Rockdale County Public Schools

Standards-Based Report Card Parent Guide

for

Performance Expectations

Second Grade

Parent Guide for Student Performance Expectations
Second Grade

The primary purpose of the Rockdale County School System's standards-based report cards is to clearly communicate the achievement status of students with regard to the Georgia Performance Standards (Science and Social Studies) and Georgia Standards of Excellence (ELA - English Language Arts and Math). These reporting tools aim to provide parents with the most accurate, fair, and useful information about their child's progress in school.

Throughout the year, teachers plan lessons designed to develop the skills and knowledge students need to master each of the performance standards. Each quarter, students are provided multiple opportunities to practice, attain, and demonstrate their progress toward achievement of the standards.

Each quarter, students' progress toward mastery of the standards is marked according to performance levels as described below.

Performance Level Indicators				
4 **Exemplary Performance**	**3** **Meeting the Standard**	**2** **Progressing Toward the Standard**	**1** **Little or No Progress Toward Achievement of the Standard**	**■** **Standard Not Assessed**

A score of 3 is the target performance level for all students. This score indicates that the student is able **consistently** and **independently** to demonstrate mastery of the learning goal. A score of 2 may indicate that the student is able to sometimes demonstrate the learning goal, but s/he is inconsistent and/or may need significant teacher assistance to reach the goal. A score of 1 indicates that the student is generally unable to demonstrate the learning goal even with much assistance and guidance. A score of 4 indicates that the student is able to independently and consistently demonstrate the learning goal AND is able to go significantly beyond the expected level of performance at greater levels of depth and application.

The information contained in this guide describes the academic performance level that students must demonstrate to earn a 3 (Meeting the Standard) for the given standard on the report card at each 9-week interval. You will notice that performance expectations to earn a 3 (Meeting the Standard) increase each quarter as the year progresses.

Literacy Standards

Reading	Q1	Q2	Q3	Q4
Know and apply grade-level phonics in decoding words	• Distinguish long and short vowels when reading regularly spelled one-syllable words. • Decode regularly spelled two-syllable words with long vowels. • Recognize and read grade appropriate irregularly spelled words.	Q1 skills and . . . • Know spelling-sound correspondences for additional common vowel teams.		
Recognize and use word analysis skills	• Identify common prefixes and suffixes. • Identify words with inconsistent but common spelling-sound correspondences. • Decode words with common prefixes and suffixes.			
Read with accuracy and fluency to support comprehension	• Read Saxon Phonics Fluency Assessment 5 (on grade level) with accuracy ≥ 95% and fluency rate ≥ 51 words correct per minute (WCPM).	• Read Saxon Phonics Fluency Assessment 7 with an accuracy rate ≥ 95% and fluency rate ≥ 60 WCPM on the grade level passage.	• Read the on-grade level Saxon Fluency Passage 15 orally with with accuracy rate equal ≥ 95%, appropriate rate, and expression on successive readings at target rate of 80 or more words WCPM.	• Read the on-grade level Saxon Phonics End of Year Passage orally with accuracy of ≥ 95%, appropriate rate, and expression on successive readings at target rate of 90 or words correct per minute WCPM.
	• Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary.			
Read high frequency words	• Automatically, identify 180 Dolch sight words.	• Automatically, identify 220 sight words.		
Recognize literary elements and uses to comprehend text	• Ask and answer such questions as who, what, where, when, why, & how to demonstrate understanding of key details in a text. • Identify the overall structure of a story, including describing how the beginning introduces the story, the middle provide major events and challenges, and the ending concludes the action.	Q1 skills and… • Use information gained from illustrations and words in print/digital text to demonstrate understanding of its characters, setting, or plot. • Recount stories, including fables and folktales from diverse cultures and determine their central message, lesson, or moral.	Q1 and Q2 skills and…. • Identify how characters in a story respond to major events and challenges. • Compare/contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures).	Q1, Q2 and Q3 skills and…. • Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. • By the end of the year, read and comprehend literature, including stories and poetry, in grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. • Describe how words/pharases (e.g.,regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
Use strategies to gain meaning from informational text	• Ask and answer such questions as who, what, where, when, why, & how to demonstrate some understanding of some key details in a text. • Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts/information in a text efficiently.	Q1 skills and… • Identify the main topic of a multi- paragraph text as well as the focus of specific paragraphs within the text. • Explain how specific images (e.g., a diagram showing how a machine words) contribute to and clarify a text.	Q1 and Q2 skills and… • Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. • Describe how reasons support specific points the author makes in a text. • Compare and contrast the most important points presented by two texts on the same topic.	Q1, Q2 and Q3 skills and…. • By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. • Determine the meanings of words/ phrases in a text relevant to a grade 2 topic or subject area. • Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Writing	Q1	Q2	Q3	Q4
Develop ideas, organization, and style in writing across various forms	• Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	• Write informative/ explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	• Write opinion pieces in which students introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	• Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. • Write informative/explanatory texts in which students introduce a topic, use facts and definitions to develop points and provide a concluding statement or section. • Write opinion pieces in which they introduce the topic or books they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
Use the writing process effectively	• With guidance and support from adults and peers, focus on a topic, story, or opinion and strengthen writing as needed by revising and editing.	Q1 skills and… • May include prewriting.		Q1, Q2 and Q3 skills and… • Use a variety of digital tools to produce and publish writing, including in collaboration with peers.
Use sources of information effectively	• Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	Q1 and Q2… • Recall information from experiences or gather information from provided sources to answer a question.		
Write (print) legibly	• Creates documents with legible handwriting.			

