

IPLE I Course Overview

Content Area: **Social Studies**
Course(s): **INST. FOR POL. ED. I H**
Time Period:
Length: **Year**
Status: **Published**

Cover

EAST BRUNSWICK PUBLIC SCHOOLS

East Brunswick New Jersey

Superintendent of Schools

Dr. Victor P. Valeski

Social Studies

Institute for Political and Legal Education

Course Number: 1054

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Course Description

The IPLE curriculum involves students in the mechanics of the democratic process with the goal of promoting active citizenship. Coursework includes examining the philosophical and historical underpinnings of the American system of government, learning the mechanics of our system, and discussing contemporary issues. Drawing upon a variety of strategies and activities, students learn the value of respect for others' views, consensus-building, and the need for careful research. Activities include in-depth research about current and relevant issues for the purpose of speaking persuasively in formal debate, writing sample legislation, writing formal research papers, and participating in Rutgers Model Congress. The significance of this course is also reflected in the student's ability to translate the important skills of thinking and speaking on one's feet. The course reinforces the learning of Social Studies Standards and CPI's already mastered and contributes to the development of mastery of other NJSLs.

Class Materials

Textbook:

Center for Civic Education. *We the People: The Citizen and the Constitution*. Calabasas, CA: Center for Civic Education, 1995.

Units of Study

Unit 1: Citizenship/Voting

Essential Theme: Citizen participation in government is essential to the success of a democratic society. There are numerous factors that affect civic involvement and participation.

Essential Questions:

- What is a citizen?
- What are the qualities of a good citizen?
- What factors affect political involvement and activism?

- How have voting-rights protections been expanded throughout our country's history?

Unit 2: Philosophical Foundations of American Government

Essential Theme: The American system of government draws upon a variety of philosophies from earlier societies. Ancient Greek and Roman ideas of Classical Republicanism, natural rights, and civic virtue were later enhanced by Enlightenment thinkers.

Essential Questions:

- What were ideas of government that were introduced in Greece and Rome?
- How did the Renaissance affect ideas about government?
- What new ideas were introduced by Enlightenment thinkers?

Unit 3: Early American Government

Essential Theme: The American political system is based on foundations established in the British and colonial governments. The self-rule allowed to American colonies gave them the opportunity to experiment with democratic ideas.

Essential Questions:

- How did representative government develop in Britain?
- What historical ideas did the Americans get from the British government?
- What democratic ideas were found in colonial government?

Unit 4: Creation of the Constitution

Essential Theme: After declaring their independence from Britain, the colonists established a government under the Articles of Confederation. Since the Articles did not meet the needs of the nation, a Constitutional Convention was created. Despite the controversies at the time, the resulting Constitution established a framework of government still in use today.

Essential Questions:

- What problems were there with the Articles of Confederation?
- What was the intention of the Constitutional Convention?
- How was the new government structured in the Constitution? Why were there disputes?

Unit 5: Development of Civil Protections

Essential Theme: Protections guaranteed by the Constitution and the Bill of Rights were not immediately recognized. In order for the Supreme Court to act upon violations of these rights, the power of Judicial Review had to be established. Subsequent legislation and the Civil War Amendments paved the way for later protections and advancement of civil rights.

Essential Questions:

- What is the significance of the power of judicial review?
- Why were the Civil War Amendments passed?
- Why was the Fourteenth Amendment needed in order to protect individual rights?
- Why has the issue of affirmative action been controversial?

Unit 6: Second Amendment and Gun Control

Essential Theme: Gun control is a very controversial issue. The vague wording of the Second Amendment leads to differing opinions on ownership and use of guns.

Essential Questions:

- What does the Second Amendment say?
- What differing interpretations are supported?
- What rulings has the Supreme Court made on this issue?

Unit 7: Mid-term Exam Orals

Essential Theme: There are many current issues/problems in society that need to be addressed by the Legislative Branch.

Essential Questions:

- What issue/problem have you identified?
- How do you address this concern?

Unit 8: Capital Punishment

Essential Theme: Because the United States is one of the few nations that still uses capital punishment, this issue is a very controversial one. The Supreme Court has exercised caution in trying to assure that this punishment is used judiciously.

