



ePortfolio Guidelines

Grade 6

What is an e-Portfolio?

An electronic portfolio is a learning resource used to showcase reflective learning, and organize evidence of a student's best performance, show progress, and indicate program attainment in a multimedia format by using any HTML software, e.g. OneNote, Webs, Wix and Google Site. This is an excellent tool for compiling and organizing work and accomplishments without storing it in a bulky notebook that provides evidence for learning, course work or/and employment.

The electronic portfolio in education holds a collection of your work (assignments/projects) that show what you have learned and the educational standards that you have mastered.

e-Portfolio Content:

- The e-Portfolio will use the following theme: Covid-19 – and its impact on our daily lives
- Each page of the portfolio will be related to a subject (based on the Power standards covered in the content).
- Each student will research/investigate and reflect on completed task assigned by the subject teacher.

Guided Questions to help you plan your task:

- 1) Do you know the objectives? What do you want to achieve?
- 2) What is your plan to reach the target?
- 3) Did you use certain resources and feedback from others? Explain
- 4) How did you plan to finish your task on deadline?

Reflection after you completed your task:

- 5) What did you learn from your mistakes?
- 6) How do you evaluate your achievement?

How to create an ePortfolio using Wix

Part1: <https://www.youtube.com/watch?v=ulrSVHA73Sc>

Part2: https://www.youtube.com/watch?v=AFxCKkP_x-U

Part3: <https://www.youtube.com/watch?v=5cxdOPvu51Y>

How to create an ePortfolio using Google Sites

1. <https://www.youtube.com/watch?v=SKP1nRkoXQQ&feature=youtu.be>
2. https://youtu.be/EUVzf_SBZSQ



How to create an ePortfolio using OneNote

1. Introduction to create an e portfolio <https://www.youtube.com/watch?v=OZIXKobsaao>
2. Using one note <https://www.youtube.com/watch?v=-2AEohEB8M0>
3. Creating the ePortfolio <https://www.youtube.com/watch?v=yKy8wujTfbU>

What Will I Include in My e-Portfolio?

This e-portfolio assignment consists of several elements that are suggested by your teacher and determined (chosen) by you. The following are the requirements:

- (A) Index (your name, course, teacher, academic year, & email)
- (B) Table of Contents (can be included in the index)
- (C) Biographical sheet (e.g. resume)
- (D) Content:
 1. Includes one task per subject, based on the theme and task specified by your subject teacher. Students should keep subjects in different sections.
 2. Write a narrative self-reflection for each submitted task, connecting it to how you learned, using the sample self-reflection tasks below. You have the choice to choose one reflective task to answer per subject.

Try to address the following while writing your narrative reflection:

- a. I particularly enjoyed...
 - b. While completing my task, I demonstrated excellent inquiry skills when....
 - c. The role or the skill I learnt to develop in my research was ...
 - d. When seeking and evaluating a range of perspectives, I learnt ...
 - e. I experienced difficulties when ...
 - f. I learnt to overcome these difficulties by...
 - g. I realized I now need to work on ...
 - h. I still findunclear and confusing. I will further investigate about
 - i. I think this task will help me in the future.
 - j. I planned and managed by time using the following strategies to deliver good quality
- (E) You may add other features to your portfolio, that are not required, such as photos, animations.



When is the ePortfolio Due Date and what is the allocated marks?

The ePortfolio will be introduced during May and will be submitted in the week of June 28th. Each student will submit one ePortfolio compiling all key subjects with reflection using OneNote, Webs, Wix, Google Site or any tool as agreed with their teacher. Students will receive detailed criteria and rubric. The ePortfolio reflects 15% of your subject mark.

Assessment/ Evaluation of e-Portfolio:

Grading is based on accuracy and organization of content and artifact, quality of narrative and analytical reflections and presentation of electronic portfolio (See rubric below).

