

HANSON'S CLASS SUBSTITUTE PLAN

21-24 February 2017

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 21 Feb and on 23 Feb. The food is on my desk. Thanks.

1. LAPTUPS: I have reserved Mr. Boegler's laptop cart for 21 Feb (Period 3), 22 Feb (Period 5 only 4 laptops because it is a big class), 23 Feb (Period 1,2, and 3), and 24 Feb (Period 5 and 6). Please go get the cart and bring it to my room, plugged in just behind my desk in front of my white recycle containers. Mr. Boegler 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 Nathan Boegler across the hallway. Insure the cart is plugged in and charging there. If Mr. Boegler should be sick, you can get the key from the front desk and bring the cart over.

*****NOTE:** On 21-22 Feb, my Biology Period 1,2 and 5,6 will be taking their Chapter 7 test on Extending Mendelian Genetics 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).

21 February: Biology Period 1 and 2 (7:50-10:50am) **and 22 February: 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 21-22 February class. This is your lesson plan for this class. Follow the directions here and on the website. Students will be taking their Biology Chapter 7 Extending Mendelian Genetics test online using Schoology in the library. I have reserved the library for my 4 Biology classes on 21-22 Feb. 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. They must turn into you their Vocabulary Assignment that has their vocabulary list defined – insure their name is on it, and for each Period separate by paper clipping.
- d. When they are finished, they can work on any assignment they wish in any class. No cell phones or headphones allowed during testing.
- e. 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.
- f. At the end of the period have 4 students collect the workbooks and place them in the back of the room in their bin. If any computers were used, they must be logged off and plugged in and charging. Assign two students to insure they are plugged in and charging for the next class.

21 February: U.S. History Period 3 (10:55am – 12:15pm)

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

<https://education.weebly.com/weebly/main.php>

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

3. **Substitute Teacher Information:** Tell students that their Chapter 10 Section 1 Homework assignment is activated in Schoology and is due on 23 Feb below. There are 3 objectives for today and they are listed below. Have students open their books to page 324. First do a survey of the topics in this section from P. 324-330. I usually have my TE opened and do the survey. Ask them questions about the dictators, their actions, and responses of Britain, France, and the U.S. just to probe prior knowledge. Then begin taking a look at the video clips below (they are numbered). Have students get up and stretch and get a computer. Discuss the Biography assignment guidelines below - due on 7 March. Once students understand their task, they may begin working on it. Remind them to share their Universal Declaration of Human Rights document – will do group presentations when I return.

4. Section 1 Dictators and War:

a. Objectives:

1. Explain how dictators and militarist regimes arose in several countries in the 1930s.
2. Summarize the actions taken by aggressive regimes in Europe and

Asia.

3. Analyze the responses of Britain, France, and the United States to the aggressive regimes.

b. Terms and People: Totalitarianism, Joseph Stalin, Benito Mussolini, Adolf Hitler, anti-Semitic, Spanish Civil War, appeasement, Anschluss, Munich Pact.

c. Focus on: How peace after the first world war unraveled and brought about dictatorships and totalitarianism, repression in Italy and the Soviet Union by communists and fascists, the 7 characteristics of a Totalitarian State, aggressive leadership in Germany and Japan, the oppression of the Jewish people in Europe, the expansion of the Japanese empire, Hitler and Mussolini threaten Europe, the Spanish civil war, the policy of appeasement.

5. [Click here](#) for The Most Evil Men and Women in History - Episode Eight - Joseph Stalin

6. [Click here](#) for the Mini-Bio of Joseph Stalin. #2 Video

7. [Click here](#) for the Mini-Bio of Adolph Hitler. #1 Video

8. [Click here](#) for the Bio of Mussolini. #3 Video

9. [Click here](#) for Hitler's Rise. #4 Video in its entirety - this is an interesting video and gives perspective.

10. [Click here](#) for The Rise of the Japanese Empire.

