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Well, it’s not where we thought we’d be...

Even at the end of last year, many of us didn’t envision this is what Fall 2020 would look like. Given all of the changes we’re facing in the coming school year, I’m using this as an opportunity to approach US History in a different way. I am doing my best to create the most authentic and valuable learning experience I can. Even as curriculums and interactions change, I hope to promote skills that students can use in the future.
About me

- From Cecil County
- Graduated from St. Mary’s College of Maryland
- Live in Dover
- Teach every grade
- 18 month old and 4 year old at home
The digital environment

Schoology is the primary medium for distribution and management of coursework. This platform integrates google docs, which is familiar to most students. Every day students will log in and access the materials for the day, organized by both week and day. This platform and organization will be consistent across all classes to help students keep track of their academics more easily.

With less instructional time (both face to face and and student work time) certain curricular elements will we shortened. Instead, I am aiming to focus on cultivating skills that will serve students well in future courses.
Attendance and Participation

Students are expected to attend all synchronous learning sessions using video chat during the specified times. Students are expected to check in on schoology (simply log on and complete assignments) on asynchronous days. This can occur at ANY TIME during that day.

The attendance policy still applies to remote learning. If a student cannot attend because they have an excused absence (sick, doctor’s appointment, etc…) the parent is expect to contact the school via phone or email to make them aware.
# Communication and Office Hours

I encourage parents and students to maintain open communication lines with me. During office hours, students/parents can usually expect prompt responses from me. During this time, individual and small group instruction will also be utilized.

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<th>Monday</th>
<th>Tuesday</th>
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<tbody>
<tr>
<td><strong>Office Hours</strong></td>
<td><strong>Office Hours</strong></td>
<td><strong>Office Hours</strong></td>
<td><strong>NO OFFICE HOURS</strong></td>
<td><strong>Office Hours</strong></td>
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<tr>
<td><strong>8:00-10:15</strong></td>
<td>➢ Reteaching</td>
<td>➢ 1:1 or Group Tutoring</td>
<td>➢ Professional Development</td>
<td>➢ 1:1 or Group Tutoring</td>
<td>➢ Reteaching</td>
</tr>
<tr>
<td></td>
<td>➢ Small Group Instruction</td>
<td>➢ Professional Development-</td>
<td>➢ Collaborative Planning</td>
<td>➢ Small Group Instruction</td>
<td>➢ Student/Parent Meetings</td>
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<td></td>
<td>➢ Student/Parent Meetings</td>
<td>➢ Grading</td>
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<tr>
<td><strong>Lunch</strong></td>
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<td><strong>Teacher Lunch</strong></td>
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<tr>
<td><strong>1:30-2:00</strong></td>
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<tr>
<td><strong>Office Hours</strong></td>
<td><strong>Office Hours</strong></td>
<td><strong>Office Hours</strong></td>
<td><strong>NO OFFICE HOURS</strong></td>
<td><strong>Office Hours</strong></td>
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<tr>
<td><strong>2:00-3:30</strong></td>
<td>➢ Reteaching</td>
<td>➢ 1:1 or Group Tutoring</td>
<td>➢ Professional Development</td>
<td>➢ 1:1 or Group Tutoring</td>
<td>➢ Reteaching</td>
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Grading Policy

- Progress Assignments (classwork assignments) are 50% of the grade. Mastery Assignments (tests, quizzes, projects) are 50% of the grade. There are no final exams this semester.
- Students can still retake/makeup exams that they scored less than a 70% on to up to a 70%.
- When students do not complete work the assignment is recorded as a zero.
- Assignments can be submitted up to three days late. For each day late, the assignment will be dropped 10%. All missing work for a unit should be submitted before the assessment.
Expectations and Norms

Students should complete their work individually, unless otherwise directed by the teacher. Assignments submitted should always be the students’ own work, words, and ideas.

Assignments should be completed by the posted due dates. Unlike last semester, this semester is designed with more structure and accountability.

According to the QACPS meeting norms, students are expected to engaged and participate in online learning, including using their audio video during live classroom sessions.
What if?

My student gets disconnected?

Students should make every attempt to reconnect and contact the teacher to let them know that they’re trying. If this is a consistent problem, the school will take further measures to help ensure that student can engage effectively.

My student has work during synchronous learning?

Students should make every effort to attend the live sessions. Work completed during these times may need collaboration between students.
Click on the underlined course name to jump to information

- **Honors US History Semester**
- **US History Semester**
- **Honors US History Hybrid Yearlong**
- **AP Psychology**
This course is a survey of United States History, covering industrialization to present day. In chronological order, we will examine the political, social, and economic factors that have impacted the United States. As an Honors course, students are expected to adhere to a high standard of academic rigor in preparation for future AP classes and post-secondary education. The Honors course has increased opportunities for reading and in-depth analysis. In addition, students will be working to improve their academic writing skills to meet the demands of history-specific questions.
US History: Period 2

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<tbody>
<tr>
<td>2nd Period</td>
<td><strong>Synchronous, Teacher-led Learning</strong></td>
<td><strong>Asynchronous Learning</strong></td>
<td><strong>10:30-10:40 Check-in 2nd Period</strong></td>
<td><strong>Synchronous, Teacher-led Learning</strong></td>
<td><strong>Asynchronous Learning</strong></td>
</tr>
<tr>
<td>11:05-11:50</td>
<td>Office Hours for 2nd</td>
<td>Review expectations, student check-in</td>
<td></td>
<td>Office Hours for 2nd</td>
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This course is a survey of United States History, covering industrialization to present day. In chronological order, we will examine the political, social, and economic factors that have impacted the United States in the 20th century. The digital learning environment will focus on skill building and critical thinking supported by the curriculum.
# Hybrid Honors US History

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<tbody>
<tr>
<td><strong>3rd Period</strong>&lt;br&gt;11:55-12:40</td>
<td>Synchronous, Teacher-led Learning</td>
<td><strong>No class</strong>&lt;br&gt;10:45-10:55&lt;br&gt;Check-in&lt;br&gt;Office Hours for 3rd Period&lt;br&gt;Asynchronous Learning</td>
<td>Synchronous, Teacher-led Learning</td>
<td>No class</td>
</tr>
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Hybrid A

Hybrid A

This course is a survey of United States History, covering industrialization to present day. In chronological order, we will examine the political, social, and economic factors that have impacted the United States. As an Honors course, students are expected to adhere to a high standard of academic rigor in preparation for future AP classes and post-secondary education. The Honors course has increased opportunities for reading and in-depth analysis. In addition, students will be working to improve their academic writing skills to meet the demands of history-specific questions.
This course is designed as a college-level Psychology program. Students study in preparation for the AP Exam in May. Psychology, the scientific study of human behavior and mental processes, stands between the social and biological sciences; therefore, unique to many of the courses that students experience in high school. The course not only gives insight to how and why our bodies and minds work the way they do, but also exposes students to research methods, theoretical frameworks for development, and debates going on in the modern world.