.2.A and 5.1.A begin to understand why some regions are populated by many people, and others – by few, or none
This can be covered in many other areas	GEO.1-4.2.2.B and 5.1.B understand how human activities (such as deforestation, the building of dams, irrigation, etc.) can change the nature of regions
This can be covered in many of the History units	GEO.1-4.2.3.A identify characteristics of the lifestyles of peoples who live in particular regions
This can be covered in many of the History units	GEO.1-4.2.3.B understand why peoples like living in places that others find inhospitable (the Eskimos, the Bedouins, for example)
Grade 1: Science: The Earth	GEO. 1-4.3.1.B understand how physical processes from within and without the Earth affect the Earth's surface and climate

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Grade 1: Science: Living Things and Their Environments	GEO. 1-4.3.2.A demonstrate understanding of how climate influences vegetation patterns, and how that, in turn, influences animal and human life
Grade 1: Science: Living Things and Their Environments	GEO. 1-4.3.2.B demonstrate understanding of the ability of plants, animals, and humans to adapt to living in various and changing environments
This can be covered in many of the History units	GEO. 1-4.3.2.C describe the environment of the area where they live and areas they have visited or heard about, or have studied about
This can be covered in many other areas	GEO.1-4.4.1.A discuss the countries of origin of their ancestors; and locate them
This can be covered in many other areas	GEO.1-4.4.1.B identify and locate cities with large populations in this country
This can be covered in many other areas	GEO.1-4.4.1.C identify and locate countries with large populations
This can be covered in many other areas	GEO.1-4.4.1.D use maps to describe and explain population densities in parts of the world
This can be covered in many other areas	GEO.1-4.4.2.A understand a greater number of the elements of culture, and how many of them are shaped by the geography of the region where people live (recreation, religion, arts, etc.)
This can be covered in many other areas	GEO.1-4.4.3.A identify major economic activities in Colorado and other states, and in other countries
This can be covered in many other areas	GEO.1-4.4.3.B describe economic networks used in daily life, such as transportation, banking, telephone system, etc.
This can be covered in many of the History units	GEO.1-4.4.3.C identify major economic activities in the countries that they have studied about
This can be covered in many other areas	GEO.1-4.4.4.A discuss differences between prehistoric and modern human settlements in this part of the country
This can be covered in many other areas	GEO.1-4.4.4.B discuss differences between rural and urban human settlements
This can be covered in many other areas	GEO.1-4.4.4.C demonstrate understanding of spatial characteristics of parts of the city (residential, central business, recreational, etc.)
This can be covered in many other areas	GEO.1-4.4.5.A understand that today's residents of Colorado/the U.S. are relative newcomers
This can be covered in many other areas	GEO.1-4.4.5.B understand the meaning of country boundaries and why people have created them
Grade 1: Science: Environmental Change and Habitat Destruction	GEO.1-4.5.1.C understand how human activities impact the lives of animals, and of other people
This can be covered in many other areas	GEO.1-4.5.2.A understand that surface relief has a major impact on human activities
Grade 1: Science: The Earth and Grade 4: Science: Geology: The Earth and Its Changes	GEO.1-4.5.2.C understand the causes of natural disasters
This can be covered in many of the History units	GEO.1-4.5.3.A understand what kinds of resources are necessary for human existence
This can be covered in many of the History units	GEO.1-4.5.3.B understand that resources are not distributed equally everywhere
Kindergarten: Science: Taking Care of the Earth	GEO.1-4.5.3.C understand the difference between renewable and non-renewable resources
Kindergarten: Science: Taking Care of the Earth	GEO.1-4.5.3.D begin to understand that existing resources are not unlimited, and will not last forever
This can be covered in many other areas	GEO.1-4.5.3.E begin to understand that, as some resources are depleted, people develop technologies to use different resources
Kindergarten: Science: Taking Care of the Earth	GEO.1-4.5.3.F understand the need for careful management of resources
This can be covered in many other areas	GEO.1-4.5.3.G understand the need for exploration for new resources
This can be covered in many of the History units	GEO.1-4.6.1.B understand that changing environments have influenced and are influencing people and events in the past and present
This can be covered in many of the History units	GEO.1-4.6.1.C use maps to describe the human and environmental factors that have marked the history of various regions
This can be covered in many other areas	GEO.1-4.6.2.A observe and describe community issues from a spatial perspective: the building of new houses in the neighborhood, heavy traffic, etc.
This can be covered in many other areas	GEO.1-4.6.2.B explain how human-induced factors can change the environment (development versus conservation)
This can be covered in many other areas	GEO.1-4.6.2.C compare attitudes of people from different cultures towards social issues, including the role of the two sexes and make projections about the future
Grade 2: American History: The Constitution	CIV.1.1.1 Define "citizen," "constitution," and "government"; discuss matters of importance to all classroom citizens, i.e. bus safety, crosswalk rules, and lunchroom procedures

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This can be covered in many other areas	CIV.1.1.2 Display pictures of community helpers like fire fighters, mail carriers and librarians
Grade 2: American History: The Constitution	CIV.1.1.3 Explain the Bill of Rights protected in the U.S. Constitution
This can be covered in many other areas	CIV.1.1.5 Make and post a Grade 1 constitution of rules, rights, and responsibilities
This can be covered in many other areas	CIV.1.2.1 Explain the purpose of the school's Student Handbook
This can be covered in many other areas	CIV.1.2.2 Explain the steps in settling a dispute or resolving a problem in the classroom
This can be covered in many other areas	CIV.1.2.3 Explain the reasons for having classroom and school rules (safety, fairness, order)
This can be covered in many other areas	CIV.1.2.4 I identify how students can influence school rules by studying issues, discussing, and taking concerns to people in authority
Grade 1: Language Arts: Fiction	CIV.1.3.2 Locate the nation of origin of three folk tales used in class
Grade 2: American History: Immigration and Citizenship	CIV.1.4.1 I identify the criteria for citizenship in the United States
This can be covered in many other areas	CIV.1.4.2 Explain the responsibilities of a good school citizen, e.g. protecting property, showing courtesy to all, obeying rules, and getting informed
This can be covered in many other areas	CIV.1.4.3 Bring a artifact or symbol of the right to own property, e.g. backpack, lunchbox, god tag, photo of automobile
Kindergarten: Science: Taking Care of the Earth	CIV.1.4.4 I identify three purposes of the school's recycling center
<b>Core Knowledge® Content (History &amp; Geography-Grade 2)</b>	<b>Colorado Grade Level Expectations (Grade 2-History, Geography, &amp; Civics)</b>
<b>World History and Geography</b>	
<b>I. Geography</b>	
<b>A. Spatial Sense (working with maps, globes, and other geographic tools)</b>	
▪	GEO.1/2.1.2.A name and locate the town, city, or community, as well as the state where they live GEO.1-4.4.5.D understand the configuration of a town/city within a country, within a state, within a country, a continent, the Earth
▪	GEO.1/2.1.1.B understand that maps contain legends with symbols explaining various features and can explain various symbols
▪	GEO.1/2.1.1.A understand the standard orientation of maps and globes (where North, South, East, and West are located): find different directions on the map
▪	GEO.1/2.1.2.B identify major oceans: Pacific, Atlantic, Indian, Arctic
▪	GEO.1/1.1.2.C demonstrate more expanded knowledge about the seven continents
▪	GEO.1/2.1.2.D locate all of the major countries in North America, in relation to each other
▪	GEO.1/2.1.2.F locate: the Equator, the North and South Hemispheres and Poles
<b>B. Geographical Terms and Features</b>	
▪	GEO.2.1.2.A identify additional geographical terms and features, such as: coast, valley, prairie, desert, oasis
<b>II. Early Civilizations: Asia</b>	
<b>A. Geography of Asia</b>	
▪	GEO.1-4.4.1.C identify and locate countries with large populations
▪	GEO.2.1.2.B demonstrate knowledge on the continent of Asia and locate countries: China, India, Japan (islands), Russia
<b>B. India</b>	
▪	GEO.2.1.2.C demonstrate knowledge of the major geographical features of the Asian continent: major rivers, mountains, cities, demographics

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▪	HI S.2.6.E learn formulations of the “Golden Rule” as expressed in major religions and ethical teachings, and practice applying it in their treatment of others
<b>C. China</b>	
▪	GEO.2.1.2.C demonstrate knowledge of the major geographical features of the Asian continent: major rivers, mountains, cities, demographics GEO.1-4.1.3.B understand how the availability of water affects human lifestyles
▪	
▪	
▪	
▪	HI S.2.6.D identify various art forms used in celebrations (e.g., dance, music, parades, and holiday decorations)
<b>III. Modern Civilization and Culture: Japan</b>	
<b>A. Geography</b>	
▪	GEO.2.1.2.C demonstrate knowledge of the major geographical features of the Asian continent: major rivers, mountains, cities, demographics
<b>B. Culture</b>	
▪	
<b>IV. Ancient Greece</b>	
▪	GEO.2.1.2.D demonstrate knowledge of the geography of the Classical Ancient World – the region of the Mediterranean and Aegean Seas
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<b>American History and Geography</b>	
<b>I. American Government: The Constitution</b>	
▪	HI S.2.5.D explain the difference between making laws, carrying out laws, and determining if laws have been violated; and identify the government bodies that perform these functions at the local, state, and national levels (this topic is also covered in more depth at Grade 4: American History: Making a Constitutional Government) CIV.2.1.2 I identify the function of the Colorado Constitution CIV.2.1.5 Make and post a constitution for Grade 2 rules, rights, and responsibilities; discuss ways the constitution protects all class members CIV.2.2.2 Explain a limit of authority in a school, e.g.: the right to a hearing before punishment CIV.2.2.3 Explain what makes a good law and rule, e.g.: reasonable, fair, promotes the common good CIV.2.2.4 I identify criteria for laws and rules, e.g.: enforceable, effective
<b>II. The War of 1812</b>	
▪	GEO.1-4.4.5.C understand that all human conflicts are based on competition for land and its resources and can give examples from the content of their history lessons

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<b>III. Westward Expansion</b>	
<b>A. Pioneers Head West</b>	
<ul style="list-style-type: none"> <li>▪</li> </ul>	<p>HI S.2.4.G identify economic reasons for people moving west                      GEO.2.1.2.E demonstrate knowledge of the Western Expansion in North America – the new states, the routes, the migrations, etc.                      GEO.1-4.4.4.D guess and/or explain the reasons for the location of certain cities/settlements in relation to the relief and resources available in the area</p>
<b>B. Native Americans</b>	
<ul style="list-style-type: none"> <li>▪</li> </ul>	<p>HI S.2.4.H explain how the decision made by pioneers to go west altered the availability of resources for Native Americans (killing of buffalo, etc.)</p>
<b>IV. The Civil War</b>	
<ul style="list-style-type: none"> <li>▪</li> </ul>	<p>GEO.2.1.2.F demonstrate knowledge of the geography of the American Civil War</p>
<b>V. Immigration and Citizenship</b>	
<ul style="list-style-type: none"> <li>▪</li> </ul>	<p>HI S.2.5.A explain the need for and benefits of rules and personal responsibility in a neighborhood or community                      HI S.2.5.B give examples of various ways decisions are made (e.g., majority vote, compromise, and personal) (also covered in Grade 4: American History: Making a Constitutional Government)                      CIV.2.1.4 Explain the importance of respect for laws in the school and community, i.e.: playground safety, speed limits, voting                      CIV.2.2.1 I identify some state and national laws about property rights and voting rights (also covered in Grade 4: American History: Making a Constitutional Government)                      CIV.2.4.1 Recite the Pledge of Allegiance to symbolize citizenship in the U.S.</p>
<b>VI. Civil Rights</b>	
<ul style="list-style-type: none"> <li>▪</li> </ul>	
<b>VII. Geography of the Americas</b>	
<b>A. North America</b>	
<ul style="list-style-type: none"> <li>▪</li> </ul>	<p>GEO.1/2.1.2.D locate all of the major countries in North America, in relation to each other                      GEO.2.3.1 Label flags and currency from Mexico and Canada (U.S. neighbors)</p>
<ul style="list-style-type: none"> <li>▪</li> </ul>	<p>GEO.1/2/1.2.G locate major mountains and rivers in the United States                      GEO.2.1.2.G name and locate the 48 contiguous states, plus Alaska and Hawaii, and some major topographical features in them, as well as adjoining bodies of water                      GEO.1-4.2.2.A understand why some regions are populated by many people, and others – by few, or none                      GEO.1-4.4.1.B identify and locate cities with large populations in this country</p>
<ul style="list-style-type: none"> <li>▪</li> </ul>	<p>GEO.2.1.2.G name and locate the 48 contiguous states, plus Alaska and Hawaii, and some major topographical features in them, as well as adjoining bodies of water</p>
<ul style="list-style-type: none"> <li>▪</li> </ul>	<p>GEO.1-4.1.3.C discuss the relationship between climate and human development in the “Cradle of Civilization” – Mesopotamia, and later, in Egypt, in Central America; and elsewhere</p>
<b>B. South America</b>	
<ul style="list-style-type: none"> <li>▪</li> </ul>	<p>GEO.2.1.2.H demonstrate knowledge of countries in South America                      GEO.1-4.2.1.B demonstrate deeper knowledge about particular large geographic areas, such as the Sahara Desert, the Amazon rain forest, the Arctic, the Goby Desert, etc.</p>
<b>VIII. Symbols and Figures</b>	

