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| **P R O J E C T O V E R V I E W** | | | | | |
| **Name of Project:** JAG Portfolio –Tool Kit for the Future | | **Duration (days):** 13 days for block schedule, will need longer for period schedule. | | | **Written For:**  Period Schedule Trimester  Block Schedule Semester |
| **Subject/Course:** JAG | **Teacher(s):** Jones | | **State:** SC | | **Grade Level(s):**  7/8 Alternative Ed.  9/10 Out of School  11/12 Any |
| **Other Subject Areas to be Included:** ELA | | | | | |
| **Project Summary**  What will the students be doing? What challenges will they face? What is the purpose? | Students will create an end-of-year portfolio as an opportunity to assess and reflect on their own learning throughout the school year. This not only provides students with an opportunity for in-depth reflection and self-assessment, but the will have a portfolio to assist them with getting a job in the future.  This may also be used as a final exam grade. | | | | |
| **Driving Question**  What problems/questions will students be learning about? | How have I grown through JAG this year and what can I do to ensure my continued growth in the future? | | | | |
| **Entry Event**  How will you introduce the topic in an engaging way? | Self Awareness, Self Assessment, and Self Improvement – Jock Willink  <https://www.youtube.com/watch?v=2UAYoj4pelk>  Discussion | | | | |
| **Public Product**  How will students be able to demonstrate what they have learned? | **Team:** Peer assessments | | | **Presentation Audience**  Class  School  Community  Experts  Web  Other: Click here to enter text. | |
| **Individual:** Portfolio | | |

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| **P R O J E C T O V E R V I E W** | | | |
| **Competency Attainment**  What competencies should students understand, know, and be able to do as a result of this PBL? | **What competencies will you introduce in this project?** (Level 1):  f. 32, F.33, G38, G39, G40, G41, H74, H77  **What competencies will be in progress during this project?** (Level 2):  D22, D23, F.35, G48, G49, G56  **What competencies will students be able to demonstrate mastery by the end of the project?** (Level 3):  C15, C18, E28, F.37, H74, H77 | | |
| **Formative Assessments**  (Check all that apply or add your own)  How will you assess student learning throughout the PBL? | Checklists | Notes | Plans/Outlines/Prototypes |
| Concept Maps | Online Test/Exams | Quizzes/Tests |
| Journal/Learning Log | Practice Presentations | Rough Drafts |
| Other (see PBL Library for ideas): Click here to enter text. | | |
| **Summative Assessments**  (Check all that apply or add your own)  How will you assess student learning at the completion of the project? | Essay | Oral Presentation w/Rubric | Peer Evaluation |
| Multiple Choice/Short Answer Test | Written Final w/ Rubric | Self-Evaluation |
| Other (see PBL Library for ideas): Portfolio | | |
| **Reflection Methods**  (Check all that apply or add your own)  How will you provide intentional opportunities for students to reflect on learning throughout the PBL? | Journal/Learning Log | Fishbowl Discussion | Survey |
| Whole-Class Discussion | Focus Group |  |
| Other (see PBL Library for ides): Click here to enter text. | | |

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| **P R O J E C T O V E R V I E W** | | | |
| **Career Association**  How will you build student leadership into the PBL? Think of natural ways to build leadership, extend ownership, and empower your students through this project. | **Which CA Goal(s) will be covered in this PBL?**  Leadership  Community Service  Career Prep  Civic Awareness  Social Awareness  Fundraising  Other: Click here to enter text. | **What roles will your officers lead in planning?**  Leadership: Invite employers  Community Service: Provide a calendar of activities completed  Career Prep: Provide a calendar of activities completed  Civic Awareness: Provide a calendar of activities completed  Social Awareness: Provide a calendar of activities completed  Fundraising: Click here to enter text.  Other: Click here to enter text. | |
| **How will you incorporate committees, or the rest of your class?**  Leadership:  Community Service: Click here to enter text.  Career Prep: Click here to enter text.  Civic Awareness: Click here to enter text.  Social Awareness: Click here to enter text.  Fundraising: Click here to enter text.  Other: Committee work descriptions are part of the assignment for all | |
| **Which Career Pathways will be incorporated into this PBL?** | | **Which employers/businesses will you work with throughout this project?**  Ask business partners from earlier in the year to return for this end-of-year presentation. | |
| Agriculture, Food & Natural Resources  Architecture &Construction  Arts, A/V Technology &Communications  Business Management &  Administration  Education & Training  Finance  Government & Public Administration  Health Sciences  Hospitality & Tourism | Human Services  Information Technology  Law, Public Safety, Corrections &  Security  Manufacturing  Marketing  Science, Technology, Engineering &  Math  Transportation, Distribution &  Logistics |
| **Employer Engagement Strategy**  How will you utilize employer connections to increase relevance? | **Circle One:**  Meet and Greet  Classroom Presentation  Project Observation  Skype/Webinar  Mock Interview  Other: Click here to enter text. | **Circle Two:**  Service Learning  Company Tour  Mentoring  Co-Develop PBL/Scaffolding  Critique of Public Product  Other: Click here to enter text. | **Circle 3:**  Job Shadow  Limited Time Work Experience  Pre-Apprenticeship  Internship/Apprenticeship  Summer Job  Other: Click here to enter text. |

