

Grade 3 Correlation of Core Knowledge® and Minnesota Academic Standards

Strand	<i>Minnesota Academic Standards</i>	<i>Core Knowledge Sequence</i>
<p><i>The specific content outlined in the Core Knowledge Sequence constitutes a solid foundation of knowledge in each subject area. This knowledge greatly helps students with their reading, as shown by the fact that reading scores go up in Core Knowledge Schools, because wide knowledge enhances students' ability to read diverse kinds of texts with understanding. Teachers need to remember that reading requires two abilities – the ability to turn print into language (decoding) and the ability to understand what the language says. Achieving the first ability – decoding – requires a sequential program, structured to provide guided practice in various formats and frequent review throughout the year. Decoding programs that are premised on scientifically-based research are: Open Court, Reading Mastery, and the Houghton Mifflin basal. But in addition to teaching decoding skills, a good language arts program will include coherent and interesting readings in the subject areas that enhance comprehension ability. No Language Arts program currently offers such coherent, substantive material, so, in addition to teaching the Language Arts topics in the Core Knowledge Sequence, Core Knowledge teachers are encouraged to substitute solid, interesting non-fiction readings in history and science for many of the short, fragmented stories in the basals, which unfortunately do not effectively advance reading comprehension.</i></p>		
<p>Language Arts</p>	<p>I.C.1. Read aloud grade-appropriate text (that has not been previewed) with accuracy and comprehension.</p> <p>I.C.2. Recall and use prior learning and preview text, using title, headings and illustrations, to prepare for reading.</p> <p>I.C.3. Generate and answer literal, inferential, interpretive and evaluative questions to demonstrate understanding about what is read.</p> <p>I.C.4. Retell, restate or summarize information orally, in writing, and through graphic organizers.</p> <p>I.C.5. Infer and identify main idea and determine relevant details in non-fiction text.</p> <p>I.C.6. Monitor comprehension and use strategies to self-correct when needed.</p> <p>I.C.7. Follow three-step written directions.</p> <p>I.D.1. Read from and listen to American literature, as well as literature from other countries.</p> <p>I.D.2. Identify, describe and respond to literary elements of characterization, plot, setting and theme.</p> <p>I.D.3. Identify and describe patterns of sounds such as rhyme and rhythm in poetry.</p> <p>I.D.4. Compare and contrast similar works by different authors in the same genre or the same theme.</p> <p>I.D.5. Compare and contrast two works by the same author.</p> <p>I.D.6. Identify and determine the meanings of similes and</p>	<p>I. Reading and Writing</p> <p>A. Reading Comprehension and Response</p> <ul style="list-style-type: none"> • Independently read and comprehend longer works of fiction (“chapter books”) and nonfiction appropriately written for third grade or beyond. • Point to specific words or passages that are causing difficulties in comprehension. • Orally summarize main points from fiction and nonfiction readings. • Ask and pose plausible answers to how, why, and what-if questions in interpreting texts, both fiction and nonfiction. • Use a dictionary to answer questions regarding meaning and usage of words with which he or she is unfamiliar. • Know how to use a table of contents and index to locate information. <p>II. Poetry</p> <p>Adventures of Isabel (Ogden Nash) The Bee (Isaac Watts; see also below, “The Crocodile”) By Myself (Eloise Greenfield) Catch a Little Rhyme (Eve Merriam) The Crocodile (Lewis Carroll) Dream Variation (Langston Hughes) Eletelephony (Laura Richards) Father William (Lewis Carroll) First Thanksgiving of All (Nancy Byrd Turner) For want of a nail, the shoe was lost . . . (traditional)</p>

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	<p>metaphors.</p> <p>I.D.7. Critically read, and examine text to determine author’s purpose.</p> <p>I.D.8. Respond to literature using ideas and details from the text to support reactions and make literary connections.</p> <p>I.D.9. Read from and respond to a variety of fiction, poetic and nonfiction texts of increasing complexity for personal enjoyment.</p> <p>III.A.6. Perform expressive oral readings of prose, poetry or drama.</p>	<p>Jimmy Jet and His TV Set (Shel Silverstein) Knoxville, Tennessee (Nikki Giovanni) Trees (Sergeant Joyce Kilmer)</p> <p>III. Fiction</p> <p>A. Stories</p> <p>Alice in Wonderland (Lewis Carroll) from The Arabian Nights: Aladdin and the Wonderful Lamp Ali Baba and the Forty Thieves The Hunting of the Great Bear (an Iroquois legend about the origin of the Big Dipper) The Husband Who Was to Mind the House (a Norse/English folk tale, also known as “Gone is Gone”) The Little Match Girl (Hans Christian Andersen) The People Who Could Fly (an African American folk tale) Three Words of Wisdom (a folk tale from Mexico) William Tell selections from <i>The Wind in the Willows</i>: “The River Bank” and “The Open Road” (Kenneth Grahame)</p> <p>B. Myths and Mythical Characters</p> <ul style="list-style-type: none"> • Norse Mythology <ul style="list-style-type: none"> Asgard (home of the gods) Valhalla Hel (underworld) Odin Thor trolls Norse gods and English names for days of the week: Tyr, Odin [Wodin], Thor, Freya • More Myths and Legends of Ancient Greece and Rome <ul style="list-style-type: none"> Jason and the Golden Fleece Perseus and Medusa Cupid and Psyche The Sword of Damocles Damon and Pythias Androcles and the Lion Horatius at the Bridge

