

## TEACHER CRITICAL CONTENT NOTES

BENCHMARK
<b>SS.K.CG.2.1</b> <i>Describe and demonstrate the characteristics of being a responsible citizen.</i>
BENCHMARK CLARIFICATIONS
<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>

WHERE STUDENTS HAVE BEEN	
Pre-K	No Background Knowledge
WHERE STUDENTS ARE GOING	
1st Grade	<p>SS.1.CG.2.1 Explain the rights and responsibilities students have in the school community.</p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Students will define rights as freedoms protected by laws in society and protected by rules in the school.</li> <li>● Students will define responsibilities as things citizens should do to benefit the community.</li> </ul> <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>

TIMING/PACING NOTES
<ul style="list-style-type: none"> <li>● 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. However, responsible conflict resolution may be taught at any time throughout the school year.</li> </ul>

Conflict scenarios will arise that the teacher may work through as a whole group. Talking about what a responsible citizen would do during these occasions allows the students to gain more independence and confidence when handling these issues on their own. Repetition of these ideas and concepts would be ideal, especially after long breaks and holidays.

- This benchmark pairs with SS.K.CG.2.2 which describes ways for groups to make decisions. Understanding that responsible citizens go on to make responsible decisions would be a natural pairing. They are both items that can be addressed frequently throughout the school year as well when needs arise within the class. Be sure to connect the phraseology of “responsible citizens” for the students in those moments.
- These concepts may be paired with Florida’s Resiliency Standards HE.K.R.3.2, HE.K.R.4.1, and HE.K.R.4.3.

## 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
- ◆ Demonstrate means that the students understand the concept at such a level that they begin to embody the qualities of responsible citizenship and responsible conflict resolution
- ◆ Identify can mean: match, sort, list, or name
- ◆ Students are citizens of their homes, schools, communities, state, and nation and have responsibilities in each location
- ◆ Being responsible refers to making good choices, owning one’s actions, thinking about others, engaging in positive/helpful behaviors and actions
- ◆ Responsibilities are things citizens should do to benefit the community

→ Main concepts to teach:

- ◆ What it means to be responsible
- ◆ What it means to be a citizen/responsible citizen
- ◆ Examples of being a responsible citizen
- ◆ Responsible conflict resolution
- ◆ Why responsibility for actions is an important characteristic

→ Examples:

- ◆ Being a responsible citizen at school:
  - Being on time, helping around the classroom, treating others with respect, respecting other people’s things (property)
- ◆ Being a responsible citizen in the community:
  - Caring for the environment, showing kindness to animals
- ◆ Being a responsible American citizen:
  - Showing respect for Pledge of Allegiance/National Anthem, showing patriotism on holidays, completing a service project (leads into other benchmarks)
- ◆ Conflict resolution that is “consistent with responsible citizens”
  - Sharing/taking turns, voting, talking/listening to others
  - “If...then” conflict resolution scenarios (e.g., If someone cuts you in line then you should ask them to please go to the end of the line)

## CONTENT BACKGROUND KNOWLEDGE

Responsibility means being reliable, making smart choices, and taking ownership for 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 & 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)