

HANSON'S CLASS SUBSTITUTE PLAN

19 February 2019 Period 5, 7, and Seminar

This Word document is interactive so electronically if you click on ctrl + the link, you will go to the site. Thank you for being my Sub Teacher.

Welcome to my Biology Classes and U.S. History Class. I have students from 9-12 in my Biology and Junior's for 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: YOU WILL NEED LAPTOPS TODAY because my students will have a classwork assignment ON SCHOOLGY. I have laptops plugged the COWS cart in the front of the class. The combination is (see the hard copy of this plan in my Lesson Plan folder).

IMPORTANT: Insure the laptop cart is always charging. There is a yellow button that you have to push at the right top just inside the door, and then you will see the first white lite on the top of the laptop cart come on. At the end of the day, INSURE THAT EACH LAPTOP IS SHUT DOWN – YOU WILL HAVE TO DO THIS FOR EACH LAPTOP. Then 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.

a. There are eight laptops that students can use on the lab benches.

2. EMERGENCY PROCEDURES: On my desk 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 need to take the Emergency Folder and students to the designated area if there is an emergency. 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 if they logged on for you. Log on to the computer. Use the white 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 black remote for the Dyson fan is on my desk too. There are two ways to adjust the volume for my smartboard, the lower right 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. In my sub folder are the class rosters.

19 February: U.S. History Class Period 5 (0750-0915) No Period 6 class.

5. [19 February 2019: Chapter 11 Settling the West \(1865-1890\)](#)

Click [here](#) for the Slideshow of the West. Will use in class over the next two weeks.

Have students open up their textbooks to this lesson. Have a student read outloud the DBQ on page 302-303, then ask the question of the class. Have students take a look at the map of the Battle of the Little Big Horn. Read the guiding questions below for this lesson. Next play the Crash Course video on Westward Expansion. Finally, let students know they must complete their homework assignment

[Lesson 1 Miners and Ranchers](#)

DBQ on page 302-303 - Sitting Bull and General George A. Custer. The Battle of the Little Bighorn 1876.

1. Essential Questions:

a. Why would people take on the challenges of life in the West?

2. Academic Vocabulary: Extract, adapt, prior.

3. Content Vocabulary: Vigilance committee, hydraulic mining, open range, hacienda, barrios.

4. People, Places and Events: Mining industry, boomtowns, Henry Comstock, Virginia City Nevada, Statehood - Colorado, Nebraska, Oklahoma, North and South Dakota, Wyoming, Montana, Idaho, Washington, Utah, New Mexico, Arizona, Nevada, and California, Tombstone Arizona, Marshal Wyatt Earp, development of mining technology to remove minerals, environmental impact of mining, ranching and cattle drives in the Great Plains, barbed wire, Southwestern settlements, Spanish vaqueros, impact on Hispanic residents and Native Americans, Californian Mariano Guadalupe Vallejo.

5. Guiding Questions:

a. How did mineral discoveries shape the settlement of the West?

b. Why was cattle ranching an important business for the Great Plains?

c. What was the relationship like between Hispanics in the Southwest and new settlers?

6. Click [here](#) for the Crash Course video #24 on Westward Expansion.

7. Click [here](#) for the History of Virginia City, Nevada.

8. Click [here](#) for the History of the Cattle Drive and Ranching in the West.

9. **HOMEWORK ASSIGNMENT: Chapter 11, Lesson 1 on Schoology. This assignment will be due on 19 February. Click [here](#) for the link to Schoology.**

*****In my sub folder Once students are finished, please have them log off their computers and plug them in for charging for my Period 7 class. You will need to hit the yellow charging button just inside the laptop cart so that they are charging - the first white light on the top of the laptop cart will show that the first tray is charging.**

19 February : Biology Period 7 (10:50-12:15) LUNCH IS FROM 12:15-1:00**

******I have a new student coming to this class named Giovanni Garcia. I have his textbook on my desk. Please pull him up to my desk and tell him that he will need his textbook to complete his homework assignments and to take it home. Also inside the textbook, I have a copy of my website address and Schoology address, as well as a Syllabus Acknowledgement form that he and his parents need to sign and return to me.**

1. Bring up my Biology Website at (This is my lesson plan for Biology Periods 7): <http://mrhansonsbiology.weebly.com/>

Click on the 3rd Quarter Tab, and scroll down to 13 and 19 February Class period. This is your lesson plan for this class AND I HAVE NUMBERED IN ORDER WHAT I WOULD LIKE YOU TO DO THAT CORRELATES WITH THIS LESSON PLAN. Follow the directions here and on the website.