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		<p>C. Literary Terms biography and autobiography fiction and nonfiction</p>
	<p>II.A.1. Write in a variety of modes to express meaning, including: a. descriptive b. narrative c. informative d. friendly letter e. poetic.</p> <p>II.B.1. Write a paragraph that includes: a. an indented or block style of paragraph b. a topic sentence c. 3-5 supporting sentences d. a concluding sentence.</p> <p>II.B.2. Use composing processes, including: a. prewriting - planning strategies such as brainstorming, journaling, sketching, listing, outlining and determining audience, purpose and focus b. drafting – organizing, supporting and putting ideas into sentences and paragraphs c. revising – improving the quality of content, organization, sentence structure and word choice d. editing – correcting errors in spelling and grammar e. publishing – producing a document and sharing the writing with the audience.</p> <p>II.B.3. Use verbalization (discussions, interviews, brainstorming) to prepare for writing.</p> <p>II.D.1. Use grade-level appropriate reference materials to obtain information from dictionaries, glossaries, encyclopedias, and the Internet.</p>	<p>B. Writing</p> <ul style="list-style-type: none"> • Produce a variety of types of writing—such as stories, reports, poems, letters, descriptions—and make reasonable judgments about what to include in his or her own written works based on the purpose and type of composition. • Know how to gather information from basic print sources (such as a children’s encyclopedia), and write a short report presenting the information in his or her own words. • Know how to use established conventions when writing a friendly letter: heading, salutation (greeting), closing, signature. • Produce written work with a beginning, middle, and end. • Organize material in paragraphs and understand how to use a topic sentence how to develop a paragraph with examples and details that each new paragraph is indented • In some writings, proceed with guidance through a process of gathering information, organizing thoughts, composing a draft, revising to clarify and refine his or her meaning, and proofreading with attention to spelling, mechanics, and presentation of a final draft.
	<p>II.C.1. Compose complete sentences when writing. II.C.2. Recognize and correct spelling errors when writing. II.C.3. Spell correctly one-syllable and two-syllable words that have blends, contractions and compounds.</p>	<p>C. Spelling, Grammar, and Usage</p> <ul style="list-style-type: none"> • Spell most words correctly or with a highly probable spelling, and use a dictionary to check and correct spellings about which he or she is uncertain.

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	<p>II.C.4. Spell common homophones correctly.</p> <p>II.C.5. Apply grammar conventions correctly in writing, including:</p> <ul style="list-style-type: none"> a. nouns b. verbs c. adjectives d. pronouns. <p>II.C.6. Apply punctuation conventions correctly in writing, including:</p> <ul style="list-style-type: none"> a. periods, question marks, exclamation points b. capitalization of proper nouns c. abbreviations d. sentence beginnings e. commas in a series. <p>II.D.2. Arrange words in alphabetical order.</p> <p>II.E.1. Write legibly, allowing margins and correct spacing between letters in a word and words in a sentence.</p> <p>II.E.2. Begin to make the transition to cursive.</p> <p>II.E.3. Begin acquiring keyboarding skills.</p>	<ul style="list-style-type: none"> • Use capital letters correctly. • Understand what a complete sentence is, and identify subject and predicate in single-clause sentences distinguish complete sentences from fragments • Identify and use different sentence types: <ul style="list-style-type: none"> declarative (makes a statement) interrogative (asks a question) imperative (gives a command) exclamatory (for example, “What a hit!”) • Know the following parts of speech and how they are used: <ul style="list-style-type: none"> nouns (for concrete nouns) pronouns (singular and plural) verbs: action verbs and auxiliary (helping) verbs adjectives (including articles: <i>a</i> before a consonant, <i>an</i> before a vowel, and <i>the</i>) adverbs • Know how to use the following punctuation: <ul style="list-style-type: none"> end punctuation: period, question mark, or exclamation point comma: between day and year when writing a date; between city and state in an address; in a series; after <i>yes</i> and <i>no</i> apostrophe: in contractions; in singular and plural possessive nouns • Recognize and avoid the double negative.
	<p>I.A.1. Read unfamiliar complex and multi-syllabic words using advanced phonetic and structural analysis.</p> <p>I.A.2. Read aloud narrative and expository text with fluency, accuracy, and appropriate pacing, intonation and expression</p> <p>I.A.3. Notice when reading breaks down, reread and use phonetic and other strategies to self-correct.</p> <p>I.B.1. Acquire, understand and use new vocabulary through explicit instruction and independent reading.</p> <p>I.B.2. Identify and correctly use antonyms, synonyms, homonyms and multiple-meaning words.</p> <p>I.B.3. Use context and word structure to determine the meaning of unfamiliar words.</p> <p>I.B.4. Use knowledge of prefixes and suffixes to determine the meaning of unknown words.</p>	<p>D. Vocabulary</p> <ul style="list-style-type: none"> • Know what prefixes and suffixes are and how the following affect word meaning: <ul style="list-style-type: none"> Prefixes: <ul style="list-style-type: none"> <i>re</i> meaning “again” (as in reuse, refill) <i>un</i> meaning “not” (as in unfriendly, unpleasant) <i>dis</i> meaning “not” (as in dishonest, disobey) <i>un</i> meaning “opposite of” or “reversing an action” (as in untie, unlock) <i>dis</i> meaning “opposite of” or “reversing an action” (as in disappear, dismount) Suffixes: <ul style="list-style-type: none"> <i>er</i> and <i>or</i> (as in singer, painter, actor) <i>less</i> (as in careless, hopeless) <i>ly</i> (as in quickly, calmly) • Know what homophones are (for example, by, buy; hole, whole) and

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	I.B.5. Use dictionaries and glossaries to understand the meaning of new words	<p>correct usage of homophones that commonly cause problems: their, there, they're your, you're its, it's here, hear to, too, two</p> <ul style="list-style-type: none"> Recognize common abbreviations (for example, St., Rd., Mr., Mrs., Ms., Dr., U.S.A., ft., in., lb.).
		<p>IV. Sayings and Phrases</p> <p>Actions speak louder than words. His bark is worse than his bite. Beat around the bush Beggars can't be choosers. Clean bill of health Cold shoulder A feather in your cap Last straw Let bygones be bygones. One rotten apple spoils the whole barrel. On its last legs Rule the roost The show must go on. Touch and go When in Rome do as the Romans do.</p>
	<p>III.A.1. Participate in and follow agreed-upon rules for conversation and formal discussions in large and small groups.</p> <p>III.A.2. Demonstrate active listening and comprehension.</p> <p>III.A.3. Follow multi-step oral directions.</p> <p>III.A.4. Give oral presentations to different audiences for different purposes.</p> <p>III.A.5. Organize and express ideas sequentially or according to major points</p> <p>III.B.1. Read print and view pictures and video images and identify differences in how information is presented in print and non-print materials.</p>	

