



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

Core Knowledge® Content (History & Geography-Kindergarten)	Colorado Grade Level Expectations (Kindergarten-History, Geography, and Civics)
World History and Geography	
I. Geography: Spatial Sense (working with maps, globes, and other geographic tools)	
▪	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
II. An Overview of the Seven Continents	
▪	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
American History and Geography	
I. Geography	
▪	
▪	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
II. Native American Peoples, Past and Present	
▪	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
III. Early Exploration and Settlement	
A. The Voyage of Columbus in 1492	
▪	
B. The Pilgrims	

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	<ul style="list-style-type: none"> HI S.K.1.C identify the beliefs and related behavior of characters in stories from times past, and the consequences of their actions 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) GEO.K.6.1.A compare the housing of people from different historical periods and point out the influence of geography on it
C. July 4, "Independence Day"	
<ul style="list-style-type: none"> HI S.K.1.D know the "birthday" of our nation, July 4 	
IV. Presidents, Past and Present	
<ul style="list-style-type: none"> 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 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 CIV.K.2.3 I identify people and groups of people who apply rules, e.g., police, judges, legislators, Governor, current U.S. President 	
V. Symbols and Figures	
<ul style="list-style-type: none"> HI S.K.6.A recite the Pledge of Allegiance and recognize it as a statement of our country's foundation 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 	
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 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)