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| **Mr. Bambenek** |
| Current Issues Syllabus – Fall 2016 |
| Incarnate Word Academy |

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**“America’s success abroad is founded on the rock of an informed and involved public.”**

*--former U.S. Secretary of State Colin Powell*

***The Importance of current events in our own Lives***

There are myriad reasons why you should stay informed on current events and global issues impacting the world we live in today including being part of the global community, building informed opinions, improving your reading and writing skills, enhancing your employment opportunities, learning about new cultures and preparing for travel. Globalization is a reality! There is no choice but to be part of the world rather than stand alone. It’s more important now to “connect the dots in what’s becoming a very small world.” Gaining knowledge in world affairs and current events allows you to decide where you fall on key issues impacting your city, region and country. It also provides you the ability to influence legislators in a meaningful and thoughtful way. Margaret Mead once said, “Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it’s the only thing that ever does.” Competition from professionals in the global market-place is growing. It’s increasingly vital to set yourself apart from your peers by displaying a broad understanding of international affairs and current events. You’re likely to find people from many different countries in your home, school or work places with the influx of immigrants into the United States. By keeping up-to-date with current events, you have the opportunity to change your views on cultural stereotypes (if any) and learn about what’s happening and what matters to the international communities in your respective towns and cities. Being informed about a country before a visit can decrease unexpected “surprises” and travel mishaps (i.e. basic safety procedures.) In addition, keeping up with the news also allows you to get to know the country, people and cultures that you will encounter during your travels abroad. Finally, for students to become competent lifelong learners, they must learn how to use nonfiction materials to expand their knowledge base, solve problems and make decisions.

***Studying Current Events is Essential for Good Citizenship***

*A study of current events is essential for good citizenship. This is the most common justification for its place in school curricula. Sometimes advocates of current events hope merely to promote national identity and loyalty through a version spiced by vivid stories and lessons in individual success and morality. But the importance of current events for citizenship goes beyond this narrow goal and can even challenge it at some points.*

*Studying current events helps lay the foundation for genuine citizenship returns, in one sense, to the essential uses of the study of the past and present. Current events provides data about the emergence of national institutions, problems, and values—it's the only significant storehouse of such data available. It offers evidence also about how nations have interacted with other societies, providing international and comparative perspectives essential for responsible citizenship. Further, studying current events helps us understand how recent, current, and prospective changes that affect the lives of citizens are emerging or may emerge and what causes are involved. More important, studying history encourages habits of mind that are vital for responsible public behavior, whether as a national or community leader, an informed voter, a petitioner, or a simple observer.*[[1]](#footnote-1)

***Text***

There is no required text for this course. Students will routinely consult magazines, newspapers, journals and book excerpts.

***Course Description***

Current Events is a one semester course aimed at better familiarizing students with the world

around them. They will attain a greater comprehension of both national and international issues

and how those issues directly impact them. Particularly, a portion of class will focus on the

upcoming 2016 Presidential Election. Through readings, discussions and debates, students will

learn how to craft well-reasoned opinions grounded by factual information. Ultimately, the course

will better prepare students to actively participate in the democratic society in which they live.

Students are required to read, watch, and listen to different medias in order to find reliable information to create an intellectual and well informed opinion about several contemporary topics. Students will explore and analyze new subject matters, and learn to respect others’ opinions on those matters while developing their own.

***Overall Objectives***

1. Develop well-reasoned opinions grounded by factual information
2. Differentiate between fact versus opinion, multiple perspectives, and cause and effect relationships.
3. Identify bias in different medias.
4. Debate different subjects by creating logical arguments and understanding multiple points-of-view.
5. Perform research in order to write and support an original thesis.
6. Evaluate the role groups and individuals play in the development of the world.
7. Critique and/or defend political figures, media, personal opinions, etc...
8. Evaluate how continuity and change have impacted the world today.
9. Create effective techniques to express opinions (ex: posters, videos, outlines...)
10. Examine conflicts in society and evaluate techniques to address those conflicts.
11. Evaluate critical issues in various contemporary governments.
12. Respect the opinions of everyone in the classroom.
13. Work independently and cooperatively within groups to accomplish goals.
14. Understand the process to influence national, state, and local government.