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	III.B.2. Use, print, pictures, audio and video to express ideas and knowledge gleaned from the sources.	
History and Geography	<p>G.V.A.2. Students will use maps and globes to locate places referenced in stories and real life situations.</p> <p>G.V.A.3. Students will explain that an address locates a specific place.</p> <p>G.V.A.5. Students will use the equator and poles as reference points to describe locations.</p> <p>G.V.A.A.1. Students will use cardinal and intermediate directions to locate places.</p> <p>G.V.B.1. Students will locate places by using simple maps, and understand that maps are drawings of locations and places as viewed from above.</p> <p>G.V.B.2. Students will recognize and locate the outline shape of the state of Minnesota on a map/globe.</p> <p>G.V.B.3. Students will create and interpret simple maps using the map elements of title, direction, symbols, and a map key or legend.</p> <p>G.V.B.4. Students will locate the continents and oceans on a map of the world and a globe.</p> <p>G.V.B.5. Students will recognize the outline shape of the contiguous United States.</p> <p>G.V.B.B.1. Students will locate on a map the major world countries, states and major cities of the United States.</p> <p>G.V.B.B.2. Students will use an atlas to locate geographic information.</p> <p>G.V.C.1. Students will name and locate physical features of the United States, including places about which they have read.</p> <p>G.V.C.2. Students will name and locate major human-made features of the United States, including features about which they have read.</p>	<p>I. World Geography</p> <p>A. Spatial Sense (Working with Maps, Globes, and Other Geographic Tools)</p> <ul style="list-style-type: none"> • Name your continent, country, state, and community. • Understand that maps have keys or legends with symbols and their uses. • Find directions on a map: east, west, north, south. • Identify major oceans: Pacific, Atlantic, Indian, Arctic. • The seven continents: Asia, Europe, Africa, North America, South America, Antarctica, Australia • Locate: Canada, United States, Mexico, Central America. • Locate: the Equator, Northern Hemisphere and Southern Hemisphere, North and South Poles. • Measure straight-line distances using a bar scale. • Use an atlas and, if available, on-line sources to find geographic information. <p>B. Geographical Terms and Features</p> <ul style="list-style-type: none"> • boundary, channel, delta, isthmus, plateau, reservoir, strait <p>C. Canada</p> <ul style="list-style-type: none"> • Locate in relation to United States • French and British heritage, French-speaking Quebec • Rocky Mountains • Hudson Bay, St. Lawrence River, Yukon River • Divided into provinces • Major cities, including Montreal, Quebec, Toronto <p>D. Important Rivers of the World</p> <ul style="list-style-type: none"> • Terms: source, mouth, tributary, drainage basin • Asia: Ob, Yellow (Huang He), Yangtze (Chang Jiang), Ganges, Indus • Africa: Nile, Niger, Congo • South America: Amazon, Parana, Orinoco • North America: Mississippi and major tributaries, Mackenzie, Yukon • Australia: Murray-Darling • Europe: Volga, Danube, Rhine

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	<p>G.V.C.C. 1. Students will locate major river systems and mountain ranges on continents studied.</p> <p>G.V.C.C.2. Students will explain and use introductory geographical terms.</p>	
	<p>WH.III.A.1. Students will compare family life in their own communities from earlier times and today.</p> <p>WH.III.A.2. Students will compare family life in at least three distant places and times.</p> <p>WH.III.A.3. Students will compare technologies from earlier times and today, and identify the impact of invention on historical change.</p> <p>WH.III.B.1. Students will demonstrate knowledge of the historical development of at least three civilizations in Africa, the Americas, Asia, or Europe.</p> <p>WH.III.C.1. Students will become familiar with people who have made cultural (scientific, artistic, literary, and industrial) contributions to world history, and analyze the significance of their contributions.</p> <p>G.V.B.6. Students will recognize the outline shapes of countries and locate cultures and civilizations studied in history.</p> <p>E.VI.A.1. Students will identify the difference between basic needs (food, clothing, and shelter) and wants (things people would like to have).</p>	<p>II. Ancient Rome</p> <p>A. Geography of the Mediterranean Region</p> <ul style="list-style-type: none"> • Mediterranean Sea, Aegean Sea, Adriatic Sea • Greece, Italy (peninsula), France, Spain • Strait of Gibraltar, Atlantic Ocean • North Africa, Asia Minor (peninsula), Turkey • Bosphorus (strait), Black Sea, Istanbul (Constantinople) • Red Sea, Persian Gulf, Indian Ocean <p>B. Background</p> <ul style="list-style-type: none"> • Define b.c. / a.d. and b.c.e. / c.e. • The legend of Romulus and Remus • Latin as the language of Rome • Worship of gods and goddesses, largely based on Greek religion • The Republic: Senate, Patricians, Plebeians • Punic Wars: Carthage, Hannibal <p>C. The Empire</p> <ul style="list-style-type: none"> • Julius Caesar <ul style="list-style-type: none"> Defeats Pompey in civil war, becomes dictator “Veni, vidi, vici” (“I came, I saw, I conquered”) Cleopatra of Egypt Caesar assassinated in the Senate, Brutus • Augustus Caesar • Life in the Roman Empire <ul style="list-style-type: none"> The Forum: temples, marketplaces, etc. The Colosseum: circuses, gladiator combat, chariot races Roads, bridges, and aqueducts • Eruption of Mt. Vesuvius, destruction of Pompeii • Persecution of Christians <p>D. The “Decline and Fall” of Rome</p> <ul style="list-style-type: none"> • Weak and corrupt emperors, legend of Nero fiddling as Rome burns • Civil wars

