



LISLE SENIOR HIGH SCHOOL

CIVICS

Department Contact Information

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DEPARTMENT MISSION

A strong and effective Social Studies program helps students make sense of the world in which they live, it allows them to make connections between major ideas and their own lives, and it helps them see themselves as members of the world community. It is the mission of the Lisle District 202 Social Studies Department to utilize the tools of the Common Core to provide students with the historical thinking skills to become good citizens, neighbors, members of society and informed participants on a local, national, and global level. With the culmination of their studies, students will be prepared to successfully navigate the requirements of capstone courses. Social Studies must also help students understand, respect, and appreciate the commonalities and differences that give people character and identity. The complexities of history can only be fully understood within an appreciation and analysis of diversity, multiple perspectives, interconnectedness, interdependence, context and enduring themes.

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

COURSE DESCRIPTION

A semester long state mandated requirement taken during sophomore year where students will receive direct instruction on government institutions, discuss current and controversial issues, participate in service learning that will integrate meaningful community service with instruction and reflection, and partake in simulations of democratic processes such as legislative hearings, debates, mock trials, and task forces. These will help students understand the importance of concepts and strategies in a real-world context and interactive environment where knowledge is shared and built cooperatively.





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COURSE LEARNING STANDARDS

- Distinguish the rights, roles, powers, and responsibilities of individuals and institutions in the political system.
- Evaluate the opportunities and limitations of participation in elections, voting, and electoral process.
- Analyze the impact of constitutions, laws, and agreements on the maintenance of order, justice, equality and liberty.
- Explain how the U.S. Constitution established a system of governments that has powers, responsibilities, and limits, that have changed over time and are still contested while promoting the common good and protecting rights.
- Describe how political parties, the media, and public interest groups both influence and reflect social and political interests.
- Describe the concepts and principles that are inherent to the American Constitutional Democracy,
- Analyze how individuals use and challenge laws to address a variety of public issues.
- Evaluate public policies in terms of intended and unintended outcomes and related consequences.
- Explain the role of compromise and deliberation in the legislative process.
- Gather and evaluate information from multiple sources while considering the origin, credibility, point of view, authority, structure, context, and corroborative value of the sources.
- Identify Evidence that draws information from multiple sources to revise or strengthen claims.
- Use deliberative processes and apply democratic strategies and procedures to address local, regional, or global concerns and take action in or out of school.

COURSE GRADING POLICY

Course Grading

Your course grade will reflect the following during the course of the semester.:

Summative Assessments- 80%

Formative Assessments- 20%

Overall Semester grade

80 % Semester grade

20% Semester midterm/ final exam





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Grading Disbursement

A= 90-100

B= 80-89

C= 70-79

D= 60-69

F= 59 and Below

LATE WORK POLICY

Formative Assignments: All late work must be completed by the **due date**. Anything turned in after the due date up until the **deadline** for late work will receive a grade of 50%.

Summative Assignments: All late summative test assessments must be completed by the assigned **due date** or they will receive a maximum of 90%. Arrangements must be made between the student and teacher to use the testing center. All summative project based work must be turned in on the due date for full credit. After the **due date** the assessment will receive a maximum grade of 90%.

COMMUNICATION WITH COURSE TEACHER(S)

- Make an appointment with your teacher before or after school. (Mrs. Jaegle will not be available before school).
- 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.

OTHER SUPPORT

- Visit the Learning Lions Testing and Tutoring Center on Monday, Tuesday, and Thursdays after school.
- Drop in for Peer Tutoring during lunch periods or before or after school through the Learning Center.