Item	3	2	1	0
Student submitted task is relevant to the standard(s) and/or instructions				
Student demonstrated understanding of specific standard(s)/ Benchmark(s) and how it is related to the theme				
Student provided an adequate overall reflection narrative of the e-portfolio				
Student demonstrated use of appropriate language skills through choice of words, spelling, grammar, and formatting				
Student used appropriate application (OneNote, Google Site, Wix, Webs)				
Effective use of technology (links work, easy to maneuver within the portfolio, use of graphs, animations...)				
Student included the required artifacts	Yes (2)		No (0)	
Total Points	_____/ 20			



ePortfolio Planning Guide

Grade	6
Theme	Improve a healthy lifestyle during lockdown
Subject & Task	
<p>English:</p> <p>A wise man once said a healthy life is a happy one. Developing a healthy lifestyle is important for your well-being in general and physical health in particular. Healthy habits are the actions you take every day, often without thinking about them, that improve your health. In this task, your job is to research how you can improve your lifestyle and wellbeing after the lockdown and/or any difficult situation. Present the information you've researched using ONE of the below choices.</p> <ul style="list-style-type: none"> ● A brochure /flyer guiding students on how to remain healthy and improve their lifestyle. Your brochure needs to include pictures/ diagrams and clear information. ● A short story where the characters and the events show the readers how they can develop a healthy lifestyle. Remember to include all the elements of a short story we have studied and analyzed this year. ● A 2-5 minutes video clip where you are demonstrating how you can improve your lifestyle and wellbeing after the lockdown or difficult times. <p>Be Creative and remember to write the information presented in your own words.</p>	
<p>Math:</p> <p>With the spread of COVID-19, daily life and work habits became different due to the new circumstances. Keeping up a balanced diet, along with daily workout and exercising, affect the wellbeing, the physical and mental health.</p>	



In this task, your job is to research how you can improve your lifestyle and wellbeing after the lockdown and/or any difficult situation by **writing about real life situations including problems to solve equations in one variable** that can be related to the following:

- **Healthy diet:**

-Research about a healthy diet and present it in a real-life situation, where the age, gender, weight, and health conditions are stated to match the nutrition facts of the daily meals and show the number of calories obtained.

-Search for the effect of drinking water on burning calories. Write the equation to represent the relation between the amount of water and calories burned. Find the recommended daily amount of water needed for your healthy diet.

-Include what you know about percent in your presentation.

- **Physical Exercise:**

- Search for the BMI equation to classify different body weights. Apply the equation to 5 different people including yourself with different weights and write your classification accordingly.

- Research about a healthy daily workout and exercising effect on your wellbeing (burning fats and calories) according to your BMI results.

- Include situations with unit rate problems and graphs and solving equations in one variable in your problems.

- **Effective use of time**

-Advise how to set-up a healthy daily routine in terms of the time spent for different activities (screen time, sleeping, exercising, online-learning, etc...)

Search for the effect of screen time on your daily routine, support your ideas using different resources or video links, and present your findings using a graphic organizer.

-Write your suggested new ideas for different activities to be implemented during the current situation of pandemic to help your peers use their time effectively while maintaining their wellbeing and healthy eating habits.

Create a pie chart to model your healthy daily routine by specifying the percent recommended for each activity as a conclusion.

Tips for work:

1. **Read instructions carefully** to make sure you are aware of the learning outcome for this task. **(solving equations in one variable and healthy lifestyle during lockdown)**



2. **Do the research!** Research what types of diets and sports will help you in the pandemic to stay safe and healthy and include equations in one variable to model the word problem in the presented situation.
3. You can choose from the **ICT class the platform (Wix, OneNote or Google sites)** you want to present your product through
4. Present your work with creativity, neatness and proper organization following the **Creativity and Innovation rubric** below.

Science:

During the COVID-19 Pandemic, it is extremely important for one to look after his health and rethink his decisions especially when it comes to food and exercise.

In this task you will use your knowledge of how the body systems work. Think of the digestive, skeletal, immune, and muscular systems. Try to explain how we can improve our lifestyle during the Pandemic to stay safe and healthy. Moreover, you will relate what you took about food and energy and its importance for the healthy functioning of the entire body and ability to fight infection.

