2020
Mississippi
College- and Career-Readiness
Freshman Seminar Curriculum for
Early College High Schools

Carey M. Wright, Ed.D., State Superintendent of Education

Nathan Oakley, Ed.D., Chief Academic Officer

Wendy Clemons, Executive Director, Office of Secondary Education

Mississippi Department of Education

Post Office Box 771

Jackson, Mississippi 39205-0771

Office of Secondary Education

601.359.3461

www.mdek12.org

Table of Contents

Acknowledgments

Early College High School Seminar Curriculum Writing Team

Kelda Bailess	River City Early College High School
Carolyn Bradley	River City Early College High School
Pamela Ward	Greenville Early College High School
Lisa Elmore	Golden Triangle Early College High School
Benjamin Jordan	Golden Triangle Early College High School
Melita Bassett	Natchez Early College Academy
Adrienne Flemming	Michelle Obama Early College High School
Heather Jackson	Natchez Early College Academy
Chinelo Evans	Michelle Obama Early College High School
Ashley Molden	Michelle Obama Early College High School
Cloretha Jamison	Coahoma Early College High School

Introduction

Mission Statement

The Mississippi Department of Education (MDE) is dedicated to student success, which includes improving student achievement of 21st century skills. The Mississippi College- and Career-Readiness Freshman Seminar Curriculum for Early College High Schools provides a consistent and clear understanding of what students are to be able to do at the end of each unit. The curriculum was designed to be relevant to the real world, reflecting the knowledge and skills needed for success in college, career and to compete in a global economy.

Purpose

The Freshman Seminar course was developed to support the vision and mission of the MDE that all students graduate from high school prepared for college, career, and active citizenship. The Freshman Seminar curriculum outlines what knowledge students should obtain and the types of skills that must be mastered upon completion of the course. These standards have been determined to be relevant for students' successful transition to postsecondary and the workforce.

Implementation

The Freshman Seminar course was piloted during the 2018-2019 school year. This course was developed for students enrolled as freshmen in an early college high school program.

References and Resources

Get2College
Units for college and career planning were adapted by the Get2College program of the non-profit organization, Woodward Hines Education Foundation (WHEF). The Get2College mission is to help Mississippi students get to college and be successful there.

Resources/References
A list of recommended references/resources is provided for each unit in Appendix A. Each list includes online instructional resources that may be used to teach or enhance each CCR unit. These resources are recommended and are not endorsed by the MDE or its partnering institutions. The list may be modified or enhanced based on the needs and abilities of students and available resources.

Preface

The transition between eighth and ninth grade can be filled with academic, social, and emotional changes. As the demand increases for students to become more college and career ready, schools and teachers are becoming more accountable for personalizing learning to meet students' academic and affective needs. Bridging the Freshman Seminar course to sophomore, junior, and senior seminar courses creates a seamless transition from one grade to the next. Providing students with a thorough, well-rounded college- and career-readiness course will ensure that student learning is personalized and that all students are prepared for college, career, and life.

Course Description

The Freshman Seminar is a course to be taught to freshmen in an early college high school. This course is to be used as a focus on self-awareness and personal assessment regarding academic, affective, and social growth. This seminar course includes content for graduation requirements, self-awareness and personal assessment, study skills, research skills, relationship building, community service learning, and the development of student portfolios. The course is designed to incorporate a student advisory time where counselors/certified staff meet with students to review their Individual Success Plans (ISP) to ensure successful completion of high school and college credits and/or an associate's degree. Units can be taught in any order based on the preference of each early college high school. By introducing skills and knowledge that will be necessary and relevant throughout high school, the Freshman Seminar course lays the foundation for success in subsequent sophomore, junior, and senior seminar courses.

Research Synopsis

Introduction
High schools work to increase college- and career-readiness skills in order to prepare students for college, career, and life. These skills enable students to not only graduate high school but also pursue higher education. Eighty-six percent of high school students expect to attend college but lack the guidance and support needed to prepare for college enrollment and success. College- and career-readiness skills are measured through students' mastery of four major components: key cognitive strategies, key content knowledge, academic behaviors, and contextual skills. Together, these four major components develop students who are fully prepared for postsecondary education.

