

TO: Regina Armstrong, Interim Superintendent

FR: Dr. Stephen Strachan, Principal

DT: March 13, 2020

RE: HHS Contingency Plan COVID-19

The following pages outline the contingency plans for Hempstead High School in the event of a school closing due to COVID-19. All teachers have online platforms already in place. In addition, student consumables have been prepared and distributed.

OBJECTIVES	US HISTORY	GLOBAL	PARTICIPATION IN GOVT ECONOMICS
	<p>To evaluate the extent to which American nationalism was both strengthened and challenged by territorial expansion and economic growth.</p> <p>To discuss the change and continuation of constitutional rights between 1865 and 1900 regarding the rights of African Americans. Develop the extent to which the ability to exercise these rights was undermined by individuals, groups, and government institutions.</p> <p>Evaluate the extent to which racial and economic motives contributed to long-standing discrimination against Mexican Americans and opposition to Chinese immigration.</p>	<p>Evaluate the extent to which International competition, fueled by nationalism, imperialism, and militarism along with shifts in the balance of power and alliances, led to world wars.</p> <p>Explain the impact of Technological developments and their role in the increased extent of damage and casualties in both World War I and World War II.</p> <p>Explore the role that Nationalism and ideology played in shaping the period between the world wars.</p>	<p>Explore and Assess the extent that Citizens have opportunities to both participate in and influence their communities and country. Citizens contribute to government processes through legal obligations such as obeying laws, paying taxes, serving on juries, and registering for selective service.</p> <p>Explain the degree of regulation, oversight, or government control is necessary in some markets to ensure free and fair competition and to limit unintended consequences of American capitalism. Government attempts to protect the worker, ensure property rights, and to regulate the marketplace, as well as to promote income equality and social mobility, have had varied results.</p>
DIRECTIONS	Check on Google Classroom for assignments and assessments every other day and/or complete the assigned workbook materials.		
Assessment	Online: Castle learning/ Edge/ ESLlibrary/ Read Works or Common Lit Consumable: collected upon return to school		
Duration/ Due Date	Every other day, students will digitally submit and receive feedback from teachers. For students with no or limited access to the internet, a pacing guide is embedded in the printed versions. .		
Tracking system	Student submits assignments digitally on Google Classroom/One Drive or Remind. Those who are utilizing printed resources will collect completed work once regular schooling resumes.		

Language Departments	ELA/ENL In English students will	HLA In their native language students will	LOTE In their specific target language students will
Objectives	<ul style="list-style-type: none"> Evaluate the extent to which three different authors address similar themes across genres of literature. Explore the role of gender in the development of each theme and/or central idea. Discuss the impact of each author's use of literary devices in the development of each plot. <p>Links provide access to texts in English and Spanish</p> <ul style="list-style-type: none"> "The Story of An Hour" by Kate Chopin https://albalearning.com/audiolibros/chopin/historia-sp-en.html "A Jury of Her Peers" by Susan Glaspell** http://nmi.org/wp-content/uploads/2015/01/1345.pdf "A Rose for Emily" by William Faulkner https://2015-2016-chs-english11.weebly.com/uploads/1/4/1/6/14165482/faulkner_william_-_a_rose_for_emily_-_online_text.pdf https://ciudadseva.com/texto/una-rosa-para-emilia/ 		
Directions	Assignment details, scoring rubrics, and standards appear on Google Classroom/One Drive/Remind and student consumables.		
Assessment	Online: Castle learning/ Edge/ ESL library/ Read Works or Common Lit Consumable: collected upon return to school		
Duration/ Due Date	Every other day, students will digitally submit and receive feedback from teachers. For students with no or limited access to the internet, a pacing guide is embedded in the printed versions. .		
Tracking system	Students submit and publish digitally on Google Classroom/One Drive or Remind. Those who are utilizing printed resources will collect completed work once regular schooling resumes.		

