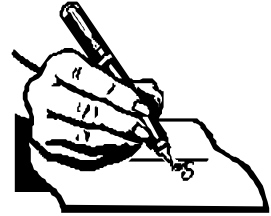# Topic: Portfolio

Grade : 8

An integrated lesson plan covering 3 sessions of approximately 1 hour each.

Lesson-Planning Approach

Some learners perceive their "world" as a whole, where all things are interconnected and dependent upon each other. These "integrated" students face major challenges in coping with our dominant educational, social, and economic systems, which tend to present information in a linear fashion without the necessity of integration into meaningful context. Integrated students are at-risk of failing as they attempt to grasp information in ways that do not match their experience. Among large populations of at-risk students are many from Native American and similar cultures who do not regard their world as a sum of parts but as a blend of all that they experience.

This lesson plan does include some traditional, linear approaches to delivering information (checklists, rules, analysis, problem solving and organization). In addition to the traditional, linear delivery of information, this lesson plan also includes some of the following strategies, designed to appeal to at-risk students as they learn academic/life skills:

- ❖ Integration of technology
- ❖ Non-competitive work
- ❖ Performance-based assessment and rubrics
- ❖ Visual presentations and practice through technology and other means
- ❖ Project-based assignments that integrate family and community
- ❖ Activities appealing to multiple intelligences (Gardner)

Lesson Overview

This lesson is designed to teach students how to develop a portfolio that documents past activities in middle school especially those activities that effect future learning. It is important that students participate in this documentation in order to become aware that their past effects their future. Students will also learn how to summarize this information.

Lesson Objectives

Project Objectives: When students complete this session, they will be able to …

- ❖ Identify past activities
- ❖ Document past activities with personal comments
- ❖ Use word art for a title
- ❖ Insert clipart
- ❖ Use tables for information
- ❖ Insert footers
- ❖ Summarize past activities

Integration of Other Functional/Academic Skills: (Critical thinking is required throughout the lesson.) Students will be able to….

Reading: read and analyze information; read short summaries

Grammar: apply standard punctuation and sentence structure

Writing: summarize personal information on the computer; edit for a final copy

Technology: basic computer usage; use Microsoft Word; create tables

Strategies to Address Native American and At-Risk Students

- ❖ Present the whole concept before beginning on sub-skills
- ❖ Recognize and build on learners' strengths and personal attributes
- ❖ Allow for personal instruction and directions
- ❖ Creating a out-come based assessment
- ❖ Provide individualized assistance as needed
- ❖ Cooperative rather than competitive
- ❖ Allow for personal relevance
- ❖ Allow for creativity and individual development

State/National Standards (Complete as Appropriate)

R&W #2 Students will write and speak for a variety of purposes and audiences
R&W #4 Students apply thinking skills to their reading, writing, speaking, listening, and viewing.
R&W #5 Students read to locate, select, and make use of relevant information from a variety of media, reference and technological sources

Websites
Support:
http://www.mancosre6.edu

Pre-requisites

- ❖ Basic knowledge of using a computer for word processing.
- ❖ Sixth grade reading and writing skills
- ❖ Data from files identifying past activities

Handouts

- ❖ Lesson Checklist (Handout 1)
- ❖ Microsoft Word Checklist (Handout 2)
- ❖ Lesson Rubric (Handout 3)
- ❖ Sample Portfolio (Handout 4)

Materials
- ❖ Sample portfolio that documents and summarizes information

Required Equipment/Technology
- ❖ A computer with Microsoft Word

THE LESSON

Part I - Preparation

Activity	Instructor Notes	Time
Discuss the topic	Tell a story	5 minutes to discuss story.
Purpose of the portfolio	Briefly discuss the purpose of the portfolio documentation and it's relevance to planning for HS and after graduation	5 minutes
Examine and discuss handouts	Go through each handout and allow for questions and clarifications.	10 minutes

Presentation

Present sample	Show students the sample portfolio document.	5 minutes
Using MS Word	Show students how to insert word art, create tables in MS Word, insert clip art and create a footer	15 minutes
Brainstorm	Brainstorm transition activities such as participation in PE, sports, other extracurricular activities, and other leisure activities. Discuss determining dates and adding comments.	20 minutes

Part II - Performance and Practice

Identify activities	Students make a list of activities with approximate dates and comments.	15 minutes
Write summary	Students write a summary of their transition activities focusing on interests and how participation in the activities influenced them.	15 minutes
Portfolio	Students open MS Word, following the checklist and inserting information to create a portfolio.	30 minutes

Part III

Portfolio editing	Students edit and finish portfolio	30 minutes
Present portfolio	Students present portfolio to the class receiving constructive feedback.	15 minutes
Final editing	Students make revisions based upon feedback and additional information. Print final copy for the teacher and the student	15 minutes

Lesson Assessment Strategy (Formative – As the lesson progresses)

Preparation, Presentation and Overall Implementation (Instructor)
1. Are the instructions and expectations for the class clear throughout the lesson?
2. Am I spending sufficient time on modeling the skills I want students to acquire?
3. Is there enough variety in the lesson to appeal to most learning preferences?
4. How many learning intelligences am I addressing?
5. Are students "connecting" to lesson objectives? Why?
6. How is this lesson "integrated?"

Performance and Practice (Student)
1. Do all students have the skills to follow instructions? If not, what measures am I taking to address the challenge?
2. Are all students participating in the activities?
3. How are students performing? Are all of them able to meeting 80% of the lesson objectives? If not, what am I doing to help them achieve more?

Technology
1. Is the technology working?
2. How are students reacting to the technology, and what do I need to remember when I teach this lesson again?
   How are students applying or wanting to apply their technical skills in other areas?

Lesson Checklist

Lesson Checklist – Handout 1

Part I - Preparation

Discuss the topic	
Purpose	
Examine and discuss handouts	

Part I - Presentation

View sample	
MS Word	
Brainstorm	

Part II –Performance and Practice

Make list of activities with dates and comments	
Summary	
Start portfolio in MS Word	

Part III – Performance and Practice continued

Finish and edit saved portfolio	
Present portfolio	
Final editing	

Microsoft Word Checklist – Handout 2

Open MS Word	
Insert Word Art for the title	
Insert table with 2 columns and about 12 rows	
Insert footer with name, date and Mancos School District	
Type in activities, with date, and comments	
Type summary after the table	
Insert clipart	
Save document under last name and portfolio	
Print 2 copies	

Lesson Rubric (Handout 3)				
Score	0	1	2	3
Student identified past activities	Was not attempted	Less than 15 activities were identified	At least 15 activities were identified	20 or more activities were identified
Student made a table with information	Was not attempted	Student completed a partial paragraph	Student completed the table according to Handout 2	Student added additional information beyond Handout 2
Student wrote a summary	Was not attempted	A paragraph was written that summarized some information	A paragraph was written that was clear and summarized activities	A conventional paragraph was written with additional information

Activities Portfolio

Date	Activity	Comments
9/01	PE-soccer	Fun
9/01	Shop	I made a bookshelf
7/01	Vacation to Lake Powell	Drove the boat
3/01	Technology	Hard, but I liked it
3/01	Rhythms	I learned new dances
3/01	Track	My best sport

I enjoyed doing things that are physical such as PE, sports and shop. I really enjoyed learning how to make a bookshelf in shop. I will be able to use these skills to help me in the future when I need to work on my own house. In PE I learned a lot about archery. This was really fun. I can do this in my spare time throughout adulthood. I didn't really enjoy doing the typing class, but I'm sure it will help me in high school when I need to type reports.