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## Appendix A:

### Why Listening and Learning are Critical to Reading Comprehension

## Appendix A: Why Listening and Learning are Critical to Reading Comprehension

Those who follow education know all too well that concern about poor student achievement in literacy has reached levels that border on desperation. By every standard measure, it is clear that large numbers of students are leaving American schools ill-prepared to pursue higher education or careers due to poor literacy skills. On international comparisons of reading achievement, the United States ranks below nearly all other countries, surpassed by the likes of Finland, Korea, Japan, and even Hungary and Poland. Longitudinal test results from the National Assessment of Education Progress (NAEP) show little or no growth over a period of decades.

Some progress has been made in recent years in the early elementary grades, thanks to both the Reading First initiative and the No Child Left Behind (NCLB) legislation which have underscored the importance of explicitly and systematically teaching decoding skills. Since the inception of these programs, test scores in the very early grades (K-2) have risen. This improvement reflects the benefits of explicit instruction in phonemic awareness, systematic phonics, and the development of fluency.

Unfortunately, however, these initial improvements have proven unsustainable. As these very same students moved into the upper elementary grades, their test scores have dropped or flatlined. The conclusion is inescapable: the explicit teaching of decoding skills is necessary, but not sufficient to achieve the goal of full literacy. While systematically teaching decoding leads to improved performance on early reading evaluations, which focus on decoding skills, American educators have yet to find an analogous remedy that leads to improved test scores in the latter grades, when the focus shifts to assessing whether students understand what they read. The approach currently favored by most language arts programs, hours of instructional time to teaching and practicing an ever expanding collection of reading comprehension strategies, has proven ineffective. Current research suggests that teaching reading strategies has value in helping students recognize the purpose for reading and may lead to a slight boost in reading comprehension scores, but not the sustained improvement that would be indicative of true literacy. Something is still missing.

What's missing is background knowledge. "Most of us think about reading in a way that is fundamentally incorrect," observes University of Virginia cognitive scientist Daniel T. Willingham. "We think of it as transferable, meaning that once you acquire the ability to read, you can read anything. But being able to decode letter strings fluently is only half of reading. In order to understand what you're reading, you need to know something about the subject matter. And that doesn't just mean that you need to know the vocabulary—you need to have the right knowledge of the world," he says.

The successful experience of schools using Core Knowledge during the past 20 years demonstrates the importance of background knowledge to reading comprehension. Time and again, schools implementing the content-specific Core Knowledge curriculum have noted that even though state and standardized tests are not tied to the *Core Knowledge Sequence*, student performance on such tests improves at statistically significant levels when students are exposed to Core Knowledge over several years. Instead of scores dropping or flatlining at the upper grade levels, Core Knowledge students' test scores actually rise! "General reading comprehension ability is much more than comprehension strategies," wrote Core Knowledge founder E.D. Hirsch, Jr. in his 2006 book *The Knowledge Deficit*; "it requires a definite range of general knowledge."

*In order to understand what is read, it is absolutely necessary to have knowledge of relevant things that are not explicitly stated. Reading is a two-lock box, and opening that box requires not only adequate decoding skills but also language, vocabulary and background knowledge that provide a foundation and underlying context for students to understand what they are reading.*

There is “truly a mountain of data that students must have content knowledge to read effectively,” says Willingham. Unfortunately, existing language arts programs have not been designed to build this foundation of language, vocabulary and background knowledge. This is why the Core Knowledge Foundation is creating the *Core Knowledge Language Arts* program.

### LANGUAGE—LISTENING, SPEAKING, READING, AND WRITING

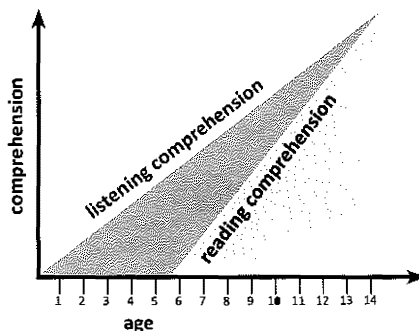
Traditional language arts instruction has typically paid little attention to listening and speaking. This failure to focus on the development of oral language in language arts instruction is a serious oversight. The ability to read and write written language, is highly correlated with students’ oral language proficiency, and the ability to understand a text read aloud is a prerequisite for making sense of the same text in printed form. It is essential that children build listening and speaking competency while also developing reading and writing skills.

Linguists distinguish between receptive and expressive language. Receptive language is language that we take in, process and understand. Expressive language is language we generate and produce. Oral language is spoken language or speech. Written language is print. Oral language is primary. Written language builds upon it.

	Receptive Language	Expressive Language
Oral Language	Listening	Speaking
Written Language	Reading (two keys: decoding + comprehension)	Writing (handwriting, spelling, written composition)

Researchers who study the development of language in young children point out that oral language development precedes and is the foundation for written language development. Children’s oral language competence is strongly predictive of their facility in learning to read and write. A child’s listening and speaking vocabulary, and even mastery of syntax, set boundaries as to what they can read and understand no matter how well they can decode.

It is important to note that for young children in preschool and the early grades, *receptive and expressive abilities do not develop simultaneously or at the same pace; receptive language generally precedes expressive language.* Science confirms what common sense suggests: children need to be able to understand words before they can produce and use them. The groundbreaking work of Hart and Risley (1995), who studied young children in the context of their early family life, found the number of words they heard before they arrived in kindergarten predicted how many words they understood and how fast they could learn new words in kindergarten. Even more significantly, five years later, in third grade, early language competence still predicted language and reading comprehension. The preschoolers who had heard more words, and subsequently learned more words orally, became better readers.



Source: T. G. Sticht and J. James, “Listening and reading,” in P. Pearson, ed., *Handbook of Research on Reading*. New York: Longmans, 1984. (1984)

This finding offers a profoundly important lesson for educators. *Early language disadvantage persists and manifests itself as illiteracy when educational practices fail to recognize the importance of oral language.* A meta-analysis of research by Thomas Sticht (1984) reinforces the importance and primacy of oral language, suggesting that it endures well past the time during which most children have started reading independently. Sticht's analysis strongly suggests that children's listening comprehension outpaces reading comprehension until the middle school years (grades 6–8).

The takeaway message is clear and obvious: we must devote at least as much time during the language arts block to reading *aloud* to young children as we currently devote to providing children with the skills they will need to decode and encode language. This is one of the fundamental premises of the Listening and Learning Strand of the *Core Knowledge Language Arts* program.

#### **BUILDING LISTENING COMPREHENSION AND CONTENT KNOWLEDGE BY READING ALOUD**

Written text makes use of richer vocabulary and more complex syntax than conversational language. It is important that young children be exposed not only to the language of everyday conversation but also to the richer and more formal language of books. This is best done through frequent reading aloud. Children's ability to understand what they hear far outpaces their ability to independently read and understand written text. By listening to stories or nonfiction selections read aloud, children can experience the complexities of written language without expending cognitive energy on decoding. Helping young children develop the ability to listen to and understand written texts read aloud must be an integral part of any initiative designed to build literacy.

#### **CHOOSING READ-ALOUDS**

Not just any read-aloud(s), however, will do. First, careful consideration should be given to the selection of text read aloud to ensure that the vocabulary and syntax presented is rich and complex.

Furthermore, to make efficient use of instructional time, read-alouds must also be selected that build a broad knowledge base, while simultaneously building listening comprehension and language skills. To do this, the selection of *read-alouds within a given grade level and across grade levels must be guided by a coherent, sequenced approach to building knowledge.* This can be achieved by selecting fiction and nonfiction read-alouds from grade level topics identified in the *Core Knowledge Sequence*. The topics for read-alouds in the Listening and Learning Strand of the *Core Knowledge Language Arts* program have been chosen on this basis.

By reading a story or nonfiction selection aloud, we allow children to experience written language without the burden of decoding, granting them access to content they may not be able to read and understand by themselves. They are then free to focus their mental energy on the words and ideas presented in the text, gaining the language and background knowledge that will be needed to tackle rich, written content on their own.

#### **DOMAINS AND STAYING ON A TOPIC**

Building knowledge systematically in language arts is like giving children various pieces of a puzzle in each grade that, over time, will form the big picture. As noted above, read-alouds—within and across grade levels—need to be selected around topics or domains that systematically build knowledge. A domain is an area of knowledge, such as the human body, plants, astronomy, Native Americans, civil rights, and so on. It is strongly recommended that daily read-alouds focus on a single domain over a sustained period of time—about two weeks—rather than intermingling randomly selected read-alouds on a variety of topics. The *Tell It Again! Read-Aloud Anthologies* for the Listening and Learning Strand are organized by domain.

Staying on a topic or domain increases the chances that students will receive multiple exposures to key vocabulary words. For example, in the kindergarten Plants domain, students get multiple

exposures to key words from this domain, such as *nutrients*, *photosynthesis*, *crop*, and *harvest*. Hearing these kinds of words used in meaningful contexts over the course of a domain efficiently and exponentially increases the rate at which children acquire new vocabulary.

Acquisition of both language and knowledge will also be enhanced if, following each read-aloud, children participate in rich, structured conversations with an adult in response to the written text that has been read aloud. In this way, they can begin to orally practice comparing, analyzing, and synthesizing ideas in written text in much the same way as they will be expected to do as independent readers in the later grades.

## **ENSURING COHERENCE**

The knowledge children have learned about particular topics in early grade levels should then be expanded and developed in subsequent grade levels to ensure an increasingly deeper understanding of these topics.

The *Core Knowledge Sequence* is designed to provide schools with a coherent, cumulative and content-specific curriculum. In Core Knowledge schools, teaching and learning are more effective as teachers help students build upon prior knowledge and make more efficient progress from one year to the next. All students enjoy more equal educational opportunities as they are motivated by consistently challenging content. And all children are prepared to become members of the wider national community, respectful of diversity while strengthened by the shared knowledge that helps unite us on common ground.

To learn more, visit the Core Knowledge Reading Room on our website at [www.coreknowledge.org](http://www.coreknowledge.org).

You can also find the following articles and video online:

### **Building Knowledge**

*The Case for Bringing Content into the Language Arts Block and for a Knowledge-Rich Curriculum Core for All Children*

By E.D. Hirsch, Jr.

American Educator, Spring 2006

[http://archive.aft.org/pubs-reports/american\\_educator/issues/spring06/hirsch.htm](http://archive.aft.org/pubs-reports/american_educator/issues/spring06/hirsch.htm)

### **How Knowledge Helps**

*It Speeds and Strengthens Reading Comprehension, Learning—and Thinking*

By Daniel T. Willingham

American Educator, Spring 2006

[http://archive.aft.org/pubs-reports/american\\_educator/issues/spring06/willingham.htm](http://archive.aft.org/pubs-reports/american_educator/issues/spring06/willingham.htm)

### **Teaching Content Is Teaching Reading**

<http://www.youtube.com/watch?v=RiP-ijdxqEc>

### **The Importance of Oral Language**

*The Early Catastrophe: The 30 Million Word Gap by Age 3*

By Betty Hart and Todd Risley

American Educator, Spring 2003

[http://archive.aft.org/pubs-reports/american\\_educator/spring2003/catastrophe.html](http://archive.aft.org/pubs-reports/american_educator/spring2003/catastrophe.html)

## Appendix B:

Using Trade Books  
to Achieve  
College and  
Career Readiness:

The Principles of  
Democracy

### Appendix B: Using Trade Books to Achieve College and Career Readiness: The Principles of Democracy

To be able to read and understand the Declaration of Independence, the Preamble to the Constitution, or Dr. Martin Luther King Jr.'s "I Have a Dream" speech, all texts identified in the newly released Common Core State Standards, literate adults must have a firm grasp of both the language and historical context of these texts. Building this foundation starts in the early elementary grades.

While all American history topics are relevant in some way to the formation of the United States and to the understanding of how the principles of American democracy came about, the listing on the next page represents a grade-appropriate mini-sequence of American history topics that directly relate to the ideas and freedoms embodied in the Declaration of Independence and the Constitution. Age-appropriate trade book titles that could be used as read-alouds are also identified for each domain to illustrate how carefully selected read-alouds can be used to coherently build domain knowledge within and across grade levels.

Study of American history and geography can begin in grades K–2 with a brief overview of major events and figures, from the earliest days to recent times. (The term "American" here generally refers to the lands that became the United States.) A more in-depth, chronological study of American history can then begin again in grade 3 and continue onward.

Exemplar Texts on a Topic  
Across Grades

Principles of Democracy

To be able to read and understand the Declaration of Independence, the Preamble to the Constitution, or King's "I Have a Dream" speech, literate adults must have a firm grasp of both the language and historical context of these texts. Building this foundation starts in the early elementary grades. All American history topics are relevant in some way to the formation of the United States and to the understanding of how the principles of American democracy came about. This listing represents a grade-appropriate mini-sequence of American history topics that directly relate to the ideas and freedoms embodied in the Declaration of Independence and the Constitution.

Study of American history and geography can begin in grades K-2 with a brief overview of major events and figures, from the earliest days to recent times. (The term "American" here generally refers to the lands that became the United States.) A more in-depth, chronological study of American history can then begin again in grade 3 and continue onward.

Reference the rest of this listing for more detail about specific age-appropriate subtopics as well as additional titles.

K

## Early Exploration and Settlement

- The Voyage of Columbus in 1492
- The Pilgrims

*A Picture Book of Christopher Columbus* by David A. Adler (1991)

*Christopher Columbus* by Mary Dodson Wade (2003)

*The Pilgrims' First Thanksgiving* by Anne McGovern (1973)

*Pilgrims of Plymouth* by Susan E. Goodman (1999)

§ *The Pilgrims' Thanksgiving from A-Z* by Laura Crawford (2005)

## Presidents and American Symbols

- Introduction to famous presidents

- George Washington
- Thomas Jefferson
- Abraham Lincoln
- Theodore Roosevelt
- Current United States president

- American Symbols and Figures

*My Teacher for President* by Kay Winters (2004)

*George Washington* by Philip Abraham (2002)

*A Picture Book of Thomas Jefferson* by David A. Adler (1990)

*Abe Lincoln's Hat* by Martha Brenner (1994)

*I pledge allegiance* by Bill Martin Jr. and Michael Sampson (2002)

1

## The Birth of Our Nation

- Introduction to the American Revolution (emphasizing the story of how we went from colonies to an independent nation)

- American Symbols and Figures

*The 4<sup>th</sup> of July Story* by Alice Dalgliesh (1995)

*American Revolution (Research Guide)* by Mary Pope Osborne (2004)

*Boston Tea Party* by Pamela Duncan Edwards (2001)

*A Picture Book of Paul Revere* by David A. Adler (1995)

*Red, White, and Blue: The Story of the American Flag* by John Herman (1998)

2-3

The Thirteen Colonies  
Life before the Revolution

*Life in a Colonial Town* by Sally Senzell Isaacs (2000)

*Colonial Life* by Brendan January (2000)

*If You Lived in Williamsburg In Colonial Days* by Barbara Brenner (2000)

## Immigration and Citizenship

*Coming to America* by Betsy Maestro (1996)

*Miss Bridie Chose a Shovel* by Leslie Connor (2004)

*Watch the Stars Come Out* by Riki Levinson (1985)

*We the Kids* by David Catrow (2002)

*The Story of the Statue of Liberty* by Betsy and Giulio Maestro (1986)

## Reformers

*A Picture Book of Eleanor Roosevelt* by David A. Adler (1991)

*A Picture Book of Martin Luther King, Jr.* by David A. Adler (1989)

*Teammates* by Peter Golenbock (1990)

*Susan B. Anthony: Fighter for Freedom and Equality* by Suzanne Slade (2007)

*Harvesting Hope: The Story of Cesar Chavez* by Kathleen Krull (2003)

## The Civil War

*If You Lived at the Time of the Civil War* by Kay Moore (1994)

*A Picture Book of Harriet Tubman* by David A. Adler (1992)

*Nettie's Trip South* by Ann Turner (1987)

*A Picture Book of Abraham Lincoln* by David A. Adler (1989)

*Just a Few Words, Mr. Lincoln: The Story of the Gettysburg Address* by Jean Fritz (1993)

4-5

The American Revolution  
Undertake a more detailed study.

