

TEACHER CRITICAL CONTENT NOTES

BENCHMARK
SS.1.CG.2.1 <i>Explain the rights and responsibilities students have in the school community.</i>
BENCHMARK CLARIFICATIONS
<ul style="list-style-type: none"> ■ Students will identify the rights (e.g., treated with respect, physically safe learning environment) and responsibilities (e.g., come to school on time, do not damage school property) students have as members of their school community. ■ Students will define rights as freedoms protected by laws in society and protected by rules in the school community. ■ Students will define responsibilities as things citizens should do to benefit the community.

WHERE STUDENTS HAVE BEEN	
Kindergarten	<p>SS.K.CG.2.1 Describe and demonstrate the characteristics of being a responsible citizen.</p> <ul style="list-style-type: none"> ● Students will identify examples of responsible citizenship. ● Students will demonstrate that conflicts can be resolved in ways that are consistent with being a responsible citizen. ● Students will explain why it is important to take responsibility for one's actions.
WHERE STUDENTS ARE GOING	
2nd Grade	<p>SS.2.C.G.2.1 Explain what it means to be a U.S. Citizen.</p> <ul style="list-style-type: none"> ● Students will recognize that there are multiple ways to obtain citizenship. <p>SS.2.CG.2.2 Describe the characteristics of responsible citizenship at the local and state level.</p> <ul style="list-style-type: none"> ● Students will identify characteristics of responsible citizenship (e.g., peaceable assembly, obeying the law, community involvement). ● Students will identify characteristics of irresponsible citizenship (e.g., disorderly assembly, breaking the law). ● Students will describe the contributions of the diverse individuals and groups that contribute to civic life in the United States and Florida.

TIMING/PACING NOTES
<ul style="list-style-type: none"> ● The concepts in this benchmark may be addressed multiple times throughout the school year as the teacher introduces new routines and systems. This is a concept

that may be readdressed during unstructured times such as passing periods, lunchroom behavior, recess, and transition times.

- Teaching SS.1.CG.2.2 before this benchmark provides students with better foundational knowledge.
- This benchmark may be taught alongside SS.1.CG.1.1 and SS.1.CG.1.2 as a connection is made between rules/laws and rights/responsibilities.
- These concepts may be paired with Florida's Resiliency Standard HE.1.R.2.1.

UNDERSTANDING THE BENCHMARK

→ Things to know:

- ◆ "Define" does not necessarily mean the teacher has to assess with writing as that may not be grade/developmentally appropriate
- ◆ Define can mean: match, name, list, or connect
- ◆ A right is given to every citizen; it does not have to be earned
- ◆ Being responsible refers to making good choices, owning one's actions, thinking about others, engaging in positive/helpful behaviors and actions
- ◆ Responsibilities are actions that citizens should do in order to benefit their community. Community may mean their school, their home, or their neighborhood.

→ Main Concepts to teach:

- ◆ Definition of rights
- ◆ Definition of responsibilities
- ◆ Examples of rights students have at school
- ◆ Examples of responsibilities students have at school

→ Examples:

◆ Rights:

- Fair treatment, safe environment, go to school/learn, basic needs met
- Protected by school rules such as no bullying, no running in the hallways, etc.
- Protected by laws that include free breakfast programs, requirements for buildings to have restrooms and water fountains, required number of hours in school, etc.

◆ Responsibilities:

- Trying one's best, being prepared, taking care of school property, helping others, etc.
- Connecting responsibility to the idea of integrity, doing the right thing even when no one is watching

CONTENT BACKGROUND KNOWLEDGE

Responsibility means being reliable, making smart choices, and taking ownership of your actions. A responsible citizen thinks about others and remembers that their actions have an impact. Responsible citizens each play a role in trying to maintain or improve the common good. Responsibility looks different depending on age and setting.

According to research, children who were asked to be "helpers" were significantly more

responsive to requests than those who simply asked to "help." In other words, asking children, "Will you be a helper and clean up this room? " is more motivating to them than being told "Help clean up the room." Why? Children want to be viewed as helpers — it's an appealing idea that nurtures their sense of independence and responsibility. *(Adapted from the research of Eunice Kennedy Shriver National Institute Of Child Health & Human Development of the National Institutes of Health)*

Information on the differences between rights and responsibilities

1. [U.S. Citizenship & Immigration Services: Rights and Responsibilities](#) .

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)