Essential Questions:

- Does the Constitution allow for the use of capital punishment?
- What guidelines have been provided by the Supreme Court for the use of this punishment?
- Should capital punishment be allowed?

Unit 9: The First Amendment

Essential Theme: Many people argue that the rights protected in the First Amendment are the most important in the Bill of Rights because using these rights helps protect people from abuses by the government. These rights include freedom of religion, speech, press, petition, and assembly.

Essential Questions:

- Why was the First Amendment so important to the framers?
- What role has the Supreme Court played in protecting First Amendment freedoms?
- Why are limitations put on these rights?
- What limitations are there on these rights?

Unit 10: Due Process of Law

Essential Theme: Rule of law requires the government to obey all laws and to respect the rights of its citizens. Due process is a cornerstone of the American system. This requires that the substance of each law and the methods used to enforce it must be reasonable and fair.

Essential Questions:

- What is substantive due process?
- What guidelines does the Supreme Court use when invalidating a law?
- What is procedural due process?
- Why is procedural due process necessary?

- How have Supreme Court rulings protected procedural due process rights?

Unit 11: Supreme Court Simulation

Essential Theme: The role of the Supreme Court is to clarify legal matters when constitutional issues arise.

Essential Questions:

- What procedure is used when the Supreme Court hears a case?
- What are the issues involved in this case?
- How should the issue be resolved?

Unit 12: Rutgers Model Congress

Essential Theme: Students will participate in Rutgers Model Congress and must assume a designated role throughout this simulation.

Essential Questions:

- What issues is the student's committee addressing?
- What are the student's party and state positions on the issues?
- What possible solutions can be offered to resolve the issue?

Standards

LA.RH.9-10.6

Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

LA.RH.9-10.9

Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and

significant historical concepts.

LA.RST.9-10.2	Determine the central ideas, themes, or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
LA.WHST.9-10.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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.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.A.3.g	Determine the extent to which state and local issues, the press, the rise of interest-group politics, and the rise of party politics impacted the development of democratic institutions and practices.
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.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.6.3.12.A.2	Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such

	problems are universal.
SOC.6.3.12.D.1	Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/privacy.
SOC.6.3.12.D.2	Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.
SOC.6.3.12.CS1	Determine the credibility and value of information, while also considering context, point of view, and multiple perspectives.
SOC.6.3.12.CS2	Analyze sources of prejudice and discrimination and propose solutions to eliminate them.
SOC.6.3.12.CS4	Critically analyze information, make ethical judgments, and responsibly address controversial issues.
SOC.9-12.1	What are effective strategies for accessing various sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy question?
SOC.9-12.1.1.1	Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.
SOC.9-12.1.1.2	Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape.
SOC.9-12.1.2.2	Relate current events to the physical and human characteristics of places and regions.
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.

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

In IPLE I (H) the goal is that a minimum of 95% of the pupils will meet at least the minimum proficiency level (D or better) set for the course. The department will analyze the achievement of students on Unit Assessments, Mid-term and Final Exams and Final Course Grades, and for Final Course Grades the achievement of subgroups identified by the state to determine if modifications in the curriculum and instructional methods are needed.

The final course proficiency grade will be the average of the four marking period grades (80%) and the department prepared mid-year (10%) and final (10%) examinations aligned with NJSLS and the applicable United States History Content Standards.

Marking period grades will be based on the average of unit grades and any special cross-unit projects.

Unit assessments, delineated for each unit, will include such measures as:

- Written and Performance Measures of proficiency objectives (coded to NJSLS & State Content Standards)
- Records of oral participation in classroom discussions related to unit objectives
- Records of achievement of lesson objectives (i.e. formative assessments, relevant homework)

Other Information

SCED: 04151 U.S. Government—Comprehensive

CONTENT FOCUS AREA AND COURSE NAME

#1054-Institute for Political and Legal Education 1 (H)

Course #	School #	Course Level	Grade(s)	Credits	Min.	Per Week	Elective/Required	Initial Course Adopted
1054	050	H	10-12	5	210		E	5/09/91