

HANSON'S CLASS SUBSTITUTE PLAN

19-22 March 2018

This Word document is interactive so electronically if you click on ctrl + the link, you will go to the site.

Welcome to my Biology, U.S. History and Seminar Classes. I have students from 9-12 in my Biology and 11th graders for U.S. History. They are very familiar with my class and academic routine, so feel free to ask them if you are not sure. If you need anything, please call me at 348-869-1825, or e-mail at:

serenatasi7@gmail.com

1. Computers and LAPTOPS: I have laptops plugged the COWS cart in the front of the class and reserved for all three classes. The combination is 35 right, 9 left, and 3 right.

a. There are two desktops and two laptops that students can use on the lab benches.

b. I have 20 laptops in the COWS cart that connect to the internet and the students can use. These are on the first shelf. **IMPORTANT: Insure that the laptop cart is always charging. Mrs. Tyler will show you how to do this.** At the end of the day, insure that all the laptops are plugged in and charging and you have pressed the charging button inside the laptop cart and then lock it.

2. EMERGENCY PROCEDURES: Next to my refrigerator is a blue backpack and a red first aid kit. In the backpack is an Emergency Folder with procedures for all emergencies. Also a student roster for all my classes is found in the folder.

IMPORTANT: You will have an evacuation drill on Monday 19 March. You will need to take the Emergency Folder and students to the designated area. Please follow the other Science teachers and their classes out my door and to the right.

3. Your CAC card goes in the slot on the keyboard or you can have a student log on for you, but insure that you use the computer every 30 minutes or it will lock.

If this happens you will have to just restart it, and have another student log on. Log on to the computer. Use the projector remote on my desk to turn on the projector (at the end of the day, insure the projector is turned off). Once the projector is on, you will be able to use my smartboard. When watching a video, you must have the student turn off the light switch at the door that turns off the light above the smartboard so they can see the images. Please insure that only one light switch is on during class as it is easier to see the smartboard with my website up. The right light switch is the best to leave on to see the smartboard so the middle ceiling light above the smartboard is off. If you need the fan, the little remote for the Dyson fan is on my desk too. There are two ways to adjust the volume for my smartboard, the lower left portion of my desktop monitor has a volume adjust, and on the right speaker of the smartboard. Insure that students can hear when you play a video during classes (I like short video clips to introduce topics).

4. Insure you take attendance. Mrs. Tyler has my username and password to ASPEN attendance and also Gradespeed

20-21 March A-Day: Biology Period 1 and 2 (7:50-10:50am) and Period 4 (1:00-2:25pm); B-Day Period 5 (0755-0915)

1. Bring up my Biology Website at: <http://mrhansonsbiology.weebly.com/>
Click on the 3rd Quarter Tab, and scroll down to 20-21 March Class period. This is your lesson plan for this class. Follow the directions here and on the website.
2. Click on the Assignments Slide to show students what their priorities are for today. Then follow the plan.
3. From my website:
 - a. **DoDEA Standard (Genetics): Bd.9 - Students will demonstrate an understanding of the molecular basis of heredity. Comparing DNA and RNA in terms of structure, nucleotides, and base pairs; summarize the relationship among DNA, genes, and chromosomes; explain how DNA functions as the code of life and the blueprint for proteins, and summarize the basic processes involved in protein synthesis (including**

transcription and translation).

Click [here](#) for Mrs. Tyler's Presentation.

Click [here](#) for today's Homework Assignment Slide.

1. **SUBSTITUTE TEACHER:** Click [here](#) for your lesson plan for 19-22.
 - a. Today you will be teaching a lesson on the discovery of DNA from the textbook pages 212-214. Griffith's Transforming Principle, Avery identifies DNA, and Hershey and Chase's confirmation. The lesson plan is below and the video resources are there.
 - b. Students will take notes in their Science Notebooks: Show the videos in sequence. Introduction to DNA is the first two. Teach Griffith's experiment and then show the video, teach Avery's experiment, then teach Hershey and Chase experiment. Then Q and A.
 - c. Discuss the guidelines for Blood Typing Inheritance Project below. Assignment is due on 26 March and I will not receive late projects.
 - d. Students will need to complete Section 8.1 in their Workbooks, then they can work on their Project.
 - e. A-Day classes for Biology are Period 1 (0750-0915), Period 2 (0930-1050). My Period 3 class is U.S. History for Juniors. Click [here](#) for the U.S. History Website. Lunch is 1215-1300, and Prep from 1300-1425.
 - f. B-Day classes for Biology are Period 5 (0750-0915), Period 6 (0930-1050).
2. **Section 1 Identifying DNA as the Genetic Material:**
 - a. **Key Concept:** DNA was identified as the genetic material through a series of experiments.
 - b. **Main Ideas:**
 1. Griffith finds a "transforming principle".
 2. Avery identifies DNA as the transforming principle.
 3. Hershey and Chase confirm that DNA is the genetic material.
 - c. **Terms:** Bacteriophage
 - d. **Focus on:** Griffith's experiments figure 1.1, Microbiology, Avery's discoveries in figure 1.2, Avery's qualitative tests, chemical analysis, enzyme tests, Hershey and Chase's experiment #1 and #2.

