

CIVIC VALUES AND ETHICS EDUCATION

K-3

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 effects of honest and dishonest behavior.</p>	<p>A. Can the student explain what it means to be honest?</p> <p>B. Can the student identify the effects 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. After reading/listening to literature, the student will respond to the statement "Explain what it means to be honest." (Group Discussion - K,1) (Written - 2,3)</p> <p>B. After participating in a group discussion, the student will list the effects of honest and dishonest behavior. (Orally - K,1) (Written - 2,3)</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>A. *Young Peoples Press, <i>Lessons In Character</i>, <u>Stone Soup</u></p> <p>** Big Books Read Aloud</p> <p>B. *** Third Grade <u>Ramon and the Pirate Gull</u>; <u>The Green Thumb Thief</u></p> <p>C. Second Grade <u>Jasper and the Hero Business</u></p> <p>**** First, Second, and Third grades.</p> <p>* Theme Six: <u>Be A Listener</u></p> <p><u>Little Bill</u> books by Bill Cosby</p>

* Responsibility Skills Lessons For Success

** Young Peoples Press, *Lessons In Character*, Big Books

H:\DATA\WORD\HISTORY\CVK-3.doc10/09/00

*** Houghton Mifflin Readers/ Grade Level required reading

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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?</p> <p>B. Can the student give examples of how to respect others?</p> <p>C. Can the student state the ways to show respect for our country?</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 participating in a group discussion, the student will give examples of ways to respect one's self. (Orally - K,1) (Written - 2,3)</p> <p>B. After reading/listening to literature, the student will identify examples of how to respect others. (Orally - K,1) (Written - 2,3)</p> <p>C. The student will recite the Pledge of Allegiance. (K-3)</p> <p>The student will share ways to respect the flag (standing at attention, saluting the flag, reciting the pledge correctly, caring for the flag, etc.). (K-1)</p> <p>The student will recognize national symbols and explain their importance (the flag, the Statue of Liberty, etc.). (2,3)</p> <p>D. After participating in a group discussion or listening to literature, the student will list effects of respectful and disrespectful behavior. (Orally - K,1) (Written - 2,3)</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 of respect at school through classroom discussions. <p>The student will listen attentively and politely without interrupting; show respect for the differences of others including physical differences and cultural diversity; show respect for personal space and property of others; encourage other by his/her speech and actions. (K-3)</p>	<p>A. *Theme Four: <u>Be Polite</u></p> <p>**** First Grade Unit 1</p> <p>*** <u>Ira Sleeps Over</u></p> <p>B. Third grade curricular tie to Native Americans.</p> <p><u>Goldilocks and the Three Bears</u></p> <p>*** Third grade: <u>Brave Janet Reachfar</u></p> <p>**** Third Grade</p> <p>C. Ch. 11, First grade, Unit 3</p> <p>Second grade, Unit 3</p> <p><u>Little Bill</u> books by Bill Cosby</p> <p>**** First grade, Unit 1</p> <p>** Big Book Read Aloud</p> <p>**** First grade, Unit 1 Second Grade, Unit 2</p> <p>* Theme Six: <u>Be A Listener</u></p>

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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>A. Can the student give examples of morality (doing what is right)?</p> <p>B. Can the student explain the importance of "doing what is right?"</p> <p>C. Can the student self-evaluate his/her decisions and actions?</p>	<p>A. After participating in a class discussion, the student will share an example of a time when he/she "did the right thing." (Examples may be displayed on a bulletin board.) (Illustration - K,1) (Writing - 2,3)</p> <p>B. After reading/listening to literature or a scenario, the student will give examples of the character "doing the right thing." (Orally - K,1) (Written - 2,3)</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>A. Second grade, <u>The Drinking Gourd</u> ** Big Books Read Aloud <u>One Fine Day</u> *** Second grade</p> <p>B. <u>Jasper and the Hero Business</u> * Steps to Success Supplement Theme <u>Be Healthy</u></p> <p>C. <u>Little Bill</u> books by Bill Cosby</p>

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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>A. Can the student share examples of showing responsibility?</p> <p>B. Can the student identify the benefits of following the rules?</p> <p>C. Can the student discuss the consequences for non-compliance of the rules?</p> <p>D. Can the student analyze and accept responsibility for the consequences of their actions in daily situations?</p> <p>E. Can the student use this information to analyze various fictional and non-fictional scenarios?</p> <p>F. Can the student identify ways to be a responsible citizen?</p>	<p>A. After a class brainstorming session, the student will share examples of showing responsibility. (Illustration, discussion - K) (Illustration, labeling - 1) (Written, sharing - 2,3)</p> <p>B. After reading/listening to the rules, the student will tell the importance of following them. (Orally - K,1)</p> <p>After reading/listening to the rules and the possible benefits of following them, the student will select the correct reason for following the rule: "It is important to keep your hands to yourself because</p> <p><input type="radio"/> it is a rule</p> <p><input type="radio"/> someone could get hurt</p> <p><input type="radio"/> the teacher said to do it</p> <p>C. During a group discussion, the student will identify the consequences for non-compliance of the rules and the effects that it will have on one's self and others.</p> <p>D. The student will discuss with the teacher the cause and effect relationship of one's actions/choices and take responsibility by accepting the consequence without rationalizing. (Orally - K,1) (Written - 2,3)</p> <p>E. The student will recognize responsibility and applies it to various situations.</p> <ul style="list-style-type: none"> • Responds to literature • Responds to current events • Demonstrates understanding during class discussions <p>F. The student participates in citizenship activities by contributing to the "common good" (community service,</p>	<p>A. *** First grade: The Tale of Peter Rabbit Kinder: Snowy Day, Williams Doll</p> <p>B. * Theme Twelve: Be Responsible Little Bill books by Bill Cosby</p> <p>** Big Books Read Aloud</p> <p>E. * Theme One: Be Here</p> <p>F. *Theme Seven: Be a Doer</p>

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		volunteerism, cross-grade level or peer support).	
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