

Somerset Academy South Homestead

Substitute Lesson Plans



Dear Substitute Teacher,

Welcome to Somerset Academy South Homestead! Thank you for teaching my class in my absence. Below you will find all of the information that you will need for today. Have a fantastic day!

Classroom Teacher: Nicol Gonzalez **Room #:** 220

DAILY BELL SCHEDULE

Period	Subject	Grade Level	Time
1/2	Civics- Adv	7th	8:00 – 9:30am
3/4	Civics	7th	9:35 – 11:05am
5/6	Civics- Adv/ World History AP	7 th /9 th	11:40 – 1:10pm
7	Civics- Adv	7th	1:15 – 2:05pm

LUNCH

Students go to and from lunch on their own. There is no need to walk students to lunch or pick them up. Please be back in the classroom by the time lunch ends to receive the students.

Lunch Time: A Days: 11:11am – 11:46am, Table 7

B Days: 11:11am-11:46am, Table 7-8

SCHOOL PERSONNEL

Name	Title
Ms. Walkiria Soberon	Principal
Ms. Caridad Morfa	Assistant Principal
Mrs. Cristina Socas	Dean of Students

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<p>Period 1-5 & 7 Day 2 & 3</p>	<p>The Federal System</p> <p>Assignments should:</p> <ul style="list-style-type: none"> • Students are to complete the following assignment independently: Federal and State Powers; Go to Civics book to pages 354-363. Hand out class set Civics books and pick up before each period ends. • The substitute will then hand students instructions and template for Infographic. • Students will read, follow directions, and complete infographic on Federal and State Powers. • After 30 minutes, substitute will hand students instructions and template for Social Media Activity. • Students should complete entire assignment and answer all questions individually. • Students will then complete assigned Edpuzzle video. • Students will take a picture or scan work to Remind once assignment is complete. • Assignments is due by the end of class; if not completed they can continue next class. <p><i>Teacher might pre-load classwork on google classroom.</i></p>
<p>Period 6 Day 2 & 3</p>	<p>Comparing World Cultures</p> <p>Assignments should:</p> <p>Students are to complete the following assignment independently:</p> <p>Students will write a ROUGH DRAFT of an essay after reading the assigned prompt below.</p> <p>Analyze continuities and changes in the cultural and political life of ONE of the following societies.</p> <ul style="list-style-type: none"> • Chinese, 100 CE to 600 CE • Roman, 100 CE to 600 CE • Indian, 300 CE to 600 CE <p>The ROUGH DRAFT MUST INCLUDE 3 SOURCES TO SUPPORT YOUR OPINION, MINIMUM 5 SENTENCES IN EACH PARAGARAPH AND 8 PARAGRAPHS (INCLUDING INTRO AND CONCLUSION).</p> <p>If students do not finish rough draft, they will continue working on it on the next day in class.</p> <p>If Teacher is absent on 3rd day have students swap papers (email drafts) with partners to edit each other's</p>

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	<p>essays and then their homework will be to submit Final Draft to teacher before next class.</p> <p><i>* Teacher might Pre-load classwork on Google Classroom.</i></p>
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SUBSTITUTE STEP-BY-STEP

EACH PERIOD:

- ✓ Log into Teacher's Zoom. Once you are in, Ms. Vicky Fernandez (Main Office) will make you the "host".
- ✓ Take attendance using the rosters provided.
 - Email names of absent students to Ms. Alvarez (786-281-4810) at calvarez@somersetacademysh.com.
- ✓ Read and display student assignment instructions; keep students on-task.

END OF DAY:

- ✓ At 1:55pm, log into Hurricane TV to play the afternoon announcements: <https://hurricanetv.wixsite.com/2019>
 - You can access the announcements through our school website, <https://www.somersetacademysh.com/> (Hurricane TV Tab).

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- ✓ At 2:00PM, log into the ConciergePad dismissal website:
<https://www.conciergepadedu.com/login.aspx>
 - Username: *substitutes@somersetacademysh.com*
 - Password: *sash123*
- ✓ Select "Dismissal Smartboard" from Quick Links; click submit.