Language	Q1	Q2	Q3	Q4
Use vocabulary strategies to comprehend and communicate effectively	• Use sentence level context as a clue to the meaning of a word or phrase. • Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly, bookshelf, notebook, bookmark). • Aquire and apply grade level words to communicate effectively.	Q1 skills and … • Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). • Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny) • Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy; tell/ retell)	Q1 and Q2 skills and… • Identify real life connections between words and their use (e.g. describe foods that are spicy or juicy).	Q1, Q2 and Q3 skills and…. • Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words/ phrases.
Demonstrate appropriate grammar in speaking and writing	• Use collective nouns (e.g., group). • Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).	Q1 skills and… • Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). • Use reflexive pronouns (e.g., myself, ourselves).	Q1 and Q2 skills and… • Use adjectives and adverbs, and choose between them depending on what is to be modified. • Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).	

Language	Q1	Q2	Q3	Q4
Use appropriate conventions including spelling, capitalization, and punctuation	• Use an apostrophe to form contractions and frequently occurring possessives. • Generalize learned spelling patterns when writing words (e.g., cage -- badge; boy -- boil). • Capitalize holidays, product names, and geographic names.		Q1 and Q2 skills and… • Use commas in greetings and closings of letters.	Q1, Q2, and Q3 skills and… • Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
Use knowledge of language and its conventions when writing, speaking, reading, or listening.			• Compare formal and informal uses of English.	

Speaking & Listening	Q1	Q2	Q3	Q4
Participate in collaborative conversations	• Participate in collaborative conversations with diverse partners about Grade 2 topics and texts with peers and adults in small and large groups: • Follow agreed-upon rules for discussions.	Q1 skills and…. • Ask for clarification and further explanation as needed about the topics and texts under discussion. • Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. • Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	Q1 and Q2 skills…. • Build on others' talk in conversations by linking their comments to the remarks of others. • Ask for clarification and further explanation as needed about the topics and texts under discussion.	
Present ideas to others with a variety of formats	• Tell a story or recount an experience with facts and some relevant and/or descriptive details. • Speak audibly in coherent sentences.	Q1 skills and . . . • Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. • Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	Q1 and Q2 skills and… • Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	

