

Student Achievement Goal 3. Responsibility to the Community Indicators

	2007-2008 Baseline	2008-2009	2009-2010	2010-2011
Elementary Primary Grades (pre-K-3)	<ul style="list-style-type: none"> • Discipline rates • The elementary progress report in relation to citizenship goals (“Work Habits”) 	<ul style="list-style-type: none"> • Same as previous 	<ul style="list-style-type: none"> • Same as previous 	<ul style="list-style-type: none"> • Same as previous

*Grade 3 Passage: ***Myself in My Community***
 Passages are pivotal years in a student’s schooling. During passage grades and in developmentally appropriate ways, students reflect on their learning, identify strengths and interests, and with input from parents and school staff, set age-appropriate goals. At the passage in grade 3, student indicators of behavior and work habits will be aggregated and reported as a system indicator. This information will allow for formative cohort information to be gathered longitudinally allowing for data related to growth.

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	2007-2008 Baseline	2008-2009	2009-2010	2010-2011
Elementary Upper Grades (4-5/6)	<ul style="list-style-type: none"> • Work Habits • Discipline rates 	<ul style="list-style-type: none"> • Work Habits (as previous) • Discipline rates (as previous) • <i>Short Survey at 5/6 grade (self-report) about civic behaviors with supporting evidence of service for addition to the Learning Plan - pilot</i> 	<ul style="list-style-type: none"> • Same as previous 	<ul style="list-style-type: none"> • Same as previous

Grade 5/6 Passage: *Myself in My Community

Passages are pivotal years in a student's schooling. During passage grades and in developmentally appropriate ways, students reflect on their learning, identify strengths and interests, and with input from parents and school staff, set age-appropriate goals. At the passage in grades 5/6, student indicators of behavior and student community participation/attitudes will be aggregated and reported as a system indicator. This information will allow for formative cohort information to be gathered longitudinally allowing for data related to growth.

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	2007-2008 Baseline	2008-2009	2009-2010	2010-2011
Middle School Grades (6/7-8)	<ul style="list-style-type: none"> • Discipline rates 	<ul style="list-style-type: none"> • Discipline rates (as previous) • <i>Short Survey at 8th grade (self-report) about civic behaviors</i> 	<ul style="list-style-type: none"> • Discipline rates (as previous) • <i>8th Grade Passage Exhibition documenting service to the community pilot</i> • <i>Short Survey at 8th grade (self-report) about civic behaviors (as previous)</i> 	<ul style="list-style-type: none"> • Same as previous

Grade 8 Passage: *Myself in My Community

Passages are pivotal years in a student's schooling. During passage grades and in developmentally appropriate ways, students reflect on their learning, identify strengths and interests, and with input from parents and school staff, set age-appropriate goals. At the passage in grade 8, student indicators of behavior and student community participation/attitudes will be aggregated and reported as a system indicator. This information will allow for formative cohort information to be gathered longitudinally allowing for data related to growth.

Student Achievement Goal 3. Responsibility to the Community Indicators

	2007-2008 Baseline	2008-2009	2009-2010	2010-2011
High School Grades (9-12)	<ul style="list-style-type: none"> • Discipline rates • % of Graduates earning the Civics Seal 	<ul style="list-style-type: none"> • Discipline rates (as previous)- • % of Graduates earning the Civics Seal • <i>Short Survey at 12th grade (self-report) about civic behaviors</i> 	<ul style="list-style-type: none"> • Discipline rates (as previous)- • % of Graduates earning the Civics Seal • <i>Short Survey at 12th grade (self-report) about civic behaviors (as previous)</i> • <i>12th Grade Passage Exhibition documenting service to the community pilot</i> 	<ul style="list-style-type: none"> • Same as previous

*Grade 12/Graduate Passage: ***Participating in My Community***
 Passages are pivotal years in a student's schooling. During passage grades and in developmentally appropriate ways, students reflect on their learning, identify strengths and interests, and with input from parents and school staff, set age-appropriate goals. At the passage in grades 12/Graduate, student indicators of behavior and student community participation/attitudes will be aggregated and reported as a system indicator. This information will be the final piece of formative cohort data related to growth.

CURRICULUM CONNECTIONS TO STUDENT ACHIEVEMENT GOAL 3. RESPONSIBILITY TO THE COMMUNITY

The numbering (i.e., K.8) relates to the POS for that specific grade.

