Instructional Design

Kelly Jackson

**Rationale:**

 The purpose of the Instructional Design is to address the need to solve the issue of how to get the necessary information to the student in an interesting way that allows for them to both succeed at learning the information and also enjoy the learning process as well. There is a lot of information to cover when preparing for the Ohio Graduation test in History. There are four topics to cover, each with a mountain of information to cover. These four topics; History, Peoples in Societies and Geographies, Economics, Government, and Citizenship rights and responsibilities, and finally, Social Studies skills and methods. I think that by using the Project based model of instructional design this problem will be solved. This method allows for a project based learning that involves the student in the learning process and gives them a sense of ownership in the process. This is important because it allows the student to create their own pace and understanding levels. It allows for them to create a project using their skills and knowledge to create something and also learn at the same time.

 I chose this form of instructional design because I enjoy the project based learning and the involvement of the students in the learning process. I believe that a student that is more involved in the learning process is a student that will be more attentive and a bigger part of the learning process than a student that is just memorizing notes or listening to lectures.

 By using this model a student can create a project for each of the four subtopics and use that project as a study guide for the OGT test. A project that can be used is to have each of the students create a worksheet study guide for each of the topics. By having the students create their own study guides and possibly share those study guides with the class will provide a way for them to both learn as they go and also have something to study from for the test preparation. I think this method would work well in a smaller class that is dedicated to the test preparation, perhaps a tutoring group or an afterschool study group that is dedicated to preparing for the test.

 **Unit Learner Outcomes**

The learner outcomes of this concept map are based on the categories in the Social Studies portion of the Ohio Graduation Test.

History:

1. Human Experience: An ability to understand the experience that people faced throughout history, to see the human experience throughout the historical events.
2. Diversity: to be able to discern that there are differences throughout humanity and be able to comprehend the diversity of the people.
3. Events: Students are expected to know about and comprehend major events in history.
4. Patterns and Themes: It is important for a student to be able to spot and comprehend the patterns and themes that exist in history.

Peoples in Societies and Geography:

1. Different Societies: to understand and know that there are many different societies throughout history and be able to discern some of the unique qualities of them.
2. Geography: to know basic geography and be able to identify places on a map or drawing.
3. Cultures: basic knowledge of different cultures and some of the impact on history of them.
4. Patterns and Themes: It is important for a student to be able to spot and comprehend the patterns and themes that exist in Societies and Geography

Economies, Government, Citizenship Rights and Responsibilities:

1. Economy: To understand the different economies and the impacts of them.
2. Government: the impact of our government from the creation of it to the present
3. Citizenship rights and responsibilities: What is expected as a citizen, our Constitution, and what we are expected to do as responsible citizens.
4. Patterns and Themes: It is important for a student to be able to spot and comprehend the patterns and themes that exist in economy and government.

Social Studies Skills:

1. Terminology: it is very important that the student has an understanding of grade level vocabulary for this subject
2. Multimedia effects: It is important to be aware of the effects of multimedia forms throughout history.
3. Simulated or real world settings: to comprehend or understand about the impacts of our history.
4. Patterns and Themes: It is important for a student to be able to spot and comprehend the patterns and themes that exist in history.

**Pre-assessment:**

For the pre-assessment I will have the students take a practice test that is available from the ODE website. It will assess at what level they are before the class and will provide a blueprint of the areas that need extra attention

