

**URBANDALE COMMUNITY SCHOOL DISTRICT
CURRICULUM FRAMEWORK OUTLINE**

SUBJECT: Social Studies
COURSE TITLE: Grade 1 Social Studies
GRADE LEVEL: Grade 1
PREREQUISITES: None

COURSE DESCRIPTION: First grade's social studies program will connect learners with their world by exploring themselves and their families, peers, and communities. First graders will explore needs and wants. Students will study our nation's past and present, along with traditions people have passed on. They also will explore the symbols of our country. Maps and globes will enhance their study of our country. First graders will broaden their view of our world through this program of study.

UCSD CONTENT STANDARDS:

In order that students achieve the maximum benefit from their talents and abilities, the students of Urbandale Community School District's Grade 1 Social Studies program should be able to...

Content Standard I. Make connections among personal behaviors, group behaviors, and social issues to inform opinions and decisions.

Benchmarks: Recognize the changing nature of society.
Explore and describe that all people have individual traits.
Explain interactions between self and the peer group.
Examine the relationship of the individual to the components of society and culture.

Content Standard II. Analyze relationships between economic systems and their interdependence in the modern world.

Benchmarks: Explore how economic conditions impact people's lives.
Recognize and describe the basic nature of economics as an exchange of resources.
Describe the economic concept of needs and wants.

Content Standard III. Analyze the interrelationship of people, places and environments to understand societies.

Benchmarks: Relate how geographic and human characteristics create culture.
Explore how human factors and the distribution of resources affect the development of communities and the movement of populations.
Explain how geographic processes and human actions modify the environment and how the environment affects humans.



Content Standard IV. Investigate historical interactions to determine the development and evolution of societies.

- Benchmarks: Identify people construct knowledge of the past from multiple and various types of sources.
Describe how and why people create and participate in governance.
Discover culture and how cultural diffusion affects the development and maintenance of societies.
Discuss how economic needs and wants affect individual and group decisions.
Examine the relationship between geography and historical events.

Content Standard V. Apply knowledge of democratic principles and various political systems through life long civic action.

- Benchmarks: Identify the basic concepts of government and democracy and that the Constitution defines the rights and responsibilities of citizens.

Content Standard VI. Evaluate and synthesize information to communicate an understanding of knowledge relative to social science content.

- Benchmarks: Describe the connection between individuals, events, ideas or pieces of information in a text.
Employ the full range of research-based comprehension strategies when reading informational text.
Write informative/explanatory/narrative texts as social scientist.



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**CONTENT STANDARDS AND COURSE BENCHMARKS WITH INDICATORS FOR
GRADE 1 SOCIAL STUDIES:**

Standard I: Make connections among personal behaviors, group behaviors, and social issues to inform opinions and decisions.

Benchmark: Recognize the changing nature of society.

Indicators: Explore that people and institutions change over time. (D)
Recognize past, present, and future. (I, D)
Compare and contrast views of people in different times and places view the world differently. (D)

Benchmark: Explore and describe that all people have individual traits.

Indicators: Identify ways people are alike and different in many ways. (A)
Compare and contrast ways individuals will respond to events differently. (I, D,A)

Benchmark: Explain interactions between self and the peer group.

Indicators: Examine reasons people choose to dress, talk, and act like their friends. (D, A)
Point out why people often choose to do certain things their own way. (I, D, A)
Describe ways telling and listening is a way that people can learn from others. (D, A)
Model ways disagreements occur between friends. (D, A)
Analyze how rules let people understand what to expect and so can reduce the number of disputes. (D, A)

Benchmark: Examine the relationship of the individual to the components of society and culture.

Indicators: Investigate how different groups may have different rules and patterns of acceptable behavior. (D, A)
Discover how people belong to some groups because they are born into them and some because they join them. (I, D)
Point out ways groups influence one's thoughts and actions. (D, A)



Distinguish how a community is a group to which a person may belong. (I, D)
Explain and describe the different roles individuals have in the family unit. (D, A)

Indicators: Summarize the features of nuclear and extended families.

