

# Westside High School - Weekly Lesson Plan - Week At a Glance– SY 25 -26






Teacher: Mantlow

Subject: Social Studies

Course: World History

Grade: 10<sup>th</sup>

Date(s): OCT 13 – 17th

Standard: SSWG2: A, B, C, E: Evaluate how the physical and human characteristics of places and regions are connected to human identities and cultures.							
Assessment: <input type="checkbox"/> Quiz <input type="checkbox"/> Unit Test <input type="checkbox"/> Project <input type="checkbox"/> Lab <input type="checkbox"/> None							
		<b>Activation of Learning</b> (5 min)	<b>Focused Instruction</b> (10 min) <i>*I DO</i>	<b>Guided Instruction</b> (10 min) <i>*WE DO</i>	<b>Collaborative Learning</b> (10 min) <i>*Y'ALL DO</i>	<b>Independent Learning</b> (10 min) <i>*YOU DO</i>	<b>Closing</b> (5 min)
	 Learning Target  Success Criteria 1  Success Criteria 2	<ul style="list-style-type: none"> <li>Do Now</li> <li>Quick Write*</li> <li>Think/Pair/Share</li> <li>Polls</li> <li>Notice/Wonder</li> <li>Number Talks</li> <li>Engaging Video</li> <li>Open-Ended Question</li> </ul>	<ul style="list-style-type: none"> <li>Think Aloud</li> <li>Visuals</li> <li>Demonstration</li> <li>Analogies*</li> <li>Worked Examples</li> <li>Nearpod Activity</li> <li>Mnemonic Devices*</li> </ul>	<ul style="list-style-type: none"> <li>Socratic Seminar *</li> <li>Call/Response</li> <li>Probing Questions</li> <li>Graphic Organizer</li> <li>Nearpod Activity</li> <li>Digital Whiteboard</li> </ul>	<ul style="list-style-type: none"> <li>Jigsaw*</li> <li>Discussions*</li> <li>Expert Groups</li> <li>Labs</li> <li>Stations</li> <li>Think/Pair/Share</li> <li>Create Visuals</li> <li>Gallery Walk</li> </ul>	<ul style="list-style-type: none"> <li>Written Response*</li> <li>Digital Portfolio</li> <li>Presentation</li> <li>Canvas Assignment</li> <li>Choice Board</li> <li>Independent Project</li> <li>Portfolio</li> </ul>	<ul style="list-style-type: none"> <li>Group Discussion</li> <li>Exit Ticket</li> <li>3-2-1</li> <li>Parking Lot</li> <li>Journaling*</li> <li>Nearpod</li> </ul>
Monday	School Holiday						
Tuesday	School Holiday						
Wednesday	 Analyze the origins and spread of Islam  I can explain the historical context & key Islam people	Activation of Learning (5 min): Quick Write: What do you know about the origins of Islam?	(Strategy: Quick Write) Focused Instruction – I DO (10 min): Lecture with visuals on Muhammad and the rise of Islam.	(Strategy: Visual Discovery) Guided Instruction – WE DO (10 min): Analyze primary source excerpts from the Quran in pairs.	(Strategy: Reciprocal Teaching) Collaborative Learning – Y'ALL DO (10 min): Group timeline creation of early Islamic events.	(Strategy: Graphic Organizer) Independent Learning – YOU DO (10 min): Students write a short reflection on how Islam spread.	(Strategy: Exit Ticket) Closing (5 min): Class discussion on key takeaways.

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Thursday	<p>🎯 Evaluate Umayyad and Abbasid Caliphates. Success Criteria:</p> <p>✅ I can compare Umayyad and Abbasid Caliphate &amp; Islamic Golden Age.</p>	<p>Activation of Learning (5 min): Think-Pair-Share: What makes a civilization powerful? (Strategy: Think-Pair-Share)</p>	<p>Focused Instruction – I DO (10 min): Presentation on Umayyad and Abbasid Caliphates using notes. (Strategy: Concept Mapping)</p>	<p>Guided Instruction – WE DO (10 min): Students analyze a map showing Islamic expansion. (Strategy: Map Analysis)</p>	<p>Collaborative Learning – Y'ALL DO (10 min): Jigsaw activity: Each group studies one aspect of the caliphates. (Strategy: Jigsaw)</p>	<p>Independent Learning – YOU DO (10 min): Students complete a comparison chart. (Strategy: Graphic Organizer)</p>	<p>Closing (5 min): Students share one new insight from today's lesson. (Strategy: Exit Slip)</p>
Friday	<p>🎯 Assess the influence of Islamic civilization on the Medieval Mediterranean World.</p> <p>✅ I can identify contributions of Islamic scholars to science and culture how influenced neighboring regions.</p>	<p>Activation of Learning (5 min): Gallery Walk: View and discuss Islamic achievements. (Strategy: Gallery Walk)</p>	<p>Focused Instruction – I DO (10 min): Mini-lecture on cultural diffusion and Islamic contributions. (Strategy: Interactive Lecture)</p>	<p>Guided Instruction – WE DO (10 min): Students read and annotate a short article on Islamic science. (Strategy: Close Reading)</p>	<p>Collaborative Learning – Y'ALL DO (10 min): Debate: Which Islamic contribution had the greatest impact? (Strategy: Academic Dialogue)</p>	<p>Independent Learning – YOU DO (10 min): Students write a paragraph evaluating Islamic influence. (Strategy: Quick Write)</p>	<p>Closing (5 min): Reflection: What surprised you most this week? (Strategy: Reflective Journal)</p>

\*key literacy strategies