For this project, I chose one of the most intensive units in the World History curriculum, and that is the Ancient Greece unit. Our district usually teaches World History in the student's freshman year. However, many of our students who take an elective will actually take the whole course during summer school. Knowing this, I tried to create more authentic activities that would help engage students throughout the five hour long summer day as well as students in the fifty minute class period.

Within this unit, there are a lot of foundations of civilization that are taught. However, when looking back at the tasks and standards that we were using, I noticed that these summative tasks were really formative tasks. They were just having students regurgitate information and not apply their own thought to it. It is because of this that I entitled my project, "From Formative to Summative." The unit is using Ancient Greece content, and students are showing their knowledge of this content through the use of a variety of authentic assessments. Throughout the unit, there will be traditional assessments that need to be included due to district level administration. However, having students partake in more authentic, real world tasks will help them understand the content better, and help them practice a wide variety of skills.