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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
This can be covered in many of the History units	HI S.2.1.A distinguish between past, present, and future time
This can be covered in many of the History units	HI S.2.1.B create an historical narrative of their own, such as their families', their school's, or community's history or construct a brief oral narrative describing, in sequence, a past event
This can be covered in many other areas	HI S.2.1.C develop "picture timelines" of their own lives or events in the history of their own or another family, using photos from home, drawing pictures to fill any gaps, and arranging the set chronologically to identify events or actions and their consequences
This can be covered in many other areas	HI S.2.1.D compare rural, urban, and suburban communities and describe how the local community has changed physically and demographically over time in Colorado
This can be covered in many of the History units	HI S.2.2.A pose and answer questions about the lives of children and families in the past
This can be covered in many of the History units	HI S.2.2.B gather information about the past from fiction and non fiction books, oral history, photographs, and graphs
This can be covered in many of the History units	HI S.2.2.C read geographic symbols and identify the geographic features of places represented in picture maps, air photos, and terrain models
This can be covered in many of the History units	HI S.2.2.D analyze historical fiction on such criteria as the accuracy of the story's historical details and sequence of events
This can be covered in many other areas	HI S.2.2.E compare and contrast their daily lives with those of their parents and grandparents
This can be covered in many other areas	HI S.2.2.F trace the history of a family through the use of primary sources including artifacts, photographs, interviews, and documents
This can be covered in many other areas	HI S.2.3.A describe various holidays and celebrations in different cultures
This can be covered in many other areas	HI S.2.3.B identify the cultural heritage evident in their neighborhoods or schools (e.g., restaurants and stores)
This can be covered in many other areas	HI S.2.3.C identify ways that people in neighborhoods can help and support each other (e.g., yard care, Neighborhood Watch, snow shoveling, etc.)
This can be covered in many other areas	HI S.2.4.A identify technological developments that affect the neighborhood (e.g., street lights, water service, electricity)
This can be covered in many other areas	HI S.2.4.B identify money as a limited resource
This can be covered in many other areas	HI S.2.4.C describe choices about how to spend limited resources and discuss the fact that these choices have consequences
This can be covered in many other areas	HI S.2.4.D describe how people obtain goods and services (barter, trade, and money)
This can be covered in many other areas	HI S.2.4.E identify food production and consumption long ago and today including the role of farmers, processors, distributors, weather, and land and water resources.
This can be covered in many other areas	HI S.2.4.F identify how limits on resources require people to choose what to produce and what to consume
This can be covered in many other areas	HI S.2.5.C give examples of how families and communities depend on each other (e.g., community services and citizen participation)
This can be covered in many other areas	HI S.2.6.A recognize that families have different traditions
This can be covered in many other areas	HI S.2.6.B recite the Pledge of Allegiance and recognize it as a statement of our country's foundation
This can be covered in many other areas	HI S.2.6.C identify celebrations and practices traditional in their communities (e.g., harvest days, cultural celebrations, and historical celebrations)
This can be covered in many other areas	GEO.1/2.1.1.C interpret simple unfamiliar maps
This can be covered in many other areas	GEO.1/2.1.1.D draw simple maps of familiar areas
This can be covered in many other areas	GEO.1/2.1.1.E create maps to illustrate a story

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Grade 1: American History: From Colonies to Independence and Grade 3: American History: The Thirteen Colonies	GEO.1/2.1.2.E name and locate the original thirteen colonies; and locate major cities on the East Coast with historical significance related to them
Grade 1: World History and Geography: Geography	GEO.1/2.1.2.H demonstrate expanded knowledge of topographical features, such as: peninsula, harbor, bay, island; and locate some such features within and bordering North America
This can be covered in many other areas	GEO.1-4.1.3.A understand how latitude affects climate, and demonstrate his/her understanding through examples
This can be covered in many other areas	GEO.1-4.2.1.A and 5.1.A demonstrate expanding ability to differentiate between natural and human characteristics of places
This can be covered in many other areas	GEO.1-4.2.2.B and 5.1.B understand how human activities (such as deforestation, the building of dams, irrigation, etc.) can change the nature of regions
This can be covered in many of the History units	GEO.1-4.2.3.A identify characteristics of the lifestyles of peoples who live in particular regions
This can be covered in many of the History units	GEO.1-4.2.3.B understand why peoples like living in places that others find inhospitable (the Eskimos, the Bedouins, for example)
Grade 1: American History: Early People and Civilizations	GEO.1-4.3.1.A demonstrate understanding that the Earth's climate is subject to cycles of higher or lower temperatures; and that such a cycle, known as the Ice Age, for example, has made possible for the first humans to arrive in America (from Asia) through a land bridge
Grade 1: Science: The Earth	GEO. 1-4.3.1.B understand how physical processes from within and without the Earth affect the Earth's surface and climate
Grade 1: Science: Living Things and Their Environments	GEO. 1-4.3.2.A demonstrate understanding of how climate influences vegetation patterns, and how that, in turn, influences animal and human life
Grade 1: Science: Living Things and Their Environments	GEO. 1-4.3.2.B demonstrate understanding of the ability of plants, animals, and humans to adapt to living in various and changing environments
This can be covered in many of the History units	GEO. 1-4.3.2.C describe the environment of the area where they live and areas they have visited or heard about, or have studied about
This can be covered in many other areas	GEO.1-4.4.1.A discuss the countries of origin of their ancestors, and locate them
This can be covered in many other areas	GEO.1-4.4.1.D use maps to describe and explain population densities in parts of the world
This can be covered in many of the History units	GEO.1-4.4.2.A understand a greater number of the elements of culture, and how many of them are shaped by the geography of the regions where people live (recreation, religion, arts, etc.)
This can be covered in many other areas	GEO.1-4.4.3.A identify major economic activities in Colorado and other states, and in other countries
This can be covered in many other areas	GEO.1-4.4.3.B describe economic networks used in daily life, such as transportation, banking, telephone system, etc.
This can be covered in many of the History units	GEO.1-4.4.3.C identify major economic activities in the countries that they have studied about
This can be covered in many other areas	GEO.1-4.4.4.A discuss differences between prehistoric and modern human settlements in this part of the country
This can be covered in many other areas	GEO.1-4.4.4.B discuss differences between rural and urban human settlements
This can be covered in many other areas	GEO.1-4.4.4.C demonstrate understanding of spatial characteristics of parts of the city (residential, central business, recreational, etc.)
This can be covered in many other areas	GEO.1-4.4.5.A understand that today's residents of Colorado/the U.S. are relative newcomers
This can be covered in many other areas	GEO.1-4.4.5.B understand the meaning of country boundaries and why people have created them
Grade 1: Science: Environmental Change and Habitat Destruction	GEO.1-4.5.1.C understand how human activities impact the lives of animals, and of other people
This can be covered in many other areas	GEO.1-4.5.2.A understand that surface relief has a major impact on human activities
	GEO.1-4.5.2.B understand that climatic changes over time bring changes in human habitations and activities
Grade 1: Science: The Earth and Grade 4: Science: Geology: The Earth and Its Changes	GEO.1-4.5.2.C understand the causes of natural disasters
This can be covered in many of the History units	GEO.1-4.5.3.A understand what kinds of resources are necessary for human existence
This can be covered in many of the History units	GEO.1-4.5.3.B understand that resources are not distributed equally everywhere
Kindergarten: Science: Taking Care of the Earth	GEO.1-4.5.3.C understand the difference between renewable and non-renewable resources

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Kindergarten: Science: Taking Care of the Earth	GEO.1-4.5.3.D begin to understand that existing resources are not unlimited, and will not last forever
This can be covered in many other areas	GEO.1-4.5.3.E begin to understand that, as some resources are depleted, people develop technologies to use different resources
Kindergarten: Science: Taking Care of the Earth	GEO.1-4.5.3.F understand the need for careful management of resources
This can be covered in many other areas	GEO.1-4.5.3.G understand the need for exploration for new resources
This can be covered in many of the History units	GEO.1-4.6.1.B understand that changing environments have influenced and are influencing people and events in the past and present
This can be covered in many of the History units	GEO.1-4.6.1.C use maps to describe the human and environmental factors that have marked the history of various regions
This can be covered in many other areas	GEO.1-4.6.2.A observe and describe community issues from a spatial perspective: the building of new houses in the neighborhood, heavy traffic, etc.
This can be covered in many other areas	GEO.1-4.6.2.B explain how human-induced factors can change the environment (development versus conservation)
This can be covered in many other areas	GEO.1-4.6.2.C compare attitudes of people from different cultures towards social issues, including the role of the two sexes and make projections about the future
This can be covered in many other areas	CIV.2.1.1 Discuss ways in which teachers and principals enforce rules and settle disputes
This can be covered in many other areas	CIV.2.1.2 Define "limited" and "unlimited" government and give an example of people using power and authority, such as police officers
This can be covered in many other areas	CIV.2.3.2 Bring and explain an item from home which came from a foreign country
This can be covered in many other areas	CIV.2.4.2 Explain the reasons for flag ceremonies and national holidays (Fourth of July, Memorial Day, Martin Luther King Day, etc.)
This can be covered in many other areas	CIV.2.4.3 Discuss how a student can exercise his/her rights in a school controversy, e.g.: gathering information, discussing both sides (pro and con), voting on a topic like "eliminating school recess"
This can be covered in many other areas	CIV.2.4.4 Define "leadership" and give characteristics of a good leader
<b>Core Knowledge<sup>®</sup> Content (History &amp; Geography-Grade 3)</b>	<b>Colorado Grade Level Expectations (Grade 3- History, Geography, &amp; Civics)</b>
<b>World History and Geography</b>	
<b>I. Geography</b>	
<b>A. Spatial Sense (working with maps, globes, and other geographic tools)</b>	
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▪	GEO.3.1.1.A measure straight-line distances using a bar scale
▪	GEO.3.1.1.B know how to use an atlas and some on-line resources to find geographic information
<b>B. Geographical Terms and Features</b>	
▪	GEO.3.1.2.A demonstrate knowledge of topographical features, such as: boundary, channel, delta, isthmus, plateau, reservoir, strait
<b>C. Canada</b>	

