



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

Core Knowledge® Content (Language Arts-Kindergarten)	Colorado Grade Level Expectations (Kinder-Reading & Writing)
<b>I. Reading and Writing</b>	
<b>A. Book and Print Awareness</b>	
▪	K.1.A.1 tell a simple story with a beginning, middle, and end K.1.A.2 retell a known story in sequence K.6.B tell a simple story with a beginning, middle, and end
▪	K.1.B.2 understand directionality of print
▪	K.1.C.2 follow written text when the text is read aloud K.1.B.3 focus on word after word in sequence (voice-print match)
<b>B. Phonemic Awareness</b>	
▪	K.1.C.1 recognize patterns of sound in oral language (i.e., rhyming words)
▪	
▪	
▪	
▪	
▪	K.1.B.4 use pictures to predict print K.1.C.3 hear and repeat initial sounds in words
<b>C. Decoding and Encoding</b>	
▪	
<b>D. Reading and Language Comprehension</b>	
▪	
▪	K.6.A identify and compare characters, settings, and events in story or picture K.2.A relate a narrative, creative story, or other communication by drawing, telling, and writing
▪	
▪	K.1.B.5 realize that print carries meaning K.6.A identify and compare characters, settings, and events in story or picture
<b>E. Writing and Spelling</b>	
▪	K.1.D.1 know letters in their names K.1.D.2 know own name in print
▪	K.1.D.4 recognize the difference between lower and upper case letters K.3.C copy the 26 letters of the alphabet
▪	K.2.C create a message by drawing, telling, and/or emergent writing K.3.A spell simple words K.3.B apply letter/sound relationships as emergent writers K.5.A create a message by drawing, telling, and/or emergent writing
<b>II. Poetry</b>	
<b>A. Mother Goose and Other Traditional Poems</b>	
▪	K.1.C.1 recognize patterns of sound in oral language (i.e., rhyming words)
<b>B. Other Poems, Old and New</b>	

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▪	K.1.C.1 recognize patterns of sound in oral language (i.e., rhyming words)
<b>III. Fiction</b>	
<u>Teachers:</u> While the following works make up a strong core of literature, the content of the language arts includes not only stories, fables, and poems, but also well-practiced, operational knowledge of how written symbols represent sounds, and how those sounds and symbols convey meaning. Thus, the stories specified below are meant to complement, not to replace, materials designed to help children practice decoding skills (see above, I. Reading and Writing). The following works constitute a core of stories for this grade. In kindergarten, these stories are meant to be read-aloud selections. Expose children to many more stories, including classic picture books and read-aloud books. (In schools, teachers across grade levels should communicate their choices in order to avoid undue repetition.) Children should also be exposed to non-fiction prose: biographies, books on science and history, books on art and music, etc. And, children should be given opportunities to tell and write their own stories.	K.2.B create a narrative by drawing, telling, and/or emergent writing
<b>A. Stories</b>	
▪	K.6.A identify and compare characters, settings, and events in story or picture
<b>B. Aesop's Fables</b>	
▪	K.6.A identify and compare characters, settings, and events in story or picture
<b>C. American Folk Heroes and Tall Tales</b>	
▪	K.6.A identify and compare characters, settings, and events in story or picture
<b>D. Literary Terms</b>	
▪	
<b>IV. Sayings and Phrases</b>	
Grade level or other area Grade Level Expectations are covered in the <i>Core Knowledge Sequence</i>	Grade Level Expectations not directly covered in the <i>Core Knowledge Sequence</i> , but can be covered in other areas
This can be covered in many other areas	K.1.B.1 handle books correctly
This can be covered in many other areas	K.1.D.3 recognize the difference between numerals and letters
<b>Core Knowledge® Content</b> (History & Geography-Kindergarten)	<b>Colorado Grade Level Expectations</b> (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

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	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>	
▪	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
<b>C. July 4, "Independence Day"</b>	
▪	HI S.K.1.D know the "birthday" of our nation, July 4
<b>IV. Presidents, Past and Present</b>	
▪	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
<b>V. Symbols and Figures</b>	
▪	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
<b>Grade level or other area Grade Level Expectations</b>	<b>Grade Level Expectations not directly covered in the <i>Core Knowledge Sequence</i>, but can be</b>

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are covered in the <i>Core Knowledge Sequence</i>	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.
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