*Events Leading to the American Revolution* by Linda R. Wade (2001)

*The Revolutionary War* by Brendan January (2000)

*Paul Revere's Ride* by Henry Wadsworth Longfellow (1990)

*The Battles of Lexington and Concord* by Judith Peacock (2002)

*Can't You Make Them Behave, King George?* by Jean Fritz (1977)

## Making a Constitutional Government

*A More Perfect Union: The Story of our Constitution* by Betsy and Giulio Maestro (1987)

*The Constitution* by Warren Colman (1987)

*The United States Constitution* by Karen Price Hossell (2004)

*If You Were There When They Signed the Constitution* by Elizabeth Levy (1987)

*Shh! We're Writing the Constitution* by Jean Fritz (1987)

## Reformers

*Dorothea Dix: Social Reformer* by Barbara Witteman (2003)

*The Abolitionist Movement* by Elaine Landau (2004)

*If You Lived When Women Won Their Rights* by Anne Kamma (2006)

*Created Equal* by Ann Rossi (2005)

*Only Passing Through: The Story of Sojourner Truth* by Anne Rockwell (2000)

The Civil War: Causes, Conflicts, Consequences  
Undertake a more detailed study.

*A Slave Family* by Bobbie Kalnan (2003)

*Sisters Against Slavery: A Story about Sarah and Angelina Grimke* by Stephanie Sammartino McPherson (1999)

*Abe Lincoln Goes to Washington* by Cheryl Harness (1997)

*The Emancipation Proclamation* by Ann Heinrichs (2002)

*The Gettysburg Address* by Abraham Lincoln (1995)



## KINDERGARTEN

### Domain: Early Exploration and Settlement

#### The Voyage of Columbus in 1492

- Queen Isabella and King Ferdinand of Spain
- The Niña, Pinta, and Santa Maria
- Columbus's mistaken identification of "Indies" and "Indians"
- The idea of what was, for Europeans, a "New World"

#### The Pilgrims

- The Mayflower
- Plymouth Rock
- Thanksgiving Day celebration

#### July 4, "Independence Day"

- The "birthday" of our nation
- Democracy (rule of the people): Americans wanted to rule themselves instead of being ruled by a faraway king.
- Some people were not free: slavery in early America

- *A Picture Book of Christopher Columbus* by David A. Adler (1991)
- *Christopher Columbus* by Mary Dodson Wade (2003)
- *Follow the Dream: The Story of Christopher Columbus* by Peter Sis (1991)
- *The Pilgrims' First Thanksgiving* by Anne McGovern (1973)
- *Pilgrims of Plymouth* by Susan E. Goodman (1999)
- *The Pilgrims' Thanksgiving from A-Z* by Laura Crawford (2005)
- *Sarah Morton's Day: A Day in the Life of a Pilgrim Girl* by Kate Waters (1989)

### Domain: Presidents and American Symbols

Introduction to famous presidents (as well as a discussion at a basic level of questions such as: What is the president? How does a person become president? Who are some of our most famous presidents, and why?)

- George Washington
  - The "Father of Our Country"
  - Legend of George Washington and the cherry tree
- Thomas Jefferson, author of Declaration of Independence
- Abraham Lincoln
  - Humble origins
  - "Honest Abe"
- Theodore Roosevelt
- Current United States president

#### American Symbols and Figures

- Recognize and become familiar with the significance of
  - American flag
  - Statue of Liberty
  - Mount Rushmore
  - The White House

- *My Teacher for President* by Kay Winters (2004)
- *George Washington* by Philip Abraham (2002)
- *A Picture Book of Thomas Jefferson* by David A. Adler (1990)
- *Abe Lincoln's Hat* by Martha Brenner (1994)
- *I pledge allegiance* by Bill Martin Jr. and Michael Sampson (2002)
- *The White House* by Lloyd G. Douglas (2003)
- *Woodrow, the White House Mouse* by Peter W. Barnes and Cheryl Shaw Barnes (1998)
- *The Star-Spangled Banner* illustrated by Peter Spier (1973)
- *The Legend of the Teddy Bear* by Frank Murphy (2001)

## GRADE 1

## Domain: The Birth of Our Nation

Introduction to the American Revolution (emphasizing the story of how we went from colonies to an independent nation)

- Locate the original thirteen colonies.
- The Boston Tea Party
- Paul Revere's ride, "One if by land, two if by sea"
- Minutemen and Redcoats, the "shot heard round the world"
- Thomas Jefferson and the Declaration of Independence, "We hold these truths to be self-evident, that all men are created equal . . ."
- Fourth of July
- Benjamin Franklin: patriot, inventor, writer
- George Washington: from military commander to our first president  
Martha Washington  
Our national capital city named Washington
- Legend of Betsy Ross and the flag

## American Symbols and Figures

- Recognize and become familiar with the significance of  
Liberty Bell  
American flag  
Bald Eagle  
Current United States president

- *The 4th of July Story* by Alice Dalgliesh (1995)
- *American Revolution (Research Guide)* by Mary Pope Osborne (2004)
- *Boston Tea Party* by Pamela Duncan Edwards (2001)
- *A Picture Book of Paul Revere* by David A. Adler (1995)
- *Red, White, and Blue: The Story of the American Flag* by John Herman (1998)
- *A Picture Book of George Washington* by David A. Adler (1989)
- *George Washington* by Ingri and Edgar Parin D'Aulaire (1963)
- *Now & Ben: The Modern Inventions of Benjamin Franklin* by Gene Barretta (2006)
- *A Picture Book of Benjamin Franklin* by David A. Adler (1990)
- *Betsy Ross* by Alexandra Wallner (1994)
- *Yankee Doodle* by Gary Chalk (1993)
- *The Bald Eagle* by Tristan Boyer Binns (2001)
- *The Bald Eagle* by Norman Pearl (2007)
- *Saving the Liberty Bell* by Megan McDonald (2005)
- *The Liberty Bell* by Mary Firestone (2007)

## GRADE 2

## Domain: The Civil War

Introduction to the Civil War

- Controversy over slavery
- Harriet Tubman, the "underground railroad"
- Northern v. Southern states: Yankees and Rebels
- Ulysses S. Grant and Robert E. Lee
- Clara Barton, "Angel of the Battlefield," founder of American Red Cross
- President Abraham Lincoln: keeping the Union together
- Emancipation Proclamation and the end of slavery

## American Symbols and Figures

- Recognize and become familiar with the significance of  
U. S. flag: current and earlier versions  
Lincoln Memorial

- *If You Lived at the Time of the Civil War* by Kay Moore (1994)
- *A Picture Book of Harriet Tubman* by David A. Adler (1992)
- *Nettie's Trip South* by Ann Turner (1987)
- *A Picture Book of Abraham Lincoln* by David A. Adler (1989)
- *Just a Few Words, Mr. Lincoln: The Story of the Gettysburg Address* by Jean Fritz (1993)
- *If you Lived When There Was Slavery in America* by Anne Kamma (2004)
- *Civil War on Sunday* by Mary Pope Osborne (2000)
- *Abe Lincoln: The boy who loved books* by Kay Winters (2003)
- *Mr. Lincoln's Whiskers* by Karen B. Winnick (1996)
- *The Lincoln Memorial* by Kathleen W. Deady (2002)
- *Escape North! The Story of Harriet Tubman* by Monica Kulling (2000)
- *If You Traveled on the Underground Railroad* by Ellen Levine (1988)
- *Escape! A Story of the Underground Railroad* by Sharon Shavers Gayle (1999)
- *Harriet and the Promised Land* by Jacob Lawrence (1997)
- *Aunt Harriet's Underground Railroad in the Sky* by Faith Ringgold (1992)
- *Follow the Drinking Gourd* by Jeanette Winter (1988)
- *A Picture Book of Robert E. Lee* by David A. Adler (1994)
- *Clara Barton* by Wil Mara (2002)

## Domain: Immigration and Citizenship

### Introduction to Immigration and Citizenship

Using narrative, biography, and other accessible means to introduce children to the idea that many people have come to America (and continue to come here) from all around the world, for many reasons: to find freedom, to seek a better life, to leave behind bad conditions in their native lands, etc. Discuss: What is an immigrant? Why do people leave their home countries to make a new home in America? What is it like to be a newcomer in America? What hardships have immigrants faced? What opportunities have they found?

- America perceived as a “land of opportunity”
- The meaning of “e pluribus unum” (a national motto you can see on the back of coins)
- Ellis Island and the significance of the Statue of Liberty
- Millions of newcomers to America
  - Large populations of immigrants settle in major cities (such as New York, Chicago, Philadelphia, Detroit, Cleveland, Boston, San Francisco)
- The idea of citizenship
  - What it means to be a citizen of a nation
  - American citizens have certain rights and responsibilities (for example, voting, eligible to hold public office, paying taxes)
  - Becoming an American citizen (by birth, naturalization)

### Introduction to American Government: The Constitution

Through analogies to familiar settings—the family, the school, the community—discuss some basic questions regarding American government, such as: What is government? What are some basic functions of American government? (Making and enforcing laws; settling disputes; protecting rights and liberties, etc.) Only basic questions need to be addressed at this grade level. Specific issues and institutions of American government, including, for example, the separation of powers, and the relation between state and federal government should be discussed in later grades.

- American government is based on the Constitution, the highest law of our land.
- James Madison, the “Father of the Constitution”
- Government by the consent of the governed: “We the People”

### American Symbols and Figures

- Recognize and become familiar with the significance of
  - U. S. flag: current and earlier versions
  - Statue of Liberty
- *Coming to America* by Betsy Maestro (1996)
- *Miss Bridie Chose a Shovel* by Leslie Connor (2004)
- *Watch the Stars Come Out* by Riki Levinson (1985)
- *We the Kids* by David Catrow (2002)
- *The Story of the Statue of Liberty* by Betsy and Giulio Maestro (1986)
- *A Very Important Day* by Maggie Rugg Herold (1995)
- *A Picnic in October* by Eve Bunting (2004)
- *One Green Apple* by Eve Bunting (2006)
- *The Keeping Quilt* by Patricia Polacco (1998)
- *Molly's Pilgrim* by Barbara Cohen (1983)

### Domain: Reformers

Through narrative, biography, and other accessible means, introduce students to the idea that while America is a country founded upon “the proposition that all men are created equal, equality has not always been granted to all Americans. Many people, however, have dedicated themselves to the struggle to extend equal rights to all Americans. Specific figures and issues to study can include:

- Susan B. Anthony and the right to vote
  - Eleanor Roosevelt and civil rights and human rights
  - Mary McLeod Bethune and educational opportunity
  - Jackie Robinson and the integration of major league baseball
  - Rosa Parks and the bus boycott in Montgomery, Alabama
  - Martin Luther King, Jr. and the dream of equal rights for all
  - Cesar Chavez and the rights of migrant workers
- *A Picture Book of Eleanor Roosevelt* by David A. Adler (1991)
  - *A Picture Book of Martin Luther King, Jr.* by David A. Adler (1989)
  - *Teammates* by Peter Golenbock (1990)
  - *Susan B. Anthony: Fighter for Freedom and Equality* by Suzanne Slade (2007)
  - *Harvesting Hope: The Story of Cesar Chavez* by Kathleen Krull (2003)
  - *If a Bus Could Talk: The Story of Rosa Parks* by Faith Ringold (1999)
  - *I Am Rosa Parks* by Rosa Parks with Jim Haskins (1997)
  - *Eleanor* by Barbara Cooney (1996)
  - *Mary McLeod Bethune: A Great Teacher* by Patricia and Fredrick McKissack (2001)
  - *Martin Luther King, Jr. and His Birthday* by Jacqueline Woodson (1990)
  - *Martin's Big Words: The Life of Martin Luther King, Jr.* by Doreen Rappaport (2001)
  - *March On! The Day My Brother Martin Changed the World* by Christine King Farris (2008)
  - *Learning About Justice from the Life of César Chávez* by Jeanne Srazzabosco (1996)

## GRADE 3

### Domain: The Thirteen Colonies: Life before the Revolution

Focus on the definition of "colony" and why countries establish colonies. Help children see that the thirteen English colonies were not alike. Different groups of people came to America with different motivations (hoping to get rich, looking for religious freedom, etc.), and the thirteen colonies developed in different ways.

#### Geography

- 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)
- Important cities in the development of trade and government: Philadelphia, Boston, New York, Charleston

#### Southern Colonies

- Southern colonies: Virginia, Maryland, North Carolina, South Carolina, Georgia
- Virginia
  - 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: first African laborers brought to Virginia
- Maryland
  - A colony established mainly for Catholics
  - Lord Baltimore
- South Carolina
  - Charleston
  - Plantations (rice, indigo) and slave labor
- Georgia
  - James Oglethorpe's plan to establish a colony for English debtors
- Slavery in the Southern colonies
  - Economic reasons that the Southern colonies came to rely on slavery (for example, slave labor on large plantations)
  - The difference between indentured servants and slaves: slaves as property
  - The Middle Passage

#### New England Colonies

- New England colonies: Massachusetts, New Hampshire, Connecticut, Rhode Island
- Gradual development of maritime economy: fishing and shipbuilding
- Massachusetts
  - 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
    - 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

Massachusetts Bay Colony, Governor John Winthrop: "We shall be as a city upon a hill."

Emphasis on reading and education, the New England Primer

- Rhode Island

Roger Williams: belief in religious toleration

Anne Hutchinson

#### Middle Atlantic Colonies

- Middle Atlantic colonies: New York, New Jersey, Delaware, Pennsylvania

- New York

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

William Penn

Society of Friends, "Quakers"

Philadelphia

- *Life in a Colonial Town* by Sally Senzell Isaacs (2000)
- *Colonial Life* by Brendan January (2000)
- *If You Lived in Williamsburg In Colonial Days* by Barbara Brenner (2000)
- *The Pilgrims of Plimoth* by Marcia Sewall (1986)
- *A Horse's Tale* by Susan Lubner (2008)
- *A Day in the Life of a Colonial Indigo Planter* by Laurie Krebs (2004)
- *Life in Colonial Boston* by Jennifer Blizin Gillis (2003)
- *James Towne: Struggle for Survival* by Marcia Sewall (2001)
- *Anne Hutchinson's Way* by Jeannine Atkins (2007)

#### GRADE 4

##### Domain: The American Revolution

Undertake a more detailed study of the causes, major figures, and consequences of the American Revolution, with a focus on main events and figures, as well as these questions:

What caused the colonists to break away and become an independent nation?

What significant ideas and values are at the heart of the American Revolution?

##### Background: The French and Indian War

- Also known as the Seven Years' War, part of an ongoing struggle between Britain and France for control of colonies in various regions around the world (in this case, in North America)
- Alliances with Native Americans
- The Battle of Quebec
- British victory gains territory but leaves Britain financially weakened.