***Laps***

Each Lap will be roughly a cycle in length and consist of an assortment of different activities, discussions, and open labs.

1. Media Literacy
2. Justice/Justice System
3. Education
4. American Politics
5. International Politics
6. Economics
7. Middle East
8. Racism

***Assessments, Scoring, and Open Labs***

**Assessment**

Each Lap will have a series of formative assessments known as learning goals. Each of the Learning Goals will have their own unique assessment. Assessments are designed for the student to show me what they have learned and how the students can communicate to me their knowledge of the goals. No classroom learns exactly the same way so assessments per Lap will undoubtedly vary.

Students who have achieved a satisfactory score, yet want to improve their score, must fill out the Assessment Retake Form. Below is a copy of the Assessment Retake Form. Assessment Retake Forms will be found in a folder by my open lab sign in sheet. Not all retake requests may be granted.

**Scoring Breakdown**

Grades will be broken down on a percentage system.

* **Formative Assessment Learning Goals** will be worth **30%** of the total semester grade.
* **Summative Assessment Essential Questions** will be worth **60%** of the total semester grade.
* **Final Exam** will be worth **10%** of the total score of the semester.

**Structured Open Lab**

I reserve the right to structure any student who I believe is struggling. This structuring could last a cycle, Lap, or longer. The purpose of structured open lab time is for the student to get more individual assistance in the areas in which they are struggling (homework, quizzes, concepts, in class readings, etc). This is not a tutoring session. Students will be expected to work and put forth a solid effort while structured. Once their grade rises or their effort increases structuring will be lifted. This is not a punishment! This is to aid the student. However, if you miss a structured open lab you will receive a 1-D.

**Open Lab Policies**

1. **Arrive promptly** in appropriate uniform and prepared with materials.
2. **Sign in** to every open lab and indicate what you intend to accomplish.
3. **Open lab is for learning activities, such as LAP activities, conferencing, or group projects.**
4. Work alone silently or quietly and respectfully in small groups.
5. Purses, pencil cases, book bags, or any other kind of bag must be on the floor at all times – no exceptions.
6. Open lab assignments are due on the date and time according to the Lap. Some assignments may be handed in at 3:00, by midnight, or before break. You never know. It really depends on our schedule.

***Bring Your Own Device policy***

1. Devices are a privilege to use in my class and open labs.
2. Devices **may not be used for note taking in class**.
3. When class starts, all devices should be on your desk ready to use – if the color on the board says so.
   * If you have a laptop, please keep it closed until asked to use the device.
   * If you have an iPad, cell phone, or tablet, please put the device face down until asked to use the device.
4. If you are caught using your device in any way not instructed you will lose your privilege to use your device in class or open lab for one cycle.
   * All assignments or in class activities during that cycle, will be completed on your own time
5. All IWA BYOD policies will be enforced: no texting or social media, no You Tube, no photography without permission, and no recording of video. If a phone rings or buzzes during class, or you are found to be violating any of the above policy restrictions, your device will be taken away, and you will pay a fine to have it returned.
6. Students may use headphones while they work in open lab, if desired, as long as the volume is low enough so that **no sound** is emitting from the headphones.
   * If people around you can hear sound from your headphones, it is distracting and potentially dangerous to your hearing and to your ability to hear well in the future.

**Stoplight for BYOD**

1. If you see a **Green** piece of paper on the board that signals devices will be used as soon as class starts so have them out, face down or screen down, and ready to be used as soon as we begin.
2. A **Yellow** piece of paper means that devices will be used, but not quite yet. So keep them in your bag until I instruct you to take them out.
3. A **Red** piece signals that devices will not be used that day at all so do not take them out.

