

CIVIC VALUES AND ETHICS EDUCATION

4-6

CURRICULUM STANDARD: The program focuses on fundamental civic values and ethics and prepares students to become ethical and responsible citizens, family members, and workers within their community and their nation.

Performance Standard	Critical Attributes	Benchmarks/Assessment Samples	Resources
<p>I. The student will demonstrate the knowledge and importance of honesty: (truth, integrity, and fairness of conduct); apply this information in daily situations; and understand the consequences of honest and dishonest behavior.</p>	<p>A. Can the student discuss the meanings of the terms honesty and dishonesty?</p> <p>B. Can the student cite examples of the consequences of honest and dishonest behavior?</p> <p>C. Can the student use this information to analyze various fictional and non-fictional scenarios?</p>	<p>A. The student will be able to explain the meaning of honesty and dishonesty (in writing or orally).</p> <p>B. After reading and discussing selected literature pieces and historical materials, students will be able to give specific examples of how honesty and dishonesty can impact an individual or a group.</p> <p>C. The student will recognize honesty and apply it in various situations.</p> <ul style="list-style-type: none"> • Responds to literature • Responds to current events • Demonstrates understanding in class discussions 	<p>Folktales Fables <u>The Lion, the Witch, and the Wardrobe</u> <u>Night Journeys</u> Golden Rule 4th - Donner Party 5th - Explorers, American Revolution, Indian treaties 6th - <u>Where the Red Fern Grows</u></p>

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<p>II. The student will demonstrate the knowledge and importance of respect: (regard for self, others, property, and country); apply this information in daily situations; and understand the effects of respectful and disrespectful behavior.</p>	<p>A. Can the student give examples of how to respect one's self and others?</p> <p>B. Can the student compare/contrast the differences between cultures and state the benefits of respecting diversity?</p> <p>C. Can the student identify the important symbols of our country and discuss how we demonstrate respect for them?</p> <p>D. Can the student identify the effects of respectful and disrespectful behavior?</p> <p>E. Can the student use this information to analyze various fictional and non-fictional scenarios?</p>	<p>A. After reading and discussing selected literature pieces and historical materials, students will be able to list ways to respect themselves and others.</p> <p>B. After reading and discussing selected literature pieces and historical materials, students will be able to compare/contrast the differences between cultures and state the benefits of respecting diversity.</p> <p>C. The student will recognize national symbols, explain their importance, and share ways to respect them.</p> <p>D. After participating in a group discussion or listening to literature, the student will list effects of respectful and disrespectful behavior.</p> <p>E. The student will recognize respect and apply it in various situations.</p> <ul style="list-style-type: none"> • Responds to literature • Responds to current events • Demonstrates understanding in class discussions 	<p><u>The Hundred Dresses</u></p> <p><u>Summer of the Swans</u> <u>Journey to Topaz</u> <u>Island on Bird Street</u> <u>Sign of the Beaver</u> <u>M.L. King, the Peaceful Warrior</u> <u>The Land I Lost</u> <u>Blue Willow</u> <u>The Cay</u> <u>In the Year of the Boar and Jackie Robinson</u> <u>Night Journeys</u></p>

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<p>III. The student will demonstrate the knowledge and importance of morality: (understanding and doing what is right) and apply this information in daily situations.</p>	<p>A. Can the student share examples of characters from various fictional and non-fictional texts who are “doing the right thing?”</p> <p>B. Can the student explain the benefits of “doing what is right?”</p> <p>C. Can the student self-evaluate his/her decisions and actions?</p>	<p>A. After reading/listening to literature, the student will share an example of characters “doing the right thing.” (Examples may be displayed on a bulletin board.)</p> <p>Students will bring in newspaper articles or magazine clippings giving examples of morality (people “doing the right thing”).</p> <p>B. After reading/listening to literature or a scenario, the student will discuss the benefits of “doing the right thing.”</p> <p>C. The student will write a letter to the teacher: “Today I made good choices. I...” OR The student will write a letter to the teacher to identify: the problem, what caused the problem, what the student can do to resolve the issue the next time.</p>	<p><u>The Lion, the Witch, and the Wardrobe</u> <u>Night Journeys</u></p>

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<p>IV. The student will demonstrate the knowledge and importance of responsibility: (being accountable for one's conduct and obligations); apply this information in daily situations; and understand the consequences of responsible and irresponsible behavior.</p>	<p>A. Can the student identify and share examples of showing responsibility?</p> <p>B. Can the student discuss the importance of being responsible?</p> <p>C. Can the student discuss the consequences of irresponsible behavior?</p> <p>D. Can the student analyze and accept responsibility for the consequences of their actions in daily situations?</p>	<p>A. After a class brainstorming session, the student will explain what it means to be responsible and share examples of showing responsibility. (written, sharing)</p> <p>B. After reading/listening to literature, the student will tell the importance of being responsible. (oral, written)</p> <p>C. During a group discussion, the student will identify the consequences of irresponsible behavior and the effects that it will have on one's self and others.</p> <p>D. The student will discuss the cause and effect relationship of one's actions/choices and take responsibility by accepting the consequence without rationalizing. (orally or written)</p>	<p><u>The Summer of the Swans</u> <u>Night Journeys</u></p> <p>Hammurabi's Code Class meetings</p> <p><u>M. L. King, a Peaceful Warrior</u> <u>Maroo of the Winter Caves</u> <u>Where the Red Fern Grown</u></p> <p>Class meetings</p>