##### Causes and Provocations

- British taxes, "No taxation without representation"
- Boston Massacre, Crispus Attucks
- Boston Tea Party

- The Intolerable Acts close the port of Boston and require Americans to provide quarters for British troops
- First Continental Congress protests to King George III
- Thomas Paine's Common Sense

### The Revolution

- Paul Revere's ride, "One if by land, two if by sea"
- Lexington and Concord
  - The "shot heard 'round the world"
  - Redcoats and Minute Men
- Bunker Hill
- Second Continental Congress: George Washington appointed commander in chief of Continental Army
- Declaration of Independence
  - Primarily written by Thomas Jefferson
  - Adopted July 4, 1776
  - "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness."
- Women in the Revolution: Elizabeth Freeman, Deborah Sampson, Phillis Wheatley, Molly Pitcher
- Loyalists (Tories)
- Victory at Saratoga, alliance with France
- European helpers (Lafayette, the French fleet, Bernardo de Galvez, Kosciusko, von Steuben)
- Valley Forge
- Benedict Arnold
- John Paul Jones: "I have not yet begun to fight."
- Nathan Hale: "I only regret that I have but one life to lose for my country."
- Cornwallis: surrender at Yorktown

### American Symbols and Figures

- Recognize and become familiar with the significance of *Spirit of '76* (painting)
- Events Leading to the American Revolution by Linda R. Wade (2001)
- The Revolutionary War by Brendan January (2000)
- Paul Revere's Ride by Henry Wadsworth Longfellow (1990)
- The Battles of Lexington and Concord by Judith Peacock (2002)
- Can't You Make Them Behave, King George? by Jean Fritz (1977)
- Lexington and Concord by Deborah Kent (1997)
- Sleds on Boston Common: A Story From the American Revolution by Louise Borden (2000)
- Give Me Liberty! The Story of the Declaration of Independence by Russell Freedman (2000)
- Final Years of the American Revolution by Linda R. Wade (2001)

### Domain: Making a Constitutional Government

Examine some of the basic values and principles of American democracy, in both theory and practice, as defined in the Declaration of Independence and the U. S. Constitution, both in historical context and in terms of present-day practice. In examining the significance of the U. S. Constitution, introduce students to the unique nature of the American experiment, the difficult task of establishing a democratic government, the compromises the framers of the Constitution were willing to make, and the persistent threats to success. In order to appreciate the boldness and fragility of the American attempt to establish a republican government based on a constitution, students should know that republican governments were rare at this time. Discuss with students basic questions and issues about government, such as: Why do

societies need government? Why does a society need laws? Who makes the laws in the United States? What might happen in the absence of government and laws?

#### Main ideas behind the Declaration of Independence

- The proposition that “All men are created equal”
- The responsibility of government to protect the “unalienable rights” of the people
- Natural rights: “Life, liberty, and the pursuit of happiness”
- The “right of the people ... to institute new government”

#### Making a New Government: From the Declaration to the Constitution

- Definition of “republican” government: republican = government by elected representatives of the people
- Articles of Confederation: weak central government
- “Founding Fathers”: James Madison as “Father of the Constitution”
- Constitutional Convention
  - Arguments between small and large states
  - The divisive issue of slavery, “three-fifths” compromise

#### The Constitution of the United States

- Preamble to the Constitution: “We the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America.”
- The separation and sharing of powers in American government: three branches of government
  - Legislative branch: Congress = House of Representatives and Senate, makes laws
  - Executive branch: headed by the president, carries out laws
  - Judicial branch: a court system headed by the Supreme Court (itself headed by the Chief Justice), deals with those who break laws and with disagreements about laws
- Checks and balances, limits on government power, veto
- The Bill of Rights: first ten amendments to the Constitution, including:
  - Freedom of religion, speech, and the press (First Amendment)
  - Protection against “unreasonable searches and seizures”
  - The right to “due process of law”
  - The right to trial by jury
  - Protection against “cruel and unusual punishments”

#### Levels and functions of government (national, state, local)

- Identify current government officials, including
  - President and vice-president of the U.S.
  - State governor
- State governments: established by state constitutions (which are subordinate to the U.S. Constitution, the highest law in the land), like the national government, each state government has its legislative, executive, and judicial branches
- Local governments: purposes, functions, and officials
- How government services are paid for (taxes on individuals and businesses, fees, tolls, etc.)
- How people can participate in government

#### American Symbols and Figures

- Recognize and become familiar with the significance of
  - White House and Capitol Building
  - Great Seal of the United States



- *A More Perfect Union: The Story of our Constitution* by Betsy and Giulio Maestro (1987)
- *The Constitution* by Warren Colman (1987)
- *The United States Constitution* by Karen Price Hossell (2004)
- *If You Were There When They Signed the Constitution* by Elizabeth Levy (1987)
- *Shh! We're Writing the Constitution* by Jean Fritz (1987)
- *Designing America: The Constitutional Convention* by Sean Price (2008)
- *The Declaration of Independence* by Elaine Landau (2008)
- *The U.S. Constitution and You* by Syl Sobel (2001)
- *What Are the Parts of Government?* by William David Thomas (2008)
- *The Congress of the United States* by Christine Taylor-Butler (2008)
- *The Bill of Rights* by Michael Burgan (2002)
- *The Bill of Rights* by Christine Taylor-Butler (2008)
- *The Great Seal of the United States* by Terri DeGezelle (2004)
- *James Madison and Dolley Madison and Their Times* by Robert Quackenbush (1992)

### Domain: Reformers

Introduce some prominent people and movements in the ferment of social change in America prior to the Civil War.

- Abolitionists
- Dorothea Dix and the treatment of the insane
- Horace Mann and public schools
- Women's rights
  - Seneca Falls convention
  - Elizabeth Cady Stanton
  - Lucretia Mott
  - Amelia Bloomer
  - Sojourner Truth
- *Dorothea Dix: Social Reformer* by Barbara Witterman (2003)
- *The Abolitionist Movement* by Elaine Landau (2004)
- *If You Lived When Women Won Their Rights* by Anne Kamma (2006)
- *Created Equal* by Ann Rossi (2005)
- *Only Passing Through: The Story of Sojourner Truth* by Anne Rockwell (2000)
- *In Their Own Words: Sojourner Truth* by Peter and Connie Roop (2002)
- *The Road to Seneca Falls: A Story about Elizabeth Cady Stanton* by Gwenyth Swain (1996)
- *The Seneca Falls Women's Rights Convention* by Sabrina Crewe and Dale Anderson (2005)
- *Elizabeth Cady Stanton* by Lucile Davis (1998)
- *Lucretia Mott* by Lucile Davis (1998)
- *Working for Change: The Struggle for Women's Right to Vote* by Leni Donlan (2008)
- *A Timeline of the Abolitionist Movement* by Judy Levine (2004)

## GRADE 5

## Domain: The Civil War: Causes, Conflicts, Consequences

Undertake a more detailed study of the causes, major figures, and consequences of the Civil War.

## Toward the Civil War

- Abolitionists: William Lloyd Garrison and *The Liberator*, Frederick Douglass
- Slave life and rebellions
- Industrial North versus agricultural South
- Mason-Dixon Line
- Controversy over whether to allow slavery in territories and new states
  - Missouri Compromise of 1820
  - Dred Scott decision allows slavery in the territories
- Importance of Harriet Beecher Stowe's *Uncle Tom's Cabin*
- John Brown, Harper's Ferry
- Lincoln: "A house divided against itself cannot stand."
  - Lincoln-Douglas debates
  - Lincoln elected president, Southern states secede

## The Civil War

- Fort Sumter
- Confederacy, Jefferson Davis
- Yankees and Rebels, Blue and Gray
- First Battle of Bull Run
- Robert E. Lee and Ulysses S. Grant
- General Stonewall Jackson
- Ironclad ships, battle of the USS Monitor and the CSS Virginia (formerly the USS Merrimack)
- Battle of Antietam Creek
- The Emancipation Proclamation
- Gettysburg and the Gettysburg Address
- African-American troops, Massachusetts Regiment led by Colonel Shaw
- Sherman's march to the sea, burning of Atlanta
- Lincoln re-elected, concluding words of the Second Inaugural Address
  - ("With malice toward none, with charity for all. . .")
- Richmond (Confederate capital) falls to Union forces
- Surrender at Appomattox
- Assassination of Lincoln by John Wilkes Booth

## Reconstruction

- The South in ruins
- Struggle for control of the South, Radical Republicans vs. Andrew Johnson, impeachment
- Carpetbaggers and scalawags
- Freedmen's Bureau, "40 acres and a mule"
- 13th, 14th, and 15th Amendments to the Constitution
- Black Codes, the Ku Klux Klan and "vigilante justice"
- End of Reconstruction, Compromise of 1877, all federal troops removed from the South

- *A Slave Family* by Bobbie Kalman (2003)
- *Sisters Against Slavery: A Story about Sarah and Angelina Grimke* by Stephanie Sammartino McPherson (1999)
- *Abe Lincoln Goes to Washington* by Cheryl Harness (1997)
- *The Emancipation Proclamation* by Ann Heinrichs (2002)
- *The Gettysburg Address* by Abraham Lincoln (1995)
- *Bull Run* by Paul Fleischman (1993)
- *The Home Fronts in the Civil War* by Dale Anderson (2004)
- *Life on a Plantation* by Bobbie Kalman (1997)
- *John Brown: His Fight for Freedom* by John Hendrix (2009)
- *Seven Miles to Freedom: The Robert Smalls Story* by Janet Halfon (2008)
- *The Reconstruction Amendments* by Michael Burgan (2006)
- *The Carpetbaggers* by Lucia Raatzna (2005)

## Appendix C:

### Domains and Core Content Objectives for the Core Knowledge Language Arts Program, K–2

#### Appendix C: Domains and Core Content Objectives for the Core Knowledge Language Arts Program, K–2

When using read-alouds to build content knowledge within a domain, it is important to start by identifying the specific knowledge that students are expected to learn over the course of the read-aloud domain. We offer the objectives below, taken from the Listening and Learning Strand of the *Core Knowledge Language Arts* program, as examples of what we call “Core Content Objectives.” Every read-aloud lesson should have both content objectives, as well as language arts objectives, identified as learning goals within the lesson.

Note: In the *Core Knowledge Language Arts* program, all domains are modular within a grade level, so that individual classrooms teachers may determine the teaching sequence of each domain. However, we highly recommend that, whenever possible, teachers using the *Core Knowledge Language Arts* materials follow the recommended sequence below, as many factors, including the length of individual read-alouds within the domain, overall number of lessons in the domains, vocabulary density and level of abstraction and complexity, have been used to come up with the recommended sequence.

##### Kindergarten

1. Nursery Rhymes and Fables
2. The Five Senses
3. Stories
4. Plants
5. Farms
6. Native Americans
7. Kings and Queens
8. Seasons and Weather
9. Columbus and the Pilgrims
10. Colonial Towns and Townspeople
11. Taking Care of the Earth
12. Presidents and American Symbols

##### Grade 1

1. Fables and Stories
2. The Human Body
3. Different Lands, Similar Stories
4. Early World Civilizations
5. Early American Civilizations
6. Mozart and Music
7. Astronomy
8. The History of the Earth
9. Animals and Habitats
10. Fairy Tales
11. The Birth of Our Nation
12. Frontier Explorers

##### Grade 2

1. Stories and Poetry
2. Early Asian Civilizations
3. Cycles in Nature
4. The Ancient Greek Civilization
5. Greek Myths
6. Insects
7. Westward Expansion
8. The U.S. Civil War
9. Charlotte’s Web I
10. Charlotte’s Web II
11. Immigration
12. Fighting for a Cause

## Kindergarten

### Nursery Rhymes and Fables

- Demonstrate familiarity with nursery rhymes and fables
- Recite some nursery rhymes
- Identify rhyming words in nursery rhymes
- Identify lines that repeat, and/or dialogue in nursery rhymes
- Describe the characters and events in nursery rhymes and fables
- Explain that fables teach a lesson that is stated as the moral of the story
- Identify the moral of fables
- Explain how animals often act as people in fables (personification)

### The Five Senses

- Identify and demonstrate understanding of the five senses: sight, hearing, smell, taste, and touch
- Identify each of the body parts associated with the five senses
- Provide simple explanations about how the eyes, ears, nose, tongue, and skin work and their function
- Describe how the five senses help humans learn about their world
- Explain the contributions of Ray Charles
- Explain the contributions of Helen Keller
- Describe the challenges of someone who is blind or deaf
- Understand the impact of small sensations on our experiences
- Understand how we can enhance the sense of sight and sense of hearing
- Become familiar with instruments invented to aid the senses of sight and hearing

### Stories

- Listen to and then demonstrate familiarity with stories, including the ideas they express
- Understand that fiction can be in many different forms, including folktales, trickster tales, and tall tales
- Identify the setting of a given story
- Identify the characters of a given story
- Identify the plot of a given story

### Plants

- Understand that there are many different kinds and sizes of plants
- Understand that different kinds of plants grow in different environments
- Understand that plants are living things
- Describe what plants need to live and grow: food, water, air, and sunlight
- Identify the root, stem, branch, leaf, flower, fruit, and seed of a plant
- Explain that roots anchor the plant and take in water and nutrients
- Explain that stems support the plant and carry water and nutrients to the various parts of the plant
- Explain that the plant makes its food in the leaves
- Explain that seeds are the beginning of new plants
- Describe how bees collect nectar and pollen
- Understand how bees make and use honey
- Describe the important role bees play in plant pollination
- Understand that some plants produce fruit to hold seeds
- Demonstrate familiarity with the tall tale "Johnny Appleseed"
- Compare and contrast fruits and seeds of different plants
- Understand the basic life cycle of plants
- Identify the part of specific plants that are eaten by people
- Compare and contrast deciduous and evergreen plants
- Identify things that plants provide us: oxygen, food, and important products
- Understand the life and scientific achievements of George Washington Carver

## Farms

- Explain what a farm is
- Describe a farmer's and shepherd's job
- Identify animals found on farms and the sounds they make
- Identify needs of farm animals: food, water, and space to live and grow
- Match pictures and/or names of farm animal babies to their adult parents
- Describe how farm animal babies need to be fed and cared for by their parents or people
- Explain why farmers raise animals and grow crops
- Identify foods that come from animals
- Identify crops as plants grown on farms for use as food
- Describe how farmers protect their crops from drought, weeds, and pests
- Sequence the seasonal rhythm of planting, growing, and harvesting
- Describe how some food comes from farms as crops
- Sequence events of crops from farm to store (planted, harvested, transported, packaged)
- Identify buildings found on farms
- Identify machines and tools of farming
- Describe how farming has changed through the years

## Native Americans

- Explain that there are many tribes of Native Americans
- Identify the environment in which the Sioux lived
- Identify the Sioux as a nomadic tribe
- Describe the food, clothing, and shelter of the Sioux
- Understand the importance of the buffalo to the Sioux
- Identify the environment in which the Wampanoag lived
- Understand how the Wampanoag tribe lived
- Identify the Wampanoag as a settled tribe
- Describe the food, clothing, and shelter of the Wampanoag
- Understand that Native Americans still live in the U.S. today

## Kings and Queens

- Describe what a king or queen does
- Identify and describe royal objects associated with a king or queen
- Indicate that kings and queens still exist today, but that there were many more kings and queens long ago
- Describe a royal family
- Identify important factors (children, partnerships, arranged marriages) that ensured a royal family's success
- Describe appropriate dress and manners used in meeting and/or talking with kings and queens
- Explain that proper dress and manners in the presence of a member of the royal family is a sign of respect for the importance of this person
- Demonstrate familiarity with the poem "Happy Thought"
- Understand that kings usually possess gold and other treasures
- Discuss the difference between valuing relationships with people and valuing wealth
- Understand contemporary references to someone having *the Golden Touch* or *the Midas Touch*
- Describe the behaviors that reinforce that kings and queens are royal
- Recite "Old King Cole"
- Recite "Sing a Song of Sixpence"
- Describe the characters, settings, and plots in the stories
- Discuss the lessons in *Cinderella* and in *Snow White and the Seven Dwarfs* that show goodness prevails and is rewarded

### Seasons and Weather

- Demonstrate understanding of the following units of time and their relationship to one another: day, week, month, year
- Name the four seasons in cyclical order, as experienced in the United States, and correctly name a few characteristics of each season
- Characterize winter as generally the coldest season, summer as generally the warmest season, and spring and autumn as transitional seasons
- Characterize the North and South Poles as always cold in temperature, the middle section of the earth as usually warm, and the United States as having four seasons
- Identify the following characteristics of thunderstorms: heavy rain, thunder, lightning, and strong wind
- Name at least one month in a specific season while referring to a calendar
- Name at least one holiday in a specific season
- Describe any unique seasonal differences that are characteristic of their own locality (change of color and dropping of leaves in autumn; snow or ice in winter; increased rain and/or flooding in spring, etc.)
- Identify ways in which weather affects daily routines, such as dress, activities, etc.
- Describe daily weather conditions of their own locality in terms of temperature (hot, warm, cool, cold); cloud cover (sunny, cloudy); and precipitation (rain, snow, or sleet)
- Demonstrate familiarity with the poem "I Do Not Mind You, Winter Wind"
- Draw pictures that show an understanding of each season
- Describe safe and unsafe behaviors during severe weather
- Identify and describe different types of severe weather
- Identify a thermometer as an instrument used to measure temperature and describe how it works, i.e., when the liquid in the thermometer rises, it is hotter outside; when the liquid descends, it is cooler
- Explain the lesson the grasshopper learns at the end of the fable, "The Grasshopper and the Ants"
- Identify the four seasons and name activities that are associated with those seasons
- Understand why weather prediction is important in their daily lives

