UNIT

7

PORTFOLIO REVIEW

Lesson Descriptions

Portfolio Review 1: Year in Review
What have I learned this year?

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PLANNING PYRAMID

GRADE 11, Unit 7, Portfolio Review

Some Students Will:

Most Students Will:

All Students Will:

- Identify areas of accomplishment in Roads to Success and one thing they'd like to learn more about next year.

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PORTFOLIO REVIEW 1

Year in Review

The **BIG** Idea

- What have I learned this year?

AGENDA

Approx. 45 minutes

I. Warm Up (5 minutes)

II. Jeopardy (20 minutes)

III. Portfolio Review (10 minutes)

IV. Wrap Up: Skills Checklist (10 minutes)

MATERIALS

- ❑ **PORTFOLIO PAGES:**
  - Portfolio pages 24-28, Grade 11 Skills Checklist
- ❑ **FACILITATOR PAGES:**
  - Facilitator Resource 1, Grade 11 Jeopardy Board
  - Facilitator Resource 2, Grade 11 Jeopardy Questions
- ❑ Play money in hundred-dollar denominations (OPTIONAL)
- ❑ Timer (OPTIONAL)

OBJECTIVES

During this lesson, the student(s) will:

- Review their progress in Roads to Success, and identify areas of accomplishment.
- Consider their role as a member of the Roads to Success class.
- Identify one thing they'd like to learn about/improve next year.

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OVERVIEW

In this lesson, students have the opportunity to celebrate what they've accomplished during the year – through a friendly game of Jeopardy, a review of their Portfolios, and a self-evaluation of their mastery of Roads to Success skills. At the end of class, students receive review pages from the Education After High School unit to assist them with college and financial aid research during the summer.

PREPARATION

- ❑ List the day's **BIG IDEA** and activities on the board.
- ❑ Use **Facilitator Resource 1, Grade 11 Jeopardy Board,** to create the Jeopardy game template on an overhead transparency or chart paper
- ❑ Make copies of the following items from previous lessons. Staple these together and place each set in a file folder, one per student.
  - **Portfolio page 13-22, My Top Ten Schools** (Education After High School 5), five copies per student
  - **Portfolio page 23, College Comparison Chart** (Education After High School 8), one copy per student
  - **Student Handbook page 135, Resources for School Research** (Education After High School 4), one copy per student
  - **Student Handbook page 145, My Top Ten Schools Tips** (Education After High School 6), one copy per student
  - **Student Handbook page 146, Financial Aid 411** (Education After High School 7), one copy per student
  - **Student Handbook pages 148-149, College Application Elements** (Education After High School 8), one copy per student

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IMPLEMENTATION OPTIONS

Jeopardy options:
Instead of keeping track of points, you may wish to award teams play money for each question answered correctly.

The Jeopardy game is intended to help students celebrate how much they've learned. For that reason, you may wish to eliminate the penalty for wrong answers. You may choose to eliminate the final Jeopardy question as well, since it's possible for a team that was winning throughout the game to lose on the final question.

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ACTIVITY STEPS

I. Warm Up (5 minutes)

1. **SAY SOMETHING LIKE:** Today, we're going to see how much you've learned since our first Roads to Success class last fall. There's no final exam or project – all the evidence is accumulated in the Portfolios you've been working on throughout the year. We'll play a trivia game, review your Portfolios, and have a look at the skills you've worked on and see how you think you measure up.

II. Jeopardy (20 minutes)

1. **SAY SOMETHING LIKE:** How many of you have ever seen the game Jeopardy on TV? [Students respond. Have somebody describe it in 25 words or less.]

   Direct students' attention to **Facilitator Resource 1, Grade 11 Jeopardy Board,** on the overhead projector or chart paper.

   SAY SOMETHING LIKE: The object of the game is to accumulate money (or in this case, points) by answering questions correctly. Categories are written across the top of the board. Players choose a category, for example, Careers, and a money value from $100 - $500. Where would you expect to find the hardest questions? [At the bottom of the board, where the money values are higher.]

   If you get the question right, that number of points is added to your score. But if you get the question wrong, you lose that number of points.

   At the end of the game, there will be a final Jeopardy question, which is often harder than the others. You may bet none, some, or all of your points on the final question. If you get it right, you win the number of points you bet. If you get it wrong, what happens? [You lose the same number of points.]

   Is everybody ready? Let's get started!

