



Dear AICE Global Perspective parent,

In an effort to better communicate with my students and their parents I am asking you to read and respond to this document. I will e-mail updates every two weeks to parents and students. If you do not wish to receive these updates respond as directed at the end of this letter.

My first request is for you to email me that you give permission for your son/daughter to watch videos in the class room. The video permission form included at the end of this email is required by the district and is to inform you of the films I will **possibly** use this semester. There are instructions on e-mailing your permission along with **your e-mail** address later in this letter **or you can sign and print it and have your son/daughter return it to me**. There will be a class discussion on each of the films. These films and the discussion that will follow are designed to generate ideas for their essays. The course is designed to provoke new ideas and possible answers to questions that the course work poses. Video presentations are a powerful format to engage students. If you would like to preview the videos before giving your permission, you should still complete the permission form indicating that you do not give your permission and then amend your permission form after reviewing the films if you so choose. You can then e-mail the amended, signed permission form to me. **I must have a signed permission form before a student can view the videos.** I have books the student can read if they wish to read instead of watching the videos. Some students opt for that and it is fine with me. I will write a pass to the media center and they do not have to be in the class room or be noticed that they are doing another assignment. I have listed all the videos I plan to show in this class, time permitting. The administration is aware of my showing these films and I have submitted educational support materials to tie them to the state and county standards. I have used some of these films for more than ten years and they will be of great value in teaching American History. I enjoy watching them with my students and I have seen many of them over fifty times. I feel this visual component adds to the power of learning. I hope this gives you some insight into how these videos are utilized. Thank you for your interest and I hope this answers your questions about the process for allowing students to view selected videos.

Blue Gold - World Water Wars – Corporate control of water resources in the world.

Tapped – An examination of the bottled water industry

Is Wal-Mart Good for America? – Corporate retailers driving the market

Food, Inc. – Corporate profits/Healthy food – what we eat, how it is produced, who we are as a nation

Fast Food Nation – **An edited** and interesting look at the fast food industry based on the book

Blood Diamonds – Nominated for seven Academy Awards for showing the conflict in Sierra Leone over diamonds, child soldiers, and greed.

Very Young Girls – A documentary on child prostitution.

How I Fell in Love with a Fish – A Ted Lecture by Dan Barber on sustainable fish farming

My second request is to look at my website if you wish to know what we are doing this semester. The site is www.shshistory.com or you can Google it with my name, Dr. Sandra Cribfield. All assignments for the semester are located on the AICE Global Perspectives tab (then click on AS). A calendar for the entire semester is also under the calendar tab. Also on the web site are additional review materials, citation help, my biography, my contact information, video questions, supplemental reading assignments, links to important sources, and citation machine. So, if a student is absent or you are making plans to be out of town you can check the calendar to know what we are doing in class.

I am an experienced teacher and have taught high school history, geography, economics, and government. I have also taught AP American History and AP American Government. I have been teaching AICE for seven years, have attended twelve seminars on their teaching methods, and visited Cambridge University. I have taught Pre-AICE Global Perspectives, AICE Global Perspectives AS and A Levels, AICE American History AS and A Levels, and AICE International History. I taught American History, Political Science, Western Civilizations, and International Relations at State College of Florida. I have taught student teachers at West Virginia University, and Humanities for the graduate school at Marshall University. Read my web site under *meet the teacher* to find more about where and what I have taught.

The classroom has thirty computers in it, due to a grant I wrote eight years ago, to provide my students with computer access to Word and the Internet. There are rules they must follow to be able to use the computers, but they do not have to use them every day if they do not wish to word process their work. The students may e-mail their assignments to me from home via the Blackboard Network.

The syllabus is on my website, and on Blackboard for students and parents to refer to throughout the year. I will not waste the paper to print a syllabus for each student, but they are welcome to print one in the media center or at home. The course is designed to introduce the AICE student to writing, presenting an argument, source evaluation, and critical thinking. The course is developed around three papers required by Cambridge. The papers and course requirements are in the syllabus. The course will build on their basic reading skills and introduce new ones. All of them are applicable to their high school and college career and the world they will soon be moving into.

There are after school seminars to review material and assist in writing skills but most valuable would be one-on-one assistance on their essay and presentations skills for the successful completion of the AICE credit. These seminars are scheduled throughout the year. They are one hour long and are highly recommended. These seminars will give students that extra edge to be successful in an AICE course.

My third request is for BOTH your e-mail AND your son/daughter's e-mail addresses. Please provide your e-mail address if you wish to get my e-mails. They are blind e-mails so no one else will see your address. Please take a minute right now and e-mail me at sandy.cribfield@sarasotacountyschools.net. In the title line of the email please place the following information: 1) the name of the person who has each account so I will know whose e-mail it is, 2) your son/daughter's name, and 3) write AS AICE Global Perspectives. I will set up distribution lists and start emailing when I get them organized. Thank you for the information.

I look forward to a great year with your son/daughter. I hope this information is helpful.

To recap: **1)** Please remember to sign and return the video permission form (not available due to COVID, all documents must be electronic) **OR** send an email to me at sandy.crihfield@sarasotacountyschools.net putting your son/daughter's full name and the name of the course (AS AICE Global Perspectives) in the subject line and in the body of the e-mail type the words "video yes" if you are giving permission to see these films or "video no" if you are denying permission. **2)** Look at the calendar and tabs on the website so you will be familiar with the site, and **3)** Send two emails, if both you and your child, wish to receive emails about the class throughout the year. Send it to sandy.crihfield@sarasotacountyschools.net and put your name in the subject line, your son/daughters' name, AS AICE Global Perspectives, and your email address.

Sincerely,
Dr. Sandra B. Crihfield

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Dr. Sandra B. Crihfield

The SCHOOL BOARD OF SARASOTA COUNTY, FLORIDA
Informed Parental Consent Form

Instructions: Complete this form and return it to the school. It must be on file at the school before your son/daughter/ward will be permitted to participate in this activity.

I, _____ (parent/guardian) **DO** give my permission for
_____ (son/daughter/ward) to participate in the following
Please print

Class room activity:

PLANNED CLASS ROOM ACTIVITY AND CURRICULUM OBJECTIVES

- The student will possibly view these films to gain academic knowledge of the time period or topic.
- The student will be exposed to a visual component to enhance the learning experience.
- The student will be stimulated to create research questions, develop themes, question in depth topics, and broaden the scope of their understanding.

The following films may be utilized thought the course:

Blue Gold, World Water Wars, Tapped, Is Wal-Mart Good for America, Food, Inc., Blood Diamonds, Fast Food Nation, and How I Fell in Love with a Fish.

I understand that some of the instructional materials to be used in this activity may contain mature themes and/or language. If you have specific questions, please do not hesitate to contact me.

Sandra B. Crihfield

AICE Global Perspectives - SHS

Signature of guardian /parent _____ date _____

_____ (parent/guardian) **DO NOT** give my permission for my
_____ (son/daughter) to participate in the above listed class room
activity. I understand that he /she will be provided with an alternative lesson relating to
the same curriculum objective.

Signature of parent/guardian _____

date _____

Sandra B. Crihfield
AICE Global Perspectives - SHS