

AP IPLE Course Overview

Content Area: **Social Studies**
Course(s):
Time Period:
Length: **Year**
Status: **Published**

Cover

EAST BRUNSWICK PUBLIC SCHOOLS

East Brunswick New Jersey

Superintendent of Schools

Dr. Victor P. Valeski

Social Studies

Advanced Placement Institute for Political and Legal Education (IPLE)

Course Number: 1076

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Course Adoption: 12/19/2000

Curriculum Adoption: 12/189/2000

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Course Description

The AP Institute for Political and Legal Education focuses on the Center for Civic Education's Competition on the Constitution. Students commit to participating in the competition, which involves learning a curriculum based on the Constitution. The curriculum focuses on various topics including the philosophy of the Constitution, its creation and implementation, the importance of rights in our system of government and the future of the Constitution and its interpretation. Students will participate in extensive research and analysis as well as preparation for the oral competition. The competition is based on group presentations. Students will also follow an AP American Government curriculum with an expectation of participation in the AP American Government examination.

SCED: 04157 AP U.S. Government and Politics

#1076 AP IPLE

Course #	School #	Course Level	Grade(s)	Credits	Min. Per Week	Elective/Required	Initial Course Adopted
1076	050	AP	11-12	5.00	210	E	12/19/2000

Class Materials

We the People: the Citizen and the Constitution. Center for Civic Education, 1995

With Liberty and Justice for All: The Story of the Bill of Rights. Center for Civic Education, 1991

Units of Study

Unit I: Philosophical and Historical Foundations of the American Political System

- Students will demonstrate an understanding of the Natural Rights Philosophy including the concepts of natural law, state of nature, social contract, consent of the governed and natural rights and the role of Locke in its creation.
- Students will be able to define and utilize the following concepts: purpose of government, limited government, constitutional government and constitution.
- Students will be able to explain the concept of Classical Republicanism and the impact of Montesquieu on the American system of government. They should be able to distinguish between the conflict of natural rights and classical republicanism and evaluate how Madison attempted to merge the two ideas.
- Students will be able to analyze the impact of Judeo-Christian traditions, the Renaissance and the Reformation on the foundation of the U.S. political system.
- Students will be able to discuss the impact of the foundations of the U.S. political system on government based on contract rights of Englishmen and the British Constitution on the U.S. They will be able to assess the impact of the following on U.S. political belief systems: Parliament, rule of law, Petition or Rights, Habeas Corpus Act of 1678, Magna Carta, English Bill of Rights, Parliamentary Supremacy.
- Students will analyze whether America was in a state of nature and what was done to bring government to the colonies including the following: Mayflower Compact, written constitutions, fundamental rights, separation of powers, checks and balances, Massachusetts Body of Liberties and self-government.
- Students will analyze why the American Revolution occurred including the concepts of benign neglect, lack of representation, the Declaration of Independence—its purpose and meaning.
- Students will explain how the state constitutions served as exemplars for the Federal Constitution. They will be able to use state constitution as examples including the Massachusetts and Virginia Declaration of Rights.

Unit II: Creation of the Constitution

- Students will evaluate why the Articles of Confederation didn't work and how the Constitutional Convention was organized.
- Students will be able to distinguish between the Virginia and New Jersey plans and explain why the Virginia plan was accepted.
- Students will explain how the Legislative Branch works, including the Great Compromise, enumerated powers, separation of powers, necessary and proper clause, Federalism and its implementation in the Constitution.
- Students will compare the powers of the Executive and Judicial branches in the Constitution. Also how the President is elected (Electoral College) and why this method was chosen.
- Students will analyze the opposing arguments on ratification of the Constitution—Federalist and Anti-Federalists.

Unit III: Values and Principles of the Constitution and How they Shaped American Institutions and Practices

- Students will understand the first tasks of the Congress including election of the President, creation of the Executive Branch and Executive Bureaucracy, organize the Judicial Branch and drafting a Bill of Rights. Students will compare what rights are protected by the Constitution prior to the Bill of Rights, what the Bill of Rights included and its direct impact at the time of creation.
- Students will explain why Madison feared factions and its impact on political systems.
- Students will analyze why political parties occurred, the election of 1800, and its impact on the growth of political parties then and today.
- Students will analyze the concept of judicial review and explain how it came to pass, including the Marbury case.

- Students will explain other forms of government at the time of the creation of the Constitution, including the difference between unitary and confederal systems. Students will explain how our system is a combination of unitary and confederal ideas, including the purpose and impact of the supremacy clause, Commerce Clause and Federalism today.

Unit IV: Protections of the Bill of Rights: Development and Expansion

- Students will analyze why the Civil War started and how it led to the creation of the Civil War Amendments. They will be able to explain the 13th Amendment and whether it was successful, and why the Privileges and Immunities Clause of the 14th didn't accomplish its goal.
- Students will be able to compare the Due Process and Equal Protection Clauses of the 14th Amendment and differentiate between Procedural and Substantive Due Process.
- Students will explain the differing interpretations of the Incorporation concept and its importance today.
- Students will be able to explain how and why the Civil Rights movement began and evaluate the tactics it used to accomplish its goals. Students will understand the importance of the right to vote and how it has been extended throughout our history.
- Students will distinguish between the concepts of Equal Protection and Affirmative Action.
- Students will understand Freedom of Religion, both establishment, and free exercise.
- Students will analyze the impact and importance of Freedom of Expression—press, speech, assembly, petition, and association.
- Students will analyze the particular rights incorporated onto the states that fall under both Procedural and Substantive Due Process.

