

## TEACHER CRITICAL CONTENT NOTES

<b>BENCHMARK</b>
<b>SS.1.CG.2.2</b> <i>Describe the characteristics of citizenship in the school community.</i>
<b>BENCHMARK CLARIFICATIONS</b>
<ul style="list-style-type: none"> <li>■ Students will identify the characteristics of responsible citizenship (e.g., respect others' property, treat people with dignity, care for the environment, treat animals with kindness).</li> <li>■ Students will identify characteristics of irresponsible citizenship (e.g., damaging school property, bullying).</li> </ul>

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

<b>TIMING/PACING NOTES</b>
<ul style="list-style-type: none"> <li>● Responsible citizenship may be a topic that is addressed frequently throughout the school year. Each time students are reminded of rules or have conflicts solved, it is a moment for the teacher to reinforce the idea of being a responsible citizen in class. Small and frequent reminders of responsible citizenship over time allows the concept to resonate with the students. It is important to connect the phraseology of "responsible citizens" for the students in those moments.</li> <li>● Teaching this benchmark before SS.1.CG.2.1 provides students with better foundational knowledge.</li> </ul>

- This benchmark may be taught alongside SS.1.CG.1.1, SS.1.CG.1.2, and SS.1.CG.3.2, which address rules, laws, rights, and responsibilities.
- These concepts may be paired with Florida's Resiliency Standard HE.1.R.3.2.

## UNDERSTANDING THE BENCHMARK

- Things to know:
  - ◆ "Describe" does not necessarily mean the teacher has to assess with writing as that may not be grade/developmentally appropriate
  - ◆ Identify can mean: find, list, compare, name, match, or discuss
  - ◆ Repetition of the phrasing "responsible citizenship" is important because the term is used throughout the grade level standards and benchmarks, so familiarizing the students with it early will be important
  - ◆ Citizenship means belonging to a country
    - Citizens of the United States are entitled to certain rights, but they also have responsibilities
- Main concepts to teach:
  - ◆ Characteristics of responsible behavior
  - ◆ Characteristics of irresponsible behavior
- Examples:
  - ◆ Responsible citizenship at school
    - Being on time, helping around the classroom, showing kindness to others, respecting other people's things (property)
  - ◆ Responsible citizenship in the community
    - Caring for the environment, showing kindness to animals
  - ◆ Responsible citizenship as an American
    - Showing respect for the Pledge of Allegiance/National Anthem, showing patriotism on holidays, completing a service project (leads into other benchmarks)
  - ◆ Irresponsible citizenship
    - Opposites of listed examples above

## 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)*

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)