

ALIGNMENT DOCUMENT

Ultimate Civics Activating My Democracy

LESSON 1: What Can We Do Now? (How to move ideas into action)

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: Checks & balances

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
COMPONENT 1.4: Understands civic involvement.	
1.4.1 Application of ideals & principles	<p>Explores and analyzes ways of influencing local, state, and national governments to protect individual rights and the common good.</p> <p><u>Examples</u></p> <ul style="list-style-type: none"> • Uses interactive exercises and films to understand elements of SMART action plans as tools for civic engagement and social change • Examines examples of different forms of and forums for civic engagement, such as testifying at public hearings or direct action, and working with community groups, local governments and schools

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.	
5.1.1 Application of ideals & principles	<p>Uses critical reasoning skills to understand action plans (as achievable positions) and how evidence and other material is created and organized to support positions and achieve goal.</p> <p><u>Examples</u></p> <ul style="list-style-type: none"> • Explains elements and analyzes effectiveness of youth-driven SMART action plans • Explores what makes an action plan game-changing



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LESSON 2: This is Right on So Many Levels! (Understanding wealth & liberties)

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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.

Suggested unit: U.S. – Looking Forward

CBA: Constitutional issues

C3 Framework for Social Studies State Standards: D2.Civ.8, D2.Civ.10, & D2.Civ.12
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GLE	Grades 6–8
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.	
1.1.1	<p>Understands key ideals and principles in the Declaration of Independence and the Bill of Rights.</p> <p><u>Examples</u></p> <ul style="list-style-type: none"> • Examines how the Declaration of Independence establishes life, liberty, and the pursuit of happiness as goals for our nation • Explains how these goals were moved as protected forms of wealth into Bill of Rights
1.1.2 Application of ideals & principles	<p>Evaluates efforts to reduce discrepancies between key ideals and reality; specifically, how key ideals and constitutional principles set forth in fundamental documents relate to public issues.</p> <p><u>Examples</u></p> <ul style="list-style-type: none"> • Examines what 1st Amendment rights were used during the Women’s March of January 2017 • Discusses 4th Amendment rights relating to electronic files and cell phones • Explores how well the 5th Amendment right of “just compensation” covers loss of different forms of wealth • Exercise and film illustrate how protected rights can be used to defend wealth



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.	
5.1.1 Application of ideals & principles	<p>Uses critical reasoning skills to understand values as different forms of wealth and how this collective wealth underpins cultures</p> <p><u>Examples</u></p> <ul style="list-style-type: none"> • Youths reflect in silence to identify and list their individual values • Explores concepts of economic, environmental, social, and political wealth • Discuss and identify values as specific forms of shared wealth
COMPONENT 5.3: Deliberates public issues.	
5.3.1 Application of ideals & principles	<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"> • Interactive exercises: Students explore and articulate what they value, then explore types of value-based wealth to understand basis for protected rights • Interactive exercises are used to explore examples in 1.1.2

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LESSON 3: Rights & Privileges (Understanding the balance of power)

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

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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.</p> <p style="text-align: right;">CBA: Constitutional issues</p>	
<p>1.1.1</p> <p>Application of ideals & principles</p>	<p>Understands key ideals and principles the U.S. Constitution and Bill of Rights.</p> <p><u>Examples</u></p> <ul style="list-style-type: none"> • Examines basic framework of the Constitution and Bill of Rights • Explores two internal threats – fear of other and love of power – to our democracy, using an interactive timeline to illustrate power struggles and different ways to make or change laws
<p>1.1.2</p>	<p>Evaluates efforts to reduce discrepancies between key ideals and reality – during the first 100 years.</p> <p><u>Examples</u></p> <ul style="list-style-type: none"> • Introduces new actor under the Constitution, using exercises to understand differences between real and artificial persons • Explains how artificial entities became equal under law before women



COMPONENT 1.2: Understands the purposes, organization, and function of governments, laws, and political systems. CBA: Checks & balances	
1.2.2	<p>Evaluates effectiveness of the system of checks and balances in the United States based on an event.</p> <p><u>Examples</u></p> <ul style="list-style-type: none"> • Critiques the effectiveness of checks and balances in the Supreme Court case <i>Marbury v. Madison</i> • Examines how the Supreme Court exercised its new power of judicial review when ruling in: <ul style="list-style-type: none"> ✓ <i>Dartmouth College v. Woodward</i> ✓ <i>Santa Clara County v. Southern Pacific Railroad</i>

