

Instructional Plan

**Summative Assessment must be provided with the plan*

Title of Unit: Unit 2 Rise of Civilizations
Teacher: Ahonen
Period (s) 2

Date of Unit: 8/1-9/29
Subject: Honors World History

What will students be learning?

Standard(s)/Competency:

SSWH1 Analyze the origins, structures, and interactions of societies in the ancient world from 3500 BCE/BC to 500 BCE/BC.

SSWH2 Identify the major achievements of Chinese and Indian societies to 500 CE/AD.

SSWH3 Examine the political, philosophical, and cultural interaction of Classical Mediterranean societies from 700 BCE/BC to 400 CE/AD.

Learning Target(s):

I will be able to identify where civilization began.

I will be able to explain the development of Egypt and other African nations.

I will be able to identify & explain how Buddhism and Hinduism are different.

I will be able to explain the importance of road in relation to the early empires.

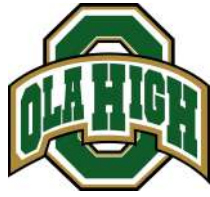
I will be able to explain the similarities in Rome, Han, and the Mauryan/Gupta as well as their differences.

I will be able to explain why Buddhism and Christianity grew and Hinduism did not.

How will students be learning?

Learning Plan (What is/are the big idea(s) and specific instructional strategies that will be used with the lesson.

- The rise of civilizations and they arose is covered in this unit. The class will also delve into Egyptian culture as part of this unit. With the rise of Civilizations came the development of written language and religion. The class has gone over the development of Hinduism, Buddhism, and Judaism. The differences between them have also been discussed. The continued rise of civilizations and the formation of empires will be covered in this unit. With the rise of Civilizations came the development of written language and religion. The class has gone over the development of Hinduism, Buddhism, and Judaism. The differences between



them have also been discussed. The empires discussed will be Rome, with the formation of Christianity, the Han, and the Mauryan/Gupta.

Class Zones/ Path of Study: The students will be given a list of expectations for the Unit to be done by Sept 29. The class is allowed to determine their own path of study: lecture, choice board, worksheets and readings or a book study. In addition, regards of path of study, all students are required to complete Quia assignments, watch crash course videos and work on National History Day. All students are expected to complete their DOK and understand that the DOK serves as specific learning target that they are responsible for on their unit essay test.

Differentiation: Specifically describe how learning/assessment/product will be differentiated to meet the variety of needs/styles in your classroom.

- Each students will be able to choose daily what they want to work on based on the Path of Study they selected., whether it be notes, choice boards, worksheets, watch Crash Course and answer questions, do the online quizzes, take the Unit Vocabulary Test, and the Unit Test. They will have some parameters when they must get each assignment completed and the questions they must answer, but overall they will be able to choose on a day to day basis what they want to work on. Students are assigned seats by “pathway” so that they can work together when needed.
- Students are also actively engaged in National History Day (NHD) preparation. NHD allows for critical thinking skills and creativity of interpretation to develop and be utilized all year.

Technology: How will technology be utilized to engage students in learning? Describe tools used by students.

- All of the unit notes are online so the students will have the opportunity to download them, print them, follow along in class and /or copy them down. Students are required to join my Google Classroom to view all information including unit sheets (mini syllabus per unit), notes, video links and readings. Students also use Google Classroom to turn in their work per unit. Their vocabulary homework and vocabulary quizzes will be done on Quia as well which is an online testing site which allows for quick feedback and input. The students are expected to watch Crash Course World History as well which are short videos over various subjects and answer numerous questions. Overall the class is technology driven with the students having the choice on a daily basis in relation to what to work on and how to work on it.



How will students be assessed?

Formative Assessment: What formative strategies will be used to track learning?

- One my main strategies is that every student has a craft stick with their name on it. I “pull” every student’s stick at least once per class and ask them questions; this gives a good general overview of what they understand. I use sticks for general information, discussion starters, summary information and, on occasion, a ticket out of the door.

How will formative data be used to guide instruction?

- I use the data to structure my instruction. If students do not understand the information then it is reviewed over and over. I also offer study session before and after school as well as during study hall time.

Summative Assessment: What summative strategies will be used to report learning?

- There are three types of assessment used in Honors World History:
 1. Vocabulary Tests: matching tests completed on Quia; students are allowed 2 attempts
 2. Multiple Choice Theme Tests: these are cumulative tests that cover multiple units. Students are allowed 2 attempts. There are 4 multiple choice test fall semester and 4 spring semester. They are used as benchmark information and can replace several test grades if needed.
 3. Written unit tests: these are written responses to topics discussed in class. Students have a Depth of Knowledge (DOK) worksheet that they use to prepare for this type of testing.

What happens if students don’t master learning?

- Questions which are missed the most will be repeated on the next quiz. As the teacher I will also review the most missed questions with the class to help assist in learning and us their DOK sheet for this process.



Remediation Plan: Describe the plan for remediation and support:

1. Students have multiple attempts on various tests through the unit and throughout the year. This allows for student success and also helps to ensure mastery of information because each attempt is monitored by the teacher and discussed with the student.
2. Students that continue to struggle are put on a “collegiate conversation plan.” This is when students schedule a time with the teacher before or after school or during study hall to receive additional help and support.
3. At the end of the semester, there is one big test over all the “standards” covered that is offered as a replacement grade. This is a type of benchmark test that allows for multiple grade replacement if needed.