Math OBJECTIVES	Algebra I All students will practice selected topics that includes solving equations, inequalities, system of equations, graphing linear and quadratic functions. Graphing systems of linear inequalities.	Algebra II All students will practice selected topics that includes factoring; quadratics; Polynomials; Exponentials; Logs; Functions.	Geometry All students will practice selected topics that includes: Geometric definitions; triangle congruence; coordinate geometry; Similarity transformation; properties of quadrilaterals.
DIRECTIONS	Students will watch the daily assigned e-math instruction video followed by 10 delta math questions. (100 questions during a 10-day interval)		
Assessment	10 questions per day followed by a culminating Exam.		
Duration/ Due Date	10 days		
Tracking system	Google classroom; Remind app. Teachers will be able to monitor student's time on task daily through Delta math.		

Science OBJECTIVES	Chemistry Interpret how changing pressure, temperature, molecular changes, and concentration can affect the equilibrium shift of a chemical reaction. Then, relate the symbolic representation to the particle representation for changes in an equilibrium system	Physics Use Inquiry to investigate and develop an understanding of the kinematics and dynamics of physical bodies & analyze motion in two dimensions.	Living Environment Students will analyze systems, including inputs and output, responds to physical exercise by increasing heart rate, and that this rate will return to "normal" following an appropriate rest period. Then, explain how organism sustain life by obtaining, transporting, transforming, releasing, and eliminating matter and energy.	Earth Science Student can explain and describe the factors of various types of weather (sunny, cloudy, rainy, snowy, warm, cold, windy) using key vocabulary. They compare the factors of different types of weather and identify similarities and differences. Then collect and organize data on various types of weather
Directions	Check on Remind & Edmodo for assignments and assessments every other day and/or complete the assigned workbook materials			
Assessment	The teacher will evaluate student performance. Additional assessments using Castle Learning, Quizziz, & Phet Simulations. View daily Videos – WeTeachNYC.org The Chemistry Brief Review Handbook provide extra support. Students will complete summative assessments once			
Duration/ Due Date	Students will check in with teacher on Google Classroom, Edmodo, or Remind every other day for new assignments. Those using printed resources will have student's complete work for the current unit they are on and continue with the pacing outlined for the department. (A version is on the school's website). "Phet Simulations" will be used for Lab Minutes, also.			
Tracking system	Student work will be forward completed assignments digitally on Google Classroom/Edmodo. Those who are utilizing printed resources will collect completed work once regular schooling resumes.			

Music in Our Lives OBJECTIVES: Music in Protest	Learners are expected to discuss what role music plays in their daily life and what effect it has on society. We will also explore basic music concepts concerning composition, composers, artists, and performing.
Directions	<p>Lesson 1 Directions: Read content from the provided links and watch the provided YouTube links. Write a 500 word essay on the content including an explanation of Ethnomusicologist, identify at least 2 songs from this movement and 2 artists who were vital during this movement. https://www.loc.gov/collections/civil-rights-history-project/articles-and-essays/music-in-the-civil-rights-movement/ https://www.axs.com/songs-of-the-civil-rights-movement-74297 https://youtu.be/TmR1YvflGng</p> <p>Lesson 2 Directions: Do your own research on the Civil Rights Movement and upload at least 1 YouTube link and 1 article covering information on both a song and an artist (cannot be We Shall Overcome nor Mahalia Jackson). Along with the links, you are to provide a 2 paragraph summary on both the song and artist you have chosen.</p> <p>Lesson 3 Directions: The YouTube link below is a 52 minute video showing the behind the scenes making of "We Are The World". In this video you will see very famous musicians from the 1980's who came together after attending The Grammy's and recorded this song, in one night. This song was to aid world hunger. Watch the video and answer the following questions: https://youtu.be/Sqppo6GJJE</p>