2. Play can occur in two teams, taking turns choosing questions and collaborating on the answers. Unlike the televised version, the team that chooses a question is the team that answers it. Alternatively, the game could be played with multiple teams, each collaborating and writing the answers to all questions on dry-erase boards. In this scenario, all teams with correct answers get points.

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[Appoint two students to stand at the board and serve as scorekeepers, with each keeping track of the points for one team.]

3. At the end of 15 minutes of play, announce the final Jeopardy category, review the rules, and have teams write down their bets.

4. Present the final Jeopardy question, and set a timer for 1 minute or hum the Jeopardy theme twice through while each team privately records its answer.

   When the final outcome has been decided, congratulate the winners and point out particularly strong answers given by both sides.

III. Portfolio Review (10 minutes)

1. **SAY SOMETHING LIKE:** As a group, you were able to remember practically everything we covered this year. Now let's see how well you did individually. Let's take some time to review your work. I'll give you about five minutes to look through your Portfolio. I want you to find the assignment you're proudest of, and mark the page. When I call time, I'll ask you to pair up and share what you found.

2. After five minutes, call time and request that students pair up. Use an engagement strategy to choose who goes first, and have partner A talk for one minute about what they're proudest of and why.

3. Call time, and have students reverse roles, with partner B speaking and partner A listening.

IV. Wrap Up: Skills Checklist (10 minutes)

1. Have students turn to **Portfolio pages 24-28, Grade 11 Skills Checklist**, to review skills covered in the 11th grade. Have students answer questions about what they're proudest of, their roles as class members, and what they'd like to learn next.

2. When students have finished, let them know how much you've enjoyed working with them during the past year, and that you'll begin next fall with more information on applications and financial aid. Wish them a great summer, and distribute file folders so that those who wish to continue to research independently may do so.

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Grade 11 Jeopardy Board

Taking Tests	Job Shadow	Education After High School (four-year Colleges)	Education After High School (Other Options)	Money Matters
$100	$100	$100	$100	$100
$200	$200	$200	$200	$200
$300	$300	$300	$300	$300
$400	$400	$400	$400	$400
$500	$500	$500	$500	$500

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Grade 11 Jeopardy Questions

	Taking Tests	Job Shadow	Education After High School (four-year Colleges)	Education After High School (Other Options)	Money Matters
$100	Name two things to do to prepare for standardized tests. **A:** sleep well, eat breakfast, wear comfy clothes, take a practice test, know the rules	What's the purpose of a resume? **A:** List education, skills, and workplace experience of interest to an employer	What is the FAFSA used for? **A:** To determine a family's ability to pay for college, to award needs-based financial aid	How is an apprenticeship different from most other postsecondary options? **A:** You earn while you learn	List two disadvantages of using credit cards. **A:** Buy things you don't need, lose track of spending, can cost a lot (interest) and take a long time to pay off
$200	How can someone get a fee waiver for the ACT/SAT? **A:** See your school counselor	What's the purpose of an informational interview? **A:** Learn about a career & skills needed to succeed	List three things to consider when deciding where to go to college. **A:** academics, cost, major, facilities, campus life, off-campus community	Name two reasons to attend community college. **A:** associate's degree or transfer to a 4-year school, lower cost	Why is it important to have a good credit rating? **A:** Credit rating estimates your ability to repay a loan, a low one means high interest or no loan
$300	Why might someone not planning to go to college learn about the ACT/SAT? **A:** So they know what to do if they change their mind	List three things to include in a resume. **A:** contact info, education, work experience, interests, awards	List three items that might be included in a college application. **A:** transcript, ACT/SAT scores, essay, letter of recommendation	What happens if you change your mind after you've entered the military? **A:** Unlike other jobs, you can't quit if you don't like it.	What is the purpose of a lease? **A:** write down tenant & landlord's rights & responsibilities
$400	Describe one standardized test you might be required to take after graduating from high school. **A:** ASVAB (armed forces), TABE, ACT WorkKeys	Give an example of one workplace behavior that might be expected, but not written down.	How can you tell if a college is a good academic match for you? **A:** Compare ACT/SAT scores, class rank, GPA with current freshmen	Name two options for entering the military. **A:** As an enlisted person (with high school degree), as an officer (after college)	Name three things to consider when buying a car. **A:** what you can afford, age, how much it's been driven, MPG, repair record, size, style
$500	List two ways to send your ACT/SAT scores to colleges you want to attend. **A:** Include 4 schools for free when you register, or later, for a fee	Demonstrate how to tie a tie. **Alternate:** Describe an obstacle to a career goal, and a way of getting around it.	Name a website where you can find scholarship information. **A:** fastweb.com, collegeboard.com, scholarships.com	Name two ways (other than a website) to get info about a tech/trade school. **A:** call the school, ask a grad or someone in the business, visit an accreditation website.	Name three expenses of car ownership (other than your car payment). **A:** insurance, maintenance, gas, registration

Final Jeopardy: Name three things you can do this summer to get ready to apply to college in the fall.

