|  |  |
| --- | --- |
| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Information Technology |
| **Course Name** | Digital Media |
| **Lesson/Unit Title** | Portfolios for Digital Media |
| **TEKS Student Expectations** | **130.307. (c) Knowledge and Skills**  (2) The student identifies employment opportunities in the IT field with a focus in the area of digital media.  (C) The student is expected to demonstrate an understanding of the functions of resumes and portfolios  (D) The student is expected to create a digital portfolio |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | The students will be able to:   * Build a portfolio. * Explain why portfolios are important. * Justify the work they chose for their portfolios. * Create a portfolio to showcase their work in Digital and Interactive Media (DIM). |
| **Rationale** | This lesson introduces students to the importance and uses of portfolios. Students will have an opportunity to build their own personal portfolio to showcase their digital work. |
| **Duration of Lesson** | 10.5 Hours |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | None |
| **Materials/Specialized Equipment Needed** | Instructional Aids:   * Portfolio How Do I – Student Document * Portfolio How Do I – Teacher Document * Portfolio How Do I – Guided Practice * Portfolio How Do I – Independent Practice * Portfolio Project Handout/Rubric   Student Files (Independent Practice):   * Fabric Square.psd * Fabric Square Reflection.doc * Magazine Cover Reflection.doc * Magazine Cover.indd * Questions.gif * Snow SWF Reflection.doc * Snow SWF.fla * Snow Video Reflection.doc * Snow.wmv   Student Files (Guided Practice):   * Hawaii SWF Reflection.doc * Hawaii AI Reflection.doc * Hawaii PSD Reflection.doc * Hawaii Video Reflection.doc * Hawaii.fla * Hawaii.indd * Hawaii.psd * Hawaii.wmv * Squares.gif * TLCHS.jpg   Materials Needed:   * A professional graphic design suite or a free electronic portfolio application.   Equipment Needed:   * Computer and projector or interactive whiteboard |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | Introduction to Portfolios: Teacher will begin by asking these questions to lead a discussion with the students:   * “What do you think portfolios are?” * “When would you use a portfolio?” * “What do you think portfolios contain?” |
| **Direct Instruction \*** | The teacher will begin by going over the Portfolio How Do I – Student Document questions with the students using a projector and showing the students the steps.  TEACHER NOTE: Portfolio How Do I-Teacher Document has the answers. Count this as a daily grade.  The teacher will go over the Portfolio How Do I – Guided Practice with the students.  TEACHER NOTE: Count this a daily grade.  The teacher will give the students the Portfolio How Do I – Independent Practice sheet with the files for them to do independently.  TEACHER NOTE: Count this as a quiz grade.  The students will begin working on the Portfolio project.  TEACHER NOTE: Teacher checks on progress will be the informal assessment; end portfolio will be the formal assessment.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **Guided Practice \*** | The teacher will go over the Portfolio How Do I – Guided Practice with the students. Count this as a daily grade.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | The teacher will give the students the Portfolio How Do I – Independent Practice sheet with the files for them to do independently. Count this as a quiz grade.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **Lesson Closure** | The students will do a reflection assignment explaining what they have learned about portfolios and the process of creating them. They will also talk about how they justified the work they chose. |
| **Summative/End of Lesson Assessment \*** | The students will create a portfolio on their own using the Portfolio Project/Rubric as a guide.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **References/Resources/**  **Teacher Preparation** | Using your favorite internet browser, perform a web search for “professional graphic design suite” and “electronic portfolio”. |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** |  |
| **Quotes** |  |
| **Multimedia/Visual Strategy**  **Presentation Slides + One Additional Technology Connection** |  |
| **Graphic Organizers/Handout** |  |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** |  |
| **Communication**  **90 Second Speech Topics** |  |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | Students can create portfolios for their other classes or organizations. |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | SkillsUSA  Technology Student Association |
| **Service Learning Projects** |  |
| **Lesson Notes** |  |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)