### Columbus and the Pilgrims

- Identify the continents of North America, South America, Europe, Africa, and Asia
- Understand why Europeans wanted to travel to Asia
- Describe the accomplishments of Christopher Columbus
- Identify King Ferdinand and Queen Isabella of Spain
- Recall the year of Columbus's first voyage to America: 1492
- Recall the names of Columbus' three ships: Niña, Pinta, Santa Maria
- Explain why Columbus called the land "India" and the inhabitants "Indians"
- Explain why Europeans eventually thought Columbus had discovered a "New World"
- Identify reasons why the Pilgrims left England
- Describe the Pilgrims' voyage on the Mayflower
- Explain the significance of Plymouth Rock
- Describe the Pilgrims' first year in America
- Describe the first Thanksgiving Day celebration

### Colonial Towns and Townspeople

- Identify the key characteristics and differences between "towns," and "the country" or "countryside" during the colonial period of American history
- Understand that long ago, during the colonial period, families who lived in the country on farms were largely self-sufficient, and that this meant all family members had many daily responsibilities and chores
- List similarities and differences between modern family life and colonial farm life
- Describe some features of colonial towns, such as a town square, shops, and adjacent buildings
- Understand that tradespeople had an occupation and expertise in a particular job
- Name different tradespeople found in a colonial town

- Identify reasons why people who lived in the country traveled to town
- Describe how a watermill works
- Identify corn and wheat as the original plant products needed for the production of flour
- Describe a miller as a tradesperson who grinds wheat and corn into flour using a mill
- Describe a baker as a tradesperson who bakes bread using flour
- Explain how the tradespeople in colonial towns saved farming families time and effort
- Describe what working in a watermill was like
- Compare the life of a miller to the life of a king
- Identify cotton, wool, and flax as the original plant or animal products needed for making cloth
- Describe a spinner as a tradesperson who made thread or yarn from cotton, wool, or flax by spinning it on a spinning wheel
- Identify, and associate with the appropriate trade, the tools used by tradespeople
- Describe a weaver as a tradesperson who used thread or yarn on a loom to make cloth
- Describe the process of making cloth from cotton or wool
- Describe the steps involved in running a spinning wheel: licking the fingers to smooth down the fibers, twisting the thread, and stepping on the treadle
- Describe dressmakers and tailors as tradespeople who made clothing by sewing
- Describe a hatter as a tradesperson who made men's hats
- Describe a cobbler as a tradesperson who made and fixed shoes
- Understand that ready-made clothing was not available for sale in colonial shops; clothing was made to order according to the exact measurements of each person
- Describe a bricklayer as a tradesperson who built with bricks
- Describe a mason as a tradesperson who built with stones
- Describe a carpenter as a tradesperson who built with wood
- Identify some tools tradespeople used
- Describe a blacksmith as a tradesperson who heated iron and formed it into metal objects
- Identify the essential role of the blacksmith in making tools for other tradespeople
- Recognize the necessity of heating objects before the blacksmith could shape them
- Describe a teacher as a townspeople responsible for educating young children
- Identify some characteristics of colonial common schools (multiple grade levels, one-room schoolhouse, mostly boys)
- Compare and contrast common schools with today's schools
- Understand the purpose of laws
- Describe a sheriff as a townspeople who arrested criminals
- Describe a judge as a townspeople who decided who was innocent and guilty, and what punishment guilty people should receive
- Review tradespeople and their roles

#### Taking Care of the Earth

- Understand that Earth is composed of land, water, and air
- Identify examples of land, water, and air from their own environments
- Understand that humans, plants, and animals depend on Earth's land, water, and air to live
- Explain why people have a special responsibility to take care of the earth
- Understand that humans generate large amounts of garbage, which must be disposed of
- Sequence what happens to garbage from its creation to being dumped in the landfill
- Explain what a landfill is and why it is a dangerous place
- Evaluate whether landfills are an adequate solution to the problem of garbage
- Understand that natural resources are things found in nature that are valuable and of great importance to people
- Identify key natural resources and describe how people use them
- Recognize the phrase "Reduce, reuse, recycle!" and explain how doing these three things can help to conserve natural resources
- Understand that people can conserve natural resources by reducing their use of them
- Understand that people can conserve natural resources by reusing materials



- Identify the recycling symbol and understand that recycled materials are made from reused garbage
- Identify common recyclable materials, including glass, plastic, aluminum, cardboard, and paper
- Understand that recyclable materials go from people's homes and businesses to a recycling center, where the materials are sorted according to different types of recyclables, and then they are taken to a recycling factory to be made into something new
- Understand that composting is a type of recycling in which discarded food scraps decay in an outdoor pile or bin for that purpose and eventually become garden soil
- Sequence what happens to a piece of discarded food from table to compost pile to garden
- Identify foods that can be composted
- Discuss garbage as being a problem and various means of garbage disposal in terms of a solution
- Understand that people cause pollution when they make the earth dirty or dangerous with their garbage
- Understand that land, air, and water all suffer from different types of pollution, and all types of pollution are caused by human activities
- Understand that if people are careful and creative, they can help reduce pollution
- Understand that air pollution from one location can make even the air that is far away in other places around the world dirty
- Identify sources of air pollution, including cars and electricity produced by coal-fired power plants
- Understand the effect of air pollution on human health
- Explain how to reduce air pollution by conserving natural resources
- Compare and contrast fresh water, salt water, and wastewater
- Understand that many living things, including humans, need fresh water to survive, and that there is a limited supply of fresh water on Earth
- Identify sources of water pollution, including factory waste and garbage
- Explain that a water treatment plant can remove unhealthy chemicals and pollutants from water to make it usable again
- Understand what a conservationist does
- Understand that John Muir was one of the first conservationists
- Identify possible solutions to the problems discussed throughout the domain
- Understand the importance of individual actions to take care of the earth

#### Presidents and American Symbols

- Name the current president of the United States
- Recognize the White House as the president's home
- Describe Washington, D.C., as the city where the current president lives and where monuments of past presidents can be found
- Identify the American flag
- Describe the differences between a president and a king
- Name George Washington as someone admired for his honesty
- Understand that the cherry tree story is a legend
- Describe George Washington as a general who fought for American independence
- Recognize that General Washington led his army to victory even though his army was smaller than the English army
- Recognize George Washington as the first president of the United States
- Recognize the sacrifices George Washington made for the country
- Recognize Thomas Jefferson as the third president of the United States
- Identify Thomas Jefferson as the primary author of the Declaration of Independence
- Describe the purpose of the Declaration of Independence as a statement of America's liberty
- Identify the Statue of Liberty
- Recognize Abraham Lincoln as an important president of the United States

- Identify that Abraham Lincoln was known as “Honest Abe”
- Recognize Theodore Roosevelt as an important president of the United States
- Know that Theodore Roosevelt overcame childhood health problems
- Know that Theodore Roosevelt loved the outdoors
- Know that Theodore Roosevelt worked for nature conservation
- Identify the Mount Rushmore presidents
- Describe Mount Rushmore as a monument

## First Grade

### Fables and Stories

- Demonstrate familiarity with particular fables and stories
- Identify characteristics of fables: short, moral, personification
- Explain in their own words the moral of a particular fable
- Identify character, plot, and setting as basic story elements
- Describe the characters, plot, and setting of a given fable or story
- Understand that fables and folktales are two types of fiction

### Builds on the following objectives targeted in kindergarten:

- Nursery Rhymes and Fables
  - Demonstrate familiarity with nursery rhymes and fables
  - Describe the characters and events in nursery rhymes and fables
  - Explain that fables teach a lesson that is stated as the moral of the story
  - Identify the moral of fables
  - Explain how animals often act as people in fables (personification)
- Stories
  - Listen to and then demonstrate familiarity with stories, including the ideas they express
  - Understand that fiction can be in many different forms, including folktales, trickster tales, and tall tales
  - Identify the setting of a given story
  - Identify the characters of a given story
  - Identify the plot of a given story

### The Human Body

- Understand that the human body is a network of systems
- Identify each of the five body systems: skeletal, muscular, digestive, circulatory, and nervous
- Recall basic facts about the skeletal system
- Recall basic facts about the muscular system
- Define the heart as a muscle that never stops working
- Recall basic facts about the digestive system
- Recall basic facts about the circulatory system
- Recall basic facts about the nervous system
- Identify the brain as the body's control center
- Understand that germs may cause disease in the body
- Explain the importance of vaccination in preventing disease
- Identify Edward Jenner as the man who developed the first vaccine
- Identify Louis Pasteur as the man who discovered pasteurization
- Explain the importance of exercise, cleanliness, a balanced diet, and rest for bodily health
- Explain the importance of regular checkups
- Explain the importance of vaccinations
- Identify the food pyramid and its component food groups

### Builds on the following objectives targeted in kindergarten:

- The Five Senses
  - Identify and demonstrate understanding of the five senses: sight, hearing, smell, taste, and touch
  - Identify each of the body parts associated with the five senses
  - Provide simple explanations about how the eyes, ears, nose, tongue, and skin work and their function
  - Describe how the five senses help humans learn about their world

### Different Lands, Similar Stories

- Understand that fictional stories come from the author's imagination
- Identify folktales as a type of fiction
- Understand that stories have a beginning, middle, and end
- Describe the characters, plot, and setting of *Little Red Riding Hood*
- Describe the characters, plot, and setting of *Lon Po Po*
- Describe the characters, plot, and setting of *Pretty Salma*
- Describe the characters, plot, and setting of *Tom Thumb*
- Describe the characters, plot, and setting of *Thumbelina*
- Describe the characters, plot, and setting of *Issun Boshi*
- Describe the characters, plot, and setting of *Mufaro's Beautiful Daughters*
- Describe the characters, plot, and setting of *The Irish Cinderlad*
- Understand that people from different lands tell similar stories

### Builds on the following objectives targeted in kindergarten:

- Stories
  - Listen to and then demonstrate familiarity with stories, including the ideas they express
  - Understand that fiction can be in many different forms, including folktales, trickster tales, and tall tales
  - Identify the setting of a given story
  - Identify the characters of a given story
  - Identify the plot of a given story
- Kings and Queens
  - Describe what a king or queen does
  - Identify and describe royal objects associated with a king or queen
  - Indicate that kings and queens still exist today, but that there were many more kings and queens long ago
  - Describe a royal family
  - Describe the behaviors that reinforce that kings and queens are royal
  - Discuss the lessons in *Cinderella* and in *Snow White and the Seven Dwarfs*, which show that goodness prevails and is rewarded

### Early World Civilizations

- Locate the area known as Mesopotamia on a world map or globe, and identify it as a part of Asia
- Explain the importance of rivers, canals, and flooding to support farming in Mesopotamia and ancient Egypt
- Describe the city of Babylon
- Identify and describe the significance of structures built in Mesopotamia and ancient Egypt
- Identify the way of writing in Mesopotamia and ancient Egypt
- Explain why writing is important to a civilization
- Describe the Code of Hammurabi
- Explain why rules and laws are important to the development of a civilization
- Recognize how a leader is important to the development of a civilization
- Describe aspects of religion in Mesopotamia and ancient Egypt
- Identify Mesopotamia as the "Cradle of Civilization"
- Understand that a civilization evolves and changes over time
- Locate Egypt on a world map or globe, and identify it as a part of Africa
- Explain that much of Egypt is the Sahara Desert
- Identify and explain the significance of Hatshepsut and Tutankhamun as pharaohs of ancient Egypt
- Describe key components of a civilization
- Understand that much of what we know about ancient Egypt is because of the work of archaeologists

### Three World Religions (Optional)

- Identify Judaism, Christianity, and Islam as major monotheistic world religions
- Locate Jerusalem and the area known as the Middle East on a map
- Define monotheism as the belief in one God
- Identify the Western Wall (or the Wailing Wall) as associated with Judaism, the church of the Holy Sepulchre with Christianity, and the Dome of the Rock with Islam
- Identify the Hebrews as the ancient people who were descendants of Abraham
- Identify the names for followers of Judaism, Christianity, and Islam
- Identify Moses, Jesus Christ, and Muhammad and their significance
- Demonstrate familiarity with holidays associated with Judaism, Christianity, and Islam
- Recognize symbols for Judaism, Christianity, and Islam
- Identify the holy book of Judaism, Christianity, and Islam
- Identify places of worship for Judaism, Christianity, and Islam
- Understand that the religion of Christianity developed after Judaism
- Recognize that both Christians and Jews follow the Ten Commandments
- Understand that Islam originated in Arabia

**Does not build on any objectives targeted in kindergarten**

### Early American Civilizations

- Locate the continents of Asia and North America on a world map or globe
- Understand that prehistoric nomads followed the animals they hunted
- Explain the importance of hunting among early peoples
- Understand that the first people in North America arrived by crossing a “land bridge” between Asia and North America
- Understand that a shift occurred from hunting and gathering to farming among early peoples
- Compare and contrast hunter-gatherer societies and Mayan society
- Understand the importance of extended family to the Maya
- Identify the area in which the Maya, Aztec, and Inca each lived
- Understand that the Maya developed large cities or population centers in the rainforests of Mexico and Central America many, many years ago
- Understand that the Maya, Aztec, and Inca had a religion, leaders, towns, and farming
- Understand that much of what we know about the Maya and the Inca is because of the work of archaeologists
- Understand that the Aztecs established a vast empire in central Mexico many, many years ago
- Identify the Aztec capital as Tenochtitlan
- Recognize by name the emperor of the Aztec, Moctezuma
- Understand that the Inca established a far-ranging empire in the Andes Mountains of Peru and Chile many, many years ago
- Recall that Machu Picchu is an Incan city

**Does not build on any objectives targeted in kindergarten**

### Mozart and Music

- Identify Mozart as a famous musician and composer who lived over two hundred years ago
- Describe Mozart as a prodigy, talented at a very young age
- Describe an instrument as an object designed to make musical sounds
- Identify a composer as a person who writes music by recording musical notes
- Describe instrumental music as a type of music that is produced by musical instruments only and does not include singing
- Retell the major events of Mozart’s life

- Recognize, sing, and play simple rhythms and melodies
- Understand the role of a patron in Mozart's time in as someone who helped a musician succeed
- Describe keyboard instruments, and name at least one example of a keyboard instrument
- Describe the woodwinds section of the orchestra, and name at least two woodwind instruments
- Describe opera as a performance in which singers tell a story with the help of the orchestra
- Describe a symphony as a composition, which uses many different instruments
- Identify the conductor as the leader of the orchestra
- Describe the brass section of the orchestra, and name at least two brass instruments
- Identify the conductor as the leader of the orchestra
- Recognize and begin to describe the mood of a piece of music

**Builds on the following objectives targeted in kindergarten:**

- Kings and Queens
  - Describe what a king or queen does
  - Identify and describe royal objects associated with a king or queen
  - Indicate that kings and queens still exist today, but that there were many more kings and queens long ago
  - Describe a royal family
  - Describe the behaviors that reinforce that kings and queens are royal
- Identify the beat in music, and increase his/her ability to keep a steady beat
- Describe the percussion section of the orchestra, and name at least two percussion instruments
- Describe the strings section of the orchestra, and name at least two stringed instruments
- Identify the four sections of the orchestra: woodwinds, brass, percussion, and strings