11. **BIOGRAPHY ASSIGNMENT: THE LEADERS OF WORLD WAR II.** For this assignment, you will need to write a biography. Choose one of the following: Winston Churchill, Franklin Roosevelt, Benito Mussolini, Adolf Hitler, Joseph Stalin, Francisco Franco, Charles De Gaul, Hideki Tojo, Emperor Hirohito, Chiang Kai-shek, King George VI. a. Create a Google Document, minimum of 3 pages, double spaced, indented paragraphs, title page with picture and title, your name, date, U.S. History Class.

b. You must have a minimum of 4 citations on a separate Citation page. Insure citations are numbered and double spaced. Use Easy Bib MLA citation generator - [click here](#).

c. There is a plethora of information on the above leaders. Insure that you write your biography in chronological order, highlight dates, events, places, collaboration with others, details about their lives and their connection to the events of World War II. Insure that you write about how they influenced history.

d. Insure you find primary and secondary sources to include facts, interpretation, and narrative.

e. Biography will be due on 7 March 2017. Do not share this with me until you have me for class that day. All students will share at the same time: christopher.hanson@student.dodea.edu.

f. [Click here](#) for Writing a Biography.

g. This is an individual assignment. For example I have Katherine and Julian assigned Churchill and they have to complete their own Biography. Leaders assigned: Katherine and Julian and Kaia - Churchill, Grace and Cora - Roosevelt, Alyssa and Alexander - Mussolini, Jackson and Zachary - Hitler, Brittany and Stephen - Stalin, Melissa and Joshua - Franco, Rachel and Zane -

De Gaul, Kaylen and Dewitt - Tojo, Kieran and James - Hirohito, Dylan and Seth - Kai-Shek, Nicholas and Diego - King George.

12. HOMEWORK ASSIGNMENT: Chapter 10, Section 1 Dictators and War on Schoology. This assignment will be due on 23 February before your next class. Click [here](#) for the link to Schoology.

13. Insure you turn in your Universal Declaration of Human Rights by today.

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

22 and 24 February 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 February: Biology Period 1 and 2 (7:50-10:50am) **and 24 February: 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 23-34 February class. This is your lesson plan for this class. Follow the directions here and on the website.

Students will be learning about

2. Click on the Homework Assignments Slide to show students their assignments in and out of class.
3. **SUBSTITUTE TEACHER:** Click [here](#) for the Homework Assignment Slide.
 - 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 and show the Khan Academy video clip. Then Q and A.
 - c. Discuss the guidelines for Blood Typing Inheritance Project below and assign.
 - 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).
4. 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.

5. Click [here](#) for the video on What is DNA? Shown in class.

6. Click [here](#) for the video on DNA and how it works. Shown in class.

7. Click [here](#) for Griffith's experiment. Shown in class.

8. Click [here](#) for the Khan Academy video on: Hershey and Chase conclusively show DNA genetic material. This video was shown in class.

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

10. CLASSWORK: Complete Section 8.1 in your Science Workbook today.

11. HOMEWORK:

a. Log onto Schoology [here](#), and complete Section 8.1 Homework due by 27 February before your next class. You must read your textbook Section 8.1 first.

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

12. BLOOD TYPING INHERITANCE PROJECT: (Individual Student Assignment) In this project you will take your parents blood type and cross them using a monohybrid cross and predict four offspring, you are one of those offspring. Write your scenario. So to be realistic, you will need to know your parents and your blood type. If you do not know yours or your parents blood types, choose them. You will then cross your blood type with your future mate. For this part, you can choose any blood type. Choose something rare, like A-, O-, or AB+. Set up your scenario, then use a monohybrid cross to predict the blood types of four of your offspring.

a. You will use a Google Doc or Slides. This will be shared with christopher.hanson@student.dodea.edu when I ask you to share when you have me for class. DO NOT SHARE WITH ME UNTIL I ASK.

