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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
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| **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?' | Review of how the Roman senate debated and the rules of debate | Reciprocal Teaching: Students rotate roles while debating the question: was Christianity good or bad for the Roman Empire?” | Socratic Seminar: 'Was Christianity a unifying or divisive force in Rome?' | Students write a short reflection evaluating Christianity’s impact on Roman unity via the debate.  | 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 of the Roman Empire | 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*