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		<ul style="list-style-type: none"> • City of Rome sacked E. The Eastern Roman Empire: Byzantine Civilization • The rise of the Eastern Roman Empire, known as the Byzantine Empire • Constantine, first Christian emperor • Constantinople (now called Istanbul) merges diverse influences and cultures. • Justinian, Justinian’s Code III. The Vikings • From area now called Scandinavia (Sweden, Denmark, Norway) • Also called Norsemen, they were skilled sailors and shipbuilders. • Traders, and sometimes raiders of the European coast • Eric the Red and Leif Ericson (Leif “the Lucky”) • Earliest Europeans (long before Columbus) we know of to come to North America Locate: Greenland, Canada, Newfoundland
	<p>H.I.C.1. Students will understand that large and diverse American Indian nations were the original inhabitants of North America.</p> <p>H.I.C.2. Students will demonstrate knowledge of European exploration and settlement of the North American continent and the resulting interaction with American Indian nations.</p>	<p>I. The Earliest Americans</p> <p>A. Crossing the Land Bridge</p> <ul style="list-style-type: none"> • During the Ice Age, nomadic hunters cross what was a land bridge from Asia to North America (now the Bering Strait). Different peoples, with different languages and ways of life, eventually spread out over the North and South American continents. These early peoples include: <ul style="list-style-type: none"> Inuits (Eskimos) Anasazi, pueblo builders and cliff dwellers Mound builders B. Native Americans • In the Southwest <ul style="list-style-type: none"> Pueblos (Hopi, Zuni) Dine (Navajo) Apaches • Eastern “Woodland” Indians <ul style="list-style-type: none"> Woodland culture: wigwams, longhouses, farming, peace pipe, Shaman and Sachem • Major tribes and nations (such as Cherokee Confederacy, Seminole,

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		<p>Powhatan, Delaware, Susquehanna, Mohican, Massachusetts, Iroquois Confederacy)</p> <p>II. Early Exploration of North America</p> <p>A. Early Spanish Exploration and Settlement</p> <ul style="list-style-type: none"> • Settlement of Florida • Ponce de Leon, legend of the Fountain of Youth • Hernando de Soto • Founding of St. Augustine (oldest continuous European settlement in what is now the U.S.) , Puerto Rico, Cuba, Gulf of Mexico, Mississippi River • Geography: Caribbean Sea, West Indies <p>B. Exploration and Settlement of the American Southwest</p> <ul style="list-style-type: none"> • Early Spanish explorers in the lands that are now the states of Texas, New Mexico, Arizona, and California; missionary settlements (missions), especially in Texas and California • Coronado and the legend of the “Seven Cities of Cibola” (of Gold) • Geography: Grand Canyon and Rio Grande • Conflicts with Pueblo Indians <p>C. The Search for the Northwest Passage</p> <ul style="list-style-type: none"> • Many explorers undertook the perilous, sometimes fatal, voyage to find a short cut across North America to Asia, including: <ul style="list-style-type: none"> John Cabot: Newfoundland Champlain: “New France” and Quebec Henry Hudson: the Hudson River • Geography <ul style="list-style-type: none"> “New France” and Quebec Canada, St. Lawrence River The Great Lakes: Superior, Michigan, Huron, Erie, Ontario
	<p>H.I. A. 1. Students will compare family life in his or her community from earlier times and today.</p> <p>H.I. A. 2. Students will compare family life in at least three distant places and times.</p> <p>H.I. A. 3. Students will compare technologies from earlier times and today, and identify the impact of invention on historical change.</p>	<p>III. The Thirteen Colonies: Life and Times Before the Revolution</p> <p>A. Geography</p> <ul style="list-style-type: none"> • The thirteen colonies by region: New England, Middle Atlantic, Southern • Differences in climate from north to south: corresponding differences in agriculture (subsistence farming in New England, gradual development of large plantations in the South)

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	<p>H.I.B.1. Student will know individuals and groups associated with key turning points in U.S. History.</p> <p>E.VI.A.2. Students will explain that money can be used to buy goods and services.</p> <p>E.VI.A.3. Students will understand and explain that the concept of scarcity means that one cannot have all the goods and services that one wants.</p> <p>E.VI.A.4. Students will give examples of tradeoffs (opportunity costs).</p> <p>E.VI.A.5. Students will understand and explain that as producers they can earn money (income) that can be spent or saved as they choose.</p> <p>E.VI.B.1. Students will distinguish between producers and consumers and between goods and services.</p> <p>E.VI.B.2. Students will recognize and explain that natural resources, human resources, and human-made resources are used in the production of goods and services.</p> <p>GC.VII.B.B. 1. Students will recognize the symbols, songs, locations that uniquely identify our nation.</p> <p>GC.VII.B.B. 2. Students will recognize symbols that are significant for the state of Minnesota.</p> <p>GC.VII.B.B. 3. Students will describe key national holidays and explain why people celebrate them.</p> <p>GC.VII.C.C.1. Students will identify the beliefs and actions of statesmen including presidents George Washington and Abraham Lincoln.</p>	<ul style="list-style-type: none"> • Important cities in the development of trade and government: Philadelphia, Boston, New York, Charleston <p>B. Southern Colonies</p> <ul style="list-style-type: none"> • Southern colonies: Virginia, Maryland, North Carolina, South Carolina, Georgia • Virginia <ul style="list-style-type: none"> Chesapeake Bay, James River 1607: three ships of the London Company (later called the Virginia Company) arrive in Virginia, seeking gold and other riches Establishment of Jamestown, first continuous English colony in the New World Trade with Powhatan Indians (see also Eastern “Woodland” Indians, above) John Smith Pocahontas, marriage to John Rolfe Diseases kill many people, both colonists and Indians The Starving Time Clashes between American Indians and English colonists Development of tobacco as a cash crop, development of plantations 1619: slaves brought to Virginia • Maryland <ul style="list-style-type: none"> A colony established mainly for Catholics Lord Baltimore • South Carolina <ul style="list-style-type: none"> Charleston Plantations (rice, indigo) and slave labor • Georgia <ul style="list-style-type: none"> James Oglethorpe’s plan to establish a colony for English debtors • Slavery in the Southern colonies <ul style="list-style-type: none"> Economic reasons that the Southern colonies came to rely on slavery (for example, slave labor on large plantations) The difference between indentured servant and slaves: slaves as property The Middle Passage <p>C. New England Colonies</p> <ul style="list-style-type: none"> • New England colonies: Massachusetts, New Hampshire, Connecticut, Rhode Island • Gradual development of maritime economy: fishing and shipbuilding