Numeracy Standards

Solve Problems	Q1	Q2	Q3	Q4
Use addition and subtraction within 100 to solve one- and two-step word problems	Demonstrates a complete understanding of: • using manipulatives to demonstrate conceptual understanding (e.g., snap cubes, subitizing cards, tens frames, hundreds charts, number lines and empty number lines) • taking apart and combining numbers in a wide variety of ways • making sense of quantity and being able to compare numbers • recording thinking using >, =, and < when comparing quantities • using flexible thinking strategies to demonstrate understanding of the traditional algorithms and processes • applying knowledge of addition and subtraction to choose the most efficient strategy to solve a problem • solving various types of addition and subtraction word problems that include the unknown in all positions and recording the problem situation by using drawings and equations.			
Fluently add and subtract within 20 using mental strategies	By the end of Grade 2, know from memory all sums of two, one-digit numbers.			

Add and Subtract within 20	Q1	Q2	Q3	Q4
Determine whether a group of objects (up to 20) has an odd or even number of members				Skip-counting by 2's is introduced quarter one, but the standard is not reported on until quarter 4. Demonstrates a complete understanding of odd/even numbers by pairing objects or counting by 2's. With little or no error: • Uses concrete materials to model the meaning of odd and even numbers. • Applies knowledge that writing an equation to express an even number as the sum of two equal addends is the same as using doubles (e.g., 4 + 4 = 8, 7 + 7 = 14).
Use addition to find the total number of objects arranged in rectangular arrays; write an equation to express the total as a sum of equal addends				• Demonstrates a complete understanding of using addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and 5 columns. With little or no errors: • Constructs rectangular arrays using concrete manipulatives. • Uses repeated addition to find the number of objects in an array. • Applies knowledge of rectangular arrays as a foundation for multiplication and a model of the connection between addition and multiplication. • Write an equation to express the total as a sum of equal addends.

Place Value	Q1	Q2	Q3	Q4
Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones	Demonstrates a complete understanding of: • using base ten manipulatives (e.g., base ten blocks, Digi-Blocks, stacks of cubes, bundles of sticks, place value arrow cards, or various other manipulatives) • the value of a digit in a specific place • how the placement of a digit affects the value of that digit • ability to compose and decompose 100's in a variety of ways to begin laying a foundation for regrouping, such as 323 has 32 tens in all. • applying the ability to count by tens • counting by hundreds using place value manipulatives • counting by hundreds verbally			
Count within 1000; skip-count by 5s, 10s, and 100s	Demonstrates a complete understanding of: • skip counting within 100 using the hundreds chart and 1000 using the thousands chart • skip counting starting from various numbers (e.g., counting by tens starting with 27) • determining patterns when skip-counting			
Read and write numbers to 1000 using base-ten numerals, number names, and expanded form	Demonstrates a complete understanding of: • the value of digits within a multi-digit number • representing numbers using concrete materials (e.g., base ten blocks, Digi-blocks, place value arrow cards) as well as written numerals and number words			
Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons	Demonstrates a complete understanding of: • applying place value knowledge to make comparisons (e.g., look at greatest place value first in more than two different numbers and compare those digits to see which is greater). • Using number lines to accurately place and compare three-digit numbers.			

Add and Subtract within 1000	Q1	Q2	Q3	Q4
Fluently add and subtract within 100 using multiple strategies		Demonstrates a complete understanding of: • addition and subtraction fact families • modeling regrouping using base ten manipulatives (e.g., base ten blocks, Digi-Blocks, place value arrow cards) • that when regrouping, the value of the number does not change but the place values of the digits within that number change (e.g., When regrouping the problem 324 – 116, 324 becomes 300 + 10 + 14 in order to regroup)		
Add up to four two-digit numbers using strategies based on place value and properties of operations			Demonstrates a complete understanding of adding up to four two-digit numbers using a variety of strategies. With little or no error: • Applies strategies such as expanded form, empty number line and partial sums.	