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▪	GEO.3.1.2.B demonstrate knowledge of the geography of Canada: a) locate relative to the United States; b) areas of French and British heritage; c) Rocky Mountains; d) Hudson Bay, St. Lawrence River, Yukon River; e) major provinces; f) major cities
<b>D. Important Rivers of the World</b>	
▪	GEO.3.1.2.C demonstrate knowledge on the location and characteristics of the important rivers of the world, on all continents GEO.1-4.1.3.B understand how the availability of water affects human lifestyles
<b>II. Ancient Rome</b>	
<b>A. Geography of the Mediterranean Region</b>	
▪	GEO.3.1.2.D demonstrate expanded knowledge on the geography of the Classical Ancient World: a) the Mediterranean, Aegean, Adriatic, Red, and Black Seas; b) Greece, Italy, France, Spain, North Africa, Asia Minor, and major cities of historical significance
<b>B. Background</b>	
▪	GEO.1-4.4.5.C understand that all human conflicts are based on competition for land and its resources and can give examples from the content of their history lessons
<b>C. The Empire</b>	
▪	
<b>D. The “Decline and Fall” of Rome</b>	
▪	
<b>E. The Eastern Roman Empire: Byzantine Civilization</b>	
▪	
<b>III. The Vikings</b>	
	GEO.3.1.2.E demonstrate knowledge of the geography of Scandinavia (including Greenland, Iceland, Newfoundland) as it relates to the history of the Vikings
<b>American History and Geography</b>	
<b>I. The Earliest Americans</b>	
<b>A. Crossing the Land Bridge</b>	
▪	
<b>B. Native Americans</b>	
▪	
<b>II. Early Exploration of North America</b>	
<b>A. Early Spanish Exploration and Settlement</b>	
▪	GEO.3.1.2.F demonstrate knowledge of the geography of North America (including islands), as it relates to the earliest Americans, European exploration and settlement
<b>B. Exploration and Settlement of the American Southwest</b>	
▪	GEO.3.1.2.F demonstrate knowledge of the geography of North America (including islands), as it relates to the earliest Americans, European exploration and settlement
<b>C. The Search for the Northwest Passage</b>	

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<ul style="list-style-type: none"> <li>▪</li> </ul>	GEO.3.1.2.F demonstrate knowledge of the geography of North America (including islands), as it relates to the earliest Americans, European exploration and settlement
<b>III. The Thirteen Colonies: Life and Times Before the Revolution</b>	
<b>A. Geography</b>	
<ul style="list-style-type: none"> <li>▪</li> </ul>	GEO.3.1.2.G demonstrate expanded knowledge on the thirteen original colonies, with emphasis on the New England colonies, and the Middle Atlantic colonies GEO.1-4.4.5.D understand the configuration of a town/city within a country, within a state, within a country, a continent, the Earth
<b>B. Southern Colonies</b>	
<ul style="list-style-type: none"> <li>▪</li> </ul>	GEO.1-4.4.4.D guess and/or explain the reasons for the location of certain cities/settlements in relation to the relief and resources available in the area CIV.3.1.4 I identify American leaders in American political culture, e.g.: Pocahontas, Chief Ouray, John Smith, Anne Hutchinson, and Sojourner Truth
<b>C. New England Colonies</b>	
<ul style="list-style-type: none"> <li>▪</li> </ul>	GEO.1-4.4.4.D guess and/or explain the reasons for the location of certain cities/settlements in relation to the relief and resources available in the area CIV.3.1.4 I identify American leaders in American political culture, e.g.: Pocahontas, Chief Ouray, John Smith, Anne Hutchinson, and Sojourner Truth
<b>D. Middle Atlantic Colonies</b>	
<ul style="list-style-type: none"> <li>▪</li> </ul>	GEO.1-4.4.4.D guess and/or explain the reasons for the location of certain cities/settlements in relation to the relief and resources available in the area
<b>Grade level or other area Grade Level Expectations are covered in the <i>Core Knowledge Sequence</i></b>	<b>Grade Level Expectations not directly covered in the <i>Core Knowledge Sequence</i>, but can be covered in other areas</b>
This can be covered in many of the History units	HI S.3.1.A discuss the general chronological order of significant people, groups and events in the history of the community
This can be covered in many of the History units	HI S.3.1.B sequence events by days, weeks, months, and years
This can be covered in many of the History units	HI S.3.1.C create an historical narrative of their own, such as their family's, their school's, or community's history (e.g. compare a student's day in Colorado from the 19 <sup>th</sup> century to the present), establish a chronology for the story, providing a beginning, a middle, and an end
This can be covered in many of the History units	HI S.3.1.D group events by broadly defined areas in the history of their local communities
This can be covered in many of the History units	HI S.3.1.E identify events or actions and their consequences as shown in local or family history
This can be covered in many of the History units	HI S.3.2.A pose and answer questions about the history of their community
This can be covered in many of the History units	HI S.3.2.B gather information about the past from fiction and non-fiction books, oral histories, photographs, newspapers, and art work

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This can be covered in many of the History units	HI S.3.2.C read geographic symbols, map scales, and directional indicators in order to obtain information from historical maps such as: the geographic features of the setting in which they occurred, their absolute and relative locations, and the distance and direction involved
This can be covered in many of the History units	HI S.3.2.D use available technology to obtain historical information
This can be covered in many of the History units	HI S.3.2.E identify various sources of historical information and verify those sources as legitimate, accurate, and balanced in presentation
This can be covered in many of the History units	HI S.3.2.F identify how diaries, historical photographs and art works are used to record history
This can be covered in many of the History units	HI S.3.2.G present examples of connections between past events and present day situations
This can be covered in many of the History units	HI S.3.2.H compare evidence we have from settlers in the west, Native American Indians, and journalists that show how various people lived in North America in the 18 <sup>th</sup> and 19 <sup>th</sup> centuries
This can be covered in many other areas	HI S.3.3.A compare various family structures in Mexico, Canada, and the United States, etc.
This can be covered in many other areas	HI S.3.3.B identify the cultural heritage evident in their community (e.g., restaurants, stores, and place names)
This can be covered in many other areas	HI S.3.3.C explain the cultural origins of place names in the community
This can be covered in many other areas	HI S.3.3.D identify ways that people in communities have helped and supported each other now and in the past
This can be covered in many other areas	HI S.3.4.A describe the impact of various technological developments on the local community (e.g., irrigation, transportation, and communication)
This can be covered in many other areas	HI S.3.4.B describe economic needs and wants of a community (e.g., education, recreation, transportation, and city services)
This can be covered in many other areas	HI S.3.4.C identify economic resources of the community (e.g., goods and services)
This can be covered in many other areas	HI S.3.4.D explain how supply and demand affects the resources in a community
This can be covered in many other areas	HI S.3.5.A explain why cities and towns have laws to maintain order and protect citizens
Grade 4: American History: Making a Constitutional Government	HI S.3.5.B describe the functions of city government
Grade 4: American History: Making a Constitutional Government	HI S.3.5.C give examples of different heads of government (e.g., presidents, kings, mayors, and governors)
Grade 4: American History: Making a Constitutional Government	HI S.3.5.D describe how political leadership is acquired in the community
Grade 4: American History: Making a Constitutional Government	HI S.3.5.E list ways citizens can interact with local government (e.g., letter writing and public meetings)
This can be covered in many other areas	HI S.3.5.F explain the need for balance between individual rights and mutual cooperation for people to live and work together in communities
Grade 4: American History: Making a Constitutional Government	HI S.3.5.G explain the fundamental ideas and principles that form the foundation of our republican form of government including inalienable rights ("life, liberty, and the pursuit of happiness"), the rule of law, justice, and equality under the law
This can be covered in many other areas	HI S.3.6.A recognize that families have different traditions based on their individual beliefs and values
This can be covered in many other areas	HI S.3.6.B identify the variety of churches, service, and other organizations and the importance they play in their community
This can be covered in many other areas	HI S.3.6.C give examples of forms of expression that depict the history, daily life, and beliefs of their community (e.g., art, architecture, and community celebrations)
This can be covered in many other areas	GEO.1-4.1.3.A understand how latitude affects climate, and demonstrate his/her understanding through examples
This can be covered in many other areas	GEO.1-4.1.3.C discuss the relationship between climate and human development in the "Cradle of Civilization" - Mesopotamia, and later, in Egypt, in Central America; and elsewhere
This can be covered in many other areas	GEO.1-4.2.1.A and 5.1.A demonstrate expanding ability to differentiate between natural and human characteristics of places
This can be covered in many other areas	GEO.1-4.2.1.B demonstrate deeper knowledge about particular large geographic areas, such as the Sahara Desert, the Amazon rain forest, the Arctic, the Goby Desert, etc.
This can be covered in many other areas	GEO.1-4.2.2.A and 5.1.A begin to understand why some regions are populated by many people, and others - by few, or none

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

This can be covered in many other areas	GEO.1-4.2.2.B and 5.1.B understand how human activities (such as deforestation, the building of dams, irrigation, etc.) can change the nature of regions
This can be covered in many of the History units	GEO.1-4.2.3.A identify characteristics of the lifestyles of peoples who live in particular regions
This can be covered in many of the History units	GEO.1-4.2.3.B understand why peoples like living in places that others find inhospitable (the Eskimos, the Bedouins, for example)
Grade 1: American History: Early People and Civilizations	GEO.1-4.3.1.A demonstrate understanding that the Earth's climate is subject to cycles of higher or lower temperatures; and that such a cycle, known as the Ice Age, for example, has made possible for the first humans to arrive in America (from Asia) through a land bridge
Grade 1: Science: The Earth	GEO. 1-4.3.1.B understand how physical processes from within and without the Earth affect the Earth's surface and climate
Grade 1: Science: Living Things and Their Environments	GEO. 1-4.3.2.A demonstrate understanding of how climate influences vegetation patterns, and how that, in turn, influences animal and human life
Grade 1: Science: Living Things and Their Environments	GEO. 1-4.3.2.B demonstrate understanding of the ability of plants, animals, and humans to adapt to living in various and changing environments
This can be covered in many of the History units	GEO. 1-4.3.2.C describe the environment of the area where they live and areas they have visited or heard about, or have studied about
This can be covered in many other areas	GEO.1-4.4.1.A discuss the countries of origin of their ancestors, and locate them
This can be covered in many other areas	GEO.1-4.4.1.B identify and locate cities with large populations in this country
This can be covered in many other areas	GEO.1-4.4.1.C identify and locate countries with large populations
This can be covered in many other areas	GOE.1-4.4.1.D use maps to describe and explain population densities in parts of the world
This can be covered in many of the History units	GEO.1-4.4.2.A understand a greater number of the elements of culture, and how many of them are shaped by the geography of the regions where people live (recreation, religion, arts, etc.)
This can be covered in many other areas	GEO.1-4.4.3.A identify major economic activities in Colorado and other states, and in other countries
This can be covered in many other areas	GEO.1-4.4.3.B describe economic networks used in daily life, such as transportation, banking, telephone system, etc.
This can be covered in many of the History units	GEO.1-4.4.3.C identify major economic activities in the countries that they have studied about
This can be covered in many other areas	GEO.1-4.4.4.A discuss differences between prehistoric and modern human settlements in this part of the country
This can be covered in many other areas	GEO.1-4.4.4.B discuss differences between rural and urban human settlements
This can be covered in many other areas	GEO.1-4.4.4.C demonstrate understanding of spatial characteristics of parts of the city (residential, central business, recreational, etc.)
This can be covered in many other areas	GEO.1-4.4.5.A understand that today's residents of Colorado/the U.S. are relative newcomers
This can be covered in many other areas	GEO.1-4.4.5.B understand the meaning of country boundaries and why people have created them
Grade 1: Science: Environmental Change and Habitat Destruction	GEO.1-4.5.1.C understand how human activities impact the lives of animals, and of other people
This can be covered in many other areas	GEO.1-4.5.2.A understand that surface relief has a major impact on human activities
	GEO.1-4.5.2.B understand that climatic changes over time bring changes in human habitations and activities
Grade 1: Science: The Earth and Grade 4: Science: Geology: The Earth and Its Changes	GEO.1-4.5.2.C understand the causes of natural disasters
This can be covered in many of the History units	GEO.1-4.5.3.A understand what kinds of resources are necessary for human existence
This can be covered in many of the History units	GEO.1-4.5.3.B understand that resources are not distributed equally everywhere
Kindergarten: Science: Taking Care of the Earth	GEO.1-4.5.3.C understand the difference between renewable and non-renewable resources
Kindergarten: Science: Taking Care of the Earth	GEO.1-4.5.3.D begin to understand that existing resources are not unlimited, and will not last forever
This can be covered in many other areas	GEO.1-4.5.3.E begin to understand that, as some resources are depleted, people develop technologies to use different resources
Kindergarten: Science: Taking Care of the Earth	GEO.1-4.5.3.F understand the need for careful management of resources
This can be covered in many other areas	GEO.1-4.5.3.G understand the need for exploration for new resources