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.	
5.1.1 Application of ideals & principles	<p>Understands positions and new concepts, and evidence and reasons supporting positions or concepts.</p> <p><u>Examples</u></p> <ul style="list-style-type: none"> • Conceptualizes new actor within the framework of government, using exercises to understand differences and relationships between real and artificial persons • Explores concept of judicial review and how it was used to create a new body of law recognizing artificial entities with human rights
COMPONENT 5.3: Deliberates public issues. CBA: Constitutional issues	
5.3.1 Application of ideals & principles	<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>Example</u></p> <ul style="list-style-type: none"> • Interactive exercises are used to explore examples throughout, allowing students to examine and articulate power struggles

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LESSON 4: Who Rules? The Democracy Crisis (Understanding the journey)

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

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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 and the Bill of Rights.</p> <p><u>Examples</u></p> <ul style="list-style-type: none"> • Examines basic framework of the Constitution and Bill of Rights • Explores two internal threats – fear of other and love of power – to our democracy, using an interactive timeline to illustrate power struggles
1.1.2	<p>Evaluates efforts to reduce discrepancies between key ideals and reality – during the second 130 years.</p> <p><u>Examples</u></p> <ul style="list-style-type: none"> • Explores how discrepancies between key ideals and reality have widened • Explains how groups of people have effectively gained and lost power • Explores how artificial entities came to have power over the people • Explains how money became speech under the law
<p>COMPONENT 1.2: Understands the purposes, organization, and function of governments, laws, and political systems. CBA: Checks & balances</p>	
1.2.2	<p>Evaluates effectiveness of the system of checks and balances in the United States based on an event.</p> <p><u>Example</u></p> <ul style="list-style-type: none"> • Critiques the effectiveness of checks and balances in the series of Supreme Court cases leading to and after <i>Citizens United v. FEC</i>



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.	
5.1.1 Application of ideals & principles	<p>Understands positions and new concepts, and evidence and reasons supporting positions or concepts.</p> <p><u>Examples</u></p> <ul style="list-style-type: none"> • Identifies and examines root causes of repeating cycles of power struggles as groups of people gain, and lose, equal treatment and opportunity under the law • Examines social consequences of the judicial doctrine of artificial entities with human rights on the rights and power of real people • Explores concept of judicial review and how it was used to create a new body of law recognizing “money is speech” • Discusses social consequences of the judicial doctrine “money is speech” in a democracy underpinned by free and fair elections
COMPONENT 5.3: Deliberates public issues. CBA: Checks & balances	
5.3.1 Application of ideals & principles	<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"> • Examines effectiveness of system of checks and balances when the Supreme Court creates laws that give artificial entities power over the people • Interactive exercise, Understanding the Journey, probes effectiveness of system of checks and balances with people as sovereign when the Supreme Court creates artificial entities with power over the people

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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

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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 Declaration of Independence, the U.S. Constitution, and the Bill of Rights.</p> <p><u>Example</u></p> <ul style="list-style-type: none"> • Explores two internal threats – fear of other and love of power – to our democracy, using film & interactive timeline to illustrate power struggles
1.1.2	<p>Evaluates efforts to reduce discrepancies between key ideals & reality.</p> <p><u>Example</u></p> <ul style="list-style-type: none"> • Explains process of amending the U.S. Constitution
<p>COMPONENT 1.4: Understands civic involvement. CBA: 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"> • Takes a position on “who is a person” and “what is speech” that attempts to balance human rights and fair elections with corporate privileges



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GLE	Grades 6–8
<p>COMPONENT 5.1: Uses critical reasoning skills to analyze and evaluate positions. CBA: Checks & balances</p>	
<p>5.1.1 Application of ideals & principles</p>	<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 the system of checks and balances when the Supreme Court creates laws that give artificial entities power over people • 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
<p>COMPONENT 5.3: Deliberates public issues. CBA: Constitutional issues</p>	
<p>5.3.1</p>	<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"> • 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 • Interactive exercise examines effectiveness of proposed constitutional amendments to establish that only human persons have inalienable rights and that money is not speech

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

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Suggested unit: U.S. – Looking Forward

CBA: mixed, see below

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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

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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

