

# ALIGNMENT DOCUMENT

## Ultimate Civics Activating My Democracy

### 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

<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.</p> <p style="text-align: right;"><b>CBA:</b> Constitutional issues</p>	
<p>1.1.1</p> <p>Application of ideals &amp; 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"> <li>• Examines basic framework of the Constitution and Bill of Rights</li> <li>• 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</li> </ul>
<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"> <li>• Introduces new actor under the Constitution, using exercises to understand differences between real and artificial persons</li> <li>• Explains how artificial entities became equal under law before women</li> </ul>



<b>COMPONENT 1.2:</b> Understands the purposes, organization, and function of governments, laws, and political systems. <b>CBA:</b> 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"> <li>• Critiques the effectiveness of checks and balances in the Supreme Court case <i>Marbury v. Madison</i></li> <li>• Examines how the Supreme Court exercised its new power of judicial review when ruling in: <ul style="list-style-type: none"> <li>✓ <i>Dartmouth College v. Woodward</i></li> <li>✓ <i>Santa Clara County v. Southern Pacific Railroad</i></li> </ul> </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.	
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"> <li>• Conceptualizes new actor within the framework of government, using exercises to understand differences and relationships between real and artificial persons</li> <li>• Explores concept of judicial review and how it was used to create a new body of law recognizing artificial entities with human rights</li> </ul>
<b>COMPONENT 5.3:</b> Deliberates public issues. <b>CBA:</b> 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"> <li>• Interactive exercises are used to explore examples throughout, allowing students to examine and articulate power struggles</li> </ul>