



Clay County Civics Review

Unit 7:

State and Local Government

C2.12, C3.13, C3.14

Review content provided by Florida Joint Center for Citizenship

Review tasks created by Kelly Watt, unless otherwise indicated



Clay County Civics Review Packet: Important Notes and Directions

Important Notes:

1. Limitations:

This packet was created as a self-paced review tool for 8th graders enrolled in M/J United States History & Civics in preparation of the state-mandated Civics EOC. This packet will never replace the value of daily teacher instruction. Because it is designed to be completed independently of regular class instruction, success with this material is heavily dependent upon student effort. Students are encouraged to seek the assistance of their social studies teacher throughout the process. Additional resources, including videos for every benchmark, can be found on Escambia County Schools' EOC review site:

<http://www.ecsd-fl.schoolloop.com/civics>

2. Organization

The civics curriculum is comprised of 35 tested benchmarks. A benchmark identifies what a student should know and be able to do. Every benchmark contains benchmark clarifications (BC) which indicate how achievement of that benchmark must be demonstrated.

In this packet, students have a set of notes providing background information on every benchmark clarification, courtesy of [Florida Joint Center for Citizenship](#). For each BC, they also have a learning activity. Following completion of the BC tasks, students use what they've learned to complete a single benchmark task.

Directions:

Note: These are standardized directions. Teachers can modify this fit each individual student's needs. Students should be aware of their teacher's expectations for each unit.

1. Review what the benchmark is asking you to know and be able to do.
2. Review the tasks associated with each benchmark clarification (BC).
3. Conduct a close read of the first set of notes with BC1.
4. On a separate sheet of paper (unless otherwise indicated), create your written response to the task associated with BC1. Take time to create a quality response, explaining all of your answers with details from the notes.
5. Repeat steps 2-4 with the remaining BC tasks.
6. Read and complete the benchmark task at the bottom of the page. Your response to these questions should be a minimum of 7 sentences long.
7. Turn in entire packet plus written work to your teacher with your name at the top.

****You are encouraged to seek the assistance of your teacher if you have any questions.**



NOTE: C34 and C38/C39 are relevant to this unit, but those tasks are in Units 4 and 5. C311 is relevant to this unit, but that task is in unit 6.

C2.12: Develop a plan to resolve a state or local problem.

Benchmark Clarification	Task
BC1	1.) What is “public policy?” 2.) What rights do citizens have when it comes to shaping public policy? 3.) What do citizens need to know before they can try to solve a public policy issue?
BC2	Using a traditional or online newspaper, find an article that shows how a citizen tried to solve a local or state issue. Circle or highlight the government agency that they contacted to address the issue. Then circle or highlight the concerned citizen’s suggested solution.
BC3	Imagine this: State and local officials are very worried about the high rate of students repeating 7 th and 8 th grade due to failing grades in all of Clay County’s junior high schools. Everyone wants to solve this problem, but their ideas for solving the problem are very different from each other. Think of <u>four</u> possible solutions to this issue.
BC4	1. How do private community solutions differ from public policy solutions? 2. Which of your solutions in BC3 would be considered private community solutions and which ones would be considered public policy solutions?

Extra Practice: [Activate](#) game

Benchmark Task:

Imagine that you are the superintendent of Clay County Schools. The community has presented four different approaches to solving the issue of academic failures in our junior high schools. The community is anxiously awaiting your decision and reasons for choosing this plan.

Pick one or two ideas that you think would best solve or reduce the impact of this problem. Explain why you chose this idea and which private or public group(s) will assist the schools in this effort. Then explain why you will not support the other two or three ideas.

SS.7.C.2.12

Develop a plan to resolve a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue, and determining a course of action.

This material is adapted from resources developed by the Center for Civic Education.

SS.7.C.2.12 Benchmark Clarification 1: Students will identify the appropriate level of government to resolve specific problems.

Government at all levels (local, state or federal) is responsible for protecting and providing for its citizens. When a problem or issue comes up, the citizens can get the help of the government to help them solve these problems. Many of these government solutions come in the form of **public policy** – which is a policy (rule or law) that is made in response to some sort of issue or problem that requires attention.