**Astronomy**

- Recognize the sun in the sky
- Understand that the sun, moon, and stars are located in outer space
- Understand that the sun is a source of energy, light, and heat
- Classify the sun as a star
- Identify Earth as a planet and our home
- Identify the Earth's rotation or spin as the cause of day and night
- Understand that other parts of the world experience nighttime while we have daytime
- Explain sunrise and sunset
- Understand that Earth orbits the sun
- Understand that stars are large, although they appear small in the night sky
- Describe stars as hot, distant, and made of gas
- Understand that astronomers study the moon and stars using telescopes
- Understand that people sometimes tell stories about the moon and stars
- Explain what a constellation is
- Identify the Big Dipper and the North Star
- Identify the four phases of the moon—new, crescent, half, full
- Understand that astronauts travel to outer space
- Describe the landing on the moon by American astronauts
- Explain the importance of the first trip to the moon
- State that the moon orbits the earth
- Explain that our solar system includes the sun and the planets that orbit around it
- Indicate that there are eight planets (Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune)
- Classify Pluto as a dwarf planet

**Builds on the following objectives targeted in kindergarten:**

- Seasons and Weather
  - Demonstrate understanding of the following units of time and their relationship to one another: day, week, month, year
  - Name the four seasons in cyclical order, as experienced in the United States, and correctly name a few characteristics of each season
  - Characterize winter as generally the coldest season, summer as generally the warmest season, and spring and autumn as transitional seasons
  - Characterize the North and South Poles as always cold in temperature, the middle section of the earth as usually warm, and the United States as having four seasons
  - Describe any unique seasonal differences that are characteristic of their own locality (change of color and dropping of leaves in autumn; snow or ice in winter; increased rain and/or flooding in spring, etc.)
  - Identify a thermometer as an instrument used to measure temperature and describe how it works, i.e., when the liquid in the thermometer rises, it is hotter outside; when the liquid descends, it is cooler
- Taking Care of the Earth
  - Understand that Earth is composed of land, water, and air
  - Understand that humans, plants, and animals depend on Earth's land, water, and air to live
  - Understand that natural resources are things found in nature that are valuable and of great importance to people
  - Understand that land, air, and water all suffer from different types of pollution, and all types of pollution are caused by human activities
  - Understand that air pollution from one location can make even the air that is far away in other places around the world dirty
  - Compare and contrast fresh water, salt water, and wastewater
  - Understand that many living things, including humans, need fresh water to survive, and that there is a limited supply of fresh water on Earth

**The History of the Earth**

- Identify geographical features of the earth's surface: oceans and continents
- Locate the North Pole, the South Pole, and the equator on a globe
- Describe the shape of the earth
- Understand that much of our knowledge of the earth and its history is the result of the work of many scientists
- Identify the layers of the earth: crust, mantle, core (outer and inner)
- Describe the crust
- Describe each of the layers inside the earth
- Describe volcanoes and geysers
- Identify common minerals in the earth
- Explain how minerals are used by people
- Identify the three types of rocks: metamorphic, sedimentary, and igneous
- Describe how heat, pressure, and time cause many changes inside the earth
- Describe how rocks and minerals are taken from the earth
- Describe fossils
- Explain how fossils provide information about the history of the earth
- Explain how we know about dinosaurs
- Describe various dinosaurs
- Explain the significance of the La Brea Tar Pits

**Builds on the following objectives targeted in kindergarten:**

- Plants
  - Understand that there are many different kinds and sizes of plants

Understand that different kinds of plants grow in different environments  
 Describe what plants need to live and grow: food, water, air, and sunlight  
 Identify the root, stem, branch, leaf, flower, fruit, and seed of a plant

- Taking Care of the Earth

Understand that Earth is composed of land, water, and air  
 Identify examples of land, water, and air from their own environments  
 Understand that humans, plants, and animals depend on Earth's land, water, and air to live  
 Understand that natural resources are things found in nature that are valuable and of great importance to people  
 Identify key natural resources and describe how people use them

#### Animals and Habitats

- Describe what a habitat is
- Understand that living things live in habitats to which they are particularly suited
- Identify the characteristics of the Arctic tundra habitat
- Explain how Arctic animals have adapted to the Arctic tundra habitat
- Identify the characteristics of the Arctic Ocean habitat
- Explain how Arctic animals have adapted to the Arctic Ocean habitat
- Identify the characteristics of the desert habitat
- Explain how desert animals have adapted to the desert habitat
- Identify the characteristics of the grassland habitat
- Explain how grassland animals have adapted to the grassland habitat
- Identify the characteristics of the temperate deciduous forest habitat
- Explain how temperate deciduous forest animals have adapted to the temperate deciduous forest habitat
- Identify the characteristics of the tropical rainforest habitat
- Explain how tropical rainforest animals have adapted to the tropical rainforest habitat
- Identify the characteristics of the freshwater habitat
- Understand that saltwater covers most of Earth and is found in several oceans
- Match specific plants and animals to their habitats
- Classify animals on the basis of the types of food they eat (herbivore, carnivore, omnivore)
- Describe the landscape of the ocean floor
- Understand that ocean life is very diverse
- Understand that water covers most of Earth and is found in several oceans
- Classify water habitats as either freshwater or saltwater habitats
- Understand why and how habitat destruction can cause extinction
- Identify the characteristics of the bald eagles' habitat
- Identify and locate the oceans of the world on a globe: Arctic, Pacific, Atlantic, Indian, Southern

#### Builds on the following objectives targeted in kindergarten:

- Plants

Understand that plants are living things  
 Describe what plants need to live and grow: food, water, air, and sunlight  
 Understand that there are many different kinds and sizes of plants  
 Understand that different kinds of plants grow in different environments  
 Identify the root, stem, leaf, flower, and seed of a plant  
 Explain that roots anchor the plant and take in water and nutrients  
 Explain that stems support the plant and carry water and nutrients to the various parts of the plant  
 Explain that the plant makes its food in the leaves



Understand the basic life cycle of plants

Compare and contrast deciduous and evergreen plants

- Farms

Identify needs of farm animals: food; water; and space to live and grow

Describe how farm animal babies need to be fed and cared for by their parents or people

Match pictures and/or names of farm animal babies to their adult parents

- Seasons and Weather

Characterize the North and South Poles as always cold in temperature, the middle section of the earth as usually warm, and the United States as having four seasons

Name the four seasons in cyclical order, as experienced in the United States, and correctly name a few characteristics of each season

Characterize winter as generally the coldest season, summer as generally the warmest season, and spring and autumn as transitional seasons

Describe any unique seasonal differences that are characteristic of their own locality (change of color and dropping of leaves in autumn; snow or ice in winter; increased rain and/or flooding in spring, etc.)

Describe the daily weather conditions of their own locality in terms of temperature (hot, warm, cool, cold), cloud cover (sunny or cloudy), and precipitation (rain, snow, or sleet)

- Taking Care of the Earth

Understand that humans, plants, and animals depend on Earth's land, water, and air to live.

Explain why people have a special responsibility to take care of the earth

Understand that humans generate large amounts of garbage which must be disposed of

Sequence what happens to garbage from its creation to being dumped in the landfill

Understand that natural resources are things found in nature that are valuable and of great importance to people

Recognize the phrase, "Reduce, reuse, recycle!" and explain how doing these three things can help to conserve natural resources

Understand that land, air, and water all suffer from different kinds of pollution, and all types of pollution are caused by human activities

Identify sources of air pollution, including cars and electricity produced by coal-fired power plants

Understand the effect of air pollution on human health

Compare and contrast fresh water, salt water, and waste water

Understand that many living things, including humans, need fresh water to survive, and that there is a limited supply of fresh water on Earth

Identify sources of water pollution, including factory waste and garbage

### Fairy Tales

- Demonstrate familiarity with the fairy tale *Sleeping Beauty*

- Recognize what makes fairy tales different from other types of stories

- Identify common characteristics of fairy tales, such as "once upon a time" beginnings, royal characters, elements of fantasy, problems and solutions, and happy endings

- Identify the fairy tale elements of *Sleeping Beauty*

- Demonstrate familiarity with the fairy tale *Rumpelstiltskin*

- Identify the fairy tale elements of *Rumpelstiltskin*

- Identify the fairy tale elements of *Rapunzel*

- Demonstrate familiarity with the fairy tale *Rapunzel*

- Identify the fairy tale elements of *The Princess and the Pea*

- Compare and contrast different adaptations of fairy tales

- Demonstrate familiarity with the fairy tale *The Princess and the Pea*

- Demonstrate familiarity with the fairy tale *The Frog Prince*

- Identify the fairy tale elements of *The Frog Prince*
- Demonstrate familiarity with the fairy tale *Puss-in-Boots*
- Identify the fairy tale elements of *Puss-in-Boots*
- Identify the fairy tale elements of *Hansel and Gretel*
- Demonstrate familiarity with the fairy tale *Hansel and Gretel*
- Identify the fairy tale elements of *Jack and the Beanstalk*
- Demonstrate familiarity with the fairy tale *Jack and the Beanstalk*

**Builds on the following objectives targeted in kindergarten:**

- Stories
  - Listen to and then demonstrate familiarity with stories, including the ideas they express
  - Understand that fiction can be in many different forms, including folktales, trickster tales, and tall tales
  - Identify the setting of a given story
  - Identify the characters of a given story
  - Identify the plot of a given story
- Kings and Queens
  - Describe what a king or queen does
  - Identify and describe royal objects associated with a king or queen
  - Describe a royal family
  - Describe appropriate dress and manners used in meeting and/or talking with kings and queens

**The Birth of Our Nation**

- Identify the early English settlements on Roanoke Island and at Jamestown as colonies that were established before the Pilgrims landed at Plymouth Rock
- Understand that the first Africans in the English colonies came to Jamestown as indentured servants, not slaves
- Describe how the thirteen English colonies in America evolved from dependence on Great Britain to independence as a nation
- Locate the thirteen original colonies
- Describe the contributions of George Washington as Patriot, military commander, and first president
- Identify Washington, D.C., as the nation's capital
- Explain that the nation's capital, Washington, D.C., was named after George Washington
- Identify Martha Washington as the wife of George Washington
- Describe the contributions of Benjamin Franklin as Patriot, inventor, and writer
- Identify Thomas Jefferson as the author of the Declaration of Independence and the third president of the U.S.
- Explain the significance of the Declaration of Independence
- Identify "We hold these truths to be self-evident, that all men are created equal . . ." as a part of the Declaration of Independence
- Describe the Boston Tea Party
- Explain the significance of Paul Revere's ride
- Identify "One if by land, two if by sea"
- Identify Minutemen, Redcoats, and "the shot heard round the world"
- Explain the significance of The Fourth of July
- Retell the legend of Betsy Ross and the flag
- Describe the roles of African Americans, Native Americans, and women during the evolution from thirteen English colonies in America to independence as a nation
- Identify the U.S. flag, the Liberty Bell, and the bald eagle
- Explain the significance of the flag, the Liberty Bell, and the bald eagle as U.S. symbols

**Builds on the following objectives targeted in kindergarten:**

- Native Americans

- Explain that there are many tribes of Native Americans
- Identify the environment in which the Sioux lived
- Identify the Sioux as a nomadic tribe
- Describe the food, clothing, and shelter of the Sioux
- Understand the importance of the buffalo to the Sioux
- Identify the environment in which the Wampanoag lived
- Understand how the Wampanoag tribe lived
- Identify the Wampanoag as a settled tribe
- Describe the food, clothing, and shelter of the Wampanoag
- Understand that Native Americans still live in the U.S. today
- Kings and Queens
  - Describe what a king or queen does
- Columbus and The Pilgrims
  - Identify the continents of North America, South America, Europe, Africa, and Asia
  - Understand why Europeans wanted to travel to Asia
  - Describe the accomplishments of Christopher Columbus
  - Recall the year of Columbus's first voyage to America: 1492
  - Explain why Columbus called the land "India" and the inhabitants "Indians"
  - Explain why Europeans eventually thought Columbus had discovered a "New World"
  - Identify reasons why the Pilgrims left England
  - Describe the Pilgrims' voyage on the Mayflower
  - Explain the significance of Plymouth Rock
  - Describe the Pilgrims' first year in America
  - Describe the first Thanksgiving Day celebration
- Colonial Towns and Townspeople
  - Describe some features of colonial towns, such as a town square, shops, and adjacent buildings
- Presidents and American Symbols
  - Describe George Washington as a general who fought for American independence
  - Recognize that general Washington led his army to victory even though it was smaller than the English army
  - Recognize George Washington as the first President of the United States
  - Describe the differences between a president and a king
  - Identify the American flag
  - Recognize Thomas Jefferson as the third President of the United States
  - Identify Thomas Jefferson as the primary author of the Declaration of Independence
  - Describe the purpose of the Declaration of Independence as a statement of America's liberty

#### Frontier Explorers

- Locate the Appalachian Mountains on a map
- Recall basic facts about Daniel Boone
- Understand that Daniel Boone was a trailblazer
- Understand what the term "Wilderness Road" refers to
- Locate the Mississippi River on a map
- Locate the Rocky Mountains on a map
- Identify and locate the Louisiana Territory on a map
- Understand the significance of the Louisiana Purchase
- Explain the reasons that Lewis and Clark went on their expedition
- Understand that while the territory acquired in the Louisiana Purchase had not been explored or settled by people who lived in other parts of the United States until Lewis and Clark went on their expedition, there were many, many Native American tribes already living there
- Recall basic facts about Lewis and Clark's encounters with Native Americans

- Explain why and how Sacagawea helped Lewis and Clark

**Builds on the following objectives targeted in kindergarten:**

- Native Americans
  - Explain that there are many tribes of Native Americans
  - Identify the environment in which the Sioux lived
  - Identify the Sioux as a nomadic tribe
  - Describe the food, clothing, and shelter of the Sioux
  - Understand the importance of the buffalo to the Sioux
  - Identify the environment in which the Wampanoag lived
  - Understand how the Wampanoag tribe lived
  - Identify the Wampanoag as a settled tribe
  - Describe the food, clothing, and shelter of the Wampanoag
  - Understand that Native Americans still live in the U.S. today
- Columbus and The Pilgrims
  - Identify the continents of North America, South America, Europe, Africa, and Asia
  - Understand why Europeans wanted to travel to Asia
  - Describe the accomplishments of Christopher Columbus
  - Recall the year of Columbus's first voyage to America: 1492
  - Explain why Columbus called the land "India" and the inhabitants "Indians"
  - Explain why Europeans eventually thought Columbus had discovered a "New World"
  - Identify reasons why the Pilgrims left England
  - Describe the Pilgrims' voyage on the Mayflower
  - Explain the significance of Plymouth Rock
  - Describe the Pilgrims' first year in America
  - Describe the first Thanksgiving Day celebration
- Kings and Queens
  - Describe what a king or queen does
- Colonial Towns and Townspeople
  - Describe some features of colonial towns, such as a town square, shops, and adjacent buildings
- American Presidents and Symbols
  - Describe the differences between a president and a king
  - Recognize Thomas Jefferson as the third President of the United States
  - Identify Thomas Jefferson as the primary author of the Declaration of Independence
  - Describe the purpose of the Declaration of Independence as a statement of America's liberty

## Second Grade\*

\*This listing is incomplete. The materials development of Grade 2 CKLA was in progress at the time of this listing.