In addition, most employers believe that employees lack the multidimensional skills needed to succeed in the workplace. These skills can be achieved through courses that emphasize college- and career-readiness skills, including the development of both cognitive and metacognitive capabilities. With analysis skills, interpretation, precision and accuracy, problem-solving, and reasoning skills, employers feel that employees are better prepared for success in the workforce. High schools focus on instilling these multidimensional skills in students in order to ensure that students are easily able to transition from high school to college and to the workplace.

Transition to Postsecondary Education
The Mississippi Articulation Transfer Tool (MATT) is the articulation agreement between Mississippi Community Colleges and the Mississippi Institutions of Higher Learning. High school counselors are highly encouraged to utilize the MATT during the advisement process of dual credit and dual enrollment. matttransfertool.com

Best Practices
Innovative Instructional Technologies
Recognizing that today's students are digital learners, the classroom should be equipped with tools that will teach students in the way they need to learn. The high school teacher's goal should be to include teaching strategies that incorporate current technology. To make use of the latest online communication tools, the classroom teacher is encouraged to use a learning management system that introduces students to education in an online environment and places the responsibility of learning on the student.

Differentiated Instruction
Students learn in a variety of ways. Some are visual learners, needing only to read information and study it to succeed. Others are auditory learners, thriving best when information is read aloud to them. Still, others are tactile learners, needing to participate actively in their learning experiences. Add the students' backgrounds, emotional health, and circumstances, and a unique learner emerges. By providing various teaching and assessment strategies, students with various learning styles can succeed.

Cooperative Learning
Cooperative learning can help students understand topics when independent learning cannot. Therefore, one will see several opportunities in a high school curriculum for group work. To function in today's workforce, students need to be able to work collaboratively with others and solve problems without excessive conflict.

Conclusion

Through this course, high school students may develop college- and career-readiness skills that will help them in the adaptation into college, career, and life. Students who complete this course will be well equipped for the workforce because they will have the cognitive and metacognitive skills needed to succeed in life after high school.

Unit 1: Introduction to College- and Career-Readiness

Throughout Unit 1, students will prepare a foundational knowledge of college- and career-readiness skills that will aid them in the transition into college, career, and life. Using the Individual Student Planning (ISP) tool to guide discussion throughout the year, students can begin or continue the process of preparing for life after high school.

Competencies and Suggested Objectives

1. Explain what it means to be college- and career-ready.
    a. Define college- and career-readiness.
    b. Explain and illustrate what 21st century skills are and why they are needed to be college- and career-ready.
    c. Distinguish between hard skills and soft skills and how they apply to postsecondary and the workforce.
    d. Determine the college- and career-readiness skills needed for postsecondary college/university and/or a career.

2. Create academic and personal S.M.A.R.T. goals for the current school year.
    a. Discuss reasons for setting goals.
    b. Identify and discuss each part of a S.M.A.R.T. goal.
    c. Write S.M.A.R.T. goals for the current year and postsecondary that align with the current Individual Success Plan (ISP).
    d. Identify action steps that will lead to the achievement of created S.M.A.R.T. goals.
    e. Create a mission statement for the current school year that includes the items below.
        • Personal S.M.A.R.T. goals
        • Academic S.M.A.R.T. goals
        • How the personal and academic goals relate to 21st century skills
        • How the created goals represent the individual student

3. Determine that all selected diploma requirements, based on the chosen career, are current and postsecondary plans are developed.
    a. Schedule a meeting with the high school counselor to complete the items below.
        • Revise/complete an ISP to ensure requirements for the selected diploma are current and on track for graduation.
        • Create a collaborative school year calendar of dates for student conferences/important deadlines for college, scholarship, and financial aid applications and portfolio artifacts.
    b. Evaluate postsecondary programs to determine progress towards meeting postsecondary/career goals.
    c. Create or revise a student résumé that includes the items below.
        • Work experience (e.g., internships, job shadowing experiences, summer jobs, part-time work)
        • Volunteering/community service projects
        • School information
        • Leadership activities
        • Extracurricular activities