***Expectations***

1. According to school policy, any **phones** that ring during class or open lab will be confiscated
2. No **purses or bags** will be allowed on the desk tops during class or open lab.
3. **Respect** your instructor, your fellow students, and yourself at all times
4. I require **maturity**, responsibility and time management skills in my class.
5. I expect all students to **come** **prepared** to class with their book, paper and pen/pencil every day.
6. I expect all students to **arrive promptly** to class and be ready to begin in a timely manner.
7. I expect all students to **behave** in a responsible and mature manner for the entire class period.
8. I expect all students to **participate** appropriately in class discussions.
9. I expect all students to be in **proper uniform**.
10. I expect all students to complete written assignments using **complete sentences and proper grammar**.
11. Students may be given a **required** **outside** **reading** assignment to enrich the lesson. This will be listed in the lap where appropriate.

***Cheating/Plagiarism***

Cheating will not be tolerated. **Any student caught cheating will receive a zero and parents will be contacted – no exceptions whatsoever**. Cheating may also bring about demerits, detention, or other administrative action. Plagiarism is taking credit for someone else’s work and/or ideas.

Plagiarism will result in a zero, parent contact and possibly other administrative action – no exceptions whatsoever. **Copying work from another student is cheating**. Both students will receive a zero, parents contacted, etc. - the student copying the work and the student who gave work to be copied. Be responsible and mature – do your own work and do not enable another’s irresponsible behavior.

***Student Responsibility***

1. I emphasize **responsibility**, **maturity**, and **college preparation** skills in my class.
2. All students are given a **lap** which covers what we are doing for the entire unit.
3. **Every** Practice Assessment, quiz, Learning Goal, project, EQ, etc. is listed in the lap.
4. **Every** due date is listed in the lap.
5. There is **no excuse for not turning in assignments or being unprepared for tests, Learning Goals, or EQ projects/papers**. Time management is a very important skill and it is stressed in my class.

***Email Policy***

If you need to email me with questions, assignments, or other concerns, please note that you must use your school email account IWA is no longer communicating with outside student emails and you will not have access to your personal email accounts during the school day.  In addition, you must **check your student email account daily**. I will often send reminders, updates, or other emails with important information.  You are responsible for checking your email to receive these updates. Please make sure that your Edline account is up and running.

Additionally, it is important when emailing a teacher to note appropriate etiquette.  Emails that are not written respectfully and professionally will not be answered.Emails should look something like this:

***Dear Mr. B,***

***I have a question about the homework.***

***How do I do the questions on page 3?***

***Thank you,***

***Mel***

**Remember, you are addressing a teacher when you email and it is a great skill to learn how to write concise and professional emails.**

***Enrichment***

1. Enrichment is exactly what it sounds like, enriching your understanding and knowledge of the material covered in the Lap.
2. Enrichment is designed to further your understanding of the material and not bail you out if you are struggling in class. **Enrichment activities will never be worth more than 5 points**.
3. Enrichment activities will vary. On some Laps, depending on the material that we are examining, students may be required to visit certain local museum exhibits, watch educational television programs or movies, write short papers over a primary documents, etc.
4. If you are struggling in class concentrate on the assignments and not the enrichment because the assignments are worth more and are more important than the enrichment activities.
5. Enrichment will be added at the end of Lap.

***Absences***

1. If you miss classes consult your Lap for information regarding what you missed. **It is up to you, the student, to figure out what you need to get caught up.** I will certainly help you, but you must take the responsibility in getting caught up. I will not seek you out if you missed a class or did not turn in assignment in.
2. **For all extended absences a timeline for the completion of your work will have to be agreed upon by the teacher and administration.** Contact me if you know that you will be missing school or my class for more than three days.
3. While you were absent, if an assignment has been turned in, **you must turn it in the next calendar day**.
4. Write “**Absent**” on all work

***IWA Late Work Policy – Fall 2016***

To ensure accurate reporting in grades, all teachers at IWA will categorize assignments and assessments into two categories: Formative and Summative. You will distinguish between the two because all Summative Assessments will be designated as so in the teacher’s grade books.

