
	Correlation of <i>Core Knowledge</i>[®] <i>Sequence</i> & Colorado Grade Level Expectations		
Core Knowledge[®] Content (History & Geography-Grade 4)	Colorado Grade Level Expectations (Grade 4- History, Geography, & Civics)		
World History and Geography			
I. Geography			
A. Spatial Sense (working with maps, globes, and other geographic tools)			
▪	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. Mountains and Mountain Ranges			
▪	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		
II. Europe in the Middle Ages			
A. Background			
▪			
B. Geography Related to the Development of Western Europe			
▪	GEO.4.1.2.C demonstrate knowledge of the geography of countries in Europe, Asia, the Middle East and Africa		
C. Developments in History of the Christian Church			
▪			
D. Feudalism			
▪			
E. The Norman Conquest			
▪			
F. Growth of Towns			
▪	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		
G. England in the Middle Ages			
▪			
III. The Spread of Islam and the “Holy Wars”			
A. Islam			
▪			
B. Development of Islamic Civilization			
▪			
C. Wars Between Muslims and Christians			

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

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IV. Early and Medieval African Kingdoms	
A. Early African Kingdoms	
▪	
B. Medieval Kingdoms of the Sudan	
▪	
C. Geography of Africa	
▪	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.
V. China: Dynasties and Conquerors	
▪	
American History and Geography	
I. The American Revolution	
A. Background: The French and Indian War	
▪	
B. Causes and Provocations	
▪	
C. The Revolution	
▪	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
II. Making a Constitutional Government	
A. Main Ideas Behind the Declaration of Independence	
▪	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. Making a New Government: From the Declaration of Independence to the Constitution	
▪	CIV.4.1.1 Define "democracy" and "republican government" and explain the purpose of the Colorado Constitution
C. The Constitution of the United States	
▪	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)

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

▪	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
D. Levels and Functions of Government (National, State, Local)	
▪	
▪	HI S.4.5.D describe the purpose, structure, and functions of state government HI S.4.5.E explain why rules and laws have been established and enforced in states and nations
▪	
▪	
▪	
III. Early Presidents and Politics	
▪	
IV. Reformers	
▪	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
V. Symbols and Figures	
▪	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.
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	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

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

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
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

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

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
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.

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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