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		<ul style="list-style-type: none"> • Massachusetts <ul style="list-style-type: none"> Colonists seeking religious freedom: in England, an official “established” church (the Church of England), which did not allow people to worship as they chose The Pilgrims <ul style="list-style-type: none"> From England to Holland to Massachusetts 1620: Voyage of the Mayflower Significance of the Mayflower Compact Plymouth, William Bradford Helped by Wampanoag Indians: Massasoit, Tisquantum (Squanto) The Puritans <ul style="list-style-type: none"> Massachusetts Bay Colony, Governor John Winthrop: “We shall be as a city upon a hill.” Emphasis on reading and education, the <i>New England Primer</i> • Rhode Island <ul style="list-style-type: none"> Roger Williams: belief in religious toleration Anne Hutchinson D. Middle Atlantic Colonies • Middle Atlantic colonies: New York, New Jersey, Delaware, Pennsylvania • New York <ul style="list-style-type: none"> Dutch settlements and trading posts in “New Netherland” Dutch West India Company acquires Manhattan Island and Long Island through a (probably misunderstood) purchase from the Indians; Dutch establish New Amsterdam (today, New York City) English take over from the Dutch, and rename the colony New York • Pennsylvania <ul style="list-style-type: none"> William Penn Society of Friends, “Quakers” Philadelphia
	<p>HS.IV.A.1. Students will define and use terms for concepts of historical time.</p> <p>HS.IV.A.2. Students will place events in chronological order and construct timelines.</p>	<p><i>These are social studies skills and can be used with any Core Knowledge social studies topic.</i></p>

	<p>HS.IV.A.1. Students will compare different kinds of historical sources and describe the different sorts of information the sources provide.</p> <p>GC.VII.A.1. Students will demonstrate knowledge of civic values that facilitate thoughtful and effective participation in civic life.</p> <p>GC.VII.A.A.1. Students will explain the importance of participation and cooperation in a classroom and community and explain how people can make a difference in others' lives.</p> <p>GC.VII.A.A.2. Students will describe how they can influence school rules by studying and discussing issues and presenting their concerns to the people in authority.</p> <p>GC.VII.B.1. Students will give examples of rules in the classroom/school and community, provide reasons for the specific rules, and know the characteristics of good rules.</p>	
<p>Visual Arts</p>	<p>AE.VA.D.1. understand the elements of visual art, including color, line, shape, form, texture, and space;</p>	<p>I. Elements of Art</p> <p>A. Light</p> <ul style="list-style-type: none"> Observe how artists use light and shadow (to focus our attention, affect our emotions, etc.) in James Chapin, <i>Ruby Green Singing</i> Jan Vermeer, <i>Milkmaid</i> <p>B. Space in Artworks</p> <p>Understand the following terms: two-dimensional (height, width) and three-dimensional (height, width, depth)</p> <p>Observe relationship between two-dimensional and three-dimensional shapes: square to cube, triangle to pyramid, circle to sphere and cylinder</p> <p>Observe how artists can make two-dimensional look three-dimensional by creating an illusion of depth, and examine the foreground, middle ground, and background in paintings, including Jean Millet, <i>The Gleaners</i> Pieter Bruegel, <i>Peasant Wedding</i></p> <p>C. Design: How the Elements of Art Work Together</p> <ul style="list-style-type: none"> Become familiar with how these terms are used in discussing works of

		<p>art:</p> <p>Figure and ground</p> <p>Pattern</p> <p>Balance and symmetry</p> <ul style="list-style-type: none"> • Examine design—how the elements of art work together—in Rosa Bonheur, <i>The Horse Fair</i> Mary Cassatt, <i>The Bath</i> Early American quilts Edward Hicks, <i>The Peaceable Kingdom</i> Henri Matisse, cut-outs: <i>Icarus</i> Edvard Munch, <i>The Scream</i> Horace Pippin, <i>Victorian Interior</i> Faith Ringgold, <i>Tar Beach</i>
	<p>AE.VA.D.2. understand the characteristics of visual art from a variety of cultures and historical times;</p>	<p>II. American Indian Art</p> <ul style="list-style-type: none"> • Become familiar with American Indian works, including Kachina dolls (Hopi, Zuni) Navajo (Dine) blankets and rugs, sand paintings Masks <p>III. Art of Ancient Rome and Byzantine Civilization</p> <ul style="list-style-type: none"> • Become familiar with artworks of ancient Roman and Byzantine civilization, including Le Pont du Gard The Pantheon Byzantine mosaics Hagia Sophia
	<p>AE.VA.D.3. use the tools, basic skills, and techniques of at least three different mediums;</p> <p>AE.VA.D.4. create original works of art to communicate ideas.</p>	<p><i>These skills can be used with any of the visual arts content.</i></p>
Music	<p>AE.Mu.I.B. 1. understand the elements of music, including melody, rhythm, harmony, dynamics, tone color, texture, and form;</p> <p>AE.Mu.I.B. 4. improvise and compose on classroom instruments to communicate an idea;</p> <p>AE.Mu.I.B. 5. play simple rhythms and melodies on classroom instruments; and</p> <p>AE.Mu.I.B. 6. read and write music using a system of notation.</p>	<p>I. Elements of Music</p> <ul style="list-style-type: none"> • Through participation, become familiar with basic elements of music (rhythm, melody, harmony, form, timbre, etc.). Recognize a steady beat, accents, and the downbeat; play a steady beat. Move responsively to music. Recognize short and long sounds. Discriminate between fast and slow; gradually slowing down and getting faster. Discriminate between differences in pitch: high and low.

		<p>Discriminate between loud and quiet; gradually increasing and decreasing volume.</p> <p>Understand that melody can move up and down.</p> <p>Hum the melody while listening to music.</p> <p>Echo short rhythms and melodic patterns.</p> <p>Play simple rhythms and melodies.</p> <p>Sing unaccompanied, accompanied, and in unison.</p> <p>Recognize harmony; sing rounds.</p> <p>Recognize verse and refrain.</p> <p>Continue work with timbre and phrasing.</p> <p>Review names of musical notes; scale as a series of notes; singing the C major scale using “do re mi” etc.</p> <ul style="list-style-type: none"> • Understand the following notation: <ul style="list-style-type: none"> names of lines and spaces in the treble clef, treble clef, staff, bar line, double bar line, measure, repeat signs, whole note, half note, quarter note, eighth note, whole rest, half rest, quarter rest, meter signature, dynamics
	<p>AE.Mu.I.B. 2. understand the characteristics of music from a variety of cultures and historical times;</p> <p>AE.Mu.I.B. 3. sing a varied repertoire of songs in a group;</p>	<p>II. Listening and Understanding</p> <p>A. The Orchestra</p> <ul style="list-style-type: none"> • Review families of instruments: strings, brass, woodwinds, percussion. • Become familiar with brass instruments—trumpet, French horn, trombone, tuba—and listen to Gioacchino Rossini, <i>William Tell Overture</i>, finale (trumpet) Wolfgang Amadeus Mozart, selections from the <i>Horn Concertos</i> (French horn) • Become familiar with woodwind instruments—flute and piccolo (no reeds); clarinet, oboe, bassoon (with reeds)—and listen to Claude Debussy, <i>Prelude to the Afternoon of a Faun</i> (flute) Opening of George Gershwin’s <i>Rhapsody in Blue</i> (clarinet) <p>B. Composers and Their Music</p> <ul style="list-style-type: none"> • Peter Ilich Tchaikovsky, <i>Suite from Swan Lake</i> • John Philip Sousa, <i>Stars and Stripes Forever</i> • Aaron Copland, <i>Fanfare for the Common Man</i>; “Hoedown” from <i>Rodeo</i>, “Simple Gifts” from <i>Appalachian Spring</i> <p>C. Musical Connections</p> <ul style="list-style-type: none"> • Nikolai Rimsky-Korsakov, <i>Scheherazade</i>, part one: “The Sea and Sinbad’s Ship”

