



ePortfolio Guidelines

Grade 9

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 (English)

Grade	9
Theme	Sustainability (effect)
Subject & Task	
<p>English:</p> <p>Write an argument: 'As 21st century citizens and heritage guardians, it is our duty to make the UAE more sustainable.'</p> <p>Write your argument, including an introduction, 2 body paragraphs and a conclusion, to add to your ePortfolio.</p> <p>You must include at least three rhetorical devices (rhetorical question, anecdote, direct address, repetition, power of 3, emotive language, facts & statistics, exaggeration, undermining opposing views)</p> <p>Include pictures to illustrate your argument, if you would like to.</p> <p>Use size 12 font. Minimum of 200 words. Maximum of 400 words.</p>	
<p>Math:</p> <p>The COVID-19 pandemic is first and foremost a humanitarian crisis. Efforts to contain the virus and support those directly impacted are of utmost importance.</p> <p>ADNOC Distribution has become the latest major entity in the UAE to introduce social distancing across its retail stores, placing floor signs informing customers to ensure a distance of 2 meters apart. The measures according to the company are part of its directives for safe shopping and comes under the UAE's general social distancing protocols which have been introduced across the country's shops and supermarkets in an effort to prevent the spread of COVID-19.</p>	

Research Topic:

Search about the importance of using **quadratic expressions and factored equations if you wish in real-life situations like pandemics (include facts, examples, graphs, tables, and pictures to support your research)**

Present your information in a real-life situation including Covid-19 circumstances and apply your explored understanding about quadratic expressions and factoring polynomials in area formulas to find a missing dimension in a given area.

Instructions as guidelines:

1. **Read the instructions carefully** to make sure you are aware of the learning outcome for this task. (understand operations with polynomials and factoring expressions to represent area and dimensions)
2. Design the food court which clearly shows the arrangement as per social distancing.

For example:

You are a Mathematician who is asked to find a quadratic expression for the area of the food court in one of the malls in Dubai (consider that the shape is rectangle). You can decide the amount of people who occupy the food court.

The area of the space taken by a person is $(x + 2)(x - 1)$. See the picture for sample



3. (OPTIONAL): You may extend the information in your research to include exponential expressions (growth and decay) to reveal the maximum or minimum value of the function it defines.

Research the relation between the exponential function to the rate of the COVID-19 virus spreading.



4. You can choose from the ICT class the platform (Wix, OneNote or Google sites) to present your product.

5. It should be typed with a font size of 14 (Arial, Calibri or Times New Roman) and single spacing.

6. Present your work with creativity, neatness and proper organization following the Creativity and Innovation rubric below.

Biology:

During the COVID-19 Pandemic, sustainability has become the center of attention of nations. And one important part of sustainability is "good health and wellbeing". Now more than ever people need to think of their wellbeing and maintain a healthy life.

In this task you will use your knowledge of how the body systems work. Think of the nervous, skeletal, Integumentary, and muscular systems. Try to explain how we can maintain a healthy lifestyle during the Pandemic to stay safe both physically and mentally.

Instructions and Guidelines:

1. Choice and Personalization options:

You will get to choose one of the options listed below:

- You are a doctor that works with the World Health Organization. You need to write a letter to people around the world to explain to them how to improve their physical and mental health during the Pandemic.
- Design an iMovie that raises awareness on how people can maintain good mental and physical health during the Pandemic.
- Create an animation, podcast, or comic step to explain to people how they can take care of their physical or mental health

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



Geography:

Sustainability (effect and relation): Focusing on meeting the needs of the present without compromising the ability of future generations to meet their needs. The concept of [sustainability](#) is composed of three pillars: economic, environmental, and social.

Students will do research on Geographical Technologies. Write a research essay on how Geographers use these tools to Fight the Covid19 Pandemic and help human beings Live more sustainably.

Your task will be:

Over the years, people describe geography as maps, capitals, rivers, and so forth. While these things are definitely a part of geography, there is far more complexity to our beautiful subject called Geography.