* Formative assessments are on-going assessments in a classroom and can include homework, open lab activities, quizzes, and class work. Teachers use formative assessment to improve instructional methods and student feedback throughout the teaching and learning process.

· Summative assessments are typically used to evaluate the effectiveness of instructional programs and services at the end of an academic year or at a pre-determined time, such as at the end of each LAP. Summative assessments would be considered LAP tests, culminating projects, presentations, tests, and exams. The goal of summative assessments is to make a judgment of student competency after an instructional phase is complete. Summative evaluations are used to determine if students have mastered specific competencies and to identify instructional areas that need additional work. On Summative assignments no student can earn lower than 50%.

· All Formative assessments will be treated with the following policy:

* + During the course of each QUARTER, a student will have one NLP (No Late Penalty) assignment. When the late assignment is turned in, no late points will be deducted. If multiple assignments are missing and then turned in late, the NLP will be given to the assignment worth the most points.

o Any formative assignment not turned in will always be due by the end of next LAP for partial credit. THIS WILL BE LISTED ON THE FOLLOWING LAP.

* + If work is turned in late, 50% is the only grade a student can receive.
  + After “2nd” LAP ends, assignments not turned in will be given a zero and will no longer be able to be turned in for credit.
* All Summative assessments will be treated with the following policy:
  + If all the summative assessments are not completed, the student will not receive credit for the course.
  + Completed is defined as took/completed every summative offered in the course.
  + If a student misses a summative assessment (it will be identified on each LAP), it is the student’s responsibility to contact the teacher to make arrangements to reschedule.

o However, once the summative assessment is missed, the grade will become a “LATE” or “ABSENT” which are tied to a zero, and the cumulative grade will become an “I” for incomplete. THE “I” WILL NOT BE REMOVED UNTIL THE STUDENT TAKES THE ASSESSMENT.

o If a student does not COMPLETE A SUMMATIVE ASSESSMENT by the due date, she will receive a demerit from the teacher of the missing assessment. If a student is absent on the due date no demerit will be issued.

§ Examples include:

· Not taking a test

· Not turning in an essay

· Not having a class presentation or speech ready on the assigned day

· Not turning in a project

· Not completing a yearbook spread by the deadline day

· Etc.

* + Once a summative is missed the student will be required to be at school, in the Commons, the following Wednesday morning at 8:00 am. Students only need to come on Wednesday morning if they have an incomplete in a core subject class. If the missing assessment is a test the student should come prepared to take the test. If the missing assessment is a project or a performance the student must have set up a time to make up the assessment with the teacher. The student will be required to be in the Commons, every Wednesday at 8:00 am until she no longer has any INCOMPLETES for missing summative assessments.
  + If a student has multiple INCOMPLETES the guidance department will choose one summative to be completed/worked on during the time in the Commons.
  + FAILURE TO BE IN THE COMMONS WILL RESULT IN A 1D FOR A MISSED APPOINTMENT. The student will know if she is expected in the Commons because she will have missed a summative assessment in a class.

REDOS

· Once a summative assessment has been taken and a student earns a failing grade (64% or below) the student will be required redo the summative assessment.

· Upon failing the summative assessment, the gradebook will show “REDO” in the cell where the grade goes. “REDO” will remain in place until the assessment has been redone. REDO is tied to a 50%.

· Upon completing the redo process, the student’s grade will reflect the highest grade earned.

· The REDO list will be generated every Monday morning at 8:00 AM. If a student has a REDO she will receive an email with instructions. Students have until the following Friday at 3:00 PM to complete the

REDO.

