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

<table>
<thead>
<tr>
<th>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</th>
</tr>
</thead>
</table>

| 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).

MAP ICONS are shaded outlines of the state of Alabama. Map icons are displayed after content standards, bullets, or examples to indicate content related to Alabama history or geography.
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

   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).

MAP ICONS are shaded outlines of the state of Alabama. Map icons are displayed after content standards, bullets, or examples to indicate content related to Alabama history or geography.
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

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

<table>
<thead>
<tr>
<th>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</th>
</tr>
</thead>
</table>

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.

MAP ICONS are shaded outlines of the state of Alabama. Map icons are displayed after content standards, bullets, or examples to indicate content related to Alabama history or geography.
4. Identify contributions of diverse significant figures that influenced the local community and state in the past and present. [1.4.H]

Example: Admiral Raphael Semmes' and Emma Sansom's roles during the Civil War.

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

<table>
<thead>
<tr>
<th>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Portions of the standard that are missing or not well developed in the instructional material (if any):</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Rating:</th>
</tr>
</thead>
</table>
| 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).

MAP ICONS are shaded outlines of the state of Alabama. Map icons are displayed after content standards, bullets, or examples to indicate content related to Alabama history or geography.
### Social Studies Standards for Grade 1 - Living and Working Together in Community and State - Students will:

5. Identify historical events and celebrations within the local community and throughout Alabama. [1.5.G.H]
   - Examples: Selma Bridge Crossing Jubilee, Mardi Gras, Boll Weevil Festival, Montgomery Bus Boycott, Black History Month
   - Differentiating between fact and fiction when sharing stories or retelling events using primary and secondary sources
   - Example: fictional version of Pocahontas compared to an authentic historical account

**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).

**MAP ICONS are shaded outlines of the state of Alabama.** Map icons are displayed after content standards, bullets, or examples to indicate content related to Alabama history or geography.
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

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).

MAP ICONS are shaded outlines of the state of Alabama. Map icons are displayed after content standards, bullets, or examples to indicate content related to Alabama history or geography.
7. Describe how occupational and recreational opportunities in the local community and state are affected by the physical environment.  
   Examples: occupational—commercial fishing and tourism in Gulf coast areas
   recreational—camping and hiking in mountain areas, fishing and waterskiing in lake areas

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).

MAP ICONS are shaded outlines of the state of Alabama. Map icons are displayed after content standards, bullets, or examples to indicate content related to Alabama history or geography.
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

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).

MAP ICONS are shaded outlines of the state of Alabama. Map icons are displayed after content standards, bullets, or examples to indicate content related to Alabama history or geography.
   - 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

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).

MAP ICONS are shaded outlines of the state of Alabama. Map icons are displayed after content standards, bullets, or examples to indicate content related to Alabama history or geography.
**Social Studies Standards for Grade 1 - Living and Working Together in Community and State - Students will:**

<table>
<thead>
<tr>
<th>10. Describe the role of money in everyday life. [1.10.E]</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Categorizing purchases families make as needs or wants</td>
</tr>
<tr>
<td>- Explaining the concepts of saving and borrowing</td>
</tr>
<tr>
<td>- Identifying differences between buyers and sellers</td>
</tr>
<tr>
<td>- Classifying specialized jobs of workers with regard to</td>
</tr>
<tr>
<td>the production of goods and services</td>
</tr>
<tr>
<td>- Using vocabulary associated with the function of money,</td>
</tr>
<tr>
<td>including <em>barter, trade, spend,</em> and <em>save</em></td>
</tr>
</tbody>
</table>

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).  

MAP ICONS are shaded outlines of the state of Alabama. Map icons are displayed after content standards, bullets, or examples to indicate content related to Alabama history or geography.
11. Identify traditions and contributions of various cultures in the local community and state. [1.11.E.G.H]

Examples: Kwanzaa, Christmas, Hanukkah, Fourth of July, Cinco de Mayo

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).

MAP ICONS are shaded outlines of the state of Alabama. Map icons are displayed after content standards, bullets, or examples to indicate content related to Alabama history or geography.
12. Compare common and unique characteristics in societal groups, including age, religious beliefs, ethnicity, persons with disabilities, and equality between genders. [1.12E.H]

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).

MAP ICONS are shaded outlines of the state of Alabama. Map icons are displayed after content standards, bullets, or examples to indicate content related to Alabama history or geography.