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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 I 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 I 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 I identify important characteristics of a good citizen in the school (obeys rules, helps others)
<b>Core Knowledge® Content</b> (Visual Arts-Kindergarten)	<b>Colorado Grade Level Expectations</b> (Kindergarten-Visual Arts)
<b>I. Elements of Art</b>	
<b>A. Color</b>	
▪	K.5.E Recognize and apply the Elements of Art: Color (primary)
▪	K.5.E Recognize and apply the Elements of Art: Color (primary)
<b>B. Line</b>	
▪	K. 5.A Recognize and apply the Elements of Art: Lines (Types-straight, curved, zigzag, wavy) K.6 Manipulate lines and shapes by a variety of materials and tools in artwork. (S=3)
▪	K. 5.A Recognize and apply the Elements of Art: Lines (Types-straight, curved, zigzag, wavy)
<b>II. Sculpture</b>	
▪	K.10 Discuss familiar objects from today and long ago. (S=4)
▪	
<b>III. Looking at and Talking about Works of Art</b>	
▪	K.2 Explain how a work of art makes them feel. (S=1) K.4 Recognize and apply the Principles of Design: Contrast, Rhythm, Repetition, Pattern, Size relationships K.12 Discuss artwork and identify the subject matter. (S=5) K.13 Select from a series of artworks a personal preference. (S=5)
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This can be covered in many other areas	K.1 Create a work of art which commemorates a personal event. (S=1)
This can be covered in many other areas	K.3 Use problem-solving skills in making art. (S=1)
Grade 1: Visual Arts: Elements of Art	K. 5.B Recognize and apply the Elements of Art: Shapes (Types-geometric-square, circle, rectangle, oval, triangle, organic shapes; Variation of size-curved, zigzag, wavy, thick and thin)

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Grade 1: Visual Arts: Elements of Art	K.5.C Recognize and apply the Elements of Art: Texture (Types-tactile (rough, smooth, hard))
This can be covered in many other areas	K.5.D Recognize and apply the Elements of Art: Space (overlapping, close and far)
This can be covered in many other areas	K.5.F Recognize and apply the Elements of Art: Value (light and dark)
This can be covered in many other areas	K.7 Construct a three-dimensional form. (S=3)
This can be covered in many other areas	K.8 Create a print using found objects. (S=3)
This can be covered in many other areas	K.9 Follow directions for the safe use of tools, materials and procedures. Wear appropriate protection such as smocks, safety glass, gloves, and hair ties when necessary. When appropriate, pass a safety assessment. (S=3)
Kindergarten: Language Arts: Fiction	K.11 After reading literature or folktales from a variety of cultures, create an illustration. (S=4)
<b>Core Knowledge® Content (Music-Kindergarten)</b>	<b>Colorado Grade Level Expectations (Kindergarten-Music)</b>
<b>I. Elements of Music</b>	
<ul style="list-style-type: none"> <li>▪</li> </ul>	K.1 sing unaccompanied, accompanied, and in unison (S1) K.2 maintain a steady beat (S1) K.3 respond through movement to high and low sounds (S1, S4) K.4 respond through movement to fast and slow tempo (S1, S4) K.5 respond through movement to loud and soft dynamics (S1, S4) K.6 sing, play, and move to music from different traditions and cultures (S1, S4, S5) K.7 use symbols or icons to illustrate beat and sound/silence (S2) K.9 respond verbally using same or different when given two pitches, an interval of a third or larger (S4)
<b>II. Listening and Understanding</b>	
<ul style="list-style-type: none"> <li>▪</li> <li>▪</li> </ul>	K.10 identify musical examples as vocal sounds, instrumental sounds, and/or environmental sounds (S4) K.6 sing, play, and move to music from different traditions and cultures (S1, S4, S5)
<b>III. Songs</b>	
	K.6 sing, play, and move to music from different traditions and cultures (S1, S4, S5) K.8 select appropriate sounds to accompany ideas, stories, and songs (S3)
<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	K.11 demonstrate an awareness of environmental sounds by verbalizing the sounds heard in the world around them (S4)
This can be covered in many other areas	K.12 demonstrate appropriate audience behavior (S5)
<b>Core Knowledge® Content (Mathematics-Kindergarten)</b>	<b>Colorado Grade Level Expectations (Kindergarten-Mathematics)</b>
<b>I. Patterns and Classification</b>	
<ul style="list-style-type: none"> <li>▪</li> </ul>	K.2.1.A recognize, construct, and extend patterns in a variety of motions, colors, designs, sounds, rhythms, music, positions, sizes, or quantities K.2.2.A sort, classify, describe, and order collections of objects in a variety of ways (for example, sort buttons into two groups and explain why he/she sorted them this way)
<ul style="list-style-type: none"> <li>▪</li> </ul>	K.2.2.A sort, classify, describe, and order collections of objects in a variety of ways (for example, sort buttons into two groups and explain why he/she sorted them this way)
<ul style="list-style-type: none"> <li>▪</li> </ul>	
<ul style="list-style-type: none"> <li>▪</li> </ul>	K.2.1.A recognize, construct, and extend patterns in a variety of motions, colors, designs, sounds, rhythms, music, positions, sizes, or quantities K.2.3.A recognize when a pattern exists, describe the pattern verbally, reproduce the pattern, and create a new pattern (for example, describe red, blue, red, blue as an AB, AB pattern)
<ul style="list-style-type: none"> <li>▪</li> </ul>	K.2.1.A recognize, construct, and extend patterns in a variety of motions, colors, designs, sounds, rhythms, music, positions, sizes, or quantities

