Welcome to IB History of the Americas! The IB Diploma Programme is a rigorous pre-university course of study. It is a broad-based two year course that aims to encourage students to be knowledgeable and inquiring, but also caring and compassionate. There is a strong emphasis on encouraging students to develop intercultural understanding, open-mindedness, and the attitudes necessary for them to respect and evaluate a range of points of view.

**Course Overview:**

The IB Diploma Programme covers six academic areas. Group 3: Individuals and Society is the area of history study. At Harding, Group 3 is a Higher Level (HL) course. Year 1 is History of the Americas (HOTA), Year 2 is 20th Century World History Topics.

**HL Option 3: History of the Americas**

This regional option examines the political, social, cultural, and economic history of North America (including Canada) and Latin America (both Central and South America). Within the sections there will be, where appropriate, a case study approach in which students will have the opportunity their own or another national history of the region.

**Group 3 Aims**

• Encourage the systematic and critical study of human experience and behavior; physical, economic and social environments; the history and develop of social and cultural institutions

• Develop in students the capacity to identify, to analyze critically, and to evaluate theories concepts and arguments about the nature and activities of the individual and society

• Enable the student to collect, describe, and analyze data used in studies of society, to test hypotheses and interpret complex data and source material

• 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

• Develop an awareness the student that human attitudes and opinions are widely diverse and that a study of society requires appreciation of diversity

• 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**

• Promote the understanding of history as a discipline, including the nature and diversity of its sources, methods and interpretations

• Encourage an understanding of the present through critical reflection upon the past

• Encourage an understanding of the impact of historical developments at national, regional and international levels

• Develop an awareness of one’s own historical identity through the student of historical experiences of different cultures

**IB Assessment**

PAPER ONE: Students taking exams will answer questions from the Prescribed Subject:

There are four questions per topic, ranging in value from 1 to 8 points. Preparation for this paper will also assist in developing the Internal Assessment paper. **20% of IB Grade**

PAPER TWO: Students will answer **two** questions from thirty, **each from a different topic.**

We will prepare for the three topics in bold above. Many of the essay questions will require students to compare topics from two different regions. **25% of IB Grade**

PAPER THREE: Students will answer **three** questions from a list of twenty-four. This paper concerns the Regional Area of Study: History of the Americas. Thus, many of the questions will ask students to compare two countries within the region. The majority of the material to be studied for this exam will derive from the junior year. We will also continuously put Paper 1 and 2 topics in context of American issues of the time; hence, The Americas tab in your notebook.

**35% of IB Grade**

INTERNAL ASSESSMENT: Students will complete a 2000-word historical investigation of some aspect of the twentieth century. Selection of topics will be restricted. The format for all papers is prescribed by IB, and students must choose topics that will allow for the analysis of both primary sources and historiographical viewpoints. Topic selection will begin in October, and the final paper will be due in February. **20% of IB Grade**

**Grading System**

The percentages given above are those used by IB to determine a student’s score in history and convert it to the scale of 1-7. My grading system is based on points which range from 5 to 25. Most small assignments are worth 5 points. Reading quizzes are worth 10 points. Essays are typically worth 20 points, with the exception of DBQs, which are worth 25. Formal Assessments (tests, formal discussions, and projects) account for 70% of the overall average. Informal Assessments (daily assignments, class participation, and quizzes) account for the remaining 30%. Students will be graded based on the total number of points available, and a converted scale will be used to compute quarter grades. (In other words, 95 points out of a possible 120 is not a C; it is likely a solid B.) Students’ grades are based on this scaled system, not on the person with the highest point total in the class. This scale changes throughout the year based on the essays and expected growth. By the end of the year the following scale will be applied:

**IB Score NC Percentage**

16-20 93-100

13-15 85-92

9-12 77-84

4-8 70-76

0-3 0-69

Retesting: According to CMS, the highest grade you can receive on a retest is an 84%. The unique nature of IB assessments means only certain assessments will be eligible to be retested.

**Course Structure:**

* This course will be organized according to the NC Standard Course of Study for US History as well as the IB History Guide for Examinations 2010. The course studies Junior and Senior year can be found on [chemierlbufford.weebly.com](https://chemierlbufford.weebly.com)

**Reading Demands: College Level Text 15-30 pages per night**

The reading material and work load in an IB history course is equivalent to that of a freshman or sophomore level college course. ***Keeping up with the reading assignments is essential for success in this class.*** The textbook readings provide a base of knowledge in the topic of study; the excerpt readings and documents build on that base and provide alternative viewpoints that go beyond the factual information in the textbook. Reading assignments will always begin with textbook assignments then we will get into the documents. General reading assignments (textbook) must be completed in advance of class meetings to foster discussion. Document readings will be completed in class as part of round table discussion. Class will be more interesting if you have something to add to a discussion rather than listening to me for the entire class. 85% of the material that appears on a test will be covered in class; the ***remaining 15% is your responsibility*.** Your ability to draw from various outside sources of information to answer free-response questions is what separates an A/B student from a C/D student. You have to decide for yourself, what you want to gain from my class.

