

ADLAI E. STEVENSON HIGH SCHOOL
COURSE DESCRIPTION
Constitutional Law
SOC 511/512- Constitutional Law

COURSE DESCRIPTION

Constitutional Law provides students with an understanding of how the U.S. Constitution came into existence, why it took the form it did, and how it functions in contemporary American society. Students will develop analytic and evaluative skills by applying constitutional principles to a variety of legal issues and political controversies. Students will assume a lawyer's role and that of Supreme Court Justices in oral argument activities. Students interested in legal careers, criminal and civil rights, and public service should consider this course.

Skills and STANDARDS

The learning in this course is organized around 3 Standards that each focus on one specific learning target. Feedback on how well students are meeting proficiency in each learning target is provided using the gradation on pp 3-4 (see Scaled Learning Target.)

Skill 1: Oral Constitutional Argumentation
Standard 1: I propel the discussion forward by probing the reasoning of others' views with purposeful evidence.
Skill 2: Written Constitutional Argumentation
Standard 2: I write arguments to support claims using valid reasoning and relevant and sufficient evidence.
Skill 3: Constitutional Preparation
Standard 3: I can accurately demonstrate constitutional knowledge of course content in a variety of formats (multiple choice, essay, short answer, debate, etc.).

PROFICIENCY SCALE*The following terms will be used to communicate student progress and performance on assignments and assessments in each course skill.*

Exceeds	Meets	Approaching	Developing	M	N
Evidence exceeds standard for the skill.	Evidence meets standard for skill.	Evidence approaches standard for the skill.	Evidence shows developing foundational skills.	Missing Evidence (incomplete due to absence(s))	Missing Evidence (student refusal, requires teacher meeting to resolve)

PERFORMANCE ASSESSMENTS

Feedback on learning will be given through informal and formal assessments. This can occur through content quizzes throughout the semester, in-class debates and moot court/Oral Argument simulations.

SPECIFIC COURSE ACTIVITIES

In order to make satisfactory progress towards course standards, students will complete activities in class such as moot court simulations, group deliberations, and journal writing activities.

SPECIFIC COURSE TOPICS OF STUDY

SOC511/512	Unit 1- Constitutional History and Structure Unit 2- The First Amendment Unit 3- The Second Amendment Unit 4- The Fourth Amendment Unit 5- The Fifth/Sixth Amendments Unit 6- The Eighth Amendment Unit 7- The 14th Amendment
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REQUIRED RESOURCES

Textbook / E-Book	N/A
Technology	The Instructor's Canvas page.
Other	N/A

AVAILABLE RESOURCES

Check Grades	Interactive Report Card (irc.d125.org)
ILC Tutor	Social Studies Tutors are available in both East and West ILC from 7:30am-4pm.

MAKEUP POLICY

All assessments must be made up on specified make-up dates that the instructor will announce after each unit.

GRADE DETERMINATION

The Interactive Report Card ([IRC](#)) communicates missing assessments/assignments, teacher comments, and concerns with students' social-emotional learning (SEL). The [IRC](#) will be used to communicate students' proficiency in each learning target, overall trend towards proficiency in each standard, and the *predicted* semester letter grade.

The semester letter grade will be informed by the student's evidence from assessments over the semester-long body of work with consideration to growth over time.	
Semester Letter Grade	<i>Exceeds Standard, Meets Standard, Approaching Standard, Developing Foundational Skills</i> Trends in Performance on Course Skill A All course skills achieved at performance level of "meets" or "exceeds" B All course skills achieved at "meets" or "exceeds" levels, with at most one skill at a "approaching" level C All course skills achieved at "meets" or "exceeds" levels, with two or more skills at a "approaching" level D All course skills achieved at "meets" or "exceeds" levels, with at most one skill at a "developing" level F All course skills achieved at "meets" or "exceeds" levels with two or more skills at a "developing" level

SCALED Standards

Students will be given feedback on their level of proficiency towards mastery in each learning target using the gradations below.

Skill 1 - Oral Argumentation

Standard 1 - I propel the discussion forward by probing the reasoning of others' views with purposeful evidence.			
EXCEEDS I propel the discussion forward by probing the reasoning of others' views with purposeful evidence and integrating multiple points of view that transforms my views or views of others.	MEETS I propel the discussion forward by probing the reasoning of others' views with purposeful evidence.	APPROACHING I engage in thoughtful discussions but had a limited impact on others' views.	DEVELOPING I attempt to engage in thoughtful discussions.

Skill 2 - Written Argumentation

Standard 2 - I write arguments to support claims using valid reasoning and relevant and sufficient evidence.			
EXCEEDS I write effective, insightful, logical arguments to support claims, using valid reasoning and relevant and sufficient evidence.	MEETS I write arguments to support claims using valid reasoning and relevant and sufficient evidence.	APPROACHING I write arguments to support claims in an analysis of substantive topics or texts, using partially apparent reasoning and/or limited evidence.	DEVELOPING I attempt to write a claim that relies on relevant support in an analysis of substantive topics or texts with questionable reasoning and/or evidence.

Skill 3 - Constitutional Knowledge

Standard 3 - I can accurately demonstrate constitutional knowledge of course content in a variety of formats (multiple choice, essay, short answer, debate, etc.).			
EXCEEDS I accurately demonstrate constitutional knowledge in a variety of formats and can make connections to other concepts and knowledge.	MEETS I can accurately demonstrate constitutional knowledge of course content in a variety of formats (multiple choice, essay, short answer, debate, etc.).	APPROACHING I can demonstrate some constitutional knowledge during an assessment.	DEVELOPING I attempt to demonstrate constitutional knowledge.