

HANSON'S CLASS SUBSTITUTE PLAN

20-23 March 2017

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

Aquarium: Please feed my fish on 20 Mar and on 23 Mar. The food is on my desk. I think that Kaitlyn Romanowski in Period 1 is doing this, but you will have to do this on Monday morning. Thanks.

1. LAPTOPS: I have reserved Mrs. Peterson's (Next door to my classroom) laptop cart for 20 Mar (Period 5 only 4 Laptops), and none for Period 6 as you will be taking these two classes to the Library to take their Chapter 8 Test. 21 Mar Period 1, 2, and 3 Mrs. Peterson's Laptop Cart. 22 Mar Period 5 and 6 Mrs. Peterson's Laptop Cart, and 23 Mar Period 1,2,3 Mrs. Peterson's Laptop Cart. Please go get the cart and bring it to my room, plugged in just behind my desk in front of my white recycle containers. Mrs. Peterson has the key to the laptop cart. Laptops must be plugged in and charging during the day. Students will use them throughout the day in my class and other classes. At the end of the day, insure that the laptops are all shut down completely so they do not overheat at night, placed in the laptop cart, plug them in and charge them, and locked up. And bring the laptop cart to Mrs. Peterson next door. Insure the cart is plugged in and charging there. If Mrs. Peterson should be sick, you can get the key from the front desk and bring the cart over.

*****NOTE:** On 20 Mar, my Biology Period 5,6 will be taking their Chapter 8 test on From DNA to Proteins in the Library.

2. EMERGENCY PROCEDURES: In front of my Smart board 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.

3. Your CAC card goes in the right side slot in the laptop. 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).

20 March B-Day: Biology Period 5 and 6 (7:50-10:50am)

1. Bring up my Biology Website at:

<http://mrhansonsbiology.weebly.com/assignment-schedule.html>

Click on the Second Semester Tab, and scroll down to 17 and 20 March class.

This is your lesson plan for this class. Follow the directions here and on the website. Students will be taking their Biology Chapter 8 From DNA to Proteins test online using Schoology in the library. I have reserved the library for these two Biology classes on 20 Mar. NOTE: the librarian is on leave, so if the library door should be closed, you can get the key from the front desk.

2. Click on the Assignments Slide to show students what they need to do for their test. Tell them that they have this class period only to take their test, there will be no additional time. Must use their time wisely. Then take them to the library right away.

3. Biology Test:

- a. I will insure that the test is activated only for their periods while I am in Germany. And deactivated 30 minutes after their classes are over for each day.
 - b. They cannot use their textbook, only their Science Notebook that has their notes in it. Insure that they log onto Schoology only and do not have any other websites up during the test (no gmail, chat, or google drive)
 - c. When they are finished, they must work on their DNA/RNA Protein Synthesis Project. No cell phones or headphones allowed during testing.
 - d. My Period 6 class has Heather Head and Faith Davidson. They are allowed extra time and can use their textbook if they wish. They can also take their test in the Resource Room. I will send an E-mail to the SPED teachers to come down and get them.
 - e. At the end of the period have all students turn off their monitors, push in their chairs for the librarian.
4. Here is the Lesson plan found on my website:
- a. **20 March Substitute Plan:**

- a. Show this **PowerPoint slide** showing their assignments.

- b. Bring my Period 5 class to the library right after the morning announcements at 0755am. Students can use their notes only in their Science Notebook on this test, not any other resource. They will log onto Schoology and take their test. Insure that they do not have any other websites tabbed on their screen. I will have activated the test already and will shut off the test. If any students are absent for the test, please write their names down so they can test during seminar or during their next class period. Once students are finished, they can work on my assignments only - their DNA/RNA Protein Synthesis Project, or Extra Credit.

IMPORTANT: My Period 5 class is large, so you may need 4 additional computers, which I have reserved from Mrs. Peterson's COWS laptop cart, send two students to bring them to the Library, then return them to the cart.

- c. My Period 6 Biology class is the same as above but starts at 0930am.

- d. Seminar Class: You will have students that will need passes to come in and use my desktops and laptops to take their tests or work on assignments. Please give them a pass and insure they give you the pass back. One of my U.S. History students Kaylen will need to come in and take her Chapter 11 test which she can use any resource to take (online or textbook).