U.S. citizens have the right to say what they think government should do about problems in their communities. Citizens have the right to say what they think about problems in their state and nation, and about international concerns. Citizens also have the right to try to influence the decisions government officials make about all of those problems.

To be able to participate effectively, however, citizens need to know which levels of government and which **governmental agencies** are responsible for changing, carrying out, or developing specific public policies. For example, state legislatures may direct agencies to put policies into place that came from federal legislation. Or, local governments may create policies in order to carry out responsibilities assigned to them through laws passed at the state or federal level. Additionally, as part of the process of developing and implementing policy, governmental agencies must determine if the new policy conflicts with existing legislation or policy.

Below are a few additional examples of problems or concerns that could be addressed by the various levels of government:

Problem: There have been a number of minor car accidents at the same intersection.

Solution: Involve the local government to place a traffic light or stop signs at the intersection to prevent future accidents

Problem: The State of Florida has seen a drastic increase in the number of high school dropouts.

Solution: Contact the state representative or state senator who chairs the appropriate legislative committee to introduce a bill that will fund a statewide dropout prevention program to be implemented in public high schools.

Problem: Elderly citizens cannot afford to pay their health care expenses.

Solution: Contact the Congressman/woman who chairs the appropriate health-related committee to introduce a bill that assists the elderly with these types of expenses

governmental agency - is a permanent or semi-permanent organization in the government that is responsible for specific functions related to an area of the government (i.e., Florida Department of Health, Florida Department of Citrus)

public policy - government actions in the form of laws, rules or regulations

Sources

Birkland, Thomas A. "What is public policy?". *New.Civiced.org*. The Center for Civic Education, 2011. Web. 11 March 2014.

<<http://new.civiced.org/pc-program/instructional-component/public-policy>>

Project Citizen. *New.Civiced.org*. The Center for Civic Education, 2014. Web. 11 March 2014.

<<http://new.civiced.org/resources/curriculum/lesson-plans/458-we-the-people-project-citizen>>



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SS.7.C.2.12

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SS.7.C.2.12 Benchmark Clarification 2: Students will identify appropriate government agencies to address state or local problems.

In the United States, the federal, state and local governments agree that creating **public policy** helps them fulfill their responsibilities, such as protecting the rights of individuals and promoting the well being of all the people. Some public policies are written into laws by legislatures. Other policies are contained in rules and regulations created by executive branches of government, the branches responsible for carrying out and enforcing laws.

State and local governments are closer to the people than is the federal government. And, citizens are more affected in their daily lives by local public policies than they are by federal policies.

The following are examples of the appropriate government agencies to address state or local problems:

Florida Government

Problem	Citizen Policy Request	Responsible Agency
A voter tries to vote in an election after the election polls have closed. The polls close at 7pm and the voter arrived at the poll two hours late.	The voter writes to the state legislature asking that Election Day polling be extended by two hours on Election Day.	Florida Department of State Division of Elections
Two boats run into each other on the St. Johns River.	The sister of one of the boat operators writes to the state legislature asking that boaters be required to take a class on boat safety.	Florida Fish and Wildlife Conservation Commission
An orange grower is concerned that citrus sales are dropping every year.	The orange grower appears at a public meeting of the Florida Citrus Commission requesting that it fund a public information campaign about the health benefits of orange juice.	Florida Citrus Commission

Local Government

Problem	Citizen Policy Request	Responsible Agency
A homeowner is concerned that the neighbor's dog is barking at night.	The homeowner writes to the county commission asking that the commission pass an ordinance against dogs barking between 7pm and 7am.	County animal services office
A high school student is concerned that her fellow high school students are not doing well on the U.S. History End of Course Exam.	The student makes a formal request at the next local School Board meeting to fund an after-school tutoring program to help students prepare for the U.S. History End of Course Exam.	Local school board; the local school board may direct the high school to implement the program on its behalf.