You can choose one the following tools to present your work:

Create an iMovie, a flier, or a scientific report in order to explain how people should take care of themselves and their bodies during the lockdown due to coronavirus.

Tips for work:

1. **Read instructions carefully** to make sure you are aware of the learning outcome for this task.
2. **Do the research!** Research what types of food will help you, what type of sports and how to apply them, and what things you should avoid in order to keep your body healthy. (Remember to use up to date information and avoid using outdated data.)

Note: Make sure that the researched data used is not "copy-pasted" from the internet. Use your own words/ paraphrases as much as possible.



3. Make sure that you **prioritize** this work and that you are keeping an eye on the *checklist* below. Use your time wisely!

4. Creativity is key! Make sure you add as much creativity as possible into your designs and format, including diagrams, graphs, pictures. This would reflect how hard you truly worked to accomplish the task.

5. Submit **neat and clear work** only! If you feel that you need to reorganize your work before submission, please do so! Neatness and clarity are part of your grade.

ICT:

Design a robot that will help you to follow a healthy lifestyle " Giving advices, reminding you to exercise"

1. Use any designing software/hand drawing
2. Add only 1 design to your portfolio
3. Describe how your robot will work

Time Plan and Checklist

Date	Tasks	Notes
/05/2020	Introducing the ePortfolio	
/06/2020	First checkpoint	
/06/2020	Second checkpoint	
/06/2020		
/06/2020		
/06/2020	Submission & Discussion/Presentation	

توجيهات الحافظة الإلكترونية/ ملف الإنجاز الإلكتروني - اللغة العربية

الصف	السادس
الموضوع العام	التغذية السليمة، ونمط الحياة الصحي في ظل إجراءات الحجر المنزلي
المادة والتوصيف	
<p>(اللغة العربية (تعبير</p> <p>أولاً: الفنون الأدبية التي يمكن للطلاب الكتابة بها: اختر فناً أدبياً واحداً أو مقال ورقة بحثية</p> <p>ثانياً: الشروط والتعليمات الواجب اتباعها لتنفيذ المهام المشار لها:</p> <p>التوصيف: فرضت علينا جائحة كورونا أنظمة مختلفة منها: (التغيير في النظام الغذائي) وأصبح تناول الغذاء الصحي أمراً ضرورياً في فترة الحجر المنزلي.</p> <p>- اكتب في حدود (150 كلمة) موضوعاً متكاملًا يتضمن الأفكار والأمثلة التالية:</p> <p>- مقدمة حول مفهوم الطعام الصحي ومكوناته وربطه بجائحة فيروس كورونا ومدى تأثيرها عليك.</p> <p>- ضرورة التزام نظام صحي سليم يعتمد على أهم العناصر الغذائية لرفع مناعة الجسم مما يؤدي إلى حماية ووقاية الأفراد من الإصابة بالمرض أو رفع قدرتهم في مواجهة المرض في حال إصابتهم.</p> <p>- الحجر المنزلي فرض علينا قلة الحركة وقد يؤدي ذلك لأمراض عدة مثل زيادة الوزن والخمول، قدم مقترحاتك لحل هذه المشكلة وعدم المعاناة منها.</p> <p>- من إيجابيات الحجر المنزلي شبه انعدام استهلاك الأسر لوجبات الطعام السريع والشراء من المطاعم، مما أتاح الاعتماد الكلي على الطعام النظيف المعد في المنزل</p> <p>-الشروط الواجب توافرها في كتابة المقال:</p> <p>- عناصر كتابة المقال (مقدمة – عرض – خاتمة).</p> <p>- الدقة في جمع المعلومات وصياغتها بأسلوبك.</p>	

- الشروط الواجب توافرها في الورقة البحثية:

- تحديد القضية المهمة التي تحتاج إلى بحث.2- صياغة سؤال مركزي عن الفكرة أو القضية.

- الالتزام بعناصر كتابة الورقة البحثية على شكل (مقدمة - عرض - خاتمة)

- المقدمة: (تتضمن على السؤال المركزي).