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

This can be covered in many of the History units	GEO.1-4.6.1.B understand that changing environments have influenced and are influencing people and events in the past and present
This can be covered in many of the History units	GEO.1-4.6.1.C use maps to describe the human and environmental factors that have marked the history of various regions
This can be covered in many other areas	GEO.1-4.6.2.A observe and describe community issues from a spatial perspective: the building of new houses in the neighborhood, heavy traffic, etc.
This can be covered in many other areas	GEO.1-4.6.2.B explain how human-induced factors can change the environment (development versus conservation)
This can be covered in many other areas	GEO.1-4.6.2.C compare attitudes of people from different cultures towards social issues, including the role of the two sexes and make projections about the future
Grade 2: American History: The Constitution and Grade 4: American History: Making a Constitutional Government	CIV.3.1.1 Describe what school and the community might be like without a constitution and government
Grade 4: American History: Making a Constitutional Government	CIV.3.1.2 Define "limited" and "unlimited" government and explain why the power of a government should be limited
Grade 2: American History: The Constitution and Grade 4: American History: Making a Constitutional Government	CIV.3.1.3 Write the names of three rights protected by the Colorado Constitution
Grade 2: American History: The Constitution and Grade 4: American History: Making a Constitutional Government	CIV.3.1.5 Compare the similarities and differences between the U.S. Constitution and Grade 3 rights and responsibilities
Grade 4: American History: Making a Constitutional Government	CIV.3.2.1 Define "tax" and give examples of state and national taxes
This can be covered in many other areas	CIV.3.2.2 I identify different kinds of decisions (individual and group) made in a school, e.g.: policy regarding soda pop being sold; choices for lunch; taking a field trip or picnic
Grade 4: American History: Making a Constitutional Government	CIV.3.2.3 Explain three types of laws – juvenile, criminal, and civil
Grade 4: American History: Making a Constitutional Government	CIV.3.2.4 Describe how the criteria for a good law are developed, i.e.: discussing, debating, and voting on what is fair, reasonable, and enforceable
This can be covered in man other areas	CIV.3.3.1 Explain a current event involving the U.S. and another country in the Western Hemisphere
This can be covered in man other areas	CIV.3.3.2 Explain what a U.S. citizen should possess when traveling in another country, e.g.: passport, visa, currency, immunization, and embassy information
This can be covered in man other areas	CIV.3.3.3 Learn about the United Nations, and explain what UNICEF does around the world
This can be covered in man other areas	CIV.3.4.1 Describe how a school T-shirt is a symbol of school citizenship
This can be covered in man other areas	CIV.3.4.2 Sing and explain the meaning of the National Anthem
This can be covered in man other areas	CIV.3.4.3 Explain how the school's canned food drive for the needy expresses responsibilities of good citizens
This can be covered in man other areas	CIV.3.4.4 Define and give an example of a "good public servant"
<b>Core Knowledge<sup>®</sup> Content (History &amp; Geography-Grade 4)</b>	<b>Colorado Grade Level Expectations (Grade 4- History, Geography, &amp; Civics)</b>
<b>World History and Geography</b>	
<b>I. Geography</b>	
<b>A. Spatial Sense (working with maps, globes, and other geographic tools)</b>	
▪	GEO.4.1.1.A measure various distances using map scales
▪	GEO.4.1.1.B read maps and globes using longitude and latitude, coordinates, degrees
▪	GEO.4.1.1.C understand meridians and time zones (the International Date Line)
▪	GEO.4.1.1.D understand relief maps – elevation and depressions
<b>B. Mountains and Mountain Ranges</b>	
▪	GEO.4.1.2.A locate and discuss major mountain ranges throughout the world
▪	GEO.4.1.2.B discuss the altitude of high mountains throughout the world

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<b>II. Europe in the Middle Ages</b>	
<b>A. Background</b>	
▪	
<b>B. Geography Related to the Development of Western Europe</b>	
▪	GEO.4.1.2.C demonstrate knowledge of the geography of countries in Europe, Asia, the Middle East and Africa
<b>C. Developments in History of the Christian Church</b>	
▪	
<b>D. Feudalism</b>	
▪	
<b>E. The Norman Conquest</b>	
▪	
<b>F. Growth of Towns</b>	
▪	GEO.1-4.4.4.D guess and/or explain the reasons for the location of certain cities/settlements in relation to the relief and resources available in the area
<b>G. England in the Middle Ages</b>	
▪	
<b>III. The Spread of Islam and the "Holy Wars"</b>	
<b>A. Islam</b>	
▪	
<b>B. Development of Islamic Civilization</b>	
▪	
<b>C. Wars Between Muslims and Christians</b>	
▪	
<b>IV. Early and Medieval African Kingdoms</b>	
<b>A. Early African Kingdoms</b>	
▪	
<b>B. Medieval Kingdoms of the Sudan</b>	
▪	
<b>C. Geography of Africa</b>	
▪	GEO.4.1.2.C demonstrate knowledge of the geography of countries in Europe, Asia, the Middle East and Africa GEO.1-4.2.1.B demonstrate deeper knowledge about particular large geographic areas, such as the Sahara Desert, the Amazon rain forest, the Arctic, the Goby Desert, etc.
<b>V. China: Dynasties and Conquerors</b>	
▪	
<b>American History and Geography</b>	
<b>I. The American Revolution</b>	
<b>A. Background: The French and Indian War</b>	

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

▪	
<b>B. Causes and Provocations</b>	
▪	
<b>C. The Revolution</b>	
▪	GEO.4.1.2.D demonstrate knowledge of the geography of the areas significant from the perspective of the American Revolution and the formation of the United States GEO.1-4.4.5.C understand that all human conflicts are based on competition for land and its resources and can give examples from the content of their history lessons
<b>II. Making a Constitutional Government</b>	
<b>A. Main Ideas Behind the Declaration of Independence</b>	
▪	CIV.4.1.4 Analyze some great American reformers, documents, and symbols in American political culture – Declaration of Independence, “Spirit of ’76,” Frederick Douglass, Susan B. Anthony, Abraham Lincoln, the White House, and the great Seal of the U.S. CIV.4.4.3 Explain the rights expressed in the Declaration of Independence
<b>B. Making a New Government: From the Declaration of Independence to the Constitution</b>	
▪	CIV.4.1.1 Define “democracy” and “republican government” and explain the purpose of the Colorado Constitution
<b>C. The Constitution of the United States</b>	
▪	HIS.4.5.B identify and study the contents of the Constitution of Colorado and the United States Constitution as important documents (discuss ways in which these documents affect our lives)
▪	CIV.4.2.2 Explain how the types of law (juvenile, criminal, civil) promote the common good and protect individual rights
▪	
▪	CIV.4.1.2 Explain three limits on government, e.g.: search warrants required; fair trials required; quartering soldiers in people’s homes prohibited CIV.4.1.3 Write the main reason for each of the Bill of Rights CIV.4.1.5 Compare a posted copy of the Bill of Rights with a posted copy of the Grade Four constitution
<b>D. Levels and Functions of Government (National, State, Local)</b>	
▪	
▪	HIS.4.5.D describe the purpose, structure, and functions of state government HIS.4.5.E explain why rules and laws have been established and enforced in states and nations
▪	
▪	
▪	
<b>III. Early Presidents and Politics</b>	
▪	

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

<b>IV. Reformers</b>	
▪	HI S.4.5.A identify historical figures from diverse backgrounds in the United States who have advanced the rights of individuals, and promoted the common good
<b>V. Symbols and Figures</b>	
▪	HI S.4.5.C explain the importance of national celebrations, symbols, and ideas in their historical context as well as today (also covered in previous grades, American History: Symbols and Figures) CIV.4.1.4 Analyze some great American reformers, documents, and symbols in American political culture – Declaration of Independence, “Spirit of ’76,” Frederick Douglass, Susan B. Anthony, Abraham Lincoln, the White House, and the great Seal of the U.S.
<b>Grade level or other area Grade Level Expectations are covered in the <i>Core Knowledge Sequence</i></b>	<b>Grade Level Expectations not directly covered in the <i>Core Knowledge Sequence</i>, but can be covered in other areas</b>
This can be covered in many other areas	HI S.4.1.A construct time lines of significant historical developments in Colorado, identifying the dates at which each occurred, and place them sequentially along a date line that marks at evenly spaced intervals the years, decades, and/or centuries of the time period under investigation
This can be covered in many other areas	HI S.4.1.B create a brief historical narrative that chronologically organizes people and events in a select period of Colorado history
This can be covered in many of the History units	HI S.4.1.C create time lines that show people and events in sequence by years, decades, centuries
This can be covered in many of the History units	HI S.4.1.D describe a cause and effect relationship in a sequence of events
This can be covered in many of the History units	HI S.4.2.A gather historical data from oral history, interviews, diaries, letters, newspapers, speeches, texts, maps, photographs, and artwork (topics may vary widely, but techniques for verifying information should be constant)
This can be covered in many of the History units	HI S.4.2.B use available technology to obtain historical information
This can be covered in many other areas	HI S.4.2.C identify, analyze, and make generalizations about life in Colorado history using primary sources including artifacts, diaries, letters, photographs, art, documents and newspaper archives
This can be covered in many of the History units	HI S.4.2.D distinguish fact from fiction by comparing documentary sources addressing historical figures and events with fictionalized characters and events of common eras
This can be covered in many other areas	HI S.4.2.E summarize and sequence major events in Colorado history from 1876 to the present and locate significant places and events on a map of the state
This can be covered in many other areas	HI S.4.3.A recognize how the presence, interactions, and contributions of various groups and cultures have affected the school, neighborhood, community, and state
Grade 3: American History: The Earliest Americans	HI S.4.3.B describe the history, interactions, and contributions of various people and cultures that have lived in or migrated to the area that is now Colorado (e.g. Anasazi [cliff dwellers], early Hispanic)
This can be covered in many other areas	HI S.4.3.C identify the location of Mexican and other settlements in Colorado (e.g. Bent’s Fort, Ft. Garland, etc.)
This can be covered in many other areas	HI S.4.3.D compare how and why people traveled to Colorado; and the major trails (Santa Fe, Smoky Hill, Overland, etc.) which they used
This can be covered in many other areas	HI S.4.3.E identify reasons for living in social groups
This can be covered in many other areas	HI S.4.3.F describe important components of the common cultural heritage of the United States as a whole (e.g., English language, government, family structure, and education)
This can be covered in many of the History units from previous grades	HI S.4.4.A compare the lives of groups affected by changes and developments in tools and equipment (e.g., “hunters and gatherers” in contrast to the lives of people who cultivated plants and raised domesticated animals for food.) Were the tools different? Why?
Grade 4: Science: Science Biographies	HI S.4.4.B identify or describe individual achievements of scientists and inventors from many cultures
This can be covered in many of the History units	HI S.4.4.C describe the economic reasons why people move to and from a location

