



## MASTER COURSE OUTLINE

Date: September 1, 2018

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### COURSE TITLE

Portfolio

### GENERAL COURSE INFORMATION

Dept.: OPD

Course Num: 049

(Formerly:)

CIP Code: 32.0205

Intent Code: 12

Program Code: N/A

Credits: 0.5-1.0

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 registered in an Open Doors course

### 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:*

- Demonstrate job readiness skills in a specific career of interest as outlined in the employment section of the portfolio
- Demonstrate preparedness to begin college as outlined in the college bound section 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 BCC Foundation Financial Aid Online Application
    - c. Apply for the WES Scholarship
    - d. BCC 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 BCC 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).

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**DIVISION CHAIR APPROVAL**

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**DATE**