Problem	Citizen Policy Request	Responsible Agency
An apartment dweller is concerned that mice, rats and cockroaches are getting into the trash bins and creating a health problem.	The apartment dweller makes a formal request at the next city council meeting to add one more trash pickup per week at apartment complexes (group of buildings).	Local waste and sanitation department

polling place – voting location on Election Day

public policy - government actions in the form of laws, rules or regulations

Sources

Birkland, Thomas A. "What is public policy?". *New.Civiced.org*. The Center for Civic Education, 2011. Web. 11 March 2014.
 <<http://new.civiced.org/pc-program/instructional-component/public-policy>>
 Project Citizen. *New.Civiced.org*. The Center for Civic Education, 2014. Web. 11 March 2014.
 <<http://new.civiced.org/resources/curriculum/lesson-plans/458-we-the-people-project-citizen>>

SS.7.C.2.12

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SS.7.C.2.12 Benchmark Clarification 3: Students will analyze public policy alternatives to resolve state and local problems.

There are several different alternatives that should be considered when writing new public policy. **Lawmakers** will often examine several possible solutions before choosing the one, or creating one, that will solve the local or state issue. Some lawmakers might even get in contact with other local or state governments that have enacted a public policy that is similar to the one they are interested in passing to determine which solution they used.

Here is an example of how this might look:

Tobacco use is on the rise in local middle schools. The school board wants to create a policy that will get rid of tobacco usage in schools. The **superintendent, school board**, principals, teachers, parents and students are all concerned citizens that have an interest in solving this problem. The superintendent, acting as the “government” for the schools in the county, decides to hold a meeting and invite interested citizens to pose solutions. Several solutions are presented:

1. Create a “zero-tolerance” policy in the student code of conduct
2. Educate the students about the effects of using tobacco
3. Hire security guards to patrol the campus and bathrooms, where smokers have been found
4. Test the students for drugs, alcohol and tobacco usage

All of the solutions that are presented might work. The superintendent will have to determine which solution is best and most economical in order to solve the problem efficiently.

lawmakers - members of a legislature that draft and pass laws (i.e., U.S. Representative, U.S. Senator, state representative, state senator, city councilmember)

school board - the group of persons elected to manage local public schools

superintendent - the leader of a school district

Source:

How Can Jackson Middle Meet Its Responsibilities to Deal with the Problem of Substance Abuse?. New.Civiced.org. The Center for Civic Education, 2014. Web. 11 March 2014.

<http://new.civiced.org/resources/curriculum/lesson-plans/1785>



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SS.7.C.2.12

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SS.7.C.2.12 Benchmark Clarification 4: Students will compare public policy solutions and private community solutions.

No doubt, there are many problems in communities that need to be solved. Some problems may be readily dealt with by actions taken in the private sphere (individuals) or by the civil society (social, economic, or political associations or organizations). And others may be best solved by the government, through **public policy**.

Some examples of private service solutions might be organizing a food drive to feed the homeless in local communities, creating a neighborhood watch group to look after neighborhood children, or educating family members about the effects of drug and alcohol use.

Some examples of civil society solutions might include creating a Big Brothers/Big Sisters program to mentor community youth or hosting a fundraising event to raise money for the local chapter of the American Cancer Society.

And still, some problems are best addressed by the government. Some examples of public policy solutions might include building a sidewalk in a neighborhood where people have been struck by vehicles while exercising or constructing a traffic light at an intersection where accidents frequently occur.

public policy - government actions in the form of laws, rules or regulations

Source:

Birkland, Thomas A. "What is public policy?". *New.Civiced.org*. The Center for Civic Education, 2011. Web. 11 March 2014.
<<http://new.civiced.org/pc-program/instructional-component/public-policy>>



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C3.13: Compare the constitutions of the US and Florida

Benchmark Clarification	Task
BC1	There are three purposes to having a constitution. Write down each one. Beside each one, write an example.
BC2	<ol style="list-style-type: none">1. What are <u>three things</u> that both the US and FL constitutions have?2. Complete the following two pages comparing constitutions.
BC3	<ol style="list-style-type: none">1. Which groups of people are involved in amending the US Constitution?2. Which group of people ratifies amendments to the FL Constitution?3. What percent of voters must support an amendment for it to be added to the FL Constitution?
BC4	<ol style="list-style-type: none">1. What does the Supremacy Clause say?2. Why is it important to include that language in the US Constitution?

