

## TEACHER CRITICAL CONTENT NOTES

<b>BENCHMARK</b>
<b>SS.2.CG.2.2</b> <i>Describe the characteristics of responsible citizenship at the local and state levels.</i>
<b>BENCHMARK CLARIFICATIONS</b>
<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>WHERE STUDENTS HAVE BEEN</b>	
1st Grade	<p>SS.1.CG.2.2 Describe the characteristics of citizenship in the school community.</p> <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 ARE GOING</b>	
3rd Grade	<p>SS.3.CG.2.1 Describe how citizens demonstrate civility, cooperation, volunteerism, and other civic virtues.</p> <ul style="list-style-type: none"> <li>● Students will identify examples including, but not limited to, food drives, book drives, community clean-ups, voting, blood donation drives, volunteer fire departments, and neighborhood watch programs.</li> </ul> <p>SS.3.CG.2.2 Describe the importance of voting in elections.</p> <ul style="list-style-type: none"> <li>● Students will recognize that it is every citizen's responsibility to vote.</li> <li>● Students will explain the importance of voting in a republic.</li> </ul>

<b>TIMING/PACING NOTES</b>
<ul style="list-style-type: none"> <li>● This benchmark may be taught at any time throughout the school year.</li> <li>● Every benchmark clarification does not need to be taught at the same time. They may be broken up and taught over the course of the school year.             <ul style="list-style-type: none"> <li>○ For example, benchmark clarification #3 may be addressed with the topics of patriotism, holidays, and symbols in SS.2.CG.2.3, SS.2.CG.2.4, and SS.2.CG.2.5.</li> </ul> </li> </ul>

- These concepts may be paired with Florida's Resiliency Standards HE.2.R.3.1 and HE.2.R.3.2.

## UNDERSTANDING THE BENCHMARK

- What to know:
  - ◆ The benchmark cognitive demand is a lower DOK with identify and describe
  - ◆ Identify can mean: recognize, match, list, or name
  - ◆ Diverse means many and different (synonym: varied)
  - ◆ While the benchmark language uses the term "citizenship," one does not have to be a formal citizen of the United States to participate in civic life or demonstrate responsible citizenship
- Main concepts to teach:
  - ◆ Examples of responsible citizenship
  - ◆ Examples of irresponsible citizenship
  - ◆ Contributions of the diverse individuals and groups that contribute to civic life in the United States and Florida (specifically or generally)
- Examples:
  - ◆ Responsible Citizenship
    - Peaceable assembly, obeying the law, community involvement, voting in elections, treating others with respect, caring for the environment, showing kindness to animals
  - ◆ Irresponsible Citizenship
    - Disorderly assembly, breaking the law, damaging property, bullying
  - ◆ Diverse Individuals and Groups
    - Can include but not limited to: African Americans, Hispanics, Native Americans, veterans, and women
    - Can look at diversity in terms of individuals of different ages, backgrounds, likes/dislikes, etc.

## CONTENT BACKGROUND KNOWLEDGE

Information on rights and responsibilities of U.S. citizens:

1. [USCIS: Citizenship](#)
2. [FJCC Teacher Background Knowledge](#)

Information on diverse individuals and groups:

1. [Florida DOS: Native Americans in Florida](#)
2. [Florida Hispanic Heritage: Facts](#)
3. [Archives: Women's History](#)
4. [Archives: African American History](#)
5. [Veterans Administration: History of Veterans Day](#)
6. [U.S. Census Bureau Quick Facts](#)

Information on laws/statutes regarding the teaching of diverse individuals and groups:

1. [Florida State Statute 1003.42: Required Instruction](#)

