

EMERGENCY SUB PLANS

HIGH SCHOOL FULL WEEK

5 Days | Core Subjects | Print & Go

ELA • Math • Science • Social Studies • Choice Day
Answer Keys • Roster Templates • Emergency Info

ELA

Math

Science

Social Studies

Choice

Substitute Teacher Instructions

Welcome!

Thank you for stepping in today. This resource is designed to be completely no-prep. Simply print the student activity packs for the designated day, follow the schedule, and guide the students through the assignments.

Daily Schedule

1. Attendance: Use the provided roster template. 2. Introduction: Read the daily overview to the students. 3. Work Time: Distribute the student activity packs. Students can work independently or in pairs. 4. Review: Answer keys are provided for you to review answers with the class if time permits. 5. End of Day: Collect all student work and leave it on the teacher's desk.

Classroom Management

- If students finish early, they can work on the "Early Finisher" extension prompts at the back of their activity pack.
- All assignments are designed to be completed within a standard 45-60 minute class period.
- Emergency contact info and office procedures are on the Emergency Info Card.

Class Roster & Emergency Info

EMERGENCY INFORMATION

School Main Office:

Nurse's Office:

Nearest Fire Exit:

Lockdown Procedure:

Teacher's Extension:

Class Roster / Attendance

[illegible]

Day 1: ELA Focus

Rhetoric & The Art of Persuasion

Substitute Instructions for Today:

Welcome! Today is all about English Language Arts. Students will explore persuasive techniques (Ethos, Pathos, Logos) and apply them to a writing task. Ensure they read the excerpts carefully before answering. Collect all packets at the end of the period.

Identifying Rhetorical Appeals

Time: 15 mins | Format: Short Answer

Analyzing a Historical Speech

Time: 20 mins | Format: Short Answer

Crafting Your Argument

Time: 25 mins | Format: Short Answer

Rhetoric & The Art of Persuasion

Instructions:

Today you will analyze how writers and speakers use rhetoric to persuade their audience. Read the provided scenarios, identify the persuasive appeals, and then craft your own persuasive argument using the techniques you learned.

Activity 1: Identifying Rhetorical Appeals

Read the following three scenarios. Identify whether the primary appeal is Ethos (credibility), Pathos (emotion), or Logos (logic). Explain your choice in 1-2 sentences. Scenario A: "As a pediatrician with 20 years of experience, I strongly recommend this vaccine for your child." Scenario B: "Imagine the heartbreak of a family losing their home to a fire that a simple alarm could have prevented." Scenario C: "Data shows that students who read 30 minutes a day score 15% higher on standardized tests."

Activity 2: Analyzing a Historical Speech

Read the excerpt from Winston Churchill's famous WWII speech: "We shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the fields and in the streets... we shall never surrender." 1. What is the primary rhetorical appeal used here? 2. How does the repetition (anaphora) of "we shall fight" strengthen his message?

Activity 3: Crafting Your Argument

The school board is considering cutting the arts and music budget to fund a new football stadium. Write a 1-paragraph argument either FOR or AGAINST this decision. You must use at least ONE example of Ethos, ONE of Pathos, and ONE of Logos. Underline and label each appeal in your writing.

Answer Key: Day 1 - ELA

FOR SUBSTITUTE USE ONLY

Activity 1: Identifying Rhetorical Appeals

Scenario A: Ethos. The speaker relies on their professional authority and 20 years of experience.

Scenario B: Pathos. The speaker uses vivid, emotional language about heartbreak and family loss.

Scenario C: Logos. The speaker uses concrete data and statistics to make a logical argument.

Activity 2: Analyzing a Historical Speech

1. Primarily Pathos (evokes determination and resilience) and Ethos (showing his own steadfast leadership). 2. The repetition emphasizes the unyielding nature of the British resolve; it builds momentum and makes the promise of resistance feel absolute.

Activity 3: Crafting Your Argument

Answers will vary. Look for: 1) Ethos (e.g., citing a personal connection to the arts or an expert opinion), 2) Pathos (e.g., describing the disappointment of students losing their creative outlet), 3) Logos (e.g., statistics about how arts improve academic scores). Ensure they are labeled.