**Lesson Plan 1**

1. For this project we are going to address the History section of the test. Each section will be addressed as a separate lesson. The process will be to have the student create a worksheet that they can use to study from to be successful during the test. This worksheet will be made so that it can be used by all the students. It will be comprised of different sections so that all learners will respond to it. It will include a multiple choice, fill in the blank and essay question portions. Each student is responsible for providing an accurate answer key as well. Once the project is complete each student will receive a copy of the study guide. Each student will be given a section to focus on so that when completed there will be an adequate cover of all the information needed to study for the test.
2. The objectives of the lesson is to identify the history sub-topics of the human experience, diversity, events, and patterns and themes of the subject. Once completed the student will be able to identify key terms and events in the history portion of the test. The students will acquire the skills needed to learn how to study effectively and retain the knowledge necessary to be proficient on the test.
3. For this project each student will be assigned a portion or time period of history that is relevant to the testing sub-topic that they are working on. For example, this is the first weeks lesson so each topic will be related to the history portion of the test. Each student is responsible for creating a study guide that has 10 multiple choice questions, 10 fill in the blank questions and 5 essay questions. In addition, they are responsible for providing an accurate answer key. They are to create this document for their classmates. Its purpose should be so that a classmate could use this document to study from and gain sufficient knowledge to pass the OGT test.
4. The process will include using the textbook, going to the library and researching the subject and utilizing the internet. There will be samples from previous classes that the students can refer to for inspiration. Also, they may utilize the ODE website for examples of practice questions from previous tests.
5. Once completed and graded the students will provide copies of the worksheets to their classmates so that they will have a complete study guide for this sub-topic of the test. At the end of the class there will be a completed workbook study guide that covers all the topics in the history portion of the OGT test so that the students may use to study from to be prepared for the test.
6. At the end of this project the expectations are that the questions are thought provoking, relevant to the topic and a useful tool to study from. The questions created in the study guide should be created after research and studying so that they are correct and useful to the person using the guide to study from. Extra credit points will be given if a student wants to provide an additional vocabulary section.

**Lesson 2**

1. For this project we are going to address the Peoples in Society and Geography section of the test. Each section will be addressed as a separate lesson. The process will be to have the student create a worksheet that they can use to study from to be successful during the test. This worksheet will be made so that it can be used by all the students. It will be comprised of different sections so that all learners will respond to it. It will include a multiple choice; fill in the blank and essay question portions. Each student is responsible for providing an accurate answer key as well. Once the project is complete each student will receive a copy of the study guide. Each student will be given a section to focus on so that when completed there will be an adequate cover of all the information needed to study for the test.
2. The objectives of the lesson are to identify the history sub-topics of Different Societies, Geography, Cultures, and Patterns and Themes. Once completed the student will be able to identify key terms and events in the Peoples in Society and Geography portion of the test. The students will acquire the skills needed to learn how to study effectively and retain the knowledge necessary to be proficient on the test.
3. For this project each student will be assigned a portion or time period of history that is relevant to the testing sub-topic that they are working on. For example, this is the second weeks lesson so each topic will be related to the Peoples in Society and Geography portion of the test. Each student is responsible for creating a study guide that has 10 multiple choice questions, 10 fill in the blank questions and 5 essay questions. In addition, they are responsible for providing an accurate answer key. They are to create this document for their classmates. Its purpose should be so that a classmate could use this document to study from and gain sufficient knowledge to pass the OGT test.
4. The process will include using the textbook, going to the library and researching the subject and utilizing the internet. There will be samples from previous classes that the students can refer to for inspiration. Also, they may utilize the ODE website for examples of practice questions from previous tests.
5. Once completed and graded the students will provide copies of the worksheets to their classmates so that they will have a complete study guide for this sub-topic of the test. At the end of the class there will be a completed workbook study guide that covers all the topics in the history portion of the OGT test so that the students may use to study from to be prepared for the test.
6. At the end of this project the expectations are that the questions are thought provoking, relevant to the topic and a useful tool to study from. The questions created in the study guide should be created after research and studying so that they are correct and useful to the person using the guide to study from. Extra credit points will be given if a student wants to provide an additional vocabulary section.

