

## TEACHER CRITICAL CONTENT NOTES

BENCHMARK
<b>SS.K.CG.2.2</b> <i>Describe ways for groups to make decisions.</i>
BENCHMARK CLARIFICATIONS
<ul style="list-style-type: none"> <li>■ Students will practice decision-making in small and large groups through voting, taking turns, class meetings, and discussion.</li> <li>■ Students will identify examples of responsible decisions.</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 and, in the school community, freedoms protected by rules.</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> <p>SS.1.CG.3.2 Explain responsible ways for individual groups to make decisions.</p> <ul style="list-style-type: none"> <li>● Students will demonstrate characteristics of responsible decision-making.</li> <li>● Students will explain how multiple perspectives contribute to the unity of the United States.</li> </ul>

TIMING/PACING NOTES
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- 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.
- Setting up a structured and consistent model of expectations at the beginning of the school year allows the students to become familiar with responsible decision making early on. There will always be times when the teacher can reinforce the idea of collaboration during the students first introduction to school.
- This benchmark contains concepts that may be readdressed during unstructured times such as recess, lunch, bathroom breaks, student activity/specialist times, as well as at home.
- This benchmark pairs with SS.K.CG.2.1 where students describe and demonstrate the characteristics of being a responsible citizen.
- These concepts may be paired with Florida's Resiliency Standards HE.K.R.4.2 and HE.K.R.1.2.

## UNDERSTANDING THE BENCHMARK

- Things to know:
  - ◆ Identify can mean: match, sort, list, use, or name
  - ◆ This benchmark includes an actionable component as students should engage in practicing the decision-making techniques to achieve mastery
  - ◆ Sharing, taking turns, respecting others, and following directions all play a role in teaching responsibility to kindergarten students
- Main concepts to teach:
  - ◆ Different decision making strategies like voting, sharing, and taking turns
  - ◆ Examples of responsible decisions
- Examples:
  - ◆ Whole group:
    - Class vote for which book to read, taking turns for various classroom/recess activities, class discussions, taking turns in and outside of the classroom setting, sharing classroom materials/space, utilizing class jobs like line leader or pencil sharpener
  - ◆ Smaller groups:
    - Sharing expectations during centers, settling conflicts at recess, taking turns in every setting, voting on ways to solve conflicts
  - ◆ Integration:
    - These concepts integrate regularly during the school day and at home. Recess, centers, bathroom breaks, hallway expectations, specials, lunchroom, before/after school, at home, at stores/restaurants
  - ◆ Activities:
    - Would You Rather game, Rock-Paper-Scissors, Timers for taking turns/sharing, Tic-Tac-Toe, Tag, etc.
  - ◆ Verbal and nonverbal strategies can be utilized too like raising hands, thumbs up, or saying yes or no

## CONTENT BACKGROUND KNOWLEDGE

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)