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

This can be covered in many other areas	HI S.4.5.F give examples of how individuals in various groups have gained, lost, or maintained political rights, freedoms, and power in the history of Colorado
This can be covered in many other areas	HI S.4.5.G give examples of how states and regions have become interdependent
This can be covered in many other areas	HI S.4.5.H predict how Colorado's expanding role in a world economy might affect the future of the state (e.g., Denver International Airport)
This can be covered in many of the History units	HI S.4.6.A recognize that peoples develop traditions that transmit their beliefs and ideas (e.g., marriage ceremonies, feasts, naming of infants)
This can be covered in many of the History units	HI S.4.6.B give examples of how the beliefs of people are reflected in the celebrations and practices of their communities
This can be covered in many other areas	HI S.4.6.C give examples of religious beliefs of Native Americans in Colorado
This can be covered in many of the History units	HI S.4.6.D give examples of forms of expressions that depict the history, daily life, and beliefs of various peoples (e.g., folk tales, ballads, dance and architecture)
This can be covered in many other areas	GEO.4.1.3.A understand how latitude affects climate, and demonstrate his/her understanding through examples
This can be covered in many other areas	GEO.4.1.3.B understand how the availability of water affects human lifestyles
This can be covered in many other areas	GEO.4.1.3.C discuss the relationship between climate and human development in the "Cradle of Civilization" - Mesopotamia, and, later, in Egypt, in Central America, and elsewhere
This can be covered in many other areas	GEO.1-4.2.1.A demonstrate expanding ability to differentiate between natural and human characteristics of places
This can be covered in many other areas	GEO.1-4.2.2.A and 5.1.A begin to understand why some regions are populated by many people, and others - by few, or none
This can be covered in many other areas	GEO.1-4.2.2.B and 5.1.B understand how human activities (such as deforestation, the building of dams, irrigation, etc.) can change the nature of regions
This can be covered in many of the History units	GEO.1-4.2.3.A identify characteristics of the lifestyles of peoples who live in particular regions
This can be covered in many of the History units	GEO.1-4.2.3.B understand why peoples like living in places that others find inhospitable (the Eskimos, the Bedouins, for example)
Grade 1: American History: Early People and Civilizations	GEO.1-4.3.1.A demonstrate understanding that the Earth's climate is subject to cycles of higher or lower temperatures; and that such a cycle, known as the Ice Age, for example, has made possible for the first humans to arrive in America (from Asia) through a land bridge
Grade 1: Science: The Earth and Grade 4: Science: Geology	GEO. 1-4.3.1.B understand how physical processes from within and without the Earth affect the Earth's surface and climate
Grade 1: Science: Living Things and Their Environments	GEO. 1-4.3.2.A demonstrate understanding of how climate influences vegetation patterns, and how that, in turn, influences animal and human life
Grade 1: Science: Living Things and Their Environments	GEO. 1-4.3.2.B demonstrate understanding of the ability of plants, animals, and humans to adapt to living in various and changing environments
This can be covered in many of the History units	GEO. 1-4.3.2.C describe the environment of the area where they live and areas they have visited or heard about, or have studied about
This can be covered in many other areas	GEO.1-4.4.1.A discuss the countries of origin of their ancestors, and locate them
This can be covered in many other areas	GEO.1-4.4.1.B identify and locate cities with large populations in this country
This can be covered in many other areas	GEO.1-4.4.1.C identify and locate countries with large populations
This can be covered in many other areas	GOE.1-4.4.1.D use maps to describe and explain population densities in parts of the world
This can be covered in many of the History units	GEO.1-4.4.2.A understand a greater number of the elements of culture, and how many of them are shaped by the geography of the regions where people live (recreation, religion, arts, etc.)
This can be covered in many other areas	GEO.1-4.4.3.A identify major economic activities in Colorado and other states, and in other countries
This can be covered in many other areas	GEO.1-4.4.3.B describe economic networks used in daily life, such as transportation, banking, telephone system, etc.
This can be covered in many of the History units	GEO.1-4.4.3.C identify major economic activities in the countries that they have studied about

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

This can be covered in many other areas	GEO.1-4.4.4.A discuss differences between prehistoric and modern human settlements in this part of the country
This can be covered in many other areas	GEO.1-4.4.4.B discuss differences between rural and urban human settlements
This can be covered in many other areas	GEO.1-4.4.4.C demonstrate understanding of spatial characteristics of parts of the city (residential, central business, recreational, etc.)
This can be covered in many other areas	GEO.1-4.4.5.A understand that today's residents of Colorado/the U.S. are relative newcomers
This can be covered in many other areas	GEO.1-4.4.5.B understand the meaning of country boundaries and why people have created them
This can be covered in many other areas	GEO.1-4.4.5.D understand the configuration of a town/city within a country, within a state, within a country, a continent, the Earth
Grade 1: Science: Environmental Change and Habitat Destruction	GEO.1-4.5.1.C understand how human activities impact the lives of animals, and of other people
This can be covered in many other areas	GEO.1-4.5.2.A understand that surface relief has a major impact on human activities
	GEO.1-4.5.2.B understand that climatic changes over time bring changes in human habitations and activities
Grade 1: Science: The Earth and Grade 4: Science: Geology: The Earth and Its Changes	GEO.1-4.5.2.C understand the causes of natural disasters
This can be covered in many of the History units	GEO.1-4.5.3.A understand what kinds of resources are necessary for human existence
This can be covered in many of the History units	GEO.1-4.5.3.B understand that resources are not distributed equally everywhere
Kindergarten: Science: Taking Care of the Earth	GEO.1-4.5.3.C understand the difference between renewable and non-renewable resources
Kindergarten: Science: Taking Care of the Earth	GEO.1-4.5.3.D begin to understand that existing resources are not unlimited, and will not last forever
This can be covered in many other areas	GEO.1-4.5.3.E begin to understand that, as some resources are depleted, people develop technologies to use different resources
Kindergarten: Science: Taking Care of the Earth	GEO.1-4.5.3.F understand the need for careful management of resources
This can be covered in many other areas	GEO.1-4.5.3.G understand the need for exploration for new resources
This can be covered in many of the History units	GEO.1-4.6.1.B understand that changing environments have influenced and are influencing people and events in the past and present
This can be covered in many of the History units	GEO.1-4.6.1.C use maps to describe the human and environmental factors that have marked the history of various regions
This can be covered in many other areas	GEO.1-4.6.2.A observe and describe community issues from a spatial perspective: the building of new houses in the neighborhood, heavy traffic, etc.
This can be covered in many other areas	GEO.1-4.6.2.B explain how human-induced factors can change the environment (development versus conservation)
This can be covered in many other areas	GEO.1-4.6.2.C compare attitudes of people from different cultures towards social issues, including the role of the two sexes and make projections about the future
This can be covered in many other areas	CIV.4.2.1 Define and explain the role of a "conflict mediator"
This can be covered in many other areas	CIV.4.2.3 Predict what might happen in a school for one day if no rules or laws were enforced and suggest two ways the school might ensure order
This can be covered in many other areas	CIV.4.3.1 Explain a current event involving Colorado and an Eastern Hemisphere country, example: Colorado trade with Japan
This can be covered in many other areas	CIV.4.3.2 Calculate the value of \$1000 in Mexican pesos and Canadian dollars using the current exchange rate – discuss where they could get more for their money, where less
This can be covered in many other areas	CIV.4.3.3 Describe a major U.S., Mexico, and Canada treaty – NAFTA, others
This can be covered in many other areas	CIV.4.4.1 Collect and explain a display of symbols of citizenship – birth certificate, school ID card, social security card, passport
This can be covered in many other areas	CIV.4.4.2 Identify official sites where the Colorado flag flies and the reasons citizens show honor at these sites
This can be covered in many other areas	CIV.4.4.4 Write a paragraph to the Colorado Governor about how to preserve public parks
<b>Core Knowledge® Content</b> (History & Geography-Grade 5)	<b>Colorado Grade Level Expectations</b> (Grade 5- History, Geography, & Civics)

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

<b>World History and Geography</b>	
<b>I. World Geography</b>	
<b>A. Spatial Sense (working with maps, globes, and other geographic tools)</b>	
▪	
<b>B. Great Lakes of the World</b>	
▪	GEO.5.1.2.A locate and demonstrate knowledge about the great lakes of the world (all continents)
<b>II. Meso-American Civilizations</b>	
<b>A. Geography</b>	
▪	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>B. Maya, Inca, and Aztec Civilizations</b>	
▪	GEO.5.1.2.D locate the ancient Mesoamerican civilizations
<b>C. Spanish Conquerors</b>	
▪	GEO.5.1.2.E locate the activities of the Conquistadors
<b>III. European Exploration, Trade, and the Clash of Cultures</b>	
<b>A. Background</b>	
▪	GEO.5.1.2.F locate the voyages of the European explorers and tradesmen
<b>B. European Exploration, Trade, and Colonization</b>	
▪	
<b>C. Trade and Slavery</b>	
▪	GEO.5.1.2.G locate the activities of the slave trade
<b>IV. The Renaissance and the Reformation</b>	
<b>A. The Renaissance</b>	
▪	
<b>B. The Reformation</b>	
▪	
<b>V. England from the Golden Age to the Glorious Revolution</b>	
<b>A. England in the Golden Age</b>	
▪	
<b>B. From the English Revolution to the Glorious Revolution</b>	
▪	
<b>VI. Russia: Early Growth and Expansion</b>	

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

<b>A. History and Culture</b>	
▪	
<b>B. Geography</b>	
▪	GEO.5.1.2.H locate Russia in relation to its early growth and expansion; climate
<b>VII. Feudal Japan</b>	
<b>A. History and Culture</b>	
▪	
<b>B. Geography</b>	
▪	GEO.5.1.2.I locate the Japanese islands in relation to its development and religion; climate
<b>American History and Geography</b>	
<b>I. Westward Expansion</b>	
<b>A. Westward Expansion Before the Civil War</b>	
▪	<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>B. Westward Expansion After the Civil War</b>	
▪	<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>
<b>II. The Civil War: Causes, Conflicts, Consequences</b>	
<b>A. Toward the Civil War</b>	
▪	<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>CI V.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>B. The Civil War</b>	

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

<ul style="list-style-type: none"> <li>▪</li> </ul>	<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.5.2.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 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments</p>
<b>C. Reconstruction</b>	
<ul style="list-style-type: none"> <li>▪</li> </ul>	<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>III. Native Americans: Cultures and Conflicts</b>	
<b>A. Culture and Life</b>	
<ul style="list-style-type: none"> <li>▪</li> </ul>	<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>B. American Government Policies</b>	
<ul style="list-style-type: none"> <li>▪</li> </ul>	<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>
<b>C. Conflicts</b>	
<ul style="list-style-type: none"> <li>▪</li> </ul>	<p>HI S.5.2.A pose and answer questions about key events in the history of the early United States</p>
<b>IV. U.S. Geography</b>	
<ul style="list-style-type: none"> <li>▪</li> </ul>	<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>Grade level or other area Grade Level Expectations are covered in the <i>Core Knowledge Sequence</i></b>	<b>Grade Level Expectations not directly covered in the <i>Core Knowledge Sequence</i>, but can be covered in other areas</b>
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>

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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)
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

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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
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

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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
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"

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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 <sup>th</sup> , 14 <sup>th</sup> , and 15 <sup>th</sup> 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
This can be covered in many other areas	CIV.5.3.3 Give an example of how U.S. foreign policy affects he 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
<b>Core Knowledge<sup>®</sup> Content (History &amp; Geography-Grade 6)</b>	<b>Colorado Grade Level Expectations (Grade 6- History, Geography, &amp; Civics)</b>
<b>World History and Geography</b>	
<b>I. World Geography</b>	
<b>A. Spatial Sense (working with maps, globes, and other geographic tools)</b>	
▪	
▪	
▪	GEO.6.1.1.A understand the concept of the Tropics of Cancer and Capricorn – what they represent, what they are due to and their significance in terms of seasons and temperatures on Earth
▪	GEO.6.1.1.B understand the essence of climate zones: Arctic, Tropic, Temperate
▪	
▪	GEO.6.1.1.C locate and explain the Arctic Circle and the Antarctic Circle
<b>B. Great Deserts of the World</b>	
▪	GEO.6.1.2.A locate and discuss the great desserts of the world (hot and cold)
<b>II. Lasting Ideas from Ancient Civilizations</b>	
<b>A. Judaism and Christianity</b>	