**Lesson 3**

1. For this project we are going to address the Economies, Government, Citizenship Rights and Responsibilities section of the test. Each section will be addressed as a separate lesson. The process will be to have the student create a worksheet that they can use to study from to be successful during the test. This worksheet will be made so that it can be used by all the students. It will be comprised of different sections so that all learners will respond to it. It will include a multiple choice; fill in the blank and essay question portions. Each student is responsible for providing an accurate answer key as well. Once the project is complete each student will receive a copy of the study guide. Each student will be given a section to focus on so that when completed there will be an adequate cover of all the information needed to study for the test.
2. The objectives of the lesson are to identify the Economies, Government, Citizenship Rights and Responsibilities sub-topics of Economy, Government, Citizenship rights and responsibilities, and Patterns and Themes. Once completed the student will be able to identify key terms and events in the Economies, Government, Citizenship Rights and Responsibilities portion of the test. The students will acquire the skills needed to learn how to study effectively and retain the knowledge necessary to be proficient on the test.
3. For this project each student will be assigned a portion or time period of history that is relevant to the testing sub-topic that they are working on. For example, this is the third weeks lesson so each topic will be related to the Economies, Government, Citizenship Rights and Responsibilities portion of the test. Each student is responsible for creating a study guide that has 10 multiple choice questions, 10 fill in the blank questions and 5 essay questions. In addition, they are responsible for providing an accurate answer key. They are to create this document for their classmates. Its purpose should be so that a classmate could use this document to study from and gain sufficient knowledge to pass the OGT test.
4. The process will include using the textbook, going to the library and researching the subject and utilizing the internet. There will be samples from previous classes that the students can refer to for inspiration. Also, they may utilize the ODE website for examples of practice questions from previous tests.
5. Once completed and graded the students will provide copies of the worksheets to their classmates so that they will have a complete study guide for this sub-topic of the test. At the end of the class there will be a completed workbook study guide that covers all the topics in the history portion of the OGT test so that the students may use to study from to be prepared for the test.
6. At the end of this project the expectations are that the questions are thought provoking, relevant to the topic and a useful tool to study from. The questions created in the study guide should be created after research and studying so that they are correct and useful to the person using the guide to study from. Extra credit points will be given if a student wants to provide an additional vocabulary section

**Lesson 4**

1. For this project we are going to address the Social Studies Skills section of the test. Each section will be addressed as a separate lesson. The process will be to have the student create a worksheet that they can use to study from to be successful during the test. This worksheet will be made so that it can be used by all the students. It will be comprised of different sections so that all learners will respond to it. It will include a multiple choice; fill in the blank and essay question portions. Each student is responsible for providing an accurate answer key as well. Once the project is complete each student will receive a copy of the study guide. Each student will be given a section to focus on so that when completed there will be an adequate cover of all the information needed to study for the test.
2. The objectives of the lesson are to identify the Terminology , Multimedia effects, Simulated or real world settings, and Patterns and Themes. Once completed the student will be able to identify key terms and events in the Social Studies Skills portion of the test. The students will acquire the skills needed to learn how to study effectively and retain the knowledge necessary to be proficient on the test.
3. For this project each student will be assigned a portion or time period of history that is relevant to the testing sub-topic that they are working on. For example, this is the fourth weeks lesson so each topic will be related to the Social Studies Skills portion of the test. Each student is responsible for creating a study guide that has 10 multiple choice questions, 10 fill in the blank questions and 5 essay questions. In addition, they are responsible for providing an accurate answer key. They are to create this document for their classmates. Its purpose should be so that a classmate could use this document to study from and gain sufficient knowledge to pass the OGT test.
4. The process will include using the textbook, going to the library and researching the subject and utilizing the internet. There will be samples from previous classes that the students can refer to for inspiration. Also, they may utilize the ODE website for examples of practice questions from previous tests.
5. Once completed and graded the students will provide copies of the worksheets to their classmates so that they will have a complete study guide for this sub-topic of the test. At the end of the class there will be a completed workbook study guide that covers all the topics in the history portion of the OGT test so that the students may use to study from to be prepared for the test.
6. At the end of this project the expectations are that the questions are thought provoking, relevant to the topic and a useful tool to study from. The questions created in the study guide should be created after research and studying so that they are correct and useful to the person using the guide to study from. Extra credit points will be given if a student wants to provide an additional vocabulary section

**Post-Assessent**:

After completing this class, or workshop, the student will find themselves prepared to take the OGT test in history. This class is designed for the eighth grade student who is preparing to take the OGT test. This class, once completed will provide the student with in class projects and studying and also a completed workbook study guide to take with them to use as a tool to study from to receive a proficient or higher grade in this test. Each sub-topic has been gone over and the students were responsible for researching and creating documents that addresses these topics.