

# PORTFOLIO REVIEW

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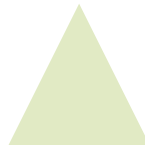
## Lesson Descriptions

### **Portfolio Review 1: Year in Review**

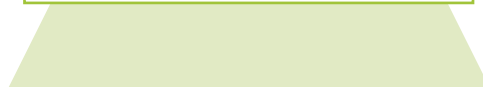
*In this lesson, students have the opportunity to celebrate what they've accomplished during the year — through a friendly game of Jeopardy!, a review of their Portfolios, and a self-evaluation of their mastery of Roads to Success skills.*

# PLANNING PYRAMID

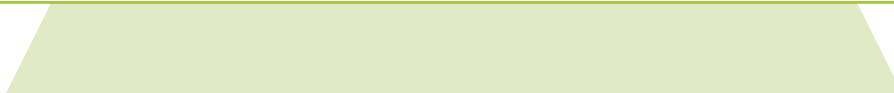
## GRADE 8, Portfolio Review



**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.

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 26–29, Grade 8 Skills Checklist
- FACILITATOR PAGES:**
  - Facilitator Resource 1, Grade 8 Jeopardy! Board
  - Facilitator Resource 2, Grade 8 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.

## 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.

## PREPARATION .....

- List the **BIG IDEA** and the day's activities on the board.
- Use **Facilitator Resource 1, Grade 8 Jeopardy! Board**, to create the Jeopardy! game template on an overhead transparency or chart paper

## IMPLEMENTATION OPTIONS .....

### JEOPARDY! OPTIONS:

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.

## 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 8 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 to \$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.)

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 one 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 what you've done this year. 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 26–29, Skills Checklist**, to review skills covered in the eighth grade. Have students answer questions about what they're proudest of, their roles as class members, and what they'd like to learn next.

| <b>Grade 8 Jeopardy! Board</b> |                           |                                       |                           |                      |
|--------------------------------|---------------------------|---------------------------------------|---------------------------|----------------------|
| <b>Careers</b>                 | <b>Education Planning</b> | <b>Communication &amp; Networking</b> | <b>Community Makeover</b> | <b>Money Matters</b> |
| \$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                |

| <b>Grade 8 Jeopardy! Questions</b> |   |   |   |   |   |
|------------------------------------|---|---|---|---|---|
|                                    | <b>Setting Goals/<br/>Education After HS</b>  | <b>Careers</b>  | <b>Communication<br/>&amp; Networking</b>                                 | <b>Community<br/>Makeover</b>   | <b>Money Matters</b>                                    |
| <b>\$<br/>1<br/>0<br/>0</b>        | What's the difference between a requirement and an elective?                            | Name one reason to think about careers while still in middle school.        | Tell one way to let people in your network know you appreciate them.      | What is brainstorming?  | A budget compares income and _____.                     |
| <b>\$<br/>2<br/>0<br/>0</b>        | The three Cs of decision-making are: challenge, choice, and _____.                      | Name two things to consider when choosing a career.                         | Why is networking important?  | What's the purpose of creating committees?  | Name two categories that might be included in a budget. |
| <b>\$<br/>3<br/>0<br/>0</b>        | Why is it important to revisit your goals once you've made them?                        | What is an annual income?   | Name three things you should include when leaving a phone message.        | Why is it important for competitors to see the judge's rubric before submitting a proposal? | What is interest?                                       |
| <b>\$<br/>4<br/>0<br/>0</b>        | Name two things to consider when deciding if a college or tech school is right for you. | What is the purpose of an Interest Inventory (like the Cluster Finder)?     | Define "schmoozing" and explain why it's important.                       | Give two reasons why teens should get involved in community service projects.               | Give two reasons why it's important to save money.      |
| <b>\$<br/>5<br/>0<br/>0</b>        | Name three kinds of postsecondary education.  | Name a career and describe the education after high school that's required. | Give two tips for having a conversation with someone you don't know well. | Name two factors that make a group project a success.                                       | Give two reasons to keep savings in a bank account.     |



## **Grade 8 Jeopardy! Questions Continued**

### **Final Jeopardy!: Communication and Networking**

Demonstrate a business-appropriate handshake and list three elements it should include.

A: eye contact, smile, palm-to-palm, a couple of shakes, neither wimpy nor a death grip, say hi (and your name if you're meeting for the first time)

## 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"/><br>not at all | <input type="checkbox"/><br>somewhat | <input type="checkbox"/><br>very well |
| Choose high school courses with a future career in mind. | <input type="checkbox"/><br>not at all | <input type="checkbox"/><br>somewhat | <input type="checkbox"/><br>very well |

### CAREERS

I can ...

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

## COMMUNICATION AND NETWORKING

I can ...

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

## COMMUNITY MAKEOVER

I can ...

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

## EDUCATION AFTER HIGH SCHOOL

I can ...

|  |  |                                      |                                       |
|--|--|--------------------------------------|---------------------------------------|
| List the pros and cons of at least two kinds of postsecondary education. | <input type="checkbox"/><br>not at all | <input type="checkbox"/><br>somewhat | <input type="checkbox"/><br>very well |
| Identify things to consider when choosing a tech school.                 | <input type="checkbox"/><br>not at all | <input type="checkbox"/><br>somewhat | <input type="checkbox"/><br>very well |
| Identify important factors to consider when selecting a college.         | <input type="checkbox"/><br>not at all | <input type="checkbox"/><br>somewhat | <input type="checkbox"/><br>very well |
| Identify the type of information that can be found on a college website. | <input type="checkbox"/><br>not at all | <input type="checkbox"/><br>somewhat | <input type="checkbox"/><br>very well |
| Identify majors consistent with personal interests.                      | <input type="checkbox"/><br>not at all | <input type="checkbox"/><br>somewhat | <input type="checkbox"/><br>very well |

## MONEY MATTERS

I can ...

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

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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