

ALIGNMENT DOCUMENT

Ultimate Civics Activating My Democracy

LESSON 6: Our Future is a Constitutional Right! (How to use our rights to defend what we love)

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>COMPONENT 1.1: Understands key ideals and principles of the United States, including those in the Declaration of Independence, the Constitution, and other key documents. CBA: Constitutional issues</p>	
1.1.1 Application of ideals & principles	<p>Understands key ideals and principles in the U.S. Constitution, Bill of Rights, and public trust doctrine.</p> <p><u>Examples</u></p> <ul style="list-style-type: none"> Explains concepts of public trust doctrine, including the duty of governments and rights of beneficiaries Role-play exercise explores concept of demonstrating “standing” based on personal injury and infringement of inalienable rights
1.1.2	<p>Evaluates efforts to reduce discrepancies between key ideals & reality.</p> <p><u>Examples</u></p> <ul style="list-style-type: none"> Examines the effectiveness of the Supreme Court in protecting: <ul style="list-style-type: none"> √ due process and equal protection rights of youth, and √ the rights of youth and Posterity to a stable climate system
<p>COMPONENT 1.2: Understands the purposes, organization, and function of governments, laws, and political systems. CBA: Checks & balances</p>	
1.2.1	<p>Understands and analyzes the function and purpose of law to hold government accountable to the people.</p> <p><u>Examples</u></p> <ul style="list-style-type: none"> Examines how citizens can use lawsuits to limit powers of state and federal governments and to hold governments accountable to protect inalienable human rights Examines the effectiveness of the Supreme Court and state courts to hold other two branches of government accountable to youth as a protected class of people under law



COMPONENT 1.4: Understands civic involvement. CBA: Constitutional issues	
1.4.1	<p>Analyzes how a position on an issue attempts to balance individual rights and the common good.</p> <p><u>Examples</u></p> <ul style="list-style-type: none"> • Takes a position on humans’ right to a stable climate under the 9th Amendment that attempts to balance the common good over corporate privileges • Takes a position on the federal government’s duty under the public trust doctrine to protect and maintain a stable climate system for the survival and benefit of present and future generations that attempts to balance human rights over corporate privileges

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
COMPONENT 5.1: Uses critical reasoning skills to analyze and evaluate positions. CBA: 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"> • Explains evidence and reasons for position about effectiveness of system of checks and balances when rights of youth are infringed • Describes evidence and reasons supporting the position that government has a duty to protect and maintain a stable climate system under the public trust doctrine
COMPONENT 5.3: Deliberates public issues. CBA: Constitutional issues	
5.3.1	<p>Applies key ideals outlined in fundamental documents to engage in discussions to clarify, address & respond to multiple viewpoints on public issues.</p> <p><u>Examples</u></p> <ul style="list-style-type: none"> • Applies ideals in the Bill of Rights and the public trust doctrine to discuss, clarify, and/or address the Supreme Court’s role in protecting a stable climate system for present & future generations

