

**Bentonville High School** **Mr. David Chapman**  
**International Baccalaureate History of the Americas Higher Level**  
**Course Expectations and Policies**

**Course Description:**

The higher level IB History of the Americas course (HotA) at Bentonville High School is **two-year program of study**. IB History of the Americas HL is a challenging course that is meant to approximate university-level rigor and can lead to college credit at many universities. Eleventh grade students will take IB HotA: Colonialism to the Present. This course is often combined with AP United States History. Twelfth grade students will take the IB HotA HL II.

In IB HotA: Colonialism to the Present (IB/APUSH), students will focus on social, political, and economic relationships between the United States, Latin America, and Canada from the 15<sup>th</sup> century to the present. The course will also focus on events from colonizing the New World to the present, including an emphasis on U.S. history and comparisons and contrasts between other countries and events in Latin America and Canada. In addition to preparing IB History Students for Paper Three and to satisfy the requirements for the International Baccalaureate programme, *students enrolled in IB HotA will also take the Advanced Placement Exam in U.S. History*. Failure to complete AP exam will result in the loss of the weighted grade.

In year two, enrolled students will take IB HotA HL II. The focus area (prescribed subject) is *The Move to Global War*. Year two is an in depth study of selected 20<sup>th</sup> Century world history topics to include the rise of authoritarian states (20<sup>th</sup> Century), the causes and effects of 20<sup>th</sup> century wars, and the superpower tensions and rivalries of the Cold War. Regional (Americas) foci include the Great Depression, WWII, and the Cold War. Students will study the Americas with an international perspective. Using case studies, this course will examine major trends and issues of the 20<sup>th</sup> Century in preparation for Papers One (Prescribed Subject) and Two (20<sup>th</sup> Century World History Issues). There will be additional discussion of Latin American and Canadian history for Paper Three in addition to material already studied and mastered in year one. Enrolled students will complete the Internal Assessment research requirement during this second year. Failure to complete IB testing will result in the loss of the weighted grade.

The course is generally presented in a lecture/discussion format. U.S. History is at the core of the curriculum. Solid reading and writing skills, along with a willingness to devote considerable time to homework and study, are necessary to succeed. Emphasis is placed on critical and evaluative thinking skills, essay writing, and interpretation of original documents.

**Course Websites:**

<http://davidchapman.org>

Remind – sign up by texting @hotaglobal to 81010 - Parents text @ibhotap to 81010

**Contacting Mr. Chapman:**

[dchapman@bentonville.k12.ar.us](mailto:dchapman@bentonville.k12.ar.us)

<https://twitter.com/ChapmanAPUSHIB>

Classroom 226N

BHS Phone – (479) 696-3465

**Course Objectives – Students will:**

- \* Master a broad body of historical knowledge with an international perspective
- \* Demonstrate an understanding of historical chronology
- \* Use historical data to support an argument or position
- \* Interpret & apply data from original documents, including cartoons, graphs, letters, etc.
- \* Effectively use analytical skills of evaluation, cause and effect, compare and contrast
- \* Work effectively with others to produce results and solve problems
- \* Prepare for and successfully pass the AP US History and IB HotA Exams

**Textbooks:**

Several Textbooks will be used for the course. Junior students will use the AP US History textbook. Seniors will be assigned a variety of texts covering different aspects of the course.

**Supplementary Texts:**

Many supplemental texts will be used throughout the course. Students will generally receive excerpts of these works.

It is strongly recommended that students use some of the online tools that are available for review and exam preparation. Several apps are available for smartphones and tablets. There are many resources with different things to offer.

**Reading Assignments:**

- \* All reading assignments are required and given for a reason – reading assignments may or may not be discussed in class, but all material will be on class exams and the IB exam. It is impossible to lecture /discuss more than 500 years of history in real depth; therefore, READING the assigned chapters and materials is essential to success in class as well as on the IB and AP exams. Again, juniors are expected to retain knowledge obtained in 11th grade and apply it to their studies as seniors.

### **Planners and Notebooks:**

- \* A daily planner should be maintained for this class. Organizing your assignments and keeping track of due dates is essential. The use of a planner is a valuable strategy for time management in school or the workplace. For this reason, students will be required to carry and use a planner for IB HotA. There is no one single planner that works best for everyone. Choose one that is easy for you to understand and utilize.
  
- \* Students will need the following:
  1. A two inch three ring binder for each year of the course (keep Jr. year binder for review during Sr. year)
  2. College-rule notebook paper
  3. Blue or black pens for essays
  4. Number two pencils
  5. Highlighters for use with class materials

### **Grading Policy:**

Student grades will be calculated using a weighted point system. Points can be earned by your performance on written assignments, activities, quizzes, tests, or any other task assigned a point value. Tests and other unassisted assessments will account for 80% of your grade. Assisted work will account for 20%. The course is organized into units. During each unit there will be numerous content quizzes. At the conclusion of each unit there will be a unit test. At the end of each semester, there will be a final examination that is equal in worth to a unit exam. **NOTE – EXTRA CREDIT ASSIGNMENTS ARE NOT OFFERED IN IB.**

Participants in IB HotA are expected to perform at a collegiate level. Your teacher has an open-door policy and is available by appointment to help with the course. Students are expected to seek assistance when they are having difficulty with their studies. Your teacher may summon you during a seminar period to complete assignments or testing. Students may not drop the course after the date determined by the administration of Bentonville High School.