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| **P R O J E C T O V E R V I E W** | | | |
| **Scaffolding**  *\*this is a high level overview, details can be found in the Student Learning Guide*  What lessons, exercises, and activities will be integrated into the project that build a student’s understanding and experience with the content?  How is this scaffolding be leading students towards the Driving Question and ultimately to a high-quality Public Project? | **Prior to the Project Beginning:**  (What do you need to do to prepare for the project to begin?)   * Plan the project calendar * Make copies of all project handouts or load to online Classroom * Arrange for business partners to speak, mentor, and critique student projects * Setup specialist and student accounts with Tallo   **Launching the Project:**  (How will you SPARK their attention?)  Self Awareness, Self Assessment, and Self Improvement – Jock Willink  <https://www.youtube.com/watch?v=2UAYoj4pelk>  Discussion  **Project Navigation:**  (What are the main ideas and lessons you will need to take from the first day, through completion of the PBL?)  Students will select their most important work from the school year and compile it into a portfolio, which will include an about the author and introduction, community service summary, committee work summary, a minimum of 15 work samples such as: Autobiography, mission statement, PBL photos/summaries, college entrance essay, Career Development Conference entries, Thank You Notes, Kuder career assessment results, resume, cover letter, references, goals statements, personality assessments, job application sample, job shadowing summary, and prepared answers for interview questions. The portfolio will conclude with a reflective essay. | | |
| **Accommodations**  What modifications will you need to make to fit the needs of all students in your classroom? | **Adjustments may be made based on 504 or IEP accommodations** | **Revision & Critique**  How will you provide opportunities for students to review their work and provide feedback for improvement? | Through peer review sessions and teacher feedback. |
| **Resources**  How will you incorporate business professionals, employers, community leaders, organizations, technology, funding and other resources to implement this project? | **WHO will you be incorporating?**  School Staff  Business Professionals/Employers  Community Leaders/Organizations  Technology  Other: Click here to enter text. | **HOW will you be incorporating? (please describe)**  Employer partners from the entire year will be invited to view students’ final presentations for the year.  Technology will be used for electronic portfolios and/or student presentations | |

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| **S T U D E N T L E A R N I N G G U I D E** | | |
| **Project Title:** JAG Portfolio –Tool Kit for the Future | | |
| **Driving Question:** How have I grown through JAG this year and what can I do to ensure my continued growth in the future? | | |
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| **Description of Activity/Product**  What will students, specialists, guests, etc. be doing during this portion? | | **Learning Outcomes/Targets**  What knowledge, understanding & success skills will  students need to successfully complete this portion? |
| Formative  Final Product | T-Chart for self-assessment | I can evaluate success criteria |
| Team  Individual |
| Formative  Final Product | Plan outline | I can analyze methods for organizing information. |
| Team  Individual |
| Formative  Final Product | Quick write | I will understand that I can learn from both my strengths and my weaknesses. |
| Team  Individual |
| Formative  Final Product | Reflective essay rough draft | I can use self-reflection and self-assessment to set goals for the future. |
| Team  Individual |
| Formative  Final Product | Peer Review | I can provide constructive feedback. |
| Team  Individual |
| Formative  Final Product | Portfolio | I can use self-reflection and self-assessment to set goals for the future. |
| Team  Individual |
| Formative  Final Product | Click here to enter text. | Click here to enter text. |
| Team  Individual |
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| **P R O J E C T W E E K O N E** | | | | |
| Self Awareness, Self Assessment, and Self Improvement – Jock Willink  <https://www.youtube.com/watch?v=2UAYoj4pelk>  Discussion  Explain the PBL and go over the rubric.  It is helpful to have an example for students to model. | Students will begin researching how they want to organize their portfolio, whether electronically or manually. Suggestions: electronic folder, website, Powerpoint, binder, business portfolio.  There are some helpful tips here:  <https://www.cmu.edu/career/documents/quick-tips/portfolios.pdf>  Create an outline of your plan and submit as a formative | Have students start selecting the work samples they will use for this project. Ask them to choose one work sample they feel they could have done better on. Give them a T-chart.  <https://pdf.wondershare.com/templates/t-chart-template-download.html>  Have them write on one side a list of what they did well on that assignment. Have them write on the other side a list of what they could have done to make it better.  Continue working on portfolios | Students will read the following article: <https://www.cleverism.com/skills-and-tools/self-assessment/>  Students should work on the about the author section today | Quickwrite: Select your favorite work sample. Why is it your favorite? What did you learn from it? Is it something that can help you in the future?  Now select your least favorite work sample. Why is it your least favorite? What did you learn from it? Is it something that can help you in the future? |
| **P R O J E C T W E E K T W O** | | | | |
| Students will work on their portfolios focusing on the community service component, with teacher feedback  Continue working on portfolios | Students will work on their portfolios focusing on their committee work for the year, with teacher feedback  Continue working on portfolios | Peer assessments:  Show students the video: Critique and Feedback – The Story of Austin’s Butterfly – Ron Berger  (YouTube) <https://www.youtube.com/watch?v=hqh1MRWZjms>  Then, have students work with 2 other students to critique each other's portfolios thus far. | Make revisions based on peer feedback.  Should have at least a rough draft of the reflective essay.. | Update Tallo:  Using the updated information in your portfolio, update your Tallo account to make sure everything is current and correct before summer break. If you do not already have a Tallo account, you can create yours for free here: <https://tallo.com/jag/> |

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| **P R O J E C T W E E K T H R E E** | | | | |
| Job specialist will meet with individual students today to provide final feedback on portfolios. | Final revisions on portfolio and reflective essay. | Invite employer partners for the year to view Portfolio presentations. | Click here to enter text. | Click here to enter text. |
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