b. You will need to create first a Monohybrid Cross of your parents blood type genotype and phenotype.

c. Create a written scenario identifying the genotypes of the parents and phenotypes blood types.

d. Make a letter key for your parents blood types see Figure 2.2 page 193. I is for immunoglobulin. IAIA would homozygous dominant for Type A blood type.

e. You must have pictures of you, your parents, and siblings (parent generation, F1 generation, and F2 generation pictures can be any people you find on the Google images.

f. Identify Parent genotype and phenotype - written.

g. Make a Punnett Square by inserting a table into your document and then resizing the cells into squares.

h. Solve and predict the offspring

- i. For the Monohybrid cross you must show the Genotype, Genotypic Ratio, the Phenotype, and the Phenotypic Ratio of the four offspring.
- j. Then you will cross your blood type with your mate's blood type. Create the scenario. Choose any mate of the opposite sex (if you choose Justin Bieber or Katy Perry then insure that you have a picture of them - too funny). Identify parent genotypes and phenotypes, the letter key, predict four offspring, and identify the offsprings genotype, genotypic ratio, phenotype, and phenotypic ratio.
- j. **Click here for the Biology Project Blood Types Tutorial for this assignment.**
- k. **Click here for the Amoeba Sisters video already shown in class on Multiple Alleles and ABO Blood Types. You will need to find out your blood type from your parents for the activity we will do in class. This is what we call Codominance.**
- l. **Assignment is due on 7-8 March A and B day's. Share this assignment with me only in class at: christopher.hanson@student.dodea.edu**

23 February: U.S. History Period 3 (10:55am – 12:15pm)

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

<https://education.weebly.com/weebly/main.php>

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

3. **SUBSTITUTE TEACHER INFORMATION:** Use the same routine as last class. Tell students that their Chapter 10 Section 2 Homework assignment is activated in Schoology and is due on 27 Feb below. There are 3 objectives for today and they are listed below. Have students open their books to page 331. First do a survey of the topics in this section from P. 331-339. I usually have my TE opened and do the survey. Ask them questions about the what happened in Europe in the early years of WWII when the German Blitzkrieg stormed through France and Poland, the debate between interventionists and isolationists and Roosevelt's policy, how did the U.S. become more involved i.e., Lend-Lease Act, and Atlantic Charter just to probe prior knowledge. Then begin taking a look at the video clips below (they are numbered). Have students get up and stretch and get a computer. They have the option to work on their homework assignment or their Biography assignment.

4. **Section 2 From Isolation to Involvement:**

a. **Objectives:**

1. Understand the course of the early years of World War II in Europe.
2. Describe Franklin Roosevelt's foreign policy in the mid-1930s and the great debate between interventionists and isolationists.

3. Explain how the United States became more involved in the conflict.
 - b. Terms and People: blitzkrieg, Axis Powers, Allies, Winston Churchill, Neutrality Act of 1939, Tripartite Pact, Lend-Lease Act, Atlantic Charter.
 - c. Focus on: Roosevelt's response to the dictators in Europe and Asia and their aggression, how war erupted in Europe and the events at that time, Poland and France falls, the Battle of Britain, the war debate in the United States - isolationists vs. interventionists, what steps did the U.S. take to prepare for war. FDR's Four Freedoms Speech.

5. Click here for the video on Sir Winston Churchill. **Video #1**
6. Click here for the video on The Lend-Lease Act. **Video #2**
7. Click here for the video on Roosevelt and Churchill and the Atlantic Charter. **Video #3**
8. Click here for the video on the Blitzkrieg of Poland in 1939. **Video #4**
9. Continue working on your Biography in class.

10. HOMEWORK ASSIGNMENT: Chapter 10, Section 2 From Isolation to Involvement on Schoology. This assignment will be due on 27 February before your next class. Click here for the link to Schoology.

Thanks Vicky for helping me and my students this week.

Chris