



MASTER COURSE OUTLINE

Date: September 1, 2018

Prepared By: Rosemary Parsons, Jesse Allen, Christopher Browning, & Emily Anderson

COURSE TITLE

Portfolio

GENERAL COURSE INFORMATION

Dept.: HSC

Course Num: 049

(Formerly:)

CIP Code: 32.0240

Intent Code: 12

Program Code: N/A

Credits: 0.5-1

Total Contact Hrs Per Qtr.: 63

Lecture Hrs: 47

Lab Hrs: 16

Other Hrs:

Distribution Designation:

COURSE DESCRIPTION (as it will appear in the catalog)

This course is the final capstone project for the HS21+ high school diploma. Students will create a portfolio that demonstrates their cumulative learning, community service project, college readiness, and career readiness.

PREREQUISITES

Students must be enrolled in a Basic Skills class

TEXTBOOK GUIDELINES

Instructional materials as determined by the instructor

COURSE LEARNING OUTCOMES

Upon successful completion of the course, students should be able to demonstrate the following knowledge or skills:

- Be college and career ready as demonstrated in sections 2 and 3 of the portfolio
- Discuss the value of community service and its impact on the local community
- Demonstrate evidence of completing course work required for a high school diploma

INSTITUTIONAL OUTCOMES

None

COURSE CONTENT OUTLINE

Student will complete a portfolio in a 3-ring binder or online portfolio that contains the following sections and content:

1. Transcript and Registration evaluation (all applicable documents)
 - a. Any High School or College Transcripts from other institutions
 - b. Essay on goals, introduction of self and reasons a high school diploma is important to the student, post diploma goals and continued education or employment options
2. Employment Section
 - a. Resume, generic job application, cover letter
 - b. 3 letters of recommendation

- c. Contact information for personal/employment references
- d. Career research including wage, education requirements, employment outlook
- e. Interest survey (such as WOIS, Career Scope, Workkeys, O*Net, My Next Step)
- f. Essay reflecting on career choice, additional training needs, and interest survey
- g. Conduct a Mock Interview (preferably with a person not part of ABE staff)
3. College Bound
 - a. Complete FASFA or WASFA application
 - b. Complete BBCC Foundation Financial Aid Online Application
 - c. Apply for the WES Scholarship
 - d. BBCC or other college application
 - e. Tour a college campus
 - f. Meet and interview Student Success Center staff, Student Support Services, or TRiO staff
 - g. Essay on college of choice, why chosen, career pathway and placement rates of the college
4. Community Service Project (must be unpaid)
 - a. 16 hours minimum (including preparing, completing, and finalizing)
 - b. Essay reflecting on process, importance, why this project was chosen and personal/community impact
5. Coursework or Collection of Evidence (optional)
 - a. Evidence of prior learning (skills obtained through formal or informal learning)
 - b. Essay reflecting on the skills learned or how the collection of evidence demonstrates 'mastery of subject content and learning' (for prior learning credits only)
 - c. Samples from each credit earned at BBCC in HS21+ program

DEPARTMENTAL GUIDELINES

This course will satisfy one high school elective credits for HS21 under WAC 180-51-061. Independent study may not be substituted for the portfolio project.

College and Career Readiness Standards (CCRS) for BEdA Program: Instruction is aligned to the following CCR Standards:

E in Reading based on the CCRS Anchors:

- 1 (Read closely to determine what the text says explicitly and to make logical inferences from it),
- 2 (Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas),
- 4 (Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone),
- 7 (Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words),
- 9 (Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take, and
- 10 (Read and comprehend complex literary and informational texts independently and proficiently).

E in Writing based on the CCRS anchors:

- 2 (Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content),
- 4 (Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience),
- 5 (Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach),
- 6 (Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others),
- 7 (Conduct short as well more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation),
- 8 (Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism), and
- 9 (Draw evidence from literary or informational texts to support analysis, reflection, and research).

D in Math based on the CCRS Anchors:

- 1 (Make sense of problems and persevere in solving them)
- 2 (Reason abstractly and quantitatively)
- 3 (Construct viable arguments and critique the reasoning of others)
- 4 (Model with mathematics)
- 5 (Use appropriate tools strategically)
- 6 (Attend to precision)
- 7 (Look for and make use of structure)
- 8 (Look for and express regularity in repeated reasoning) (Make sense of problems and persevere in solving them)
- 2 (Reason abstractly and quantitatively)
- 3 (Construct viable arguments and critique the reasoning of others)
- 4 (Model with mathematics)
- 5 (Use appropriate tools strategically)
- 6 (Attend to precision)
- 7 (Look for and make use of structure)
- 8 (Look for and express regularity in repeated reasoning)

E in Speaking and Listening based on the CCRS Anchors:

- 1 (Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively),
- 2 (Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally),
- 3 (Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric),
- 4 (Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and organization, development, and style are appropriate to task, purpose, and audience),
- 5 (Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations), and
- 6 (Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate).

E in Language based on the CCRS Anchors:

- 1 (Demonstrate command of the conventions of standard English grammar and usage when writing or speaking),
- 2 (Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing),
- 3 (Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening),
- 4 (Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate),
- 5 (Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, and
- 6 (Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression).

DIVISION CHAIR APPROVAL

DATE