		<p>III. Songs</p> <p>Alouette America (“My country, ’tis of thee”) A Bicycle Built for Two (chorus only) Down in the Valley He’s Got the Whole World in His Hands Hey, Ho, Nobody Home (round) In the Good Old Summertime (chorus only) Li’l Liza Jane My Bonnie Lies Over the Ocean Polly Wolly Doodle The Man on the Flying Trapeze (chorus only) The Sidewalks of New York (chorus only) Simple Gifts (“Tis a gift to be simple”) This Little Light of Mine You’re a Grand Old Flag</p>
<p><i>The specific content outlined in the Core Knowledge Sequence constitutes a solid foundation of knowledge in each subject area. It is also critically important to establish a similar sequential program in Mathematics, structured to provide guided practice in various formats and frequent review throughout the year. Mathematics programs that follow sound cognitive principles and therefore lead to greater student mastery are: Singapore Math, Saxon Math, and Direct Instruction Mathematics.</i></p>		
<p>Mathematics</p>	<p>II.A.1. Read, write with numerals, compare and order whole numbers to 9,999.</p> <p>II.A.2. Represent up to 4-digit whole numbers in various ways maintaining equivalence, such as $3206 = (32 \times 100) + 6$ or $3206 = 3200 + 6$.</p> <p>III.A.1. Create and identify patterns in numbers and shapes and explain how to extend those patterns.</p> <p>IV.A.1. Read and interpret data from circle graphs using halves, thirds and quarters.</p> <p>IV.A.2. Collect data using observations or surveys and represent the data with pictographs and line plots with appropriate title and key.</p>	<p>I. Numbers and Number Sense</p> <ul style="list-style-type: none"> • Read and write numbers (in digits and words) up to six digits. • Recognize place value up to hundred-thousands. • Order and compare numbers to 999,999, using the signs $<$, $>$, and $=$. • Count by twos, threes, fives, and tens; count by tens from any given number. • Write numbers in expanded form. • Use a number line. • Identify ordinal position, 1st to 100th. • Review: even and odd numbers; dozen; half-dozen; pair. • Round to the nearest ten; to the nearest hundred. • Identify perfect squares (and square roots) to 100, and recognize the square root sign: $\sqrt{\quad}$ • Identify Roman numerals from 1 to 20 (I - XX). • Understand what negative numbers are in relation to familiar uses (such as temperatures below zero). • Locate positive and negative whole numbers on a number line. • Create and interpret bar graphs and line graphs.

		<ul style="list-style-type: none"> Record outcomes for a simple event (for example, tossing a die) and display the results graphically.
<p>II.A.3. Know how fractions are related to the whole, such as four-fourths equal a whole or three fourths equal three of four equal parts of a whole.</p> <p>II.A.4. Represent and write fractions with pictures, models and numbers.</p>		<p>II. Fractions and Decimals</p> <ul style="list-style-type: none"> Recognize fractions to $1/10$. Identify numerator and denominator. Write mixed numbers. Recognize equivalent fractions (for example, $1/2 = 3/6$). Compare fractions with like denominators, using the signs $<$, $>$, and $=$. Know and write decimal equivalents to $1/4$, $1/2$, $3/4$. Read and write decimals to the hundredths.
	V.C.6. Make change using as few coins as possible up to a dollar.	<p>III. Money</p> <ul style="list-style-type: none"> Write amounts of money using \$ and ¢ signs, and the decimal point. Make change, using as few coins as possible. Add and subtract amounts of money. Multiply and divide amounts of money by small whole numbers.
<p>II.B.1. Use addition of up to three whole number addends, containing up to four digits each in real-world and mathematical problems.</p> <p>II.B.2. Use subtraction with up to three digit whole numbers in real-world and mathematical problems.</p> <p>II.B.3. Use the inverse relationship of addition and subtraction to compute and check results.</p> <p>II.B.4. Demonstrate mastery of basic addition facts for addends 0 through 9, without a calculator.</p> <p>II.B.5. Demonstrate mastery of subtraction facts that are inverses of the basic addition facts, without a calculator.</p> <p>II.B.6. Demonstrate an understanding of the multiplication facts through 10 using concrete models.</p> <p>II.B.7. Use models to solve multiplication and division problems and use number sentences to record the solutions.</p> <p>III.B.2. Use the properties of addition and subtraction that involve ordering, grouping and the number 0, to do simple computations with whole numbers.</p>		<p>IV. Computation</p> <p>A. Addition</p> <ul style="list-style-type: none"> Review and practice basic addition facts. Mentally estimate a sum. Use mental computation strategies. Addition with and without regrouping: find the sum (up to 10,000) of any two whole numbers. <p>B. Subtraction</p> <ul style="list-style-type: none"> Understand addition and subtraction as inverse operations; use addition to check subtraction. Review and practice basic subtraction facts. Mentally estimate the difference. Use mental computation strategies. Subtraction with and without regrouping: given two whole numbers of 10,000 or less, find the difference. <p>C. Multiplication</p> <ul style="list-style-type: none"> Master basic multiplication facts to 10×10. Mentally multiply, by 10, 100, and 1,000. Multiply two whole numbers, with and without regrouping, in which one factor is 9 or less and the other is a multi-digit number up to three digits.

