

TEACHER CRITICAL CONTENT NOTES

BENCHMARK
SS.1.CG.1.2 <i>Describe how the absence of rules and laws impacts individuals and the community.</i>
BENCHMARK CLARIFICATIONS
<ul style="list-style-type: none"> ■ Students will provide examples of rules and laws in their lives and in the community. ■ Students will recognize that disorder, injustice, and harm to people can occur when there is an absence of rules and laws.

WHERE STUDENTS HAVE BEEN	
Kindergarten	<p>SS.K.CG.1.1 Identify the purpose of rules and laws in the home and school.</p> <ul style="list-style-type: none"> ● Students will define rules as standards of responsible behavior (e.g., rules for home and school). ● Students will define laws as a system of rules intended to protect people and property that are created and enforced by government (e.g., speed limit). ● Students will identify what can happen without rules and laws. <p>SS.K. CG.1.2 Identify people who have the authority and power to make and enforce rules and laws.</p> <ul style="list-style-type: none"> ● Students will identify authority figures in their school and community, including, but not limited to, parents, teachers, and law enforcement officers.
WHERE STUDENTS ARE GOING	
2nd Grade	<p>SS.2.CG.1.2 Explain how the U.S. government protects the liberty and rights of American citizens.</p> <ul style="list-style-type: none"> ● Students will recognize that the equal rights of citizens are protected by the U.S. Constitution.

TIMING/PACING NOTES
<ul style="list-style-type: none"> ● This benchmark may be taught at the beginning of a school year as the teacher goes over classroom rules and procedures and students learn about the school. ● As a lack of developmental readiness may prevent benchmark mastery early in the school year, it may be a good idea to return to this benchmark at the beginning of each marking period. ● The concepts in this benchmark may be addressed frequently in class meetings, at recess, and during unstructured times. Reminders of the rules and why they exist may be taught continuously throughout the entire school year.

- This benchmark may be taught with SS.1.CG.1.1, which introduces the purpose of rules and laws.
- This benchmark may be taught with SS.1.CG.3.1 as students learn how a constitution is an agreed-upon set of rules or laws at the state and national level.
- These concepts may be paired with Florida's Resiliency Standard HE.1.R.2.4.

UNDERSTANDING THE BENCHMARK

- What to know:
 - ◆ Describe can mean: talk about, list, identify, name, or compare
 - ◆ Mastery of this benchmark requires students to provide examples of rules and laws in their lives and in their community
 - ◆ Benchmarks and benchmark clarifications are written for the teacher. Students can achieve mastery of a benchmark with a conceptual understanding that uses vocabulary synonyms that are appropriate to their academic level.
 - i.e., students may not use the words "disorder" or "injustice" to describe the impact of the absence of rules/laws but may use words such as "messy" or "unfair"
- Main concepts to teach:
 - ◆ Specific examples of rules and laws in student lives and in the community
 - ◆ What happens when rules and laws are not followed or do not exist
 - Lens should be the impact on individuals and the community
- Examples:
 - ◆ Rules for home
 - Brush teeth, make bed, limit on screen time, no playing ball in house
 - ◆ Rules for school
 - Raise hand, stay in seat, no talking in line, keeping hands to yourself, walking respectfully in the hallway
 - ◆ Laws
 - Speed limits, stop signs, traffic lights, crosswalks, no stealing/taking something you did not buy or that does not belong to you, no hurting someone
 - ◆ Absence of rules/laws
 - Individuals might get hurt, spaces could be messy and dangerous, chaos, unfair situations occur

CONTENT BACKGROUND KNOWLEDGE

Information on rules and laws

1. [Kids Britannica: Rules and Laws](#)

This benchmark is required to teach but is not part of the required instruction statute. This link is identified to remind you that the character education traits of (1) life skills that build confidence; (2) support mental and emotional health; (3) enable students to overcome challenges (see statute for listed examples) are part of the required instruction statute and provide guidance on the character education traits the Florida Department of Education finds

desirable to be emphasized with students.

1. [Florida State Statute 1003.42: Required Instruction](#) (#4 a-e)