Extra Practice: [My Florida](#) website

Benchmark Task:

Write a paragraph comparing and contrasting the two constitutions on at least two of their features (i.e. how the government is organized, what rights citizens are guaranteed, how each can be amended, what powers each branch has, what the preambles say, etc.).





SS.7.C.3.13

Compare the constitutions of the United States and Florida.

SS.7.C.3.13 Benchmark Clarification 1: Students will identify the purposes of a constitution (provides a framework for government, limits government authority, protects the rights of the people).

A **constitution** is a written plan for government. Within a constitution, the powers and responsibilities of government are listed, the power of the government is limited and the rights of the people are protected. The U.S. Constitution provides a framework (outline), for how the government is going to work. In the United States, the Constitution creates three branches of government – **legislative**, **executive** and **judicial** and defines the powers, responsibilities and roles of each.

The Constitution outlines the limitations of these three branches by creating a system of **checks and balances**, this guarantees that no one branch of government can become more powerful than another branch of government. An example of these limitations is that while **Congress** makes the laws, the **president** may decide to **veto** them and the **Supreme Court** may strike down the law if the Court considers an enacted law to be unconstitutional.

Finally the Constitution protects to the rights of the people. This document guarantees that the rights of the people are protected no matter who is holding power. The **Bill of Rights** was added to the Constitution to list the rights of the people and further explain the limitations of the government. For example, the Third Amendment says that the government cannot require that soldiers be quartered (provide a place to stay) in people's homes during peacetime. This limits the power of the government by not allowing the government to require that individuals provide shelter to soldiers.

Bill of Rights - the first ten amendments of the U.S. Constitution

checks and balances - a principle of the federal government, according to the U.S. Constitution, that allows each branch of government to limit the power of the other branches

Congress - the national legislative body of the U.S., consisting of the Senate, or upper house, and the House of Representatives, or lower house

executive branch - the branch of government that enforces the laws made by the legislative branch

judicial branch - the branch of government that interprets the laws made by the legislative branch

legislative branch - the branch of government that creates laws

president - the head of the executive branch

U.S. Supreme Court - the highest court of the United States; it sits at the top of the federal court system

veto - a decision by an executive authority such as a president or governor to reject a proposed law or statute



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SS.7.C.3.13

Compare the constitutions of the United States and Florida.

SS.7.C.3.13 Benchmark Clarification 2: Students will recognize the basic outline of the U.S. and Florida constitutions (both have articles, amendments, and preambles).

After the U.S. Constitution was ratified (approved by the states), the states wrote or amended their own state constitutions. Article IV, Section 4 of the U.S. Constitution states: “The United States shall guarantee to every State in this Union a Republican Form of Government”. Because the U.S. Constitution served as a guideline, many state constitutions look very similar to the national constitution, including the Florida Constitution. The U.S. and Florida constitutions both have a preamble (an introduction that states the purpose and goals of government), articles (sections that describe the powers and functions of the government) and amendments (changes that have been made to the constitution over time). While the basic outline of the U.S. Constitution and the Florida Constitution are the same, the contents of these documents are very different.