		<ul style="list-style-type: none"> • Write numbers in expanded form using multiplication, for example: $9,278 = (9 \times 1,000) + (2 \times 100) + (7 \times 10) + 8$. • Estimate a product. • Solve word problems involving multiplication. <p>D. Division</p> <ul style="list-style-type: none"> • Understand multiplication and division as inverse operations. • Know the meaning of dividend, divisor, and quotient. • Know basic division facts to $100 \div 10$. • Know that you cannot divide by 0. • Know that any number divided by 1 = that number. • Divide two- and three-digit dividends by one-digit divisors. • Solve division problems with remainders. • Check division by multiplying (and adding remainder).
	<p>I.1. Communicate, reason and represent situations mathematically.</p> <p>I.2. Solve problems by distinguishing relevant from irrelevant information, sequencing and prioritizing information and breaking multi-step problems into simpler parts.</p> <p>I.3. Evaluate the reasonableness of the solution by considering appropriate estimates and the context of the original problem.</p> <p>I.4. Know when it is appropriate to estimate and when an exact answer with whole numbers, fractions or decimals is needed.</p> <p>I.5. Express a written problem in suitable mathematical language, solve the problem and interpret the result in the original context.</p> <p>I.6. Support mathematical results using pictures, numbers and words to explain why the steps in a solution are valid and why a particular solution method is appropriate.</p> <p>III.B.1. Identify a missing number or operation in a simple arithmetic equation such as $3 _ 4 = 7$ or $9 - _ = 2$.</p>	<p>E. Solving Problems and Equations</p> <ul style="list-style-type: none"> • Solve two-step word problems. • Solve equations in the form of $_ \times 9 = 63$; $81 \div _ = 9$. • Solve problems with more than one operation, as in $(43 - 32) \times (5 + 3) = _$. • Read and write expressions that use parentheses to indicate order of multiple operations.
	<p>V.C.1. Select an appropriate tool and identify the appropriate unit to measure time, length, weight and temperature.</p> <p>V.C.3. Know relationships between units of length in a system of measurement, such as 12 inches equals 1 foot or 100</p>	<p>V. Measurement</p> <p>A. Linear Measure</p> <ul style="list-style-type: none"> • Make linear measurements in yards, feet, and inches; and, in centimeters and meters.

	<p>centimeters equals 1 meter. V.C.4. Tell time to the minute using digital and analog time. V.C.5. Determine elapsed time to the minute.</p>	<ul style="list-style-type: none"> • Know that one foot = 12 inches; one yard = 36 inches; 3 feet = 1 yard; 1 meter = 100 centimeters; 1 meter is a little more than one yard. • Measure and draw line segments in inches (to 1/4 inch), and in centimeters. • Estimate linear measurements, then measure to check estimates. <p>B. Weight (Mass)</p> <ul style="list-style-type: none"> • Compare weights of objects using a balance scale. • Estimate and measure weight in pounds and ounces; grams and kilograms. • Know abbreviations: lb., oz., g, kg <p>C. Capacity (Volume)</p> <ul style="list-style-type: none"> • Estimate and measure liquid capacity in cups, pints, quarts, gallons, and liters. • Know that 1 quart = 2 pints; 1 gallon = 4 quarts. • Compare U.S. and metric liquid volumes: quart and liter (one liter is a little more than one quart). <p>D. Temperature</p> <ul style="list-style-type: none"> • Measure and record temperature in degrees Fahrenheit and Celsius. • Know the degree sign: ° • Identify freezing point of water as 32° F = 0° C. <p>E. Time</p> <ul style="list-style-type: none"> • Read a clock face and tell time to the minute as either a.m. or p.m.; tell time in terms of both “minutes before” and “minutes after” the hour. • Solve problems on elapsed time (how much time has passed?). • Using a calendar, identify the date, day of the week, month, and year. • Write the date using words (for name of month) and numbers, and only numbers.
	<p>V.A.1. Identify lines of symmetry in geometric shapes. V.A.2. Recognize and predict the position and orientation of a shape after a single flip, slide or turn.</p> <p>V.B.1. Identify, describe and classify two-dimensional shapes according to number and length of sides and kinds of angles. V.B.2. Identify common two- and three-dimensional shapes that are components of more complex shapes.</p>	<p>VI. Geometry</p> <ul style="list-style-type: none"> • Identify lines as horizontal, vertical, perpendicular, or parallel. • Name lines and line segments (for example, line AB; segment CD). • Polygons: recognize vertex (plural: vertices); identify sides as line segments (for example, side CD); identify pentagon, hexagon, and octagon (regular). • Identify angles by letter names (for example, \angle ABC); identify a right angle; know that there are four right angles in a square or rectangle. • Compute area in square inches (in²) and square centimeters (cm²).

	<p>V.C.2. Find the perimeter of a polygon with whole number sides.</p>	<ul style="list-style-type: none"> • Recognize and draw congruent figures; identify a line of symmetry, and create symmetric figures. • Identify solid figures: sphere, cube, rectangular solid, pyramid, cone, cylinder.
<p>Science</p>	<p>IV.B.1. The student will describe the structures that serve different functions in growth, survival and reproduction for plants and animals.</p> <p>IV.B.2. The student will know that plants have different structures from animals that serve the same necessary functions in growth, survival and reproduction.</p> <p>IV.D.1. The student will observe and differentiate between characteristics of organisms that are inherited and characteristics that are acquired.</p> <p>IV.D.2. The student will identify similarities and differences between parent and offspring.</p>	<p>I. Introduction to Classification of Animals</p> <ul style="list-style-type: none"> • Scientists classify animals according to the characteristics they share, for example: <ul style="list-style-type: none"> Cold-blooded or warm-blooded Vertebrates (have backbones and internal skeletons) or invertebrates (do not have backbones or internal skeletons) • Different classes of vertebrates <ul style="list-style-type: none"> Fish: aquatic animals, breathe through gills, cold-blooded, most have scales, most develop from eggs that the female lays outside her body Amphibians: live part of their lives in water and part on land, have gills when young, later develop lungs, cold-blooded, usually have moist skin Reptiles: hatch from eggs, cold-blooded, have dry, thick, scaly skin Birds: warm-blooded, most can fly, have feathers and wings, most build nests, hatch from eggs, most baby birds must be fed by parents and cared for until they can survive on their own (though some, like baby chickens and quail, can search for food a few hours after hatching) Mammals: warm-blooded, have hair on their bodies, parents care for the young, females produce milk for their babies, breathe through lungs, most are terrestrial (live on land) though some are aquatic
		<p>II. The Human Body</p> <p>A. The Muscular System</p> <ul style="list-style-type: none"> • Muscles <ul style="list-style-type: none"> Involuntary and voluntary muscles <p>B. The Skeletal System</p> <ul style="list-style-type: none"> • Skeleton, bones, marrow • Musculo-skeletal connections <ul style="list-style-type: none"> Ligaments Tendons, Achilles tendon Cartilage