· A student may not begin the REDO process until all missing formative assessment for that LAP are turned in. No student may take a REDO with missing formative assessments.

· Retakes/Redos can be completed in Open Lab/Testing Center or on Wednesday mornings. The decision will be made between the student and teacher as to where the assessment is completed.

· If a student has two or more REDOs in her core classes in any one week they are required to report to the Academic Support Center with Mrs. Stokes and Ms. Banks on Wednesday morning at 8:00 AM. Mrs. Stokes will also be available every Wednesday morning from 8:00 to 9:00 AM for students wishing to test with her.

· Students are not required to be present in the MPR for having one REDO. Students are encouraged to use this time to work on completing their missing assignments or taking their REDO.

· A student may appear on the REDO list for two consecutive weeks for the same assessment. If the REDO is not completed by the Friday of the second week a detention will be given by the teacher.

· If a student fails to complete a required REDO, but earned higher than a 50% on the original assessment, the student’s grade will reflect the original score, and she will receive a detention from the teacher of that class for not completing the process. Detentions are served on Friday mornings from 6:50-7:50 am.

· Once a detention has been given for the failed Summative it can no longer be retaken/redone.

IT IS THE STUDENT’S RESPONSIBILITY TO CONTACT THE TEACHER.

The student must communicate with the teacher by email and set up the assessment. Missing assessments due to absence go in the grade book as absent and the teacher and student set up a new deadline.

**IWA Grading Information**

Score Codes Used for individual assignments:

* ABSENT: This means that the student was absent the day the activity was due. (This counts as a zero until the assignment is turned in.)
* LATE: This means that the student was in class the day the activity was due, but did not turn in the assignment. (This counts as a zero until the assignment is turned in.)
* EXCUSED (EXC): This means that the student has been excused from completing this assignment. (This has no effect on the grade.)
* REDO: This means a summative assessment has been taken but failed. This requires a student to retake or redo the assessment according to the class policy. The REDO score code is tied to a 50%.
* Turned In Not Graded (TING): This means the assignment has been received by the teacher and is in the process of being graded. This acronym (TING) will only be used for large term papers or projects that will require a lengthy grading process. It will not be used for daily assignments.

Score Codes used in the Final Score Column Only:

* RD: This means a summative assessment has been taken but failed. This requires a student to redo the assessment according to the above policy.
* I (INCOMPLETE): This means a student has missed a summative assessment and her grade is frozen until the summative is completed.

Once a student has been given an INCOMPLETE for a missed summative; upcoming assignments should be graded, scored, but no adjustment to the overall grade should be made until the summative is completed.

**Contemporary Issues**

**Writing a Position Paper**

Purpose:

A position paper is a formal, written explanation that outlines and organizes one’s viewpoint on an issue. The paper submits a biased point-of-view, but is credible due to its use of evidence, facts, and logic. It is argumentative because it is based on a logical argument formulated by fact.

Structure:

1. Introduction: (20%)

- Summarize the issue and explain/introduce the topic.

- Finish with a Thesis statement (10% of 20%). The thesis states your position or point-of-view on the topic. The thesis informs the reader what viewpoint that you will be trying to support throughout the paper.

2. Development of Argument/ Body: (60%)

- Use evidence and facts from research to make your argument credible.

- Primary sources, secondary sources, quotes, statistics (creates credibility and authority)

- Utilize background information needed to understand the thesis

- Each paragraph should have a topic sentence which guides that paragraph, argument, idea while continuing to legitimize your original thesis.

- Each paragraph should transition from one paragraph to the next and build off each other when applicable. The paper should show progression.

3. Conclusion: (10%)

- Summarize and conclude your argument

- Restate your thesis idea

Other Requirements: (10%)

- 1-inch margins

- Times New Roman/ 12-Point Font

- Double spacing

- Heading with: Name, Date, Class, Teacher’s Name (single spaced)

- Proper grammar and sentence structure

- Check for spelling and grammar

- Turned into Mr. Bambenek...Not emailed to him.

