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| **TEXAS CTE LESSON PLAN**[www.txcte.org](http://www.txcte.org) |
| **Lesson Identification and TEKS Addressed** |
| **Career Cluster** | Architecture & Construction |
| **Course Name** | Practicum in Architectural Design |
| **Lesson/Unit Title** | Portfolio Information |
| **TEKS Student Expectations** | **130.66. (c) Knowledge and Skills**(5) The student designs multimedia communication and rendering products using appropriate architectural design processes and techniques. (B) The student is expected to maintain a project portfolio that documents architectural projects using a variety of multimedia techniques.(9) The student applies communication, mathematics, and science knowledge and skills to job-related activities. (F) The student is expected to maintain a project portfolio that documents experience by using graphic or written documentation of architectural-related projects.(G) The student is expected to develop and update a professional resume that includes appropriate education history, work history, professional references, letters of recommendation, and all relevant information for any licenses, certifications, and credentials. |
| **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:* Identify uses for a portfolio
* Create a professional portfolio
* Identify the benefits of creating and maintaining a portfolio
* Identify a personal goal/purpose for a portfolio
* Determine the various types of architectural design projects/content and various multimedia techniques to include in the portfolio based on personal goal
* Create an organized system for setting up the portfolio by sorting documents into specific categories
* Set up a process for maintaining and adding content the portfolio
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| **Rationale** | Upon completion of this assignment, the student will be able to create a portfolio to document personal knowledge and skills related to a career in architectural design. |
| **Duration of Lesson** | This lesson should take 5 Class Periods. |
| **Word Wall/Key Vocabulary***(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | * **Portfolio** – A collection of records showcasing your accomplishments and attributes.
* **Electronic Portfolio** – Multimedia portfolios, electronic portfolios, e-folios, and web folios contain much of the content traditional portfolios include but present these materials in digital format.
* **Master Portfolio** – A complete record of all the essentials of your background that could be useful in a job search; anything you might need to manage your career.
* **Employment Portfolio** – A portion of the documents from your master portfolio, selected, and arranged for a specific job being sought.
* **Letter of Recommendation** – A letter in which a writer (usually a person in a supervisory role) [evaluates](http://grammar.about.com/od/e/g/Evaluation-term.htm) the skills, work habits, and achievements of an individual applying for a job, admission to graduate school, or some other professional position.
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| **Materials/Specialized Equipment Needed** | * Student handouts
* Grading rubric
* Internet
* Sample Portfolios
* Glue, paper, pens
* Camera or phone with camera
* Flash drive
* Computers (for students to complete project)
* Projector
* Printer
* Scanner to scan pictures or materials brought to class
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| **Anticipatory Set**(May include pre-assessment for prior knowledge) | **Learner Preparation:*** Ask students to describe a portfolio.
* Ask students if they have seen a portfolio. What did they think about the portfolio they saw?
* Show the students samples of digital and hard copy portfolios.

**Lesson Introduction:*** Find a video on the Internet about architectural design portfolios or samples to show as an introduction to the lesson.
* Explain that a portfolio is a collection of your best or most memorable pieces of work or projects. It is like a professional scrapbook.
* Explain that they are used in schools and the job market to help as a marketing tool to showcase skills for a specific program or position.
* Make a multimedia presentation and use it to explain the concept of resumes and portfolios.
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| **Direct Instruction \*** | Outline | Instructor Notes |
| I. Introduction to Portfolios:a. Class Discussionb. Show samples of hard copy portfolios and digital portfoliosII. Notes on Introduction to Portfolios:a. What is a portfoliob. Benefits of a portfolioc. Portfolios and goalsd. Types of portfoliose. Three portfolio approachesf. Using portfolios in the job searchg. Portfolio designh. Seven section portfolio model1. Personal information2. Personal goals and history3. Values4. Accomplishments and job history5. Skills and attributes6. Education and training7. Testimonials and recommendations8. Displaying your portfolio9. Electronic portfoliosi. Dosii. Don’tsIII. Interior Design Portfolio:a. Directionsb. Grading1. Body of Work2. Creativity3. Samples in each section4. Portfolio Planning5.Grammer and Mechanics c. Project must have:1. Title page with name, mailing address, email, and telephone number2. Cover pages for each section of your portfolio3. Creativity and consistency4. Titles and descriptions on each page or slide5. Pictures should be in color6. Table of contents7. Personal Information8. Goal/Career objective9. Accomplishments and job history10. Skills and attributes11. Education and training12. Evaluations and recommendations | * Ask students: “What is a portfolio?”
* Hand out Student Notes Outline. Have students fill out the chart during your presentation.
* TEACHER NOTE: Discuss how schools and industry use portfolios. Discuss your own personal portfolio from school and show the example.
* TEACHER NOTE: Go over all the criteria in the assignment “Architectural Design Portfolio” and check for understanding. Explain to the class that they will be able to use the portfolios for their future in school or work. Complete handouts to help plan portfolio. Have students create a professional portfolio. Go over all the criteria in the assignment and check for understanding.
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| **Guided Practice \*** | The teacher will go over the requirements of this project. The student will follow along and make notes on their hard copy. Students will create a professional portfolio showcasing architectural design skills.* Ask students to “map” out their plan using an Architectural Design Portfolio Planning form.
* Give some ideas and show samples of portfolios to give the students an idea of what to do for their project.
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| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | * Students will work at their own paces to complete this activity.
* Students are strongly encouraged to take ownership of this activity and to establish a workable pace to complete it on time.
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| **Lesson Closure** | * Why should you create a portfolio?
* Why would it be important to take a portfolio to an interview?
* What are five important things you should include in a portfolio?
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| **Summative/End of Lesson Assessment \***  | **Informal Assessment:*** Instructor will observe students during Guided and Independent Practice.
* Instructor will assist students as needed.

**Formal Assessment:*** Use the Architectural Design Portfolio Rubric to evaluate.
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| **References/Resources/****Teacher Preparation** | **Preparation:*** Secure the computer lab if you do not have immediate access to one in your classroom.
* Copy the handout sheets and rubric for the students.
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| **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)** | SkillsUSAFCCLA |
| **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)