- ✓ Enable "Play Bell" and select the teacher you are substituting for under "Select Filter"; click "Add to View".
 - As students get dismissed, their names will appear. **Please dismiss students as soon as you see their name pop up.**

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Substitute Lesson Plans

Arrivals / Dismissals

Class Panel

Play Bell ☒

Show History ☐

Select Run

Select Sort By

Select File

- ✓ Complete the Substitute Feedback Form to provide feedback to your teacher.

SUBSTITUTE FEEDBACK FORM

Thank you for teaching my class in my absence. Please take a moment to write a brief note summarizing your experience and what was accomplished. If you had any particular student issues, please also note them below.

Period	Comments
1	
2	

HISTORY NOTES

Time: 30 - 60 minutes depending on the length of the reading.

Each student gets a copy of the handouts (2 pages).

History Notes CHAPTER TITLE: SECTION TITLE:

PREDICT What will you be reading about?

List key events and a brief explanation of the event

Venn key events are something that affected both sides of...

Draw a picture of something you learned

Write a caption for your drawing

Create 3 flashcards that describe what you've read

Imagine yourself was around during the time period. Create a dialogue between 2 people from the period.

Make sure you place the events in chronological order

Students will read the assigned section in their textbook and complete the handouts.

History Notes

CHAPTER TITLE:

SECTION TITLE:

Name _____

PREDICT

What will you be reading about?

List key events and a brief explanation of the event.

HINT:

Key events are something that affected large numbers of people, not just a handful of individuals.

List important people and a brief explanation of their importance.

MOVIE SEQUENCE

If someone wanted to turn this section into a movie, what events would they need to include? You can either write them out or draw them.

MOVIE SEQUENCE
OF KEY EVENTS

*MAKE SURE YOU PLACE THE
EVENTS IN CHRONOLOGICAL ORDER

Turn 3 section headings into questions and

then answer them.

Name _____

Draw a picture of something you learned.

Create 3 hashtags that describe what you've read.

Write a caption for your drawing.

List 7 vocabulary words and define them using your own words.

Imagine Snapchat was around during this time period. Create a DM chat between 2 people from this period.

INFOGRAPHIC

Time: 40 - 60 minutes

Each student will need a copy of the instructions (there are two versions: one allows for digital versions if students use computers in class and one does not) and ...

Infographic

Pick a topic that we've recently covered and create an infographic.

What is an infographic?
An infographic is a visual image that represents information or data. It's data that has been sorted, arranged and presented visually. In this case, it'll be a visual that represents an historical topic that you've recently learned about.

A good infographic:
contains accurate information
is full of data
breaks text in a way that is easy to read
uses shapes, colors, graphs, etc.
varies the length, size and color of a font to emphasize key information
is visually appealing

Your infographic may be hand drawn on a piece of paper or digital. We will not be graded on your artistic ability, only your message. It is due by the end of class.

Here are some examples of infographics from the CDC.



a brainstorming/research page.

*If students are drawing the infographic on paper, you will need to have blank paper available.

My Topic:

Facts to include in the infographic:

Infographic

Pick a topic that we've recently covered and create an infographic.

What is an infographic?

An infographic is a visual image that represents information or data. It's data that has been sorted, arranged and presented visually. In this case, it'll be a visual that represents an historical topic that you've recently learned about.

A good infographic:

- contains accurate information
- is full of data
- keeps text to a minimum for maximum impact
- uses shapes, objects, graphs, etc.
- varies the height, size and color of a font to emphasize key information
- is visually appealing

Your infographic may be hand drawn on a piece of paper or digital. You will not be graded on your artistic ability, only your content. It is due by the end of class.