Each paper will be given a different value or points determined by its size and how long we have covered the topic.

**Current Events**

**Class Film List**

Dear Parents,

The following is a list possible films which may be watched in class or assigned for viewing. Each film has been chosen to enhance the quality of the class and create greater understanding of the subject matter. By signing at the bottom, you are indicating that you are allowing your child to watch these films as well as other films chosen by Mr. Bambenek to create a more comprehensive academic experience.

Movie: Rating:

Outfoxxed: Rupert Murdoch’s War on Journalism NR (Not Rated)

Can Mr. Smith Get to Washington Anymore? NR (Not Rated)

Charlie Wilson’s War R

Inside 9/11 NR (Not Rated)

No End in Sight NR (Not Rated)

Iraq for Sale: The War Profiteers NR (Not Rated)

Munich R

Paradise Now PG-13

Crips and Bloods: Made in America NR (Not Rated)

Off the Record NR (Not Rated)

Who Killed the Electric Car? NR (Not Rated)

Freakonomics NR (Not Rated)

Inside Job NR (Not Rated)

Tapped NR (Not Rated)

Crude Impact NR (Not Rated)

A Place at the Table PG

The Square (Netflix Original) NR

Parent Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_

Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_

Student’s name printed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Mr. Bambenek’s Summative Assessment Retake Contract**

**All parts of the contract must be filled out for your request to be processed. You must complete this form on your own. Just because you filled a form out doesn’t automatically mean you may retake an assessment. You have until 3:15 the day you receive your rubric or test back to determine if you want to begin the retake process. You notify me of your intent to begin the retake process by completing and submitting this form. I will let you know within 24 hours if you can begin the retake process via email.**

**Name**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Class**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

You would like to make up the following **summative** **assessment**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Date** **taken** **listed** on PowerSchool: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Your **current** score: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

To be **eligible** to re-take the summative assessment you **must agree** to do the following and submit this form to Mr. Bambenek **no later than today’s date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**. All open lab dates below need be **within one cycle** from today.

1. Write a **5-6 sentence paragraph** on why you did not master the assignment. Be prepared to discuss with Mr. Bambenek your thoughts and reasons. This should be turned into Mr. B in an open lab on: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
2. Complete the **supplemental materials** that Mr. B will give you on: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
3. Complete the **re-assessment in Mr. B’s open lab on:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**New** score: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**By signing below:**

* You are committing to the above open labs **and accept the 1-D consequence if you miss**.
* You understand the **highest grade you are able to earn is a 90%.**
* You understand that your grade from the reassessment will become your new grade **even if your new score is lower than the original.**

**Signature**:

***X***

***Mr. Bambenek***

***Fall Semester 2016***

[***tbambenek@iwacademy.org***](mailto:tbambenek@iwacademy.org)

***Syllabus***

**Student Agreement**

I have read and understand the expectations Mr. Bambenek has set forth for my class. I agree to abide by these expectations. If I chose not to do so, I willingly accept the consequences of my decisions.

**Student Name (Printed): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Parent/Guardian Agreement**

I have read and understand the expectations set forth in Mr. Bambenek’s syllabus. I will support my daughter in her endeavors to meet these expectations. Likewise, I understand the consequences if she fails to meet the expectations.

**Parent/Guardian Name (Printed): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Parent/Guardian Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Optional**

**Contact Information**

Parents/Guardians –

Please fill out the bottom portion of this sheet so that I know the way you prefer me to contact you. This is not required, but it is appreciated. I look forward to working with you to help your daughter be successful in my class.

Thank you,

Mr. Bambenek

**Email Address:**  **Phone:**

1. Stearns, Peter N. "Why Study History?" *American Historical Association: The Professional Association for all Historians*. American Historical Association, 11 July 2008. Web. 29 Dec. 2009. [↑](#footnote-ref-1)