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II. Numbers and Number Sense	
▪	K.1.1.B using two or more sets of objects, demonstrate which set is equal to, less than, or greater than the other set K.1.3.B use one-to-one correspondence to count and compare sets of objects containing 0 to 10 members K.1.5.B describe a relationship between two sets of quantities with more, less, or equal numbers of objects K.3.2.A use "more" and "fewer" or "most," "same," and "fewest" to describe sets of manipulatives, pictures, or object graphs
▪	K.1.3.A count from 1 to 50 K.1.3.C starting with any whole number less than 50, count forward to 50
▪	K.1.2.A read and write numerals from 0 to 10 in meaningful contexts
▪	K.1.2.B group objects into sets of ten
▪	
▪	K.1.3.D use ordinal positions for first through tenth
▪	
▪	K.3.1.A read and display simple picture and real object graphs
▪	K.1.1.C using concrete materials, demonstrate the meaning of wholes and parts ( <i>for example, halves</i> )
III. Money	
▪	K.1.1.D name pennies, nickels, dimes, quarters, and dollars
▪	K.1.1.D name pennies, nickels, dimes, quarters, and dollars
▪	
▪	
IV. Computation	
▪	K.6.4.A add and subtract whole numbers by combining and separating objects
▪	
▪	
V. Measurement	
▪	
▪	K.4.3.A measure the lengths of the sides of triangles, squares, and rectangles using non-standard units (for example, cubes or paper clips) K.5.1.C estimate and measure length in non-standard units (for example, use cubes to measure the length of a hand) K.5.1.D estimate the measurement of weight by "heavier" and "lighter" K.5.2.A compare objects according to the measurable attributes of length and weight K.5.2.B order objects according to the measurable attributes of length and weight
▪	K.5.1.A tell time to the nearest hour, using an analog and digital clock K.5.1.B describe the units for measuring time K.5.2.C compare and order various times (for example, morning comes before lunch)
VI. Geometry	
▪	
▪	
▪	K.4.4.B indicate positions of three or more objects or pictures (for example, left to right, top to bottom, next, last)
▪ I identify and sort basic plane figures: square, rectangle, triangle, circle.	K.4.2.A recognize and identify circles, triangles, squares, rectangles, ovals (ellipses), and diamonds (rhombuses)
▪	
▪	

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▪	K.4.1.A place manipulatives on pictures of shapes congruent to the manipulatives
▪	
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This can be covered in many other areas	K.1.1.A using objects and pictures, represent whole numbers from 0 to 50 in a variety of ways
This can be covered in many other areas	K.1.3.E sequence whole numbers from 0 to 10 (for example, 5 is before 7; 5 is after 4)
This can be covered in many other areas	K.1.4.A describe the concept of zero
This can be covered in many other areas	K.1.5 estimate a reasonable quantity for a given number of objects less than 20
Grade 1: Mathematics: Numbers and Number Sense	K.3.1.B gather data relating to familiar experiences by counting and tallying
Grade 1: Mathematics: Numbers and Number Sense	K.3.3.A flip a two-colored counter or coin to generate and tally results
This can be covered in many other areas	K.4.2.B using manipulatives (for example, straws or string loops) build circles, triangles, squares, rectangles, ovals (ellipses), and diamonds (rhombuses)
This can be covered in many other areas	K.4.4.A use geometric shapes to solve a problem (for example, use geometric shapes to create a house)
This can be covered in many other areas	K.4.4.C combine triangular manipulatives to make a square, and square manipulatives to make a rectangle
This can be covered in many other areas	K.5.5.A select the appropriate units of measurement of time and length
This can be covered in many other areas	K.6.4.B draw pictures to form sets of up to ten items
<b>Core Knowledge® Content (Science-Kindergarten)</b>	<b>Colorado Grade Level Expectations (Kindergarten-Science)</b>
<b>I. Plants and Plant Growth</b>	
▪	K.3.B use pictures to describe the growth of a plant K.4.H identify that water is important to all living things on Earth K.1.2.E observe and describe changes in a simple system (e.g. plant terrarium, ant farm, aquarium)
▪	
▪	
▪	K.3.C describe some plants and animals that live in different places (e.g. polar bear) and how they are different (this is studied in more depth in Grade 1: Science: Habitats)
▪	K.4.C know that soil and rock are materials of the earth; soil is used to grow plants we use as food; soils have properties of color and texture
<b>II. Animals and Their Needs</b>	
▪	K.3.A identify and describe living and non living things K.3.C describe some plants and animals that live in different places (e.g. polar bear) and how they are different (this is studied in more depth in Grade 1: Science: Habitats) K.4.H identify that water is important to all living things on Earth
<b>III. The Human Body</b>	
▪	K.2.B identify physical properties of objects that are detected by the senses (e.g. large or small, odor, rough or smooth, heavy or light, soft or hard)
▪	
<b>IV. Introduction to Magnetism</b>	
▪	
▪	
<b>V. Seasons and Weather</b>	K.4.D identify events that change the Earth's surface (hurricanes, tornadoes, earthquakes)
▪	K.1.2.F observe and describe simple patterns and cycles (e.g. seasons, day/night, geometric designs)

