

GRADE 8

PORTFOLIO

2010-2011

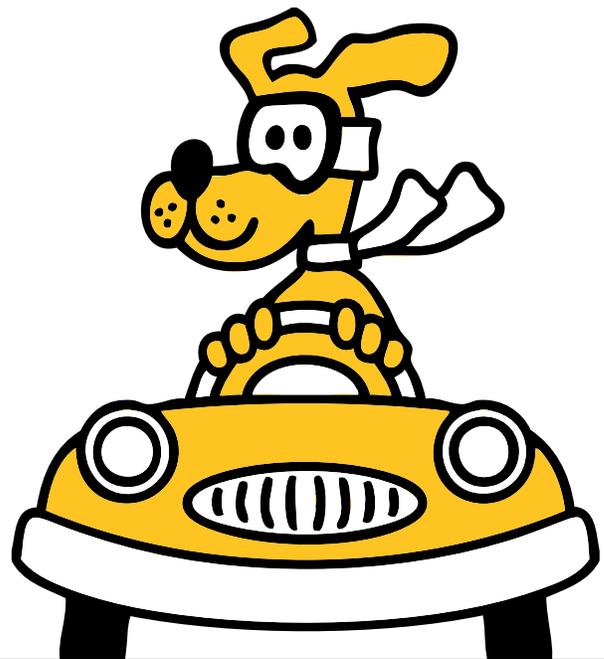


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This is a checklist of good study habits. The more “always” answers you have, the better you’ll do in school.



EIGHTH GRADE GOALS

Every month, you will pick **one** habit that you want to improve. For the first month we will be checking in every two weeks. For the rest of the year we will be checking in once a month. If you have a “no,” your goal is to make it a “sometimes.” If you have a “sometimes,” your goal is to make it an “always.” Once you’ve reached one goal, you can move on to another. By the end of the year, you’ll be a super student (if you’re not already)!

N= No S= Sometimes A= Always

STUDY HABITS	Today’s Date		Check In Date 1		Check In Date 2		Check In Date 3		Check In Date 4		Check In Date 5	
	N	S	A	N	S	A	N	S	A	N	S	A
1. Do I attend school every day?												
2. Do I arrive at school on time?												
3. Do I come to class prepared?												
4. Do I write down homework assignments in the same place, every day?												
5. Do I stick with a class assignment or task until it is done?												
6. Do I ask a teacher or another student for help when I don’t understand something?												
7. Do I take part in class discussions or activities?												
8. Do I complete all class assignments and projects?												
9. Do I complete all homework assignments and projects?												
10. Do I always check to see if I have all of my materials before I leave school?												
11. Do I look at my notes every day in order to review what I have learned?												
12. Do I have a time and place when I study for each subject?												
13. Do I know where to go for extra help?												
14. Do I get the extra help I need?												

This is a checklist of good study habits. The more “always” answers you have, the better you’ll do in school.



EIGHTH GRADE GOALS

Every month, you will pick one habit that you want to improve by the next check-in date.

N= No S= Sometimes A= Always

STUDY HABITS	Check In Date 6		Check In Date 7		Check In Date 8		Check In Date 9		Check In Date 10		Check In Date 11	
	N	S	A	N	S	A	N	S	A	N	S	A
1. Do I attend school every day?												
2. Do I arrive at school on time?												
3. Do I come to class prepared?												
4. Do I write down homework assignments in the same place, every day?												
5. Do I stick with a class assignment or task until it is done?												
6. Do I ask a teacher or another student for help when I don't understand something?												
7. Do I take part in class discussions or activities?												
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10. Do I always check to see if I have all of my materials before I leave school?												
11. Do I look at my notes every day in order to review what I have learned?												
12. Do I have a time and place when I study for each subject?												
13. Do I know where to go for extra help?												
14. Do I get the extra help I need?												

Goal Setter Follow-Up Questions

1. What study skill did you pick to work on?

2. What difficulties do you imagine that you might have improving this study skill? (For example, forgetting to bring home your homework or getting distracted by your friend in math class.)

