

Grade 1 Wonders Social Studies Integration

2024-2025

Social Studies Practices	Unit	Additional Resources	
<p>Gathering, Interpreting, and Using Evidence</p> <ol style="list-style-type: none"> 1. Develop questions about his/her family. 2. Recognize different forms of evidence used to make meaning in social studies (including sources such as art and photographs, artifacts, oral histories, maps, and graphs). 3. Identify the creator and/or author of different forms of evidence. 4. Identify opinions of others. 5. Create an understanding of the past by using primary and secondary sources. 		<p><u>*The Projects found below are integrated into the adjacent Social Studies Practions.</u></p>	<p><u>Technology</u></p> <p>*BrainPOP Jr.</p>
<p>Chronological Reasoning and Causation</p> <ol style="list-style-type: none"> 1. Retell a real-life family event in sequential order. 2. Understand the concept of time measurements, including days, weeks, months, and years. 3. Identify causes and effects, using examples from his/her family life. 4. Identify change over time in his/her family. 5. Identify events of the past, present, and future in his/her family life. 6. Recognize and identify patterns of continuity in his/her family. 	<p>Unit 3/Week 4 Now and Then</p> <p>Unit 5/Week 3 Great Inventions</p>	<p>Research and Inquiry – Project - Interview About Long Ago.</p> <p>Research and Inquiry – Project - Find out About an Inventor</p>	

<p>Comparison and Contextualization</p> <ol style="list-style-type: none"> 1. Identify similarities and differences between neighborhoods. 2. Identify similarities and/or differences between him/her and others, with detail. 3. Describe an event in his/her family. 4. Understand the concepts of geography, economics, and history that apply to his/her family. 	<p>Unit 3/Week 3 Tales Over Time</p> <p>Unit 6/Week 2 My Team</p> <p>Unit 6/Week 4 Sharing Traditions</p>	<p>Research and Inquiry – Project – All About a Folktale</p> <p>Research and Inquiry – Project – Interview a Helper</p> <p>Research and Inquiry – Project – Interview about Tradition</p>
<p>Geographic Reasoning</p> <ol style="list-style-type: none"> 1. Ask geographic questions about where places are located and why they are located there, using geographic representations, such as maps and models. Describe where places are in relation to each other. 2. Identify human activities and human-made features; identify natural events or physical features. 3. Describe how environment affects his/her and other people’s activities. 4. Identify a pattern and a process. 5. Describe how human activities alter places. 	<p>Unit 1/Week 2 Where I Live</p> <p>Unit 2/Week 3 A Community in Nature</p> <p>Unit 2/Week 5 Follow the Map</p>	<p>Research and Inquiry – Project – Interview About a Neighborhood</p> <p>Research and Inquiry – Project – Where Animals Live</p> <p>Research and Inquiry – Project – Make a School Map</p>
<p>Economics and Economic Systems</p> <ol style="list-style-type: none"> 1.Explain how scarcity affects choices made by families and communities, and identify costs and benefits associated with these choices. 2.Distinguish between a consumer and a producer and their relationship to goods and services. 3.Explain how people earn money and other ways that people receive money. 	<p>Unit 2/Unit 1 Jobs Around Town</p> <p>Unit 3/Week 5 From Farm to Table</p>	<p>Research and Inquiry – Project – Interview a Community Worker</p> <p>Research and Inquiry – Project – Investigate a Food</p>

<p>Civic Participation</p> <ol style="list-style-type: none"> 1. Demonstrate respect for the rights of others in discussions, regardless of whether one agrees with the other viewpoints. 2. Participate in activities that focus on a classroom or school issue or problem. 3. Identify different political systems. 4. Identify the role of the individual in the individual in classroom and school participation. 5. Show respect in issues involving differences and conflict; participate in the resolution of differences and conflict. 6. Identify situations in which social actions are required. 7. Identify the president of the United States and the school principal and their leadership responsibilities. 8. Identify rights and responsibilities within the classroom and school. 	<p>Unit 1/Week 1 At School</p> <p>Unit 1/Week 4 Let's Be Friends</p> <p>Unit 2/Week 4 Let's Help</p> <p>Unit 6/Week 1 Taking Action</p> <p>Unit 6/Week 2 My Team</p>	<p>Research and Inquiry – Project – Take a Poll About School</p> <p>Research and Inquiry – Project – Take a Poll About Friends</p> <p>Research and Inquiry – Project – Interview a Helper</p> <p>Research and Inquiry – Project – Poll About Taking Action</p> <p>Research and Inquiry – Project – Interview a Helper</p>
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