



Dear AICE Global Perspective parent,

Students do not have to have a special notebook or other particulars but I would strongly suggest that the students have a flash drive to save their work. The use of a lanyard or something large enough that they will remember it, might help in the many lost flash drives. If they would use Sarasota County 365, which is free on five devices, they would have access from home to school. Go to the county website <http://sarasotacountyschools.net/> and click on “students and parents” and on the drop down menu click on Office 365.

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.

The document attached is the video permission form. The video permission form 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 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 presentations and essays. The course is designed to provoke new ideas and possible answers to questions that face their generation, and video presentation is a powerful format to engage students. If you would like to preview the films that would be fine and you can e-mail a change in permission if you wish. I have books the student can read if they wish to read instead of seeing it on the screen. 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 films 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 Global Perspectives. 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 films are utilized. Thank you for your interest and I hope this answers your questions about them.

*Blue Gold - World Water Wars* – Corporate control of water resource 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

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

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

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

*Very Young Girls* - documentary on child prostitution.

I will also ask you to look at my website if you wish to know what we are doing this semester. The site is [www.shshistory.com](http://www.shshistory.com) or you can Google it with my name. All assignments for the entire year are located on the AICE Global Perspectives tab. A calendar for the entire year is also under the calendar tab. Also on the web site are additional review materials, citation help, my biography, my contact information, past Cambridge exams, Cambridge exemplars, SHS student samples of exemplary work, all unit instructions, 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 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 five years, have attended seven seminars on their teaching methods, and visited Cambridge University two years ago. I have taught Pre-AICE Global Perspectives, AICE Global Perspectives, AICE American History, 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 six years ago. This year the computers were updated and provide my students with computer access to Word 2016 and the Internet. There are rules they must follow to be able to use the computers. These computers just like their phones can be research tools but not game boards. All submitted work, research, essays, presentations, etc. must be word processed but they will have time to do this at school if they use the plan I have set out for them. The students may e-mail their assignments to me from home via the Blackboard Network. I also provide paper to print their assignments but I purchase this paper myself so I ask they do not use my printer to do other subject assignments. There are printers in the media center to process this work.

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, researching, team work, presenting ideas, and thinking. The course is developed around the three papers required by Cambridge. The papers and course requirements are in the syllabus. The course will build on the AICE History course skills and introduce new ones. All are applicable to their high school career and the world they will soon be moving into. This course is now required for all students entering the Cambridge program.

The video permission can be combined with my request for 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.crihfield@sarasotacountyschools.net](mailto:sandy.crihfield@sarasotacountyschools.net). In the title of the email please put your son/daughter's name, and the class they are taking to me. To save time signing the video permission form and returning it to me just say type "video yes or video no" in the body of the email. Please send a second email from your son/daughter's email address with the same information in the subject line. 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 semester with your son/daughter. I hope this information is helpful. Please remember to sign and return the video permission form **OR** in the body of the e-mail that you are sending me type the words "video yes" if you are giving permission to see these films or "video no" if you are denying permission. If you need to talk to me use the information on the website or the syllabus.

Sincerely,  
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, [REDACTED] (parent/guardian) **DO** give my permission for

[REDACTED] (son/daughter/ward) to participate in the following.  
Please print

[REDACTED]  
Signature of guardian /parent      date

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

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**OR**

[REDACTED] (parent/guardian) **DO NOT** give my permission for my

[REDACTED] (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.

[REDACTED]  
Signature of parent/guardian      [REDACTED]  
date

Sandra B. Crihfield  
AICE Global Perspectives - SHS