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<ul style="list-style-type: none"> <li>▪</li> </ul>	<p>HI S.6.6.A describe different religious concepts that have developed throughout history (e.g. monotheism and polytheism)</p> <p>HI S.6.6.B describe how societies have used various forms of arts, dance, theater, and music to express their religious beliefs and philosophical ideas throughout history</p> <p>HI S.6.6.C explain how stories, myths, and other forms of literature and oral traditions reflect the beliefs of cultures and societies (also covered in Grade 6: language Arts: Fiction and Drama)</p> <p>GEO.6.1.2.B demonstrate knowledge of the geography of the Middle East, in relation to its old civilizations, and the rise of important religions</p>
<b>B. Ancient Greece</b>	
<ul style="list-style-type: none"> <li>▪</li> </ul>	GEO.6.1.2.C demonstrate expanded knowledge of the geography of Ancient Greece and Rome, in relation to important historical events of antiquity
<b>C. Ancient Rome</b>	
<ul style="list-style-type: none"> <li>▪</li> </ul>	GEO.6.1.2.C demonstrate expanded knowledge of the geography of Ancient Greece and Rome, in relation to important historical events of antiquity
<b>III. The Enlightenment</b>	
<ul style="list-style-type: none"> <li>▪</li> </ul>	GEO.6.1.2.D demonstrate knowledge of the geography of Western Europe, in relation to historical periods and events such as the Age of Enlightenment, the French Revolution, the Industrial Revolution, the Arts of the Time, the sociology of the time
<b>IV. The French Revolution</b>	
<ul style="list-style-type: none"> <li>▪</li> </ul>	GEO.6.1.2.D demonstrate knowledge of the geography of Western Europe, in relation to historical periods and events such as the Age of Enlightenment, the French Revolution, the Industrial Revolution, the Arts of the Time, the sociology of the time
<b>V. Romanticism</b>	
<ul style="list-style-type: none"> <li>▪</li> </ul>	
<b>VI. Industrialism, Capitalism, and Socialism</b>	
<b>A. The Industrial Revolution</b>	
<ul style="list-style-type: none"> <li>▪</li> </ul>	GEO.6.1.2.D demonstrate knowledge of the geography of Western Europe, in relation to historical periods and events such as the Age of Enlightenment, the French Revolution, the Industrial Revolution, the Arts of the Time, the sociology of the time
<b>B. Capitalism</b>	
<ul style="list-style-type: none"> <li>▪</li> </ul>	
<b>C. Socialism</b>	
<ul style="list-style-type: none"> <li>▪</li> </ul>	
<b>VII. Latin American Independence Movements</b>	
<b>A. History</b>	

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<ul style="list-style-type: none"> <li>HI S.6.2.A pose and answer questions based on the history of the early North, Central, and South American civilizations (also covered in Grade 5: World History: Meso-American Civilizations)</li> <li>HI S.6.2.D analyze the regional development of Latin America and the Caribbean vis-avis physical, economic and cultural characteristics and historical evolution from 1000 A.D. to the present</li> <li>HI S.6.5.C explain the key historical issues in South America in the struggle for independence</li> <li>HI S.6.5.D explain Mexico's history from Spanish Conquest through the Mexican Revolution of 1910 (discuss how Mexico's government has affected its economy)</li> </ul>	
<b>B. Geography of Latin America</b>	
<ul style="list-style-type: none"> <li>GEO.6.1.2.E demonstrate knowledge of the geography of Latin America, in relation to the history of the Independence Movements</li> </ul>	
<b>American History and Geography</b>	
<b>I. Immigration, Industrialization, and Urbanization</b>	
<b>A. Immigration</b>	
<ul style="list-style-type: none"> <li>HI S.6.3.A describe the history, interactions, and contributions of various peoples and cultures that have lived in or migrated, immigrated, or were brought into the Western Hemisphere's history</li> <li>GEO.6.1.2.F demonstrate expanded knowledge of the geography of the U.S. and the world in relation to nineteenth century immigration, industrialization, urbanization, social reforms</li> <li>GEO.5-8.4.1.A describe and discuss the reasons for human migration (e.g. famine, slave trade, wars, persecution) after studying related literature</li> <li>GEO.5-8.2.3.C explain why immigrants to the United States hold on to customs from their home countries</li> <li>CIV.6.4.1 Read and grade themselves on the U.S. citizenship/naturalization test</li> </ul>	
<b>B. Industrialization and Urbanization</b>	
<ul style="list-style-type: none"> <li></li> </ul>	
<b>II. Reform</b>	
<ul style="list-style-type: none"> <li>GEO.6.4.5.A describe political, social, and economic divisions throughout early American history</li> </ul>	
<ul style="list-style-type: none"> <li></li> </ul>	
<ul style="list-style-type: none"> <li>CIV.6.1.4 Identify American reformers and symbols of political culture – “melting pot,” “sweat shop,” Jane Addams, Teddy Roosevelt, W. E. B. Du Bois, Ida B. Wells, Eugene Debs, Martin Luther King, Jr., Robert Kennedy, and others</li> <li>CIV.6.4.3 Explain how racial and sexual harassment deprive citizens of their rights</li> </ul>	
<ul style="list-style-type: none"> <li>CIV.6.1.1 Explain what life may have been like for American women who had fewer acknowledged rights before 1920 than today (also covered in Grade 4: American History: Reformers, Grade 7: History: America in the Twenties and Grade 8: History: Social and Environmental Activism)</li> <li>CIV.6.4.3 Explain how racial and sexual harassment deprive citizens of their rights</li> </ul>	
<ul style="list-style-type: none"> <li></li> </ul>	
<b>Grade level or other area Grade Level Expectations are covered in the <i>Core Knowledge Sequence</i></b>	<b>Grade Level Expectations not directly covered in the <i>Core Knowledge Sequence</i>, but can be covered in other areas</b>
This can be covered and reviewed from many previous and future History units	HI S.6.1.A construct various time lines of history in the regional development of the Western Hemisphere from 2000 B.C. to the present, highlighting landmark dates, technological changes, major political and military events
This can be covered and reviewed from many previous and future History units	HI S.6.1.B trace patterns of change and continuity in the Western Hemisphere from long ago throughout the 20 <sup>th</sup> century, using a variety of information sources

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This can be covered and reviewed from many previous and future History units	HI S.6.2.B gather information from multiple sources, including electronic databases, to understand events from varying perspectives
This can be covered and reviewed from many previous and future History units	HI S.6.2.C interpret information from historical maps, photographs, art works, and other artifacts of the past
Grade 7: History: America Becomes a World Power and other units	HI S.6.3.B explain the key historical issues in Central American and U.S. relations (including the Panama Canal) and current issues of poverty and government instability throughout South and Central America (consider what common factors create governmental instability)
Grade 8: History: Geography of Canada and Mexico	HI S.6.3.C explain the issues brought forth by cultural diversity in Canada
Grade 5: World History: Meso-American Civilizations	HI S.6.3.D compare Incan to Aztec to Mayan civilizations
This can be covered and reviewed from many previous and future History units	HI S.6.4.A identify and explain the consequences of scientific and technological changes (e.g. navigation, transportation, printing, weaponry, agriculture, communication, and medicine)
This can be covered and reviewed from many previous and future History units	HI S.6.4.B explain how societies are and have been linked by economic factors
This can be covered and reviewed from many previous and future History units	HI S.6.4.C distinguish between developed and developing countries in the Western Hemisphere and relate the level of development to the quality of life (what part does education play in development, or the lack thereof)
Grade 3: American History: The Thirteen Colonies and Grade 5: World History: European Exploration, Trade, and the Clash of Cultures	HI S.6.4.D analyze the impact of European expansion into the Americas in view of the trade in slaves, tobacco, rum, fur, and gold; and economic and cultural transformations (e.g. plants like tobacco and corn became available in new places; arrival of the horse in the Americas, etc.)
This can be covered and reviewed from many previous and future History units	HI S.6.5.A describe how other nations have pursued, established, and maintained democratic forms of government
Grade 8: History: Geography of Canada and Mexico	HI S.6.5.B give examples of how states and regions have become interdependent (e.g. the North American Free Trade Agreement (NAFTA))
Grade 5: World History: Meso-American Civilizations	HI S.6.6.D study and explain the artistic, religious, oral traditions, and the architecture of the Incas, Aztecs, and Mayas
Grade 5: History and Geography: Spatial Sense	GEO.6.1.1.D understand how a flat map represents the round globe – Mercator, conic and plane projections
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

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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
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
This can be covered in many of the History units	GEO.5-8.4.4.E classify cities according to their physical characteristics
This can be covered in many of the History units	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

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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
This can be covered in many of the History units in Grades 6, 7, and 8	CIV.6.1.2 Differentiate between anarchy, oligarchy, authoritarianism, and totalitarianism
Grade 4: American History: Making a Constitutional Government and Grade 8: History: Civics: The Constitution	CIV.6.1.3 Describe how the U.S. Constitution built upon the Magna Carta
This can be covered in Grade 4: American History: Making a Constitutional Government and Grade 8: History: Civics: The Constitution	CIV.6.1.5 Explain the principles of "majority rules" and "minority rights" in representative government
This can be covered in many other areas	CIV.6.2.1 Identify the current U.S. President, Colorado Governor, Colorado Senators, and members of the House of Representatives
This can be covered in Grade 4: American History: Making a Constitutional Government and Grade 8: History: Civics: The Constitution	CIV.6.2.2 Explain which powers are primarily state powers (education, law enforcement, and highways)
Grade 7: History: Roosevelt and the New Deal	CIV.6.2.3 Explain how interest groups and leaders influence public policy – AFL-CIO, Martin Luther King, Jr, and others
This can be covered in many of the History units in Grades 6, 7, and 8	CIV.6.3.1 Demonstrate how in America, government expands from the local level to the county, state, national, and international levels and contrast to other countries
This can be covered in Grade 4: American History: Making a Constitutional Government and Grade 8: History: Civics: The Constitution	CIV.6.3.2 Compare what powers in foreign policy are given to the three branches of government by the U.S. Constitution – Executive branch, Legislative branch, and Judicial branch, e.g.: signing a treaty, declaring war
This can be covered in many of the History units in Grades 7 and 8	CIV.6.3.3 Define "diplomacy" and explain how the U.S. government has mediated international disputes of many kinds, e.g. Balkans, Ireland, Mideast, etc.
This can be covered in many of the History units in Grades 7 and 8	CIV.6.4.2 Compare the roles of the U.S. military services – Air Force, Army, Marines, and Navy, and discuss how serving in the military serves one's country
This can be covered in Grade 4: American History: Making a Constitutional Government and Grade 8: History: Civics: The Constitution	CIV.6.4.4 Give an example of how participating in political life can help solve problems

