

POSSIBLE IMPACT OF DISTANCE-LEARNING

MR. BYERS' CLASSES SPRING 2021 SEMESTER

The Spring 2021 semester will be in a very different learning environment than is “normal” for high school. We BEGIN with remote-learning, and then (apparently) transition to a hybrid format. Yet, given circumstances, it is not clear how we may END the semester. Therefore, we must prepare for a range of learning issues. With this in mind, I have attempted to anticipate some questions and concerns you might have as we begin.

Impact on the types of **ASSIGNMENTS**:

- ❑ Since not all previously “normal” assignments can be done as effectively in a remote-learning format, we will be developing “work-arounds”. This will be new for all of us...so please be patient.
- ❑ The course syllabus lists several categories of assignments. Due to the unusual conditions and availability of resources, it is possible that not all of the categories will be assigned during both marking-periods. If we have in-person education, significant resources are available which could impact some assignments.

Impact on **GRADES**:

- ❑ On the course syllabus is a chart titled “Grade Distribution”. That does NOT mean the number of assignments will be proportional to the weight for each grade. In other words, a grading weight of 40% does not mean that 40% of all the assignments will be in that category. Some assignments have greater proportional impact.
- ❑ Be aware too that if NO assignments are given in a particular category, the computerized grading system will proportionally “adjust” the other categories to make up the difference.

Impact on class **PARTICIPATION**:

- ❑ Initial plans call for a specific 55-minute “time-window” for in-person or on-line contact sessions for each specific class. A “time-window” is reserved so that each class/period has a conflict-free time for testing or other critical activities (live lectures, Zoom meetings, etc.).
- ❑ Daily attendance WILL be taken (either in-person or through ZOOM). You WILL be accountable for attendance as well as academic performance. This may require you to have your camera ON to show your attendance.
- ❑ You should consider the assigned “time-window” a REQUIREMENT. You should be prepared (with class materials and have completed pre-class work) and be on-line for each class at the assigned “time-window”.
- ❑ Aside from the specific “time-window”, you will CERTAINLY also use other time to complete class work and preparation. In other words, school is NOT just that “time-window”. After all, this is high school!

Impact on **TESTING** and **QUIZZES**:

- ❑ Most of the accountable assignments (for a grade!) will be given in the specific “time-window” for each class. This is not really an optional requirement in the sense that you take it when you wish!
- ❑ It will be YOUR responsibility to contact Mr. Byers in the event of a real and actual emergency. Be aware that you will need to “earn” credibility...just like in real life. In other words, you cannot expect anyone to believe that an endless of crises are legitimate. Be responsible for your own education. After all, it really is YOURS! That is what being an adult is all about — taking responsibility.

WORLD HISTORY

SPRING
2021

MR. MARK
BYERS

IMPORTANT

Due to changes in the high school environment, be sure to carefully read the HANDOUT entitled: Possible impact of Distance-Learning.

INTRODUCTION:

This World History course is required in order for you to graduate from high school. As a high school student, remember that academic performance is your “job”...first and above everything else. You should keep it as the highest priority above athletics, artistic events, outside employment...and even above your “social life”!

TYPES of ASSIGNMENTS:

(1) Homework:

Social Studies classes requires more reading and writing than many other subjects. For each chapter, you will get a reading assignment (10-20 pages) from the textbook. Usually, you will have SOME time in class to work, but this course certainly requires at-home reading (regardless of your Middle School experience). Readings should be done **BEFORE** our in-class discussion and study. Help and clarification will be available **DURING** class. Take-home/on-line SECTION ASSESSMENT worksheets will help you work through the reading and highlight the most important material. This pre-class reading and study is **CRITICAL** so that you can understand and actively participate in class discussion and study. In fact, most times the assigned homework will be collected for a grade. The SECTION ASSESSMENT worksheets have a place for parents to sign for COMPLETED work. This can earn the student an extra 5%. It enhances parental awareness of class material and student-teacher accountability. You will also learn how to take notes with handouts, and develop your own style so that you can remember the most important information. This pattern of reading and study has a STRONGLY positive effect on final exam performance!

