

MAISA and the REMC Association of Michigan Best Practices in Technology Integration Plan

Title: Pictorial Portfolio

Subject(s): All Subjects and Extra Curricular Activities

Intended Grade Level(s): High School Special Education, but could be used at any grade level

Description:

The purpose of this unit is to allow students a chance to develop a pictorial portfolio of important assignments, projects, and activities through their high school years. They will learn to use a camera and decide what makes a “good” photograph. They will then have to organize their photos into a portfolio that they can share with their teachers, parents, and friends.

Curriculum Benchmarks:

MI.ELA.2.MS.1 Write fluently for multiple purposes to produce compositions, such as personal narratives, persuasive essays, lab reports, and poetry.

MI.ELA.2.LE.3 Plan and draft texts, and revise and edit in response to suggestions expressed by others about such aspects as ideas, organization, style, and word choice.

MI.ELA.2.MS.4 Select and use appropriate language conventions when editing text. Examples include various grammatical constructions, subject-verb agreement, punctuation, and spelling.

MI.ELA.3.LE.3 Read and write fluently, speak confidently, listen and interact appropriately, view knowledgeably, and represent creatively.

MI.ELA.4.EE.4 Become aware of and begin to experiment with different ways to express the same idea.

MI.ELA.4.LE.5 Recognize and use language appropriate for varied contexts and purposes.

MI.ELA.6.LE.1 Practice using elements of effective communication to enhance their relationships in their school and communities.

MI.ELA.6.LE.2 Demonstrate their ability to use different voices in oral and written

communication to persuade, inform, entertain, and inspire their audience.

MI.ELA.7.MS.2 Monitor their progress while using a variety of strategies to overcome difficulties when constructing and conveying meaning and develop strategies to deal with new communication needs.

MI.ELA.7.MS.4 Demonstrate a variety of strategies for planning, drafting, revising, and editing several different forms of text for specific purposes.

MI.ELA.8.EE.4 Identify and use aspects of the craft of the speaker, writer, and illustrator to formulate and express their ideas artistically.

MI.ELA.12.LE.2 Develop and apply both individual and shared standards based on exemplary works created for varied purposes and contexts.

MI.ELA.12.MS.4 Create a collection of personal work based on individual, shared, and academic standards reflecting on the merit of each selection.

MI.ELA.12.EE.5 Recognize that the style and substance of a message reflect the values of a communicator.

Materials/Hardware/Software:

To complete this project students should have access to the following:

- Cameras
- Film / Processing
- Binders
- Protective Covers
- Paper
- Markers, crayons, or colored pencils
- Stickers
- Gluestick
- Glitter glue
- Scissors- plain and Paper Edgers (Fiskars)

Activities/Procedures:

Cameras and film need to be made available for students to use anytime. Teachers and students can create a check-out sheet to use the cameras. If a roll of film is not completely used, on the check-out sheet or another piece of paper list the number of photo's used with the students name (John photos 1-15, Mary photos 16-24). A lesson on camera use and how to take "good" photographs is a must. You may want to invite a local photographer into your class to explain this

concept. Students take pictures of their projects, assignments, activities, or anything that may be of interest to them and then they are developed. The students must then decide which pictures to use in their portfolio and why. Encourage student creativity when creating their portfolio by providing markers, colored pencils, crayons, different colored paper, glitter glue. Students should generate captions for their photos and written portfolio assessments could be utilized. The pages should be placed in the protective sheets and placed into a binder or notebook.

Assessment/Evaluation:

A final presentation of the students portfolio at the end of the year may serve as an evaluation tool to determine if they have mastered the outcomes and objectives of this project. They should reflect on: how they worked together to develop a method to share cameras, the process of taking a picture from actually working the camera, the arrangement of people or objects to be photographed, lighting, to what makes a creative and interesting picture; why they chose the photos they did to put into their portfolio; arranging the album in a sequential and pleasing manner; what would they do differently next time. Their portfolio could be presented to teachers, administrators, parents, or other students.

Follow-up Activities:

This pictorial portfolio could be added to year after year.

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