

“Portfolio Party (Final Day)”

- I. Content: Describe **what** it is you will teach. What is the content?

Today is a portfolio sharing “party” where students will all present the work that they have created throughout the unit. We will use the class website in addition to student presentations.

- II. Learning Goal(s): Describe what specifically students will **know** and **be able to do** after the experience of this class.

Students will present at least one element of their portfolio that they select, continuing for a second day as needed. My goal is to give everyone some experience sharing their work in front of an audience. Each member of the audience will be required to offer one comment at one point through the lesson.

- III. Rationale: Explain how the content and learning goal(s) relate to your Curriculum Unit Plan learning goals.

Students must be more than effective writers; they also must effectively communicate what they create. Within the larger scope of the unit, giving students choices in half of their portfolio should encourage them to share what they are most proud of.

- IV. Assessment: Describe **how** you and your students will know they have reached your learning goals.

I will assess the whole portfolios, which will be graded and turned back to students following winter break. Student presentations are also graded, see rubric.

- V. Personalization and equity: Describe how you will provide for individual student strengths and needs. How will you and your lesson consider the needs of each student and scaffold learning? How specifically will ELL students and students with learning disabilities gain access and be supported?

Students will have choice in presenting what they want to present. I hope this gives IEP and ELL students a sense of agency, whether that means reading something shorter or showing an image, comic strip, or other visual form.

- VI. Activity description and agenda

- a. Describe the activities that will help your students understand the content of your class lesson by creating an agenda with time frames for your class. Be prepared to explain why you think each activity will help students on the path toward understanding.

0:00-0:05 Settle in time; students select a piece to share.

0:05-0:50 Sharing out time; since more than twenty students will have to share, I will have to minimize comments aloud. Students will be required to write comments to peers in response to presentations. One student will be a “first responder” each presentation.

0:50-0:52 Wrap up; this can continue for a second day (and it probably will).

- b. What particular challenges, in terms of student learning or implementing planned activity, do you anticipate and how will you address them?

Students might refuse to present; however, I will have been transparent in making presentation a part of the final portfolio grade. I can also see time being an issue, so I will allow the sharing to take two days, though I will not initially tell the class this.

- VII. List the Massachusetts Learning Standards this lesson addresses.

SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.