

TAXONOMY OF EDUCATIONAL OBJECTIVES – AFFECTIVE DOMAIN¹

Level	Characteristics	Examples and Verbs
E. Characterization <ol style="list-style-type: none"> 1. Characterization 2. Generalized Set 	<p>Has a values system that controls their behavior. The behavior is pervasive, consistent, predictable, and most importantly, characteristic of the learner. Instructional objectives are concerned with the student's general patterns of adjustment (personal, social, emotional).</p>	<p>Examples: Shows self-reliance when working independently. Cooperates in group activities (displays teamwork). Uses an objective approach in problem solving. Displays a professional commitment to ethical practice on a daily basis. Revises judgments and changes behavior in light of new evidence. Values people for what they are, not how they look.</p> <p>Verbs: <i>acts, discriminates, displays, influences, listens, modifies, performs, practices, proposes, qualifies, questions, revises, serves, solves, verifies.</i></p>
D. Organization <ol style="list-style-type: none"> 1. Organization of a Value System 2. Conceptualization of a Value 	<p>Organizes values into priorities by contrasting different values, resolving conflicts between them, and creating a unique values system. The emphasis is on comparing, relating, and synthesizing values.</p>	<p>Examples: Recognizes the need for balance between freedom and responsible behavior. Accepts responsibility for one's behavior. Explains the role of systematic planning in solving problems. Accepts professional ethical standards. Creates a life plan in harmony with abilities, interests, and beliefs. Prioritizes time effectively to meet the needs of the organization, family, and self.</p> <p>Verbs: <i>adheres, alters, arranges, combines, compares, completes, defends, explains, formulates, generalizes, identifies, integrates, modifies, orders, organizes, prepares, relates, synthesizes.</i></p>
C. Valuing <ol style="list-style-type: none"> 1. Commitment 2. Preference for a Value 3. Acceptance of a Value 	<p>The worth or value a person attaches to a particular object, phenomenon, or behavior. This ranges from simple acceptance to the more complex state of commitment. Valuing is based on the internalization of a set of specified values, while clues to these values</p>	<p>Examples: Demonstrates belief in the democratic process. Is sensitive towards individual and cultural differences (value diversity). Shows the ability to solve problems. Proposes a plan for social improvement and follows through with commitment. Informs management on matters that one feels strongly about.</p> <p>Verbs: <i>completes, demonstrates, differentiates, explains, follows, forms, initiates, invites, joins, justifies, proposes, reads, reports, selects, shares, studies, works.</i></p>

¹ Krathwohl, D., Bloom, B., Masia, B. (1964). *Taxonomy of Educational Objectives: The Classification of Educational Goals*. New York, NY: Longman, Inc. and <http://www.nwlink.com/~donclark/hrd/bloom.html>

	are expressed in the learner's overt behavior and are often identifiable.	
B. Responding 1. Acquiescence in responding 2. Willingness to respond 3. Satisfaction in response	Active participation on the part of the learner. Attends and reacts to a particular phenomenon. Learning outcomes may emphasize compliance in responding, willingness to respond, or satisfaction in responding (motivation).	Example: Participates in class discussions. Gives a presentation. Questions new ideals, concepts, models, etc. in order to fully understand them. Know the safety rules and practices them. Verbs: <i>answers, assists, aids, complies, conforms, discusses, greets, helps, labels, performs, practices, presents, reads, recites, reports, selects, tells, writes.</i>
A. Receiving 1. Awareness 2. Willingness to Receive. 3. Selected Attention	Developing awareness of the phenomena.	Example: Listen to others with respect. Listen for and remember the name of newly introduced people. Verbs: <i>accepts, asks, chooses, describes, follows, gives, hold, identifies, locates, names, points to, selects, sits, erect, replies, uses.</i>

Example for teaching the value of patience to participate (Kindergarten).

Teacher explains that students must be patient and raise their hand in order to be called on to speak. Student orients themselves to tune into the teacher's instruction.

Student watches others patiently raising their hands to be called on next to speak.

Student raises hand and waits to be called on to speak. Student is called on and speaks.

Student realizes that raising one's hand and being patient works, so begins to use this 'system' more frequently.

Student recognizes the justice inherent in being patient and raising one's hand so that all, or most, students in the class are able to participate. Student sees value in patience and waiting to be called on. When a new student enters the class, the experienced student instructs him in the procedure of waiting and raising one's hand to be called on.

CS.ELA.712.DS1. Share (*Valuing stage*) how literature fosters both prudence and sound judgment in the human person.

CS.ELA.712.DS2. Develop empathy, care, and compassion for a character's crisis or choice in order to transcend oneself, build virtue, and better understand one's own disposition and humanity. (*Responding – Valuing*)

After reading *Around the World in Eighty Days*, students will analyze examples of truth, deception, and omission found in the story, specifically reflecting and internalizing the reasons the characters did what they did and how they would act in this situation. Students will then be able to reflect on, and articulate how literature has assisted them in their moral decision-making. This can be accomplished either orally or in writing.

Truth:

- Is there truth that has not been disclosed in this novel? If so, provide specific examples.
- What consequences do we see when truth is hidden?
- If truth/es were known, how might this have affected, or not affected, the outcome?
- How does Passepartout feel about not revealing the identity of Mr. Fix? **How do we feel about this omission of truth? Does this change what we think about his character? Is this something that we might see ourselves doing?**
- Was it moral, for Passepartout to withhold the knowledge he had regarding Mr. Fix's true identity? (Chapter 22, p. 117; Chapter 24, p. 129) Why did he withhold the truth?
- Was it just for Mr. Fix to lie to Passepartout about the reason he was on the ship (Chapter 9)?
- Was Passepartout being prudent by withholding this information until the "right" time? Why or why not? **What would you do? Why?** Compare this with the untruth told by Mr. Fix as to why he was on the ship to India (Chapter 9, p. 40) and the omission of truth he told Auoda when she asked him if he knew where Passepartout was (Chapter 20, p. 104).
- Was Philieas Fogg truthful when he agreed to pay the Captain of the *Henritta* \$2,000 a piece for passage to Bordeaux? Explain his motives and where he erred in his decision-making. (Side discussion – what does this say about having large sums of money at your disposal?)
- Is there embellishment of truth in this novel?