	<p>Who wrote the song featured in this video? Who is Quincy Jones and what was his role in the video? Who is Lionel Richie and what was his involvement in this song project? Identify at least 3 artists who were also a part of the Motown documentary we watched last week. Why is Michael Jackson such an important component of this project? Who is Bob Dylan and how is he featured in this video?</p> <p>Lesson 4 Directions: Read the provided articles and watch the provided videos. Submit a 500 word essay summarizing the information. Your summary should be in APA format, identifying/siting information from all 3 articles and the video.</p> <p>https://www.udiscovermusic.com/in-depth-features/how-music-changes-society/ https://youtu.be/dnITHvJBcP0 Page 4 https://www.fthinking.org/society/6-effects-of-music-on-society/ https://www.gilbertgalindo.com/importanceofmusi</p> <p>Link for APA format instructions: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html</p> <p>Lesson 5 Directions: To Culminate “Music and Society”, select an artist from the list below and write a 1000 word essay using APA format (use previously provided link). Discuss the artists career, his/her role concerning music and society, identify the specific societal event, list songs and events. Choose from the following: Nina Simone Bob Dylan Harry Belafonte NWA</p>
Assessment	Essays and Uploaded Youtube videos and links
Duration/ Due Date	Lesson 1: Tuesday, March 17, 2020. Lesson 2: Thursday, March 19, 2020. Lesson 3: Monday, March 23, 2020. Lesson 4: Wednesday, March 25, 2020
Tracking system	Remind Youtube Submit in person upon return

Select Choral OBJECTIVES: What components contribute towards musicianship?	Singers are expected to prepare music with the expectation to execute the main components for Choral Technique based on NYSSMA evaluation: Diction, Intonation, Expression, Rhythmic Accuracy, Dynamics, Posture, Breath Support/Control, and Choral Balance/Blend.	Students will review sight-reading and ear training from previous weeks. Each piece will be taught phrase-by-phrase, focusing on pitch, breathing and expression. Once each section is fluent, we will begin rehearsal for the next section, repeating the process as necessary.	Once piece can be sung fluently, singers will be broken into trios/quartets to sing for one another. Each group will receive feedback from their peers and the teacher regarding their presentation. We will discuss what qualities and components were met and which ones need improvement. Breaking down the group allows focus on singers who may need additional help as well as teaching students how to listen critically and make necessary improvements and adjustments	For music, repetition is a key factor to fluency. Once an area of difficulty is identified, we will rehearse repeatedly using various rehearsal techniques such as changing the tempo, rhythm etc. until resolved.
Directions	For all 3 songs, watch the 2 YouTube videos and provide a review based on the following: Tone: Quality/consistency, Intonation: Pitch/individual ensemble, Technique: Breathing, posture, Accuracy: Notes/pitch, Interpretation: Expression/phrasing, and Ensemble: Balance/blend.			
Assessment	Lesson 1: “Ain’t Got Time To Die”, https://youtu.be/Bd930YmivGA https://youtu.be/XVgzOKcOUZQ Lesson 2: “The Lord Bless/Keep You”, https://youtu.be/w4C9zVg5X_A https://youtu.be/QB2FVlaPM-o			

	<p>Lesson 3: "Three Hungarian Folk Songs" (We are only singing the 1st and 3rd songs. Disregard the song in between Handsome Butcher and The Old Woman) https://youtu.be/5z9yFWsZqMo https://youtu.be/cOm0icf-yQ8</p> <p>*Lessons 4 provides the links with separate voice notes for each section (SATB) and selections. Although singers have in class voice note clips, additional clips are provided below for further rehearsal.</p> <p>The Lord Bless/Keep You Soprano: https://youtu.be/11IXrvvgVsw Alto: https://youtu.be/oEMgSXyJkP0 Tenor: https://youtu.be/ROkFpNnwNwE Bass: https://youtu.be/UO8AIFTG8no</p> <p>Ain't Got Time To Die *This is just piano playing parts with no singing, I will send singing voice notes. Listen to notes from class in the meantime. Soprano: https://youtu.be/cdnlp_ErH-o Alto: https://youtu.be/PdELla_4x-o Tenor: https://youtu.be/l6BqN3fetWU Bass: https://youtu.be/p5URgFEId_o</p> <p>Three Hungarian Folk Songs *No current YouTube links for vocal parts. I will send voice notes.</p> <p>Lesson 5: Students will submit a 2 paragraph summary on each composer of the three NYSSMA selections. Summaries should discuss musical background of composers i.e. where did he/she study, cultural backgrounds etc. and also share thoughts concerning the meaning for each selection and what they (the singers) will do to ensure that the meaning is effectively communicated when it is performed.</p>
Duration/ Due Date	Students will check in with teacher on Google Classroom, Edmodo, or Remind every other day for new assignments. Those using printed resources will have student's complete work for the current unit they are on and continue with the pacing outlined for the department. (A version is on the school's website). "Phet Simulations" will be used for Lab Minutes, also.
Tracking system	There is an established group chat for the choir. Students will receive YouTube video links for which they are expected to review/critic selections based on identified NYSSMA rubrics (listed in learning outcomes). Additionally, voice notes will be sent for each song so the singers can practice the music independently. A total of 3 reviews/critics will be due and students will be given to different performance ensembles to review for each song so they may compare and contrast. Singers will email their reviews to me on the school email address.

