

Personal Learning Portfolio

Welcome to second trimester! You are progressing nicely in your study of grammar, the mechanics of writing, and reading across a variety of genres. Now, you will document your learning through a Personal Learning Portfolio (PLP), where you will include a collection of your writing that reflects your growth and development as a student at St. John Eudes School.

You will create a website OR revise an existing website you've used for educational purposes to be the home of your digital portfolio. You may select the website creator that you are most comfortable.

Your website should represent the wonderfully creative person and professional student you are. This means you will design your site with carefully chosen graphics, images, and colors that blend your personal and professional identities to create an accurate representation of who you are. Your personal style and aesthetic should add to the originality of the site, but it should not distract from the content. Keep your site clean and simple enough for anyone to navigate. For example, you will want to keep the font style easy to read and consistent throughout the site.

FOUR COMPONENTS OF YOUR PROFESSIONAL LEARNING PORTFOLIO:

1. Home Page with four things:
 - 1) author photo,
 - 2) brief autobiography that introduces you to your readers, and
 - 3) brief description of the purpose of your PLP
 - 4) links to the other three components

DUE FRIDAY, NOVEMBER 21

2. Reflective Weekly Blog Posts
 - a. One blog post per week due by Friday morning
 - b. Purpose is to communicate your thoughts about the work you are engaged in during the week. Your writing should reveal that you are "digging deeper" about the things you are learning
 - c. In addition to the writing, include at least ONE relevant still or moving image related to your ideas. If not an original image, add a caption citing the source of the image.
 - d. Hyperlink ideas to give readers more info about something (e.g. author, text you're writing about, concepts/ideas, etc.)
 - e. Consider writing about your thoughts and insights about:
 - i. essential questions for the unit or lesson
 - ii. your challenges and/or triumphs experienced during the process of a writing piece you're currently working on
 - iii. activities we did in class that week

- iv. your analysis of a piece we're reading that week
- v. your analysis of your independent reading book
- vi. your challenges and/or triumphs and/or insights and/or improvement in your understanding about a concept in grammar, punctuation, and/or capitalization
- vii. an item from your readers-writers notebook
- viii. your time management in completing your work independently and/or collaboratively

FIRST POST DUE THURSDAY, NOVEMBER 20

3. Section Showcasing Your BEST Writer's Workshop Pieces

You will need AT LEAST ONE example of EACH of the following. For each piece, provide a BRIEF description of what prompted you to write the piece (whether it was assigned or came from a seed/list/idea of yours) and context/background information to help the reader understand what he/she is reading.

- Informational/expository writing (literary analysis piece)
- Informational/expository writing (non-literary analysis piece)
- Narrative writing (personal narrative)
- Narrative writing (fictional narrative)
- Argumentative writing (persuasive essay)
- Poem (lyric poem)
- Poem (narrative poem)

CREATE THE PAGE BY FRIDAY, NOVEMBER 21 (PIECES DUE BY END OF 2ND TRIMESTER)

4. Section of Audiovisual Pieces

You will need AT LEAST ONE example of EACH of the following. For each piece, provide a BRIEF description of what prompted you to create the piece (whether it was assigned or came from a seed/list/idea of yours) and context/background information to help the reader understand what he/she is reading.

- Infographic
- Story Corps-style Podcast
- Animation
- Collaborative 3-5 minute short film
- At least **one** video blog post
- Images of artwork done in class

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