- العرض: (توضيح الموضوع من خلال الشرح والتفسير والمعلومات الموثقة).

- الخاتمة: (النتائج والتوصيات).

- احرص على تضمين الموضوع بالصور والفيديوهات الداعمة

تعليمات الحافظة الإلكترونية:

- تتضمن مهمة واحدة لكل مادة بناءً على الموضوع والمهمة التي حددها المدرس ويجب حفظها (رفع الملف) في الأماكن المختصة لها.

- اكتب المطلوب الخاص بك رابطاً إياه بما تعلمته ومستخدماً انطباعاتك الخاصة حوله

المدة الزمنية والمتابعة

التاريخ	المهام	ملاحظات
31 /05/2020	تقديم الحافظة الإلكترونية للطلاب	
/06/2020	نقطة المتابعة الأولى	
/06/2020	نقطة المتابعة الثانية	
/06/2020	نقطة المتابعة الثالثة	
/06/2020	التسليم النهائي والعرض التقديمي/المناقشة	



Rubric

CREATIVITY & INNOVATION RUBRIC for PBL (for grades 6-12; CCSS ELA aligned)

Creativity & Innovation Opportunity at Phases of a Project	PROCESS			Above Standard ✓
	Below Standard	Approaching Standard	At Standard	
Launching the Project Define the Creative Challenge	<ul style="list-style-type: none"> may just "follow directions" without understanding the purpose for innovation or considering the needs and interests of the target audience 	<ul style="list-style-type: none"> understands the basic purpose for innovation but does not thoroughly consider the needs and interests of the target audience 	<ul style="list-style-type: none"> understands the purpose driving the process of innovation (Who needs this? Why?) develops insight about the particular needs and interests of the target audience 	
Building Knowledge, Understanding, and Skills Identify Sources of Information	<ul style="list-style-type: none"> uses only typical sources of information (website, book, article) does not offer new ideas during discussions 	<ul style="list-style-type: none"> finds one or two sources of information that are not typical offers new ideas during discussions, but stays within narrow perspectives 	<ul style="list-style-type: none"> in addition to typical sources, finds unusual ways or places to get information (adult expert, community member, business or organization, literature) promotes divergent and creative perspectives during discussions (CC 11-12.SL.1.c) 	
Developing and Revising Ideas and Products Generate and Select Ideas	<ul style="list-style-type: none"> stays within existing frameworks; does not use idea-generating techniques to develop new ideas for product(s) selects one idea without evaluating the quality of ideas does not ask new questions or elaborate on the selected idea reproduces existing ideas; does not imagine new ones does not consider or use feedback and critique to revise product 	<ul style="list-style-type: none"> develops some original ideas for product(s), but could develop more with better use of idea-generating techniques evaluates ideas, but not thoroughly before selecting one asks a few new questions but may make only minor changes to the selected idea shows some imagination when shaping ideas into a product, but may stay within conventional boundaries considers and may use some feedback and critique to revise a product, but does not seek it out 	<ul style="list-style-type: none"> uses idea-generating techniques to develop several original ideas for product(s) carefully evaluates the quality of ideas and selects the best one to shape into a product asks new questions, takes different perspectives to elaborate and improve on the selected idea uses ingenuity and imagination, going outside conventional boundaries, when shaping ideas into a product seeks out and uses feedback and critique to revise product to better meet the needs of the intended audience (CC 6-12.W.5) 	
Presenting Products and Answers to Driving Question Present Work to Users/Target Audience	<ul style="list-style-type: none"> presents ideas and products in typical ways (text-heavy PowerPoint slides, recitation of notes, no interactive features) 	<ul style="list-style-type: none"> adds some interesting touches to presentation media attempts to include elements in presentation that make it more lively and engaging 	<ul style="list-style-type: none"> creates visually exciting presentation media includes elements in presentation that are especially fun, lively, engaging, or powerful to the particular audience 	

