



September 2016

Dear Parent or Guardian:

My name is Mr. William Schaefer and I will be teaching your child **IBDP 11 History of the Americas** (HoA) this year. I am honored to have the opportunity to help guide your child through this exciting and interesting course and through the rigor of the International Baccalaureate Diploma Programme. History of the Americas is a course focusing on the political, social, economic, diplomatic, and intellectual/cultural themes of the History of the Americas. Students will gain an international perspective and a better understanding of their place in the world. Students will engage in analysis of historical events not only to understand the occurrence but to link past events with modern day global relationships. The focus of the historical study will be the development of students' critical thinking skills and the development of students' ability to communicate the cause and effect dynamic of historical events in both written and oral formats as referenced in the IB learner profile. The focus of the junior year is the history of the Americas and their emergence as global powers in the Americas, Europe and Asia. Please read through the specific guidelines below to help ensure the success of your child in this class.

GRADING POLICY:

*I will post your student's grade (using their student id# for confidentiality) every two weeks so that there are no surprises prior to the issuance of report cards.

*Grades in HoA follow the PPS guidelines – 0-59% E; 60-69% D; 70-79% C; 80-89% B; 90-100% A.

*Grading Breakdown:

Participation (Formative Assessments): 20%

Students will have the opportunity to earn **four** points each day for coming to class prepared and participating in class activities. Students will **lose two points** for the following reasons: tardy, failure to complete warm-up in a timely manner, no notebook or folder, no pencil and for disrupting class during the warm-up. Students **lose all four points** for unexcused absences and not participating in class activities including the warm-up. If a student has an excused absence, no chart points will be given until all of the work is made up.

Classwork (Formative Assessment): 25%

Students' work in class will be graded. This includes responses to readings, work assigned as individual or group assignments.

Quizzes and Exams (Summative Assessments): 25%

Writing: All essays and the Internal Assessment (IB Research Paper) 20%



Barack Obama Academy of International Studies

515 N. Highland Avenue | Pittsburgh, PA 15206
Phone: 412-529-5980 | Fax: 412-622-5983

Homework: 10%

Homework will consist mostly of questions related to topic readings. Also, students should expect to spend a significant amount of time engaged in independent research in order to successfully complete the internal assessment (research paper). There is no specific text for this class. Individual readings will be provided to each student by the teacher from various sources.

No opportunities exist for extra credit assignments.

IBDP Assessment Criteria:

Internal Assessment – This is an historical investigation of approximately 1500 to 2200 words that is divided into three sections. The sections consist of the identification and evaluation of sources, the investigation and the reflection. This is going to be worth 20% of your third semester grade and will give you valuable practice for the internal assessment you will complete senior year.

Academic Expectations:

*HoA Notebook: Students must have a HoA specific notebook with them every day

*HoA Folder: Students must have a HoA specific folder. All handouts must be placed in this folder and be available upon request by the teacher.

*Warm-up: Students will be given a warm-up to do each day they enter class. The first thing a student should do upon entering my room is to get out their notebook and complete the warm-up.

Homework:

Homework is a valuable aid in helping students with the knowledge gained in the classroom. It is useful in adding to what was learned during class time, preparation for upcoming lessons, teaching responsibility and helping develop positive work habits. Homework will be assigned on a daily basis. This may entail work to be completed over one night and may also include larger projects such as reading extended assignments and outside sources for the purpose of creating a project, report or presentation. Homework is due at the beginning of the class period on the date it is due. Students will receive 50% credit for late homework.

Late Work Policy:

***I DO NOT ACCEPT LATE RESEARCH PAPERS.** Work for the Internal Assessment **MUST** be handed in on or before the due date.

*Other classwork or homework will be marked **50% off** if it is handed in late. **I do not accept any work two weeks after its due date.**



Behavioral Expectations:

*I expect all students to treat each other and their teacher with respect and dignity

*If a student exhibits any behavioral issues or doesn't adhere to classroom and school rules I will conference with the student privately and make a phone call home.

*A student may be issued a written referral for the following reasons:

Cell phone usage, disrupting class, use of headphones, tardy to class, and use of profanity. This list is not inclusive of all behaviors, which may result in issuing a referral. Referrals are the final step for many of the infractions listed above

As your child enters the 11th grade, it is important for them to develop the maturity necessary to communicate with their teachers to ensure their success. Students should make a concerted effort to consult with me during QRT to pursue any extra help they may need. Students AND parents are encouraged to send me an e-mail (the best way to contact me) at wschaefer1@pghboe.net with any questions or concerns. You can also call the school at 412-529-2980.

Sincerely,

Mr. William Schaefer

Approved: *Jaalinda Colbert*, Director

Students and parents, please keep the first two pages of this letter for your records.

Please sign to indicate you have read the above letter.

Student signature _____ Date _____

Parent/guardian signature _____ Date _____

Parent/guardian e-mail _____

Phone number(s) {day} _____ {evening} _____





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