(2) Person/Event Papers:

During the semester, you will also complete Person/Event Papers. You will have some in-class time, as well as time in the Library, to work on these assignments. Step-by-step in-class instruction will guide you through these assignments. If you work well when you are actually **IN** class and the library...you will not have as much to do **OUTSIDE** of class to finish these assignments. However, it is YOUR choice...and responsibility! Due dates for major assignments will be given far enough in advance so that you can finish them...if you do not procrastinate!

(3) “120 Seconds of History” and other Student Presentations:

Verbal and visual presentations are also part of class as you develop public speaking and presentation skills. You may do several such assignments during the semester. Often, these allow you to sample and indulge in your own personal historical interests! Library research and in-class time will be scheduled. Students will choose (in consultation with Mr. Byers) a topic of interest to research and study and then make an oral/visual presentation to the class about their topic. There is no written assignment due with this project. You will only be graded on the material you verbally and visually present in class.

(4) Quizzes and **V-QUIZZES**:

- QUIZZES cover material from a smaller assignment or part of a specific chapter or topic.
- In-class/on-line videos usually include an attached QUIZ. Students are allowed, permitted, and encouraged to take notes during the video, and use them to take the QUIZ. So...by taking decent notes, the student can virtually guarantee a high score.
- Normally, there are bi-weekly **V-QUIZZES** (with social studies vocabulary) during the semester, with one **RE-V-QUIZ** (replacement) offered each marking period.
- Be aware that the term QUIZ covers a wide range of formats and assignments that can be graded.

GRADE DISTRIBUTION	
40%	<u>Tests</u> Several chapter Tests during each of the nine-week marking period.
30%	<u>Quizzes</u> Quizzes, V-QUIZZES , "pop quizzes", and other collected work.
15%	<u>Homework</u> SECTION ASSESSMENTS for the assigned sections of a chapter.
15%	<u>Projects</u> Person/Event Papers, "120 Seconds of History", and presentations.

(5) TESTS:

Tests usually cover one chapter and students may even have some in-class time to prepare and study. Tests usually have mini-essay/short-answer questions along with multiple choice, matching, completion, and true/false. Mr. Byers sometimes lets students use their notes during assessments. So, AGAIN, keep your notes and notebook up-to-date and organized. You never know when they might suddenly become VERY valuable!

DETERMINATION of FINAL CLASS GRADE:

Your effort level has a significant impact on your final class grade. The first marking period grade counts 40% towards your overall course grade, and the second marking period is worth 40%. Additionally, each World History class has the NC-FINAL EXAM. It counts 20% towards your final course grade. The NC-FINAL EXAM (if it is made available) is constructed by the state of North Carolina and not Mr. Byers. It is comprehensive and is centered on the Common Core expectations (available on-line) which is the focus of all material taught throughout the semester. It is also possible (at the date that this Syllabus was composed) that a Final Exam will be constructed by the ABSS system or Mr. Byers. Details will be made available with any formal decision.

— MR. MARK E. BYERS

CRITICAL NOTES TO PARENTS:

- Frequent contact amongst teacher-student-parent is ESSENTIAL to the overall success of the student. Parents should check Grades-on-Line frequently and they are ENCOURAGED to e-mail (mark_byers@abss.k12.nc.us) with any questions.*
- If we are in-person, printed PROGRESS NOTES will be sent home with the student at regular intervals. They can be SIGNED and RETURNED for some extra-credit to confirm that parents are aware of their child's academic status.*
- The OVERWHELMING reason for any student to fail this course is quite simple. Failing students do **NOT** DO assignments...and do **NOT** submit them for a grade. Often, this occurs with students who MISS many classes and do NOT make up missing work. That is called "personal responsibility" and is a STUDENT'S obligation. As I tell my students, "You are NOT in Middle School any more!"*
- I do not CREATE extra-credit assignments for students with low grades. See the Grading Guidelines HANDOUT for details.*