Below is a brief comparison of the major similarities and differences of the two documents:

United States Constitution	Florida Constitution
<ul style="list-style-type: none">• Begins with “We the People” – shows that the federal government gets its power from the citizens• Shorter than the Florida Constitution• Seven articles• 1 (large) page• Contains a Bill of Rights (enumerated list of rights for the people)• 27 amendments• Written as a “living document” to be interpreted over time.• Contains a “Supremacy Clause” stating the Constitution is the highest law of the land.	<ul style="list-style-type: none">• Begins with “We the People” – shows that the state government gets its power from the citizens• Longer than the U.S. Constitution• 12 articles• 80 pages• Contains the Florida Declaration of Rights (enumerated list of the rights for the people that includes many of the same rights as those found in the U.S. Bill of Rights)• Written as a “living document” to be interpreted and changed. There are many amendments to the Florida Constitution that are very specific. The Florida Constitution is a living document that changes with the times.• Addresses public education, motor vehicles, and elections• Deals with day-to-day issues that impact state residents

amendment - change to the U.S. Constitution

Bill of Rights - the first ten amendments of the U.S. Constitution

Florida Declaration of Rights - the part of the Florida Constitution that lists the basic rights guaranteed to all citizens who live in the state

supremacy clause - the clause that states that the U.S. Constitution is the supreme law of the land, and that national laws are supreme over state laws found in Article VI



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SS.7.C.3.13 Benchmark Clarification 3: Students will compare the amendment process of the U.S. and Florida Constitutions.

Both the U.S. Constitution and the Florida Constitutions are “living documents” because both of them describe the process by which they can be amended (changed). While both documents can be changed, the ways in which they are amended are very different.

For a more precise description of the ways to amend the U.S. Constitution, it may be helpful to review the Student Reading and Overview for Benchmark SS.7.C.3.5. The most important information to know about the **amendment** process for the U.S. Constitution is that an amendment must first be proposed (suggested) and then the states must agree to **ratify** in order for it to be added to the Constitution. There are two different ways an amendment to the U.S. Constitution can be proposed – **(1)** two-thirds of the members of each house of Congress can propose an amendment or **(2)** a **convention** called by two-thirds of the states can be used to propose an amendment. If either of those two proposal options is successful, the proposed amendment is sent to the states for **ratification**. There are two ways an amendment to the U.S. Constitution can be ratified – (1) three-fourths of the **state legislatures** can vote to ratify the amendment or (2) three-fourths of states can call for a ratifying convention which can be used to ratify the amendment.

At the state level, the amendment process is very different. Voters in the state must agree to amend the Florida Constitution. Amendments are included on Election Day ballots. Voters vote “yes” or “no” to proposed amendments. An amendment can only be added to the Florida Constitution if 60% or more of those voting vote “yes”.

Proposing an amendment to the Florida Constitution can occur in one of many ways. These five ways include:

- Ballot Initiative Process - A set number of registered voters representing 8% of the votes cast in the most recent presidential election must sign a petition supporting an amendment being placed on a future Election Day ballot.
- Constitutional Convention - A set number of registered voters representing 15% of the votes cast in the most recent presidential election may call for a constitutional convention. Amendments may be proposed at the convention.
- Constitutional Revision Commission - The 37 member Constitutional Revision Committee meets every 20 years (the next meeting will take place in 2017) and proposes amendments to the state constitution.
- Legislative Joint Resolution - Three-fifths (60%) of each house of the Florida Legislature can pass a joint resolution (decision) proposing an amendment to be placed on a future Election Day ballot.
- Taxation and Budget Reform Commission - The 22 member Taxation and Budget Reform Commission proposes amendments to the state constitution. This Commission last met in 2007 and will meet every 20th year (2027, 2047, etc.).

amendment - change to the U.S. Constitution

convention - an official meeting of state government officials

ratification - the process of formally approving something

ratify - to confirm by expressing consent or approval

state legislature – the lawmaking branch of the state government



SS.7.C.3.13

Compare the constitutions of the United States and Florida.

SS.7.C.3.13 Benchmark Clarification 4: Students will recognize the U.S. Constitution as the supreme law of the land.

According to Article VI (Six) of the U.S. Constitution, the U.S. Constitution is the final authority for our government. This Article contains the **supremacy clause**, which says that the U.S. Constitution is the “supreme law of the land”. That is, there is no law that can go above the U.S. Constitution or the U.S. government. If a local or state law conflicts with a national law, that law is struck down and the national law is the law that remains in place.

supremacy clause - the clause that states that the U.S. Constitution is the supreme law of the land, and that national laws are supreme over state laws, found in Article VI



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C3.14: Differentiate between local, state and federal governments' obligations and services.

