

# ALIGNMENT DOCUMENT

## Ultimate Civics Activating My Democracy

### LESSON 5: Real People to the Rescue! (How to protect our liberties)

**EALR 1: CIVICS** – The student understands and applies knowledge of government, law, politics, and the nation’s fundamental documents to make decisions about local, national, and international issues and to demonstrate thoughtful, participatory citizenship.

**Suggested unit:** U.S. – Looking Forward

**CBA:** mixed, see below

*C3 Framework for Social Studies State Standards: D2.Civ.8, D2.Civ.10, & D2.Civ.12*  
<http://www.socialstudies.org/system/files/c3/C3-Framework-for-Social-Studies.pdf>

GLE	Grades 6–8
<p><b>COMPONENT 1.1:</b> Understands key ideals and principles of the United States, including those in the Declaration of Independence, the Constitution, and other key documents.  <b>CBA:</b> Constitutional issues</p>	
1.1.1  Application of ideals & principles	<p>Understands key ideals and principles in the Declaration of Independence, the U.S. Constitution, and the Bill of Rights.</p> <p><u>Example</u></p> <ul style="list-style-type: none"> <li>• Explores two internal threats – fear of other and love of power – to our democracy, using film &amp; interactive timeline to illustrate power struggles</li> </ul>
1.1.2	<p>Evaluates efforts to reduce discrepancies between key ideals &amp; reality.</p> <p><u>Example</u></p> <ul style="list-style-type: none"> <li>• Explains process of amending the U.S. Constitution</li> </ul>
<p><b>COMPONENT 1.4:</b> Understands civic involvement.      <b>CBA:</b> Constitutional issues</p>	
1.4.1	<p>Analyzes how a position on an issue attempts to balance individual rights and the common good.</p> <p><u>Example</u></p> <ul style="list-style-type: none"> <li>• Takes a position on “who is a person” and “what is speech” that attempts to balance human rights and fair elections with corporate privileges</li> </ul>



**EALR 5: SOCIAL STUDIES SKILLS** – The student understands and applies reasoning skills to conduct research, deliberate, form, and evaluate positions through the process of reading, writing, and communicating.

GLE	Grades 6–8
<b>COMPONENT 5.1:</b> Uses critical reasoning skills to analyze and evaluate positions. <b>CBA:</b> Checks & balances	
5.1.1  Application of ideals & principles	<p>Understands positions, and evidence and reasons supporting a position, on an issue or event.</p> <p><u>Examples</u></p> <ul style="list-style-type: none"> <li>• Explains evidence and reasons for position about effectiveness of the system of checks and balances when the Supreme Court creates laws that give artificial entities power over people</li> <li>• Describes evidence and reasons supporting the position to amend U.S. Constitution to establish that only human persons have constitutional rights and that money is not speech</li> </ul>
<b>COMPONENT 5.3:</b> Deliberates public issues. <b>CBA:</b> Constitutional issues	
5.3.1	<p>Applies key ideals outlined in fundamental documents to engage in discussions to clarify, address and respond to multiple viewpoints on public issues.</p> <p><u>Examples</u></p> <ul style="list-style-type: none"> <li>• Applies ideals in the Bill of Rights to discuss, clarify, and/or address the Supreme Court’s positions that artificial entities have inalienable human rights and that money is speech</li> <li>• Interactive exercise examines effectiveness of proposed constitutional amendments to establish that only human persons have inalienable rights and that money is not speech</li> </ul>