Add and Subtract within 1000	Q1	Q2	Q3	Q4
Add and subtract within 1000, using concrete models or drawings and strategies			• Demonstrates a complete understanding of adding and subtracting within 1000 using a variety of strategies to compose or decompose tens or hundreds as necessary. • Understand the relationship between addition and subtraction, and that a missing addend in an equation can be found by counting up to the total, using place value understanding.	
Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900			• Demonstrates a complete understanding of mentally adding or subtracting 10 or 100 to a given number.	
Explain why addition and subtraction strategies work			• Demonstrates a complete understanding of explaining why addition and subtraction strategies work using place value and the properties of operations.	

Measure Lengths	Q1	Q2	Q3	Q4
Measure the length of an object by selecting and using appropriate tools		Demonstrates a complete understanding of: • Measuring to the nearest inch, centimeter, foot, yard, or meter • Knowledge of and ability to explain why we use standard units of measurement instead of non-standard units • Ability to estimate before measuring to help determine the appropriate measurement tool and unit • Knowledge of the connection between a ruler and a number line • Ability to measure real-world objects		
Measure the length of an object twice, using different length units for the two measurements		• Demonstrates a complete understanding of measuring lengths of an object twice. • Recognizes the equivalent units of 12 inches = 1 foot and 100 centimeters = 1 meter as well as non-standard equivalent measurements • Understands the relative size of units in different systems, for example, and inch is longer than a centimeter.		
Estimate lengths using units of inches, feet, centimeters, and meters		Demonstrates a complete understanding of: • Estimating lengths using inches, feet, cm, and m: • Uses a benchmark when estimating • Compares estimates to actual measurements		
Measure to determine how much longer one object is than another.		• Demonstrates a complete understanding of: • Measuring to determine how much longer one object is than another. • Connects measurement comparisons to subtraction (comparing) and addition (counting on).		

Relate Addition and Subtraction to Length	Q1	Q2	Q3	Q4
Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units		• Demonstrates a complete understanding of using addition and subtraction within 100 to solve word problems involving lengths by using drawings and equations with a symbol for the unknown number. With little or no error: • Develops equations to accurately represent different word problem types with the unknown in all positions. • Demonstrates knowledge of inverse relationships. • Justifies the reasonableness of their responses.		
Represent whole numbers as lengths from 0 on a number line diagram		• Demonstrates a complete understanding of representing whole numbers as lengths from 0 on a number line with equally spaces points corresponding to the number and represent whole number sums and differences within 100 on a number line diagram: With little or no error: • Locates and represents points on a number line. • Applies knowledge of anchor points (e.g., 5, 10, 25, 50, 75) as being half-way points between numerals.		

Relate Addition and Subtraction to Length	Q1	Q2	Q3	Q4
Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.		Taught, not reported until Q4. • Demonstrates a complete understanding of telling and writing time to the nearest 5 minutes. With little or no error: • Applies skip counting by 5. • Applies knowledge that there are 60 minutes in a hour, 60 seconds in a minute, 24 hours in a day, 12 hours in a.m. and 12 hours in p.m., and know when a.m. and p.m. occur. • Applies knowledge of the difference between the minute and hour hands and their purposes. • Applies knowledge of concept of quarter-hours and half-hours. • Applies knowledge that there are five-minute intervals between each number on the clock face.		
Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies	• Demonstrates a complete understanding of solving word problems involving dollar and cent symbols appropriately (no decimals). With little or no error: • Identifies both sides of currency • Counts money (dollar bills, quarters, dimes, nickels, and pennies) • Counts mixed sets of currency. • Applies possible strategies such as drawing pictures, using coins, using a number grid, using a number line, using symbols and/or numbers.			