Benchmark Clarification	Task
BC1	<p>**Do BC2 first, then do this one**</p> <p>Which level of government would assist you with each problem? (see notes on BC2 for help)</p> <ol style="list-style-type: none">1. You want to know how to enlist in the military.2. You want to know the plans for building another junior high in the county.3. You want to remove the EOC requirement for Civics.4. You want the police to investigate some unusual sounds outside your house.5. You want to find out why you haven't received mail in the last week.
BC2	Review the notes, paying attention to the kinds of services offered at each level of government. What TYPES of services are offered by local governments? State governments? Federal governments?
BC3	What do our state and federal constitutions require of our ...a) federal governments? b.) state governments and c.) local governments? (Think in terms of their <i>obligations</i>)
BC4	Draw and label pictures of the three terms listed on that page.

Extra Practice: [Counties Work](#) game

Benchmark Task:

Every day we benefit from the services provided to us by our local, state and federal governments. Write a paragraph that explains the various local, state and federal services we benefit from on a daily basis. For example, when you wake up in the morning and brush your teeth, you can thank your local government for coordinating water services.

SS.7.C.3.14

Differentiate between local, state, and federal governments' obligations and services.

SS.7.C.3.14 Benchmark Clarification 1: Students will evaluate scenarios in order to determine which level of government provides specific services.

Depending on what problems or issues a citizen is having, determining the level of government that is best equipped to help solve the problem or issue is very helpful. Review the scenarios below to determine which level of government provides the services needed to address the concerns.

1. You wake up late for school because your alarm never went off! You realize that the reason why your alarm did not go off is because the power in your home has been shut off. Which level of government would you contact to solve this problem? (**Local government** because city and county government provide electric and other utility services for people that live in their area.)
2. You have just moved from Caspar, Wyoming to Tallahassee, Florida and are in need of a driver's license. Which level of government would contact to solve this problem? (**State government** because driver's licenses are issued by the state that a citizen lives in; there are offices within each county that can help with that.)
3. You served in the U.S. Army for eight years and are planning to go to college on the G.I. Bill (a college scholarship provided by the government to veterans of the armed forces). Which level of government would you contact to make sure you have these services in place? (**Federal government** because the federal government is in charge of veterans' affairs and the armed forces.)

federal government - the organization through which political authority is exercised at the national level, government of the United States

local government - the governing body of a municipality (city) or county

state government - the organization through which political authority is exercised at the state level, government of a specific state



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SS.7.C.3.14 Benchmark Clarification 3: Students will classify government services according to level of government in order to evaluate the role that each plays in their lives.

Each level of government provides services for the citizens – below is a review of the services that each level of government provides.

Local Government Services	State Government Services	Federal Government Services
<p>Local governments in Florida are required to provide services to their residents. Because local governments are the closest government units to the people, they provide more direct services to the people compared with the state and federal government.</p> <p>Examples of local services include:</p> <ol style="list-style-type: none"> 1. Building public schools 2. Creating local law enforcement groups such as city police officers and county sheriff's deputies 3. Providing water treatment services 4. Providing sewer and garbage services 5. Providing electricity 6. Maintaining local parks and recreation areas 7. Maintaining local and county roads 8. Providing local cable, internet and phone services 9. Building public assistance housing 10. Maintaining local airports, harbors, and golf courses 	<p>The Florida government is required to provide services to the residents of the state. These services center on public safety, law enforcement, health services and education.</p> <p>Examples of state services include:</p> <ol style="list-style-type: none"> 1. Making laws for Florida residents 2. Creating a department of education that oversees public education in Florida 3. Creating a state law enforcement agency such as the Florida Department of Law Enforcement and Florida State Troopers 4. Maintaining state roads 	<p>The United States government is required to provide services to the citizens of the nation. These services center on national safety, common defense, and the general welfare.</p> <p>Examples of national services include:</p> <ol style="list-style-type: none"> 1. Providing a military 2. Providing equal access to health care 3. Providing medical and housing assistance for the elderly 4. Providing for a national mail service (United States Postal Service) 5. Maintaining national highways 6. Providing economic support and military assistance after natural disasters

federal government - the organization through which political authority is exercised at the national level, government of the United States

local government - the governing body of a municipality (city) or county

state government - the organization through which political authority is exercised at the state level, government of a specific state



SS.7.C.3.14

Differentiate between local, state, and federal governments' obligations and services.