4. Determine which college/university program of study or career pathway best meets the completed ISP.
    a. Discuss the differences between private, public, and religious colleges and universities regarding cost and requirements for admittance.
    b. Research to identify the top three potential colleges and universities for the programs of study that align with the ISP.
    c. Schedule college/university campus tours (in person or virtual) with staff or a counselor.
    d. Complete an individual career assessment using an online resource (e.g., O*NET online).
    e. Research online resources for career exploration options to prepare for a career, internships, and/or college or university (e.g., Get2College, MATT, and Big Future).
5. Explore options for the freshman community service project.

Unit 2: The Student Portfolio and Exhibit

The following unit provides all students with an opportunity to develop a portfolio that uniquely demonstrates the culmination of their proficiency in academics, 21st century skills (i.e., critical thinking, creativity, collaboration, and communication), and citizenship. Reflecting on who they are while showing what they want to do, the portfolio allows students to communicate and demonstrate 21st century skills and knowledge of postsecondary and career interests.

The final portfolio exhibit should affirm students' abilities to think critically and creatively, to solve practical problems, to make reasoned and ethical decisions, and to communicate effectively. This portfolio will require cooperation and collaboration among faculty members to ensure students have the resources needed to complete the portfolio (i.e., an administrator, an academic teacher, a counselor, and/or media specialists).

Competencies and suggested objectives

1. Discuss the purpose and development of a student portfolio.
      a. Explain the purpose of a student portfolio.
      b. Identify and explain each component of a student portfolio.
      c. Assess ways a student portfolio will demonstrate 21st century skills and knowledge from across curricula.
      d. Determine the requirements for the portfolio based on the assessment rubric. (Sample rubric can be found in Appendix B.)

2. Demonstrate how to collect and organize exemplary artifacts into the student portfolio.
      a. Collect and identify individual exemplary artifacts for the portfolio (e.g., academic assignments, writing samples, collaborative projects, job shadowing experiences, etc.) that will measure intended outcomes of 21st century skills and citizenship across subject areas and disciplines.
      b. Write a reflection for each artifact that will be included in the final portfolio. (Sample reflection form can be found in Appendix B.)
      c. Create a collaborative calendar with teachers, counselors, and staff to determine when artifacts and written assignments for the portfolio are due throughout the year.

3. Evaluate progress for the completion of the final portfolio.
      a. Evaluate each artifact to ensure it demonstrates proficiency of 21st century skills.
      b. Complete reflections on selected artifacts.
      c. Schedule a date and time with the counselor and staff for the final portfolio exhibit.
      d. Write and prepare formal invitations to send to the selected/designated portfolio review panel.

4. Present the final portfolio for evaluation.
    a. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
    b. Communicate effectively how selected artifacts demonstrate the items below.
        • Proficiency of 21st century skills based on the portfolio rubric
        • Proficiency in academic standards
        • Preparedness for the chosen career pathway/postsecondary program of study
    c. Communicate effectively how selected artifacts demonstrate the items below.
        • Evidence of self-reflection
        • Academic and social growth
        • Leadership

5. Write and address formal thank you notes to mail/hand deliver to the portfolio exhibit panel members.

Unit 3: Career Exploration

Competencies and Suggested Objectives

1. Develop an awareness of the workplace.
     a. Develop an awareness of the workplace.
     b. Describe how employment relates to the needs and functions of the economy, society, and personal fulfillment.
     c. Analyze why people work.
     d. Describe the U.S. economy as a free-enterprise system and explain how it works.
     e. Identify consumers, producers, supply and demand, and competition.
     f. Explain how the global economy affects individuals, communities, and our country.
         • Examine the influences that society, economy, and technological advances have on employment trends and future employment training.
         • Distinguish societal views on employment trends.
         • Distinguish economic views on employment trends.
     g. Explore technological advances that affect employment trends in our country.