Represent and Interpret Data	Q1	Q2	Q3	Q4
Generate measurement data and show the measurements by making a line plot			• Demonstrates a complete understanding of generating measurement data by measuring lengths of several objects to the nearest whole unit and showing the measurements by making a line plot. With few or no errors: • Understands that a line plot is a representation of data along a number line. • Identifies patterns within the set of data and analyzes what the data represents.	
Draw a picture graph and a bar graph to represent a data set with up to four categories	Taught and reported in Q1, Q2, and Q3. Mastery in Q4. Demonstrates a complete understanding of: • collecting, sorting, organizing and graphing data • the elements of picture graphs and bar graphs • analyzing graphs, answering questions about the data, including "how many in all" and "how many more" and making decisions based on the data			

Two-dimensional Shapes	Q1	Q2	Q3	Q4
Recognize and draw shapes having specified attributes				• Demonstrates a complete understanding of recognizing and drawing shapes with specific attributes. With little or no error: • Sorts shapes by common attributes. • Applies knowledge that plane figures are named by the number of sides. • Identifies triangles, quadrilaterals, pentagons, hexagons, and cubes.
Partition a rectangle into rows and columns of same size squares and count to find the total number of them				• Demonstrates a complete understanding of partitioning shapes. With little or no error: • Can partition rectangles into rows and columns of same-size squares which lays the foundation for the development of multiplication, area, and fractions. • Uses concrete materials (e.g., color tiles and cubes) to partition a rectangle. • Applies repeated addition when counting total number of partitions.
Partition circles and rectangles into two, three, or four equal shares and describe				• Demonstrates a complete understanding of partitioning shapes. With little or no error: • Partitions circles and rectangles into equal parts lays the foundation for the development of fractions. • Models using concrete materials (e.g., paper folding, geoboards, fraction manipulatives) to create equal shares. • Recognizes that equal shares of identical wholes need not have the same shape.

Science Standards

Science & Engineering Practices and Crosscutting Concepts will be embedded into each quarter.

Earth Science	Q1	Q2	Q3	Q4
Obtain, evaluate, and communicate information about how weather, plants, animals, and humans cause changes to the environment	• Ask questions and obtain information about major changes to the environment in your community. • Construct an explanation of the causes of a change to the environment in your community.			
Obtain, evaluate, and communicate information about stars having different sizes and brightness	• Ask questions to describe the physical attributes (size and brightness) of stars. • Construct an argument to support the claim that although the sun appears to be the brightest and largest star, it is actually medium in size and brightness.			
Obtain, evaluate, and communicate information to develop an understanding of the patterns of the Sun and the moon and the sun's effect on Earth			• Plan and carry out an investigation to determine the effect of the position of the sun in relation to a fixed object on Earth at various times of the day. • Design and build a structure that demonstrates how shadows change throughout the day. • Represent data in tables and/or graphs of the length of the day and night to recognize the change in seasons. • Use data from personal observations to describe, illustrate, and predict how the appearance of the moon changes over time in a pattern. (Clarification statement: Students are not required to know the names of the phases of the moon or understand the tilt of the Earth.)	

Physical Science	Q1	Q2	Q3	Q4
Obtain, evaluate, and communicate information to demonstrate changes in speed and direction using a force (a push or a pull)			• Plan and carry out an investigation to demonstrate how pushing and pulling on an object affects the motion of the object. • Design a device to change the speed or direction of an object. • Record and analyze data to decide if a design solution works as intended to change the speed or direction of an object with a force (a push or a pull).	
Obtain, evaluate, and communicate information about the properties of matter and changes that occur in objects			• Ask questions to describe and classify different objects according to their physical properties. (Clarification statement: Examples of physical properties could include color, mass, length, texture, hardness, strength, absorbency, and flexibility.) • Construct an explanation for how structures made from small pieces (linking cubes, building blocks) can be disassembled and then rearranged to make new and different structures. • Provide evidence from observations to construct an explanation that some changes in matter caused by heating or cooling can be reversed and some changes are irreversible. (Clarification statement: Changes in matter could include heating or freezing of water, baking a cake, boiling an egg.)	