3. Who or what do you think can help you meet your goal of improving this study skill?

Check-In Date 1

1. Did you succeed in reaching your goal? If yes, explain how you accomplished your goal. If you have not reached your goal yet, explain what challenges you faced.

2. If you reached your goal, select a new study habit to work on this upcoming week and record it in the space below.

3. If you did not reach your goal, explain how you are going to overcome the challenges you faced this past week.

Check-In Date 2

1. Did you succeed in reaching your goal? If yes, explain how you accomplished your goal. If you have not reached your goal yet, explain what challenges you faced.

2. If you reached your goal, select a new study habit to work on this upcoming week and record it in the space below.

3. If you did not reach your goal, explain how you are going to overcome the challenges you faced this past week.

Interest Profiler Results

There are so many careers to choose from. Keep a list of the ones that interest you.



Student Name: _____

Date Interest Profiler Taken: _____

Take the IHaveAPlanIowa.gov Interest Profiler. Review your results and then list your favorite six careers below.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Look through the rest of the Interest Profiler list. Write down any additional careers you'd like to explore, as well as other careers you'd like to investigate that may not have appeared on your Interest Profiler list.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

My Two Career Selections are: (to be completed at the end of class)

1. _____
2. _____

Career Card

Is this career for you?
Use this page for
all the details.



Use this form to record important details about your selected careers.

Career: _____

What They Do: Job Description

In your own words, write a general description for what a person who has this career does.

List three specific tasks this person might do in a typical day.

- _____

- _____

- _____

What They Do and Interview: Working Conditions

Describe the working conditions of this career.

- Where do people typically work?

- Whom do they work with?

- How much travel, physical demands, or stress is involved?

- How many hours a week do people typically work?

What To Learn: Education

What is the minimum level of education required for this career?

Explain any additional education for this career. (Include name and number of years for this type of school.)

Career Card

Is this career for you?
Use this page for
all the details.



Use this form to record important details about your selected careers.

Career: _____

What They Do: Job Description

In your own words, write a general description for what a person who has this career does.

List three specific tasks this person might do in a typical day.

- _____

- _____

- _____

What They Do and Interview: Working Conditions

Describe the working conditions of this career.

- Where do people typically work?

- Whom do they work with?

- How much travel, physical demands, or stress is involved?

- How many hours a week do people typically work?

What To Learn: Education

What is the minimum level of education required for this career?

Explain any additional education for this career. (Include name and number of years for this type of school.)

Is this a good career for someone you know? Tell them about the good, the bad, and the in-between.



Career Pitch: _____ (name of career)

Select your favorite career from the three you researched. Use the career card for that career to complete the pitch below.

If you enjoy....

List at least three exciting or positive things about this career.

- _____
- _____
- _____

If you don't mind...

List two possible negative things about this career.

- _____
- _____

If you are someone who...

List two characteristics or values of someone you think would fit this career.

- _____
- _____

Then consider a career as a...

Write the career below.

_____ !

To prepare for this career, it takes...

Describe the education and training required for this career.

Career Reflection

Which career is for you?
Explain why.



Listen carefully to each career pitch from students in your group. When you've heard all the pitches, choose the career that you think is the best fit for you and explain your answer below.

Top Career Choice: _____

I chose this career because (check all that apply)

- I like the day-to-day responsibilities. (Explain)

- The working conditions are a good match for my personality. (Explain)

- I am willing to complete the education needed for this career. (Explain the necessary education for this career and why you are willing to complete it.)

One obstacle that might prevent me from pursuing this career is....

One thing I can do to overcome this obstacle is....

Use the following pages
to create your community
makeover proposal.



Proposal: Introduction (Writing Committee)

Answer each question in complete sentences.
(Many questions will require discussion.)

The Problem

Describe the problem.

How did it come to your attention?

Who is affected?

The Project

Describe your project.

The Project

Who will do the work?

When will they do it?

What adults need to give permission?

(If they've already given permission, describe the details. If you still need to get permission, explain who will set up an appointment and who will do the talking.)

What adults can help with the project?

Have they agreed to do this? If so, please attach advisor agreements.

Who will benefit from this project?

How will your project make a change in your community?