As we have learnt throughout the semester, Geography is unique in bridging the social sciences and the natural sciences. There are two main branches of geography: **Human Geography and Physical Geography.**

Human Geography is concerned with the spatial aspects of human existence.

Physical Geographers study patterns of climates, landforms, vegetation, soils, and water.

Geographers use many tools and techniques in their work, and geographic technologies are increasingly important for understanding our complex world.

Geographic Technologies include:

- Geographic Information Systems (GIS).
- Remote Sensing.
- Global Positioning Systems (GPS) and Google Earth.

Do research on the above **Geographical Technologies**. Write a research essay on how Geographers use these tools to **Fight the Covid19 Pandemic** and help human beings **Live more sustainably**.

Format of your essay:

- Title – **Geography vs. Covid19 and sustainability.**
- Your essay should include a cover page (including subject name and title).
- Your essay should be a minimum of two pages.



Here are a few points and guidelines to help you with your research on Geographic technologies and how these technologies can help us:

- Identify health trends
- Tracking the spread of infectious disease
- Collecting large amounts of data
- Incorporating social media
- Improving your day to day services
- It should be typed with a font size of 14 (Arial, Calibri or Times New Roman) and single spacing.
- It should include an Introduction, Body and a conclusion.
- You may add other features to your portfolio, not required, such as photos, animations.

ICT:

Students will take between 3 to 4 photos showing the sustainable products around them.

1. Use your mobile camera to take 3 to 5 photos
2. Apply your knowledge on camera settings for the captured photos
3. Create a photo album for the photos and save it as PDF

Write one paragraph talking about relationship between sustainability and design principles

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	التاسع
الموضوع العام	الاستدامة (التأثير والترابط المجتمعي في ظل كوفيد 19)

ستجد أدناه التعليمات اللازمة لإنجاز المهمة المطلوبة.

المادة	اللغة العربية (تعبير)
التوصيف	<p>شرح المهمة: اكتب مقالا في حدود 300 كلمة عن التأثير والترابط المجتمعي الذي أحدثته جائحة " كوفيد 19 "، ولاحظ أن المطلوب للمهمة هو التأثير الإيجابي لتلك الجائحة على الترابط الأسري والمجتمعي.</p> <p>يرجى مراعاة التالي:</p> <p>*ابحث في الشبكة المعلوماتية عن الآثار الإيجابية لجائحة " كوفيد 19 " وأثرها على الترابط الأسري والمجتمعي بشكل عام، وفي دولة الإمارات بشكل خاص.</p> <p>*ملتزماً سلامة اللغة و صحة التراكيب ، والتنظيم والتفكير والتوثيق للمعلومات .</p> <p>واحرص – عزيزي الطالب - على الكتابة بأسلوبك الخاص، مُبدياً رأيك فيما توصلت إليه من معلومات.</p> <p>يمكن إضافة صور أو مقاطع مرئية تخدم المقال، شريطة أن تكون مختصرة، وتخدم الموضوع الرئيس</p>
تعليمات الحافظة الإلكترونية	<p>1- تتضمن مهمة واحدة لكل مادة بناء على الموضوع والمهمة التي حددها المدرس، ويجب حفظها (رفع الملف) في الأماكن المخصصة لها.</p> <p>2- اكتب المطلوب الخاص بك رابطاً إياه بما تعلمته، و مستخدماً انطباعاتك الخاصة حوله .</p>



المدة الزمنية والمتابعة

التاريخ	المهام	ملاحظات
31 /05/2020	تقديم الحافظة الإلكترونية للطلاب	
3 /06/2020	نقطة المتابعة الأولى	
/06/2020	نقطة المتابعة الثانية	
/06/2020	نقطة المتابعة الثالثة	
/06/2020	التسليم النهائي والعرض التقديمي/المناقشة	