1. Students will take their Chapter 8 Test today in the Library - I have

reserved. All terms from Chapter 8 will be on the test. You will only be able to use your notes on the test. Mr. Hanson will grade your notes and your vocabulary on the day of your test. Study: Griffith's Transforming Principle, Avery, Hershey and Chase confirm DNA is the genetic material, bacteriophage, the structure of DNA, the nucleotide, the 4 bases, Figure 2.1 the pyrimidines and the purines, Chargaff's Rules, Rosalind Franklin, Watson and Crick, Figure 2.4 base pairing rules, DNA replication, DNA polymerases, the replication process on page 222-223, Transcription, the Central Dogma, RNA is different than DNA, RNA polymerases, Messenger RNA (mRNA), Transfer RNA (tRNA), Ribosomal RNA (rRNA), the process of Transcription on page 226-227, how is transcription process similar to replication, Translation, the Triplet Code and the Codon, Figure 5.1 RNA Codons on page 230 - know how to read this, start codon's and stop codon's, how amino acids become a protein, tRNA and the anticodon, the process of Translation on page 232-233, Gene Expression and Regulation, how do Prokaryotic cells turn genes on and off by controlling transcription, on page 235 know how they are switched off and on in the diagrams, what is a promoter, and an operon, know how Eukaryotic cells regulate gene expression at the many points from Figure 6.1 - how is transcription started and then mRNA processed in Figure 6.2, what are exons and introns, what are mutations, point mutations, frameshift mutations, analyze Figure 7.2 types of mutations, know chromosomal mutations - gene duplication and gene translocation, what is the impact on the phenotype of the organism and on the offspring, what are the factors that cause mutations such as replication errors and environmental factors such as mutagens.

2. Log onto Schoology [here](#), and complete your test. When finished you can work on your DNA Project.

3. The only homework is your DNA Project for today.

21-22 March A/B Day Biology Classes Period 1,2 and 5,6 both days (0750-1050am):

1. Chapter 10 Principles of Evolution: Today students will be learning about early ideas about Evolution Section 1, page 280-283 in their textbooks.
2. Have students open their textbooks to these pages, and you will be teaching this section. See my website for the lesson plan and resources you will use. This is an informational lecture/discussion/inquiry class. My website 2nd Semester tab:
<http://mrhansonsbiology.weebly.com/assignment-schedule.html>
3. Here is the lesson plan from the website in case the internet is down.
Substitute Plan: My Period 1,2, 5, and 6 Biology classes today.

a. Show students the Assignments PowerPoint Slide - Click [here](#).

1. Section 1 Early Ideas about Evolution:

a. Key Concept: There were theories of biological and geologic change before Darwin.

b. Main Ideas:

1. Early scientists proposed ideas about evolution.

2. Theories of geologic change set the stage for Darwin's theory.

c. Terms: evolution, species, fossil, catastrophism, gradualism, uniformitarianism.

d. Focus on: Figure 1.1 Early Naturalists like Carolus Linnaeus, Georges Buffon, Erasmus Darwin, Jean-Baptiste Lamarck, Figure 1.2 Principles of Geologic Change, the three theories that are your terms for this section.

2. Click [here](#) for the video on Carolus Linnaeus. (2 min)

3. Click [here](#) for the video on Jean-Baptiste Lamarck. (2 min)

4. Click [here](#) for the video from Stated Clearly on What is Evolution? (8 min)

5. **CLASSWORK:** Complete Section 10.1 in your Science Workbook today.

6. **HOMEWORK:**

a. Log onto Schoology [here](#), and complete Section 10.1 Homework due by 23 March before your next class. You must read your textbook Section 10.1 first.

b. Vocabulary Assignment in your Science Notebook for Section 10.1 due on the day of the Chapter 10 Test.

4. Show the video clips and have class discussion about them – probe for understanding, ask questions.

5. Once finished, students will need to complete Section 1 of Chapter 10 in their workbooks.

6. When finished with their workbooks, they can log on to a computer and continue working on their DNA/RNA Protein Synthesis Projects or Extra Credit assignments.

7. Please insure that the Laptops are charging in the cart after every class.

21 and 23 March A-Day: U.S. History Period 3

(10:55am – 12:15pm)

****For both of these days, I have reserved Mrs. Peterson's laptop cart for this class.

21 March:

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

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

2. Identify Dylan Gire, Alyssa Albano, Melissa Collins, and Kaylen Feldmeyer. They can help you regarding my class routines.

3. Substitute Teacher Information: Today, students will be learning about the War in the Pacific. They have already studied Part 1 Victory in Europe, and today is Victory in the Pacific. Please use the video resources and lesson plan guide from my website to initiate class discussion. Focus in on the Pacific battle map, the Manhattan Project, Hiroshima and Nagasaki. Show them for sure the video on the effects of the atomic bomb on Japanese civilians.