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Core Knowledge® Content (History & Geography-Grade 7)	Colorado Grade Level Expectations (Grade 7- History, Geography, & Civics)
<b>I. America Becomes a World Power</b>	
▪	GEO.7.1.2.A demonstrate expanded knowledge of world geography in relation to America's becoming a world power
▪	
▪	HI S.7.5.C describe how military and/or economic expansion resulted in the assumption or seizure of political power throughout history (emphasize Spanish-American War and World War I : causes, effects, and connections to later international wars) HI S.7.5.D study the personal histories of Kaiser Wilhelm and Theodore Roosevelt (compare the two and discuss their apparent values and beliefs as shown by their actions and major decisions)
▪	
▪	
<b>II. World War I: "The Great War," 1914-1918</b>	
<b>A. History</b>	
▪	HI S.7.5.C describe how military and/or economic expansion resulted in the assumption or seizure of political power throughout history (emphasize Spanish-American War and World War I : causes, effects, and connections to later international wars) GEO.7.1.2.B locate and discuss the geography of important events – parts of World War I (1914-1918)
▪	
▪	
▪	
▪	
▪	HI S.7.5.D study the personal histories of Kaiser Wilhelm and Theodore Roosevelt (compare the two and discuss their apparent values and beliefs as shown by their actions and major decisions)
▪	
▪	
<b>B. Geography of Western and Central Europe</b>	
▪	GEO.7.1.2.C demonstrate thorough knowledge of the geography of the countries of Western and Central Europe, as related to population, industrialization, resources, transportation, alliances, etc.
▪	
▪	
▪	
▪	
▪	
▪	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
▪	
▪	
▪	
▪	
▪	
▪	
<b>III. The Russian Revolution</b>	

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<b>A. History</b>	
▪	
<b>B. Geography</b>	
▪	GEO.7.1.2.D discuss the geography of Russia in relation to the Russian Revolution (1917)
▪	
▪	
<b>IV. America from the Twenties to the New Deal</b>	
<b>A. America in the Twenties</b>	
▪	GEO.7.1.2.E discuss the geography of the United States in relation to the history of the Twenties and the Great Depression
<b>B. The Great Depression</b>	
▪	
<b>C. Roosevelt and the New Deal</b>	
▪	
<b>V. World War II</b>	
<b>A. The Rise of Totalitarianism in Europe</b>	
▪	GEO.7.1.2.F demonstrate knowledge of the geography of Europe and the world in relation to the major events of World War II
<b>B. World War II in Europe and at Home, 1939-45</b>	
▪	CIV.7.4.1 Describe a great American military leader in detail – e.g.: General Eisenhower, General Powell, U.S. Grant, Robert E. Lee, General MacArthur, others
<b>C. World War II in the Pacific, and the End of the War</b>	
▪	
<b>VI. Geography of the United States</b>	
▪	GEO.7.1.2.G demonstrate expanded knowledge of the geography of the United States, including mountains, water features, political and economic features, cities, population, etc. GEO.5-8.4.1.B create graphs depicting population numbers and distribution GEO.5-8.4.3.A identify economic activities within a region and examine the reasons for their locations GEO.5-8.4.4.B deduct geographical reasons for human settlements in specific areas GEO.5-8.4.4.C classify cities according to their human and environmental characteristics GEO.5-8.4.4.D compare patterns of land use and human settlement in various regions GEO.5-8.4.4.E classify cities according to their physical characteristics GEO.5-8.4.4.F analyze the process of the creation of a megalopolis GEO.5-8.6.1.A identify the various geographic aspects of a region GEO.5-8.6.1.C examine how various regions/countries deal with social, economic, and political changes GEO.5-8.6.2.A examine various social, political, and economic regions and see how they are different from past to present
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

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

This can be covered and reviewed from many previous and future History units	HI S.7.1.A construct various time lines of history in the regional development of the Eastern Hemisphere from 2000 B.C. to the present, highlighting landmark dates, technological changes, major political and military events
This can be covered and reviewed from many previous and future History units	HI S.7.1.B trace patterns of change and continuity in the Eastern Hemisphere from long ago throughout the 20 <sup>th</sup> century, using a variety of information sources
This can be covered and reviewed from many previous and future History units	HI S.7.1.C compare and contrast the distribution, growth rates, and characteristics of human population, with attention to settlement patterns in Asia and Africa
This can be covered and reviewed from many previous and future History units	HI S.7.2.A pose and answer questions about the history of South, Central, and East Asia and Africa
This can be covered in many of the History units	HI S.7.2.B examine historical writings for point of view, historical context, bias, distortion, or propaganda
This can be covered in many of the History units	HI S.7.2.C use specific examples to explain that judgment and generalizations about the past are often tentative and must be used carefully when dealing with present issues
This can be covered and reviewed from many previous and future History units	HI S.7.2.D analyze the regional development of Asia, Africa, and the Middle East relative to physical, economic and cultural characteristics and historical evolution from 1000 A.D. to the present
This can be covered and reviewed from many previous and future History units	HI S.7.3.A describe the history, interactions, and contributions of various peoples who make up major culture regions of the world (e.g. Africa, India, China, Japan, Southeast Asia, the Middle East, Europe)
Grade 1: World History: Early Civilizations	HI S.7.3.B explain how the cultures of the earliest civilizations spread (for example, the civilizations of the river valleys of India, Mesopotamia, Europe)
Grade 6: World History: Industrialism, Capitalism, and Socialism	HI S.7.4.A describe and identify how industrialization influenced the movement of people (e.g. to, and from, urban, suburban, and rural areas)
Other grade levels: Science: Science Biographies	HI S.7.4.B explain the significance of the achievements of individual scientists and inventors from many cultures (e.g. the impact of germ theory on medical practice and sanitation; the impact of the steamship on transportation and trade; the impact of the printing press on who had access to books)
This can be covered in many of the History units	HI S.7.4.C relate the differences in technology to differences in how people live in various regions of the world
This can be covered in many of the History units	HI S.7.4.D distinguish between developed and developing countries in the Eastern Hemisphere and relate the level of development to the quality of life (consider why some develop more evenly and quickly than others)
Grade 4: World History: The Spread of Islam and Grade 6: World History: Lasting Ideas from Ancient Civilizations	HI S.7.5.A identify the ancient and medieval roots of governmental principles and institutions (e.g. Hammurabi's Code, Roman republicanism, Mosaic Law, Greek Democracy, Islamic Law)
This can be covered and reviewed from many previous and future History units	HI S.7.5.B describe the basic forms of government, giving examples of societies that have practiced them (e.g. monarchy, oligarchy, clan/tribal, autocracy, theocracy, republic, democracy)
Grade 1: World History: Early Civilizations	HI S.7.5.E explain the historic and geographic importance of river valley civilizations (e.g. Nile, Huang He, Tigris Euphrates, etc.)
Grade 1: World History: Early Civilizations, Grade 4: World History: Europe in the Middle Ages	HI S.7.6.A explain the religious or philosophical significance of structures such as pyramids, cathedrals, and burial mounds
Grade 6: World History: Lasting Ideas from Ancient Civilizations	HI S.7.6.B explain the origins and significance of Judaism as the first monotheistic religion based on the concept of one God who sets down moral laws for humanity
Grade 4: World History: The Spread of Islam	HI S.7.6.C explain the origins of Islam and the life and teachings of Mohammed, including Islamic teachings on the connection with Judaism and Christianity
Grade 2: World History: China	HI S.7.6.D explain the fundamental teachings and influence of Confucianism and Taoism
Grade 4: World History: The Spread of Islam	HI S.7.6.E explain the influence of Islam on the religions of West Africa
Grade 4: World History: The Spread of Islam	HI S.7.6.F explain the life and moral teachings of Hinduism and its spread to India, Ceylon, and Central Asia
Grade 2: World History: India	HI S.7.6.G explain the reasons for the spread of Buddhism and its influence on China and Japan
Grade 8: History: The Middle East and Oil Politics	HI S.7.6.H explain long standing religious conflicts and current manifestations (e.g. Middle East conflict, Bosnia, Ireland, etc.)
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

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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
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
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

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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
This can be covered in many of the History units	GEO.5-8.4.5.A describe political, social, and economic divisions throughout early American history
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
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 8: History: The Middle East and Oil Politics	GEO.5-8.6.1.D explain how competition for resources causes conflict
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
This can be covered in Grade 4: American History: Making a Constitutional Government and Grade 8: History: Civics: The Constitution	CIV.7.1.1 Produce a bulletin board of articles about Congress, the President, or the Supreme Court showing which government function is being exercised
This can be covered in many of the History units	CIV.7.1.2 Analyze two newspaper articles about the actions of the federal government
This can be covered in many other areas	CIV.7.1.3 Differentiate between "natural rights" and "social contract"
This can be covered in many other areas	CIV.7.1.4 Formulate ways in which conflicts are resolved, i.e.: mediation, compromise, and civil disobedience
This can be covered in many other areas	CIV.7.1.5 Speculate as to how a decision of the local City Council, School Board, or County Commission might affect the average citizen - e.g.: zoning open space for a shopping mall, eliminating school athletics
This can be covered in Grade 4: American History: Making a Constitutional Government and Grade 8: History: Civics: The Constitution	CIV.7.2.1 Know which branch of government to contact to get information, express an opinion, or challenge a law
This can be covered in Grade 4: American History: Making a Constitutional Government and Grade 8: History: Civics: The Constitution	CIV.7.2.2 Explain why certain powers are primarily national powers - military, income tax, and treaties

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This can be covered in Grade 4: American History: Making a Constitutional Government and Grade 8: History: Civics: The Constitution	CIV.7.2.3 Apply <i>Miranda v. Arizona</i> to the U.S. Constitution and the Colorado Constitution
This can be covered in many other areas	CIV.7.2.4 Evaluate the role of the mass media influencing public policy – e.g.: gun control and the right to bear arms
This can be covered in Grade 8: History: The Middle East and Oil Politics	CIV.7.3.1 Construct a hypothetical improvement on the Oslo Accord and the Dayton Accord to negotiate a peace treaty in the Middle East, and then argue the pitfalls of the plan
This can be covered in many other areas	CIV.7.3.2 Give an example of how citizens can influence foreign policy – e.g.: calling a Senator or Representative to express an opinion
This can be covered in many of the History units	CIV.7.3.3 Describe how U.S. political ideas influence other nations and how other nations' ideas influence the U.S. – e.g.: trade with China and human right disputes
This can be covered in many other areas	CIV.7.4.2 Hypothesize what would happen to a country if its citizens did not fulfill any citizen responsibilities
This can be covered in many other areas	CIV.7.4.3 Defend or oppose a school's dress code, using at least five reasons for your position
This can be covered in many other areas	CIV.7.4.4 Prepare and deliver a two-minute speech for a hypothetical local School Board about your position for or against a school dress code
<b>Core Knowledge® Content</b> (History & Geography-Grade 8)	<b>Colorado Grade Level Expectations</b> (Grade 8-History, Geography, and Civics)
<b>I. The Decline of European Colonialism</b>	
<b>A. Breakup of the British Empire</b>	
▪	
▪	
▪	
▪	GEO.8.1.2.A discuss the geography of the British colonial empire in light of its break-up in the 1950s, 1960s, and 1970s
▪	
<b>B. Creation of People's Republic of China</b>	
▪	
▪	
▪	GEO.8.1.2.B discuss from geographical point of view the emergence of the Communist Empire, including the creation of the People's Republic of China, the Korean and Vietnam Wars, the political alliances of the Cold War period
<b>II. The Cold War</b>	
<b>A. Origins of Cold War</b>	
▪	HI S.8.5.I study and compare the personal histories of Hitler, Mussolini, Tojo, DeGaulle, Churchill, Eisenhower, MacArthur, and others GEO.8.1.2.B discuss from geographical point of view the emergence of the Communist Empire, including the creation of the People's Republic of China, the Korean and Vietnam Wars, the political alliances of the Cold War period
<b>B. The Korean War</b>	

