

KeyPerformance Program Teacher's Manual

*1st Edition
October, 2008*

*Mesa County Valley School District #51
2115 Grand Avenue
Grand Junction CO 81501*

Special Thanks:

- Dr. Tim Mills, MCVSD#51 Superintendent
- Mr. Steve Schultz, MCVSD#51 Assistant Superintendent
- Mr. Bill Larsen, MCVSD#51 Director of High Schools
- Ms. Cathy Haller, MCVSD#51 Prevention Coordinator
- The current KeyPerformance Curriculum Committee:
 - Eric Brunner, Grand Junction H.S.
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 - Lisa Crabtree, Central H.S.
 - Lorren Harbin, Fruita-Monument H.S.
 - Tanya Smith, Central H.S.
 - Lori Starr, Palisade H.S.
- The MCVSD #51 Diploma Pathway Committee of 2004:
 - Dave Casey
 - Will Hayes
 - Judy Jepson
 - Ron Roybal
 - Steve Schultz
 - Penny Teeters
- Marsha Harmon and the AIMS Community College “High School Diploma” program, upon which our KeyPerformance program was originally based.

Program Description and Goals:

KeyPerformance is a competency-based program of study designed for non-traditional students, 17 years or older, who are diploma-seeking. KeyPerformance allows students to demonstrate their knowledge and skills accrued throughout their lives via nine ACT™ Workkeys tests and eight project portfolios. The goals of the KeyPerformance program are to graduate students who are qualified in basic academic areas and workplace-related skills, and to ensure success in their preferred career or community college.

Caution: the Key Performance program is not a credit-seeking program and therefore is not recommended for students who might later decide to return to the traditional 25-credit pathway.

Program Outline:

I. Testing:

Each student must earn these minimum scores on the ACT Work Keys assessments:

| | |
|---------------------------------|-----------------------------|
| Reading for Information Level 5 | Applied Mathematics Level 5 |
| Locating Information Level 4 | Applied Technology Level 3 |
| Team Work Level 4 | Observation Level 4 |
| Listening Level 3 | Writing Level 3 |
| Business Writing Level 3 | |

Students work on the Key Train computer program and read additional resources to enhance their knowledge of the Work Keys curriculum. Teachers assist as needed.

II. Project Portfolios:

The eight portfolios are student-directed and show the student's proficiency in the following areas:

- **Career Planning:** Students will assess workplace strengths, interests, and values, in order to plan for immediate and long-term career opportunities.
- **Civics:** Students exhibit an understanding of the three branches of government, the legal system and their rights and responsibilities as citizens.
- **Consumer Awareness:** Students understand the basics of personal budgeting, loans, credit, and being a smart consumer.
- **Science:** Students show understanding of basic science principles in earth, biological, and physical sciences.
- **Technology:** Students demonstrate knowledge in at least one particular area of modern technology.
- **Fine Arts:** Students expand and document their experiences in the fine arts: music, visual arts, creative writing, or performing arts.
- **Self-Awareness and Health:** Students expand their knowledge of their physical or mental health.
- **Awareness of Culture and Geography:** Students research and document their knowledge of other cultures and the geography of those cultures.

III. Exit Interview: *After completing all testing and portfolios, students prepare and present a PowerPoint outlining all of their work in KeyPerformance. Students will present their PowerPoint in at least one building-based exit interview and one district-based exit interview, before being recommended for graduation.*

WorkKeys Tests:

Students can take any or all of the WorkKeys tests at the Mesa County Workforce Center. You, as the teacher, may also arrange to give all of the tests at your school site. Contact the Workforce Center at 257-2215, to arrange testing. Be aware that it can take several weeks on the Listening and Writing tests to get scores back, so don't leave these to the last minute.

Portfolios:

Students can use regular or online classes as their portfolio work, but they must earn a minimum grade of C, and each class counts for only one portfolio. The following classes may be counted for portfolio work:

| | |
|---|---|
| Career | Business Exploration, Business Work Experience class, Business Communication, Business Math, Business Law, Career Center ,WCCC, ProStart |
| Civics | American Government |
| Consumer Awareness | Personal Finance, Economics, Food Science, Life Management, Housing and Apparel, Child and Adolescent Development, WCCC – Marketing, ProStart |
| Science (experience in at least two fields of science and one credit required) | Earth Science, Biology (Human) OR.. One credit of Unified Science Physical Science A & B Agricultural Biology A & B |
| Technology | Computer Applications, Programming/Robotics, Tech Ed, Career Center/ WCCC Tech courses, Computer Communications/Technology, Web Page Design |
| The Arts | Humanities, Acting, Play Production, any Art Class, Dance, Band, Orchestra, Chorus, Creative Writing, WCCC Graphic Design |
| Self-Awareness | Psychology, Health, Health and Wellness, Personal Fitness and Wellness, Fitness Activities, Circuit Training, Aerobics, Lifetime Activities, Relationships class, WCCC Med Prep |
| Cultural-Awareness | Foreign Language A & B, World Geography I & II, World History, Comparative Religions, Art History |

Portfolios can also be individualized projects. Each portfolio's requirements are outlined in detail in this manual. Grading rubrics and forms are located in the appendix.

KP Program Body of Evidence PowerPoint:

Each KP student will build a MicroSoft-PowerPoint presentation outlining and highlighting their entire KeyPerformance program of study. They should include several biographical slides, one slide that shows their WorkKeys scores, and several slides for each portfolio noting what they learned and how they will apply what they learned in their lives. KP students will present their PowerPoint presentations at the exit interviews. These PowerPoint presentations should also demonstrate the student's ability to use PowerPoint at an intermediate level. The rubric for the PowerPoint is located in the appendix of this manual.

Exit Interviews:

Exit Interviews are performed twice a year, usually in December and again in May. KP students must give at least one in-building interview to 4-6 staff members at their high school, and then one interview at the district level. As instructor, you will be responsible for setting up the interview panel and date for the in-building interview. Schedule your in-building interviews before the district-level interview so your KP students can make adjustments to their presentations if needed. Contact the district's Office of Prevention Services for the dates of the district-level interviews. There are Sample interview questions and an interview scoring guide in the appendix of this manual.

There is an easy-to-use Program Record in the Program Appendix at the end of this manual.

Career Planning Portfolio

The objectives in this portfolio focus are to provide the student with the opportunity to assess his/her strengths and interests and plan for immediate and long-term career and educational opportunities. Students explore their own interests and aptitudes; use Choices, www.collegeincolorado.org and community resources to research potential careers. You may complete the portfolio requirements through one of the options listed below: I, II, or III.

I. **Approved courses** that meet the requirements for this portfolio are:

- Business Communication
- Business Exploration
- Business Work Experience Class
- Business Math
- Business law
- Career Center (must achieve 1.0 credit with a grade of C or better)
- WCCC (must achieve a 1.0 credit with a grade of C or better)
- ProStart (must achieve a 1.0 credit with a grade of C or better)

The Body of Evidence from this option must include:

- a grade of “C” or better on the transcript
- a 500 word essay addressing what the student learned from the course and how he or she will use this knowledge in the future. Include the teacher’s evaluation on the “Career Planning Coursework Essay” rubric. (*see appendix*)
- at least 2 slides documenting essential learning or artifacts from the course for addition to the exit-interview PowerPoint presentation. Save these slides and all written work to your H drive.

Or...

II. **Complete the Guided Research Activity : *Personal Career Search: College in Colorado/ Workforce Center Research Project.*** (See appendix)

The Body of Evidence from this option must include:

- 1000 word “Career Plan” essay
- Resume
- Cover letter
- 500 word “School/Training Apply” essay
- 500 word “School/Training Pay” essay
- Workforce Center Investigative Report
- at least 2 slides documenting essential learning or artifacts for addition to the exit-interview PowerPoint presentation. Save these slides and all written work to your H drive.

Or...

III. **Projects and Activities** that meet the requirements for this portfolio must be approved by the KP teacher and can be, but are not limited to:

- Complete a Career Profile
- Complete 3 different employment applications
- Create a resume' with a cover letter
- Practice interviewing skills through final portfolio presentations with 2 teachers, an assistant principal and principal review and the district review board.
- Provide an up-to-date transcript where appropriate
- If employed write employment experience reflection(1 page typed and double spaced for each work experience)
- Job description of current employment if employed.

The choices below require a unique body of evidence*.

- Cosmetology licensing, Career Center certifications, etc. or any certification in a career field.
- Apprenticeship Program/Volunteer Program directed towards a career.
- Purposeful job shadow in area of career interest
- In addition, the student must successfully **write a personal reflection** of achievement and career goals; **interview potential employer** and **acquire 3 letters of recommendation for future employment or education.**

***The Body of Evidence** from this option must include documentation from an adult that the student participated in the activity and how many hours the student spent on this activity, and the certificate of completion from the program director. The student also must write a 750 word report that describes the project/activity, explains how the activity/project impacted his or her life and how they will use this experience in the future. Optional artifacts can include pictures, digital video footage, awards, letters of recommendation or thanks, etc..

Career Awareness Portfolio Appendices: Career Planning Coursework Essay
 Guided Research: Personal Career Search Col in Col
 Workforce Center Activities
 Career Planning Journal Rubric
 Career Planning Project/Activity Essay Rubric

Career Planning Coursework Essay

Student Name: _____ Date: _____

Write an essay addressing what you learned in the course, and how you will apply what you learn to your own career plan.

| CATEGORY | Advanced | Proficient | Partially Proficient | Unsatisfactory |
|--|--|---|---|--|
| Sequencing (Organization) | Details are placed in a logical order and the way they are presented effectively keeps the interest of the reader. | Details are placed in a logical order, but the way in which they are presented/ introduced sometimes makes the writing less interesting. | Some details are not in a logical or expected order, and this distracts the reader. | Many details are not in a logical or expected order. There is little sense that the writing is organized. |
| Support for Topic (Content) | Relevant, telling, quality details give the reader important information that goes beyond the obvious or predictable. | Supporting details and information are relevant, but one key issue or portion of the storyline is unsupported or missing. | Supporting details and information are relevant, but several key issues or portions of the storyline are unsupported or missing. | Supporting details and information are typically unclear or not related to the topic. |
| Grammar & Spelling (Conventions) | Writer makes no errors in grammar or spelling that distracts the reader from the content. | Writer makes 1-2 errors in grammar or spelling that distract the reader from the content. | Writer makes 3-4 errors in grammar or spelling that distract the reader from the content. | Writer makes more than 4 errors in grammar or spelling that distracts the reader from the content. |
| Capitalization & Punctuation (Conventions) | Writer makes no errors in capitalization or punctuation, so the paper is exceptionally easy to read. | Writer makes 1 or 2 errors in capitalization or punctuation, but the paper is still easy to read. | Writer makes a few errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow. | Writer makes several errors in capitalization and/or punctuation that catch the reader's attention and greatly interrupt the flow. |
| Flow & Rhythm (Sentence Fluency) | All sentences sound natural and are easy-on-the-ear when read aloud. Each sentence is clear and has an obvious emphasis. | Almost all sentences sound natural and are easy-on-the-ear when read aloud, but 1 or 2 are stiff and awkward or difficult to understand. | Most sentences sound natural and are easy-on-the-ear when read aloud, but several are stiff and awkward or are difficult to understand. | The sentences are difficult to read aloud because they sound awkward, are distractingly repetitive, or difficult to understand. |
| Word Choice | Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, and the choice and placement of the words seems accurate, natural and not forced. | Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, but occasionally the words are used inaccurately or seem overdone. | Writer uses words that communicate clearly, but the writing lacks variety, punch or flair. | Writer uses a limited vocabulary that does not communicate strongly or capture the reader's interest. Jargon or clichés may be present and detract from the meaning. |
| Recognition of Reader (Voice) | The reader's questions are anticipated and answered thoroughly and completely. | The reader's questions are anticipated and answered to some extent. | The reader is left with one or two questions. More information is needed to "fill in the blanks". | The reader is left with several questions. |

Guided Research -Personal Career Search College in Colorado/ WorkForce Center Activities

This portfolio is design to be used in conjunction with the Colleges in Colorado website (collegeincolorado.org) and the Mesa County Workforce Center website (workforcecenter.mesacounty.us). You will be required to:

- Explore Career Options.
 - Explore Higher Education Opportunities.
 - Explore Financial Aid opportunities.
 - Explore local employment resources and options
1. Set up personal account on Colleges in Colorado website. Log on to www.collegeincolorado.org website. Click on set up account. Enter personal information. You will need to submit a username and password. Use can use your school username and password. Once you have your account set up, save the webpage in favorites so you can easily access it.
 2. Go to the College Opportunity Fund tab. I would like you to apply for this fund. Go to the bottom of the page and click on the Apply for COF button. By applying you will be able to reduce your tuition costs if you plan on going to college in Colorado.
 3. **Plan Tab** Go to Explore Career Options and complete the following:
 - a. Career Self Assessments. (use these to find careers you might not have thought about before)
 - b. Quick Career Lookups. (use this to look up careers you already know you might like)
 - c. Hands-On Career Exploration. (research several careers that you find interesting)
 - d. Resume Builder. (use this to create and print a resume you can use for employment)
 - e. Off Site Resources. (more research info on your career options)
 - f. My Account Careers. (save the cool stuff you find to your account)

With what you learned going through this part of the website, write a paper (1000 word minimum) describing what you learned about yourself and how you match up to some of the careers you looked at. Include in this paper the requirements for at least 3 career fields. Talk about what you will have to do to prepare for the jobs. Attach to this paper a well written resume and sample cover letter to an imaginary business. Your cover letter should be written as if you are applying for a job in your favorite career.