4. This is the lesson plan from my website:

PART 1 OF THIS CLASS IS VICTORY IN EUROPE, PART 2 OF THIS CLASS IS VICTORY IN THE PACIFIC.

1. Section 3 Victory in Europe and the Pacific:

a. Objectives:

1. Analyze the planning and impact of the D-Day invasion of France.
2. Understand how the Allies achieved final victory in Europe.
3. Explore the reasons that President Truman decided to use the atomic bomb against Japan.

b. Terms and people: D-Day, Battle of the Bulge, Harry S. Truman, island hopping, kamikaze, Albert Einstein, Manhattan Project, J. Robert Oppenheimer.

c. Focus on: Roosevelt, Churchill, and Stalin plan the defeat of Germany and the post-war geo-political solution to Germany, the planning and execution of the D-Day invasion, the result of the D-Day invasion, The Supreme Allied Commander of American and European Forces Dwight D. Eisenhower, Page 372-373 The Allies Land on D-Day, the process of the liberation of Europe, Allied battle strategy on page 374, the death of Franklin D. Roosevelt, and presidency of Harry S. Truman, the destruction of the 1000 year Reich, battle in the Pacific, Navajo Code Talkers, Japanese military fight to the death, World War II in the Pacific battle map on page 376, The Manhattan Project engineers the Atomic Bomb, Truman's decision to drop the bomb on Hiroshima and Nagasaki, Science and Technology of World War II on page 377 (radar, calculating machines, jet engines, penicillin).

IMPORTANT LESSON: D-Day Invasion - Click [here](#).

IMPORTANT LESSON: The Pacific Theater - Japan vs. the Allies - Click [here](#).

IMPORTANT LESSON: Hiroshima and Nagasaki, how the Atomic Bomb changed warfare. Click [here](#).

*******General Dwight D. Eisenhower's address to the Allied troops just before the D-Day Invasion - Click [here](#)._**

2. Click [here](#) for the D-Day Invasion of Europe June 6th, 1944. (3:06)

min) [Click here for the complete extended version. \(1 hour 27 min\)](#)

3. [Click here for: D-Day - A Critical Moment In History \(3:17 min\)](#) This will be analyzed and shown in class.

4. [Click here for Primary Source footage of the D-Day invasion \(9:39 min\).](#) And [click here for the D-Day footage in color \(47:45 min\)](#)

5. [Click here for the movie clip from Saving Private Ryan showing the D-Day invasion \(9:40 min\)](#)

6. [Click here for the Battle of the Bulge - the last German offense of WWII. \(3:01 min\)](#)

7. [Click here for the Battle of Iwo Jima - Japanese military fight to the death of all of them. \(3:46 min\).](#) [Click here for the Primary Source footage of Iwo Jima. \(4:38 min\)](#)

8. [Click here for: Triumph and Tragedy: Manhattan Project \(9:49 min\)](#) And here for the extended version of the First Atomic Bomb The Manhattan Project (43:08 min)

9. [Click here for a great video on the bomb and its affects and current day. \(7:25 min\)](#)

10. [Click here for the Liberation of Paris Parade in 1944.](#)

11. [Click here for the Map of Operation Overlord - D-Day.](#)

HOMEWORK ASSIGNMENT: There are two assignments a Part 1 and Part 2 as this section is very long. Chapter 11, Section 3 Victory in Europe and the Pacific Part 1 and Part 2 Homework Assignments on Schoology. The Part 1 assignment will be due on 21 March before your next class. The Part 2 Assignment will be due on 23 March before your next class. [Click here for the link to Schoology.](#)

23 March: Today, students really need to synthesize the Holocaust. I have video resources, and please initiate a class discussion. After this part is finished, they can get up and stretch, get a computer, and work on their homework assignment or their WWII Battles Project. Here is the lesson plan from my website.

23 March 2017: Chapter 11 World War II 1941-1945

1. Section 4 The Holocaust:

a. Objectives:

1. Trace the roots and progress of Hitler's campaign against the Jews.

2. Explore the goals of Hitler's "Final Solution" and the nature of the Nazi death camps.

3. Examine how the United States responded to the Holocaust.

b. Terms and people: Holocaust, anti-Semitism, Nuremberg Laws, Kristallnacht, genocide, concentration camp, death camp, War Refugee Board.

c. Focus on: What led up to the holocaust and what was the evolution of anti-Semitism in Europe during the 1920s and 1930s, Hitler's rise and strategy to

convince the Germans that the Jews were evil, the persecution of Jews and the Nuremberg Laws, violence on Kristallnacht, Page 382 Concentration Camp, the Nazi Final Solution for Europe, building the concentration camps, the death of millions of Jews, Christians, disabled people, gypsies, and dissenters, the Allies and the Holocaust - their initial response and then action to liberate the camps.