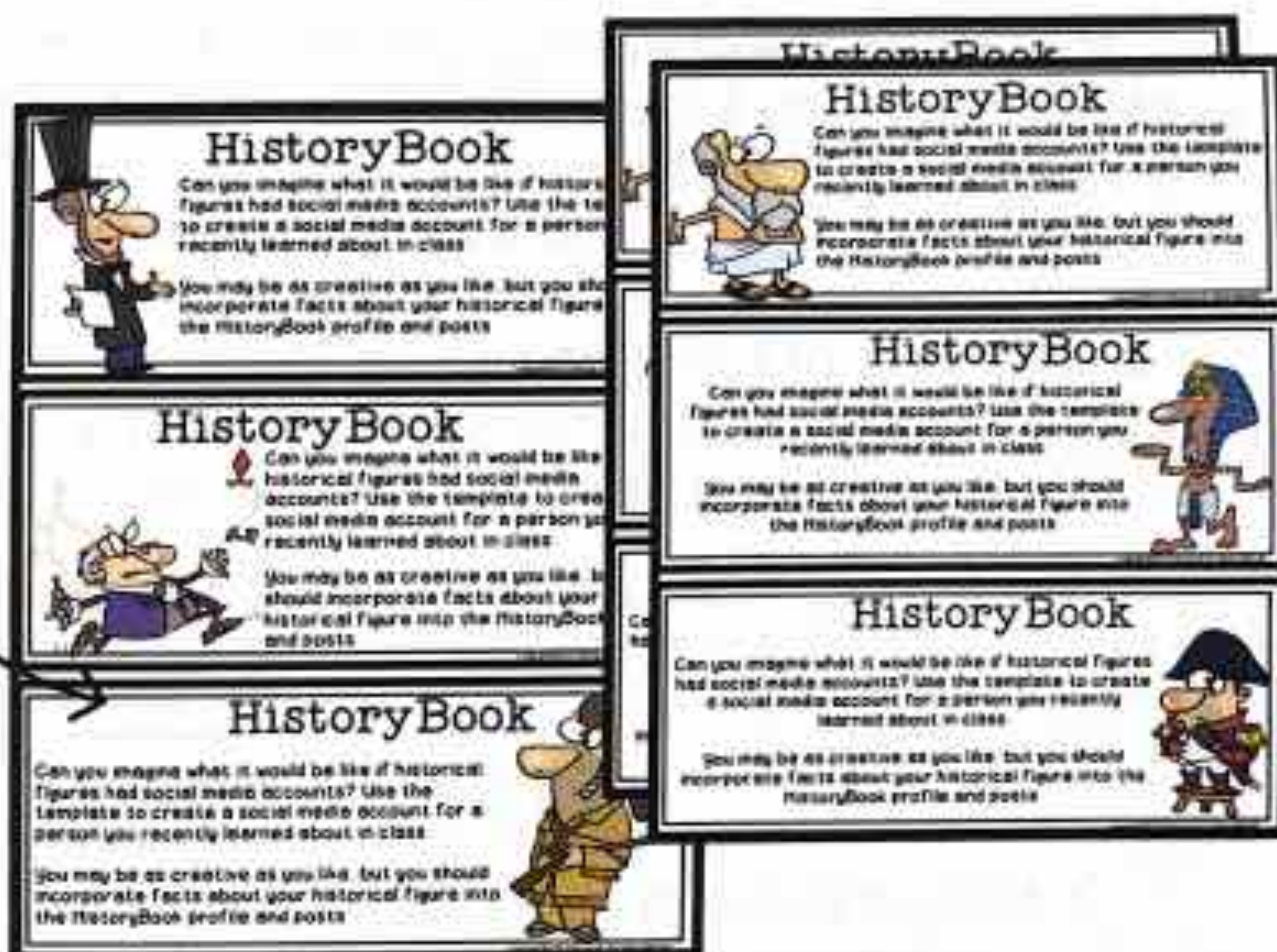
Here are some examples of infographics from the CDC.



My Topic:

Facts to include in the infographic:

There are three sets of instructions per page. Cut the U.S. History or World History student instructions into thirds and give each student a copy of the instructions.



There are 4 different template pages. Give students 2 pages for a shorter activity or more for a longer activity.

HB History Book

What's Happening with me...

John Doe

Like Comment Share

I like this post!

Post Comments

What's Happening with me...

John Doe

Like Comment Share

I like this post!

Post Comments

What's happening with me:

☐ New Event

☒ Live Comment Store
☐ New One Shot
☐ Post Comments

☐ Add new _____
☒ New One Shot

☒ Live Comment Store
☐ Post Comments

What's happening with the C?

<input type="checkbox"/>	Two teams	Starting a process
<input type="checkbox"/>		Why does the P.

L&L comments: Where

Post comments

[illegible]



HistoryBook

Can you imagine what it would be like if historical figures had social media accounts? Use the template to create a social media account for a person you recently learned about in class.

You may be as creative as you like, but you should incorporate facts about your historical figure into the HistoryBook profile and posts.

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HistoryBook

Can you imagine what it would be like if historical figures had social media accounts? Use the template to create a social media account for a person you recently learned about in class.