CLICK HERE FOR THE TED ED "IS DNA THE FUTURE OF DATA STORAGE.

2. Click [here](#) for the video on What is DNA?
3. Click [here](#) for the video on DNA and how it works. This one shown in class.
4. Click [here](#) for Griffith's experiment. This one shown in class.
5. Click [here](#) for the Khan Academy video on: Hershey and Chase conclusively

show DNA genetic material.

6. Click [here](#) for the DNA Learning Center - this is a great resource on everything DNA. And click [here](#) for DNA interactive simulator.

7. **CLASSWORK:** Complete Section 8.1 in your Science Workbook today.

8. **HOMEWORK:**

a. Log onto Schoology [here](#), and complete Section 8.1 Homework due by 22 March before your next class. You must read your textbook Section 8.1 first.

b. Vocabulary Assignment in Quizlet for Section 8.1 due on the day of the Chapter 8 Test.

4. At the end of the day, insure the computers are plugged in and charging, lock the COWS cart up, log off computer, insure that Smartboard is off, and lock my door.

5. I will provide you a separate B-Day Lesson plan for my U.S. History class which takes place from 10:50-12:15.

22 March A-Day: Biology Period 1, 2, 4

DoDEA Standard (Genetics): Bd.9 - Students will demonstrate an understanding of the molecular basis of heredity. Comparing DNA and RNA in terms of structure, nucleotides, and base pairs; summarize the relationship among DNA, genes, and chromosomes; explain how DNA functions as the code of life and the blueprint for proteins, and summarize the basic processes involved in protein synthesis (including transcription and translation).

Click [here](#) for Mrs. Tyler's Presentation.

Click [here](#) for today's Assignments Slide.

1. Section 2 Structure of DNA:

a. Key Concept: DNA structure is the same in all organisms on Earth.

b. Main Ideas:

1. DNA is composed of four types of nucleotides.

2. Watson and Crick developed an accurate model of DNA's three-dimensional structure.

3. Nucleotides always pair in the same way.

c. Terms: Nucleotide, double-helix, base pairing rules.

d. Focus on: Biochemistry, the four nucleotides and their chemical structure, Figure 2.1 know, Watson and Crick's model of DNA and the discovery of DNA by Rosalind Franklin using x-ray crystallography, the double-helix, chemical bonds, base pairing rules in figure 2.4.

2. Click [here](#) for the video on DNA structure and function. Shown in class and on your test.

3. Click [here](#) for the video on base pairing rules. Shown in class.

4. Click [here](#) for the diagram of the chemical structure of the four nitrogenous base pairs.

5. Click [here](#) for the video on discovery of DNA.

6. Click [here](#) for the TED-Ed video on Rosalind Franklin. Shown in class.

7. Click [here](#) for the music video: DNA, Fantastic! Mr. W's DNA Rap - THIS VIDEO MUST DURING THE LAST 4 MINUTES OF CLASS TODAY.

8. **CLASSWORK:** Complete Section 8.2 in your Science Workbook today.

9. **HOMEWORK:**

a. Log onto Schoology [here](#), and complete Section 8.2 Homework due by 26 March before your next class. You must read your textbook Section 8.2 first.

b. Vocabulary Assignment in Quizlet for Section 8.2 due on the day of the Chapter 8 Test.

19 and 21 March B-Day: U.S. History Period 7

(10:55am – 12:15pm)

For both days I have reserved my laptop cart so my students can use the laptops during these two classes.

19 March:

1. Bring up my U.S. History Website on the Smartboard:

<http://mrhansonsnhswildcatushistory.weebly.com/>

2. Go to Third Quarter tab, and scroll down to 19 March lesson plan.

3. You will also need to have Schoology up and running, Mrs. Tyler will help you with the Online Teachers Edition resources for Chapter 15 Lesson 1.

19 March 2018: Chapter 15 The Progressive Movement (1890-1920)

*****Native American's of the West Project Presentations continue after I return.**

Lesson 1 The Roots of Progressivism

Start with "Step into Place" DBQ on page 408 - have students open their textbooks: You read the question, have a two students read the two primary source statements from President Theodore Roosevelt, and Gifford Pinchot.

Then on page 409, Analyze the map and ask the following questions in your Teachers Edition on page 409 and in their textbook:

1. What is the value of a national parks system?
2. As the United States became an industrialized nation, how did the government address the rapid exploitation of public lands and natural resources?
3. How was the national parks system an example of progressive philosophy?

Substitute Teacher: Mrs. Tyler will bring up the Teacher's Edition online textbook and the resources for Chapter 15 Lesson 1 you will use for this lesson - each resource you will need to illicit class discussion. Use the following: Social Problems Interactive, William Jennings Bryan and J.P. Morgan Video, Muckrakers Interactive, Social Problems and Progressive Solutions Interactive, Womans Suffrage Movement Interactive, and also the Map Interactive, Child Laborer Interactive, and Florence Kelley Interactive Bio. Insure from the text that you have a student read the Biography of Susan B. Anthony, and Florence Kelley.

