Dear Parent/Guardian,

The purpose of this letter is to introduce myself and your child’s US 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 is both a gifted course and it will adhere to the demands of the IB/MYP program. Your child will deal with American history through the MYP and, it is my hope that your child will leave with a greater understanding of the United States as well as 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:

*Participation (20%):* Each day 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.** Students will also get points for teacher directed assignments, introductory lessons and activities that ask students to access prior knowledge.

The participation grade will also include **homework.** All students 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 take a week to complete. Most assignments will be on the pacing guide at the very beginning of the year. These homework assignments will be either: turned in, presented, checked in class 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.
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 this category. Also, your child’s work in class including: journal entries, exit tickets and in-class group work will be graded under this category.

Quizzes/Tests and other classwork (50%): Quizzes will be given as “open-notebook” and comprise the work done during the week. Tests will be given at the end of a unit. Tests will be both objective and essay in nature. 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.

Projects (30%): 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 U.S. History topic from the early colonies to the end of the 20th Century. Your child should find a topic which is interesting—the students will be dealing with their 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 will also be graded under this category.

The aims of MYP individuals and societies are to encourage and enable students to:
• Appreciate human and environmental commonalities and diversity
• Understand the interactions and interdependence of individuals, societies and the environment
• Understand how both environmental and human systems operate and evolve
• Identify and develop concern for the well-being of human communities and the natural environment
• Act as responsible citizens of local and global communities
• Develop inquiry skills that lead towards conceptual understandings of the relationships between individuals, societies and the environments in which they live.

There will be rubrics given for essay tests, projects and presentations which reflect the IB/MYP standards. The assessment criteria are:
Criterion A- Knowing and Understanding
Criterion B- Investigating
Criterion C- Communicating
Criterion D- Thinking Critically

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: 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 below 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).