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*Please pick any historical figure from
American History.*



Draw a picture of the historical figure.

Draw a background image or design for the header.

What's happening with me...



Date Shared

Like Comment Share



Who likes this?



Post Comments:



Date Shared

Like Comment Share



Who likes this?



Post Comments:

About Me

Recent Activity



Likes

What's happening with me...

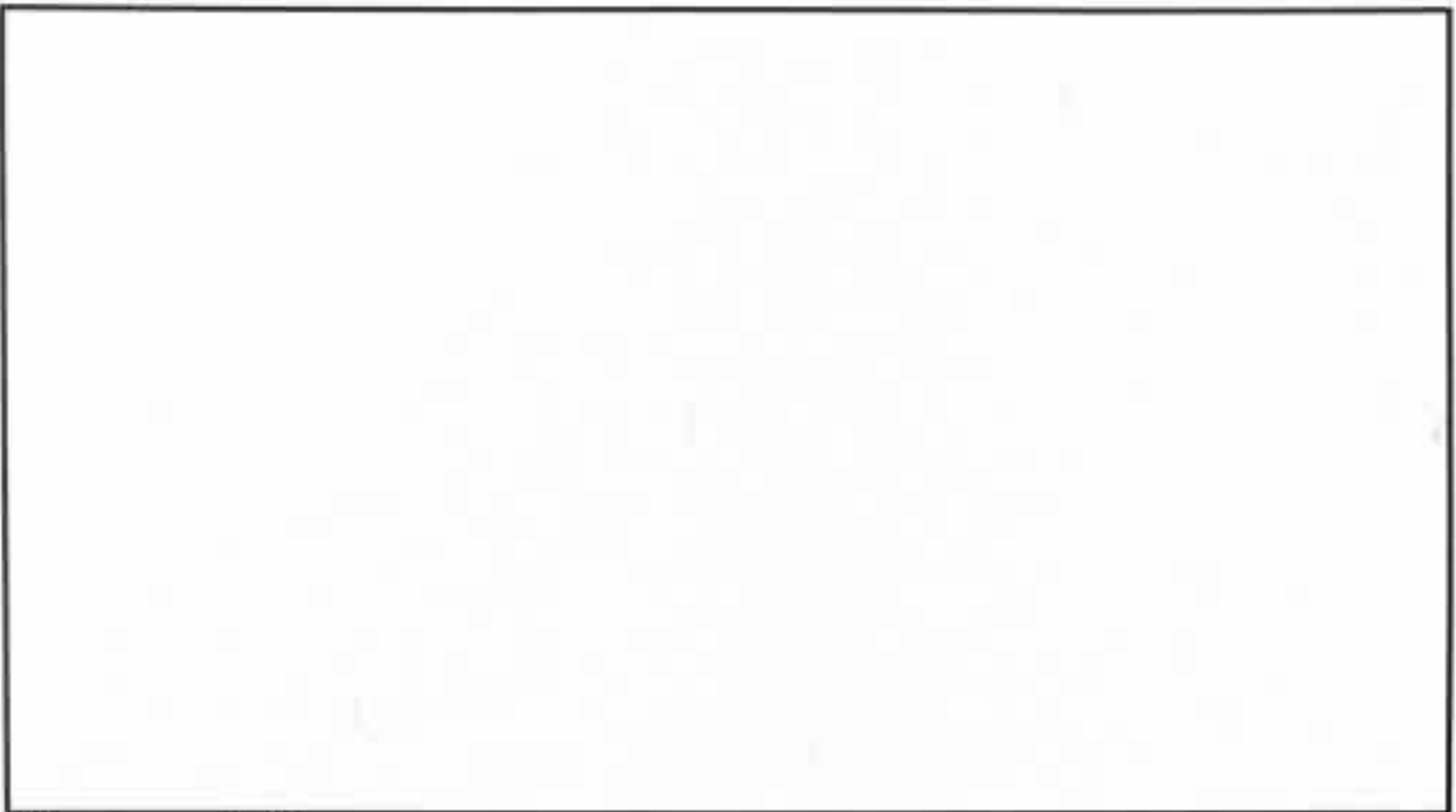


Date Shared

shared a picture



Who likes this?



Like Comment Share



Post Comments