Unit V: Role of Citizens in the American Democracy

- Students will understand the rights that are incumbent on the concept of citizenship in America. They will also learn the concepts of civic virtue, fundamental rights, civic spirit, self-interest, and enlightened self-interest.
- Students will understand the concept of effective citizenship and its effect on life in the U.S., and issues related to the concepts of citizenship.
- Students will analyze the differing forms of government in the world and what these governments have incorporated from the American model.
- Students will identify future issues facing the U.S. Constitution.

Unit VI: American Governmental System: Executive, Legislative and Judicial

- Students will analyze the major formal and informal institutional arrangements of power.
- Students will be able to compare the relationships among these four institutions (Executive, Legislative, Judiciary, and the Bureaucracy) and varying balances of power.
- Students will understand the linkages between institutions and the following: Public opinion, Interest groups, Political parties, Media, Subnational Governments.

- Students will understand how the branches of government impact policy making.

Unit VII: Political Beliefs and Behaviors

- Students will evaluate the beliefs that citizens hold about their government and its leaders.
- Students will analyze the processes by which citizens learn about politics.
- Students will explain the nature, sources, and consequences of public opinion.
- Students will analyze the ways in which citizens vote and participate in political life.
- Students will evaluate the factors that influence citizens to have different political beliefs and behaviors.

Unit VIII: Political Parties, Interest Groups, and the Media

- Students will understand how political parties and elections impact the function, organization, and development of the political process, including electoral laws and systems.
- Students will analyze how interest groups affect the political process, including the characteristics and roles of PACS.
- Students will analyze how the mass media affects politics.
- Students will understand how the above groups impact policy making.

Standards

SOC.6.1.12	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
SOC.6.1.12.A.1.a	Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.
SOC.6.1.12.A.1.b	Analyze how gender, property ownership, religion, and legal status affected political rights.
SOC.6.1.12.A.2.a	Assess the importance of the intellectual origins of the Foundational Documents (i.e., Declaration of Independence, the Constitution, and Bill of Rights) and assess their importance on the spread of democracy around the world.
SOC.6.1.12.A.2.b	Compare and contrast state constitutions, including New Jersey's 1776 constitution, with the United States Constitution, and determine their impact on the development of American constitutional government.
SOC.6.1.12.A.2.c	Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates, and assess their continuing relevance.
SOC.6.1.12.A.2.d	Explain how judicial review made the Supreme Court an influential branch of government,

	and assess the continuing impact of the Supreme Court today.
SOC.6.1.12.A.3.c	Assess the role of geopolitics in the development of American foreign relations during this period.
SOC.6.1.12.A.3.d	Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era.
SOC.6.1.12.A.3.f	Compare and contrast the successes and failures of political (i.e., the 1844 State Constitution) and social (i.e., abolition, women’s rights, and temperance) reform movements in New Jersey and the nation during the Antebellum period.
SOC.6.1.12.B.2.a	Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.
SOC.6.1.12.C.2.a	Assess the effectiveness of the new state and national governments attempts to respond to economic challenges including domestic (e.g., inflation, debt) and foreign trade policy issues.
SOC.6.1.12.D.2.b	Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time.
SOC.6.1.12.D.2.d	Analyze arguments for new women’s roles and rights, and explain why 18th-century society limited women’s aspirations.
SOC.6.1.12.CS1	Colonization and Settlement: North American Colonial societies adapted European governmental, economic, and cultural institutions and ideologies to meet their needs in the New World.
SOC.6.1.12.CS2	Revolution and the New Nation: The war for independence was the result of growing ideological, political, geographic, economic, and religious tensions resulting from Britain’s centralization policies and practices. The United States Constitution and Bill of Rights were designed to provide a framework for the American system of government, while also protecting individual rights. Debates about individual rights, states’ rights, and federal power shaped the development of the political institutions and practices of the new Republic.
SOC.9-12.1.1.1	Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.
SOC.9-12.1.3.1	Distinguish valid arguments from false arguments when interpreting current and historical events.
SOC.9-12.1.3.2	Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias.
SOC.9-12.1.3.3	Gather relevant information from multiple sources representing a wide range of views (including historians and experts) while using the date, context, and corroborative value of the sources to guide the selection.
SOC.9-12.1.4.1	Take a position on a current public policy issue and support it with historical evidence, reasoning, and constitutional analysis in a written and/or oral format.
SOC.9-12.1.4.2	Demonstrate effective presentation skills by presenting information in a clear, concise, and well-organized manner taking into consider appropriate use of language for task and audience.
TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Grading and Evaluation Guidelines

GRADING PROCEDURES

In terms of proficiency level the East Brunswick grades equate to:

- A Excellent - Advanced Proficient
- B Good Above Average - Proficient
- C Fair - Proficient
- D Poor - Minimally proficient
- F Failing - Partially Proficient