3.1. Students will know and practice the duties, responsibilities, and rights of citizenship in a democratic society.

ELEMENTARY

Kindergarten

K.8 The student will demonstrate that being a good citizen involves

- a. taking turns and sharing;
- b. taking responsibility for certain classroom chores;
- c. taking care of personal belongings and respecting what belongs to others;
- d. following rules and understanding the consequence of breaking rules;
- e. practicing honesty, self-control, and kindness to others.

K.9 The student will recognize the American flag, the Pledge of Allegiance, and that the President is the leader of the United States.

Grade 1

1.10 The student will apply the traits of a good citizen by

- a. focusing on fair play, exhibiting good sportsmanship, helping others, and treating others with respect;
- b. recognizing the purpose of rules and practicing self-control;
- c. working hard in school;
- d. taking responsibility for one's own actions;
- e. valuing honesty and truthfulness in oneself and others.

1.11 The student will recognize the symbols and traditional practices that honor and foster patriotism in the United States by

- a. identifying the American flag, bald eagle, Washington Monument, and Statue of Liberty;
- b. demonstrating respect for the American flag by learning the Pledge of Allegiance.

Goal 3. RESPONSIBILITY TO THE COMMUNITY

Grade 2

2.10 The student will explain the responsibilities of a good citizen, with emphasis on

- a. respecting and protecting the rights and property of others;
- b. taking part in the voting process when making classroom decisions;
- c. describing actions that can improve the school and community;
- d. demonstrating self-discipline and self-reliance;
- e. practicing honesty and trustworthiness.

2.12 The student will understand that the United States is a land of people who have diverse ethnic origins, customs, and traditions, who make contributions to their communities, and who are united as Americans by common principles.

Grade 3

3.10 The student will recognize why government is necessary in the classroom, school, and community by

- a. explaining the purpose of rules and laws;
- b. explaining that the basic purposes of government are to make laws, carry out laws, and decide if laws have been broken;
- c. explaining that government protects the rights and property of individuals.

MIDDLE

Grade 8

8.1.1 Students will be able to explain the meaning of American citizenship and analyze issues involving the rights of citizens of the United States.

- a. Explain how an individual becomes a citizen of the United States. (CE 3a)
- c. Identify the fundamental principles of our democratic republic including constitutionalism, limited government, rule of law, democracy, representative government, consent of the governed, and majority rule and minority rights. (CE 2a)
- d. Analyze the First Amendment freedoms of religion, speech, press, assembly, and petition, and the rights guaranteed by due process and equal protection under laws. (CE 3b)
- e. Apply constitutional protections to everyday situations.

8.1.2 Students will demonstrate an understanding of the responsibilities of citizenship.

- a. Describe the duties of citizenship including obeying the laws, paying taxes, defending the nation, and serving in court. (CE 3c)
- b. Explain the responsibilities of a citizen in the family, school, community, state, nation, and world. (CE 3d, e)

Discuss and evaluate issues involving how civic and social duties address community needs and serve the public good and the value and challenge of diversity in the United States. (CE 3c, d, e)

HIGH

Topic 1: Civic Life and the Citizen

All citizens lead two lives in the United States. A person's civic, or public, life is concerned with the affairs of the community and the nation; a private life is the personal life of an individual devoted to the pursuit of private interests. The history of this country is often the story of the tension that exists between individual needs and the needs of the larger community. Students need to realize that there are competing ideas between their civic and private lives and in politics and government. Through this understanding, they can make informed judgments about what their government should and should not do and how they should live their lives in a community of citizens.

Standard 1. Students will know, understand, and explain the importance of developing political and civic beliefs in American democracy.

Benchmark 1.1: Students will explain the meaning of the terms civic life, private life, civic responsibilities, and personal responsibilities.

1.1 Indicators: Students reach this benchmark when they are able to:

- a. Distinguish between civic life, e.g., the public life of the citizen concerned with the affairs of the community and nation, and private life, the personal life of the individual devoted to the pursuit of private interests.
- b. Explain the importance of the following civic responsibilities for the individual and society:
 1. obeying the law and paying taxes
 2. being informed and attentive to current public issues
 3. participating in the political process
 4. serving as a juror
 5. performing public service
 6. respecting differing opinions in a diverse society
- c. Explain the importance of personal character traits that facilitate thoughtful and effective participation in civic life:
 1. adhering to a set of socially acceptable moral principles, e.g., respect, honesty, fairness, responsibility
 2. accepting responsibility for the consequences of one's actions
 3. considering the rights and interests of others
 4. behaving in a civil manner, i.e., respect for the law
 5. supporting one's family and caring for, nurturing, and educating one's children

Goal 3. RESPONSIBILITY TO THE COMMUNITY

- d. Distinguish between civic and personal responsibilities.
- e. Evaluate the tensions that may arise when the obligations of citizens require that personal interests be subordinated to the public good.