Creativity & Innovation Rubric / Grades 6-12 / Page 2

	PRODUCT			Above Standard ✓
	Below Standard	Approaching Standard	At Standard	
Originality	<ul style="list-style-type: none"> relies on existing models, ideas, or directions; it is not new or unique follows rules and conventions; uses materials and ideas in typical ways 	<ul style="list-style-type: none"> has some new ideas or improvements, but some ideas are predictable or conventional may show a tentative attempt to step outside rules and conventions, or find new uses for common materials or ideas 	<ul style="list-style-type: none"> is new, unique, surprising; shows a personal touch may successfully break rules and conventions, or use common materials or ideas in new, clever and surprising ways 	
Value	<ul style="list-style-type: none"> is not useful or valuable to the intended audience/user would not work in the real world; impractical or unfeasible 	<ul style="list-style-type: none"> is useful and valuable to some extent; it may not solve certain aspects of the defined problem or exactly meet the identified need unclear if product would be practical or feasible 	<ul style="list-style-type: none"> is seen as useful and valuable; it solves the defined problem or meets the identified need is practical, feasible 	
Style	<ul style="list-style-type: none"> is safe, ordinary, made in a conventional style has several elements that do not fit together; it is a mish-mash 	<ul style="list-style-type: none"> has some interesting touches, but lacks a distinct style has some elements that may be excessive or do not fit together well 	<ul style="list-style-type: none"> is well-crafted, striking, designed with a distinct style but still appropriate for the purpose combines different elements into a coherent whole 	

Note: The term "product" is used in this rubric as an umbrella term for the result of the process of innovation during a project. A product may be a constructed object, proposal, presentation, solution to a problem, service, system, work of art or piece of writing, an invention, event, an improvement to an existing product, etc.

محكات و معايير الأداء لتقييم مشاريع الإبداع و الابتكار

الأداء

أعلى من المستوى المتوقع	حقق المستوى المتوقع	قارب المستوى المتوقع	أقل من المستوى المتوقع	فرص التعاون و الإبداع خلال مراحل المشروع
	* فهم الغرض الرئيسي الذي يقود للابتكار (من يحتاج هذا / لماذا) * تطور الرؤية والوصول لاحتياجات و أهداف الجمهور المستهدف	* فهم الغرض الأساسي للابتكار لكن دون الاهتمام أو الوصول لغرض و هدف الجمهور المستهدف	* اتباع التوجيهات فقط دون فهم الغرض من الابتكار أو النظر في احتياجات الجمهور المستهدف	* (فكرة المشروع) - محددات مدى الإبداع و التحدي في الفكرة
	* يضيف للمصادر الاعتيادية مصادر جديدة و غير تقليدية و طرق أو أماكن مبتكرة في تحصيل المعلومات (خبراء / أعضاء في المجتمع / رعاة أعمال تجارية / مثقفين)	* إيجاد مصدر أو مصدرين غير اعتياديين لتحصيل المعلومات * تقديم أفكار جديدة أثناء البحث و النقاش لكن لا زال في المستوى المطلوب	* اعتماد المصادر الشائعة و الاعتيادية في تحصيل المعلومات (المواقع الإلكترونية/الكتب/الصحف) * عدم تقديم أي أفكار جديدة أثناء البحث و النقاش	* البناء المعرفي على أساس القدرات و المهارات * تحديد الهدف و المصادر
	* يستخدم أفضل الاستراتيجيات لتوليد و تطوير الأفكار لتحسين و تطوير مشروعه . * يقيم بعناية نوعية الأفكار ويختار الأفضل في تشكيل مشروعه . * يطرح أسئلة جديدة ، و يطرح وجهات نظر متعددة لتحسين و تعديل فكرة مختارة . * يستخدم الخيال و الإبداع و التطوير و الخروج عن المألوف عند تشكيل الأفكار للمشروع. * يسعى و يستخدم ردود الفعل و النقد لتفقيح المشروع و لتلبية احتياجات أفضل للجمهور المستهدف	* يطور بعض الأفكار الأصلية لتحسين المشروع ، لكن يمكن أن تتطور أكثر مع استخدام تقنيات توليد الأفكار بشكل أفضل * يقيم الأفكار لكن ضمن خيار واحد * يسأل بعض الأسئلة الجديدة لكنها تحدث تغيرات طفيفة على الفكرة المختارة . * يظهر بعض الابتكار عند تشكيل الأفكار في المشروع لكنها تبقى الحدود التقليدية . * يأخذ بعض تعليقات النقد و التحسين بعين الاعتبار ، لكن لا يبحث عنها .	* يظل مقيد بالأطر الموضوعية له ، فلا يستخدم أية تقنيات لتوليد و تطوير أفكار جديدة تخدم مشروعه. * يختر فكرة واحدة دون تقييم * لا يطرح أسئلة جديدة أو تفصيلات على الأفكار المطروحة . * يستنسخ و يكرر أفكار سابقة ولا يبتكر أو يضيف مآهو جديد * لا يأخذ بعين الاعتبار ردود الأفعال و التغذية الراجعة المقدمة له لتحسين المشروع	* تطوير و مراجعة الأفكار والمنتجات * إنشاء و تحديد الأفكار
	* يقدم عرضاً تفاعلياً مثيراً جاذباً . * يتضمن العرض عناصر متممة ، حية ، جذابة ، قوية ، مؤثرة لجمهور معين .	* يضيف بعض اللمسات الفاعلة و الجاذبة في وسائل العرض . * يحاول تضمين العرض ما يجعله أكثر حيوية و تفاعلية .	* يقدم أفكاره و مشروعه بطريقة تقليدية (نص / عرض شرائح / تدوين ملاحظات) دون استخدام أي طرق تفاعلية جاذبة .	* عرض المشروع و الإجابة عن الأسئلة * تقديم العمل / الهدف / الجمهور

