

# LISLE SENIOR HIGH SCHOOL

## AMERICAN GOVERNMENT SYLLABUS

### Social Studies Instructors:

Bruce Howell <a href="mailto:bhowell@lisle202.org">bhowell@lisle202.org</a>	EX. 8351	Department Head
John Davis <a href="mailto:jdavis@lisle202.org">jdavis@lisle202.org</a>	EX. 8354	
Jeff Javior <a href="mailto:jjavior@lisle202.org">jjavior@lisle202.org</a>	EX. 8352	
Michelle Wallenberg <a href="mailto:mwallenberg@lisle202.org">mwallenberg@lisle202.org</a>	EX. 8339	
Christine Jaegle <a href="mailto:cjaegle@lisle202.org">cjaegle@lisle202.org</a>	EX 8350	

### Mission

Our mission is to utilize our curriculum to provide students with tools to be good citizens, neighbors, and members of society. We will accomplish this by providing students with the skills to study our disciplines as well as by providing methods to become accomplished critical thinkers, decision makers, and life-long learners. We will provide our students with an ample body of information related to our disciplines, but we also want students to understand that what they learn is not as important as what they do to achieve that learning and what they do with that knowledge.

We as Social Studies teachers will strive to refine our methods, work together to coordinate curriculum and general learning philosophies, and stay informed regarding best practices and pedagogical innovation.

### Course Description

A semester-long legislative simulation where students experience examining their own beliefs and values, determine their own position on the political spectrum, declare their party affiliation, form interest groups to study issues, choose elected officials, write bills, hold committee hearings on bills, and ultimately conduct a legislative general session to decide the fate of their ideas. (.5 credit)

### Course Learning Standards

- Analyze the effectiveness of federalism in protecting individual rights and promoting the common good
- Understand the importance of participatory citizenship at all level of society
- Interpret a variety of policies and issues from varied perspectives
- Analyze historical trends of United States policies
- Analyze relationships and tensions within the governmental structure with a focus on political parties
- Analyze the expanding role of Presidential power within the governmental structure
- Compare ways in which various groups attempt to solve the same issue

- Use methods of social science inquiry to form a conclusion and report findings to a larger audience

## **Skill Standards**

- Determine the meaning of words and phrases as they are used throughout the semester, including how authors use and refine the meaning of key terms over the course of the reading
- Students will be able to cite specific textual evidence to support the analysis of primary and secondary sources, displaying the ability to provide specific details gained in support of the analysis
- Students will be able to evaluate the text by assessing the authors' claims, reasoning and evidence
- Students will evaluate various explanations for actions and determine which explanation best accords with textual evidence
- Integrate and evaluate multiple sources of information in order to address a concern or solve a problem
- Students will be able to write a political position paper that creates a claim and supports an argument
- Students will create and defend a governmental bill before the house hearing committee, providing an enacting clause used state and federal legislatures
- Students will use MLA parenthetical proper citation

## **Grading**

Your course grade will reflect the following:

### **Overall Semester grade**

80 % = semester course work (summative and formative assessments/weighted grades)

20% = final exam

### **Course Grade**

Within each unit, formative and summative sections will be assigned:

Formative assessments will be given throughout the unit in preparation for summative assessments.

### **Grading Disbursement**

A= 90-100

B= 80-89

C= 70-79

D= 60-69

F= <59

**Formative Assignments (class work, activities, homework):** All work must be completed by the **due date** for full credit. Anything turned in after the date it was due will receive a maximum grade of 50% up until the **deadline date**. Once the deadline date has passed no credit can be received for the assignment. Because of the nature of the course alternative assignments may be necessary to complete some of the late assessments.

**Summative Assignments (tests, quizzes, projects):** All late summative assignments must be completed by the **due date** for full credit. Students should schedule an appropriate time to make-up the summative assessment with the classroom teacher. Times available to students are before or after school, during the student's study hall, or by special arrangement. All summative assignments will be valued at the actual success rate of the student's work. If the student has not completed the formative assessment by the due date he/she may receive a maximum of 90% credit for the assessment until the **deadline date**. Once the deadline date has passed, no credit is available for the aforementioned assessment. Because of the nature of the course alternative assignments may be necessary to complete some of the assessments.

## Communication

- Teachers make every effort to respond to emails and phone calls within 48 hours during the workweek.
- The best way to communicate with teachers is through email; however, if you have not received a response in 48 hours, please resend the email or call their voicemail. Your email may have gone into the spam folder.

## Help

- Make an appointment with your teacher before or after school.
- Attend peer tutoring in the Learning Resource Center( M,Tu & Th) during all study halls.
- Drop in for peer tutor during lunch periods or before and after school through the Learning Resource Center.

## Parents or Guardians

We need your help!

- Parents should actively check Parent Connect for their students grade.
  - The grades on Parent Connect will be accurate only at Quarter and Semester. Prior to those dates, the grade reflected is fluid.
  - Parent Connect is a communication tool until final grade is posted.
- Please ask your student about their school work.
- Check with your individual teacher for classroom procedures, schedules, and daily class news.