

**URBANDALE COMMUNITY SCHOOL DISTRICT
CURRICULUM FRAMEWORK OUTLINE**

SUBJECT: Social Studies
COURSE TITLE: Grade 4 Social Studies
GRADE LEVEL: Grade 4
PREREQUISITES: None

COURSE DESCRIPTION: Urbandale Community School District’s fourth grade social studies program focuses on the geography of the United States. The fifty states are studied in regional groups. Each region is examined in terms of physical and human geography, economics, and its unique characteristics. Students will develop their skills in the use of a variety of geography and research materials.

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 4 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.
Identify the influences on individual and group behavior and group decision-making.
Describe the process of how humans develop, learn, adapt to their environment, and internalize their culture.
Evaluate current social issues to determine how the individual formulates opinions and responds to issues.
Evaluate social research and information.

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

Benchmarks: Explain the role of scarcity and economic trade-offs and how economic conditions impact people’s lives.
Identify factors that create patterns of interdependence in the world economy.
Explain how advancing technologies impact the global economy.
Identify that all economies throughout the world rely upon universal concepts.

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

Benchmarks: Demonstrate the use of geographic tools to locate and analyze information about people, places, and environments.



Justify how geographic and human characteristics create culture and define regions.

Identify how human factors and the distribution of resources affect the development of society and the movement of populations.

Justify how physical 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:
- Recognize historical patterns, periods of time and the relationships among these elements.
 - Interpret the role of culture and cultural diffusion on the development and maintenance of societies.
 - Examine the effects of geographic factors on historical events.
 - Compare cause and effect relationships and other historical thinking skills in order to interpret events and issues.

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

- Benchmarks:
- Describe the role of the United States in current world affairs.

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

- Benchmarks:
- Apply comprehension strategies while reading content specific informational texts.
 - Write informative texts to examine a topic and convey ideas and information clearly.



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**CONTENT STANDARDS AND COURSE BENCHMARKS WITH INDICATORS FOR
GRADE 4 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: Identify viewpoints of issues reflecting personal beliefs. (A)
Explain how people use past experiences to make judgments about new situations.
(D)

Benchmark: Identify the influences on individual and group behavior and group decision-making.

Indicators: Explain the role of cultural unity and diversity within and across groups. (I, D)

Benchmark: Describe the process of how humans develop, learn, adapt to their environment, and internalize their culture.

Indicators: Recognize language, stories, folktales, music, and artistic creations as expressions of culture. (R)

Benchmark: Evaluate current social issues to determine how the individual formulates opinions and responds to issues.

Indicators: Formulate opinions of current issues.
Discuss experiences and attitudes that reflect individuals' personal beliefs.

Benchmark: Evaluate social research and information.

Indicators: Utilize research procedure and skills. (D, A)
Investigate issues for a research project. (D, A)

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



Benchmark: Explain the role of scarcity and economic trade-offs and how economic conditions impact people’s lives.

Indicators: Define scarcity in terms of goods & services. (A)

Benchmark: Identify factors that create patterns of interdependence in the world economy.

Indicators: Analyze the impact of goods and services on the global economy.(D, A)
Compare/contrast the exporting and importing of goods. (D, A)

Benchmark: Explain how advancing technologies impact the global economy.

Indicators: Describe the manufacturing process towards an end product. (R)

Benchmark: Identify that all economies throughout the world rely upon universal concepts.

Indicators: Explain supply and demand in various types of economies. (I, D, A)

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

Benchmark: Demonstrate the use of geographic tools to locate and analyze information about people, places, and environments.

Indicators: Interpret a variety of maps: climate, economic, physical, political, topographic/elevation. (A)
Recognize differences of major physical and human features on maps and globes. (D)

Benchmark: Justify how geographic and human characteristics create culture and define regions.

Indicators: Identify characteristics of regions. (D, A)
Recognize changes over time and the causes and consequences of these changes in regions of the United States. (D)
Identify ways culture influences individuals’ daily lives in the various regions. (D, A)

Benchmark: Identify how human factors and the distribution of resources affect the development of society and the movement of populations.

Indicators: Determine relationships between economic activities and natural resources in areas. (I, D)
Compare and contrast concepts of renewable and nonrenewable resources. (I)



Benchmark: Justify physical processes and human actions modify the environment and how the environment affects humans.

Indicators: Recognize laws and policies that govern the environment. (R)
Describe human interaction and adaptation to the physical environment. (A)

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

Benchmark: Recognize historical patterns, periods of time and the relationships among these elements.

Indicators: Compare the difference in life today compared to life in the past. (R)
Identify causes and effects of events within a time period. (A)

Benchmark: Interpret the role of culture and cultural diffusion on the development and maintenance of societies.

Indicators: Explain ways culture affects decisions of society, group, or individual. (A)

Benchmark: Examine the effects of geographic factors on historical events.

Indicators: Describe the importance of landforms and geographic features in the development of communities. (D)
Compare seasons, climate, and environmental change and crises affect on social and economic development within a region. (D)

Benchmark: Compare cause and effect relationships and other historical thinking skills in order to interpret events and issues

Indicators: Analyze historical events including cause and effect. (I, D)
Interpret timelines. (D)

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

Benchmark: Describe the role of the United States in current world affairs.

Indicators: Describe the United States' interaction with other countries. (D)

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

Benchmark: Apply comprehension strategies while reading content specific informational texts.



Indicators: Identify details and examples in text to draw inferences. (I, D, A)
Identify main idea of text and explain how it is supported by key details. (D, A)
Summarize main ideas of text. (D)
Use comprehension strategies to understand informational text. (D)

Benchmark: Write informative texts to examine a topic and convey ideas and information clearly.

Indicators: Develop a clear topic with supporting details, and a concluding statement relating to the specific information. (A)
Choose precise language (content specific) vocabulary to inform or explain the topic. (I)

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.