- 4. Apply Tab** Go to Higher Education Opportunities and Requirements and review options for education after high school and find out what the admission requirements are for the college, university, trade school, or apprenticeship you are looking at. After learning as much as you can about higher education opportunities, write a paper (500 word minimum) that highlights what you learned. Include in this paper a sequence of steps that you will have to follow in order to get accepted into a college, or to be independent and working in the career you chose that doesn't require college.
- 5. Pay Tab** Go to Aid Opportunities not to be Missed and complete the following:
- Before I Go.
 - After I Go.
 - After I Graduate.
 - Aid Opportunities Not to be Missed.
 - Available Tools.
 - Frequently Asked Questions.
 - Pay Off Site Resources
 - Glossary

Pick three colleges, universities, or trade schools and go online and do some research on what it will cost you to attend the school. Do extensive searches for financial aid that will help you pay for the cost of going on to higher education. You may want to actually contact the financial aid offices at the schools you chose. You can also talk your HS counselor. Present your findings in a paper (500 words).

- 6. Local Resources** Go to the Mesa County Workforce Center's website at <http://workforcecenter.mesacounty.us/>. Answer the following questions in a well-written report titled *A Workforce Center Investigative Report*. Do not retype the questions in your report, but write your answers in a report-style that you might use if asked to research this for your employer. Keep the report easy-to-read and concise.
- What is the Workforce Center's Mission Statement?
 - Find the current job listings and list at least three jobs that you would qualify for right now. Write down the job number or description, the salary, and the hours for each.
 - What tests are offered at the WFC and what is the cost?
 - What classes are offered in the Computer Lab and what's the cost?
 - What programs are offered in Training/Education Services? Briefly describe each program.
 - List and briefly describe what's offered in the Supportive Services department.
 - Find the Job Readiness Workshops page. Describe what's covered in the workshop, what it costs, and when it happens.

Career Planning Journal

Student Name: _____ Date: _____

| CATEGORY | Advanced | Proficient | Partially Proficient | Unsatisfactory |
|-------------------------|--|---|---|--|
| Content Detail | Student shows 30 days of detail on his/her career research. Activity shows attention to two potential careers. All details are complete and easy to read. | All details are complete and student shows 30 days of detail on his/her career research. Activity shows attention to one potential career. All details are complete and easy to read. | Student Shows 30 days of detail on his/her career research. Activity shows little attention to career interest and details are missing. Journal is complete and easy to read. | Student shows 30 days of detail on his/her career research. Little, to no attention to a career interest is given and details are missing. The journal is difficult to read. |
| Conclusions | Student's 2-page summary of conclusions includes an analysis of his/her career choices, projected salary and best plan for getting into those careers. Student uses outside sources to support conclusions and plan. | Student's 2-page summary of conclusions includes an analysis of his/her career choice, projected salary and best plan for getting into that career. | Student's summary is less than 2-pages but includes an analysis of his/her career choice, projected salary and best plan for getting into that career. | Student's summary is less than 2-pages and is missing analysis, salary or best plan. |
| Voice | In the conclusion summary, the reader's questions are anticipated and answered thoroughly and completely. | In the conclusion summary, the reader's questions are anticipated and answered to some extent. | In the conclusion summary, the reader is left with one or two questions. More information is needed to "fill in the blanks". | In the conclusion summary, the reader is left with several questions. |
| Conventions | Writer makes no errors in spelling, grammar, capitalization, or punctuation. | Writer makes 1 or 2 errors in spelling, grammar, capitalization or punctuation, but the errors do not distract from the readability of the summary. | Writer makes a few errors in spelling, grammar, capitalization or punctuation that are very obvious and distract from the readability of the summary. | Writer makes several obvious errors in spelling, grammar, capitalization or punctuation that makes the paper difficult to read. |
| Sentence Fluency | All sentences sound natural and are easy-on-the-ear when read aloud. Each sentence is clear and has an obvious emphasis. | Almost all sentences sound natural and are easy-on-the-ear when read aloud, but 1 or 2 are stiff and awkward or difficult to understand. | Most sentences sound natural and are easy-on-the-ear when read aloud, but several are stiff and awkward or are difficult to understand. | The sentences are difficult to read aloud because they sound awkward, are distractingly repetitive, or difficult to understand. |
| Artifacts | Student includes several pictures, charts, media, certificates with his/her journal that enhance the information or clarify the described activities. | Student includes 1 or 2 pictures, charts, media, certificates with his/her journal that enhance the information or clarify the described activities. | Student includes 1 or 2 pictures, charts, media, certificates with his/her journal that do not enhance the information or clarify the described activities. | Student does not include any pictures, charts, media, certificates with his/her journal. |

Career Planning Project/Activity Essay

Student Name: _____ Date: _____

| CATEGORY | Advanced | Proficient | Partially Proficient | Unsatisfactory |
|--|--|--|--|--|
| Content | Relevant, telling, quality details give the reader important information that goes beyond the obvious or predictable. | Supporting details and information are relevant, but one key issue or portion of the storyline is unsupported. | Supporting details and information are relevant, but several key issues or portions of the storyline are unsupported. | Supporting details and information are typically unclear or not related to the topic. |
| Transitions (Organization) | A variety of thoughtful transitions are used. They clearly show how ideas are connected. | Transitions clearly show how ideas are connected, but there is little variety. | Some transitions work well; but connections between other ideas are fuzzy. | The transitions between ideas are unclear or non-existent. |
| Voice | The writer successfully uses several reasons/appeals to try to show how the project/activity clarifies career goals and processes. | The writer successfully uses several reasons/appeals to try to show how the project/activity clarifies career goals and processes. | The writer attempts to make the reader care about the project/activity, but is not really successful. | The writer makes no attempt to make the reader care about the project/activity. |
| Grammar & Spelling (Conventions) | Writer makes no errors in grammar or spelling that distracts the reader from the content. | Writer makes 1-2 errors in grammar or spelling that distract the reader from the content. | Writer makes 3-4 errors in grammar or spelling that distract the reader from the content. | Writer makes more than 4 errors in grammar or spelling that distracts the reader from the content. |
| Capitalization & Punctuation (Conventions) | Writer makes no errors in capitalization or punctuation, so the paper is exceptionally easy to read. | Writer makes 1 or 2 errors in capitalization or punctuation, but the paper is still easy to read. | Writer makes a few errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow. | Writer makes several errors in capitalization and/or punctuation that catch the reader's attention and greatly interrupt the flow. |

Civics Portfolio

The purpose of this portfolio is to gain an understanding of our government, how it operates, and the important role *you* play. Students can choose: I) approved course work or II) Civics Project Portfolio.

I. **Approved Courses** that meet the requirements for this portfolio are:

- American Government (traditional or online)
- NovaNet Government modules: 2,3,4,5,6,7,8

The Body of Evidence from this option must include:

- Grade of “C” or better on the transcript
- 500 word essay addressing what the student learned from the course and how he or she will use this knowledge in the future.
- Teacher-completed *Civics Coursework Essay Rubric* (see appendix)
- At least 2 slides documenting essential learnings or artifacts from the course for use in the exit interview PowerPoint presentation. Save these slides to your H drive.

Or...

II. **Complete the Guided Research Activity** :*Civics Project Portfolio* (see appendix)

The Body of Evidence from this option must include:

- A three-ringed binder with dividers that includes all parts of the portfolio as outlined in *Civics Project Portfolio Requirements* located in the appendix.
- A teacher-completed *Civics Project Portfolio Rubric*
- At least 2 slides documenting essential learning or artifacts for use in the exit interview PowerPoint presentation. Save these slides to your H drive.

Civics Portfolio Appendices:

Civics Coursework Essay Rubric
 Guided Research: Civics Project Portfolio Requirements
 Guided Research: Civics Project Portfolio Rubric

Civics Coursework Essay

Student Name: _____ Date: _____

Write this essay answering: A) what important lessons you learned in the course, and B) why knowledge of civics is important to you and/or society.

| CATEGORY | Advanced | Proficient | Partially Proficient | Unsatisfactory |
|--|--|---|---|--|
| Sequencing (Organization) | Details are placed in a logical order and the way they are presented effectively keeps the interest of the reader. | Details are placed in a logical order, but the way in which they are presented/ introduced sometimes makes the writing less interesting. | Some details are not in a logical or expected order, and this distracts the reader. | Many details are not in a logical or expected order. There is little sense that the writing is organized. |
| Support for Topic (Content) | Relevant, telling, quality details give the reader important information that goes beyond the obvious or predictable. | Supporting details and information are relevant, but one key issue or portion of the storyline is unsupported or missing. | Supporting details and information are relevant, but several key issues or portions of the storyline are unsupported or missing. | Supporting details and information are typically unclear or not related to the topic. |
| Grammar & Spelling (Conventions) | Writer makes no errors in grammar or spelling that distracts the reader from the content. | Writer makes 1-2 errors in grammar or spelling that distract the reader from the content. | Writer makes 3-4 errors in grammar or spelling that distract the reader from the content. | Writer makes more than 4 errors in grammar or spelling that distract the reader from the content. |
| Capitalization & Punctuation (Conventions) | Writer makes no errors in capitalization or punctuation, so the paper is exceptionally easy to read. | Writer makes 1 or 2 errors in capitalization or punctuation, but the paper is still easy to read. | Writer makes a few errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow. | Writer makes several errors in capitalization and/or punctuation that catch the reader's attention and greatly interrupt the flow. |
| Flow & Rhythm (Sentence Fluency) | All sentences sound natural and are easy-on-the-ear when read aloud. Each sentence is clear and has an obvious emphasis. | Almost all sentences sound natural and are easy-on-the-ear when read aloud, but 1 or 2 are stiff and awkward or difficult to understand. | Most sentences sound natural and are easy-on-the-ear when read aloud, but several are stiff and awkward or are difficult to understand. | The sentences are difficult to read aloud because they sound awkward, are distractingly repetitive, or difficult to understand. |
| Word Choice | Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, and the choice and placement of the words seems accurate, natural and not forced. | Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, but occasionally the words are used inaccurately or seem overdone. | Writer uses words that communicate clearly, but the writing lacks variety, punch or flair. | Writer uses a limited vocabulary that does not communicate strongly or capture the reader's interest. Jargon or clichés may be present and detract from the meaning. |
| Recognition of Reader (Voice) | The reader's questions are anticipated and answered thoroughly and completely. | The reader's questions are anticipated and answered to some extent. | The reader is left with one or two questions. More information is needed to "fill in the blanks". | The reader is left with several questions. |

Guided Research: Civics Project Portfolio Requirements

The following activities meet the requirements for this portfolio and should be completed in order and placed in a binder with dividers:

1. Explore the **purposes of government** and **concepts of democracy** through the following ideas: popular sovereignty, majority rule, representative democracy, limited government, federalism, and individual freedom.
 - Define these ideas.
 - Create a web/concept map that uses these definitions and shows how they are related to one another.
 - Type a brief edited summary of what democracy means in the United States. Use some of the key terms in ways that demonstrate you know their meaning.

2. The **Bill of Rights**, or the 1st 10 amendments to the Constitution, has been an incredibly important document to our society.
 - Locate a copy of the Bill of Rights. For each amendment, write – in your own words – what freedoms each guarantees. Please type your responses.
 - Next, consider how this document impacts your life. What would our lives be like without this document? (please type your response, at least 1 paragraph)

3. Federalism, as you have learned, is the division of power. In the U.S., the Federal Government is made up of **three branches**: Legislative, Judicial, and Executive.
 - Create a diagram of the three branches of government and explain the **purposes** of each.
 - Now add the concept of “**checks and balances**” to your diagram showing how the branches hold each other responsible so that one does not become too powerful. This means you should show how each branch can “check” (at least 2) the other to achieve “balance”.
 - Finally, write a paragraph explaining the importance of checks and balances within the structure of our government.

4. **Public opinion** can be defined as a belief shared by most people; the voice of the people. Political cartoons are one way **public opinion** is expressed. Political cartoons are typically illustrations or comic strips containing a political or social message, that usually relate to current events. They are usually found on the editorial page of newspapers but here is a helpful website also: www.politicalcartoons.com/

- Find three political cartoons on the same public issue (ex. – war, education, social security, elections...). Please print them off to include in your portfolio, or cut them out of the newspaper.
- In a typed resource, analyze your cartoons using the format below.

Answer the following for each cartoon:

1. What is the topic/main idea of the cartoon?
 2. What is the artist's opinion of this topic?
 3. Is there a target audience for this cartoon (who is it supposed to be funny to?)
 4. What is your opinion of the cartoon and topic?
- Finally, create your own cartoon based on your idea of the same topic. It can be between 1 and 3 panels and should have at least 1 character. Provide a short (2-3 sentences) explanation of the meaning of your cartoon.

5. Political Parties play a major role in our country's government.

- Please research the following topics (include notes in portfolio):
 1. What is the purpose of **political parties**?
 2. What are the **platforms** (beliefs, philosophy) of each of the two major parties in the U.S.?
 3. Which party do you affiliate yourself with? Why?
- Compile your research into an informational brochure on the two major parties. This brochure should have a creative cover page, at least 2 panels for each party answering questions 1-2 from above, and a final panel for your affiliation (question 3).
*(*It might be helpful and fun to visit the local party head quarters of each party, they can be found in the phone book. ☺)*

6. Participation: One key factor in an effective democracy is **participation** of the citizens – that means *you!* Democracy in the U.S. would fail if people stopped participating.