Rubrics

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

PROCESS				
Creativity & Innovation Opportunity at Phases of a Project	Below Standard	Approaching Standard	At Standard	Above 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				
	Below Standard	Approaching Standard	At Standard	Above 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 الابداع 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 وطرق 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 الالكترونية / 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 مشروع . * يقيم بعناية نوعية الأفكار ويختار الأفضل في تشكيل مشروع . * 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 لتفكيح 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 بالأنظر الموضوعية له ، فلا يستخدم أية تقنيات لتوليد و تطوير أفكار جديدة تخدم مشروعه . * يختار فكرة واحدة دون تقييم * لا يطرح أسئلة جديدة أو تفصيلات على الأفكار المطروحة . * يستنسخ و يكرر أفكار سابقة ولا يبتكر أو يضيف ما هو 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 متمعة ، 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 الابداع 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 انها 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 قيمة ، تحل مشكلة محددة أو تلبى حاجة واضحة . * عملية و قابلة للتطبيق	* مفيدة و قيمة إلى حد ما ، لكنها لا تحل جوانب معينة في مشكلة محددة ، أو تلبى حاجة واضحة * من غير الواضح إذا ما كان المنتج سيكون عملي وقابل 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 ينمط 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	* آمنة ، عادية مصممة بطريقة تقليدية . * تحوي الكثير من العناصر التي لا تتناسب سوياً ، مشتتة و غير مرتبة	* (الأسلوب) طريقة تقديم الفكرة

Balancing the Two Faces of E-Portfolios

Helen C. Barrett

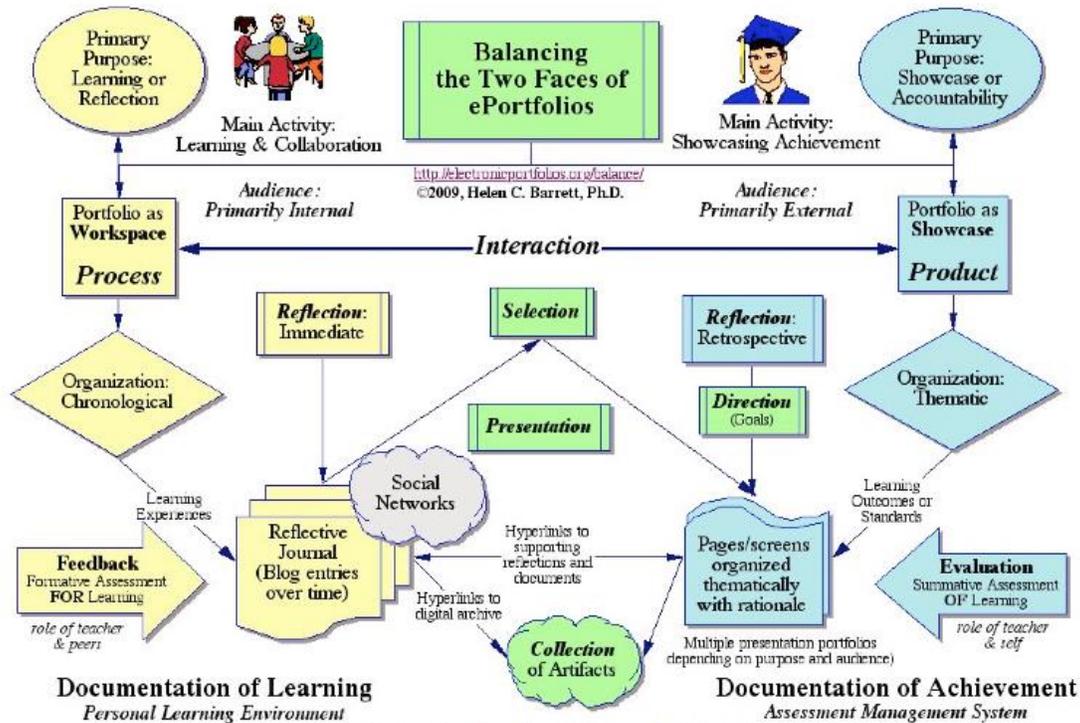


Figure 1. Balancing the Two Faces of E-Portfolios