

## TEACHER CRITICAL CONTENT NOTES

### BENCHMARK

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

### BENCHMARK CLARIFICATIONS

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

### WHERE STUDENTS HAVE BEEN

Kindergarten	<p>SS.K.CG.1.1 Identify the purpose of rules and laws in the home and school.</p> <ul style="list-style-type: none"> <li>● Students will define rules as standards of responsible behavior (e.g., rules for home and school).</li> <li>● 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).</li> <li>● Students will identify what can happen without rules and laws.</li> </ul>
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### WHERE STUDENTS ARE GOING

2nd Grade	<p>SS.2.CG.1.1 Explain why people form governments.</p> <ul style="list-style-type: none"> <li>● Students will explain the role of laws in government.</li> <li>● Students will define and provide examples of laws at the state and national level.</li> <li>● Students will use scenarios to identify the impact of government on daily life.</li> </ul>
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### 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.
- The concepts in this benchmark may be addressed frequently in class meetings, at recess, and during unstructured times. Reminders of the rules and why they exist may be taught continuously throughout the school year.
- Teaching SS.1.CG.1.2 with this benchmark would incorporate how the absence of rules and laws impacts the school and community.
- This benchmark may be taught with SS.1.CG.3.1 as students learn how a constitution is an agreed upon set of rules or laws at the state and federal level.

## UNDERSTANDING THE BENCHMARK

- What to know:
  - ◆ Identify can mean: list, name, connect, or talk about
  - ◆ “Explain” does not necessarily mean the teacher has to assess with writing as that may not be grade/developmentally appropriate
  - ◆ Explain can mean: talk about, list, match, compare, or connect
  - ◆ While this is a similar benchmark to Kindergarten, mastery of this benchmark requires student understanding of why there are rules/laws and the ability to articulate differences between the two
- Main concepts to teach:
  - ◆ Rules are the standards of responsible behavior
  - ◆ Laws are a system of rules intended to protect people and property that are created and enforced by the government
  - ◆ Role of rules and laws at home, school, and in the community
  - ◆ Examples of the difference(s) between rules and laws
- 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
  - ◆ Differences between rules and laws
    - What they are; Who makes them; Who enforces them; Types of consequences; Who determines consequences

## CONTENT BACKGROUND KNOWLEDGE

Information on rules and laws:

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