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<ul style="list-style-type: none"> <li>▪</li> </ul>	<p>HI S.8.5.E describe how the relationships between the United States and external powers developed with the growth of the nation (build on wars addressed in seventh grade and apply sequence, causes, affects of World War II , Korean War and Vietnam)</p> <p>HI S.8.5.F identify key leaders of World War I , World War II , Korean War, and Vietnam (World War I and II covered in Grade 7)</p> <p>HI S.8.5.G explain specific ways in which events in each of the preceding wars affect us today (how was our nation changed by this war)</p> <p>HI S.8.5.H locate and interview veterans of World War II , Korea, and Vietnam (prepare written reports of interviews)</p> <p>GEO.8.1.2.B discuss from geographical point of view the emergence of the Communist Empire, including the creation of the People's Republic of China, the Korean and Vietnam Wars, the political alliances of the Cold War period</p>
<p><b>C. America in the Cold War</b></p>	
<ul style="list-style-type: none"> <li>▪</li> </ul>	<p>HI S.8.5.I study and compare the personal histories of Hitler, Mussolini, Tojo, DeGaulle, Churchill, Eisenhower, MacArthur, and others</p> <p>HI S.8.6.C compare the non-violent "passive resistance" movements of Martin Luther King, Jr. and Mahatma Gandhi with political change forced through violence (e.g. Castro/Cuba, Mao Tse-tung/China, American Revolution, the War Between the States, etc.)</p> <p>GEO.8.1.2.B discuss from geographical point of view the emergence of the Communist Empire, including the creation of the People's Republic of China, the Korean and Vietnam Wars, the political alliances of the Cold War period</p>
<p><b>III. The Civil Rights Movement</b></p>	
<ul style="list-style-type: none"> <li>▪</li> </ul>	<p>GEO.8.1.2.C discuss the Civil Rights Movement in the U.S. in connection with the geographical "hot spots"</p>
<ul style="list-style-type: none"> <li>▪</li> </ul>	
<ul style="list-style-type: none"> <li>▪</li> </ul>	
<ul style="list-style-type: none"> <li>▪</li> </ul>	
<ul style="list-style-type: none"> <li>▪</li> </ul>	<p>HI S.8.6.C compare the non-violent "passive resistance" movements of Martin Luther King, Jr. and Mahatma Gandhi with political change forced through violence (e.g. Castro/Cuba, Mao Tse-tung/China, American Revolution, the War Between the States, etc.)</p>
<ul style="list-style-type: none"> <li>▪</li> </ul>	
<ul style="list-style-type: none"> <li>▪</li> </ul>	
<ul style="list-style-type: none"> <li>▪</li> </ul>	
<p><b>IV. The Vietnam War and the Rise of Social Activism</b></p>	
<p><b>A. The Vietnam War</b></p>	
<ul style="list-style-type: none"> <li>▪</li> </ul>	<p>HI S.8.5.E describe how the relationships between the United States and external powers developed with the growth of the nation (build on wars addressed in seventh grade and apply sequence, causes, affects of World War II , Korean War and Vietnam)</p> <p>HI S.8.5.F identify key leaders of World War I , World War II , Korean War, and Vietnam (World War I and II covered in Grade 7)</p> <p>HI S.8.5.G explain specific ways in which events in each of the preceding wars affect us today (how was our nation changed by this war)</p> <p>HI S.8.5.H locate and interview veterans of World War II , Korea, and Vietnam (prepare written reports of interviews)</p> <p>GEO.8.1.2.B discuss from geographical point of view the emergence of the Communist Empire, including the creation of the People's Republic of China, the Korean and Vietnam Wars, the political alliances of the Cold War period</p>
<p><b>B. Social and Environmental Activism</b></p>	
<ul style="list-style-type: none"> <li>▪</li> </ul>	

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<b>V. The Middle East and Oil Politics</b>	
<b>A. History</b>	
▪	GEO.5-8.6.1.D explain how competition for resources causes conflict
<b>B. Geography of the Middle East</b>	
▪	GEO.8.1.2.D demonstrate knowledge of the relationship between the geography/resources of the Middle East and “Oil Politics” CIV.8.3.2 Study the history of U.S. policy in the Middle East and analyze actions taken over time to protect civil rights
▪	
▪	
▪	
▪	
<b>VI. The End of the Cold War: The Expansion of Democracy and Continuing Challenges</b>	
<b>A. The American Policy of Détente</b>	
▪	
<b>B. Breakup of the USSR</b>	
▪	
▪	GEO.8.1.2.E describe, from a geographical point of view, the break-up of the Soviet Union and the realignment of countries after the end of the Cold War
▪	
<b>C. China Under Communism</b>	
▪	
<b>D. Contemporary Europe</b>	
▪	
<b>E. The End of Apartheid in South Africa</b>	
▪	GEO.8.1.2.F discuss conflicts in Africa and the end of Apartheid in Africa
▪	
▪	
<b>VII. Civics: The Constitution—Principles and Structure of American Democracy</b>	

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<ul style="list-style-type: none"> <li> <p>CIV.8.1.1 Produce a bulletin board of articles about Colorado legislature, Colorado Governor, or the Colorado Supreme Court showing which government function is being exercised</p> <p>CIV.8.1.2 Analyze and present two newspaper articles about the actions of the state government</p> <p>CIV.8.1.3 Defend a position on a current issue involving a constitutional protection of individual rights</p> <p>CIV.8.1.4 Analyze the process for expanding civil rights to more people throughout U.S. history and into the future</p> <p>CIV.8.1.5 Compare the effects on a country of a low voter turnout vs. a higher voter turnout</p> <p>CIV.8.2.1 Compare the advantages of a bicameral (two house) state legislature with a unicameral (one house) state legislature</p> <p>CIV.8.2.2 Identify five decisions which need to be agreed upon by the local, state, and federal governments for the construction of a new interstate highway</p> <p>CIV.8.2.3 Apply the Colorado Constitution to the <i>Gideon v. Wainwright</i> decision</p> <p>CIV.8.2.4 Explain how immigration and changing demographics might affect civic involvements in the future</p> </li> </ul>	
<p><b>VIII. Geography of Canada and Mexico</b></p>	
<ul style="list-style-type: none"> <li> <p>GEO.8.1.2.G demonstrate expanded knowledge of the geography of Canada and Mexico in light of the North American Free Trade Agreement (NAFTA)</p> </li> </ul>	
<p><b>Grade level or other area Grade Level Expectations are covered in the <i>Core Knowledge Sequence</i></b></p>	<p><b>Grade Level Expectations not directly covered in the <i>Core Knowledge Sequence</i>, but can be covered in other areas</b></p>
<p>This can be covered and reviewed from many previous and future History units</p>	<p>HI S.8.1.A construct various time lines of American history during the 19<sup>th</sup> century, highlighting landmark dates, technological changes, major political and military events</p>
<p>Grade 6: World History: Industrialism American History: Immigration, Industrialization, and Urbanization</p>	<p>HI S.8.1.B demonstrate a chronological understanding of the study of the major topics in the study <i>Expanding Nation: The North and South</i> (1815-1850) including geographic expansion; market expansion, early industrialization (industrial revolution; the plantation system, growth of cities, the immigrants and their experiences)</p>
<p>Grade 5: American History: Westward Expansion Before the Civil War</p>	<p>HI S.8.1.C demonstrate a chronological understanding of the major topics in the study <i>Expanding Nation: Westward Movement</i> (1815-1850) including the Louisiana Purchase, Indian policy and treaties; Manifest Destiny; the significance of the War with Mexico; interactions of white and black Americans, Native Americans, Asians, and Mexicans, and the social, economic, and political impact of the West on the growing nation</p>
<p>Grade 5: American History: The Civil War: Causes, Conflicts, Consequences</p>	<p>HI S.8.1.D demonstrate a chronological understanding of the Civil War and Reconstruction (1850-1877) including the slave system in the Old South and its defenders and opponents; the causes, conduct, and course of the war and the failures of Reconstruction</p>
<p>This can be covered and reviewed from many previous and future History units</p>	<p>HI S.8.1.E trace patterns of change and continuity in the history of the United States and compare the laws of various people of various cultures from long ago until 21<sup>st</sup> century America</p>
<p>This can be covered in many of the History units</p>	<p>HI S.8.2.A identify, analyze, and interpret primary sources (artifacts, diaries, letters, photographs, art, documents, and newspapers) and contemporary media (computer information systems) and make generalizations about events and life in the United States history in the 19<sup>th</sup> century</p>
<p>This can be covered in many of the History units</p>	<p>HI S.8.2.B recognize and explain how different points of view have been influenced by nationalism, race, religion, and ethnicity</p>
<p>This can be covered in many of the History units</p>	<p>HI S.8.2.C distinguish fact from fiction by examining documentary sources</p>
<p>This can be covered in many of the History units</p>	<p>HI S.8.3.A describe the common traits and characteristics that unite the United States as a nation and as a society (note and describe those cultural characteristics and beliefs which can divide us if we permit it)</p>
<p>This can be covered in many of the History units</p>	<p>HI S.8.3.B describe how the social roles and the characteristics of social organization have both changed and endured in the United States throughout history (e.g. family structures, English language, community structures, etc.)</p>
<p>Grade 6: World History: Industrialism, Capitalism, and Socialism and American History: Immigration, Industrialization, and Urbanization and Reform</p>	<p>HI S.8.4.A explain and analyze the American public's response to industrialization and urbanization, with emphasis on "muckraking" literature and the rise of the Progressive Movement, women's suffrage, and child labor laws, reaction to working conditions, and the rise of organized labor</p>

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This can be covered in many other areas	HI S.8.4.B explain how the economy of the Western United States has historically depended upon natural resources and how this has affected western states, especially Colorado
This can be covered in many other areas	HI S.8.4.C explain how economic factors influenced historical events in the United States and in various regions of the world (e.g. Colorado's "boom and bust" economy)
Grade 5: American History: The Civil War: Causes, Conflicts, Consequences	HI S.8.5.A identify the causes, key events and effects of the Civil War and Reconstruction, with emphasis on the events leading to secession and war; and the impact of Reconstruction on the South
Grade 5: American History: The Civil War: Causes, Conflicts, Consequences	HI S.8.5.B identify leaders on both sides of the war including Abraham Lincoln, Ulysses S. Grant, Jefferson Davis, Robert E. Lee, Frederick Douglass, and William Lloyd Garrison, etc.
This can be covered in many other areas	HI S.8.5.C describe how forms of involuntary servitude have been used to maintain and expand political power throughout history (e.g. slavery and serfdom), discuss 21 <sup>st</sup> century Sudan and other slave nations of today
Grade 5: American History: Westward Expansion After the Civil War and Grade 6: World History: Industrialism, Capitalism, and Socialism and American History: Immigration, Industrialization, and Urbanization and Reform	HI S.8.5.D explain how, following the Civil War, massive immigration, combined with the rise of big business, heavy industry, and mechanized farming transformed American life
This can be covered in many of the History units	HI S.8.6.A give examples of the unique art forms that characterize the various ethnic groups in the United States and their religious beliefs and philosophical ideas throughout history
Grade 5: Language Arts: Poetry (Emerson and Longfellow) and Fiction and Drama (Twain and Alcott), Grade 6: Language Arts: Poetry (Longfellow), Grade 8: Language Arts: Fiction, Nonfiction, and Drama (Hawthorne, Crane)	HI S.8.6.B examine the common themes in American literature, using writings about and by Emerson, Thoreau, Melville, Alcott, Hawthorne, Longfellow, Twain, Crane, and others
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

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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
Grades 6 and 7: History	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
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
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.A describe political, social, and economic divisions throughout early American history
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

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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 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
This can be covered in many other areas	CIV.8.3.1 Discuss and critique U.S. strategies for containing terrorism in the U.S. and around the world
This can be covered in many other areas	CIV.8.3.3 Describe how an NGO (non-governmental agency) seeks to help with an international problem - e.g.: International Red Cross, others
Grade 5: American History: The Civil War	CIV.8.4.1 Write a paragraph about a good public servant/citizen from the Civil War era - e.g.: a nurse on the battleground, a war veteran from the North or South
This can be covered in many other areas	CIV.8.4.2 Defend a position in favor of, or in opposition to, establishing a halfway house for rehabilitating felons in their neighborhood
This can be covered in many other areas	CIV.8.4.3 Write a letter to the hypothetical editor of a local newspaper defending or opposing the right of the First Christian Church to rent your school on Sundays