Life Science	Q1	Q2	Q3	Q4
Obtain, evaluate, and communicate information about the life cycles of different living organisms.				• Ask questions to determine the sequence of the life cycle of common animals in your area: a mammal such as a cat, dog or classroom pet, a bird such as a chicken, an amphibian such as a frog, and an insect such as a butterfly. • Plan and carry out an investigation of the life cycle of a plant by growing a plant from a seed and by recording changes over a period of time. • Develop a simple model that depicts an animal's role in dispersing seeds or in the pollination of plants. • Develop models to illustrate the unique and diverse life cycles of organisms other than humans.

Social Studies Standards

Historical Understandings	Q1	Q2	Q3	Q4
Describe the lives of Georgia's historical figures		• Describe the lives of and contributions made by historical figures James Oglethorpe, Tomochichi, Mary Musgrove, and Sequoyah.	• Describe the lives of and contributions made by historical figures James Oglethorpe, Tomochichi, Mary Musgrove, Sequoyah, Jackie Robinson, and Martin Luther King, Jr.	• Describe the lives of and contributions made by historical figures James Oglethorpe, Tomochichi, Mary Musgrove, Sequoyah, Jackie Robinson, Martin Luther King, Jr., Jimmy Carter, and Juliette Gordon Low.
Describes the past cultures of Georgia's Creek and Cherokee		• Describe the Georgia Creek and Cherokee cultures of the past including tools, clothing, homes, ways of making a living, accomplishments, etc. • Compare and contrast Creek and Cherokee cultures of the past to Georgians today.		

Geographic Understandings	Q1	Q2	Q3	Q4
Locates and compares geographic features of Georgia		• Locates and compares geographic regions of Georgia: Blue Ridge Mountains, Piedmont, Coastal Plain, Valley and Ridge, and Appalachian Plateau. • Locates major rivers of Georgia: Savannah, Chattahoochee, and Flint.		
Describes cultural and geographic systems of historical figures and Georgia's Creek and Cherokee		• Identifies specific locations significant to the life of each historical figure on a political or physical map. • Describes how physical and human characteristics impacted historical figures' lives. • Describes how each historical figure and the Creek and Cherokee adapted to and were influenced by their environment. • Describes how the region in which historic figures lived affected their lives and compares regions to region where students live. • Describes the regions in Georgia where the Creek and Cherokee lived and how people used their local resources.		

Government/ Civic Understandings	Q1	Q2	Q3	Q4
Defines concepts of government and the need for rules and laws				Defines the concept of government and the need for rules and laws.
Identifies the roles of elected officials				Identifies the roles of the president, governor, and mayor and where they work.
Gives examples of positive citizenship traits of historical figures		Gives at least one example of how James Oglethorpe, Tomochichi, Mary Musgrove, and Sequoyah have demonstrated positive citizenship traits of honesty, dependability, trustworthiness, honor, civility, good sportsmanship, patience, and/or compassion.	Gives at least one example of how James Oglethorpe, Tomochichi, Mary Musgrove, Sequoyah, Jackie Robinson, and Martin Luther King Jr. have demonstrated positive citizenship traits of honesty, dependability, trustworthiness, honor, civility, good sportsmanship, patience, and/or compassion.	Gives at least one example of how each of the 8 required historical figures have demonstrated positive citizenship traits of honesty, dependability, trustworthiness, honor, civility, good sportsmanship, patience, and/or compassion.

Economic Understandings	Q1	Q2	Q3	Q4
Explains concepts of scarcity				• Defines scarcity. • Explains that because of scarcity, people must make choices that result in opportunity costs.
Describes how goods and services are allocated				Identifies 6 ways in which goods and services are allocated (price, majority rule, contests, force, sharing, lottery, authority, first come-first served, personal characteristics).
Explains the use of money to obtain goods and services				• Explains that people usually use money to obtain the goods and services they want. • Explains how money makes trade easier than barter.
Describes costs and benefits of spending and saving				Describes the costs and benefits of personal spending and saving choices.

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Rockdale County Public Schools
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on the basis of sex, sexual orientation, race, color, age, religion, national origin, or disability
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