

| | CAS - History | CAS - Geography | CAS - Economics | CAS - Civics |
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| Preschool | 1. Change and sequence over time. A: Use words and phrases correctly related to chronology and time. Words to include but not limited to past, present future, before, now, and later. | 1. Develop spatial understanding, perspectives, and connections to the world. C: Describe surroundings. | 1. People work to meet wants and needs. A: Explain that people work (produce) for an income. | 1. Individuals have unique talents and work with others in groups. A: Recognize membership in family, neighborhood, school, team, and various other groups and organizations. |
| Kindergarten | 1. Ask questions, share information and discuss ideas about the past. A: Ask questions about the past using question starters. Questions to include but not limited to: What did? Where? When did? Which did? Who did? Why did? How did? B: Identify information from narrative stories that answer questions about the past and add to our collective memory and history. 2. The first component in the concept of chronology is to place information in sequential order. B: Explore differences and similarities in the lives of children and families of long ago and today. | 1. People belong to different groups and live in different places around the world that can be found on a map or globe. A: Compare and contrast how people live in different settings around the world. | 2. Discuss how purchases can be made to meet wants and needs. A: Identify the difference between personal wants and needs. | 1. Participate in making decisions using democratic traditions. B: Create and follow classroom rules. |
| First Grade | 1. Describe patterns and chronological order of events of the recent past. D: Use words related to time, sequence, and change. 2. Family and cultural traditions in the United States in the past. A: Identify similarities and differences between themselves and others. B: Discuss common and unique characteristics of different cultures using multiple sources of information. | 2. People in different groups and communities interact with each other and with the environment. B: Give examples of how people use and interrelate with Earth's resources. | 2. Identify short-term financial goals. B: Identify examples of short-term financial goals. | 2. Notable people, places, holidays and patriotic symbols. E: Identify the American flag and the Colorado flag. |
| Second Grade | 1. Identify historical sources and utilize the tools of a historian. A: Identify community and regional historical artifacts and generate questions about their function and significance. 2. People have influenced the history of neighborhoods and communities. C: Give examples of people and events, and developments that brought important changes to the community. E: Describe the history, interaction, and contribution of the various peoples and cultures that have lived in or migrated to neighborhoods and communities. | 2. People in communities manage, modify and depend on their environment. A: Identify how communities manage and use nonrenewable and renewable resources. | 1. The scarcity of resources affects the choices of individuals and communities. A: Explain scarcity. | 1. Responsible community members advocate for their ideas. D: Identify and give examples of civic responsibilities that are important to individuals, families, and communities. |
| Third Grade | 1. Use a variety of sources to distinguish historical fact from fiction. B: Use a variety of historical sources including artifacts, pictures and documents to help define factual historical evidence. 2. People in the past influence the development and interaction of different communities or regions. A: Compare past and present situations and events. D: Describe the history, interaction, and contribution of the various peoples and cultures that have lived in or migrated to a community or region. | 2. The concept of regions is developed through an understanding of similarities and differences in places. B: Identify the factors that make a region unique including cultural diversity, industry and agriculture, and land forms. | 1. Describe producers and consumers and how goods and services are exchanged. E: Give examples of how trade benefits individuals and communities and increases interdependency. | 1. Respecting the views and rights of others is a key component of a democratic society. B: Identify important economic and personal rights and how they relate to others. |
| Fourth Grade | 1. Organize and sequence events to understand the concepts of chronology and cause and effect in the history of Colorado. C: Explain the cause-and-effect relationships in the interactions among people and cultures that have lived in or migrated to Colorado. D: Identify and describe how major political and cultural groups have affected the development of the region. 2. The historical eras, individuals, groups, ideas and themes in Colorado history and their relationships to key events in the United States. B: Describe interactions among people and cultures that have lived in Colorado. | 2. Connections within and across human and physical systems are developed. C: Analyze how people use geographic factors in creating settlements and have adapted to and modified the local physical environment. | 1. People respond to positive and negative incentives. B: Give examples of the kinds of goods and services produced in Colorado in different historical periods and their connection to economic incentives. | 2. The origins, structure, and functions of the Colorado government. D: Explain the historical foundation and the events that led to the formation of the Colorado government. |
| Fifth Grade | 1. Analyze historical sources from multiple points of view to develop an understanding of historical context. C: Create timelines of eras and themes in North America from 1491 through the American Revolution. 2. The historical eras, individuals, groups, ideas, and themes in North America from 1491 through the founding of the United States government. A: Identify and explain cultural interactions between 1491 and the American Revolution. Topics to include but not limited to the Columbian Exchange, the interactions between Europeans and Native Americans in the 17th and 18th centuries, and the developing relationship between Europeans and enslaved Africans. B: Identify and describe the significant individuals and groups of Native Americans and European colonists before the American Revolution. | 2. Causes and consequences of movement. E: Give examples of the influence of geography on the history of the United States. | - | - |