محكات و معايير الأداء لتقييم مشاريع الإبداع و الابتكار

المنتج

أعلى من المستوى المتوقع	حقق المستوى المتوقع	قارب المستوى المتوقع	أقل من المستوى المتوقع	
	* جديد ، فريد من نوعه ، مثير ، تظهر اللمسة الشخصية في الإبداع * نجاح في كسر القواعد و الخروج عن المألوف و التقليدي في توليد الأفكار و استخدام المواد بطريقة ذكية و مدهشة و ملفتة .	* هناك بعض الأفكار أو التحسينات الجديدة ، لكن بعض الأفكار يمكن التنبؤ بها أو أنها تقليدية . * تظهر بعض المحاولات المؤقتة للخروج عن القواعد و المألوف في توليد الأفكار أو استخدام المواد	* تعتمد على النماذج المتاحة و الأفكار ، ليست جديدة أو فريدة من نوعها * يستخدم المواد و الأفكار بطريقة تقليدية	* أصالة الفكرة المقدمة
	* مفيدة و قيّمة ، تحل مشكلة محددة أو تلبى حاجة واضحة . * عملية و قابلة للتطبيق	* مفيدة و قيّمة إلى حد ما ، لكنها لا تحل جوانب معينة في مشكلة محددة ، أو تلبى حاجة واضحة من غير الواضح إذا ما كان المنتج سيكون عملي و قابل للتطبيق	* غير مفيدة و غير ملائمة للجمهور أو المستخدم المقدم له المشروع * غير فاعلة و غير قابلة للتطبيق في العالم الواقعي .	* قيمة الفكرة المقدمة
	* جيد مصمم بطريقة مناسبة ، و بنمط متميز مناسب لغرض بعينه. * يجمع بين عناصر مختلفة و متماسكة و متكاملة تماماً .	* هناك بعض اللمسات المثيرة للاهتمام ، لكنه يفتقر لنمط متميز واضح . * هناك بعض العناصر المستخدمة بشكل زائد ، أو غير منسجمة معا بشكل جيد	* أمّنة ، عادية مصممة بطريقة تقليدية . * تحوي الكثير من العناصر التي لا تتناسب سوياً ، مشتتة و غير مرتبة	* (الأسلوب) طريقة تقديم الفكرة