### Stories and Poetry

- Demonstrate familiarity with a particular fairy tale *Beauty and the Beast*
- Describe the characters, plot, and setting of a particular fairy tale
- Identify common characteristics of fairy tales such as “once upon a time” beginnings, royal characters, magical characters or events, and happy endings
- Identify the fairy tale elements of a particular fairy tale
- Identify fairy tales as a type of fiction
- Understand a particular poem or poems
- Recall some of the ideas expressed and some of the memorable words or phrases in these poems
- Understand the difference between lyric and narrative poems
- Recognize that narrative poems have characters, settings, plot, and dialogue
- Identify lyric poems as short, musical works that express ideas and feelings of one speaker
- Recognize that some poems contain rhyme that is not exact
- Identify words or phrases that appeal to the senses of sight, sound, taste, smell or touch
- Understand that poems often include similes or metaphors that compare two or more things
- Demonstrate familiarity with specific tall tales
- Identify the characters, plot, and setting of specific tall tales
- Identify tall tales as a type of fiction
- Identify exaggerations as a characteristic of tall tales
- Identify the exaggerations in specific tall tales

### Builds on the following objectives targeted in Kindergarten and Grade 1:

- Nursery Rhymes and Fables (Kindergarten)
  - Describe the characters and events in nursery rhymes and fables
  - Explain how animals often act as people in fables (personification)
  - Recite some nursery rhymes
  - Identify rhyming words in nursery rhymes
  - Identify lines that repeat, and/or dialogue in nursery rhymes
- Stories (Kindergarten)
  - Listen to and then demonstrate familiarity with stories, including the ideas they express
  - Understand that fiction can be in many different forms, including folktales, trickster tales, and tall tales
  - Identify the setting of a given story
  - Identify the characters of a given story
  - Identify the plot of a given story
- Fables and Stories (Grade 1)
  - Demonstrate familiarity with particular fables and stories
  - Identify character, plot, and setting as basic story elements
  - Describe the characters, plot, and setting of a given fable or story
  - Understand that fables and folktales are two types of fiction

### Cycles in Nature

- Define the term *cycle*
- Define the term *seasonal cycle*
- Recognize that Earth orbits the sun and the sun does not move
- Understand that it takes one year for Earth’s orbit of the sun
- Explain the cause for seasons

- Identify four seasons in the U.S.: spring, summer, autumn (fall), winter
- Explain effects of seasonal changes on plants and animals
- Describe plant and animal processes in spring
- Describe plant and animal processes in summer
- Describe plant and animal processes in autumn
- Describe plant and animal processes in winter
- Define the term *life cycle*
- Identify four stages of the life cycle: birth, growth, reproduction, and death
- Describe the life cycle of a flowering plant (seed to seed)
- Describe the life cycle of a chicken (egg to egg)
- Describe the life cycle of a frog (egg to egg)
- Describe the life cycle of a butterfly (egg to egg)
- Define the term *metamorphosis*
- Recognize that most of Earth's surface is covered by water
- Identify the three states of matter in which water exists: solid, liquid, and gas
- Define the term *water cycle*
- Understand that there is a limited amount of water on Earth
- Describe evaporation and condensation
- Identify forms of precipitation
- Define humidity as the amount of moisture in the air
- Describe the formation of clouds
- Identify three types of clouds: cirrus, cumulus, and stratus
- Understand that not all water cycles back into the air
- Identify groundwater as a water resource for humans

**Builds on the following objectives targeted in Kindergarten and Grade 1:**

- Plants (Kindergarten)
  - Understand that plants are living things
  - Describe what plants need to live and grow: food, water, air, and sunlight
  - Understand that there are many different kinds and sizes of plants
  - Understand that different kinds of plants grow in different environments
  - Identify the root, stem, leaf, flower, and seed of a plant
  - Explain that roots anchor the plant and take in water and nutrients
  - Explain that stems support the plant and carry water and nutrients to the various parts of the plant
  - Explain that the plant makes its food in the leaves
  - Understand the basic life cycle of plants
- Farms (Kindergarten)
  - Identify needs of farm animals: food; water; and space to live and grow
  - Describe how farm animal babies need to be fed and cared for by their parents or people
  - Match pictures and/or names of farm animal babies to their adult parents
- Seasons and Weather (Kindergarten)
  - Demonstrate understanding of the following units of time and their relationship to one another: day, week, month, year
  - Identify a thermometer as an instrument used to measure temperature and describe how it works, i.e., when the liquid in the thermometer rises, it is hotter outside; when the liquid descends, it is cooler
  - Name the four seasons in cyclical order, as experienced in the United States, and correctly name a few characteristics of each season
  - Characterize winter as generally the coldest season, summer as generally the warmest season, and spring and autumn as transitional seasons
  - Describe any unique seasonal differences that are characteristic of their own locality (change of color and dropping of leaves in autumn; snow or ice in winter; increased rain and/or flooding in spring, etc.)

Describe the daily weather conditions of their own locality in terms of temperature (hot, warm, cool, cold), cloud cover (sunny or cloudy), and precipitation (rain, snow, or sleet)

- Taking Care of the Earth (Kindergarten)
  - Understand that Earth is composed of land, water, and air
  - Understand that humans, plants, and animals depend on Earth's land, water, and air to live
  - Compare and contrast fresh water, salt water, and wastewater
  - Understand that many living things, including humans, need fresh water to survive, and that there is a limited supply of fresh water on Earth
  - Explain why people have a special responsibility to take care of the earth
- Astronomy (Grade 1)
  - Recognize the sun in the sky
  - Understand that the sun, moon, and stars are located in outer space
  - Understand that the sun is a source of energy, light, and heat
  - Classify the sun as a star
  - Identify Earth as a planet and our home
  - Identify the Earth's rotation or spin as the cause of day and night
  - Understand that other parts of the world experience nighttime while we have daytime
  - Explain sunrise and sunset
  - Understand that Earth orbits the sun
- Animals and Habitats (Grade 1)
  - Describe what a habitat is
  - Understand that living things live in habitats to which they are particularly suited
  - Identify the characteristics of specific habitats
  - Match specific plants and animals to their habitat
  - Explain how certain animals have adapted to their habitat
  - Understand that water covers most of Earth and is found in several oceans
  - Classify bodies of water as saltwater or freshwater habitats

#### Insects

- Classify insects as small six-legged animals
- Identify body parts of insects: head, thorax, abdomen (wings—optional)
- Describe composition and purpose of an insect's exoskeleton
- Define metamorphosis
- Recognize that most insects undergo a complete metamorphosis
- Describe four stages of the life cycle of insects that metamorphose
- Recognize that some newborn insects resemble the adults of their species
- Describe the molting process of some insects
- Distinguish between social and solitary insects
- Identify groups of social insects
- Describe the social behavior of an ant colony
- Describe the roles of honeybee workers, drones, and queens
- Cite ways in which insects may be helpful to people
- Cite ways in which insects may be harmful to people

#### Builds on the following objectives targeted in Kindergarten and Grade 1:

- Plants (Kindergarten)
  - Understand that plants are living things
  - Describe what plants need to live and grow: food, water, air, and light
  - Understand that there are many different kinds and sizes of plants
  - Understand that different kinds of plants grow in different environments
  - Identify the root, stem, leaf, flower, and seed of a plant

Explain that roots anchor the plant and take in water and nutrients  
 Explain that stems support the plant and carry water and nutrients to the various parts of the plant  
 Explain that the plant makes its food in the leaves  
 Understand the basic life cycle of plants

- Farms (Kindergarten)
  - Identify needs of farm animals: food; water; and space to live and grow
  - Describe how farm animal babies need to be fed and cared for by their parents or people
  - Match pictures and/or names of farm animal babies to their adult parents
- Seasons and Weather (Kindergarten)
  - Name the four seasons in cyclical order, as experienced in the United States, and correctly name a few characteristics of each season
  - Describe any unique seasonal differences that are characteristic of their own locality (change of color and dropping of leaves in autumn; snow or ice in winter; increased rain and/or flooding in spring, etc.)
- Taking Care of the Earth (Kindergarten)
  - Understand that humans, plants, and animals depend on Earth's land, water, and air to live
  - Explain why people have a special responsibility to take care of the earth
- Animals and Habitats (Grade 1)
  - Describe what a habitat is
  - Understand that living things live in habitats to which they are particularly suited
  - Identify the characteristics of specific habitats
  - Match specific plants and animals to their habitat
  - Explain how certain animals have adapted to their habitat

#### Westward Expansion

- Learn that the frontier shifted west and southwest as the country grew
- Describe what life was like for pioneers who headed west
- Identify boats, canals, and trains as new forms of transportation that increased the movement of people west
- Identify Robert Fulton as the developer of the steamboat
- Describe the importance of the steamboat
- Describe the importance of canals
- Identify the Erie Canal as the most famous of canals built during the 'Canal Era'
- Explain the advantages of rail travel
- Identify "iron horse" as the nickname given to the first trains in America
- Identify the Transcontinental Railroad as a link between East and West
- Identify the Oregon Trail as an arduous trail traversed by wagon trains
- Identify the Pony Express as a horseback mail delivery system
- Explain that western expansion meant displacement of Native Americans
- Recognize that the development of the railroad ushered in a new era of mass exodus of the Native Americans from their land
- Describe effect of diminishing buffalo on life of Plains Native Americans
- Explain that U.S. government forced Native Americans from their lands
- Identify the Trail of Tears as forced march of the Cherokee
- Identify Sequoyah as the developer of a writing system for the Cherokee language

#### Builds on the following objectives targeted in Kindergarten and Grade 1:

- Native Americans (Kindergarten)
  - Explain that there are many tribes of Native Americans
  - Identify the environment in which the Sioux lived
  - Identify the Sioux as a nomadic tribe



- Describe the food, clothing, and shelter of the Sioux
- Understand the importance of the buffalo to the Sioux
- Identify the environment in which the Wampanoag lived
- Understand how the Wampanoag tribe lived
- Identify the Wampanoag as a settled tribe
- Describe the food, clothing, and shelter of the Wampanoag
- Understand that Native Americans still live in the U.S. today
- Columbus and The Pilgrims (Kindergarten)
  - Recall the year of Columbus's first voyage to America: 1492
  - Explain why Columbus called the land "India" and the inhabitants "Indians"
  - Identify why Europeans eventually thought Columbus had discovered a "New World"
  - Identify reasons why Pilgrims left England
  - Explain the significance of Plymouth Rock
- Colonial Towns and Townspeople (Kindergarten)
  - Describe some features of colonial towns, such as a town square, shops, and adjacent buildings
- Presidents and American Symbols (Kindergarten)
  - Describe the differences between a president and a king
  - Identify the American flag
  - Recognize Thomas Jefferson as the third President of the United States
- The Birth of Our Nation (Grade 1)
  - Identify the early English settlements on Roanoke Island and at Jamestown as colonies that were established before the Pilgrims landed at Plymouth Rock
  - Describe how the thirteen English colonies in America evolved from dependence on Great Britain to independence as a nation
  - Locate the thirteen original colonies
  - Describe the contributions of George Washington as Patriot, military commander, and first president
  - Identify Washington, D.C., as the nation's capital
  - Explain that the nation's capital, Washington, D.C., was named after George Washington
  - Explain the significance of The Fourth of July
  - Describe the roles of African Americans, Native Americans, and women during the evolution from thirteen English colonies in America to independence as a nation
- Frontier Explorers (Grade 1)
  - Locate the Appalachian Mountains on a map
  - Locate the Mississippi River on a map
  - Locate the Rocky Mountains on a map
  - Identify and locate the Louisiana Territory on a map
  - Understand the significance of the Louisiana Purchase
  - Explain the reasons that Lewis and Clark went on their expedition
  - Understand that while the territory acquired in the Louisiana Purchase had not been explored or settled by people who lived in other parts of the United States until Lewis and Clark went on their expedition, there were many, many Native American tribes already living there
  - Recall basic facts about Lewis and Clark's encounters with Native Americans
  - Explain why and how Sacagawea helped Lewis and Clark

#### The U.S. Civil War

- Describe slavery and the controversy over slavery in the United States
- Identify the Underground Railroad as a system of escape for slaves in the United States
- Describe the life and contributions of Harriet Tubman
- Differentiate between the North and South

- Differentiate between the Union and the Confederacy and the states associated with each
- Identify the people of the South as “Rebels” and those of the North as “Yankees”
- Describe why the Southern states seceded from the United States
- Define the difference between the Union and the Confederacy
- Describe the life and contributions of Abraham Lincoln
- Explain Abraham Lincoln’s role in keeping the Union together during the Civil War
- Identify Clara Barton as the “Angel of the Battlefield” and the founder of the American Red Cross
- Describe the work of the American Red Cross
- Recall that Robert E. Lee was the commander of the Confederate army
- Understand Lee’s reluctance to command the Union or the Confederate Army
- Recall that Ulysses S. Grant was the commander of the Union army
- Identify Abraham Lincoln as the author of the Emancipation Proclamation
- Explain the significance of the Emancipation Proclamation
- Identify the Civil War or the War Between the States as a war waged because of differences between the North and South
- Explain that the North’s victory united the North and South as one country and ended slavery
- Describe the life and contributions of Elijah McCoy
- Demonstrate familiarity with the poem “Harriet Tubman”
- Demonstrate familiarity with the poem “Lincoln”
- Demonstrate familiarity with the songs “Follow the Drinking Gourd” and “Swing Low, Sweet Chariot”
- Demonstrate familiarity with the song “Dixie”
- Demonstrate familiarity with the song “When Johnny Comes Marching Home”

**Builds on the following objectives targeted in Kindergarten and Grade 1:**

- Presidents and American Symbols (Kindergarten)  
Recognize Abraham Lincoln as an important President of the United States  
Identify that Abraham Lincoln was known as “Honest Abe”
- The Birth of Our Nation (Grade 1)  
Describe how the thirteen English colonies in America evolved from dependence on Great Britain to independence as a nation

***Charlotte’s Web***

- Understand that stories are one type of fiction
- Understand that fiction comes from the author’s imagination
- Understand why some stories are called *classics*
- Identify character, plot, and setting as basic story elements
- Describe the characters, plot, and setting of *Charlotte’s Web*
- Describe some aspects of life on a farm
- Define and identify the elements of narration and dialogue
- Define and identify the element of description
- Define and identify the element of personification
- Identify words or phrases that appeal to the senses of sight, sound, taste, smell, or touch
- Understand that an author sometimes gives the reader hints of things to come
- Recall that spiders are not insects
- Recall the seasons and the order in which they occur
- Understand how seasons affect life on a farm
- Have a general understanding of spiders and their anatomy

**Builds on the following objectives targeted in Kindergarten and Grade 1:**

- Stories (Kindergarten)  
Listen to and then demonstrate familiarity with stories, including the ideas they express

- Farms (Kindergarten)
  - Sequence the seasonal rhythm of planting, growing, and harvesting
  - Identify buildings found on farms
  - Identify machines and tools of farming
  - Identify animals found on farms and the sounds they make
  - Identify needs of farm animals: food, water, and space to live and grow
- Seasons and Weather (Kindergarten)
  - Name the four seasons in cyclical order, as experienced in the United States, and correctly name a few characteristics of each season
- Fables and Stories (Grade 1)
  - Identify and describe the characters, plot, and setting of a particular story

#### *Charlotte's Web* II

- Understand that stories are one type of fiction
- Understand that fiction comes from the author's imagination
- Describe the characters, plot (problems and solutions), and setting of *Charlotte's Web*
- Have a general understanding of orb spiders and their webs
- Have a general understanding of how crickets make a chirping sound
- Describe some aspects of life on a farm
- Understand how seasons affect life on a farm
- Define and identify the elements of narration and dialogue
- Define and identify the element of description
- Define and identify the element of personification
- Describe some aspects of a fair
- Identify words or phrases that appeal to the senses of sight, sound, taste, smell, or touch
- Describe changes in characters
- Understand that an author sometimes gives the reader hints of things to come

#### **Builds on the following objectives targeted in Kindergarten and Grade 1:**

- Stories (Kindergarten)
  - Listen to and then demonstrate familiarity with stories, including the ideas they express
- Farms (Kindergarten)
  - Sequence the seasonal rhythm of planting, growing, and harvesting
  - Identify buildings found on farms
  - Identify machines and tools of farming
  - Identify animals found on farms and the sounds they make
  - Identify needs of farm animals: food, water, and space to live and grow
- Seasons and Weather (Kindergarten)
  - Name the four seasons in cyclical order, as experienced in the United States, and correctly name a few characteristics of each season
- Fables and Stories (Grade 1)
  - Identify and describe the characters, plot, and setting of a particular story

#### Immigration

- Explain the term immigrant
- Describe reasons immigrants leave their home countries to make a new home in the United States
- Explain why the United States was and is called the "land of opportunity"
- Identify the meaning of *e pluribus unum*
- Explain the significance of Ellis Island and the Statue of Liberty
- Describe how immigration has brought millions of newcomers to the United States
- Describe why large populations of immigrants settled in major cities such as New York, Chicago, Philadelphia, Detroit, Cleveland, Boston, and San Francisco
- Describe why some immigrants settled in the Midwest