SMARTBOARD: turn on and use for the classes as students will be viewing content.

2. Show the Assignments PowerPoint Slide on my website to show students what their priorities are for today and due dates for assignments. Please read this to them.

3. From my website:

Follow the lesson plan on the website (or see below my plan).

IMPORTANT: Insure that there are 3 laptops from the laptop cart on each desk.

a. Jeff Wood was asked to come down to help you get on Kahoot.com. You will first need to log on to my Google Drive. My username: My password is: (See the hard copy of this in my lesson plan folder) Please do not share this with anyone. Once you bring up my Google Drive, then you can bring up a Google tab and type in kahoot.com , then click Login. Now you are in. Click on the Kahoots tab up top, then Biology Folder, then click on the play button for Mendelian Genetics. Select a student who will be the Kahoots master at my desk and how knows how to play the game. Students will compete for prizes using the Kahoot program. Log on to kahoot.com and play Kahoots by typing in the code and your call sign. Good luck students on your Chapter 6 Genetics review. Let students know that every question on the Kahoot game will be on your test. At the end, the top 5 students get to pick from my prize box just**

under the smartboard.

b. After Kahoots, students will complete their Monohybrid and Dihybrid cross activities in class for 20 minutes.

c. Insure your Chapter 6 Quizlet assignment and notes are completed before the Chapter 6 test.

d. Your Chapter 6 Test is on 20-21 February (B-Day and A-Day) in class. All the terms in Chapter 6 will be on the test. In addition, you will need to study the phases of Meiosis including crossing over and independent assortment that lead to variation in the offspring, and monohybrid crosses and how to predict traits using a Punnett Square. The diagrams in my instructional presentations will be on your test. Questions will be taken from the Figure's in Section 6.1 through 6.6.

4. For 30 minutes on students will continue to write their Experimental Design AP Cellular Respiration Lab. This Lab is worth 15% of your 3rd Quarter grade. You will design this lab yourself and you will be working with a partner for this assignment. Students will be using three different types of seeds (Mung Beans, Kidney Beans, and Black Beans) to investigate and measure the amount of CO₂ produced in the mitochondria of these cells during cellular respiration. They will first need to germinate the seeds which will take about 3-4 days. After germination, some of these seeds will be soaked in water, others in salt water solution, and some in normal room temperature and others in cold refrigerator temperature. They will then measure the rate of respiration, collect their data, graph their data, analyze it, and make conclusions. You will be using the Vernier Labquest computers and the CO₂ sensor to measure cellular respiration rate.
5. Click [here](#) for the Lab guidelines with sample data. This contains sample data and graphs.
Click [here](#) for the Lab guidelines with the Open Inquiry questions that you will need to answer.

- a. Create a Google Document and entitle it: AP Cellular Respiration Lab, your names, and period #. Share this document with christopher.hanson@student.dodea.edu.
- b. First write a researchable question. Then complete your research online regarding Cellular Respiration. You will need to write your lab in the same format as your AP Catalase Lab from the 2nd quarter. You can use that as a template.
- c. Next, write your Scientific Hypothesis (prediction). Do not use personal pronouns in your hypothesis. Click [here](#) for the Hypothesis Guide. Remember, the first part of your hypothesis is explaining your independent variable or the change you are making and the details of that change. The second part of your hypothesis is explaining/predicting the result of that change and what and how you are measuring it (include units of measurement)
- d. Identify your Independent, Dependent, and Controlled variables.
- e. Write the outline for your lab. It should include, your question, your hypothesis, variables (Independent, Dependent, Control or Constant), materials list, step-by-step procedure, safety concerns, data table, analysis questions, and conclusion (was my hypothesis correct/incorrect and why).
- f. You will graph your data using Google Spreadsheet, and copy your graph into your lab sheet.
- g. Lab will be due on 1 March all classes.
- h. At the end of class, have two students insure that all the laptops are plugged in and charging, you will need to check.

SEMINAR 1:00-2:25pm:

I have 13 students in my seminar. I have only requested one student Dontrell Towns to come to my seminar and work with one of my Seminar students Thomas Larivee. Insure that

Dontrell comes down. He is in Vince Gilfoy's Seminar and if he does not come down within the first 10 minutes, call Vince at 629-7523.

****At the end of the day insure that my ALL OF MY LAPTOP computers shut down and are plugged in and press the charging button just inside the upper right side of the first tray in the laptop cart, the button is yellow, lock the COWS cart up, log off computer, insure that Smartboard is off, and lock my door.**

Thank you very much for helping today.