Benchmark 1.2: Students will explain the concept of a civil society and how it provides a framework for participation in civic life.

1.2 Indicators: Students reach this benchmark when they are able to:

- a. Define civil society as the sphere of voluntary personal, social, and economic relationships and organizations that, although limited by law, is not part of government, e.g., family, friendships, membership in nongovernmental organizations, participation in unions and business enterprises.
- b. Explain how civil society provides opportunities for individuals to associate for social, cultural, religious, economic, and political purposes.
- c. Explain how civil society makes it possible for people individually or in association with others to influence government in ways other than voting and elections.

Benchmark 1.5: Students will explain the meaning of citizenship in the United States and how it relates to American civic life.

1.5 Indicators: Students reach this benchmark when they are able to:

- a. Explain the idea that citizenship:
 - 1. confers full membership in a self-governing community
 - 2. confers certain rights and privileges, e.g., the right to vote, to hold public office, to serve on juries
 - 3. is defined by shared civic values, e.g., equality, patriotism, diversity
- b. Explain that Americans are citizens of both their state and the United States.
- c. Explain the distinction between citizens and non-citizens (aliens) and the process by which non-citizens may become citizens.
- d. Evaluate the criteria used for admission to citizenship in the United States:
 - 1. residence in the United States for five years
 - 2. ability to read, write, and speak English
 - 3. proof of good moral character
 - 4. knowledge of the history of the United States and its government
 - 5. pledge support for the values and principles of American government

3.2. Students will be respectful and contributing participants in their school, community, country, and world.

ELEMENTARY

Grade 1

1.12 The student will recognize that communities in Virginia include people who have diverse ethnic origins, customs, and traditions, who make contributions to their communities, and who are united as Americans by common principles.

Grade 2

2.10 The student will explain the responsibilities of a good citizen, with emphasis on
c. describing actions that can improve the school and community;

Grade 3

3.12 The student will recognize that Americans are a people of diverse ethnic origins, customs, and traditions, who are united by the basic principles of a republican form of government and respect for individual rights and freedoms.

MIDDLE

Grade 8

8.1.2 Students will demonstrate an understanding of the responsibilities of citizenship.

- c. Explain the responsibilities of a citizen in the family, school, community, state, nation, and world. (CE 3d, e)
- d. Discuss and evaluate issues involving how civic and social duties address community needs and serve the public good and the value and challenge of diversity in the United States. (CE 3c, d, e)
- e. Demonstrate responsible citizenship by addressing the needs of the community through participation in a service learning project. (CE 3e)

8.1.3 Students will demonstrate an understanding of political culture and be able to employ the civic skills necessary for effective, participatory citizenship.

- a. Realize the expectation that responsible citizens become informed about and involved with contemporary and continuing issues in civic life.

Describe how individuals participate in the political process by registering and voting, communicating with government officials, supporting and working with political parties and interest groups, serving in voluntary appointed positions, participating in political campaigns, keeping informed about current issues, attending meetings of governing bodies, and respecting differing opinions in a diverse society. (CE 3d, CE 5e)

HIGH

Benchmark 1.1: Students will explain the meaning of the terms civic life, private life, civic responsibilities, and personal responsibilities.

1.1 Indicators: Students reach this benchmark when they are able to:

- a. Distinguish between civic life, e.g., the public life of the citizen concerned with the affairs of the community and nation, and private life, the personal life of the individual devoted to the pursuit of private interests.
- b. Explain the importance of the following civic responsibilities for the individual and society:
 1. obeying the law and paying taxes
 2. being informed and attentive to current public issues
 3. participating in the political process
 4. serving as a juror
 5. performing public service
 6. respecting differing opinions in a diverse society
- c. Explain the importance of personal character traits that facilitate thoughtful and effective participation in civic life:
 1. adhering to a set of socially acceptable moral principles, e.g., respect, honesty, fairness, responsibility
 2. accepting responsibility for the consequences of one's actions
 3. considering the rights and interests of others
 4. behaving in a civil manner, i.e., respect for the law
 5. supporting one's family and caring for, nurturing, and educating one's children
- d. Distinguish between civic and personal responsibilities.
- f. Evaluate the tensions that may arise when the obligations of citizens require that personal interests be subordinated to the public good.

Benchmark 1.2: Students will explain the concept of a civil society and how it provides a framework for participation in civic life.