Proposal: Supplies (Budgeting Committee)

Directions:

1. First, list all the supplies you will need to complete your project in the left-hand column below. Once you have completed this list raise your hand for a “Teacher Check.”
2. Next, determine what items can be borrowed and what items will need to be bought. If you can borrow an item, write the person who will lend it on the “Borrow” line. If you’ll have to buy an item, check the “Buy” column.
3. Finally, you are going to research the prices of these items at three different stores, provided by your teacher. Write the name of each store on the chart below. Check prices online, and write down the cost of each item at each store. (Note: Your teacher will help you with this step.)
4. Add up all of the items to see which store is cheapest. (NOTE: You can only compare the totals if you have prices for everything.)

Supplies Needed	Borrow?	Buy?	Store 1 _____	Store 2 _____	Store 3 _____
Which store total is cheapest?					

Proposal: Plan of Action (Planning Committee)

Task	Date to be Completed
• _____	
• _____	
• _____	
• _____	
• _____	
• _____	
• _____	
• _____	
• _____	
• _____	
• _____	
• _____	
• _____	
• _____	
• _____	
• _____	

Proposal: Inspiration & Evidence (Advertising Committee)

Your job is to provide the inspiring evidence that will get others excited about this project. Use one or more of the following methods to make your point.

Real-Life Examples

You may want to collect quotes in support of the project.

(See sample Makeover Proposal, “Basketball for Lunch” for examples.)

Ask people who will be affected by the project how they feel about it.

Real quotes from real people are the most convincing.

(Be sure to ask permission if you’re going to quote someone by name.)

Person #1:

Person #2:

Person #3:

Person #4:

Person #5:

You may want to tell the true story of someone who would benefit from your help.

Examples:

“We are having a Rock Concert to raise money for the American Cancer Society to donate in honor of a teacher and fellow student at our school who have been previously diagnosed with leukemia.”

(Spencer Middle School, WV)

“Tyson, a one year old mixed-breed dog, inspires us daily with his wonderful spirit. When we found him, he had been severely beaten and had suffered serious injuries to his left hind leg. Tyson is an amazing and adaptable pup.”

(ASPCA website)

Statistics (Facts and Figures)

How big is the problem? Do some research, and include the statistics in your pitch.

“Between five and six hundred thousand people are considered ‘homeless’ at any given time — without a ‘permanent, safe, decent, affordable place to live.’”

(Solutions for America website)

Or survey members of the community you’ll be serving and include the results here.

“Out of 147 5th and 6th graders, 87% thought a skate park was a good idea and would help the community. In the 7th and 8th grades, out of 185 students, 83% would like and would use a skate park.”

(Spencer Middle School, WV)

Artwork

Use photos of an area that needs improvement.

Use sketches of what your finished project will look like.



Students from PS89 in the Bronx created a mural.



Students at Ripley HS, WV, planted a Memorial Garden.

How did you
contribute to
your team?



Self Evaluation

Your name: _____

Directions: Circle the number below each sentence which best describes your performance on the Makeover Challenge.

I completed my share of the work on the project.

1	2	3	4
Not really	Somewhat	Well	Excellent

I put a lot of effort into the work I did on this project.

1	2	3	4
Not really	Somewhat	Well	Excellent

I cooperated with the people in my group.

1	2	3	4
Not really	Somewhat	Well	Excellent

I respectfully listened to my group members without interrupting them.

1	2	3	4
Not really	Somewhat	Well	Excellent

I asked for assistance when I needed it.

1	2	3	4
Not really	Somewhat	Well	Excellent

I offered help and suggestions to my group members when they needed it.

1	2	3	4
Not really	Somewhat	Well	Excellent

I shared in the planning of the project with my classmates.

1	2	3	4
Not really	Somewhat	Well	Excellent

I showed leadership when working on this project.

1	2	3	4
Not really	Somewhat	Well	Excellent

What did you learn about serving your community?



COMMUNITY MAKEOVER REFLECTION

Take a moment to reflect on your experience during the Community Makeover by answering the questions below.