Standard II. Analyze relationships between economic systems and their interdependence in the modern world.

Benchmark: Explore how economic conditions impact people's lives.

Indicators: Compare and contrast individuals both as consumers and producers. (I, D, A)
Investigate cost as what you give up when you decide to do something, and a benefit as something that satisfies your wants. (I, D)
Give examples explaining why people cannot have everything they want. (I, D)
They must make choices about using goods and services to satisfy wants. (I, D)

Benchmark: Recognize and describe the basic nature of economics as an exchange of resources.

Indicators: Discuss the role of money in everyday life. (I, D)
Investigate prices as the amount of money people pay for a good or service. (I, D)
Introduce trading goods and services for money or other goods and services. (I, D)

Benchmark: Describe the economic concept of needs and wants.

Indicators: Compare and contrast needs and wants.
Interpret concepts of consumers and producers.
Compare and contrast people make choices because they cannot have everything they want.

Standard III. Analyze the interrelationship of people, places and environments to understand societies.

Benchmark: Relate how geographic and human characteristics create culture.

Indicators: Analyze the concept of culture.
Investigate ways people living in the same region maintain different ways of life.

Benchmark: Explore how human factors and the distribution of resources affect the development of communities and the movement of populations.

Indicators: Describe why people choose to settle in different places.
Indicate the role that resources play in human's daily lives.
Discover modes of transportation used to move products, people and ideas.

Benchmark: Explain how geographic processes and human actions modify the



environment and how the environment affects humans.

Indicators: Explore ways in which people depend on the physical environment.
Examine human's impact on the environment in positive and negative ways.
Summarize the environment impacts humans in positive and negative ways.
Discover areas of a community have changed over time.

Standard IV. Investigate historical interactions to determine the development and evolution of societies.

Benchmark: Identify people construct knowledge of the past from multiple and various types of sources.

Indicators: Explore past, present, and future time in relation to historical events.
Examine primary sources such as artifacts, photographs, and documents used to learn about the past.
Construct timelines.
Identify ways people in different times and places view the world differently.

Benchmark: Describe how and why people create and participate in governance.

Indicators: Tell the need for government.
Examine national symbols through which American values and principles are expressed.

Benchmark: Discover culture and how cultural diffusion affects the development and maintenance of societies.

Indicators: Illustrate how cultures influence society and government.
Breakdown reasons groups of people moved into and within the United States long ago and today.
Give examples of the different roles of majority and minority groups in society.

Benchmark: Discuss how economic needs and wants affect individual and group decisions.

Explore the differences between needs and wants.
Examine the need for goods and services and the workers who provide them.
Recognize the development of technological innovations and their economic effects.
Tell the changes in transportation and communication and their effects.

Benchmark: Examine relationship between geography and historical events.

Indicators: Discover why people developed a region.
Explore ways the earth's physical features have changed over time.



Standard V. Apply knowledge of democratic principles and various political systems through life long civic action.

Benchmark: Identify the basic concepts of government and democracy and that the Constitution defines the rights and responsibilities of citizens.

Indicators: Discuss the purpose and concepts of rules and fairness.
Identify rights and responsibilities.

Standard VI. Evaluate and synthesize information to communicate an understanding of knowledge relative to social science content.

Benchmark: Describe the connection between individuals, events, ideas or pieces of information in a text.

Indicators: With prompting and support read informational texts appropriate for 1st grade.
Identify basic similarities in and differences between two texts on the same topic.

Benchmark: Employ the full range of research-based comprehension strategies when reading informational text.

Indicators: Ask and answer questions about key details in a text.
Use the illustrations and details in a text to describe its key ideas.
Identify the reasons an author gives to support points in a text.

Benchmark: Write informative/explanatory/narrative texts as social scientist.

Indicators: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

No student enrolled in the Urbandale Community School District shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination in the District's programs on the basis of race, color, creed, sex, religion, marital status, ethnic background, national origin, disability, sexual orientation, gender identity, or socio-economic background. The policy of the District shall be to provide educational programs and opportunities for students as needed on the basis of individual interests, values, abilities and potential.

