‘Lesson Plans 2026-2027 **Week:** #3 – (November 2- 6) **Teacher**: Staton, Volkmar, Whitman **Subject**: SS 6

Unit Title:	**Units 4 and 5: Medieval Europe and Islam**
Unit Vocabulary:	Monotheism, Christianity, Catholic Church, Eastern Orthodox, Constantinople, Constantine the Great, Charlemagne, Hagia Sophia, Icons, Edict of Milan, Eastern Roman Empire, Western Roman Empire, Rome, Code of Justinian. Byzantine Empire, Constantinople, Bubonic Plague, feudalism, fief, Chivalry, Crusades, Medieval Age, barbarians, Franks, Magna Carta, serf, vassal, manor

	Learning Target *(All Teachers)*	**Instructional Plan** *(Core Teacher)*	**Differentiation** *(ELA/Math Inclusion Teacher)*	**Level UP/Advisory Plans** (Core Content Teachers) (Not NHI time)	**Teacher Tips & Notes** *(All Teachers)*
MON	No School Teacher Workday	**No School- Teacher Workday**	**SWD Differentiation Strategy:** ● The teacher will model proper email etiquette using metacognitive thinking-aloud strategies as well as visual aides. ● Students with specific needs will be allowed to write a minimum of 3 sentences for the body of their email. **Inclusion Teacher Role:** ● Restate directions for students who didn’t understand		

			• Model email in small group if needed		
TUE	No School- Election Day	**No School Election Day**	**SWD Differentiation Strategy:** • Modeling and simplifying logging into NoRed Ink. • Assisting students as needed to log into NoRed Ink. • Small group for students needing additional assistance. **Inclusion Teacher Role:** • small group to set up account		
WED	I can contextualize the origins of Islam relative to time and place. I can use evidence to explain the basic tenets of Islam by reading an article and answering questions.	**Q2 CFA 1 (Mastery Connect) This is 2025. Do we want to update or change the timing?** **Opening Strategy:** 1) Students will watch The Origins of Islam 5 min. Video. Students will record at least 3-5 facts for discussion in their notebooks. The class will quickly discuss a few points after the video. 2) The Teacher will show the 5 pillars of Islam & have students record the 5 pillars in their notebooks	**SWD Differentiation Strategy:** • Read aloud of "The Jacket" or small group reading with the teacher • Metacognitive thinking aloud strategies when reading "The Jacket" • Probing questions with frequent opportunities to respond verbally or using visual cues. **Inclusion Teacher Role:** • Modify/Change text if needed • Work in small group to highlight text		Let's look at CFA in the PLC this week. Volkmar

		in English (we will get the Arabic in the lesson). The Five Pillars Of Is... **Teaching Strategy:** The teacher will have students read History.com: Islam. Students will work in their table groups of 3 or 4 to complete the companion questions: Blank Worksheet BLANK Origins of Islam and ... Answer Key to Worksheet: Origins of Islam and the … Origins of Islam worksheet answers (slides to show the class with pictures) The teacher can choose to have students answer the questions as a Google Doc or may choose to have students answer the questions in their notebooks. The teacher will give the students the majority of the class period to complete the assignment. The teacher should reserve 10 minutes to cover the questions as a class discussion at the end of class. **Student Strategy:** Students will			

		read the article, work with their table groups, and answer questions. **<u>Assessment:</u> The teacher will use the class discussion to determine students' understanding.**			
T H U	**<u>Learning Target:</u>** I can explain how Islam impacted political systems in the Umayyad, Abbasid, and Andalusian dynasties by using a slideshow and class discussion to answer questions.	**<u>Opening Strategy:</u>** One starter video is linked in the slideshow on slide 2. ***<u>Excellent Video BUT TEACHER MUST STOP AT 3 min MARK! Mature Content after the 3 min. MARK! THis should not be linked in the lesson for reason!</u>*** The History of the Umayyad … **Excellent Video Golden Age of Islam** • [FILM] 1001 Inventio… **<u>Core Lesson Activities:</u>** The teacher will use the slideshow Umayyad Dynasty Overth… to generate class discussion and learning. **<u>Student Strategy:</u>** The students will complete the worksheet Umayyad Caliphate, Abba… by using the above slideshow	**<u>SWD Differentiation Strategy:</u>** • Small group instruction for students experiencing difficulty completing the graphic organizer • Reduced number of requirements for each section of graphic organizer • Model thinking aloud while reading "The Jacket" • Asking probing questions while reading "The Jacket" **<u>Inclusion Teacher Role:</u>** • Reduce work on graphic organizer to one detail for each area • Provide quotes for students • Digital copy of "The Jacket"		

		and class discussion to answer the questions. **<u>Summarizing Activity:</u>** Students should discuss with their table partners one topic from today's lesson that he/she understood well. Students should also discuss with their table partners on topic that he/ she is uncertain about.			
F R I	**<u>Learning Target</u>** **I can determine the causes and effects of the feudal system in Europe by using slides to answer questions.**	**<u>Feudalism and Manorialism</u>** **<u>Standard:</u>6.2.E** **<u>Introduction:</u>** **W**atch feudalism video **Students will define nobles, knights, and serfs.** **<u>Core Lesson:</u>** **<u>Teaching Strategy:</u> The teacher will use 2.Feudalism slideshow to teach the concepts of feudalism and manorialism. Student worksheet provided in slide 5. While covering the slideshow, students will complete a Feudalism Pyramid to be included in their notebooks (Volkmar provided to copy to teachers) , and students will complete a diagram of the manorial systemand place in notebooks (Volkmar provided copy for teachers).** **Students will take notes on primary**	**<u>SWD Differentiation Strategy:</u>** ● Provide a paragraph graphic organizer that allows for chunking of the components of a paragraph **<u>Inclusion Teacher Role:</u>** ● Provide graphic organizer for paragraph format ● Allow speech to text ● Use chromebook instead of written		Career Day… **Whitman's Classes:** Due to alternate bell schedule (each class is roughly 20-30 mins), Whitman's classes will be finishing Umayyad Caliphate Notes and Unit 5 Vocabulary sheet. We will complete Feudalism lesson on Monday (as outlined in Q2 Week 4 lesson plans).

		points from the slideshow. If time permits, Teachers will use Nearpod activities to explore the political and social structures created by feudalism. **Student** Students will complete the Feudal Pyramid explaining the four parts of the socio-economic & political structure. Students will label a manorial village and take notes. **Closing:** **Exit Ticket** We've discussed the disadvantages of feudalism however what were some of the benefits of feudalism at the time. **Homework**: None			