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| **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: ☐ 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 origin of Christianity in Rome**    **I can ID Key figures** | Quick Write: 'Why do religions spread?' | Mini-lecture with map visuals showing diffusion of Christianity. | Think-Pair-Share: Students discuss how geography influenced spread. | Jigsaw: Groups read short texts on Paul, Constantine, persecution, and missionaries. | Students complete a graphic organizer on causes and methods of diffusion. | Exit Ticket: One reason Christianity spread successfully. |
| **Tuesday** | ***C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp***  **I am learning impact religion on Rome**  **I can show impact on Roman Culture** | Activation Question: 'How might a new religion challenge an empire’s stability?' | Direct instruction on Constantine’s Edict of Milan and Christianity’s legal status. | Reciprocal Teaching: Students rotate roles while reading primary source excerpts. | Socratic Seminar: 'Was Christianity a unifying or divisive force in Rome?' | Students write a short reflection evaluating Christianity’s impact on Roman unity. | Exit Slip: One political change caused by Christianity. |
| **Wednesday** | **I am learning *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp*why ancient Rome fell**    **I can list reasons for Rome decline** | Concept Mapping: Students brainstorm causes of collapse. | Lecture with visuals on inflation, invasions, leadership decline. | Gallery Walk: Stations with documents/images on different collapse factors. | Students rank causes from most to least impactful and justify in small groups. | Write a claim-evidence-reasoning (CER) paragraph on the most significant cause. | Debrief: Share rankings and discuss disagreements. |
| **Thursday** | ***C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp* I am learning Roman and Byzantine relationship**    **I can explain traditions from both things like social media and big brands.** | Review Game: Kahoot or Quizizz on Greece & Rome. | Teacher reviews key concepts using annotated timeline. | Think-Pair-Share: Students discuss connections between Greek and Roman governments. | Peer Quiz Prep: Students create and exchange 3 quiz questions. | Unit Quiz: Multiple choice and short answer. | Reflection Prompt: 'What topic do I feel most confident about?' |
| **Friday** | ***C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp* I am learning Roman and Byzantine relationship**  **I can explain traditions from both** | Image Analysis: Students examine mosaics of Justinian and Theodora. | Mini-lecture on Byzantine Empire’s Roman legacy and Justinian’s reforms. | Annotated Timeline: Students place key Roman and Byzantine events. | Debate: 'Who had a greater impact: Justinian or Theodora?' | Students write a historical argument paragraph supporting their position. | Exit Ticket: One Roman tradition preserved by Byzantines. |

*\*key literacy strategies*