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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Arts, A/V Technology & Communications |
| **Course Name** | Practicum in Graphic Design and Illustration |
| **Lesson/Unit Title** | Portfolios in Graphic Design |
| **TEKS Student Expectations** | **130.116** **(c)** **Knowledge and Skills**  (1) The student demonstrates professional standards/employability skills as required by business and industry.  (A) The student is expected to identify and participate in training, education, or preparation for certification to prepare for employment  (B) The student is expected to identify and demonstrate professional standards and personal qualities needed to be employable such as self-discipline, self-worth, positive attitude, integrity, and commitment  (C) The student is expected to demonstrate skills related to seeking and applying for employment to find and obtain a desired job, including identifying job opportunities, developing a resume and letter of application, completing a job application, and demonstrating effective interview skills  (D) The student is expected to maintain a career portfolio to document information such as work experiences, licenses, certifications, and work samples |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | The student will be able to:   1. Define a career portfolio 2. Identify the types of information employers want to see in a candidate’s career portfolio 3. Prepare for post-secondary education, and/or a career, by developing a career portfolio 4. Learn how to use a portfolio to their benefit, how to maintain a portfolio, and what important components should be included in a portfolio |
| **Rationale** | It is important for students to prepare a professional portfolio in order to be employable in a highly competitive market |
| **Duration of Lesson** | 3 class periods |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* |  |
| **Materials/Specialized Equipment Needed** | Instructional Aids:   * Student handouts   Materials:   * Portfolio Guidelines * Student Reflection Sheet * Discussion Rubric * Individual Work Rubric * Portfolio Rubric * Three-Ring Notebook Paper protectors * Dividers   Equipment:   * Teacher computer * Projector for student presentations |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | * Ask students what are the benefits of using portfolios. * Ask students what are employers looking for in job applicants. * Explain each form in detail and check for understanding.   Have students create a portfolio using the Portfolio Guidelines. They will choose a sample of their current work to add to the portfolio and evaluate each entry by completing the Student Reflection Sheet before adding the document to the folder. Inform students that it is expected for them to keep the portfolio for the following year. |
| **Direct Instruction \*** | I. Portfolio definition  A. Reflects a student's interests and achievements  B. Exhibits a sample of a student’s work that purposefully represents his or her efforts, progress, and achievements in one or more areas  C. Includes a student’s participation in selecting the contents, the criteria for selection, the criteria for judging merit, and evidence of the student’s self-reflection  II. Student portfolio components  A. Cover sheet – identifies the student  B. Table of contents – listing of entries  C. Letter of Introduction – introduces the student  D. Application – practical exercise that displays "real world skills"  E. Résumé – student qualifications  F. Academic skills – an entry from areas showcasing growth in content and real-world skills, with a reflection sheet for every item  G. Transcript – provides the official record of a student's coursework and testing  H. Letters of recommendation – show how others view a student  I. Special interests and awards – special interests and awards achieved in or outside of school; a vital part of a student's total package  III. Benefits of the portfolio process  A. Students will benefit from tangible proof of their abilities and achievements  B. Intangible benefits come from closer self-assessment  C. Students develop a sense of pride and ownership from collecting their best work  D. A portfolio provides future employers, scholarship committees, or entrance committees additional evaluation tools  IV. Maintaining the portfolio  A. Appearance – neat and clean  B. Update – insert best work  C. Evaluate – reflect on work collected in the portfolio  D. Replacement – insert new work, displaying a greater mastery of skills  V. Teachers are encouraged to be a mentor or wise advisor to the student during the preparation of the portfolio  A. Have students brainstorm and list attributes they think employers look at or look for in prospective employees. Discuss how the images they post to social networking websites and the email address names they choose can affect their ability to get a job. Show examples, real or created, of social networking websites and/or email addresses that might cause a potential employer to disregard an application. Use the Discussion Rubric for 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 each form individually and thoroughly. It is extremely important that all students understand what is required of them to complete the assignment.  *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 \*** | *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** | * Why is it important to develop a career portfolio? * What important components should be included in a career portfolio? |
| **Summative/End of Lesson Assessment \*** | **Informal Assessment**   * Discussion rubric * Individual work rubric   **Formal Assessment**   * Portfolio rubric   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:* |
| **References/Resources/Teacher Preparation** | If possible, display each form on projector screen  Copy the handout sheets and rubric for the students  Have materials ready prior to the start of the lesson.   * Office of Research, Office of Educational Research and Improvement   (OERI) of the U.S. Department of Education, <https://www2.ed.gov/pubs/OR/ConsumerGuides/classuse.html>   * Do an Internet search for “Kimeldorf, Martin, Portfolio Library and Selected Works” |
| **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) |  |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | SkillsUSA, TSA |
| **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)