Answer: Learn more about the FAFSA, investigate scholarships, research & visit colleges, ask the ACT/SAT to send scores to schools where you'll apply, gather transcript forms from your school counselor, think about essay questions

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Grade 11 Skills Checklist

Check the box that shows your level of skill in each area.
Then answer the questions on page 28.

TAKING TESTS

I can …

Describe the purpose of the ACT and SAT.	❑ not at all	❑ somewhat	❑ very well
Describe the types of questions found on the ACT/SAT.	❑ not at all	❑ somewhat	❑ very well
Register for the ACT/SAT.	❑ not at all	❑ somewhat	❑ very well
Report my scores to colleges that require them.	❑ not at all	❑ somewhat	❑ very well
Locate resources for further test preparation.	❑ not at all	❑ somewhat	❑ very well
Take care of these test-taking details: admission ticket, when and where the test is held, transportation, and what to bring/not to bring.	❑ not at all	❑ somewhat	❑ very well
Name a standardized test I might be required to take after high school and describe its purpose.	❑ not at all	❑ somewhat	❑ very well

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CAREERS

I can …

Identify careers that match my skills and interests.	❑ not at all	❑ somewhat	❑ very well
Compare my interests and academic skills to a career I'm interested in.	❑ not at all	❑ somewhat	❑ very well
Use career outlook information to decide if I need to consider a back-up plan (a career where more jobs are available).	❑ not at all	❑ somewhat	❑ very well

JOB SHADOW

I can …

Create a resume that reflects my accomplishments and experience.	❑ not at all	❑ somewhat	❑ very well
Recognize appropriate workplace dress and behavior.	❑ not at all	❑ somewhat	❑ very well
Prepare for an informational interview by doing company research and creating a list of questions.	❑ not at all	❑ somewhat	❑ very well
Write a business-appropriate note thanking someone for their help.	❑ not at all	❑ somewhat	❑ very well

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EDUCATION AFTER HIGH SCHOOL

I can …

Choose courses for senior year based on high school graduation requirements, college recommendations, and suggested courses for a career of interest.	❑ not at all	❑ somewhat	❑ very well
Identify college majors I'm interested in.	❑ not at all	❑ somewhat	❑ very well
Identify and compare several options for education after high school.	❑ not at all	❑ somewhat	❑ very well
Find answers to questions about community college, tech/trade school, apprenticeships, and the military.	❑ not at all	❑ somewhat	❑ very well
Compare my academic record with college requirements.	❑ not at all	❑ somewhat	❑ very well
Find out more about the FAFSA and college scholarships on my own.	❑ not at all	❑ somewhat	❑ very well
Identify steps in the college application process that can be done during the summer between my junior and senior year.	❑ not at all	❑ somewhat	❑ very well
Research and compare colleges that interest me.	❑ not at all	❑ somewhat	❑ very well
Identify at least one reach, match, and safety school that I'd like to attend.	❑ not at all	❑ somewhat	❑ very well
Identify and effectively ask someone to write a recommendation.	❑ not at all	❑ somewhat	❑ very well

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MONEY MATTERS

I can …

List the advantages and disadvantages of credit cards.	❑ not at all	❑ somewhat	❑ very well
Explain why a good credit rating is important.	❑ not at all	❑ somewhat	❑ very well
List things to consider when choosing a credit card.	❑ not at all	❑ somewhat	❑ very well
List questions to ask when buying a car.	❑ not at all	❑ somewhat	❑ very well
Explain the costs of buying, operating, and insuring a car.	❑ not at all	❑ somewhat	❑ very well
List things to consider when renting an apartment.	❑ not at all	❑ somewhat	❑ very well
Understand the terms of a lease.	❑ not at all	❑ somewhat	❑ very well
Describe the steps to take to resolve a problem with a landlord.	❑ not at all	❑ somewhat	❑ very well

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1. What was your biggest accomplishment in Roads to Success this year? Explain.

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2. Describe one way in which you were a valuable member of this class.

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3. Describe one thing you'd like to learn more about or improve next year.

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4. List three things you can do this summer to get ready to apply to college next fall.

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