

ePortfolio Template in the Classroom

A Project for Incorporating an ePortfolio in 8th grade Social Studies



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1. HISTORY GOOGLE SITES E-PORTFOLIO

Primary Resource

- Google Sites Template

1.1. INTRODUCTION

By implementing an ePortfolio within the classroom, students will be able to express their understanding of the content in a variety of ways. An ePortfolio allows the students to demonstrate their understanding through pictures, written text, videos, speeches, and/or a timeline. An ePortfolio can be used as an alternative assessment rather than a hand written test. Also it allows the students to express themselves using technology with which they are already extremely familiar. It makes it much easier for the teacher to tier the assignment and allow gifted students to demonstrate their understanding in a higher level of understanding by creating virtual tours, elaborating stories/written text, presentations, exhibits, or videos.

Google Sites software will be used to give every student a template that will allow them to demonstrate their understanding of American History. A Google Sites Template is a simple platform that will allow the user to show their knowledge in an array of forms and venues. The Google Sites Template is a very easy technology format to use, and takes a minimal time frame to learn.

In this alternative assessment project, which does need to be used or taught in consecutive days, students will create a time line and show their knowledge of our American History through eleven different time periods, which will make up the years of 1750 – 2019. This project will serve as the semester and final exam during the eighth grade course and will be a capstone for the student's Washington, D.C. trip, occurring two weeks before the year is complete. Students will be able to conduct research on identified topics while also using information from class discussions and activities to complete each section of the template. Students will be presented with appropriate artifacts, applications, and resources they can utilize to import information into their template. Students will share their site with the teacher at the end of each semester for a grade, as well as sharing it and presenting it to an audience before they leave for their Washington, D.C. trip.

1.2. MATERIALS

- Chromebook or Laptop
- Google Sites Template
- Google School Account
- MyVideo Account & Video Recorder Account

1.3. OVERVIEW OF PLAN

Unit Goal: Students will create a Google Site demonstrating their understanding of our American History with a focus on the 8th grade Washington, D.C. trip.

Objectives for the Google Site technology:

- Know – Students will know the vocabulary needed to create a Google Site demonstrating their understanding of the class content.
- Understand – Students will understand how to use Google Sites to clearly show their knowledge.
- Do – Students will create a Google Site with a focus on the monuments, museums, and memorials the students will visit on their Washington D.C. trip.

Driving Question: How can we create a student website which will allow the student an alternative way to show their understanding throughout the school year?

Key Vocabulary: Google Sites, MyVideo, and Video Recorder

Student Deliverables: Items that students will submit as evidence of their learning and mastery of the goal.

1.3.1. PACING

- Day 1: Entry Event and Project Overview
- Day 2: Students Explore Google Sites
- Days 3-4: Overview of Washington, D.C. Trip, Pre-Research on monuments, museums, and memorials
- Day 5: Introduce MyVideo and Video Recorder
- Days 6-79: Introduce, teach, research, and discuss topics
- Days 6-79: Place information and content on website
- Day 80: Semester website due date
- Days 81-169: Continue introducing, teaching, researching, and discussing history topics
- Days 81-169: Continue placing information and content on website
- Days 170: Final website due date
- Days 171-175: Washington, D.C. Class Trip

1.3.2. STUDENT DELIVERABLES

- Student Deliverables
 - Google Site Template
<https://sites.google.com/arcanumbutler.k12.oh.us/americanhistoryeportfolio/home>
 - [Student Self Reflection](#)

1.4. RUBRIC

Category	Mastery (3)	Proficient (2)	Beginner (1)	Points Earned	Comments
Research	Four or more quality sources of information; one of which must be a professional resource.	Four or more sources of information.	Less than four sources and/or sources are not reliable.	____ x 4 = _____	
Website Outlay	The site highlights our American history highpoints. <ul style="list-style-type: none"> ▪ History/Significance ▪ Impact of Slavery 	Website highlights the majority of the focus points from the template.	Website highlights a few of the focus points from the template.	____ x 7 = _____	
Content in the Website	The website contains complete and accurate content discussed in class. <ul style="list-style-type: none"> ▪ An original video created by students with narration ▪ An original image or exhibit ▪ Link to a website ▪ Original Written Text explaining the content ▪ Google Presentation 	The website contains two or three of the described requirements.	The website contains only one of the described requirements.	____ x 7 = _____	
Connection to Washington D.C. Class Trip	The website highlights the monuments, museums, and memorials that will be toured on the trip. <ul style="list-style-type: none"> ▪ History/Significance ▪ Visitor Information: (location, tip for visiting) 	Tour highlights 2 of the 3 requirements.	Tour highlights only 1 requirement.	____ x 6 = _____	

