

## TEACHER CRITICAL CONTENT NOTES

<b>BENCHMARK</b>
<b>SS.3.CG.1.1</b> <i>Explain how the U.S. Constitution establishes the purpose and fulfills the need for government.</i>
<b>BENCHMARK CLARIFICATIONS</b>
<ul style="list-style-type: none"> <li>■ Students will explain the purpose of and need for government in terms of protection of rights, organization, security, and services.</li> </ul>

<b>WHERE STUDENTS HAVE BEEN</b>	
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 a 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> <p>SS.2.CG.1.2 Explain how the U.S. government protects the liberty and rights of American citizens.</p> <ul style="list-style-type: none"> <li>● Students will recognize that the equal rights of citizens are protected by the U.S. Constitution.</li> </ul>
<b>WHERE STUDENTS ARE GOING</b>	
4th Grade	<p>SS.4.CG.1.1 Explain why the Florida government has a written constitution.</p> <ul style="list-style-type: none"> <li>● Students will recognize that every state has a state constitution.</li> <li>● Students will explain the relationship between a written constitution the government established and the citizens.</li> </ul>
5th Grade	<p>SS.5.CG.1.1 Recognize that the Declaration of Independence affirms that every U.S. citizen has certain unalienable rights.</p> <ul style="list-style-type: none"> <li>● Students will identify the grievances detailed in the Declaration of Independence.</li> <li>● Students will describe the idea of “unalienable rights” in the Declaration of Independence as it relates to each citizen.</li> <li>● Students will discuss the consequences of governments not recognizing that citizens have certain unalienable rights.</li> </ul> <p>SS.5.CG.1.2 Explain how and why the U.S. government was created by the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>● Students will identify the strengths and weaknesses of the Articles of Confederation.</li> <li>● Students will explain the goals of the 1787 Constitutional Convention.</li> <li>● Students will describe why compromises were made during the writing of the Constitution and identify compromises (e.g., Great Compromise, the Three-Fifths Compromise, and the Electoral College).</li> </ul>

## TIMING/PACING NOTES

- This benchmark may be taught at any time throughout the school year.
  - Note: September 17th is Constitution Day
- Teaching this benchmark alongside SS.3.CG.1.2, SS.3.CG.3.1 and SS.3.CG.3.2 may make content mastery more achievable for students.

## UNDERSTANDING THE BENCHMARK

- What to know:
  - ◆ Explain can mean: define, describe, tell, or write
  - ◆ People form governments to create an organized and safe society, ensure protection, protect rights, and help provide public goods and services.
  - ◆ A right is given to every citizen; it does not have to be earned
  - ◆ Rights of American citizens are protected by the U.S. Constitution, its Bill of Rights and subsequent amendments, laws, and court decisions.
  - ◆ The goals and purpose of government are laid out in the Preamble to the U.S. Constitution
  - ◆ Benchmarks and benchmark clarifications are written for the teacher. Students can achieve mastery of a benchmark with a conceptual understanding that uses vocabulary that is appropriate to their academic level
  - ◆ U.S. Constitution
    - An agreed-upon set of rules or laws
    - Supreme law of the land
- Main concepts to teach:
  - ◆ Why people form/need governments
  - ◆ The purpose and goals of government as laid out in the U.S. Constitution (Preamble)
- Examples:
  - ◆ Purpose & goals of government
    - Form a more perfect union
    - Establish justice
    - Ensure domestic tranquility
    - Provide for the common defense
    - Promote the general welfare
    - Secure the blessings of liberty to ourselves and our posterity
  - ◆ Protection of rights
    - Life, liberty, and the pursuit of happiness (from the Declaration of Independence)
    - Bill of Rights/Other Amendments
      - 1st Amendment (freedom of speech, religion, petition, press, & assembly); 14th Amendment (defines equal protection and rights); 15th & 19th Amendments (extends voting rights) all listed in Bill of Rights
  - ◆ Organization
    - Three levels of government: local, state, federal
    - Three branches of government: executive, legislative, judicial
    - Separation of Powers

- Checks and Balances
- ◆ Security
  - Local, state, and federal level (police, highway patrol, military, etc.)
- ◆ Services
  - Local, state, and federal level (energy, military, education, public transportation, park services, etc.)

## CONTENT BACKGROUND KNOWLEDGE

When a group of individuals live together in a country, state, city, or community, they agree to live by certain rules and laws. The system of rules and the people who make and administer them is known as a government. A government may be responsible for creating an organized and safe society, ensuring protection, protecting rights, and helping provide public goods and services. In return, the people of the country pay taxes to the government and follow all rules and laws.

Governments have been part of history for thousands of years, and concepts of what a government should look like and how it should form have changed over time. No two forms of government are identical. Also, throughout history, scholars and philosophers have written about the importance of governments, many specific to self-government/democratic government. Prominent democratic government philosophers include Thomas Hobbes, John Locke, and David Hume.

Each government has institutions and processes for carrying out the functions of government. Many countries outline the rules that govern the country in a constitution.

Information on government:

1. [Bill of Rights Institute: Purpose of Government](#)
2. [U.S. Courts: Preamble](#)

Information on the U.S. Constitution:

1. [Archives: U.S. Constitution](#)
2. [Kids Britannica: U.S. Constitution](#)
3. [Archives: Bill of Rights](#)