|  |
| --- |
| **Standard**: **SSWH5 Exampine the political, economic, and cultural interactions within the Medieval Mediterranean World between 600-1300CE****Assessment: ☐ Quiz ☐ Unit Test ☐ Project ☐ Lab ☐ None** |
|  | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp* **Learning Target** **Success Criteria 1** **Success Criteria 2** | **Activation of Learning***(5 min)* | **Focused Instruction***(10 min)****\*I DO*** | **Guided Instruction***(10 min)****\*WE DO*** | **Collaborative****Learning***(10 min)****\*Y’ALL DO*** | **Independent Learning***(10 min)****\*YOU DO*** | **Closing***(5 min)* |
| * Do Now
* Quick Write\*
* Think/Pair/Share
* Polls
* Notice/Wonder
* Number Talks
* Engaging Video
* Open-Ended Question
 | * Think Aloud
* Visuals
* Demonstration
* Analogies\*
* Worked Examples
* Nearpod Activity
* Mnemonic Devices\*
 | * Socratic Seminar \*
* Call/Response
* Probing Questions
* Graphic Organizer
* Nearpod Activity
* Digital Whiteboard
 | * Jigsaw\*
* Discussions\*
* Expert Groups
* Labs
* Stations
* Think/Pair/Share
* Create Visuals
* Gallery Walk
 | * Written Response\*
* Digital Portfolio
* Presentation
* Canvas Assignment
* Choice Board
* Independent Project
* Portfolio
 | * Group Discussion
* Exit Ticket
* 3-2-1
* Parking Lot
* Journaling\*
* Nearpod
 |
| **Monday** | ***C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp*** **I am learning**  I can explain the economic impact of Muslim trade. **I can**  identify key trade goods and routes used by Muslim merchants & analyze how trade influence. | Quick Write: What do you know about ancient trade routes? (Strategy: Quick Write) | Mini-lecture with visuals on Muslim trade routes and their economic impact. (Strategy: Direct Instruction) | Class discussion using a trade route map to identify key regions and goods. (Strategy: Concept Mapping) | Small group analysis of primary source excerpts on trade. (Strategy: Reciprocal Teaching) | Students write a paragraph explaining the economic impact of Muslim trade. (Strategy: Writing to Learn) | Name one trade good and its impact. (Strategy: Summarization) |
| **Tuesday** | ***C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp*** **I am learning** : I can evaluate the influence of Muslim trade routes on global economies. **I can**  describe how trade routes connected different civilizations & the long-term effects of trade on cultural diffusion. | Think-Pair-Share: How does trade affect culture? (Strategy: Think-Pair-Share) | Review Monday’s content and introduce new examples of trade influence. (Strategy: Advance Organizer) | Analyze a trade route infographic together. (Strategy: Visual Learning) | Collaborative creation of a trade route timeline. (Strategy: Graphic Organizers) | Students complete a cause-effect chart on trade impacts. (Strategy: Cause-Effect Mapping) | How did Muslim trade shape the world? (Strategy: Reflective Writing) |
| **Wednesday** |  **I am learning*C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp***  contributions of Islamic scholars in science, math, geography. **I can** list major Islamic scholars and achievements & how these contributions influenced later civilizations. | View posters of Islamic scholars. (Strategy: Gallery Walk) | Presentation on key scholars and their work. (Strategy: Multimedia Presentation) | Class discussion on how these contributions are used today. (Strategy: Socratic Seminar) | Group research and poster creation on one scholar. (Strategy: Jigsaw) | Students write a summary of one scholar’s impact. (Strategy: Summary Writing | Quiz: Match scholars to their contributions. (Strategy: Retrieval Practice) |
| **Thursday** | ***C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp* I am learning** the significance of Islamic contributions to global knowledge. **I can** connect Islamic innovations to modern disciplines & evaluate the importance of preserving historical knowledge. | Brainstorm: What inventions do you use daily? (Strategy: Brainstorming) | Lecture on Islamic innovations in various fields. (Strategy: Direct Instruction) | Interactive timeline of Islamic contributions. (Strategy: Interactive Notebook) | Group debate: Which contribution had the greatest impact? (Strategy: Academic Debate) | Students write an argumentative paragraph defending their choice. (Strategy: Argument Writing) | Exit Slip: One new thing you learned today. (Strategy: Exit Slip) |
| **Friday** | ***C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp* I am learning** the relationship between Judaism, Christianity, and Islam. **I can** identify similarities and differences among the three religions & explain how these religions influenced each other historically. | What do you know about Abrahamic religions? (Strategy: KWL Chart) | Lecture comparing beliefs and practices. (Strategy: Comparative Analysis) | Class discussion on shared values and historical interactions. (Strategy: Socratic Seminar) | Group Venn diagram comparing the three religions. (Strategy: Venn Diagram) | Students write a reflection on religious influence. (Strategy: Reflective Writing) | Which religion’s influence surprised you most? (Strategy: Polling) |

*\*key literacy strategies*