	<ul style="list-style-type: none"> A must see while visiting 				
Presentation: Visual Appearance, Visitor Friendly	<ul style="list-style-type: none"> The website is very appealing and is easy to navigate – all links go to appropriate sites and media/document. Website is very easy to read – text is clear to read, has appropriate size and color. 	<ul style="list-style-type: none"> Website is easy to navigate but has minimal links that do not go to appropriate sites or media/document. Website is easy to read yet it has text that is too large or small and color doesn't match the theme of the site. 	<ul style="list-style-type: none"> Website is challenging to navigate and links don't match their site or media/document. The majority of the text is difficult to read, and size and color does not have any consistency. 	<p>_____ x 6</p> <p>=</p> <p>_____</p>	
Resources	Uses MLA format for a variety of sources; few errors.	Uses MLA format for a variety of sources; 5+ errors.	Provides a list of sources, but does not use MLA format.	<p>_____ x 3</p> <p>=</p> <p>_____</p>	
<i>Total</i>				<p>_____</p> <p>100</p>	

1.5. GOOGLE SITE TEMPLATE IMAGE CREDITS

- Figure 1. AF. Background image of a flag of United States of America. Canon EOS 5D Mark III
<https://www.publicdomainpictures.net/en/view-image.php?image=196678&picture=american-flag-background>
- Figure 2. PE. Image of Presidential Elections. Hughey Graham
https://upload.wikimedia.org/wikipedia/commons/d/d8/Presidents_-_PartyVotes_%282016_election_update%29.png
- Figure 3. AM. Image of Early America. John Mitchell
https://en.wikipedia.org/wiki/Mitchell_Map#/media/File:Mitchell_Map-06full2.jpg
- Figure 4. DI. Image of the Declaration of Independence. Josh Hallet
<https://www.flickr.com/photos/hyku/3579219567/>
- Figure 5. RW. Image of the Revolutionary War. John Trumbull
<https://www.goodfreephotos.com/historical-battles/american-revolution/surrender-of-general-burgoyne-at-saratoga-during-the-american-revolution.jpg.php>
- Figure 6. DI. Image of Declaration of Independence. Hans Roth
<http://www.afmc.af.mil/News/Commentaries/Display/Article/155847/courage-in-uncertain-times-fueled-founding-fathers-drive-to-independence/>

7. Figure 7. WE. Image of Western Expansion. William Henry Jackson
https://en.wikipedia.org/wiki/Open_range#/media/File:Colorado_Round_up_on_the_Cimarron.jpg
8. Figure 8. CG. Image of a Cotton Gin. Unknown
<https://www.flickr.com/photos/usdagov/6302864824>
9. Figure 9. CW. Image of the Civil War. Goodfree Photos
<https://www.goodfreephotos.com/historical-battles/american-civil-war/battle-of-chickamauga-in-the-american-civil-war.jpg.php>
10. Figure 10. RR. Image of the early Railroad System. Solomon Butcher
[https://en.wikipedia.org/wiki/Burlington_and_Missouri_River_Railroad#/media/File:Burlington_and_Missouri_River_Railroad_locomotive_\(1886\).jpg](https://en.wikipedia.org/wiki/Burlington_and_Missouri_River_Railroad#/media/File:Burlington_and_Missouri_River_Railroad_locomotive_(1886).jpg)
11. Figure 11. GD. Image of the Great Depression. Unknown
<https://www.flickr.com/photos/timevanson/8643626439>
12. Figure 12. WWII. Image of World War 2. Walter F. Kleine
https://upload.wikimedia.org/wikipedia/commons/b/bf/Ww2_158.jpg
13. Figure 13. VW. Image of the Vietnam War. Carla Voorhees
<http://science.dodlive.mil/2011/11/08/ten-technologies-a-brief-look-at-military-evolution-helicopters/>
14. Figure 14. WTCT. Image of the World Trade Center Towers. Derek Jensen
https://en.wikipedia.org/wiki/Memorials_and_services_for_the_September_11_attacks#/media/File:Wtc-2004-memorial.jpg