- Understand that their ancestors may have been immigrants who helped make America the country that it is today
- Explain what it means to be a citizen of a country
- Identify ways that a person becomes an American citizen
- Identify that the government of the United States is based on the Constitution, the highest law of our land
- Identify James Madison, the “Father of the Constitution”
- Understand that government by the consent of the governed, American citizens: “We the People”
- Explain the basic functions of government (making and enforcing laws; settling disputes; protecting rights and liberties, etc.) by making analogies to familiar settings such as the family, the school, and the community
- Identify the Bill of Rights as a document amending the Constitution
- Describe the rights and responsibilities of an American citizen
- Demonstrate familiarity with the songs, “This Land is Your Land” and “The Star-Spangled Banner”

#### **Builds on the following objectives targeted in Kindergarten and Grade 1:**

- Columbus and the Pilgrims (Kindergarten)
  - Identify the continents of North America, South America, Europe, Africa, and Asia
  - Describe the accomplishments of Christopher Columbus
  - Explain why Europeans eventually thought Columbus had discovered a “New World”
  - Identify reasons why Pilgrims left England
  - Describe the Pilgrims’ voyage on the Mayflower
- Presidents and American Symbols (Kindergarten)
  - Describe the differences between a president and a king
  - Identify Thomas Jefferson as the primary author of the Declaration of Independence
  - Describe the purpose of the Declaration of Independence as a statement of America’s liberty
  - Identify the Statue of Liberty
- Early American Civilizations (Grade 1)
  - Locate the continents of Asia and North America on a world map or globe
  - Understand that the first people in North America arrived by crossing a “land bridge” between Asia and North America
  - Understand that the Maya developed large cities or population centers in the rainforests of Mexico and Central America many, many years ago
- The Birth of Our Nation (Grade 1)
  - Identify “We hold these truths to be self-evident, that all men are created equal . . .” as a part of the Declaration of Independence
  - Explain the significance of The Fourth of July
  - Identify the U.S. flag, the Liberty Bell, and the bald eagle
  - Explain the significance of the flag, the Liberty Bell, and the bald eagle as U.S. symbols

#### **Fighting for a Cause**

- Explain that members of one (most powerful) group have tended to exclude members of other groups from certain rights
- Identify the causes that Susan B. Anthony fought for during her lifetime
- Describe the life and contributions of Susan B. Anthony
- Understand that fighting for the right to vote was an important cause for many women throughout the United States
- Understand that organizations and movements were created as women protested their inequality and unfair treatment
- Describe the life and contributions of Eleanor Roosevelt

- Identify the causes that Eleanor Roosevelt fought for during her lifetime
- Describe the early life of Marian Anderson
- Identify the causes Marian Anderson fought for during her lifetime
- Describe the later life of Marian Anderson
- Identify one cause that Eleanor Roosevelt fought for during her lifetime
- Describe the life and contributions of Mary McLeod Bethune
- Identify the causes that Mary McLeod Bethune fought for during her lifetime
- Identify the cause that Ruby Bridges fought for in her early life
- Describe the life and contributions of Jackie Robinson
- Identify the cause that Jackie Robinson fought for during his lifetime
- Describe the life and contributions of Rosa Parks
- Identify the causes that Rosa Parks fought for during her lifetime
- Understand that fighting for the rights of African Americans has been an important cause for many people throughout the United States
- Describe the life and contributions of Martin Luther King, Jr.
- Identify the causes that Martin Luther King, Jr. fought for during his lifetime
- Describe the life and contributions of Cesar Chavez
- Identify the causes that Cesar Chavez fought for during his lifetime

**Builds on the following objectives targeted in Kindergarten and Grade 1:**

- Presidents and American Symbols (Kindergarten)
  - Recognize the White House as the president's home
  - Describe Washington, D.C., as the city where the current president lives and where monuments of past presidents can be found
  - Describe the purpose of the Declaration of Independence as a statement of America's liberty
- The Birth of Our Nation (Grade 1)
  - Explain the significance of the Declaration of Independence
  - Identify "We hold these truths to be self-evident, that all men are created equal..." as part of the Declaration of Independence

## Appendix D:

### Core Knowledge Grade-by-Grade Resource Recommendations

#### RECOMMENDED ORDER AMOUNTS:

- **Titles for teachers:** one for each teacher, including resource teachers and librarians
- **Titles for students:** one for each student
- **Classroom resources:** one per classroom as noted

#### General

##### DVD: What Is Core Knowledge?

Cultural Literacy  
The Schools We Need  
The Knowledge Deficit  
The Making of Americans  
Reading Instruction: The Two Keys  
Books to Build On  
Dictionary of Cultural Literacy  
First Dictionary of Cultural Literacy

#### Preschool

##### For Teachers

The Core Knowledge Sequence for Preschool–Grade 8  
Core Knowledge Preschool Sequence and Teacher Handbook  
What Your Preschooler Needs to Know (for parents)  
Preschool Snapshot: Implementation & Observation Checklist  
Core Knowledge Preschool Assessment Tool  
Core Knowledge Preschool Assessment Kit  
Core Knowledge Preschool Video  
Core Knowledge Stop and Think Songbook CD  
Preschool & K Music CD  
A Joyful Noise  
Preschool Daily Schedule Cards  
The Knowledge Tree Preschool Kits\*  
Social Skills Posters  
The Stop & Think Social Skills Program:  
Teacher's Manual for Pre K–1  
Stop and Think Parenting Book, with DVD (for parents)

##### For Students

What Your Preschooler Needs to Know:  
Activity Book 1 for Ages 3–4  
What Your Preschooler Needs to Know:  
Activity Book 2 for Ages 4–5  
Scholastic Preschool Classroom Library (one per classroom)\*

#### Kindergarten

##### For Teachers

The Core Knowledge Sequence for Preschool–Grade 8  
First Dictionary of Cultural Literacy  
Core Knowledge Teacher Handbook, Grade K  
Text Resources, Grade K  
Art Prints, Grade K  
Core Knowledge Day-by-Day Planner and Workbook, Grade K  
What Your Kindergartner Needs to Know (for parents)  
Teacher Edition of Pearson Learning  
Core Knowledge History and Geography Resources\*  
Preschool & K Music CD  
A Joyful Noise  
Stop and Think Parenting Book, with DVD  
Social Skills Electronic Books\*

##### For Students

Listen My Children, Grade K  
Pearson Learning Core Knowledge History  
and Geography Resources\*  
Scholastic Grade K Classroom Library (one per classroom)\*

#### Grade 1

##### For Teachers

The Core Knowledge Sequence for Preschool–Grade 8  
First Dictionary of Cultural Literacy  
Core Knowledge Teacher Handbook, Grade 1  
Text Resources, Grade 1  
Art Prints, Grade 1  
Core Knowledge Day-by-Day Planner and Workbook, Grade 1  
What Your First Grader Needs to Know (for parents)  
Teacher Edition of Pearson Learning  
Core Knowledge History and Geography Resources\*  
Grades 1 & 2 Music CD set  
A Joyful Noise  
Stop and Think Parenting Book, with DVD  
Social Skills Electronic Books\*  
Questar Curriculum-Referenced Tests\*

##### For Students

Listen My Children, Grade 1  
Pearson Learning Core Knowledge History  
and Geography Resources\*  
Scholastic Grade 1 Classroom Library (one per classroom)\*

#### Grade 2

##### For Teachers

The Core Knowledge Sequence for Preschool–Grade 8  
First Dictionary of Cultural Literacy  
Core Knowledge Teacher Handbook, Grade 2  
Text Resources, Grade 2  
Art Prints, Grade 2  
Core Knowledge Day-by-Day Planner and Workbook, Grade 2  
What Your Second Grader Needs to Know (for parents)  
Teacher Edition of Pearson Learning  
Core Knowledge History and Geography Resources\*  
Grades 1 & 2 Music CD set  
A Joyful Noise  
Stop and Think Parenting Book, with DVD  
Social Skills Electronic Books\*  
Questar Curriculum-Referenced Tests\*

##### For Students

Listen My Children, Grade 2  
Pearson Learning Core Knowledge History  
and Geography Resources\*  
Scholastic Grade 2 Classroom Library (one per classroom)\*

## Grade 3

### For Teachers

The Core Knowledge Sequence for  
Preschool–Grade 8  
First Dictionary of Cultural Literacy  
Core Knowledge Teacher Handbook, Grade 3  
Text Resources, Grade 3  
Art Prints, Grade 3  
Core Knowledge Day-by-Day Planner and  
Workbook, Grade 3  
What Your Third Grader Needs to Know (for parents)  
Teacher Edition of Pearson Learning  
Core Knowledge History and Geography Resources\*  
Grades 3–5 Music CD set  
A Joyful Noise  
Stop and Think Parenting Book, with DVD  
Social Skills Electronic Books\*  
Questar Curriculum-Referenced Tests\*

### For Students

Listen, My Children, Grade 3  
Pearson Learning Core Knowledge History  
and Geography Resources\*  
Scholastic Grade 3 Classroom Library  
(one per classroom)\*

## Grade 4

### For Teachers

The Core Knowledge Sequence for  
Preschool–Grade 8  
First Dictionary of Cultural Literacy  
Core Knowledge Teacher Handbook, Grade 4  
Text Resources, Grade 4  
Art Prints, Grade 4  
Core Knowledge Day-by-Day Planner and  
Workbook, Grade 4  
What Your Fourth Grader Needs to Know  
(for parents)  
Core Classics: Robinson Crusoe, Sleepy  
Hollow, Gulliver's Travels, Robin Hood,  
King Arthur, and Treasure Island +  
Teacher's Guides  
Teacher Edition of Pearson Learning  
Core Knowledge History and  
Geography Resources\*  
Grades 3–5 Music CD Set  
A Joyful Noise  
Social Skills Electronic Books\*  
Questar Curriculum-Referenced Tests\*

### For Students

Listen, My Children, Grade 4  
Core Classics: Robinson Crusoe, Sleepy Hollow,  
Gulliver's Travels, Pollyanna, Robin Hood,  
King Arthur, and Treasure Island  
Pearson Learning Core Knowledge History  
and Geography Resources\*  
Scholastic Grade 4 Classroom Library  
(one per classroom)\*

## Grade 5

### For Teachers

The Core Knowledge Sequence for  
Preschool–Grade 8  
First Dictionary of Cultural Literacy  
Dictionary of Cultural Literacy  
Core Knowledge Teacher Handbook, Grade 5  
Text Resources, Grade 5  
Art Prints, Grade 5  
Core Knowledge Day-by-Day Planner and  
Workbook, Grade 5  
What Your Fifth Grader Needs to Know (for parents)  
Rats, Bulls, and Flying Machines + Teacher's Guide  
Grace Abounding + Teacher's Kits  
Core Classics: Sherlock Holmes, Don Quixote  
+ Teacher's Guides  
Core Classics Plus: Frederick Douglass +  
Teacher's Guide  
Teacher Edition of Pearson Learning  
Core Knowledge History and Geography Resources\*  
Grades 3–5 Music CD Set  
A Joyful Noise  
Social Skills Electronic Books\*  
Questar Curriculum-Referenced Tests\*

### For Students

Listen My Children, Grade 5  
Grace Abounding  
Rats, Bulls, and Flying Machines  
Core Classics: Sherlock Holmes, Don Quixote  
Core Classics Plus: Frederick Douglass, Little Women  
Pearson Learning Core Knowledge History  
and Geography Resources\*  
Scholastic Grade 5 Classroom Library  
(one per classroom)\*

## Grade 6

### For Teachers

The Core Knowledge Sequence for  
Preschool–Grade 8  
Dictionary of Cultural Literacy  
Core Knowledge Day-by-Day Planner and  
Workbook, Grade 6  
What Your Sixth Grader Needs to Know (for parents)  
Grace Abounding + Teacher's Kits  
Teacher Edition of Pearson Learning  
Core Knowledge History and  
Geography Resources\*  
Grades 6 Music CD Set  
A Joyful Noise  
Mackin Middle School Resource Set\*  
Social Skills Electronic Books\*

### For Students

Realms of Gold, Volume I  
Grace Abounding  
Pearson Learning Core Knowledge History  
and Geography Resources\*  
Scholastic Combined Grade 6–8 Classroom  
Library (one per classroom)\*

## Grade 7

### For Teachers

The Core Knowledge Sequence for  
Preschool–Grade 8  
Dictionary of Cultural Literacy  
Core Knowledge Day-by-Day Planner and  
Workbook, Grade 7  
Grace Abounding + Teacher's Kits  
Grade 7 Music CD Set  
A Joyful Noise  
Mackin Middle School Resource Set\*  
Social Skills Electronic Books\*

### For Students

Realms of Gold, Volume II  
Grace Abounding  
Scholastic Combined Grade 6–8 Classroom  
Library (one per classroom)\*

## Grade 8

### For Teachers

The Core Knowledge Sequence for  
Preschool–Grade 8  
Dictionary of Cultural Literacy  
Core Knowledge Day-by-Day Planner and  
Workbook, Grade 8  
Grace Abounding + Teacher's Kits  
Grade 8 Classical CD Set and Set A  
Blues and Jazz CD Set and Set A  
Musical Theater CD Set  
Mozart Essential Works CD  
A Joyful Noise  
Mackin Middle School Resource Set\*  
Social Skills Electronic Books\*

### For Students

Realms of Gold, Volume III  
Grace Abounding  
Scholastic Combined Grade 6–8 Classroom  
Library (one per classroom)

\*Resources not sold by Core Knowledge.  
You can find information about these resources  
on our website, [www.coreknowledge.org](http://www.coreknowledge.org)