SS.7.C.3.14 Benchmark Clarification 3: Students will compare the obligations/powers of governments at each level.

According to Article I of the U.S. Constitution, there are certain services and **obligations** that the **federal government** is required to provide and uphold equally to all citizens, regardless of which state they live in. Article I explains that the federal government is obligated to collect taxes (to pay the debt of the nation) and provide for the common defense and general welfare of the citizens of the United States. The federal government is also obligated to provide equal access to government services – these services might include health care, student loans, and support for those in financial need.

The states are required to provide services and uphold their obligations equally to the residents of their state. Each state constitution provides a description of these services and obligations. The Tenth Amendment of the U.S. Constitution states that any powers not specifically delegated (assigned) to the federal government are reserved (set aside) for the states. This means if powers are not given to the federal government by the U.S. Constitution, the **state governments** have control over whether to use those powers, and how to use them. The states have interpreted the Tenth Amendment to mean that they are in charge of providing services to their citizens such as public education, public safety, law enforcement, and health services. The state governments also have the power to set up local governments – which play an important role in the lives of the citizens.

Local governments provide services and uphold obligations to their residents as well. Local governments are the closest to the people and provide the most services to the public on a regular basis. Local governments collect taxes to provide these services to the people who live within their borders. Local services include schools, water, sewage, gas, road maintenance, emergency/medical services, public cemeteries, airports, harbors and parks. One of the most important features of any local government is the law enforcement they provide for public safety which includes city police officers and county sheriff's deputies.

federal government - the organization through which political authority is exercised at the national level, government of the United States

local government - the governing body of a municipality (city) or county

obligation - a requirement, something a government has to do

state government - the organization through which political authority is exercised at the state level, government of a specific state



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SS.7.C.3.14

Differentiate between local, state, and federal governments' obligations and services.

SS.7.C.3.14 Benchmark Clarification 4: Students will compare the reserved, concurrent, expressed/enumerated powers of government.

Below is a brief description and review of the three types of power given to the federal and state governments.

Type of Power	Description
Expressed/Enumerated Powers	Expressed/enumerated powers are the powers that are listed in the U.S. Constitution for the federal government. These powers are listed in Article I, Section 8 of the Constitution and define the exact powers that the federal government (Congress) has. Examples of these powers include the power to collect taxes, the power to declare war, the power to raise an army and navy, the power to regulate (control) immigration and the power to regulate trade).
Reserved Powers	Reserved powers are defined by the Tenth Amendment to the U.S. Constitution. The Tenth Amendment says that “the powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.” This amendment gave all of the powers that were not specifically listed for the federal government to the states and to the people. Examples of reserved powers include the power to establish schools, the power to regulate elections and the power to regulate driver’s licenses.
Concurrent Powers	Concurrent powers are the powers that are shared by the federal and state governments. Since the United States has a federal system (a system of government where power is shared), it is only natural that there would be some powers held by both federal and state governments. Examples of concurrent powers include: the power to collect taxes (federal taxes and state taxes), the power to borrow money, the power to make laws and the power to maintain and create roads and highways.

concurrent powers - powers shared by the national, state, and/or local governments

federal government - the organization through which political authority is exercised at the national level, government of the United States

expressed/enumerated powers - the powers specifically named and assigned to the federal government or prohibited to be exercised by the states under the U.S. Constitution, also known as delegated powers

reserved powers - powers that are not granted to the federal government that belong to (are reserved to) the states and the people, see Tenth Amendment

state government - the organization through which political authority is exercised at the state level, government of a specific state



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