- Since this is such a crucial component to our governmental system, you need to research *three* ways people can become involved in the process of democracy. Type brief explanations of your findings.
- Write an essay on the importance of participation in democracy and include how **you** will become involved – what is **your** role? (1 page minimum)

- 7. Political systems** differ from country to country.
- Choose a country to research that has a different type of political system than the United States – so NOT a democracy (examples: Pakistan, Saudi Arabia, Cuba, North Korea, Kazakhstan...).
 - Write a letter to a friend as though you lived in the country you researched. Explain the following in your letter:
 1. Define/describe how that type of political system works.
 2. What is it like to live under that type of political system?
 3. Compare and contrast that system to U.S. democracy.
*The bulk of your letter should be *information*, not “hi, how are you” stuff! Between 1-2 pages in length is appropriate.

Guided Research: Civics Portfolio Project Rubric

Student Name: _____ Date: _____

| TASK | Advanced | Proficient | Partially Proficient | Unsatisfactory |
|--|---|--|---|---|
| Purposes of Government (definitions, concept map, and summary) | All elements are included and summary reflects knowledge of the purposes of government. Summary is 1 page in length and at least 3 key terms were used. | All elements are included. Summary reflects basic knowledge, only 1 or 2 key terms used. | One or more definitions are left out, concept map is missing or incomplete, and summary needs revision to reflect knowledge, no key terms used. | Not included or one or more element is missing. |
| Bill of Rights (research and summaries) | All amendments are written in student's own words and it is clear the student understands the purpose of the document. Response paragraph is very detailed. | All amendments are written in student's own words and reflect basic understanding, paragraph could be more detailed. | One or more amendment does not appear to be written in student's own words. Response paragraph needs revision to reflect understanding. | Not included or one or more element is missing. |
| Branches of Government (diagram and "checks and balances") | Student included more than 6 "checks". Completed diagram is very well done and response paragraph is thoughtfully done. | Student included minimum of 6 "checks". Diagram and response are complete and reflect understanding. | Student has less than 6 "checks", diagram and/or response paragraph need revision. | Not included or one or more element is missing. |
| Public Opinion (political cartoons) | Student chose appropriate cartoons to analyze and responses are complete. Student's own cartoon is very well done and in color. | Students chose appropriate cartoons to analyze, and responses and own cartoon are complete. | Student chose inappropriate cartoons or is missing one or more. Student's own cartoon looks "thrown together" and lacked analysis. | Not included or one or more element is missing. |

| | | | | |
|--|--|--|--|---|
| Party System (research and brochure) | Brochure is extremely well done and in color. It is clear student did thorough research and was able to clearly voice their affiliation. | Brochure is complete and thoughtfully done. Student was able to voice a clear affiliation. | Brochure is incomplete or "thrown together". Revision is needed. | Not included or one or more element is missing. |
| Political Participation (research and essay) | Essay is very well done and free of errors. Student found unique ways of involvement (besides voting). Student also provided "proof" of their participation (voter registration, kids voting participation...) | Essay is complete and generally free of errors. Student's examples of participation were well researched. | Essay lacks clarity/creativity and needs revision due to errors. Student could have been more creative in examples of participation. | Not included or one or more element is missing. |
| Political Systems (research and letter) | Letter is creative and well written. Many connections were made to U.S. Student included a cover page with additional information about country (flag, pictures, etc) | Letter is complete and well done, written in student's own words, with clear connections to U.S., and at least 1 page in length. | Letter has too many "holes" and doesn't paint a complete picture of country. Student did not make comparisons to the U.S. Letter is less than 1 page in length | Not included or one or more element is missing. |
| Organization | Student binder is neatly put together with a table of contents that matches checklist, and clear dividers. | Student binder is complete with dividers and in a logical order. Drafts are placed in order. | Tabs do not match checklist order; drafts are missing or out of order. | Student is missing a binder. |
| Aesthetics | Student created a creative cover page for binder. All work is typed and page/section dividers have thematic cover pages as well. | Binder is clean, organized, and undamaged. Papers (including Checklist) are undamaged and all writing is legible. | | |

Consumer Awareness Portfolio

The purpose of this portfolio is to master the essential knowledge necessary for financial independence. Special attention will be given to creating personal budgets, the wise use of credit, understanding the vocabulary of rental contracts and being a smart consumer. Students can choose to complete this portfolio through these options: I) coursework, II) guided research: A) Consumer Jungle Web Activities, or B) My Consumer Skills Independent Research Project.

I. Approved courses that meet the requirements for this portfolio are:

- Personal Finance
- Economics
- Food Science
- Life Management
- Housing and Apparel
- Child and Adolescent Development
- Prostart

The Body of Evidence from this option must include:

- A grade of “C” or better on the transcript
- A 500 word essay addressing what the student learned from the course and how he or she will use this knowledge in the future.
- The teacher’s evaluation on the “Consumer Awareness Coursework Essay Rubric.”
- At least 2 slides documenting essential learning or artifacts from the course for addition to the exit-interview PowerPoint presentation. Save these slides and all written work to your H-drive.

OR...

II. Guided Research: (choose option A or B)

- a. *Consumer Jungle web activities.* Complete all activities and assignments listed on the handout: *Consumer Jungle Activities for the Consumer-Awareness Portfolio*, found in the appendix.
Or..
- b. *My Consumer Skills Independent Research Project.* Complete all activities and assignments listed on the handout: *My Consumer Skills Independent Research Project*, found in the appendix.

The Body of Evidence from this option must include:

- Either a three-ringed binder with dividers or an e-file on your H-drive entitled: Consumer Awareness Portfolio. This binder/file must include all parts of the portfolio as outlined in your guided research handout.
- A teacher-completed grading rubric for your chosen research option.
- At least 2 slides documenting essential learning or artifacts for use in the exit interview PowerPoint presentation. Save these slides to your H drive.

Consumer Awareness Portfolio Appendices: Consumer Awareness Coursework Essay Rubric
Guided Research: Consumer Jungle Web Activities
Consumer Jungle Grading Rubric
Guided Research: My Consumer Skills Independent Research Project
My Consumer Skills Grading Rubric

Consumer Awareness Coursework Essay

Student Name: _____ Date: _____

Write this essay answering: A) what important lessons you learned in the course, and B) why knowledge of consumer awareness is important to you and/or society.

| CATEGORY | Advanced | Proficient | Partially Proficient | Unsatisfactory |
|--|--|---|---|--|
| Sequencing (Organization) | Details are placed in a logical order and the way they are presented effectively keeps the interest of the reader. | Details are placed in a logical order, but the way in which they are presented/introduced sometimes makes the writing less interesting. | Some details are not in a logical or expected order, and this distracts the reader. | Many details are not in a logical or expected order. There is little sense that the writing is organized. |
| Support for Topic (Content) | Relevant, telling, quality details give the reader important information that goes beyond the obvious or predictable. | Supporting details and information are relevant, but one key issue or portion of the storyline is unsupported or missing. | Supporting details and information are relevant, but several key issues or portions of the storyline are unsupported/missing. | Supporting details and information are typically unclear or not related to the topic. |
| Grammar & Spelling (Conventions) | Writer makes no errors in grammar or spelling that distracts the reader from the content. | Writer makes 1-2 errors in grammar or spelling that distract the reader from the content. | Writer makes 3-4 errors in grammar or spelling that distract the reader from the content. | Writer makes more than 4 errors in grammar or spelling that distracts the reader from the content. |
| Capitalization & Punctuation (Conventions) | Writer makes no errors in capitalization or punctuation, so the paper is exceptionally easy to read. | Writer makes 1 or 2 errors in capitalization or punctuation, but the paper is still easy to read. | Writer makes a few errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow. | Writer makes several errors in capitalization and/or punctuation that catch the reader's attention and greatly interrupt the flow. |
| Flow & Rhythm (Sentence Fluency) | All sentences sound natural and are easy-on-the-ear when read aloud. Each sentence is clear and has an obvious emphasis. | Almost all sentences sound natural and are easy-on-the-ear when read aloud, but 1 or 2 are stiff and awkward or difficult to understand. | Most sentences sound natural and are easy-on-the-ear when read aloud, but several are stiff and awkward or difficult to understand. | The sentences are difficult to read aloud because they sound awkward, are distractingly repetitive, or difficult to understand. |
| Word Choice | Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, and the choice and placement of the words seems accurate, natural and not forced. | Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, but occasionally the words are used inaccurately or seem overdone. | Writer uses words that communicate clearly, but the writing lacks variety, punch or flair. | Writer uses a limited vocabulary that does not communicate strongly or capture the reader's interest. Jargon or clichés may be present and detract from the meaning. |
| Recognition of Reader (Voice) | The reader's questions are anticipated and answered thoroughly and completely. | The reader's questions are anticipated and answered to some extent. | The reader is left with one or two questions. More information is needed to "fill in the blanks". | The reader is left with several questions. |

Guided Research: Consumer Jungle Web Activities

Go to <http://www.consumerjungle.org/> . Save this page to your favorites. Complete all the activities below. Save all work to your H-drive.

1. **Cars:** pull down the “Cars” menu on the black tool bar to:
 - a. **Worksheets.** Do in order:
 - i. Vehicle Comparison Shopping
 - ii. Financing a Car Loan
 - iii. Insurance Basics
 - iv. Insurance Quotes
 - v. Monthly Budget
 - *Save all 5 completed worksheets to your H-drive*
 - b. **Quizzes.** Pull down to quizzes from the black menu bar.
 - i. Take the “Great Vehicle Hunt” Quiz. Visit all 4 dealers and complete all 4 “test drive” quizzes. Print/save your report card and write a brief essay answering the following question: Based on the advantages and disadvantages for each of the 4 types of dealerships, which dealer(s) would you be comfortable buying from and why? Include any conditions necessary before you would buy from that dealer or dealers.
 - ii. Take the “Cars Vocab Quiz”. Retake if necessary to earn a passing score of 17 out of 20. Print/save your results page.
 - iii. Take the “Cars Concept Quiz”. Retake if necessary to earn a passing score of 17 out of 20. Print/save your results page.
 - *Save to H-drive: Your “Great Vehicle Hunt” report card
 Your dealership essay
 Your Vocab quiz results
 Your Concepts quiz results*
2. **Cell Phones:** Pull down the “Cell Phones” menu on the black tool bar:
 - a. **Worksheets.** Do in order:
 - i. Phone Interview – Interview an adult or independent teen
 - ii. Comparing Plans
 - iii. All the Bells and Whistles
 - iv. Dream or Basic Phone
 - v. Laws and Etiquette Debate – fill out worksheet then compile answers into a well-written persuasive essay.
 - *Save all 5 completed worksheets to your H-drive*
 - *Save teacher-graded Etiquette Debate persuasive essay to H-drive*
 - b. **Quizzes.** Pull down to quizzes from the black menu bar.
 - i. Take the Cell Phones Vocab Quiz. Retake if necessary for a passing grade of 17. Print/save results.
 - ii. Take the Cell Phones Concept Quiz. Retake if necessary for a passing grade of 17. Print/save results.

- Save to H-drive:* *Your Vocab quiz results*
 Your Concepts quiz results

3. Computers

- a. Resources:** Pull down “Computers” then “Resources” from the black menu bar.
- i. News and Articles: choose one article, copy the original article and write your own summary and conclusions from that article. Conclusions must include how this information impacts you and your computer use. Save article, summary and conclusions to H-drive.
 - ii. Online Resources: Choose one listed online resource and skim/scan the material. Write a summary of what the resource offers and conclusions about how you will use this information in your life.

- Save to H-drive:* *Entire article with your summary and conclusions.*
 Online Resource Title, web address, and your summary with conclusions.

b. Worksheets

- i. In Your Own Words – complete and print/save to H-drive
- ii. Home Computer Check – complete and print/save to H-drive

- Save both completed worksheets to your H-drive*

c. Quizzes

- i. Take the Computer Vocab quiz from the pull down menu “Quizzes.” Retake if necessary for a passing score of 17 or better. Print/save results.
- ii. Take the Computer Concepts quiz from the pull down menu “Quizzes.” Retake if necessary for a passing score of 17 or better. Print/save results.

- Save to H-drive:* *Your Vocab quiz results*
 Your Concepts quiz results

4. Credit

- a. PowerPoint :** Click on “Credit” from the black toolbar, and scroll down to worksheets. Click on “worksheets”. You should get a list of activities and worksheet. Open the “Credit Wisdom” Powerpoint (the red icon) at the top of the page. Read through the powerpoint and write at least 5 questions you have about the material on paper or in a Word document. Take the questions to your teacher and discuss answers together. Record your questions and answers in a Word document titled My Credit Questions, then save to your H drive.

- Save to H-drive:* *Word document: My Credit Questions.*

b. Worksheets

- i. Complete the “Credit Wisdom” worksheet under the Credit pull-down menu by interviewing an adult who has at least one credit card. Print/save your interview to the H-drive.
- ii. Complete the “Checking My Credit Report” worksheet from the Credit pull-down menu. Try checking your own first but get a parent/guardian to help if you don’t have a score. Print/save to the H-drive.

