

Domain: Historical Understandings								
Indicator	Standard(s)	1 - Beginner Learner/Emerging	2 – Developing	3 – Proficient Learner/Meets the Standard	4 – Distinguished Learner/Exceeds the Standard	Evidence	Assessed	
			Learner/Progressing					
Demonstrates an	SSKH1,2,3	-Student minimally	-Student inconsistently	-Student consistently	-Student consistently	Options:	Q1	
understanding of	0011112,2,0	identifies holidays and	identifies holidays and	identifies holidays and	identifies holidays and	classroom	Q4	
concepts and		describe the people	describe the people	describe the people	describe the people	discussion,		
participates in		and/or events celebrated.	and/or events	and/or events celebrated.	and/or events celebrated	illustrations,		
classroom discussions		(a. Christmas b. Columbus	celebrated.	(a. Christmas b.	(a. Christmas b.	presentations,		
		Day c. Independence Day	(a. Christmas b.	Columbus Day c.	Columbus Day c.	dialogs, observation,		
		d. Labor Day e. Martin	Columbus Day c.	Independence Day d.	Independence Day d.	constructed		
		Luther King, Jr. Day f.	Independence Day d.	Labor Day e. Martin	Labor Day e. Martin	responses, picture		
		Memorial Day g. New	Labor Day e. Martin	Luther King, Jr. Day f.	Luther King, Jr. Day f.	journals, matching		
		Year's Day h. Presidents	Luther King, Jr. Day f.	Memorial Day g. New	Memorial Day g. New	exercises, class book,		
		Day (George Washington,	Memorial Day g. New	Year's Day h. Presidents	Year's Day h. Presidents	graphic organizers		
		Abraham Lincoln, and the	Year's Day h. Presidents	Day (George Washington,	Day (George Washington,			
		current president) i.	Day (George	Abraham Lincoln, and the	Abraham Lincoln, and the			
		Thanksgiving Day j.	Washington, Abraham	current president) i.	current president) i.			
		Veterans Day)	Lincoln, and the current	Thanksgiving Day j.	Thanksgiving Day j.			
			president) i.	Veterans Day)	Veterans Day) and			
		-Student demonstrates	Thanksgiving Day j.		demonstrates or self-			
		minimal ability to identify	Veterans Day)	-Student consistently	initiates further learning			
		American Symbols a. The		identifies American				
		national and state flags	-Student inconsistently	Symbols (a. The national	-Student consistently			
		(United States and Georgia	identifies American	and state flags (United	identifies American			
		flags) b. Pledge of	Symbols (a. The national	States and Georgia flags)	Symbols (a. The national			
		Allegiance c. Star Spangled	and state flags (United	b. Pledge of Allegiance c.	and state flags (United			
		Banner (identify as the	States and Georgia flags)	Star Spangled Banner	States and Georgia flags)			
		national anthem) d. The	b. Pledge of Allegiance c.	(identify as the national	b. Pledge of Allegiance c.			
		bald eagle e. The Statue of	Star Spangled Banner	anthem) d. The bald eagle	Star Spangled Banner			
		Liberty f. Lincoln Memorial	(identify as the national	e. The Statue of Liberty f.	(identify as the national			
		(identify image and	anthem) d. The bald	Lincoln Memorial	anthem) d. The bald eagle			
		associate with Abraham	eagle e. The Statue of	(identify image and	e. The Statue of Liberty f.			
		Lincoln and Presidents	Liberty f. Lincoln	associate with Abraham	Lincoln Memorial			
		Day) g. Washington	Memorial (identify	Lincoln and Presidents	(identify image and			
		Monument (identify image	image and associate	Day) g. Washington	associate with Abraham			
		and associate with George	with Abraham Lincoln	Monument (identify	Lincoln and Presidents			
		Washington and	and Presidents Day) g.	image and associate with	Day) g. Washington]	
		Presidents Day) h. White	Washington Monument	George Washington and	Monument (identify]	
		House (identify image and	(identify image and	Presidents Day) h. White	image and associate with			
		associate with Presidents	associate with George	House (identify image	George Washington and			
			Washington and	and associate with	Presidents Day) h. White		1	