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	K.4.F name the four seasons and some characteristics of each
▪	K.4.F name the four seasons and some characteristics of each
▪	K.4.I know that the sun can only be seen in the daytime whereas the moon can be seen mostly at night but sometimes during the day K.5.C recognize some resources that come from the Earth and sun (e.g. soil from the Earth; light from the sun)
▪	K.2.D predict whether an object can sink or float K.4.Edescribe how activities and clothing must be changed to agree with the weather K.4.G know that rain and snow furnish water for rivers
<b>VI. Taking Care of the Earth</b>	
▪	K.5.C recognize some resources that come from the Earth and sun (e.g. soil from the Earth; light from the sun) K.4.A identify that the Earth is a planet with many living and nonliving things, also covered in Grade 1: Science: The Earth
<b>VII. Science Biographies</b>	
▪	
<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, see note to teachers above	K.1.1.A ask reasonable questions based on observation about objects, organisms, and events in their environment
This can be covered in many other areas, see note to teachers above	K.1.1.B state simple hypotheses about cause and effect relationships in the environment
This can be covered in many other areas, see note to teachers above	K.1.1.C predicts the results of an observable cause and effect relationship in the environment
This can be covered in many other areas, see note to teachers above	K.1.1.D ask “what if” questions and explore multiple possible explanations
Kindergarten: Mathematics: Patterns and Classification and Measurement	K.1.2.A organize (e.g. sort, classify, sequence) and explore how objects, organisms, and events are measured according to different characteristics
Kindergarten: Mathematics: Measurement	K.1.2.B perform simple measurements using appropriate tools and devices
Kindergarten: Mathematics: Patterns and Classification	K.1.2.C compare observable characteristics of common objects (e.g. size, color, texture) for similarities and differences
Kindergarten: Mathematics: Measurement	K.1.2.D compare objects according to their measurement (e.g. larger than, heavier than)
This can be covered in many other areas, see note to teachers above	K.1.3.A offer explanations of observed events and evidence of event
This can be covered in many other areas, see note to teachers above	K.1.4.A communicate observations and comparisons through various means such as pictographs, pictures, models, and words
This can be covered in many other areas, see note to teachers above	K.1.4.B describe observations with pictures, pictographs, models, and words
This can be covered in many other areas, see note to teachers above	K.1.4.C describe similarities and differences of observations
Kindergarten: Mathematics: Patterns and Classification	K.2.A sort common objects (e.g. blocks, rocks, buttons) using specific properties such as shape, texture, color, patterns
Grade 1: Science: Matter	K.2.C describe or demonstrate how matter can be mixed or put together (e.g. mix different liquids and describe the results)
Kindergarten: History and Geography: Spatial Sense, Grade 1: History and Geography: Spatial Sense, Grade 1: Science: Habitats and The Earth	K.4.B identify major features of the Earth's surface (e.g. mountains, oceans, forests, deserts)
This can be covered in many other areas, see note to teachers above	K.5.A describe differences between natural objects and objects made by people
This can be covered in many other areas, see note to teachers above	K.5.B recognize how people use observation and prediction in their jobs
This can be covered in many other areas, see note to teachers above	K.5.D use tools and simple construction materials
This can be covered in many other areas, see note to teachers above	K.6.A know that in order to learn, it is important to observe the same things often and compare them
This can be covered in many other areas, see note to teachers above	K.6.B know that when experiments are repeated under the same conditions, similar results are usually obtained
This can be covered in many other areas, see note to teachers above	K.6.C know that in doing science it is often helpful to work with a team and to share findings with others