1. The best thing about the Makeover Challenge was _____

2. The most difficult part of the Makeover Challenge was _____

3. One thing I learned about myself in the process of participating in the Makeover was _____

4. One thing I learned about my community by participating in the Makeover was _____

5. I am proud / not proud of my performance in the Makeover Challenge because _____

6. I think I will / will not seek out opportunities in the future to help within my community because _____

What kind of colleges
interest you? Use
IHaveAPlanIowa.gov to begin
your search.



IHaveAPlanIowa.gov School Finder Results

Use the IHaveAPlanIowa.gov **School Finder** to find the Undergraduate Schools (2- and 4-year colleges) that meet your needs. On each page, check the kinds of things you prefer – public or private school, big or small. If you're not sure, skip over that section. The **School Finder** will create a list of possible schools.

Print out your list and put it in your Portfolio, or copy your top choices here. An example has been done for you.

List **5 Schools** that were **exact** or **close to exact** matches:

Name of School	Type of School	City/State
<i>Drake University</i>	<i>4-year</i>	<i>Des Moines, IA</i>
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____

List additional schools that interest you. You may include schools that were not on your list. (Do not include any schools listed above.)

6. _____	_____	_____
7. _____	_____	_____
8. _____	_____	_____
9. _____	_____	_____
10. _____	_____	_____

THE SCHOOL I AM RESEARCHING IS: _____

Your Search Criteria

You will see your criteria above your list of matching schools. Print out your list by clicking **Print This** in the upper right corner of the page and put it in your Portfolio, or copy your criteria below.

1. Location: (If you remember the region you selected, record just that name below.)

2. School Type: _____

3. Public or Private: _____

4. Setting: _____

5. School Size: _____

6. Entrance Difficulty: _____

7. Tuition: _____

8. Special Academic Programs: _____

9. Gender Balance: _____

10. Extracurricular Activities: _____

11. Student Housing: _____

COLLEGE INFO FROM THE WEB



Name of the School You're Investigating: _____

Find the official college website by logging on to IHaveAPlanlowa.gov (www.IHaveAPlanlowa.gov). Click on the **College Planning** tab and then click on the **Explore Schools** section. Under the heading "Search for Colleges" type the name of the school into the dialog box. Click on the school you want. Then click on the school's website which appears in the blue box on the right side of the page. Write down the official website address below.

Official school website: _____

1. FACTS/FIGURES:

- How many students attend this college? _____
- How much does it cost to attend the school for one year (including tuition, room and board)?

2. LOCATION/CAMPUS:

- Where is the school located? Is it in an urban, rural, or suburban setting?

- Describe what the campus looks like based on what you find on the website.

3. ACADEMICS:

- List one or two majors that interest you.

4. STUDENT LIFE:

- List two clubs, student organizations, or sports teams you find interesting at this school.

- Describe what a freshman dorm is like.

5. COMMUNITY:

- What kinds of activities are available for students on the weekend? (restaurants, museums, shopping, nightlife)

Grade 8 Skills Checklist

Use this page to keep track of the skills you're building.



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

SETTING GOALS

I can ...

Set a goal for myself and make a plan to reach it.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Choose high school courses with a future career in mind.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well

CAREERS

I can ...

Identify careers that match my interests.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Use IHaveAPlanIowa.gov to do independent research.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Evaluate careers based on daily activities.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Compare careers based on interviews with people who have the job.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Figure out whether a career is a good fit for me.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well

COMMUNICATION AND NETWORKING

I can ...

Make phone calls and write e-mails that are ok for business.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Start and continue a conversation with someone I don't know very well.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Shake hands like a businessperson.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Identify people in my personal network.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Write a note thanking someone for his or her help.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well

COMMUNITY MAKEOVER

I can ...

Identify needs in my community.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Brainstorm project ideas and help to create a step-by-step plan.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Listen to the ideas of others and make my own ideas heard.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well

EDUCATION AFTER HIGH SCHOOL

I can ...

List the pros and cons of at least 2 kinds of post-secondary education.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Identify things to consider when choosing a tech school.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Identify important factors to consider when selecting a college.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Identify the type of information that can be found on a college website.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well

MONEY MATTERS

I can ...

Explain how a budget works.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Give reasons why saving money is a good idea.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well

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

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

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