- Save to H-drive:* *Save both completed worksheets to your H-drive*

c. Quizzes

- i. Take the Credit Safari Quiz from the pull-down menu. Retake if necessary to earn 5 out of 5 correct. Print/save results.
 - ii. Complete the “Find the Fees” activity from the Quizzes pull-down. Print/save results once you have reached a perfect score.
 - iii. Take the Credit Vocab Quiz from the Quiz pull-down menu. Retake if necessary to earn a passing score of at least 17 out of 20.
 - iv. Take the Credit Concept Quiz from the Quiz pull-down menu. Retake if necessary to earn a passing score of at least 17 out of 20.
- *Save to H-drive:*
 - “Credit Safari” Quiz results
 - “Find the Fees” quiz results
 - Your Vocab quiz results
 - Your Concepts quiz results

5. Independent Living

- a. **Resources:** Go to the black pull-down menu and click on Independent Living. Scroll down to “resources”. From the resources page open [Jump\\$tart Coalition for Personal Financial Literacy](#). Complete the activity.
- b. **Worksheets**
 - i. Reality Check Quiz – answer the questions on the worksheet based on the Jumpstart activity you completed in the resources section. Save to H-drive.
 - ii. Landlord-Tenant Sample Lease Agreement. Summarize in your own words each paragraph of the sample lease. Only summarize paragraphs 4 through 18. Save to H-drive.
 - iii. You Be the Judge – Open this worksheet and complete all four cases. Save your answers on your H-drive
 - iv. Budget Basics – Complete the budget worksheet based on the annual salary you will earn if you have a job in the career you intend to go to college/trade school for. Use College in Colorado’s website to find average salaries in Colorado for your ideal job. Save completed budget worksheet to your H-drive.
 - v. It Costs How Much !?! - Do the research and fill in the cost of furnishing a small apartment. Save to H-drive.
- *Save all 5 completed worksheets to your H-drive*
 - c. **Quizzes**
 - i. Take the You Be the Judge quiz. Save results page to your H-drive.
 - ii. Take the Independent Living Vocab. Quiz. Retake if necessary to earn a passing minimum score of at least 17 out of 20. Save results page to H-drive.
 - iii. Take the Independent Living Concepts Quiz. Retake if necessary to earn a passing minimum score of at least 17 out of 20. Save results page to H-drive.
- *Save to H-drive:*
 - “You Be the Judge”
 - Your Vocab quiz results
 - Your Concepts quiz results

Consumer Jungle Grading Rubric

Student Name: _____

Date: _____

| Category | Advanced | Proficient | Partially Proficient | Unsatisfactory |
|-------------|---|--|--|---|
| Cars | All Worksheets are completed neatly with no spelling, usage, punctuation, or capitalization errors. Facts are accurate. Written descriptions are longer than one sentence and show more than a simple answer (uses application or synthesis). Dealership Essay is at least 500 words, with accurate facts, and uses personal application and logical synthesis of information. All Quizzes are scored at 95% or above. | All Worksheets are completed neatly with no spelling errors, less than 2 punctuation, capitalization, or usage errors. Facts are accurate. Written descriptions are longer than one sentence and show more than a simple answer (uses application or synthesis). Dealership Essay is at least 250 words, with accurate facts, and uses personal application and logical synthesis of information. All Quizzes are scored at 85% or above. | All Worksheets are completed. Most facts are accurate. Written descriptions are longer than one sentence. Dealership Essay is at least 250 words, with accurate facts. All Quizzes are scored at 85% or above. | Portfolio is missing one or more parts : _____ _____ _____ _____ _____ |
| Cell Phones | All Worksheets are completed neatly with no spelling, usage, punctuation, or capitalization errors. Facts are accurate. Written descriptions are longer than one sentence and show more than a simple answer (uses application or synthesis). Etiquette Debate Persuasive Essay is at least 500 words, with accurate facts. Clearly argues one side and uses at least 3 logical supports for his/her position. All Quizzes are scored at 95% or above. | All Worksheets are completed neatly with no spelling errors, less than 2 punctuation, capitalization, or usage errors. Facts are accurate. Written descriptions are longer than one sentence and show more than a simple answer (uses application or synthesis). Etiquette Debate Persuasive Essay is at least 300 words, with accurate facts, clearly argues one side (for or against)and uses at least 2 logical supports for his/her position. All Quizzes are scored at 85% or above. | All Worksheets are completed. Most facts are accurate. Written descriptions are longer than one sentence. Etiquette Debate Persuasive Essay is at least 250 words, with accurate facts. All Quizzes are scored at 85% or above. | Portfolio is missing one or more parts : _____ _____ _____ _____ _____ |
| Computers | All Worksheets , and both the article and online resource summaries with conclusions are neatly written with no spelling, usage, capitalization, or punctuation errors. Facts are accurate. All worksheets’ written descriptions are longer than one sentence and show more than a simple answer (uses ... | All Worksheets , and both the article and online resource summaries with conclusions are neatly written with no spelling errors, less than 2 punctuation, capitalization, or usage errors. Facts are accurate. All worksheets’ written descriptions are longer than one sentence and show more than a simple answer (uses ... | All Worksheets , and both the article and online resource summaries with conclusions are neatly written. Most facts are accurate. All worksheets’ written descriptions are longer than one sentence. Summaries are ... | Portfolio is missing one or more parts : _____ _____ _____ _____ _____ |

| | | | | |
|----------------------------------|--|---|---|--|
| <p>... Computers continued</p> | <p>... application or synthesis). Summaries are each at least 500 words and use personal application and logical synthesis of information. All Quizzes are scored at 95% or above.</p> | <p>... application or synthesis). Summaries are each at least 250 words and use personal application and logical synthesis of information. All Quizzes are scored at 85% or above.</p> | <p>... each at least 250 words. All Quizzes are scored at 85% or above.</p> | |
| <p>Credit</p> | <p>All Worksheets, and <i>My Credit Questions</i>, are neatly written with no spelling, usage, punctuation, or capitalization errors. Facts are accurate. The questions in <i>My Credit Questions</i> are at a level higher than “detail.” Answers are longer than one sentence and show application or synthesis of information. All worksheets’ written descriptions are longer than one sentence and show more than a simple answer (uses application or synthesis). “Safari” and “Fees” quizzes are 100% . Vocab. and concepts quizzes are scored at 95% or better.</p> | <p>All Worksheets, and <i>My Credit Questions</i>, are neatly written with no spelling errors, less than 2 punctuation, capitalization, or usage errors. Facts are accurate. The questions in <i>My Credit Questions</i> are at a level higher than “detail.” Answers are longer than one sentence and show application or synthesis of information. All worksheets’ written descriptions are longer than one sentence and show more than a simple answer (uses application or synthesis). “Safari” and “Fees” quizzes are 100% . Vocab. and concepts quizzes are scored at 85% or better.</p> | <p>All Worksheets, and <i>My Credit Questions</i>, are neatly written. Most facts are accurate. Answers to <i>My Credit Questions</i> are longer than one sentence. All worksheets’ written descriptions are longer than one sentence. “Safari” and “Fees” quizzes are 100% . Vocab. and concepts quizzes are scored at 85% or better.</p> | <p>Portfolio is missing one or more parts :</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> |
| <p>Independent Living</p> | <p>All Worksheets are completed neatly with no spelling, usage, punctuation, or capitalization errors. Facts are accurate. Written descriptions are longer than one sentence and show more than a simple answer (uses application or synthesis). Lease Agreement summaries include what the tenant’s and the land lord’s responsibilities and benefits are. Vocab. and concepts quizzes are scored at 95% or better.</p> | <p>All Worksheets are completed neatly with no spelling errors, less than 2 punctuation, usage, or capitalization errors. Facts are accurate. Written descriptions are longer than one sentence and show more than a simple answer (uses application or synthesis). Lease Agreement summaries include what the tenant’s and the land lord’s responsibilities and benefits are. Vocab. and concepts quizzes are scored at 85% or better.</p> | <p>All Worksheets are completed neatly. Most facts are accurate. Written descriptions are longer than one sentence. Lease Agreement summaries include what the tenant’s and the land lord’s responsibilities and benefits are. Vocab. and concepts quizzes are scored at 85% or better.</p> | <p>Portfolio is missing one or more parts :</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> |

Guided Research: *My Consumer Skills* Independent Research Project

The Consumer Awareness Project is required of every student and is intended as a demonstration of the following Colorado Model Content Standards (and 9-12 benchmarks) in Economics.

In order to show proficiency, students must create a portfolio with the following expectations met:

- *No grammatical and/or spelling errors*
 - *Portfolio is neatly organized and easy to understand and follow*
-
- Demonstrate ways to make a living through a number of different occupations.
 - Demonstrate the costs and benefits of various insurances (automobile, renters, life, health, etc.).
 - Demonstrate effective techniques used when shopping for necessities (clothing, food, personal care, household items, etc.).
 - Demonstrate the services offered by a bank (savings, checking, investments, etc.).
 - Demonstrate the costs and benefits of using a number of different credit options: debit cards, making payments, credit cards.
 - Demonstrate the various options when buying or leasing a car. Include the advantages and disadvantages of each.

- Demonstrate the process of getting a mortgage and paying for a home. Compare this to renting.

- Demonstrate the advantages and disadvantages of various investment options (stocks, bonds, mutual funds, savings accounts, real estate, etc.).

- Prepare an Independent Living Budget based on the projected level of income and the projected level of outcome.

- Demonstrate a plan for dealing with your financial situation now or in the near future. Show your goals, problems, solutions, needed improvements.

- Explain how businesses, including sole proprietorships, partnerships, corporations, and franchises are organized and financed in the U.S. economy (choose a U.S. based company and research its hierarchy, finances, spending habits, etc.).

- Describe how changes in income, tastes, and preferences (choices), and the prices of substitutes and complements can cause changes in demand (think of gas, fashion fads, diets, etc.).

| CATEGORY | Advanced | Proficient | Partially Proficient | Unsatisfactory |
|---|---|---|--|--|
| Ways to make a living through occupations | Student uses a graphic organizer to list at least 4 occupations, their salaries, what life would be like in each profession. Student indicates which occupation is best and for what reasons. Student includes all research. Graphic organizer is printed in color. | Student uses a graphic organizer to list 3 occupations, their salaries, what life would be like in each profession. Student indicates which occupation is best and for what reasons. Student includes all research. | Student uses a graphic organizer to list 3 occupations, and their salaries. Student indicates which occupation is best and for what reasons. Student doesn't include research. | Student uses a graphic organizer to list 3 occupations and their salaries. |
| Costs and benefits of insurance (i.e. car, renters, life, health) | Student uses a graphic organizer to show at least 5 types of insurance, their cost and benefits. The organizer is eye appealing and easily read, printed in color. Student writes at least 1 and a half page essay on the pros and cons of the insurance detailed on the organizer, and includes a personal reflection on how they intend to use insurance. All research is documented in MLA format. | Student uses a graphic organizer to show 4 types of insurance, their cost and benefits. The organizer is eye appealing and easily read. Student writes at least one page essay on the pros and cons of the insurance detailed on the organizer. All research is documented in MLA format. | Lists 3 types of insurances. Only briefly summarizes benefits and costs in a paragraph. Does not include research | Lists 1-2 types of insurance. Only summarizes benefits and costs in a brief paragraph. Does not include research |
| Effective techniques for saving money. | Student uses a graphic organizer to show different techniques of saving money, and the pros and cons of each. Includes at least a one page reflection explaining pros and cons and explains which technique is most beneficial and why. Reflection applies technique to a personal savings plan. | Student uses a graphic organizer to show different techniques of saving money. Includes at least a one page reflection explaining pros and cons of each technique and explains which one is most beneficial and why. Includes any and all research | Lists ways to save money. Includes a reflection explaining the list, but is very brief (paragraph in length). Does not include research | Only lists ways to save money. Reflection/list is off topic. Does not include research |

| | | | | |
|--|--|--|--|--|
| | Research documented in MLA format. | | | |
| Services offered by a bank | Student uses a graphic organizer to list services offered by a local bank, and the pros and cons of each service, as listed in brochures collected from the bank. Student includes a reflection explaining the organizer, and goes into depth on the benefits, or lack there of, for each service Includes any and all research | Using a graphic organizer, student shows the various services with pros and cons of each Includes a reflection explaining the organizer, and goes into depth on the benefits, or lack there of, for each service Includes any and all research | Using a graphic organizer, student shows the various services with pros and cons of each Includes a reflection explaining the organizer, and goes into depth on the benefits, or lack there of, for each service Includes any and all research | Includes a reflection, but only mentions the importance of banking and not the services offered by banks Does not include research |
| Costs and benefits of different credit options | Student goes online and prints off different types of applications and discusses this in reflection | Using a graphic organizer, student shows the various costs/benefits with pros and cons of each. Includes a reflection explaining the organizer, and goes into depth on the benefits and costs for each service In reflection, student makes a decision on which would serve him/her best Includes research any and all research | Lists costs and benefits of credit options Includes a reflection explaining the list, but is very brief (paragraph in length) Does not include any research | In a list or brief statement, student explains costs/benefits of credit options There is no research to show thought beyond opinions/ knowledge |
| Buying vs. leasing a car | Finds a car online and actually shows what the difference would be for buying vs. leasing on that particular car | Using a graphic organizer, student shows the various services with pros and cons of each Includes a reflection explaining the organizer, and goes into depth on the benefits, or lack there of, for each service Includes any and all research | Lists benefits of buying and leasing. Includes a reflection explaining the list, but is very brief (paragraph in length) Does not include any research | In a list or brief statement, student explains buying vs. leasing There is no research to show thought beyond opinions/ knowledge |

| | | | | |
|---------------------------|---|--|---|--|
| Mortgage vs. Renting | Goes and interviews a mortgage broker and takes home brochures showing benefits of each Includes a reflection of interview and what was learned | Using a graphic organizer, student shows the various services with pros and cons of each Includes a reflection explaining the organizer, and goes into depth on the benefits, or lack there of for each service Includes any and all research | Lists benefits of buying and renting Includes a reflection explaining the list, but is very brief (paragraph in length) Does not include any research | In a list or brief statement, student explains pros/cons of each There is no research to show thought beyond opinions/own knowledge |
| Independent Living Budget | Student compares at least two other types of occupations to show what the difference of careers will do Student includes a 1 page reflection explaining what was learned | Using a table, student shows the projected income along with the cost of all monthly bills At the end of the table, the student shows how much money will be left Student includes at least a 1 page reflection explaining what was learned about paying bills | Student lists the different bills needed to be paid, but does not offer a projected income/outcome There is no reflection to accompany what was learned | Not included |

Science Portfolio

The purpose of this portfolio is to gain an understanding of a variety of scientific concepts, and the scientific process. Students can choose: I) approved coursework, or II) Discovery School's CD-ROMs: *Human Biology* and *Weather*.

