

**TEXTBOOK REVIEW FORM – Social Studies – GRADE 1 (STANDARDS)**

***Social Studies Standards for Grade 1- Living and Working Together in Community and State - Students will:***

1. Construct daily schedules, calendars, and timelines. **[1.1.G.H]**
- Using vocabulary associated with time, including *past*, *present*, and *future*


Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):

Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:

Portions of the standard that are missing or not well developed in the instructional material (if any):

Rating: \_\_\_\_\_  
2 - Meets Criterion for Standard  
90%-100% (merit)  
1 - Partially Meets Criterion for Standard 89%-70% (recommend with reservation)  
0 - Does Not Meet Criterion for Standard  
69%- 0% (not recommended)

Each content standard or related content found in the bullets, indicate the grade level, the content standard, and the dominant strands. These strands are economics (E), geography (G), history (H), and civics and government (CG).

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2. Identify rights and responsibilities of citizens within the local community and state.

**[1.2.E.CG]**

- Describing how rules in the community and laws in the state protect citizens' rights and property
- Describing ways, including paying taxes, responsible citizens contribute to the common good of the community and state
- Demonstrating voting as a way of making choices and decisions

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3. Recognize leaders and their roles in the local community and state. [1.3.G.CG]
- Describing roles of public officials, including mayor and governor
  - Identifying on a map Montgomery as the capital of the state of Alabama

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

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
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

<p>4. Identify contributions of diverse significant figures that influenced the local community and state in the past and present.  [1.4.H]</p> <p>Example: Admiral Raphael Semmes' and Emma Sansom's roles during the Civil War </p>
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
<p><b>5. Identify historical events and celebrations within the local community and throughout Alabama.  [1.5.G.H]</b></p> <p>Examples: Selma Bridge Crossing Jubilee, Mardi Gras, Boll Weevil Festival, Montgomery Bus Boycott, Black History Month </p> <ul style="list-style-type: none"><li>• Differentiating between fact and fiction when sharing stories or retelling events using primary and secondary sources</li></ul> <p>Example: fictional version of Pocahontas compared to an authentic historical account</p>
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6. Compare ways individuals and groups in the local community and state lived in the past to how they live today.  [1.6.H.CG]

- Identifying past and present forms of communication  
Examples: past—letter, radio, rotary-dial telephone  
present—e-mail, television, cellular telephone
- Identifying past and present types of apparel
- Identifying past and present types of technology  
Examples: past—record player, typewriter, wood-burning stove  
present—compact diskette (CD) and digital video diskette (DVD) players, video cassette recorder (VCR), computer, microwave oven
- Identifying past and present types of recreation  
Examples: past—marbles, hopscotch, jump rope  
present—video games, computer games
- Identifying past and present primary sources  
Examples: past—letters, newspapers  
present—e-mail, Internet articles

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

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
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<p>7. Describe how occupational and recreational opportunities in the local community and state are affected by the physical environment.  [1.7.E.G]</p> <p>Examples: occupational—commercial fishing and tourism in Gulf coast areas  recreational—camping and hiking in mountain areas, fishing and waterskiing in lake areas</p>
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8. Identify land masses, bodies of water, and other physical features on maps and globes.  
**[1.8.G]**
- Explaining the use of cardinal directions and the compass rose
  - Measuring distance using nonstandard units  
Example: measuring with pencils, strings, hands, feet
  - Using vocabulary associated with geographical features, including *river, lake, ocean, and mountain*

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
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9. Differentiate between natural resources and human-made products. [1.9.E.G]
- Listing ways to protect our natural resources  
Examples: conserving forests by recycling newspapers, conserving energy by turning off lights, promoting protection of resources by participating in activities such as Earth Day and Arbor Day


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
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
<p><b>10.</b> Describe the role of money in everyday life. [1.10.E]</p> <ul style="list-style-type: none"><li>• Categorizing purchases families make as needs or wants</li><li>• Explaining the concepts of saving and borrowing</li><li>• Identifying differences between buyers and sellers</li><li>• Classifying specialized jobs of workers with regard to the production of goods and services</li><li>• Using vocabulary associated with the function of money, including <i>barter</i>, <i>trade</i>, <i>spend</i>, and <i>save</i></li></ul>
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
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<p><b>11. Identify traditions and contributions of various cultures in the local community and state. </b> <b>[1.11.E.G.H]</b> Examples: Kwanzaa, Christmas, Hanukkah, Fourth of July, Cinco de Mayo</p>
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**12. Compare common and unique characteristics in societal groups, including age, religious beliefs, ethnicity, persons with disabilities, and equality between genders. [1.12E.H]**


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