

## TEACHER CRITICAL CONTENT NOTES

BENCHMARK
<b>SS.1.CG.3.1</b> <i>Recognize that the United States and Florida have Constitutions.</i>
BENCHMARK CLARIFICATIONS
<ul style="list-style-type: none"> <li>■ Students will define a constitution as an agreed-upon set of rules or laws.</li> <li>■ Students will recognize that the U.S. Constitution starts with “We the People”.</li> </ul>

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>
WHERE STUDENTS ARE GOING	
2nd Grade	<p>SS.2.CG.3.1 Identify the Constitution of the United States as the supreme law of the land</p> <ul style="list-style-type: none"> <li>● Students will recognize that the United States has a written constitution.</li> <li>● Students will identify the United States as a constitutional republic.</li> </ul>

TIMING/PACING NOTES
<ul style="list-style-type: none"> <li>● This benchmark may be taught at the beginning of the school year as the students help to create and agree on a set of classroom rules with teacher guidance. Classroom rules can be named a classroom constitution and even begin with “We the People” to familiarize students with the U.S. Constitution language.</li> <li>● 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.</li> <li>● This benchmark may be taught with SS.1.CG.1.1, as it addresses the purpose of laws and rules, and SS.1.CG.1.2 which addresses how the absence of rules and laws impacts individuals and the community. This benchmark serves as a scaffold to move students beyond knowledge of their classroom, school, and community to knowledge of their state and national government.</li> </ul>

## UNDERSTANDING THE BENCHMARK

- Things to know:
  - ◆ The benchmark cognitive demand is a lower DOK with define and recognize
  - ◆ “Define” does not necessarily mean the teacher has to assess with writing as that may not be grade/developmentally appropriate
  - ◆ Recognize can mean: list, name, connect, compare
  - ◆ While students have already learned about rules and laws, this will be the first time the formal documentation of rules/laws is referred to as a constitution
  - ◆ The U.S. Constitution starts with “We the People” because the people (citizens) helped create the initial rules/laws, citizens choose who make and carry out rules/laws (voting for leaders/government officials), and also citizens agree to follow the rules/laws
- Main concepts to teach:
  - ◆ The definition of a constitution (an agreed-upon set of rules or laws for a state and/or country)
  - ◆ The phrase “We the People” is associated with the U.S. Constitution
  - ◆ The U.S. Constitution applies to the United States as a whole, but each of the 50 states (Florida) has its own constitution as well
- Examples:
  - ◆ Florida Constitution
  - ◆ U.S. Constitution

## CONTENT BACKGROUND KNOWLEDGE

Information on constitutions:

1. [Kids Britannica: A Constitution](#)
2. [Kids Britannica: U.S. Constitution](#)

Information on Florida’s Constitution:

1. [Florida Memory: Florida’s Historic Constitutions](#)