I. Approved Courses. Students may successfully pass traditional or online science classes. They must pass a minimum of 1.0 science credit in at least two branches of science: earth, biology, physical. Classes that meet the requirements for this portfolio are:

- Biology/Agricultural Biology
- Earth Science
- Physical Science
- Chemistry/Chemistry in the Community
- Physics
- Unified or GeoPhysical Science, Topics in Science (CHS)

The Body of Evidence from this option must include:

- Grade of "C" or better on the transcript
- 500 word essay addressing what the student learned from the course and how he or she will use this knowledge in the future.
- Teacher-completed *Science Coursework Essay Rubric* (see appendix)
- At least 2 slides documenting essential learnings or artifacts from the course for use in the exit interview PowerPoint presentation. Save these slides to your H drive.

Or...

II. Discovery School's CD-ROMs: *Human Biology* and *Weather*.

The Body of Evidence from this option must include:

- All Worksheets from *Human Biology* CD ROM with teacher's initials that all are correct and complete.
- All worksheets from *Weather* CD ROM with teacher's initials that all are correct and complete

- At least 2 slides documenting essential learning or artifacts for use in the exit interview PowerPoint presentation. Save these slides to your H drive.

Science Portfolio Appendices: Science Coursework Essay Rubric
Discovery School's *Human Biology* Teacher Grading and Checklist
Discovery School's *Weather* Teacher Grading and Checklist

Science Coursework Essay

Student Name: _____ Date: _____

Write this essay answering: A) what important lessons you learned in the course, and B) why knowledge of science is important to you and/or society.

| CATEGORY | Advanced | Proficient | Partially Proficient | Unsatisfactory |
|--|--|--|---|--|
| Sequencing (Organization) | Details are placed in a logical order and the way they are presented effectively keeps the interest of the reader. | Details are placed in a logical order, but the way in which they are presented/ introduced sometimes makes the writing less interesting. | Some details are not in a logical or expected order, and this distracts the reader. | Many details are not in a logical or expected order. There is little sense that the writing is organized. |
| Support for Topic (Content) | Relevant, telling, quality details give the reader important information that goes beyond the obvious or predictable. | Supporting details and information are relevant, but one key issue or portion of the storyline is unsupported or missing. | Supporting details and information are relevant, but several key issues or portions of the storyline are unsupported or missing. | Supporting details and information are typically unclear or not related to the topic. |
| Grammar & Spelling (Conventions) | Writer makes no errors in grammar or spelling that distracts the reader from the content. | Writer makes 1-2 errors in grammar or spelling that distract the reader from the content. | Writer makes 3-4 errors in grammar or spelling that distract the reader from the content. | Writer makes more than 4 errors in grammar or spelling that distract the reader from the content. |
| Capitalization & Punctuation (Conventions) | Writer makes no errors in capitalization or punctuation, so the paper is exceptionally easy to read. | Writer makes 1 or 2 errors in capitalization or punctuation, but the paper is still easy to read. | Writer makes a few errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow. | Writer makes several errors in capitalization and/or punctuation that catch the reader's attention and greatly interrupt the flow. |
| Flow & Rhythm (Sentence Fluency) | All sentences sound natural and are easy-on-the-ear when read aloud. Each sentence is clear and has an obvious emphasis. | Almost all sentences sound natural and are easy-on-the-ear when read aloud, but 1 or 2 are stiff and awkward or difficult to understand. | Most sentences sound natural and are easy-on-the-ear when read aloud, but several are stiff and awkward or are difficult to understand. | The sentences are difficult to read aloud because they sound awkward, are distractingly repetitive, or difficult to understand. |

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|-------------------------------|--|---|---|--|
| Word Choice | Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, and the choice and placement of the words seems accurate, natural and not forced. | Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, but occasionally the words are used inaccurately or seem overdone. | Writer uses words that communicate clearly, but the writing lacks variety, punch or flair. | Writer uses a limited vocabulary that does not communicate strongly or capture the reader's interest. Jargon or clichés may be present and detract from the meaning. |
| Recognition of Reader (Voice) | The reader's questions are anticipated and answered thoroughly and completely. | The reader's questions are anticipated and answered to some extent. | The reader is left with one or two questions. More information is needed to "fill in the blanks". | The reader is left with several questions. |

CD-ROM: Discovery School *Human Biology* Teacher Checklist and Grading

Teacher please assign grades and initial that all work is completed:

Grading Criteria: Students must score at an advanced or proficient level.

| | |
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| Advanced: | Scores on activities are at least 95% . Written answers are longer than one sentence and show more than a simple answer (uses application or synthesis). Diagrams are labeled correctly and all facts are accurate. There are no errors in spelling, punctuation, usage, or capitalization. |
| Proficient: | Scores on activities are at least 80% . Written answers are longer than one sentence and show more than a simple answer (uses application or synthesis). Diagrams are labeled correctly and all facts are accurate. There are no errors in spelling , and no more than one error in punctuation, usage, or capitalization. |

| Activity | Grade | Initial | Re-Grade | Initial |
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*** This page is incomplete. The teacher may insert the activities deemed appropriate until the curriculum committee re-evaluates the CD-ROM materials. *****

CD-ROM: Discovery School *Weather* Teacher Checklist and Grading

Teacher please assign grades and initial that all work is completed:

Grading Criteria: Students must score at an advanced or proficient level.

| | |
|--------------------|---|
| Advanced: | Scores on activities are at least 95% . Written answers are longer than one sentence and show more than a simple answer (uses application or synthesis). Diagrams are labeled correctly and all facts are accurate. There are no errors in spelling, punctuation, usage, or capitalization. |
| Proficient: | Scores on activities are at least 80% . Written answers are longer than one sentence and show more than a simple answer (uses application or synthesis). Diagrams are labeled correctly and all facts are accurate. There are no errors in spelling , and no more than one error in punctuation, usage, or capitalization. |

| Activity | Grade | Initial | Re-Grade | Initial |
|----------|-------|---------|----------|---------|
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Technology Portfolio

The purpose of this portfolio is to gain an understanding of a specific sample of modern technology and to successfully plan, recreate and clearly explain that sample. Students can choose: I) approved course work, or II) approved project portfolio.

- I. **Approved Courses** that meet the requirements for this portfolio are:
- Computer Applications
 - Computer Communications/technology
 - Tech Ed
 - Web Page Design
 - Programming or Robotics
 - Career Center : Technical area
 - WCCC: Technical area
 - NovaNet : Automotive, Architecture, Electronics courses (minimum 4 modules)

The Body of Evidence from this option must include:

- Grade of “C” or better on the transcript. OR grade report for NovaNet.
- 500 word essay addressing what the student learned from the course and how he or she will use this knowledge in the future.
- Teacher-completed *Technology Coursework Essay Rubric* (see appendix)
- At least 2 slides documenting essential learnings or artifacts from the course for use in the exit interview PowerPoint presentation. Save these slides to your H drive.

Or...

- II. **Technology Project** Student chooses one particular topic in modern technology, then plans and implements a science-fair type project focusing on that topic.

The Body of Evidence from this option must include:

- Completed technology project plan worksheet (see appendix)

- 1000 word report of project process and outcome (follow outline from the project plan worksheet.)
- Physical documentation: could include pictures, video, poster - board diagram, the project itself.
- A teacher-completed *Technology Project Rubric*
- At least 2 slides documenting essential learning or artifacts for use in the exit interview PowerPoint presentation. Save these slides to your H drive.

Technology Portfolio Appendices:

Technology Coursework Essay Rubric
Technology Project Plan Worksheet
Technology Project Rubric

Technology Coursework Essay

Student Name: _____ Date: _____

Write this essay answering: A) what important lessons you learned in the course, and B) why knowledge of technology is important to you and/or society.

| CATEGORY | Advanced | Proficient | Partially Proficient | Unsatisfactory |
|--|--|--|---|--|
| Sequencing (Organization) | Details are placed in a logical order and the way they are presented effectively keeps the interest of the reader. | Details are placed in a logical order, but the way in which they are presented/introduced sometimes makes the writing less interesting. | Some details are not in a logical or expected order, and this distracts the reader. | Many details are not in a logical or expected order. There is little sense that the writing is organized. |
| Support for Topic (Content) | Relevant, telling, quality details give the reader important information that goes beyond the obvious or predictable. | Supporting details and information are relevant, but one key issue or portion of the storyline is unsupported or missing. | Supporting details and information are relevant, but several key issues or portions of the storyline are unsupported or missing. | Supporting details and information are typically unclear or not related to the topic. |
| Grammar & Spelling (Conventions) | Writer makes no errors in grammar or spelling that distracts the reader from the content. | Writer makes 1-2 errors in grammar or spelling that distract the reader from the content. | Writer makes 3-4 errors in grammar or spelling that distract the reader from the content. | Writer makes more than 4 errors in grammar or spelling that distract the reader from the content. |
| Capitalization & Punctuation (Conventions) | Writer makes no errors in capitalization or punctuation, so the paper is exceptionally easy to read. | Writer makes 1 or 2 errors in capitalization or punctuation, but the paper is still easy to read. | Writer makes a few errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow. | Writer makes several errors in capitalization and/or punctuation that catch the reader's attention and greatly interrupt the flow. |
| Flow & Rhythm (Sentence Fluency) | All sentences sound natural and are easy-on-the-ear when read aloud. Each sentence is clear and has an obvious emphasis. | Almost all sentences sound natural and are easy-on-the-ear when read aloud, but 1 or 2 are stiff and awkward or difficult to understand. | Most sentences sound natural and are easy-on-the-ear when read aloud, but several are stiff and awkward or are difficult to understand. | The sentences are difficult to read aloud because they sound awkward, are distractingly repetitive, or difficult to understand. |

| | | | | |
|-------------------------------|--|---|---|--|
| Word Choice | Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, and the choice and placement of the words seems accurate, natural and not forced. | Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, but occasionally the words are used inaccurately or seem overdone. | Writer uses words that communicate clearly, but the writing lacks variety, punch or flair. | Writer uses a limited vocabulary that does not communicate strongly or capture the reader's interest. Jargon or clichés may be present and detract from the meaning. |
| Recognition of Reader (Voice) | The reader's questions are anticipated and answered thoroughly and completely. | The reader's questions are anticipated and answered to some extent. | The reader is left with one or two questions. More information is needed to "fill in the blanks". | The reader is left with several questions. |

Copy this form to your H drive and then type your answers on the form. Your answers will take up more than the space shown on this form.

Technology Project Plan Worksheet

Student Name _____

Topic: _____

Brief description of project:

Purpose: (what are you wanting to demonstrate or learn?)

Materials needed:

Resources: (People, websites, books, that might be helpful)

Procedures: List the steps you actually took to complete this project and any problems you had.

Results: How did the project turn out? What happened when you tried to use it?

Complete a 500-word summary essay explaining the science and technology used in this project.