Physical Education OBJECTIVES	Walking with the intent of obtaining overall health	<ol style="list-style-type: none"> 1. Students will understand how to check their pulse 2. Students will know how to calculate heart rates. 3. Students will understand and know how to calculate maximum heart rate. 	<ol style="list-style-type: none"> 1. Student will understand maintaining fitness by engaging in wellness walking 2. Students will complete a weekly log "My Weekly Log" 	Students will assess their overall fitness level
Directions	<p>Students will read and understand:</p> <ul style="list-style-type: none"> · Types of wellness walking · Proper Technique · Common errors · Benefits of walking · Key terms · Basic Training & Fitness Principles 	<p>Students will complete the worksheet and all activities required within which include:</p> <ul style="list-style-type: none"> · Rating your own fitness level · Walking ¼ mile · Pedometer measures- counting how many steps it takes to walk ¼ mile (quarter mile) o Use the pedometer app on your phone or manually count 	<p>Students will be required to go for a walk everyday they have PE. The student will make log entry each day that they go for a wellness walk. The weekly log will include:</p> <ul style="list-style-type: none"> · Waking time · Step count · Distance · Toning time 	<p>Students will complete the worksheet and all activities required within which include:</p> <ul style="list-style-type: none"> · Rating your fitness scale · Wellness walking self-assessment

		<ul style="list-style-type: none"> · Heart rate measures · Wellness walking target heart rate zones 	<ul style="list-style-type: none"> · End of week assessment scale 	
Assessment	<p>1. There will be a 3 Quizzes</p> <ul style="list-style-type: none"> · One quiz for those who have PE 2x's a week · Two quizzes for those who have PE 3x's a week <p>2. There will be 1 test</p> <ul style="list-style-type: none"> · Unit test on wellness walking which include: · Skill it · In the game · Character building · Fitness facts · Self-reflection questions <p>3. Upon student return student will complete mile run assessment.</p> <ul style="list-style-type: none"> · Student should be able to show cardio fitness improvement. <p>Students will also be working on individual projects which include:</p> <ul style="list-style-type: none"> · Woman's history month research paper · Badminton project 			
Duration/ Due Date	<p>10 days Due dates sent via Remind APP</p>			
Tracking system	<p>All PE teachers are on the remind APP. Google classroom All documents will be sent via remind. Students have teachers' email.</p>			

LIFE SKILLS OBJECTIVES	<p>Reading: Students will be able to analyze author's choices and determine the meaning of words and phrases</p>	<p>Math: Students will be able to ascend through the number systems to do the following:</p> <ul style="list-style-type: none"> -Mathematics -Calculate -Solve equations -Represent measurements 	<p>Social Studies: Students will be able to discuss and write about how we become productive members in our communities.</p>	<p>Science: Students will be able to make informed decisions about health and safety.</p>
Directions	<p>Reading: Read the provided stories and answer assigned questions Math: Complete assigned pages in workbook Social Studies: Complete assigned pages in workbook Science: Complete assigned pages in workbook</p>			
Assessment	<p>Multiple choice, math equations, writing prompts</p>			
Duration/ Due Date	<p>10 days One assignment per, content, per day</p>			
Tracking system	<p>PowerSchool and Remind APP</p>			