### **Grading Scale:**

90% - 100% = A  
80% - 89% = B  
70% - 79% = C  
60% - 69% = D  
BELOW = F

IB/AP grades are weighted for the calculation of grade point averages and based on a 5.0 scale. State law states that students who do not take the IB/AP Exams WILL NOT receive a weighted grade.

- ❖ Please note that the class will not commonly go over entire unit or chapter tests during class time. If you wish to look at your test to see the questions that you missed, you may make arrangements with your teacher to do so.

### **Late Work Policy:**

Meeting deadlines is an important life skill. Therefore **penalties will be assessed to late work.** Students will be allowed to turn in late work for points at a cost of a 10% reduction of points available PER SCHOOL DAY. Work is considered late if it is not turned in during class on the due date. If you are absent on the day an assignment is due, you will be expected to hand in the work upon your return to class. **If work was assigned while you were absent you will be given an equal number of days to make them up as you were absent. If you miss an exam due to an absence, you must make it up within one week of your return to class. It is your responsibility to arrange for make-up appointments and/or ask for missed assignments.** Students may be called into seminar to complete missed work at the teacher's discretion. **Exams missed due to known truancy cannot be made up and students will face appropriate disciplinary action up to or including a zero for the test.**

### **Assessment for IB History of the Americas HL**

#### **11<sup>th</sup> Grade Assessment:**

11<sup>th</sup> Grade IB students begin preparation of an internal assessment in their Junior Year. This project, due in the Senior Year, will be a 2200 word research paper on a historical subject of the student's choosing (20% of IB assessment). Students will also take topical and unit quizzes, in-class essay exams, document-based question exams, and multiple-choice exams throughout the course. Group presentations on historical issues may also be assigned. Additionally other forms of written assessment will be assigned periodically.

#### **12<sup>th</sup> Grade Assessment:**

12<sup>th</sup> Grade IB students will complete 100% of the IB assessment in this year. This requirement includes:

- Paper One: A document-based paper will constitute 20% of this assessment.
- Paper Two: Two essays will constitute 25% of the assessment
- Paper Three: This will consist of three essays based on regional options for 35% of the assessment.
- Historical investigation (Internal Assessment) 20%

Students will also take quizzes, in-class essay exams, including document-based questions, as well as multiple-choice exams throughout the course. Students may also give graded oral presentations each semester. Bentonville High School grades and International Baccalaureate assessment scores are independent of one another. BHS scores are granted by the teacher and do not affect student scores for IB assessments for the purpose of earning an IB Diploma or credit for the individual IB course.

### **Team IB**

Members of an IB HotA class are part of a team. Both instructor and student are active participants in the course. Students enrolled in IB HotA must choose to pursue success with the course and take their responsibilities seriously. Students are expected to form study groups that meet regularly to prepare for course examinations, and of course, IB assessments. Students should also be prepared to attend course enrichment gatherings that are held outside of the classroom. These events may include the viewing of feature films, listening to period music, holding informal discussions, or visiting nearby historical sites.

While not mandatory, attendance at these extra-classroom gatherings is strongly encouraged, as they serve to reinforce classroom learning and promote success with the course.

### **Expectations:**

As your instructor I am committed to providing you my best effort every day. However, experience reveals that the teacher is only one of the variables in the educational process. The following are minimum expectations for students enrolled in IB HotA. Students should:

1. Bring a positive attitude and all necessary supplies to class each day
2. Maintain regular class attendance
3. Arrive on time and prepared to work at the sound of the bell
4. Be courteous to each other and to the teacher
5. Complete all assigned work in a timely manner
6. Maintain the highest level of academic integrity

### **Academic Integrity:**

BHS students should not dishonor themselves, their classmates, their teachers or their parents by cheating. Submitting another's work as your own, copying answers from another student, or giving answers to another student are all basic forms of academic dishonesty. Plagiarism of any form is unacceptable. Students found to be practicing academic dishonesty will be punished as deemed appropriate by the teacher.

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Student's Name: \_\_\_\_\_

**PLEASE RETURN THIS PAGE**

**I have read and understand the policies of this course:**

\_\_\_\_\_ Parent/Guardian Signature

\_\_\_\_\_ Student Signature

**Parent/Guardian Email:**

Name: \_\_\_\_\_ Email: \_\_\_\_\_

Name: \_\_\_\_\_ Email: \_\_\_\_\_

**Best person and number to call during the workday:**

Name: \_\_\_\_\_ Relationship: \_\_\_\_\_ Number: \_\_\_\_\_

Name: \_\_\_\_\_ Relationship: \_\_\_\_\_ Number: \_\_\_\_\_

*Please take a few moments to tell me about your child. The more I know, the better I will be able to help him/her be successful in my classroom. Feel free to use another sheet of paper if you need more space.*

1. If you could describe your child in one word, what would it be? Why did you choose this word?
2. What about your child makes you proud?
3. What are your learning expectations for your child this year?
4. What type of performance do you expect from your child in my class? What should I expect?
5. Are there any special circumstances of which I should be made aware? What else would you like for me to know?

**I am looking forward to a fabulous year! We have so many wonderful things planned!!!!**