1.2 Indicators: Students reach this benchmark when they are able to:

- a. Define civil society as the sphere of voluntary personal, social, and economic relationships and organizations that, although limited by law, is not part of government, e.g., family, friendships, membership in nongovernmental organizations, participation in unions and business enterprises.
- b. Explain how civil society provides opportunities for individuals to associate for social, cultural, religious, economic, and political purposes.
- c. Explain how civil society makes it possible for people individually or in association with others to influence government in ways other than voting and elections.

3.3. Students will understand the purpose, role, and means of interaction with the different levels of government

ELEMENTARY

Grade 3

3.10 The student will recognize why government is necessary in the classroom, school, and community by

- a. explaining the purpose of rules and laws;
- b. explaining that the basic purposes of government are to make laws, carry out laws, and decide if laws have been broken;
- c. explaining that government protects the rights and property of individuals.

Grade 4

VS.10a The student will demonstrate knowledge of government, geography, and economics by

- a. identifying the three branches of Virginia government and the function of each.

FCPS Grade 4 POS objectives: (non SOL)

- c. Students will analyze economic and governmental features of Fairfax County
- ii. Students will compare and contrast the unique features of Fairfax County government with the national government of the United States.

Grade 6

USI.7b The student will demonstrate knowledge of the challenges faced by the new nation by

- b. identifying the basic principles of the new government established by the Constitution of the United States of America and the Bill of Rights.

MIDDLE

8.1.3 Students will demonstrate an understanding of political culture and be able to employ the civic skills necessary for effective, participatory citizenship.

- b. Identify the similarities and differences between the major political parties and the functions of political parties at the state and national levels. (CE 5a, b)
- d. Explain how individuals and interest groups influence public policy. (CE 7d)
- f. Analyze campaigns for elective office to include: the impact of the media on public opinion and policy makers, the accuracy of campaign advertising, and voter turnout in local, state, and national elections. (CE 5c, CE 7c)

Goal 3. RESPONSIBILITY TO THE COMMUNITY

- 8.2.1 Students will be able to identify and explain the purpose, organization, and powers of government in the United States.**
- a. Evaluate, take, and defend a position why government is necessary and identify the purposes for the United States Constitution as they are stated in the Preamble. (CE2c)
 - b. Explain how and why powers are distributed and shared between national, state and local governments in the federal system. (CE 6a, c; CE 8a)
 - c. Explain the functions of the executive, legislative, and judicial branches at each level. (CE 6b; 7a,b; 8a,b,c)
 - d. Explain how and why power is separated and shared in the United States at each level of government including the operation of checks and balances. (CE 6b,c; 7a, b; 8b)
 - e. Identify the elected officials who represent Fairfax County in the legislative and executive branches at the national, state, and local levels.

HIGH

Benchmark 1.5: Students will explain the meaning of citizenship in the United States and how it relates to American civic life.

1.5 Indicators: Students reach this benchmark when they are able to:

- a. Explain the idea that citizenship:
 1. confers full membership in a self-governing community
 2. confers certain rights and privileges, e.g., the right to vote, to hold public office, to serve on juries
 3. is defined by shared civic values, e.g., equality, patriotism, diversity
- b. Explain that Americans are citizens of both their state and the United States.
- c. Explain the distinction between citizens and noncitizens (aliens) and the process by which noncitizens may become citizens.
- d. Evaluate the criteria used for admission to citizenship in the United States:
 1. residence in the United States for five years
 2. ability to read, write, and speak English
 3. proof of good moral character
 4. knowledge of the history of the United States and its government
 5. pledge support for the values and principles of American government

Goal 3. RESPONSIBILITY TO THE COMMUNITY

Standard 4: Students will know, understand and explain the workings of the three branches of the federal government and how they develop public policies.

Standard 5: Students will know, understand, and explain the workings of Virginia and Fairfax County governments and how they develop public policies

VA/US Government Topic 8: The Global Community

The United States stands at a critical juncture in its, and the world's, history. For the time, the nation finds itself as the last remaining superpower on the face of the Earth. But how do we define superpower? The United States has the world's most technologically advanced military, an economy that serves as the primary engine for the global marketplace, and political and social values that are the envy of many other nations. Yet, the United States is also a nation that, on September 11, 2001, discovered just how far these attributes went in defining the very concept of superpower. In the post 9/11 era, the United States faces many questions about its role and purpose in the world community. The answers to these questions will not come easily and thus it is important for students to examine them now and to begin to formulate their own answers.

Standard 8: Students will know, understand, and explain international political and economic relations and the role the United States plays in both.