|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **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*