Teacher: Coach Sifford Subject: World History Week of: January 12- January 16

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Essential Components of each lesson: | Monday | Tuesday | Wednesday | Thursday | Friday |
| ***SOL # and Letter:***  ***The student will:* WHI.6**WHI.8 The student will demonstrate knowledge of Islamic civilization from about 600 to 1000 a.d. (c.e.) by: | WHI.8 c) identifying historical turning points that affected the spread and influence of Islamic civilization, with emphasis on the Sunni-Shi’a division and the Battle of Tours; d) citing cultural and scientific contributions and achievements of Islamic civilization. | WHI.8 c) identifying historical turning points that affected the spread and influence of Islamic civilization, with emphasis on the Sunni-Shi’a division and the Battle of Tours; d) citing cultural and scientific contributions and achievements of Islamic civilization. | WHI.8 a) describing the origin, beliefs, traditions, customs, and spread of Islam; b) assessing the influence of geography on Islamic economic, social, and political development, including the impact of conquest and trade | WHI.8 c) identifying historical turning points that affected the spread and influence of Islamic civilization, with emphasis on the Sunni-Shi’a division and the Battle of Tours; | WHI.7 a) explaining the establishment of Constantinople as the capital of the Eastern Roman Empire;  b) identifying Justinian and his contributions, including the codification of Roman law, and describing the expansion of the Byzantine Empire and economy; |
| ***Resources used*:** | 1) Textbook  2) PowerPoint | 1) Textbook  2) PowerPoint | 1) Textbook  2) PowerPoint | 1) Textbook  2) PowerPoint | 1) Textbook  2) PowerPoint |
| ***Lesson Progression*:**  *What the lesson looks like?*  *Is there a warm up?*  *What does the main lesson look like? Is it differentiated?*  *If so how?*  *Specific examples of effective instructional strategies.* | Lesson: The student will demonstrate knowledge of Islamic civilization from about 600 to 1000 (c.e.)  1) Vocabulary (10 min)  2) Essential Questions: List the basic similarities and differences between Sufi, Sunni and Shia Muslims?  3) Notes/PPT/Video | Lesson: The student will demonstrate knowledge of Islamic civilization from about 600 to 1000 (c.e.)  1) Vocabulary (10 min)  2) Essential Questions: How did Islam spread through three continents?  3) Question #2 Chart  4) Notes/PPT/Video | Lesson: The student will demonstrate knowledge of Islamic civilization from about 600 to 1000 (c.e.)  1) Vocabulary (10 min)  2) Essential Questions: What were some contributions of Islamic civilization? Create a list Muslim advancements and contributions in medicine, astronomy, and inventions.  3) Notes/PPT/Video | Lesson: The student will demonstrate knowledge of Islamic civilization from about 600 to 1000 (c.e.)  1) Test  2) Vocabulary Chapter 11  Justinian, icon, patriarch, Justinian Code, Seljuks, Hagia Sophia, schism, Nika Rebellion, iconoclast, czars,  Empress Theodora, excommunication, Ivan III, cyrillic alphabet, Eastern Orthodox Church | Lesson: The student will demonstrate knowledge of Islamic civilization from about 600 to 1000 (c.e.)  1) Vocabulary (10 min)  2) Read connecting history and geography then answer the 4 questions.  3) Notes/PPT/Video |
| ***Teacher Assessments/Checking for Understanding***  How will you know what students came away knowing: | A. Observation  B. Hand Signals  C. Index Cards A-B-C-D  D. Choral Responses | A. Observation  B. Hand Signals  C. Index Cards A-B-C-D  D. Choral Responses | A. Observation  B. Hand Signals  C. Index Cards A-B-C-D  D. Choral Responses. | A. Observation.  B. Hand Signals  C. Index Cards A-B-C-D  D. Choral Responses | A. Observation.  B. Hand Signals  C. Index Cards A-B-C-D  D. Choral Responses |
| ***Next Steps:***  Homework? How will this affect tomorrow’s lesson? | Students will work independently or in groups. Lessons are continuous. | Students will work in groups or independently  Lessons are continuous. | Students will work in groups or independently  Lessons are continuous. | Students will work independently or in groups Lessons are continuous. | Students will work in groups or independently  Lessons are continuous. |