

**URBANDALE COMMUNITY SCHOOL DISTRICT  
CURRICULUM FRAMEWORK OUTLINE**

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**SUBJECT:** Social Studies  
**COURSE TITLE:** Kindergarten Social Studies  
**GRADE LEVEL:** Kindergarten  
**PREREQUISITES:** None

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**COURSE DESCRIPTION:** The kindergarten social studies program focuses on developing students' relationships with self and others. The students will also study Thanksgiving past and present. They will discover how society has changed over time and how it relates to them now. Also included in the program is a focus on important people and how their leadership influences others.

**UCSD CONTENT STANDARDS:**

In order that students achieve the maximum benefit from their talents and abilities, the students of Urbandale Community School District's Kindergarten 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 individual traits of all people.  
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: Indicate how changes in technology impact individual, the economy and society.

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

Benchmarks: *Not addressed in this course*

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

Benchmarks: Identify how 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.  
Recognize individuals and groups within a society may promote change or the status quo.

**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.  
Describe how government affects citizens and how citizens affect government.

**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 text.  
Employ the full range of research-based comprehension strategies when reading informational text.  
Write informative/explanatory/narrative texts as a social scientist.



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**CONTENT STANDARDS AND COURSE BENCHMARKS WITH INDICATORS FOR  
KINDERGARTEN 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: Describe how people and institutions change over time. (I)  
Explore how people in different times and places explore the world differently. (I)

**Benchmark: Explore and describe individual traits of all people.**

Indicators: Make comparisons about people's similarities and differences. (I, D)  
Describe characteristics of one's own family (activities, beliefs, traditions, roles).  
(I, D, A)  
Recognize and accept the differences in families' characteristics. (I, D, A)  
Show respect and empathy for others. (I,D)

**Benchmark: Explain interactions between self and the peer group.**

Indicators: Explore self-identity. (I)  
Practice using speaking and listening to learn from others. (I)  
Explain how rules keep us safe. (I)  
Demonstrate knowledge and use of class expectations and rules. (I, D, A)  
Problem-solve various ways to respond to differences. (I)  
Explain how and why disagreements can occur between friends. (I)

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

Indicators: Explore how different groups may have different rules and patterns of acceptable behavior. (I)  
Discover that people tend to live in families in which individuals have different roles. (I)

**Standard II. Analyze relationships between economic systems and their**



**interdependence in the modern world.**

**Benchmark: Indicate how changes in technology impact the individual, the economy and society.**

Indicators: Compare technologies used in the past to those used now. (I)  
Discover changes in goods and services over time. (I)  
Examine the purpose of inventions. (I)

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

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

Indicators: Examine past, present, and future time in relation to historical events. (I)  
Compare how people in different times and places view the world differently. (I, D)

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

Indicators: Analyze factors that contribute to disputes or cooperation in the school community. (I, D, A)  
Discuss why rules are needed in the school. (I, D, A)

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

Indicators: Identify reasons groups of people moved into and within the United States long ago and today. (I)  
Investigate the tension and cooperation that comes with cultural diffusion.

**Benchmark: Recognize individuals and groups within a society may promote change or the status quo.**

Indicators: Explore the roles historic and ordinary Americans have played in changing society and government. (I)  
Describe the resistance an individual can face when promoting change within a society. (I, D, A)

**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: Analyze the purpose of rules. (I, D, A)  
Describe the concept of fairness. (I, D)  
Identify rights and responsibilities in the classroom and school. (I, D, A)

**Benchmark: Describe how government affects citizens and how citizens affect government.**

Indicators: Define characteristics of a good leader. (I, D)  
Discuss the concepts of power and authority. (I, D, A)  
Describe ways in which students may be able to influence others by what they say or do. (I, D, A)  
Discover why others' opinions and ideas have value. (I, D, A)

**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 text.**

Indicators: Compare and contrast two individuals or pieces of information. (I, D, A)  
Explain events and ideas within informational text. (I, D)

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

Indicators: Ask and answer questions about key details in informational text. (I, D)  
Use the illustrations and details in a text to describe its key ideas. (I, D)  
Identify the main topic and retell key details in text. (I, D)  
Demonstrate making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension. (I, D)

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

Indicators: Recall information from experiences or gather information from provided sources to answer questions. (I)  
Justify opinions or preferences. (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.