		Day and the current president) -Student demonstrates minimal ability to correctly use words and phrases related to chronology and time (a. Now, long ago b. Before, after c. Today, tomorrow, yesterday d. First, last, next e. Day, week, month, year f. Past, present, future)	Presidents Day) h. White House (identify image and associate with Presidents Day and the current president) -Student inconsistently uses words and phrases related to chronology and time (a. Now, long ago b. Before, after c. Today, tomorrow, yesterday d. First, last, next e. Day, week, month, year f. Past, present, future)	Presidents Day and the current president) -Student consistently uses words and phrases related to chronology and time (a. Now, long ago b. Before, after c. Today, tomorrow, yesterday d. First, last, next e. Day, week, month, year f. Past, present, future)	House (identify image and associate with Presidents Day and the current president) and demonstrates or self-initiates further learning -Student consistently uses words and phrases related to chronology and time (a. Now, long ago b. Before, after c. Today, tomorrow, yesterday d. First, last, next e. Day, week, month, year f. Past, present, future) and demonstrates or self-initiates further learning		
Domain: Geographic Un							
Indicator	Standard(s)	1 - Beginner Learner/Emerging	2 - Developing Learner/Progressing	3 – Proficient Learner/Meets the Standard	4 – Distinguished Learner/Exceeds the Standard	Evidence	Assessed
Demonstrates an understanding of concepts and participates in classroom discussions	SSKG1,2	Student minimally describes the diversity of American culture by explaining the customs and celebrations of various families and communities -Student demonstrates minimal ability to explain that a map is a drawing of a place and a globe is a model of Earth	Student inconsistently describes the diversity of American culture by explaining the customs and celebrations of various families and communities -Student inconsistently explains that a map is a drawing of a place and a globe is a model of Earth	Student consistently describes the diversity of American culture by explaining the customs and celebrations of various families and communities -Student consistently explains that a map is a drawing of a place and a globe is a model of Earth	Student consistently describes the diversity of American culture by explaining the customs and celebrations of various families and communities and demonstrates or self-initiates further learning -Student consistently explains that a map is a drawing of a place and a globe is a model of Earth and demonstrates or self-initiates further learning	Options: classroom discussion, illustrations, presentations, dialogs, observation, constructed responses, picture journals, matching exercises, class book, graphic organizers	Q1 Q4



Indicator	Standard(s)	1 – Beginner Learner/Emerging	2 – Developing Learner/Progressing	3 - Proficient Learner/Meets the	4 – Distinguished Learner/Exceeds the	Evidence	Assessed
				Standard	Standard		
Demonstrates an	SSKCG1,2	-Student minimally	-Student inconsistently	-Student consistently	-Student minimally	Options:	Q1
understanding of		demonstrates an	demonstrates an	demonstrates an	demonstrates an	classroom	Q4
concepts and		understanding of good	understanding of good	understanding of good	understanding of good	discussion,	
participates in		citizenship	citizenship	citizenship	citizenship and	illustrations,	
classroom discussions					demonstrates or self-	presentations,	
		-Student minimally	-Student inconsistently	-Student consistently	initiates further learning	dialogs, observation,	
		describes examples of	describes examples of	describes examples of	-Student minimally	constructed	
		positive character traits	positive character traits	positive character traits	describes examples of	responses, picture	
•		exhibited by good citizens	exhibited by good	exhibited by good citizens	positive character traits	journals, matching	
		such as honesty,	citizens such as honesty,	such as honesty,	exhibited by good citizens	exercises, class book,	
		patriotism, courtesy,	patriotism, courtesy,	patriotism, courtesy,	such as honesty,	graphic organizers	
		respect, pride, and self-	respect, pride, and self-	respect, pride, and self-	patriotism, courtesy,		
		control	control	control	respect, pride, and self-		
					control and demonstrates		
					or self-initiates further		
Domain: Economic Und	oveton din ac				learning		
Indicator	Standard(s)	1 – Beginner	2 – Developing	3 – Proficient	4 – Distinguished	Evidence	Assessed
indicator	Standard(s)	Learner/Emerging	Learner/Progressing	Learner/Meets the	Learner/Exceeds the	LVIGETICE	Assessed
		Learner/ Linerging	Learner/Trogressing	Standard	Standard		
Demonstrates an	SSKE1,4	-Student minimally	-Student inconsistently	-Student consistently	-Student consistently	Options:	Q1
understanding of		describes the work that	describes the work that	describes the work that	describes the work that	classroom	Q4
concepts and		people do (police officer,	people do (police	people do (police officer,	people do (police officer,	discussion,	
participates in		fire fighter, soldier, mail	officer, fire fighter,	fire fighter, soldier, mail	fire fighter, soldier, mail	illustrations,	
classroom discussions		carrier, farmer, doctor,	soldier, mail carrier,	carrier, farmer, doctor,	carrier, farmer, doctor,	presentations,	
		teacher, etc.)	farmer, doctor, teacher,	teacher, etc.)	teacher, etc.) and	dialogs, observation,	
			etc.)		demonstrates or self-	constructed	1
		-Student minimally		-Student consistently	initiates further learning	responses, picture	
		explains that people must	-Student inconsistently	explains that people must		journals, matching	
		make choices because	explains that people	make choices because	-Student consistently	exercises, class book,	
		they cannot have	must make choices	they cannot have	explains that people must	graphic organizers	1
		everything they want	because they cannot	everything they want	make choices because		
			have everything they		they cannot have		
			want		everything they want and		
			want		everything they want and demonstrates or self-		

