



PEF Summer, *At Home Edition* – Lesson Plan

Class: Graduate Defense Short Course	Grade Band: 12th Grade
Teacher: Stotlar	Lesson: Part 1: Introduction
Objectives: Understand how the Graduate Defense process	Materials: previous assignments
<p>Process:</p> <p>What and why? The Graduate Portfolio and Defense was developed as a graduation requirement because most of the skills students will need to use after high school can't be assessed by a standardized test. The Defense is an opportunity for students to reflect on their learning and reveal the many aspects of their skill sets/interests that will benefit them as they move into college and careers. Students will reflect on what they've learned and create a presentation that celebrates who they are and what they can do. It is an opportunity to brag! (It is also excellent practice for college, internship, and job interviews.)</p> <p>Step 1: Artifacts</p> <p>An artifact is evidence of your work. It could be an audio file, a Google document, a slide presentation, a photograph of yourself doing something, a brochure you created, etc. It needs to be tangible in some way.</p> <p>Artifact #1: Your Creative Project</p> <p>A creative project can be an art work, poem, short story, solution to a problem or play. Try to find a picture, video or representation as your evidence.</p> <ul style="list-style-type: none">● Shows that you are a thoughtful, innovative thinker.● Shows that you can offer solutions to problems, you can analyze, test.● Reveals that you can learn in spite of setbacks.	

Artifact #2: Your Collaboration Assignment

A project that shows that you can work in a group setting, solving problems, addressing setbacks, and coming up with a project that shows what you've learned. NOTE: You only have to submit this if your creative artifact was not collaborative (a group project).

- The Innovation Project from any year.
- A play in drama.
- A plan for a city street.
- A marketing plan for a product.
- A musical composition that you taught others to play (should have a video or audio clip).

Artifact #3: Your Research Paper

A 5-7 page research paper (works cited page can be included in page count). Shows that you know how to evaluate sources, synthesize/think critically about information, and present your ideas in a well-written essay. The essay should be in MLA format.

Final thought: Choose artifacts that you are proud of and received a grade of B or better.

Original Content by Sara Scribner, Marshall Fundamental

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Class: Graduate Defense Short Course	Grade Band: 12th Grade
Teacher: Stotlar	Lesson: Part 2: Completing the Artifact Reflection
Objectives: Use artifacts to complete the Reflection Worksheets	Materials: Reflection Worksheets and artifacts

Process:

Why do an artifact reflection at all? (*see the attached worksheet)

The artifact reflection is a very important part of the process of thinking about your work. Don't skip this part. It will help you to pass and make writing your essay much, much easier.

Thinking about your evidence.

Context:

For each piece of evidence students will need to document what class and for what teacher it was created your artifact. Include the unit or topic and the purpose of the assignment in the class. Explain the steps or process used in class and how the “big ideas” of the class were connected to the assignment.

Competency:

For each piece students will evaluate the “competency” . Which means explaining how the artifact demonstrates creativity, cooperation ro research.

Content:

Students need to explain what they learned while doing the assignment. This can include information regarding the topic, skills that they learned and need to use and “life lessons” that can be part of the experience in doing the project.

Evidence:

Students need to decide what part to use. Some artifacts need to be broken down into smaller parts like: essays, stories, plays, or quotes. Choose the parts that connect to the competency.

Connections :(world and class)

Use the artifacts to explain how what was learned from the assignments can be used in the real world or in other classes. The main question is, how does what was learned connect to the students life, either academic or everyday?

Growths and improvements:

The most important part of the reflection is being able to explain how this assignment helped the student grow or change as a person and as a student. Students should think about skills learned, experiences, leadership, etc.

What to do...

1. Print out a copy of the worksheet for each artifact or copy the worksheet into a google doc.
2. Fill out a worksheet for each artifact.
 - a. Take time to think about what you are writing, this will form the foundation for your essay.
 - b. If you are having difficulty with your reflection, you may need to change artifacts.

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