1. Essential Questions: Can Politics fix social problems? Progressivism.
2. Academic Vocabulary: Legislation, advocate, lobbying.
3. Content Vocabulary: Muckraker, direct primary, initiative, referendum, recall, suffrage, prohibition.
4. People, Places and Events: What is a progressive and who were they? Who were the Muckrakers? How was government reformed and made more efficient? Robert M. La Follette, Woman's Suffrage 1869-1920, Susan B. Anthony, Alice Paul, Florence Kelley, National Women's Party, National American Woman Suffrage Association (NAWSA), Societal reforms - child labor laws, health and safety codes, The Prohibition Movement (banning alcohol), Progressives and Big Business clash, Sherman Antitrust Act of 1890, Interstate Commerce Commission (ICC), Eugene V. Debs.
5. Guiding Questions:
 - a. Who were the progressives, and what did they believe caused social problems?
 - b. How did progressives hope to make government more efficient and responsive to citizens?
 - c. Why did the progressives support the woman suffrage movement?
 - d. What problems did social-welfare progressives attempt to reform?
6. Click [here](#) for the Crash Course video #27 on Progressivism. Show this one in class.
7. In-Class Assignment: Page 419 Making Generalizations - students will need to log on to Schoology [here](#) to complete this short classwork assignment.

8. HOMEWORK ASSIGNMENT: Chapter 15, Lesson 1 on Schoology. This assignment will be due on 21 March. Click [here](#) for the link to Schoology.

21 March:

1. Bring up my U.S. History Website on the Smartboard:

<http://mrhansonshswildcatushistory.weebly.com/>

2. Go to Third Quarter tab, and scroll down to 21 March lesson plan.

3. You will also need to have Schoology up and running, Mrs. Tyler will help you with the Online Teachers Edition resources for Chapter 15 Lesson 2.

21 March 2018: Chapter 15 The Progressive Movement (1890-1920)

Lesson 2 Roosevelt and Taft:

Substitute Teacher: Mrs. Tyler will bring up the Teacher's Edition online textbook and the resources for Chapter 15 Lesson 2 you will use for this lesson - each resource you will need to illicit class discussion. Use the following: Food and Drug Regulation Interactive, Theodore Roosevelt Video, Upton Sinclair Interactive, Roosevelt and Trusts Interactive, Gifford Pinchot Interactive.

***For the Video on Theodore Roosevelt - Pass out the Packet - Video Worksheet for students to complete. Also students will have to complete The Jungle by Upton Sinclair Primary Source Activity and The Progressive Movement Environmentalism. These will have to be completed by the end of class.

- 1. Essential Questions: Can politics fix social problems?**
- 2. Academic Vocabulary: Regulate, environmental.**
- 3. Content Vocabulary: Social Darwinism, arbitration, insubordination.**
- 4. People, Places and Events: Theodore Roosevelt - the youngest President at 42 years old, Roosevelt takes on Trusts - J.P. Morgan, Northern Securities, Commerce Clause, U.S. vs E.C. Knight 1894, Coal Strike of 1902, Regulating Big Business, Conservation - environmental, Gifford Pinchot, Newlands Reclamation Act, United States Forest Service, National Park Service 1916, Roosevelt's Bully Pulpit, President William H. Taft angered progressives, Taft's accomplishments.**
- 5. Guiding Questions:**
 - a. How much do you think a president's personal beliefs should shape national policy?**
 - b. Why did President Roosevelt support conservation?**
 - c. How did President Taft's beliefs differ from the progressives?**
- 6. Click [here](#) for the Biography of Theodore Roosevelt. Show in class.**
- 7. Click [here](#) for Theodore Roosevelt and the Panama Canal. Show in class.**
- 8. Click [here](#) for Theodore Roosevelt National Parks. Show in class.**

9. HOMEWORK ASSIGNMENT: Chapter 15, Lesson 2 on Schoology. This assignment will be due on 23 March. Click [here](#) for the link to Schoology.

19 and 21 March Period 8 Seminar (1:00-2:25pm):

On 19 March there will be an evacuation drill. I have already let my students know and Mrs. Tyler. The Evacuation plan is in the Sub folder. You will need to use this.

During Seminar students are allowed to listen to their music on their phones and headphones as they study. Some of the students try to use the time to socialize with each other. If they are working together on an assignment that's great. All of them have assignments to complete and even my top students are catching up. **BOOK CHECK OUT:** There is a checkout sheet for my Biology and U.S. History books. Sometimes students will come in and borrow, insure that they sign them out on that sheet and put what seminar teacher they are going to. They have to bring back at the end of seminar. Students in my seminar can use the laptops, **BUT UNDER NO CIRCUMSTANCES ALLOW ANYONE EXCEPT A TEACHER TO TAKE A LAPTOP OUT OF MY CLASSROOM DURING SEMINAR.** At the end of Seminar, have students straighten my room and push in chairs. Don't let them pack up early. I like to give them a 2 minute warning. After class you are basically done for the day. Insure the laptops are plugged in and charging by pressing the charging button so that the first light on the top of the cart will light – that is the first tray in the cart. Lock it up and secure my room.

Thanks Charles and Nicole for helping me and my students this week.

Chris Hanson