



TEACHER CRITICAL CONTENT NOTES

BENCHMARK

SS.K.CG.1.1 *Identify the purpose of rules and laws in the home and school.*

BENCHMARK CLARIFICATIONS

- 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.

WHERE STUDENTS HAVE BEEN

Pre-K

No Background Knowledge

WHERE STUDENTS ARE GOING

1st Grade

SS.1.CG.1.1 Explain the purpose of rules and laws in the home, school and community.

- Students will explain the role that rules and laws play in their daily life.
- Students will explain the difference between rules and laws.

SS.1.CG.1.2 Describe how the absence of rules and laws impacts individuals and the community.

- 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.

SS.1.CG.3.1 Recognize that the United States and Florida have Constitutions.

- Students will define a constitution as an agreed-upon set of rules.
- Students will recognize that the U.S. Constitution starts with “We the People”.

TIMING/PACING NOTES

- 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.

- This benchmark leads into SS.K.CG.1.2 which addresses the people who have the power and authority to make and enforce the rules and laws.
- These concepts may be paired with Florida's Resiliency Standards HE.K.R.1.3 and HE.K.R.2.2.

UNDERSTANDING THE BENCHMARK

→ What to know:

- ◆ The benchmark cognitive demand is a lower DOK with define and identify
- ◆ "Define" does not necessarily mean the teacher has to assess with writing as that may not be grade/developmentally appropriate
- ◆ Define and identify can mean: list, name, connect, or talk about

→ Main concepts to teach:

- ◆ What rules are-how they define the "do/don't" of one's behavior
- ◆ The connection between the words/terms laws and rules (basic understanding that they are similar)
- ◆ Who makes/enforces rules versus who makes/enforces laws (generic understanding)
- ◆ The general concept that bad things happen without laws and rules (ex. someone might get hurt)

→ Examples:

- ◆ Rules for home
 - Brush teeth, make bed, limit on screen time, no playing ball in house
 - Parents create/enforce
- ◆ Rules for school
 - Raise hand, stay in seat, no talking in line, keeping hands to yourself
 - Teachers & Admin create/enforce
- ◆ Laws
 - Speed limits, stop signs, traffic lights, crosswalks, no stealing/taking something you did not buy or does not belong to you, no hurting someone
 - To better draw on existing knowledge students may already have on laws, have them think about "Why would someone go to jail?" or "Why would someone be in trouble with the police?"
 - Government creates/enforces

CONTENT BACKGROUND KNOWLEDGE

Information on both rules and laws:

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