# Core Knowledge at a Glance

	Preschool	Kindergarten	First Grade	Second Grade	Third Grade
Language Arts/English	<ol style="list-style-type: none"> <li>I. Oral Language</li> <li>II. Nursery Rhymes, Poems, Finger-Plays, and Songs</li> <li>III. Storybook Reading and Storytelling</li> <li>IV. Emerging Literacy Skills</li> </ol>	<ol style="list-style-type: none"> <li>I. Listening and Speaking</li> <li>II. Reading</li> <li>III. Writing</li> <li>IV. Language Conventions</li> <li>V. Poetry</li> <li>VI. Fiction</li> <li>VII. Sayings and Phrases</li> </ol>	<ol style="list-style-type: none"> <li>I. Listening and Speaking</li> <li>II. Reading</li> <li>III. Writing</li> <li>IV. Language Conventions</li> <li>V. Poetry</li> <li>VI. Fiction</li> <li>VII. Sayings and Phrases</li> </ol>	<ol style="list-style-type: none"> <li>I. Listening and Speaking</li> <li>II. Reading</li> <li>III. Writing</li> <li>IV. Language Conventions</li> <li>V. Poetry</li> <li>VI. Fiction</li> <li>VII. Sayings and Phrases</li> </ol>	<ol style="list-style-type: none"> <li>I. Reading and Writing</li> <li>II. Poetry</li> <li>III. Fiction</li> <li>IV. Sayings and Phrases</li> </ol>
History and Geography	<p>Time:</p> <ol style="list-style-type: none"> <li>I. Vocabulary</li> <li>II. Measures of Time</li> <li>III. Passage of Time (Past, Present, Future)</li> </ol> <p>Space:</p> <ol style="list-style-type: none"> <li>I. Vocabulary</li> <li>II. Actual and Representational Space</li> <li>III. Simple Maps</li> <li>IV. Basic Geographic Concepts</li> </ol>	<p>World:</p> <ol style="list-style-type: none"> <li>I. Geography: Spatial Sense</li> <li>II. Overview of the Seven Continents</li> </ol> <p>American</p> <ol style="list-style-type: none"> <li>I. Geography</li> <li>II. Native American Peoples, Past and Present</li> <li>III. Early Exploration and Settlement</li> <li>IV. Presidents, Past and Present</li> <li>V. Symbols and Figures</li> </ol>	<p>World:</p> <ol style="list-style-type: none"> <li>I. Geography</li> <li>II. Early World Civilizations</li> <li>III. Modern Civilization and Culture: Mexico</li> </ol> <p>American</p> <ol style="list-style-type: none"> <li>I. Early People and Civilizations</li> <li>II. Early Exploration and Settlement</li> <li>III. From Colonies to Independence: The American Revolution</li> <li>IV. Early Exploration of American West</li> <li>V. Symbols and Figures</li> </ol>	<p>World:</p> <ol style="list-style-type: none"> <li>I. Geography</li> <li>II. Early Asian Civilizations</li> <li>III. Modern Japanese Civilization</li> <li>IV. The Ancient Greek Civilization</li> </ol> <p>American</p> <ol style="list-style-type: none"> <li>I. American Government: The Constitution</li> <li>II. The War of 1812</li> <li>III. Westward Expansion</li> <li>IV. The Civil War</li> <li>V. Immigration and Citizenship</li> <li>VI. Fighting for a Cause</li> <li>VII. Geography of the Americas</li> <li>VIII. Symbols and Figures</li> </ol>	<p>World:</p> <ol style="list-style-type: none"> <li>I. World Geography</li> <li>II. The Ancient Roman Civilization</li> <li>III. The Vikings</li> </ol> <p>American</p> <ol style="list-style-type: none"> <li>I. The Earliest Americans</li> <li>II. Early Exploration of North America</li> <li>III. The Thirteen Colonies: Life and Times Before the Revolution</li> </ol>
Visual Arts	<ol style="list-style-type: none"> <li>I. Attention to visual detail</li> <li>II. Creating Art</li> <li>III. Looking and Talking about Art</li> </ol>	<ol style="list-style-type: none"> <li>I. Elements of Art</li> <li>II. Sculpture</li> <li>III. Looking at and Talking About Art</li> </ol>	<ol style="list-style-type: none"> <li>I. Art from Long Ago</li> <li>II. Elements of Art</li> <li>III. Kinds of Pictures: Portrait and Still Life</li> </ol>	<ol style="list-style-type: none"> <li>I. Elements of Art</li> <li>II. Sculpture</li> <li>III. Kinds of Pictures: Landscapes</li> <li>IV. Abstract Art</li> <li>V. Architecture</li> </ol>	<ol style="list-style-type: none"> <li>I. Elements of Art</li> <li>II. American Indian Art</li> <li>III. Art of Ancient Rome and Byzantine Civilization</li> </ol>
Music	<ol style="list-style-type: none"> <li>I. Attention to Differences in Sound</li> <li>II. Imitate and Produce Sounds</li> <li>III. Listen and Sing</li> <li>IV. Listen and Move</li> </ol>	<ol style="list-style-type: none"> <li>I. Elements of Music</li> <li>II. Listening and Understanding</li> <li>III. Songs</li> </ol>	<ol style="list-style-type: none"> <li>I. Elements of Music</li> <li>II. Listening and Understanding (Composers; Orchestra; Opera; Ballet; Jazz)</li> <li>III. Songs</li> </ol>	<ol style="list-style-type: none"> <li>I. Elements of Music</li> <li>II. Listening and Understanding (Orchestra; Keyboards; Composers)</li> <li>III. Songs</li> </ol>	<ol style="list-style-type: none"> <li>I. Elements of Music</li> <li>II. Listening and Understanding (Orchestra; Composers)</li> <li>III. Songs</li> </ol>
Mathematics	<ol style="list-style-type: none"> <li>I. Patterns and Classification</li> <li>II. Geometry</li> <li>III. Measurement</li> <li>IV. Numbers and Number Sense</li> <li>V. Addition and Subtraction with Concrete Objects</li> <li>VI. Money</li> </ol>	<ol style="list-style-type: none"> <li>I. Patterns and Classification</li> <li>II. Numbers and Number Sense</li> <li>III. Money</li> <li>IV. Computation</li> <li>V. Measurement</li> <li>VI. Geometry</li> </ol>	<ol style="list-style-type: none"> <li>I. Patterns and Classification</li> <li>II. Numbers and Number Sense</li> <li>III. Money</li> <li>IV. Computation</li> <li>V. Measurement</li> <li>VI. Geometry</li> </ol>	<ol style="list-style-type: none"> <li>I. Numbers and Number Sense</li> <li>II. Fractions</li> <li>III. Money</li> <li>IV. Computation</li> <li>V. Measurement</li> <li>VI. Geometry</li> </ol>	<ol style="list-style-type: none"> <li>I. Numbers and Number Sense</li> <li>II. Fractions and Decimals</li> <li>III. Money</li> <li>IV. Computation</li> <li>V. Measurement</li> <li>VI. Geometry</li> </ol>
Science	<ol style="list-style-type: none"> <li>I. Human Characteristics, Needs and Development</li> <li>II. Animal Characteristics, Needs and Development</li> <li>III. Plant Characteristics, Needs and Growth</li> <li>IV. Physical Elements (Water, Air, Light)</li> <li>V. Introduction to Magnetism</li> <li>VI. Seasons and Weather</li> <li>VII. Taking Care of the Earth</li> <li>VIII. Tools</li> </ol>	<ol style="list-style-type: none"> <li>I. Plants and Plant Growth</li> <li>II. Animals and Their Needs</li> <li>III. Human Body (Five Senses)</li> <li>IV. Introduction to Magnetism</li> <li>V. Seasons and Weather</li> <li>VI. Taking Care of the Earth</li> <li>VII. Science Biographies</li> </ol>	<ol style="list-style-type: none"> <li>I. Living Things and Their Environments</li> <li>II. Human Body (Body Systems)</li> <li>III. Matter</li> <li>IV. Properties of Matter: Measurement</li> <li>V. Introduction to Electricity</li> <li>VI. Astronomy</li> <li>VII. The Earth</li> <li>VIII. Science Biographies</li> </ol>	<ol style="list-style-type: none"> <li>I. Cycles in Nature (Seasonal Cycles; Life Cycles; Water Cycle)</li> <li>II. Insects</li> <li>III. Human Body (Cells; Digestive and Excretory Systems)</li> <li>IV. Magnetism</li> <li>V. Simple Machines</li> <li>VI. Science Biographies</li> </ol>	<ol style="list-style-type: none"> <li>I. Introduction to Classification of Animals</li> <li>II. Human Body (Muscular, Skeletal, and Nervous Systems; Vision and Hearing)</li> <li>III. Light and Optics</li> <li>IV. Sound</li> <li>V. Ecology</li> <li>VI. Astronomy</li> <li>VII. Science Biographies</li> </ol>



	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade
Language Arts/English	<ul style="list-style-type: none"> <li>I. Writing, Grammar, and Usage</li> <li>II. Poetry</li> <li>III. Fiction</li> <li>IV. Speeches</li> <li>V. Sayings and Phrases</li> </ul>	<ul style="list-style-type: none"> <li>I. Writing, Grammar, and Usage</li> <li>II. Poetry</li> <li>III. Fiction and Drama</li> <li>IV. Speeches</li> <li>V. Sayings and Phrases</li> </ul>	<ul style="list-style-type: none"> <li>I. Writing, Grammar, and Usage</li> <li>II. Poetry</li> <li>III. Fiction and Drama</li> <li>IV. Sayings and Phrases</li> </ul>	<ul style="list-style-type: none"> <li>I. Writing, Grammar, and Usage</li> <li>II. Poetry</li> <li>III. Fiction, Nonfiction, and Drama</li> <li>IV. Foreign Phrases Commonly Used in English</li> </ul>	<ul style="list-style-type: none"> <li>I. Writing, Grammar, and Usage</li> <li>II. Poetry</li> <li>III. Fiction, Nonfiction, and Drama</li> <li>IV. Foreign Phrases Commonly Used in English</li> </ul>
History and Geography	<p>World:</p> <ul style="list-style-type: none"> <li>I. World Geography (Spatial Sense; Mountains)</li> <li>II. Europe in Middle Ages</li> <li>III. The Spread of Islam and the "Holy Wars"</li> <li>IV. Early and Medieval African Kingdoms</li> <li>V. China: Dynasties and Conquerors</li> </ul> <p>American</p> <ul style="list-style-type: none"> <li>I. The American Revolution</li> <li>II. Making a Constitutional Government</li> <li>III. Early Presidents and Politics</li> <li>IV. Reformers</li> <li>V. Symbols and Figures</li> </ul>	<p>World:</p> <ul style="list-style-type: none"> <li>I. World Geography (Spatial Sense; Lakes)</li> <li>II. Early American Civilizations</li> <li>III. European Exploration, Trade, and the Clash of Cultures</li> <li>IV. The Renaissance and the Reformation</li> <li>V. England from the Golden Age to the Glorious Revolution</li> <li>VI. Russia: Early Growth and Expansion</li> <li>VII. Feudal Japan</li> </ul> <p>American</p> <ul style="list-style-type: none"> <li>I. Westward Expansion</li> <li>II. The Civil War: Causes, Conflicts, Consequences</li> <li>III. Native Americans: Cultures and Conflicts</li> <li>IV. U.S. Geography</li> </ul>	<p>World:</p> <ul style="list-style-type: none"> <li>I. World Geography (Spatial Sense; Deserts)</li> <li>II. Lasting Ideas from Ancient Civilizations</li> <li>III. The Enlightenment</li> <li>IV. The French Revolution</li> <li>V. Romanticism</li> <li>VI. Industrialism, Capitalism, and Socialism</li> <li>VII. Latin American Independence Movements</li> </ul> <p>American</p> <ul style="list-style-type: none"> <li>I. Immigration, Industrialization, and Urbanization</li> <li>II. Reform</li> </ul>	<ul style="list-style-type: none"> <li>I. America Becomes a World Power</li> <li>II. World War I: "The Great War," 1914–1918</li> <li>III. Russian Revolution</li> <li>IV. America from the Twenties to the New Deal</li> <li>V. World War II</li> <li>VI. Geography of United States</li> </ul>	<ul style="list-style-type: none"> <li>I. The Decline of European Colonialism</li> <li>II. The Cold War</li> <li>III. The Civil Rights Movement</li> <li>IV. The Vietnam War and the Rise of Social Activism</li> <li>V. The Middle East and Oil Politics</li> <li>VI. The End of the Cold War: The Expansion of Democracy and Continuing Challenges</li> <li>VII. Civics: The Constitution—Principles and Structure of American Democracy</li> <li>VIII. Geography of Canada and Mexico</li> </ul>
Visual Arts	<ul style="list-style-type: none"> <li>I. Art of the Middle Ages in Europe</li> <li>II. Islamic Art and Architecture</li> <li>III. Art of Africa</li> <li>IV. Art of China</li> <li>V. Art of a New Nation: The United States</li> </ul>	<ul style="list-style-type: none"> <li>I. Art of the Renaissance</li> <li>II. American Art: Nineteenth-Century United States</li> <li>III. Art of Japan</li> </ul>	<ul style="list-style-type: none"> <li>I. Art History: Periods and Schools (Classical; Gothic; Renaissance; Baroque; Rococo; Neoclassical; Romantic; Realistic)</li> </ul>	<ul style="list-style-type: none"> <li>I. Art History: Period and Schools (Impressionism; Post-Impressionism; Expressionism and Abstraction; Modern American Painting)</li> </ul>	<ul style="list-style-type: none"> <li>I. Art History: Periods and Schools (Painting Since World War II; Photography; 20th-Century Sculpture)</li> <li>II. Architecture Since the Industrial Revolution</li> </ul>
Music	<ul style="list-style-type: none"> <li>I. Elements of Music</li> <li>II. Listening and Understanding (Orchestra; Vocal Ranges; Composers)</li> <li>III. Songs</li> </ul>	<ul style="list-style-type: none"> <li>I. Elements of Music</li> <li>II. Listening and Understanding (Composers; Connections)</li> <li>III. American Musical Traditions (Spirituals)</li> <li>IV. Songs</li> </ul>	<ul style="list-style-type: none"> <li>I. Elements of Music</li> <li>II. Classical Music: From Baroque to Romantic (Bach, Handel, Haydn, Mozart, Beethoven, Schubert, Chopin, Schumann)</li> </ul>	<ul style="list-style-type: none"> <li>I. Elements of Music</li> <li>II. Classical Music: Romantics and Nationalists (Brahms, Berlioz, Liszt, Wagner, Dvorak, Grieg, Tchaikovsky)</li> <li>III. American Musical Traditions (Blues and Jazz)</li> </ul>	<ul style="list-style-type: none"> <li>I. Elements of Music</li> <li>II. Non-Western Music</li> <li>III. Classical Music: Nationalists and Moderns</li> <li>IV. Vocal Music (Opera; American Musical Theater)</li> </ul>
Mathematics	<ul style="list-style-type: none"> <li>I. Numbers and Number Sense</li> <li>II. Fractions and Decimals</li> <li>III. Money</li> <li>IV. Computation</li> <li>V. Measurement</li> <li>VI. Geometry</li> </ul>	<ul style="list-style-type: none"> <li>I. Numbers and Number Sense</li> <li>II. Ratio and Percent</li> <li>III. Fractions and Decimals</li> <li>IV. Computation</li> <li>V. Measurement</li> <li>VI. Geometry</li> <li>VII. Probability and Statistics</li> <li>VIII. Pre-Algebra</li> </ul>	<ul style="list-style-type: none"> <li>I. Numbers and Number Sense</li> <li>II. Ratio, Percent, and Proportion</li> <li>III. Computation</li> <li>IV. Measurement</li> <li>V. Geometry</li> <li>VI. Probability and Statistics</li> <li>VII. Pre-Algebra</li> </ul>	<ul style="list-style-type: none"> <li>I. Pre-Algebra (Properties of the Real Numbers; Polynomial Arithmetic; Equivalent Equations and Inequalities; Integer Exponents)</li> <li>II. Geometry (Three-Dimensional Objects; Angle Pairs; Triangles; Measurement)</li> <li>III. Probability and Statistics</li> </ul>	<ul style="list-style-type: none"> <li>I. Algebra (Properties of the Real Numbers; Relations, Functions, and Graphs; Linear Equations and Functions; Arithmetic of Rational Expression; Quadratic Equations and Functions)</li> <li>II. Geometry (Analytic Geometry; Introduction to Trigonometry; Triangles and proofs)</li> </ul>
Science	<ul style="list-style-type: none"> <li>I. Human Body (Circulatory and Respiratory Systems)</li> <li>II. Chemistry: Basic Terms and Concepts</li> <li>III. Electricity</li> <li>IV. Geology: The Earth and Its Changes</li> <li>V. Meteorology</li> <li>VI. Science Biographies</li> </ul>	<ul style="list-style-type: none"> <li>I. Classifying Living Things</li> <li>II. Cells: Structures and Processes</li> <li>III. Plant Structures and Processes</li> <li>IV. Life Cycles and Reproduction</li> <li>V. Human Body (Endocrine and Reproductive Systems)</li> <li>VI. Chemistry: Matter and Change</li> <li>VII. Science Biographies</li> </ul>	<ul style="list-style-type: none"> <li>I. Plate Tectonics</li> <li>II. Oceans</li> <li>III. Astronomy: Gravity, Stars, and Galaxies</li> <li>IV. Energy, Heat, and Energy Transfer</li> <li>V. The Human Body: Lymphatic and Immune Systems</li> <li>VI. Science Biographies</li> </ul>	<ul style="list-style-type: none"> <li>I. Atomic Structure</li> <li>II. Chemical Bonds and Reactions</li> <li>III. Cell Division and Genetics</li> <li>IV. History of the Earth and Life Forms</li> <li>V. Evolution</li> <li>VI. Science Biographies</li> </ul>	<ul style="list-style-type: none"> <li>I. Physics</li> <li>II. Electricity and Magnetism</li> <li>III. Electromagnetic Radiation and Light</li> <li>IV. Sound Waves</li> <li>V. Chemistry of Food and Respiration</li> <li>VI. Science Biographies</li> </ul>