



LISLE SENIOR HIGH SCHOOL

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WORLD HISTORY SYLLABUS

**Department Contact Information**

Teacher	Email	Phone Number
Bruce Howell	bhowell@lisle202.org	1-630-493-8351
John Davis	jdavis@lisle202.org	1-630-493-8354
Christine Jaegle	cjaegle@lisle202.org	1-630-493-8350
Jeff Javior	jjavior@lisle202.org	1-630-493-8352
Michelle Wallenberg	mwallenberg@lisle202.org	1-630-493-8339

**DEPARTMENT 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**

During the first semester, the emphasis of the course will be the study of early man and the earliest developed cultures-Egypt, Greece, and Rome. The first part of the course follows European history through the Middle Ages. Second semester begins the study of the Renaissance and the study of the Reformation. The course continues studying Modern European History in the seventeenth century and concludes with a look at Modern Europe and the developed nations since World War II. This course is recommended for students who plan to take U.S. History Honors. The course work is based around the Understanding by Design curricular model with an emphasis on authentic, project based assessment. (1 credit)

**COURSE LEARNING STANDARDS**

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.





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- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
- Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
- Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- Compare and contrast treatments of the same topic in several primary and secondary sources.

### **COURSE GRADING POLICY**

#### **Grading**

Your course grade will reflect the following:

#### **Overall Semester grade**

80% Semester Grade

20% Semester midterm/ final exam

#### **Course Grade**

Each unit/standard is assigned a particular point value.

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





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### LATE WORK POLICY

**Formative Assignments (class work, activities, homework - 20%):** All late work must be completed by the end of the specific world history unit being studied. Anything turned in after the date it was due will receive a maximum grade of 89%.

**Summative Assignments (tests, quizzes, projects - 80%):** All late summative assessments (tests and quizzes) must be completed by one week prior to the end of the grading period. Arrangements must be made between the student and teacher for an appropriate time usually before or after school or during the student's study hall. All summative project based work must be turned in on the due date for full credit. Each additional day will result in an incremental possible points earned. All summative assignments will be valued at the actual success rate of the student's work.

### COMMUNICATION WITH COURSE TEACHER(S)

- Make an appointment with your teacher before or after 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

- Attend peer tutoring in the Learning Resource Center M, W & F during all study halls.
- Drop in for peer tutoring during lunch periods or before and after school through the Learning Resource Center.