Technology Project Rubric

Student Name: _____ Date: _____

| CATEGORY | Advanced | Proficient | Partially Proficient | Unsatisfactory |
|--------------------------|---|---|---|--|
| Idea | Independently identified a topic which was interesting to the student and which could be demonstrated. | Identified, with adult help, a topic which was interesting to the student and which could be demonstrated. | Identified, with adult help, a topic which could be demonstrated. | Identified a topic that could not be demonstrated or one that did not merit demonstration - too easy. |
| Description of Procedure | Procedures were outlined in a step-by-step fashion that could be followed by anyone without additional explanations. No adult help was needed to accomplish this. | Procedures were outlined in a step-by-step fashion that could be followed by anyone without additional explanations. Some adult help was needed to accomplish this. | Procedures were outlined in a step-by-step fashion, but had 1 or 2 gaps that require explanation even after adult feedback had been given. | Procedures that were outlined were seriously incomplete or not sequential, even after adult feedback had been given. |
| Diagrams / model | Provided an accurate, easy-to-follow diagram/model with labels to illustrate the procedure or the process being studied. Work was neatly and carefully done. | Provided an accurate diagram/model with labels to illustrate the procedure or the process being studied. Work was neatly and carefully done | Provided an easy-to-follow diagram/model with labels to illustrate the procedure or process, but one key step was left out. Work was careless and sloppy. | Did not provide a diagram/model OR the diagram/model was quite incomplete. Work was careless and sloppy. |
| Summary Essay content | Student provided a detailed summary essay clearly based on scientific knowledge. The essay clearly explained the project and outcomes. | Student provided a summary essay based on some scientific knowledge. The essay clearly explained the project and outcomes. | Student provided a summary essay without including scientific knowledge. The essay clearly explained the project and outcomes. | The student did not clearly explain the project and outcomes. |
| Summary Essay structure | Student's essay had all words spelled correctly, used correctly, punctuated correctly. | Student's essay had all words spelled correctly; all but one word used correctly, all but one sentence punctuated correctly. | Student had a misspelled word, 2 or more misused words, two or more incorrectly punctuated sentences. | Student had 2 misspelled words, 2 or more misused words, two or more incorrectly punctuated sentences. |

The Arts Portfolio

The objective of this portfolio is to expand the KeyPerformance student's experience in the fine arts. Emphasis is placed on the student actually participating in the fine arts at whatever level he or she is capable of. To complete this portfolio students can choose: I) an approved fine arts course, or II) an approved project/activity.

I. Approved courses that meet the requirements for this portfolio are:

- Any Art class
- Any Band, Orchestra or Choir class
- Theater arts, Play Production or Acting
- Dance
- Humanities
- Creative Writing
- WCCC Graphic Design

The Body of Evidence from this option must include:

- Grade of "C" or better on the transcript
- A 500 word essay addressing what the student learned from the course and how he or she will use this knowledge in the future.
- Teacher-completed *Fine Arts Coursework Essay Rubric*
- At least 2 slides documenting essential learning or artifacts for use in the exit interview PowerPoint presentation. Save these slides to your H drive.

II. Approved Projects or Activities* that meet the requirements for this portfolio may include, but are not limited to:

- Any Art, music, acting, creative writing, or dance class taken privately (at least 6 lessons).
- Playing a part in a school or community play.
- Participating in the pit band, chorus, or stage crew for a school or community play.
- Participating in a community or school writers' group.

***These activities must have been taken while the student was in high school, or was high-school aged.**

The Body of Evidence from this option must include:

- Documentation from an adult that the student participated in the activity and how many hours/lessons the student spent on this activity.
- A Fine Arts picture scrapbook of work: This should be a collection of at least 12 pictures, personal artwork , play programs, concert programs, writing, etc., that showcase what the student did to meet the portfolio requirements.
- A 750 word essay that describes the project/activity, explains how the activity/project impacted his or her life and how they will use this experience in the future. See *Fine Arts Project/Activity Essay Rubric*.
- At least 2 slides documenting essential learning or artifacts from your course for addition to the exit-interview PowerPoint presentation. Save these to your H-drive.

The Arts Portfolio Appendices:

Fine Arts Coursework Essay Rubric
Fine Arts Picture Scrapbook Rubric
Fine Arts Project/Activity Essay Rubric

Fine Arts Coursework Essay Rubric

Student Name: _____ **Date:** _____

Write this essay answering: A) what important lessons you learned in the course, and B) why knowledge of fine arts is important to you and/or society.

| CATEGORY | Advanced | Proficient | Partially Proficient | Unsatisfactory |
|---|--|---|---|--|
| Sequencing (Organization) | Details are placed in a logical order and the way they are presented effectively keeps the interest of the reader. | Details are placed in a logical order, but the way in which they are presented/ introduced sometimes makes the writing less interesting. | Some details are not in a logical or expected order, and this distracts the reader. | Many details are not in a logical or expected order. There is little sense that the writing is organized. |
| Support for Topic (Content) | Relevant, telling, quality details give the reader important information that goes beyond the obvious or predictable. | Supporting details and information are relevant, but one key issue or portion of the storyline is unsupported or missing | Supporting details and information are relevant, but several key issues or portions of the storyline are unsupported or missing. | Supporting details and information are typically unclear or not related to the topic. |
| Grammar & Spelling (Conventions) | Writer makes no errors in grammar or spelling that distracts the reader from the content. | Writer makes 1-2 errors in grammar or spelling that distracts the reader from the content. | Writer makes 3-4 errors in grammar or spelling that distracts the reader from the content. | Writer makes more than 4 errors in grammar or spelling that distracts the reader from the content. |
| Capitalization & Punctuation (Conventions) | Writer makes no errors in capitalization or punctuation, so the paper is exceptionally easy to read. | Writer makes 1 or 2 errors in capitalization or punctuation, but the paper is still easy to read. | Writer makes a few errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow. | Writer makes several errors in capitalization and/or punctuation that catch the reader's attention and greatly interrupt the flow. |
| Flow & Rhythm (Sentence Fluency) | All sentences sound natural and are easy-on-the-ear when read aloud. Each sentence is clear and has an obvious emphasis. | Almost all sentences sound natural and are easy-on-the-ear when read aloud, but 1 or 2 are stiff and awkward or difficult to understand. | Most sentences sound natural and are easy-on-the-ear when read aloud, but several are stiff and awkward or are difficult to understand. | The sentences are difficult to read aloud because they sound awkward, are distractingly repetitive, or difficult to understand. |
| Word Choice | Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, and the choice and placement of the words seems accurate, natural and not forced. | Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, but occasionally the words are used inaccurately or seem overdone. | Writer uses words that communicate clearly, but the writing lacks variety, punch or flair. | Writer uses a limited vocabulary that does not communicate strongly or capture the reader's interest. Jargon or clichés may be present and detract from the meaning. |
| Recognition of Reader (Voice) | The reader's questions are anticipated and answered thoroughly and completely. | The reader's questions are anticipated and answered to some extent. | The reader is left with one or two questions. More information is needed to "fill in the blanks". | The reader is left with several questions. |

Fine Arts Picture Scrapbook Rubric

Self-Awareness Portfolio

The objectives in this portfolio focus on healthy-living (physical and emotional) and evaluating personal health choices. Students can choose: I) an approved course, or II) an approved project/activity to meet the requirements of this portfolio, or III) Guided Research: *Self-Awareness and Health Activities*.

I. Approved courses that meet the requirements for this portfolio are:

- Self-Awareness and Health independent study course (CHS)
- Health (traditional, online, NovaNet units 1,3,4,5,6)
- Health and Wellness
- Personal Fitness and Wellness
- Fitness Activities
- Circuit Training
- Aerobics
- Lifetime Activities
- Psychology
- Relationships Class
- WCCC Med Prep
- Any P.E class in conjunction with a healthy living journal*

The Body of Evidence from this option must include:

- Grade of “C” or better on the transcript
- 500 word essay addressing what the student learned from the course and how he or she will use this knowledge in the future.
- Teacher-completed *Self-Awareness Coursework Essay Rubric* and *Healthy Living Journal Rubric (where indicated)**
- At least 2 slides documenting essential learning or artifacts from your course for addition to the exit-interview PowerPoint presentation. Save these to your H-drive.

Or...

II. Projects and Activities that meet the requirements for this portfolio must be approved by the KP teacher and can be, but are not limited to:

- Coaching a sports team
- Taking a fitness class: karate, spinning, yoga etc.
- Participating in a self-help group
- Taking a leadership role in a community health organization or project

In addition, the student must successfully participate in a first aid/ CPR course either on line or in a class. www.ProFirstAid.com; www.iCPRi.com ; www.firstaidweb.com/

The Body of Evidence from this option must include:

- Documentation from an adult that the student participated in the activity and how many hours the student spent on this activity.
- The certificate of completion from the first aid/CPR course.
- A 750 word essay that describes the project/activity, explains how the activity/project impacted his or her life and how they will use this experience in the future. *See Project/Activity Essay Rubric.*
- At least 2 slides documenting essential learning or artifacts from your course for addition to the exit-interview PowerPoint presentation. Save these to your H-drive. Artifacts can include pictures, digital video footage, awards, letters of recommendation or thanks, etc..

III. Guided Research: Self-Awareness and Health Activities. This option is a prescribed set of assignments in physical and mental health topics. All assignments in this option must be complete for it to count as a complete portfolio. (See appendix for *Self-Awareness and Health Portfolio Assignment Outline* and grading Rubrics)

Self-Awareness Portfolio Appendices:

Self-Awareness Coursework Essay Rubric
 Healthy Living Journal Rubric
 Project/Activity Essay Rubric
 Guided Research: Self-Awareness and Health Activities
 Guided Research: Self-Awareness and Health Activities Rubric

Self-Awareness Coursework Essay Rubric

Student Name: _____ Date: _____

Write this essay answering: A) what important lessons you learned in the course, and B) why knowledge of personal physical and mental health is important to you and/or society.

| CATEGORY | Advanced | Proficient | Partially Proficient | Unsatisfactory |
|--|--|---|---|--|
| Sequencing (Organization) | Details are placed in a logical order and the way they are presented effectively keeps the interest of the reader. | Details are placed in a logical order, but the way in which they are presented/ introduced sometimes makes the writing less interesting. | Some details are not in a logical or expected order, and this distracts the reader. | Many details are not in a logical or expected order. There is little sense that the writing is organized. |
| Support for Topic (Content) | Relevant, telling, quality details give the reader important information that goes beyond the obvious or predictable. | Supporting details and information are relevant, but one key issue or portion of the storyline is unsupported or missing. | Supporting details and information are relevant, but several key issues or portions of the storyline are unsupported or missing. | Supporting details and information are typically unclear or not related to the topic. |
| Grammar & Spelling (Conventions) | Writer makes no errors in grammar or spelling that distract the reader from the content. | Writer makes 1-2 errors in grammar or spelling that distract the reader from the content. | Writer makes 3-4 errors in grammar or spelling that distract the reader from the content. | Writer makes more than 4 errors in grammar or spelling that distract the reader from the content. |
| Capitalization & Punctuation (Conventions) | Writer makes no errors in capitalization or punctuation, so the paper is exceptionally easy to read. | Writer makes 1 or 2 errors in capitalization or punctuation, but the paper is still easy to read. | Writer makes a few errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow. | Writer makes several errors in capitalization and/or punctuation that catch the reader's attention and greatly interrupt the flow. |
| Flow & Rhythm (Sentence Fluency) | All sentences sound natural and are easy-on-the-ear when read aloud. Each sentence is clear and has an obvious emphasis. | Almost all sentences sound natural and are easy-on-the-ear when read aloud, but 1 or 2 are stiff and awkward or difficult to understand. | Most sentences sound natural and are easy-on-the-ear when read aloud, but several are stiff and awkward or are difficult to understand. | The sentences are difficult to read aloud because they sound awkward, are distractingly repetitive, or difficult to understand. |
| Word Choice | Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, and the choice and placement of the words seems accurate, natural and not forced. | Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, but occasionally the words are used inaccurately or seem overdone. | Writer uses words that communicate clearly, but the writing lacks variety, punch or flair. | Writer uses a limited vocabulary that does not communicate strongly or capture the reader's interest. Jargon or clichés may be present and detract from the meaning. |
| Recognition of Reader (Voice) | The reader's questions are anticipated and answered thoroughly and completely. | The reader's questions are anticipated and answered to some extent. | The reader is left with one or two questions. More information is needed to "fill in the blanks". | The reader is left with several questions. |

Healthy Living Journal Rubric

Student Name: _____ Date: _____

| CATEGORY | Advanced | Proficient | Partially Proficient | Unsatisfactory |
|-------------------------|---|---|---|--|
| Content Detail | Student shows 30 days of detail on his/her activity, nutrition, and stress management. Activity and stress-management details show variety. All details are complete and easy to read. | Student shows 30 days of detail on his/her activity, nutrition, and stress-management. Activity and Stress-management show little or no variety. All details are complete and easy to read. | Student Shows 30 days of detail on his/her activity, nutrition and stress-management. Activity and stress-management shows little or no variety and details are missing or unclear. | Student shows 30 days of detail on his/her activity, nutrition, and stress-management. Details are missing from some categories for several days. Variety is missing and the journal is difficult to read. |
| Conclusions | Student's 2-page summary of conclusions includes an analysis of his/her healthy living habits, projected outcomes and best plan for a healthier self. Student uses outside sources to support conclusions and plan. | Student's 2-page summary of conclusions includes an analysis of his/her healthy living habits, projected outcomes and best plan for a healthier self. | Student's summary is less than 2-pages but includes an analysis of his/her healthy living habits, projected outcomes and best plan for a healthier self. | Student's summary is less than 2-pages and is missing either the analysis, outcomes or best plan. |
| Voice | In the conclusion summary, the reader's questions are anticipated and answered thoroughly and completely. | In the conclusion summary, the reader's questions are anticipated and answered to some extent. | In the conclusion summary, the reader is left with one or two questions. More information is needed to "fill in the blanks". | In the conclusion summary, the reader is left with several questions. |
| Conventions | Writer makes no errors in spelling, grammar, capitalization, or punctuation. | Writer makes 1 or 2 errors in spelling, grammar, capitalization or punctuation, but the errors do not distract from the readability of the summary. | Writer makes a few errors in spelling, grammar, capitalization or punctuation that are very obvious and distract from the readability of the summary. | Writer makes several obvious errors in spelling, grammar, capitalization or punctuation that makes the paper difficult to read. |
| Sentence Fluency | All sentences sound natural and are easy-on-the-ear when read aloud. Each sentence is clear and has an obvious emphasis. | Almost all sentences sound natural and are easy-on-the-ear when read aloud, but 1 or 2 are stiff and awkward or difficult to understand. | Most sentences sound natural and are easy-on-the-ear when read aloud, but several are stiff and awkward or are difficult to understand. | The sentences are difficult to read aloud because they sound awkward, are distractingly repetitive, or difficult to understand. |
| Artifacts | Student includes several pictures, charts, media, certificates with his/her journal that enhance the information or clarify the described activities. | Student includes 1 or 2 pictures, charts, media, certificates with his/her journal that enhance the information or clarify the described activities. | Student includes 1 or 2 pictures, charts, media, certificates with his/her journal that do not enhance the information or clarify the described activities. | Student does not include any pictures, charts, media, certificates with his/her journal. |

