Dear Parent/Guardian,

The purpose of this letter is to introduce myself and your child’s **IB4 World History** course. This year will, no doubt, prove to be a fun and enjoyable experience for everyone. We will study and share as a team of learners. The course will be rigorous due to the fact that it will adhere to the demands of the IB/DP program. The goal is to prepare your child for the IB History Exam as well as the rigors of college. Your child will explore 20th Century world politics and it is my hope that they will leave with a greater understanding of world history and the global community.

It is my belief that teachers, students and parents should be on the same page and understand the rules of the room and the class:

**Behavior:** When students are involved and learning there are rarely behavior problems. However, you should know how behavior problems will be dealt with for **everyone** in the room. If a student misbehaves or causes a disruption in the classroom he/she will be treated in the following manner:

- **First:** The student will be given a warning.
- **Second:** The student will be asked to move away from the disruption.
- **Third:** The parent or guardian will be notified.
- **Fourth:** The student will be sent to the director for disciplinary measures.

*(It should be noted that extreme behaviors could result in immediate removal from the class and a referral.)*

**Absences:** When a student is absent from school he/she is responsible for all the work done in class. If a major project or assignment is due the student must e-mail or send the assignment via the postal service with the appropriate due date stamped on it. **Habitual absences make it unlikely that your child will pass this course.** Please make sure that I receive notes from you when your child is sick.

**Grades:** Most of my students are primarily concerned with what grade they are getting in the class. Students will always know what grade he/she has in the class if the student keeps track of the following items:

- **Participation (20%):** Everyday your child will start off with two points for coming to class. These are your child’s points to lose. He/she will get about 90 of these points per grading period. He/she will keep them as long as your child comes to **class on time, brings materials, and positively participates in class.**

- **Homework (10%):** Your child will have about seven pages of reading/notes each night. The complete notes are usually due on **Mondays.** The history readings will be assigned, at least, the week before and they will take a week to complete. Most assignments are on the pacing guide and will be given at the beginning of the year. These homework assignments will be checked in class and/or checked with an open-notebook quiz.

If your child is absent for a small homework assignment he/she must turn it in on the day he/she gets back. **Your child must find me—I will not track students down.** The same goes for being absent on the day the assignment is given. Your child must contact a student he/she trusts or me.

- **Quizzes/Tests (25%):** Quizzes will be given as “open-notebook” and consist of the work read during the previous week. Tests will be given at the end of a unit. Tests will be both objective and essay in nature. The objective portion of all tests will be put in this category. Students have **five school days** to make up missed tests/quizzes on their own time. **After five school days the grade will be a zero for not having completed the requirements.**
Writing (20%): Your child will get one major project and some “mini-projects” each nine weeks. These will require research. For the research paper project (which will extend for three report periods) your child should start thinking about a 20th Century world history topic which has multiple answers. Your child should find a topic that is interesting—the students will be dealing with this topic a lot. Late projects will be given a zero if they are not turned in on time, mailed or e-mailed to me. Other writing work and essay portions of the test will also be graded under this category.

Class work (25%): Your child will be required to keep a notebook with all the class notes, handouts and homework I give. This will be checked at the end of each nine weeks and be graded under “class work”. Also, your child’s work in class including (but not limited to): journal entries, exit tickets and in-class group work will be graded under this category.

There will be rubrics given for essay tests, projects and presentations which reflect the IB/DP standards. The rubrics are specifically designed to help students become better writers, researchers and analysts of history. Also, the rubrics reflect what the IB will expect when grading both the internal and external assessments.

The Aims for this course are:

Group 3: Individuals and Societies

1. Encourage the systematic and critical study of: human experience and behaviour; physical, economic and social environments; the history and development of social and cultural institutions
2. Develop in the student the capacity to identify, to analyses critically and to evaluate theories, concepts and arguments about the nature and activities of the individual and society
3. Enable the student to collect, describe and analyses data used in studies of society, to test hypotheses and interpret complex data and source material
4. Promote the appreciation of the way in which learning is relevant to both the culture in which the student lives and the culture of other societies
5. Develop an awareness in the student that human attitudes and opinions are widely diverse and that a study of society requires an appreciation of such diversity
6. Enable the student to recognize that the content and methodologies of the subjects in group 3 are contestable and that their study requires the toleration of uncertainty.

History aims

7. Develop an understanding of, and continuing interest in, the past
8. Encourage students to engage with multiple perspectives and to appreciate the complex nature of historical concepts, issues, events and developments
9. Promote international-mindedness through the study of history from more than one region of the world
10. Develop an understanding of history as a discipline and to develop historical consciousness including a sense of chronology and context, and an understanding of different historical perspectives
11. Develop key historical skills, including engaging effectively with sources
12. Increase students’ understanding of themselves and of contemporary society by encouraging reflection on the past.

The Assessment objectives are:
1. Knowledge and understanding
2. Application and analysis
3. Synthesis and evaluation
4. Use and application of appropriate skills

There will be no opportunities for extra-credit assignments. Students are expected to keep up with their work and will receive the grade they have earned.

The students will be reminded often that I am here for them. I care about them and want them to succeed. With that in mind, please encourage your child to let me know if there is a problem. I am often available before or after school by appointment and my e-mail address is bnaveh1@pghboe.net.

Parents: I want to hear from you if you have a question or concern. Please call me at the school if you have any questions or concerns. Or, feel free to e-mail me at the above address.

I am looking forward to a great year!

All my best,

Mr. Naveh

Approved ________________________. Director
Please sign to indicate you have read the above letter.

Student name (printed) ________________________________ Date _________________

Student name (signed) ________________________________ Date _________________

Parent/guardian (printed) ______________________________ Date _________________

Parent guardian (signed) ______________________________ Date _________________

Parent/guardian e-mail ________________________________ Date _________________

Phone numbers (home) _____________________________ (cell) ______________________

Please use this space to tell me about your child. (Feel free to let me know about, for instance, your child’s strengths, areas for growth, or any concerns you or your child may have).