

DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 11-12/Develop a Portfolio

Course Code: 034353 CIP Code: 11.0103

COURSE INTRODUCTION:

Course Rationale: This area of instruction provides content for employment in career areas which include graphic arts/desktop publishing skills. Demand in this area will continue to expand as businesses utilize advanced graphic arts skills to increase their production efficiency and improve the creativity and quality of business documents and publications.

Course Description: Students develop proficiency in using graphic arts/desktop publishing software to create a variety of business publications such as flyers, brochures, newsletters, etc.

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UNIT DESCRIPTION: Portfolios provide students the opportunity to share their work outside of the classroom with industry professionals in graphic design.		SUGGESTED UNIT TIMELINE: 2 weeks CLASS PERIOD (min.): 55 minutes				
ESSENTIAL QUESTIONS: 1. What is the purpose of a design portfolio? 2. How important is it for you to choose the right documents for your portfolio?						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	NBEA	DOK
1. Create a resume highlighting graphic arts/desktop publishing and related skills.					CD.V.B.3.1	4
2. Select sample projects to show graphic arts/desktop publishing concepts mastered.					CD.V.B.2.1	4
3. Explain the reasons for selecting the sample projects in the portfolio.					CD.V.B.1.2	4
4. Arrange a selection of sample projects into professional presentation.				W.9-12.8	CD.V.B.3.5	3
ASSESSMENT DESCRIPTIONS*: (Write a brief overview here. Identify Formative/Summative. Actual assessments will be accessed by a link to PDF file or Word doc.) Summative Assessment: PDF: Creating a Portfolio *Attach Unit Summative Assessment, including Scoring Guides/Scoring Keys/Alignment Codes and DOK Levels for all items. Label each assessment according to the unit descriptions above (i.e., Grade Level/Course Title/Course Code,Unit #.)						
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)					
1-4	1. Discuss portfolios and sample projects to include in a portfolio. Provide students information on creating an electronic portfolio.					

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Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)
1-4	1. Students will select documents for their portfolio. Students will then create an electronic portfolio.
<p>UNIT RESOURCES: (include internet addresses for linking)</p> <p>Resources@MCCE - BE VIDEO 59, Portfolio Resume Series: Defining & Developing Your Portfolio: Cambridge Educational, LAWRENCEVILLE, NJ, CAMBRIDGE EDUCATIONAL, 2002. Learn how to develop and design your portfolio.</p> <p>Resources@MCCE - FCS 20.0101 K55, My Portfolio and Supplement: Patricia Knowles and Deborah Pohl, COLUMBIA, MO, INSTRUCTIONAL MATERIALS LABORATORY, 2001. My Portfolio career portfolio provides students a tool for compiling, documenting, and sharing their work and accomplishments in Family and Consumer Sciences programs/courses and throughout their high school education program. Each portfolio includes information sheets and a supplemental guide covering a wide variety of portfolio development topics and issues. Students use these resources to develop and evaluate their own job, college or business portfolio.</p> <p>Resources@MCCE - FCS VIDEO 44, Getting and Using Your Resume, Cover Letter, JIST Card, and Portfolio: JIST Works, INDIANAPOLIS, IN, JIST PUBLISHING, 2005. Learn why a resume is important and how to use it effectively, understand the purpose of cover letters, and use a career portfolio to organize your job search materials and "wow" a potential employer. Finally, discover how to leave a lasting impression with a JIST Card and thank-you note. 32 minutes.</p>	