		<ul style="list-style-type: none"> • Skull, cranium • Spinal column, vertebrae • Joints • Ribs, rib cage, sternum • Scapula (shoulder blades), pelvis, tibia, fibula • Broken bones, x-rays <p>C. The Nervous System</p> <ul style="list-style-type: none"> • Brain: medulla, cerebellum, cerebrum, cerebral cortex • Spinal cord • Nerves • Reflexes <p>D. Vision: How the Eye Works</p> <ul style="list-style-type: none"> • Parts of the eye: cornea, iris and pupil, lens, retina • Optic nerve • Farsighted and nearsighted <p>E. Hearing: How the Ear Works</p> <ul style="list-style-type: none"> • Sound as vibration • Outer ear, ear canal • Eardrum • Three tiny bones (hammer, anvil, and stirrup) pass vibrations to the cochlea • Auditory nerve
	<p>II.C.1. The student will investigate how sounds are made when objects vibrate.</p> <p>II.C.2. The student will know that light tends to maintain its direction of motion until it is absorbed, refracted, or reflected by an object.</p>	<p>III. Light and Optics</p> <ul style="list-style-type: none"> • The speed of light: light travels at an amazingly high speed. • Light travels in straight lines (as can be demonstrated by forming shadows). • Transparent and opaque objects • Reflection <ul style="list-style-type: none"> Mirrors: plane, concave, convex Uses of mirrors in telescopes and some microscopes • The spectrum: use a prism to demonstrate that white light is made up of a spectrum of colors. • Lenses can be used for magnifying and bending light (as in magnifying glass, microscope, camera, telescope, binoculars). <p>IV. Sound</p> <ul style="list-style-type: none"> • Sound is caused by an object vibrating rapidly. • Sounds travel through solids, liquids, and gases. • Sound waves are much slower than light waves.

		<ul style="list-style-type: none"> • Qualities of sound <ul style="list-style-type: none"> Pitch: high or low, faster vibrations = higher pitch, slower vibrations = lower pitch Intensity: loudness and quietness • Human voice <ul style="list-style-type: none"> Larynx (voice box) Vibrating vocal cords: longer, thicker vocal cords create lower, deeper voices • Sound and how the human ear works • Protecting your hearing <p>VII. Science Biographies Alexander Graham Bell</p>
	<p>IV.C.1. The student will know that organisms interact with one another in various ways besides providing food.</p> <p>IV.C.2. The student will know that changes in a habitat can be beneficial or harmful to an organism.</p>	<p>V. Ecology</p> <ul style="list-style-type: none"> • Habitats, interdependence of organisms and their environment • The concept of a “balance of nature” (constantly changing, not a static condition) • The food chain: producers, consumers, decomposers • Ecosystems: how they can be affected by changes in environment (for example, rainfall, food supply, etc.), and by man-made changes • Man-made threats to the environment <ul style="list-style-type: none"> Air pollution: emissions, smog Water pollution: industrial waste, run-off from farming • Measures we can take to protect the environment (for example, conservation, recycling) <p>VII. Science Biographies John Muir</p>
	<p>III.C.1. The student will recognize the difference between rotation and revolution and their connection to day, night, seasons and the year.</p> <p>III.C.2. The student will identify the planets in the solar system and their relative sizes, distances and basic characteristics.</p> <p>III.C.3. The student will observe that the sun supplies heat and light to the Earth.</p> <p>III.C.4. The student will know that planets look like stars, but over time they move differently than stars.</p>	<p>VI. Astronomy</p> <ul style="list-style-type: none"> • The “Big Bang” • The universe: an extent almost beyond imagining • Galaxies: Milky Way and Andromeda • Our solar system <ul style="list-style-type: none"> Sun: source of energy (heat and light) The nine planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, Pluto • Planetary motion: orbit and rotation <ul style="list-style-type: none"> How day and night on earth are caused by the earth’s rotation

		<p>Sunrise in the east and sunset in the west How the seasons are caused by the earth’s orbit around the sun, tilt of the earth’s axis</p> <ul style="list-style-type: none"> • Gravity, gravitational pull <ul style="list-style-type: none"> Gravitational pull of the moon (and to a lesser degree, the sun) causes ocean tides on earth Gravitational pull of “black holes” prevents even light from escaping • Asteroids, meteors (“shooting stars”), comets, Halley’s Comet • How an eclipse happens • Stars and constellations • Orienteering (finding your way) by using North Star, Big Dipper • Exploration of space <ul style="list-style-type: none"> Observation through telescopes Rockets and satellites: from unmanned to manned flights Apollo 11, first landing on the moon: “One small step for a man, one giant leap for mankind.” Space shuttle <p>VII. Science Biographies Copernicus Mae Jemison</p>
	<p>I.A.1. The student will explore the use of science as a tool that can help investigate and answer questions about the environment.</p> <p>I.B.1. The student will ask questions about the natural world that can be investigated scientifically.</p> <p>I.B.2. The student will participate in a scientific investigation using appropriate tools.</p> <p>I.B.3. The student will know that scientists use different kinds of investigations depending on the questions they are trying to answer.</p>	<p><i>These are science process skills that can be used with any Core Knowledge science topic.</i></p>
	<p>III.B.1. The student will measure, record, and describe weather conditions using common instruments.</p> <p>III.B.2. The student will identify cumulus, cirrus and stratus clouds.</p>	