



LISLE SENIOR HIGH SCHOOL

AP AMERICAN GOVERNMENT AND POLITICS

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

AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behavior. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete a political science research or applied civics project.





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COURSE LEARNING STANDARDS

The big ideas described below are intended to illustrate distinctive features and processes in U.S. government and politics as well as how political scientists study political behavior.

Constitutionalism (CON)

The U.S. Constitution establishes a system of checks and balances among branches of government and allocates power between federal and state governments. This system is based on the rule of law and the balance majority rule and minority rights.

Liberty and Order (LOR)

Governmental laws and policies balancing order and liberty are based on the U.S. Constitution and have been interpreted differently over time.

Civic Participation in a Representative Democracy (PRD)

Popular sovereignty, individualism, and republicanism are important considerations of U.S. laws and policy making and assume citizens will engage and participate.

Competing Policy-Making Interests (PMI)

Multiple actors and institutions interact to produce and implement possible policies.

Methods of Political Analysis (MPA)

Using various types of analyses, political scientists measure how U.S. political behavior, attitudes, ideologies, and institutions are shaped by a number of factors over time.

The AP U.S. Government and Politics course is organized around five units, which focus on major topics in U.S. government and politics. The units are:

- Foundations of American Democracy
- Interaction Among Branches of Government
- Civil Liberties and Civil Rights
- American Political Ideologies and Beliefs; and
- Political Participation

COURSE TEXTBOOK AND REQUIRED READINGS

Edwards III, George C., and Wattenberg, Martin P. Government in America, 16th ed. Boston, MA: Pearson Education, Inc., 2016

Woll, Peter, American Government: Readings and Cases, 19th ed. Upper Saddle River, NJ: Pearson, 201

Foundational documents and Supreme Court cases are an integral part of the course and necessary for students to understand the philosophical underpinnings, significant legal precedents, and political values of the U.S. political system and may serve as the focus of AP Exam questions. The course requires study of:

- 9 foundational documents, including the U.S. Constitution
- 15 landmark Supreme Court cases





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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

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.
- 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.





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High School Social Studies Reassessment Policy

Students will be required to complete a reflection form prior to reassessing.

Students need to complete a re-learning experience prior to being reassessed which was reviewed by or with the teacher.

Formative work must be completed **prior to the original summative assessment** in order to have a reassessment opportunity.

All reassessments must be completed within a **two week window** of the original assessment being graded and returned.

Students will earn their most recent score on the reassessment, with a maximum replacement score of 85% on all reassessments.

** This is an ongoing process, and we will always be continuously improving our assessment practices to reflect changes in instructional practices.*