Self Awareness Project/Activity Essay

Student Name: _____ Date: _____

| CATEGORY | Advanced | Proficient | Partially Proficient | Unsatisfactory |
|--|---|--|--|--|
| Content | Relevant, telling, quality details give the reader important information that goes beyond the obvious or predictable. | Supporting details and information are relevant, but one key issue or portion of the storyline is unsupported. | Supporting details and information are relevant, but several key issues or portions of the storyline are unsupported. | Supporting details and information are typically unclear or not related to the topic. |
| Transitions (Organization) | A variety of thoughtful transitions are used. They clearly show how ideas are connected. | Transitions clearly show how ideas are connected, but there is little variety. | Some transitions work well; but connections between other ideas are fuzzy. | The transitions between ideas are unclear or non-existent. |
| Voice | The writer successfully uses several reasons/appeals to try to show why the project/activity is a powerful way to promote a healthier self. | The writer successfully uses one or two reasons/appeals to try to show why the project/activity is a powerful way to promote a healthier self. | The writer attempts to make the reader care about the project/activity, but is not really successful. | The writer made no attempt to make the reader care about the project/activity. |
| Grammar & Spelling (Conventions) | Writer makes no errors in grammar or spelling that distract the reader from the content. | Writer makes 1-2 errors in grammar or spelling that distract the reader from the content. | Writer makes 3-4 errors in grammar or spelling that distract the reader from the content. | Writer makes more than 4 errors in grammar or spelling that distract the reader from the content. |
| Capitalization & Punctuation (Conventions) | Writer makes no errors in capitalization or punctuation, so the paper is exceptionally easy to read. | Writer makes 1 or 2 errors in capitalization or punctuation, but the paper is still easy to read. | Writer makes a few errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow. | Writer makes several errors in capitalization and/or punctuation that catch the reader's attention and greatly interrupt the flow. |

Cultural Awareness Portfolio

The objectives in this portfolio focus are to demonstrate student life skill learning that is relevant to the student's life roles, values and interests. The project will include social, cultural and geographic awareness within an approved project/activity or coursework to meet the requirements of this portfolio. Students may choose either: I) approved coursework, or II) the guided-research *Cultural-Awareness Portfolio Activities*

I. Approved courses that meet the requirements for this portfolio are:

- Foreign Language (1 year of language classes A & B)
- World Geography I and II
- World History
- Comparative Religions
- Art History

The Body of Evidence from this option must include:

- a grade of "C" or better on the transcript
- a 500 word essay addressing what the student learned from the course and how he or she will use this knowledge in the future.
- Teacher-completed *Cultural-Awareness Course Summary Rubric*. (all parts scored at Advanced or proficient levels)
- At least 2 slides documenting essential learnings or artifacts from your course for addition to the exit-interview PowerPoint presentation. Save these to your H-drive.

Or...

II. Guided-Research: Cultural-Awareness Portfolio Activities. Students must complete all components of the portfolio as outlined in appendix and compile all written work in binder with dividers, or in an e-file (according to teacher preference).

The Body of Evidence from this option must include:

- Electronic or paper copy of all assignment outlined above, neatly labeled in e-folders or with paper dividers.
- Teacher-completed *Guided-Research: Cultural-Awareness Rubric*.

- At least 2 slides documenting essential learning or artifacts for addition to the exit-interview PowerPoint presentation. Save these to your H-drive.

Cultural-Awareness Portfolio Appendices: Cultural-Awareness Course Summary Rubric
Guided-Research: *Cultural-Awareness Portfolio Activities*
Guided-Research:Cultural-Awareness Rubric

Cultural Awareness Course Summary Rubric

Student Name: _____ Date: _____

Write this essay answering: A) what important lessons you learned in the course, and B) why knowledge of culture is important to you and/or society.

| CATEGORY | Advanced | Proficient | Partially Proficient | Unsatisfactory |
|--|--|---|---|--|
| Sequencing (Organization) | Details are placed in a logical order and the way they are presented effectively keeps the interest of the reader. | Details are placed in a logical order, but the way in which they are presented/ introduced sometimes makes the writing less interesting. | Some details are not in a logical or expected order, and this distracts the reader. | Many details are not in a logical or expected order. There is little sense that the writing is organized. |
| Support for Topic (Content) | Relevant, telling, quality details give the reader important information that goes beyond the obvious or predictable. | Supporting details and information are relevant, but one key issue or portion of the storyline is unsupported or missing. | Supporting details and information are relevant, but several key issues or portions of the storyline are unsupported /missing. | Supporting details and information are typically unclear or not related to the topic. |
| Grammar & Spelling (Conventions) | Writer makes no errors in grammar or spelling that distract the reader from the content. | Writer makes 1-2 errors in grammar or spelling that distract the reader from the content. | Writer makes 3-4 errors in grammar or spelling that distract the reader from the content. | Writer makes more than 4 errors in grammar or spelling that distracts the reader from the content. |
| Capitalization & Punctuation (Conventions) | Writer makes no errors in capitalization or punctuation, so the paper is exceptionally easy to read. | Writer makes 1 or 2 errors in capitalization or punctuation, but the paper is still easy to read. | Writer makes a few errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow. | Writer makes several errors in capitalization and/or punctuation that catch the reader's attention and greatly interrupt the flow. |
| Flow & Rhythm (Sentence Fluency) | All sentences sound natural and are easy-on-the-ear when read aloud. Each sentence is clear and has an obvious emphasis. | Almost all sentences sound natural and are easy-on-the-ear when read aloud, but 1 or 2 are stiff and awkward or difficult to understand. | Most sentences sound natural and are easy-on-the-ear when read aloud, but several are stiff and awkward or are difficult to understand. | The sentences are difficult to read aloud because they sound awkward, are distractingly repetitive, or difficult to understand. |
| Word Choice | Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, and the choice and placement of the words seems accurate, natural and not forced. | Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, but occasionally the words are used inaccurately or seem overdone. | Writer uses words that communicate clearly, but the writing lacks variety, punch or flair. | Writer uses a limited vocabulary that does not communicate strongly or capture the reader's interest. Jargon or clichés may be present and detract from the meaning. |
| Recognition of Reader (Voice) | The reader's questions are anticipated and answered thoroughly and completely. | The reader's questions are anticipated and answered to some extent. | The reader is left with one or two questions. More information is needed to "fill in the blanks". | The reader is left with several questions. |

Guided-Research: *Cultural-Awareness Portfolio Activities*

Students must complete all components of the portfolio as outlined here and compile all written work in a binder with dividers, or in an e-folder (ask your teacher which method you must use).

1. **Determine the availability of community resources.** Type a resource list that includes the name, address, and service provided for health care, education, legal, cultural, employment and recreation in your area.
2. **Evaluate Community Resources.** Write a ½ page essay, provide written evaluation of three different types of community resources.
3. **Determine geographical locations.** Locate three national and three international sites of current events on a map. Research, Read, Write a ½ page summary of 3 articles about that country/region you have chosen.
4. **Plan or take a trip to a foreign Country.** Collect artifacts addressing their culture, places of interest, customs, clothing, economy, etc..

Answer the following questions within your trip:

1. How much money is it going to take to travel there and back?
2. What is your itinerary? List day-to-day activities and times.
3. Who is with you and why?
4. Where do you visit and why?
5. Where do you stay and how much does it cost? Why?
6. Are you going to rent a car, walk, or take the bus on your trip? How much is it going to cost? How much time will travel take?
7. Why do you want to travel there?
8. What do you want to learn while you're there?
9. How will you record your travels?

5. **Determine the role of global economics on business.** Prepare a 1 page research report on one local business involved in the global market place and the impact on doing business internationally. Be sure to keep all research.
6. **Identify the role of history in decision-making.** Write an essay describing how one event in American history has affected current society. The essay should be at least 1 ½ pages in length.

Cultural Awareness Portfolio Rubric

Name _____ Date _____

| CATEGORY | Advanced | Proficient | Partially Proficient | Unsatisfactory |
|--|--|--|---|--|
| Student will determine availability of community resources. | Student has completed a typed resource list that includes the name, address, and service provided for: health care, education, legal, cultural, employment and recreation with minimal errors and 6 out of 6 of the categories. | Student completed a typed resource list that includes the name, address, and service provided for: health care, education, legal, cultural, employment and recreation with minimal errors and 5 out of 6 of the categories. | Student has completed a typed resource list that includes the name, address, and service provided for: health care, education, legal, cultural, employment and recreation. | Student has attempted to prepare a typed resource list that includes the name, address, and service provided for: health care, education, legal, cultural, employment and recreation. |
| Student will evaluate Community Resources. | Student has typed a ½ page essay, providing a written evaluation of 3 different types of community resources with no errors and it is organized. | Student has typed a ½ page essay, providing a written evaluation of 3 different types of community resources with a few errors and some organization. | Student has typed a ½ page essay, providing a written evaluation of 3 different types of community resources with errors and minimal organization. | Student has typed a ½ page essay, providing a written evaluation of 2 different types of community resources. |
| Student will determine geographical locations. | Student has located 3 national and 3 international sites of current events on a map. Shows extensive research, reading, and writing of a ½ page summary of 3 articles concerning the country/region chosen. Has articles as evidence and displays no grammar errors. | Student has located 3 national and 3 international sites of current events on a map. Shows research, reading, and writing of a ½ page summary of 3 articles concerning the country/region chosen. Has articles as evidence and displays some grammar errors. | Student has located 3 national and 3 international sites of current events on a map. Shows research, reading, and writing of a ½ page summary of 3 articles concerning the country/region chosen. Has articles as evidence and displays grammar errors. | Student has located 3 national and 3 international sites of current events on a map. Shows some research, reading, writing of a ½ page summary of 3 articles concerning the country/region chosen. |
| Student will determine cultural implications on people. | Student has a detailed plan for a trip to a foreign country. Shows an itinerary, expense list, companion info., activities and travel cost, food and lodging costs. Displays details of learning opportunities and how they will record their travels. | Student has a plan for a trip to a foreign country. Shows an itinerary, expense list, companion info., activities and travel cost, food and lodging costs. | Student has a plan for a trip to a foreign country. Shows an itinerary, expense list, activities and travel cost, food and lodging costs. | Student has beginnings of a plan for a trip to a foreign country. Shows some type of itinerary, expense list, activities and travel cost. |

| CATEGORY | Advanced | Proficient | Partially Proficient | Unsatisfactory |
|---|---|--|---|---|
| Student will determine the role of global economics on business. | Student has attempted to prepare a 1 page research report concerning 1 local business involved in the global market place and the impact on doing business internationally. Evidence of extensive research. No errors with depth and understanding. | Student has attempted to prepare a 1 page research report concerning 1 local business involved in the global market place and the impact on doing business internationally. Few errors with depth and understanding. Evidence of research presented. | Student has attempted to prepare a 1 page research report concerning 1 local business involved in the global market place and the impact on doing business internationally. Some errors and some depth. | Student has attempted to prepare a 1 page research report concerning 1 local business involved in the global market place and the impact on doing business internationally. Many errors and incomplete. |
| Student will identify the role of history in decision-making. | Student has written a 1 ½ page essay concerning one event in American history that has affected current society. Student shows extensive understanding of the event and has no grammatical errors in the writing. | Student has written a 1 ½ page essay concerning one event in American history that has affected current society. Student shows understanding of the event and has minimal grammatical errors in the writing. | Student has written a 1 ½ page essay concerning one event in American history that has affected current society. Student has minimal understanding of the event and has many grammatical errors in the writing. | Student has attempted to write a 1 ½ page essay concerning one event in American history that has affected current society. Incomplete without a clear event. |

KeyPerformance Program Appendix – Forms

KeyPerformance
Student Learning Plan

| | | |
|-------------|----------|--------------------|
| Name: | Phone: | Grade/Age: |
| Entry Date: | Advisor: | Target Grad. Date: |

WORKKEYS COMPETENCY LEVELS:

| | Reading for info. | Applied Math | Locating Info | Applied Tech | Observation. | Teamwork | Listening | Writing | BusinessWrit |
|----------------|-------------------|--------------|---------------|--------------|--------------|----------|-----------|---------|--------------|
| Mastery Levels | 5 | 5 | 4 | 3 | 4 | 4 | 3 | 3 | 3 |
| Date Tested | | | | | | | | | |
| Level | | | | | | | | | |

While Key Train will help you prepare for the Work Keys test, the level you score on key train does not necessarily mean you will score this level on Work Keys. You must KNOW the material covered in key train. Scoring a level 7 in reading and math, and a level 5 in writing and technology on the key train will help. Your instructor must agree that you are ready to test before testing.

