Dates:	**19 Days / 3.4 Weeks**	
Big Idea:	Professional Communications	
Teaching Targets	**TEKS:** 1(G) distinguish among typefaces while recognizing and resolving conflicts that occur through the use of typography as a design element; 1(H) use perspective, including backgrounds, light, shades and shadows, hue and saturation, and scale, to capture a focal point and create depth; (I) use the basic principles of design such as proportion, balance, variety, emphasis, harmony, symmetry, and unity in type, color, size, line thickness, shape, and space; (J) edit files using appropriate digital editing tools and established design principles such as consistency, repetition, alignment, proximity, white space, image file size, color use, and font size, type, and style; and (K) identify pictorial qualities in a design such as shape and form, space and depth, or pattern and texture to create visual unity and desired effects in designs. 2(A) use vocabulary as it relates to digital art, audio, and animation; (B) demonstrate the use of technology to participate in self-directed and collaborative activities within the global community; (C) participate in electronic communities; (D) create technology specifications for tasks and rubrics for the evaluation of products; (E) design and implement procedures to track trends, set timelines, and evaluate products; (F) collaborate with peers in delineating technological tasks; (G) publish and save information in a variety of ways, including print or digital formats; (H) analyze and evaluate projects for design, content delivery, purpose, and audience; and (I) critique original digital artwork, portfolios, and products with peers. 3(A) distinguish between and correctly apply process color (RGB and CYMK), spot color, and black or white; (D) use the Internet to retrieve information in an electronic format; (G) create planning designs such as rough sketches, storyboards, and brainstorming materials. 5(A) discuss copyright laws/issues and use of digital information such as attributing ideas and citing sources using established methods; (B) define plagiarism and model respect of intellectual property; (C) demonstrate proper digital etiquette and knowledge of acceptable use policies when using technology; and (D) evaluate the validity and reliability of sources. 6(A) demonstrate knowledge and appropriate use of operating systems, software applications, and communication and networking components; (B)	**Student Objectives:** ● Students will learn how digital portfolios can be used now and for the future. ● Students will begin to create their Digital Portfolio. ● Students will review copyright and plagiarism as they relate to their portfolios.

	make decisions regarding the selection and use of software and Internet resources; (C) make necessary adjustments regarding compatibility issues with digital file formats, importing and exporting data, and cross-platform compatibility; and (D) read, use, and develop technical documentation.	
ELPS	5(E) use simple and complex sentences to write about digital portfolios in the future. 3(J) respond orally to information from a variety of media sources about digital portfolios.	As a part of language acquisition, students will: Suggested Teacher Behaviors by Level and Domain
Prior Knowledge	Copyright/Ethics, Photoshop, Typography, Google SketchUp, and taking and uploading photos. Proficiency in the knowledge and skills relating to Technology Applications, Grades 6-8. http://ritter.tea.state.tx.us/rules/tac/chapter126/ch126b.pdf	
Distractor Factors	Misconception: Correction:	

Recommended Lessons

Digital Portfolio --PowerPoint
Students will:
1. Define the term portfolio.
2. Identify uses for a portfolio.
3. Identify the benefits of creating and maintaining a portfolio.
4. Identify a personal goal/purpose for a portfolio.
5. Determine various types of content elements based upon portfolio purpose.
6. Create appropriate organizational filing structure.
7. Identify appropriate supporting documents – class assignment sheet, proposal request, and course
syllabus – and select an appropriate file format.
8. Identify other important documents such as résumé, transcripts, test results.
9. Propose a process for maintaining and adding content to portfolio.

Resources

Creating an ePortfolio

37 brilliant design portfolios to inspire you
ePortfolio Examples
Google Sites
Weebly
All About Me PowerPoint

Technology Integration	Extensions and Interventions
Technology Newsletter	

Writing Prompts

How will you use your Digital Portfolio in the future?

Essential Questions	Assessment
What is a Digital Portfolio? How will it be used in this class and for your future? Does copyright and ethics apply to your Digital Portfolio?	Portfolio

Vocabulary

Portfolio, resume

LEP Accommodations	SPED Accommodations	SPED/LEP Accommodations
● Bilingual Dictionaries ● Extended Time – spreadsheet ● STAAR L – accommodations in computer	● Supplemental Aids ● Manipulatives ● Extended Time ● TEA Accommodation Triangle ● Lead4ward Accommodations Sheet **Note: Expected to be used in class routinely and can ONLY be used on tests with students who meet eligibility as documented on IEP. Should be specific to individual student.**	● Bilingual Glossary ● Bilingual Dictionary ● Extended Time ● Reading Aloud of Text ● Oral Translation ● Clarification in English of Word Meaning