IMPORTANT LESSON: The Holocaust, Anti-Semitism and Genocide in Nazi Germany. [Click here.](#)

2. [Click here for the Nuremberg Laws. \(2:55 min\)](#)
3. [Click here for the series on the Kristallnacht \(8:50 min\)](#)
4. [Click here for the Holocaust Auschwitz Concentration Camp. \(8:27 min\)](#)
5. [Click here for: Day in Auschwitz - Discovery History Channel Full Documentary 2017 \(47:32 min\)](#)
6. [Click here for the Liberation of the Dachau Concentration by the Americans. \(11:16 min\)](#)

HOMEWORK ASSIGNMENT: Chapter 11, Section 5 The Holocaust on Schoology. This assignment will be due on 27 March before your next class. [Click here for the link to Schoology.](#)

Prep Time is Period 4 on A-Day (1:00-2:25pm) and Period 3 on B-Day (10:50am-12:15pm)

Lunch is from 12:15-1:00pm everyday

20 and 22 March Period 8 Seminar (1:00-2:25pm):

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. Insure students like Maria Bellott, Celeste Kemp, Sydney Milton, Kaitlyn Romanowski, and Lance Smith are working on assignments. Serious students like Micaela Caimares, Kacy Croughen, Ashlyn Graham, Daniella Ramirez, Chase Reasland, Michael Ursell, and Natalia Woznicka will be working hard. Ask Jaden Gibson to show you her homework and insure she is working on it. Or she will just read a book and not complete her homework assignments. She is in my

seminar just for that reason. **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 5 computers that I have on my lab benches, if they need a computer, they can always get one from Mrs. Peterson or Mr. Boegler, but must return them after class. 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. EXCEPT, you will need to insure that the Laptop Cart is with Mr. Boegler across the hall in his room or any of his laptops or Dawn Peterson's laptops are back in their laptop carts. He will secure it for the weekend.

23 March: Biology Period 1 and 2 (7:50-10:50am)

Star Lab today at the beginning of each class Period 1 and 2: Mr. Wood will be taking us on a tour of the Galaxy and Universe. He will come and get the class at the beginning of each period (Period 1 at 0800, and Period 2 at 0935) Then bring them back for the lesson in class.

1. Chapter 10 Principles of Evolution: Today students will be learning about Darwin's Observations Section 2, page 284-285 in their textbooks.
2. Have students open their textbooks to these pages, and you will be teaching this section. See my website for the lesson plan and resources you will use. This is an informational lecture/discussion/inquiry class. My website 2nd Semester tab:
<http://mrhansonsbiology.weebly.com/assignment-schedule.html>
3. Here is the lesson plan from the website in case the internet is down.

Substitute Plan: My Period 1 and 2 Biology classes today.

- a. Show students the Assignments PowerPoint Slide - Click [here](#).

1. Section 2 Darwin's Observations:

- a. Key Concept: Darwin's voyage provided insights into evolution.
- b. Main ideas:
 1. Darwin observed differences among island species.
 2. Darwin observed fossil and geologic evidence supporting an ancient

Earth.

c. Terms: variation, adaptation.

d. Focus on: Darwin's observations of variation and adaptation in the species of the Galapagos Islands (Mr. Hanson has been there), the fossil and geologic evidence supporting an ancient Earth.

2. Click [here](#) for the video: The Making of a Theory: Darwin, Wallace, and Natural Selection — HHMI BioInteractive Video shown in class. (30 minutes)

3. Click [here](#) for the video from Red Orbit on Darwin's Theory of Evolution. (3 min)

4. Click [here](#) for the video on Evolutionary Variation. (2 min)

5. Click [here](#) for the Bozeman Science video on Adaptations. (8 min)

6. **CLASSWORK: Complete Section 10.2 in your Science Workbook today.**

7. **HOMEWORK:**

a. Log onto Schoology [here](#), and complete Section 10.2 Homework due by 27 March before your next class. You must read your textbook Section 10.2 first.

b. Vocabulary Assignment in your Science Notebook for Section 10.2 due on the day of the Chapter 10 Test.

4. Show the video clips and have class discussion about them – probe for understanding, ask questions.

5. Once finished, students will need to complete Section 2 of Chapter 10 in their workbooks.

6. When finished with their workbooks, they can log on to a computer and continue working on their DNA/RNA Protein Synthesis Projects or Extra Credit assignments.

7. Please insure that the Laptops are charging in the cart after every class.

Thanks Mrs. Rose for helping me and my students this week.

Chris