**Materials: To be brought DAILY to class.**

* 3 ring binder (2-3 inches)
* Pens (blue or black ink ONLY) and pencils. Papers with any other color will NOT be graded!
* Notebook Filler Paper
* 10 dividers
* Pocket folder with prongs
* Notecards (3x5) Recommended for vocab

**Exams:**

An exam will be administered over each unit at a minimum. All exams will consist of free response questions that will closely resemble the format of the IB exams. Exams will be scored using the IB criterion and the mark bands and mark schemes associated with the exams. Scholars will receive more information and instruction on the requirements as the course progresses.

**Work Ethic:**

* Since there is plenty of time between classes, restrooms should be used during class changes. Should a bathroom emergency arise outside that time frame, obtain permission from the teacher, sign out, and get the clipboard. Always go to the nearest restroom, and always take the shortest path to and from the restroom. You will have 2 emergency bathroom passes per 9 week grading period. After using your passes, each additional trip to the bathroom will cost you 5 points from your work ethic grade. **Be careful! These can add up quickly.**
* Falling asleep will not be tolerated in class for any reason. This will cost you 10 points from your participation grade.
* Tardiness will not be tolerated. Each tardy will deduct 10 points off your participation grade. **My definition of tardy is that you are not in my classroom when the tardy bell finishes ringing. If you are in the hallway outside my classroom, you are tardy. You must sign the tardy notebook and endure the consequences. If you miss a pop quiz at the beginning of the class due to an unexcused tardy, you will be unable to make up the quiz.**
* Your notebook, notebook paper, and a pen or pencil should accompany you to class EACH day. A failure to do so will cost you 5 points off your daily participation grade per infraction. Therefore, if you need a pen, pencil, paper, etc. after you enter my classroom, beg, plead, and borrow from a friend.

**Participation:**

Part of your work ethic grade will also be participation. Part of your work ethic grade will be based on how much/how little you actively participate in class discussions. Participation includes:

* Raising your hand to answer a question or respond
* Responding to classroom discussions in a courteous, intelligent respectful way
* Make an effort to be a part of the class. THIS IS GRADED!! If you sit and never participate, you will not receive a passing grade in participation. You don’t get an A for sitting here; you’ll probably get a D for just sitting. If you’re disruptive, it could drop you to an F. A little participation = C. Good participation = B. Excellent, insightful participation = A. I’m asking that you be a part of your education, and you should want to do that. If you raise your hand and volunteer regularly, you’re in good shape.

**Absentee Policy:**

If you are out of school due to an excused absence, ask the teacher for your make-up work when you return before or after class. You are personally responsible for copying any notes that were given the day that you were absent. This class follows a strict 5 day work make-up policy per day missed. **Remember, it is *your* responsibility to ask for any work missed. If you are absent the class before the scheduled exam and no new material was introduced, you will be required to take the exam on the scheduled day (Be Prepared!). If this means that you come after school the next day, this is what you need to do. If this means getting study material from a friend, that is what you need to do. Make-up exams must be scheduled immediately upon your return to class. Only students with excused absences can make up an exam, quiz, or assignment. In other words, students with an unexcused absent will receive a zero for any assignment or exam given on the day of the unexcused absence.** In order to remain on schedule for this course, we will adhere to a strict pacing guide. If you are absent due to a school-sponsored activity, the information that is covered in class will still be tested.

**Late Work:**

If you are absent due to an excused absence, the homework that was assigned prior to your absence is due upon your return.

**Academic Dishonesty: as defined by the IB Programme at Harding University High School**

Please see signed handouts

**Expectations:**

1. I want you ALL to succeed in this class. I will do everything I can to help you do well and I expect you to do the same.
2. We will complete all of the course goals by the end of the year and you will be able to discuss the key events within each goal.
3. I expect you to complete all of your assignments to ensure your success in this class.
4. If you are having difficulty with something I want you to feel free to ask questions. If you don’t feel comfortable asking a question in class you may email me at chemierl.bufford@cms.k12.nc.us or leave a note on my desk.
5. You will respect yourselves and others. Follow the golden rule; treat others as you would like to be treated.
6. Everyone is entitled to a positive learning environment. I will do everything I can to ensure that our classroom fosters learning. I expect you to do the same.

**My Commitments To You:**

1. I will do everything I can reasonably do to help you succeed in this class
2. I will challenge you and myself to strive for excellence both inside and outside the classroom.
3. I will be available several hours a week for tutoring and extra help
4. I will always treat you with the respect that you deserve.
5. I will keep PowerSchools updated on a weekly basis to keep both you and your parents or guardians aware of your progress in class.

**Office Hours**

1. I am also available by appointment, but you MUST check with me beforehand to see if I am available when you would like to meet. My office hours each week will be announced and posted on my door.
2. You can reach me at [chemierl.bufford@cms.k12.nc.us](mailto:chemierl.bufford@cms.k12.nc.us). Please keep in mind that I am not your personal alarm, study buddy, post it note, and agenda. I will be happy to clarify an assignment, but please do not email me in the middle of the night to ask which chapter you were supposed to read for homework.