Project Portfolios : Description: (Class, project, etc.) Target completion date: Completion date: Student initials Instructor Initials

| | | | | | |
|---------------------|--|--|--|--|--|
| Career Planning: | | | | | |
| Civics: | | | | | |
| Consumer Awareness: | | | | | |

| Project Portfolios: | Description | Target Completion Date: | Completion Date: | Student Initials | Instructor Initials |
|---------------------|-------------|-------------------------|------------------|------------------|---------------------|
| Science | | | | | |
| Technology | | | | | |
| The Arts | | | | | |
| Self Awareness | | | | | |
| Cultural Awareness | | | | | |

When all tasks are completed, you must create a PowerPoint presentation of your KeyPerformance program to use at your exit interviews. You will then present your program at one building-level exit interview and one district-level exit interview.

- Your PowerPoint presentation must be completed by _____.
- Your building-level interview date is _____.
- Your district-level interview date is _____.

Your graduation date is: _____

Practice Interview Questions

Key Performance Diploma

Below are practice interview questions the Key Performance Diploma candidate may or may not be asked to answer. The candidate should show adequate knowledge of what their portfolio experience was about and what they learned from this process and experience. The candidate should be able to express to you in short summary what they did to complete the requirements for a High School Diploma through the specialized pathway of Key Performance.

Interview Questions: Description of the Key Performance Components

1. What exactly is the Key Performance Diploma Pathway?
2. Can you tell me what was involved in the WorkKeys curriculum?
3. What levels did you have to achieve to be considered proficient?
4. How much time did you spend working through the WorkKeys program?
5. Where did you take the tests and how did you find out your results?
6. Why do you think it was important to be proficient in all of the WorkKeys areas?
7. Which WorkKeys course was the toughest for you? Why?
8. What else is involved in this Key Performance Diploma Pathway?
9. How long did it take you to complete the entire portfolio?
10. Why did you choose to take this route to graduation over the traditional classroom route?
11. Which project was your most favorite and why?
12. Which project was the most difficult for you and why?

Questions about the Student

1. Tell us about your school and classroom experiences. What did you like and dislike about school and classes.
2. Describe your typical attendance during this process? Absences/tardies?
3. How would you describe your attention to your classes? Focused/distracted, etc.
4. How would you describe the pace at which you worked?
5. What motivates you?
6. How do you handle stress and pressure?
7. What do you find are the most difficult decisions to make?
8. If the people who know you were asked why you should graduate, what would they say?
9. Why do you think you should graduate?
10. Do you prefer to work independently or with a team?
11. Give some examples of team work.
12. How do you evaluate success?

Questions about Your Future

1. What skills or attributes do you have for acquiring a job?
2. What jobs do you think you could actually do or be good at?
3. What kind of money would you like to make in the future?
4. What are your career goals?
5. How do you plan to achieve your goals?
6. Why do you want to graduate?
7. What challenges are you thinking are ahead of you?
8. Do you feel ready to leave high school and why?
9. If you were turned down for your diploma in May, what would you do next?
10. Do you think this is a good way to achieve a diploma and why?

Key Performance Practice Interview Feedback Form

Directions: The student should make an appointment with you for an interview. Please use the suggested questions attached to this form to address the student during the interview. You may feel free to ask your own questions or use the provided sample questions. When complete return the form to _____ in room _____. You may ask the student to return to you for feedback or offer immediate feedback. Thank you for your participation and help with this student and their efforts to achieve the Key Performance Diploma.

Interviewer's Evaluation of Candidate

Name of Interviewee _____

| | | (Last Name) | | (First Name) |
|---|-------|-------------|--|------------------|
| 1. Is the applicant on time? | (low) | | | 1 2 3 4 5 (high) |
| 2. Is the applicant dressed appropriately? | | | | 1 2 3 4 5 |
| 3. Does the applicant appear nervous? | | | | 1 2 3 4 5 |
| 4. Did the applicant have an appropriate greeting? | | | | 1 2 3 4 5 |
| 5. Does the applicant display good posture? | | | | 1 2 3 4 5 |
| 6. Does the applicant appear to be prepared? | | | | 1 2 3 4 5 |
| 7. Is the applicant articulate? | | | | 1 2 3 4 5 |
| 8. Is the applicant poised? | | | | 1 2 3 4 5 |
| 9. Are the applicant's answers direct and relevant? | | | | 1 2 3 4 5 |
| 10. Are the applicant's answers concise and organized? | | | | 1 2 3 4 5 |
| 11. Does the applicant appear to be self-confident? | | | | 1 2 3 4 5 |
| 12. Is the applicant able to explain the portfolio process? | | | | 1 2 3 4 5 |
| 13. Has the applicant helped make you (interviewer) feel comfortable? | | | | 1 2 3 4 5 |
| 14. Has the applicant stayed in control? | | | | 1 2 3 4 5 |
| 15. Does the applicant appear enthusiastic? | | | | 1 2 3 4 5 |
| 16. Has the applicant been respectful? | | | | 1 2 3 4 5 |
| 17. Does the applicant have a strong sense of direction? | | | | 1 2 3 4 5 |
| 18. Does the applicant convey a strong desire to graduate? | | | | 1 2 3 4 5 |
| 19. Has the applicant shown a strong sense of accomplishment? | | | | 1 2 3 4 5 |
| 20. Did the applicant exit graciously with a "thank you"? | | | | 1 2 3 4 5 |

Interviewer's comments:

The applicant's strongest point(s) were: _____

The applicant's weakest point(s) were: _____

Overall, I would rate the applicant's performance in the interview as:

Excellent Good Fair Poor

Interviewer's signature: _____ Date: _____

Key Performance Portfolio PowerPoint

The objectives in this PowerPoint portfolio presentation are to provide the student with the opportunity to assess his/her performance portfolio journey through the demonstration of computer technology skills. Students assess their portfolio and highlight their personal journey, achievements, future interests and/or career aspirations through a PowerPoint presentation.

The Body of Evidence must include and be presented as follows:

- Overall Appearance
- Title Slide
- About Me Slide
- Academic Background Slide
- Personal Interests and Goals
- Performance Overview
- Challenges throughout course/project work
- Sounds, Animations, Transitions
- Chart Slide
- Table Slide
- Reference Slide
- Summary
- Optional:** Flip book - hyperlinked to portfolio presentation

I. **Project and Activities** that meet the requirements for this portfolio must be approved by the KP teacher and should be creative, thoughtful and reflective of your overall portfolio experience.

II. **Optional Addition – Flip book**

Tell your story through animation in addition to the original PowerPoint.

- At least 50 slides
- At least 3 types of motion and 3 moving objects
- Created or modified Background
- Hyperlink to Key Performance PowerPoint Portfolio

PowerPoint Portfolio Appendices:

Key Performance Grading Criteria
Essential Learnings

Name _____ Graduation Year _____ Total Score ___/100

| Key Performance PowerPoint Portfolio Grading Criteria | Points Possible | Score | Comments |
|---|-----------------|-------|--|
| Overall Appearance <ul style="list-style-type: none"> • Appropriate Theme • Readable font face & font color • No font less than 24 pts. • No spelling or typing errors • Consistent language use-esp. in titles • Consistent capitalization use-esp.in titles | 10 | | |
| Title Slide <ul style="list-style-type: none"> • Title of Presentation • Your Name • Date | 5 | | |
| About Me slide <ul style="list-style-type: none"> • Bulleted list of at least three items • Demoted bullets • Graphic (at least one) | 5 | | |
| Academic Background Slide <ul style="list-style-type: none"> • Transcript • WorkKeys Certificates • WorkKeys Score WorkSheet • Graphic | 5 | | |
| Post High School Interests and Goals <ul style="list-style-type: none"> • Graphics • Hobbies • Career interest/post secondary education | 5 | | Utilize Paint Object, Word Art and Textboxes |
| Performance Overview <ul style="list-style-type: none"> • Description of journey • Length of time invested • Attendance | 10 | | SmartArt Graphic, appropriate graphics with good placement |
| Challenges throughout course/project work <ul style="list-style-type: none"> • Favorite • Least Favorite • Course/Activity/Project with biggest impact | 10 | | At least 3 different shapes (1 cascading), at least 1 effect used (shadow, grouping, textures), favorite quote |
| Sound, Animations, and Transitions <ul style="list-style-type: none"> • At least one sound • At least one animation • Appropriate transitions | 10 | | |
| Chart Slide <ul style="list-style-type: none"> • At least three categories of data • Legend • Data labels of some type | 10 | | |
| Table Slide <ul style="list-style-type: none"> • At least three categories of information • Row and column headings used | 5 | | |
| Reference Slide <ul style="list-style-type: none"> • Appropriately formatted reference for research, graphics | 5 | | |
| Oral Presentation <ul style="list-style-type: none"> • Good voice quality • Eye contact – look at audience, not screen • Good use of hand gestures | 15 | | |

Learning Essentials and Applications

- **KEY PERFORMANCE DIPLOMA POWERPOINT**
- Computer Applications
- PowerPoint Unit
- Student Name

- **Ex. 1: Essential Learnings**
- Create a presentation using a variety of slide of layouts
- Select an appropriate document theme based on the content of the presentation and the audience
- Enter title and text on slides
 - Use 7 x 7 rule
 - Use the “less is more” principle
- Format specific elements of the text—shape, size, color, and position

- **Ex. 1: Essential Learnings**
- Use editing features—copy, paste, undo & redo, find & replace, spell check, and autocorrect
- Add slides and navigate slides
- Insert clipart
- Develop logical order

- **Ex. 1: Essential Learnings**
- Create a new folder and save the presentation so you can modify and view it at a later time
- For Key Performance Diploma PowerPoint assignment, name file lastnamefirstinitial_key performance PowerPoint and save in H drive
- Backups are essential!

- **About Me Slide**
- Born in _____
- List things related to your younger years.
 - TV
 - Smurfs, Saved by the Bell, etc.
 - Music
 - Toys
- May list family members and pets.

- **Academic Background Slide**
- Transcript, WorkKeys Certificates, WorkKeys Score WorkSheet
- Graphic

- **Ex. 2 Essential Learnings**
- Work with presentation views
- Rearrange slides in presentation
- Duplicate slides
- Change slide layout
- Create single- and multi-level bulleted lists
- Cite references for data and graphic sources
- Check spelling

- **Ex. 2 Essential Learnings**
- Collapse and expand slides
- Apply different themes
- Change font, color, style, and size
- Select paragraphs
- Demote, promote, and move text

- **Uses of PowerPoint**
- Allows you to produce slides to use in an academic, business, or other environment
- Slides can enhance an oral presentation
- Slides can reinforce the speaker's message and help the audience members retain the information presented
- An accompanying handout gives audience members reference notes and review material after the presentation's conclusion
- But remember, PowerPoint can only support, not replace a presentation. You must still be the focus of your presentation.

- **Post High School Interest and Goals**
- Three highlights
- Graphics, Hobbies, Career Interest/Post Secondary Education

- **Performance Overview**
- Description of Journey
- Length of Time invested
 - coursework
 - testing
 - projects

- **Ex. 3: Essential Learnings**
- Insert text boxes
- Use Word Art
- Insert, edit, and organize graphic images

- **Challenges throughout courses/projects**
Graphic memories
 - Favorite
 - Least Favorite
 - Course/Activity/Project – Biggest Impact

- **Ex. 4: Essential Learnings**
- Use a Smart art the create a list
- Insert graphics

- **Ex. 5 Essential Learnings**
- Duplicating and deleting slides
- Working in outline view

- **Ex. 6 Essential Leranings**
- Select and align text
- Enhance text appearance
- Work the Change Case feature
- Apply slide schemes and backgrounds

- **Change Case**
(type 5 interesting facts about yourself using the following case features)
Use Shift +F3 to switch cases
Sentence case: initial cap and lowercase for rest of text in sentence.
lowercase: all selected text is lowercase
UPPERCASE: ALL SELECTED TEXT IS UPPERCASE
Title Case: Each Word Is Capitalized.
tOGLLE cASE: rEVERSES tHE cASE oF tHE sELECTED tEXT.

- **Ex. 7: Essential Learnings**
- Go to View– Slide Master
 - Change bullets
 - Insert a clipart (logo)
 - Insert date, name, and slide # in footer
 - Click Close or go to View Normal

- **Ex. 8: Essential Learnings**
- Create graphic objects
- Work with autosshapes
- Group and ungroup objects
- Layer objects
- Cascade objects using copy command
- Write your favorite quote in a textbox or callout

- **Ex. 9: Essential Learnings**
- Create a spreadsheet and chart
- Create a table

- **Ex. 10: Essential Learnings**
- Add transitions, sound, and timing
- Add animation
-
- **Ex. 11: Essential Learnings**
- Inserting slides into other files
 - **OPTIONAL**
- Add Flipbook into your Key Performance Diploma presentation
- Add reference slide
- Add final closing slide

- **Ex. 11: Essential Learnings**
- Check slides for style and consistency
- Print presentation (handout version) for instructor
- E-mail file to your instructor
- Present PowerPoint

- **References**
- Use the Citation Maker from Word to create citations for information about population and weather on Slide “Life In ____” and photos/graphics that were not from clipart or your own files.
- Click on References Tab, Manage Sources to create bibliography

- **References**

- Question and Answer Time