2. Identify workplace skills that affect careers.
     a. Recognize and develop transferable workplace skills.
         • Discuss what transferable skills are and how they are important in the workplace.
         • Explain what skills are needed in all professions, regardless of level.
     b. Recognize and develop soft workplace skills.
         • Discuss what soft skills are and why they are important in the workplace.
         • Role-play scenarios where students demonstrate soft skills in the workplace.

3. Research local and national career opportunities.
     a. Research online resources for career exploration options to prepare for a career, internships, or job shadowing experience based on interests (e.g., Get2College, MATT , O*NET online , Big Future, and Bureau of Labor Statistics).
     b. Analyze the different types of information for potential careers.
         • Explore the job responsibilities for each career.
         • List and explain the skills (e.g., soft, hard, and transferable) needed for the selected career fields.
         • Identify the education and training needed for each career.
         • Explore multiple postsecondary options to meet the identified education and training needed for each career.
         • Explore the technology used in each career.
         • Identify salary possibilities.
         • Explain the projected growth/decline for each career.
     c. Evaluate work sites and working conditions related to chosen careers by conducting online research, taking virtual field trips, and/or interviewing people in the field.

Units for college and career planning were adapted by the Get2College program of the non-profit organization, Woodward Hines Education Foundation (WHEF). The Get2College mission is to help Mississippi students get to college and be successful there.

Unit 4: Digital Literacy and Citizenship

Competencies and suggested objectives
1. Explain the role that digital media plays in an individual's daily life.
a. Discuss different types of media and how each is used to inform society (e.g., print, newspaper, broadcast, television, radio, talk radio, internet, etc.).
b. Compare the similarities and differences between digital communities and non-digital communities.
c. Analyze how digital media influences and impacts society.
d. Explore the different ways individuals interact and integrate media into their daily lives.
e. Evaluate the advantages and disadvantages of various forms of media.
f. Explain the purpose of a professional email account and how to create one.
2. Demonstrate proper etiquette when collaborating, communicating, and using digital media.
a. Identify cyberbullying, cyberstalking, and other inappropriate online behaviors.
b. Analyze how cyberbullying, cyberstalking, and other inappropriate online behaviors can affect individuals and groups of people.
c. Research state and national laws and policies concerning cyberbullying, cyberstalking, and other inappropriate online behaviors.
d. Discuss strategies that can be used to protect an individual's online privacy.
e. Explain the importance of respecting other people's opinions online.
f. Identify the responsible use of social media and how to apply it to individual social media accounts.
3. Evaluate the impact of social media on digital communities.
a. Explore how social media sites/apps contribute to building online communities.
b. Analyze the advantages and disadvantages of social media sites/apps.
c. Investigate the impact personal social media accounts can have on college and career options.
4. Analyze copyright and plagiarism laws.
a. Evaluate copyright and plagiarism laws on one's own creative work.
b. Evaluate copyright and plagiarism laws on others' creative work.
c. Identify resources that can assist with recognizing different types of licenses and copyright uses (e.g., Creative Commons).
5. Explore the various facets of internet privacy.
a. Identify ways in which websites collect personal data on its users.
b. Compare the advantages and disadvantages of websites collecting personal data.
c. Compare private versus public information.
d. Demonstrate how to set privacy settings and update them on a regular basis.
e. Explore the impact of an individual's digital footprint.
f. Explain how a digital footprint can impact college and career choices.
g. Investigate security measures that can be taken to protect an individual's identity.
h. Discuss the characteristics and purpose of a strong password.
i. Identify security measures that websites take to protect their users' identities.
6. Create a presentation that applies knowledge and understanding of an aspect of digital literacy/digital citizenship.

Unit 5: Developing Effective Study Skills

Competencies and Suggested Objectives
1. Demonstrate effective note-taking skills in various subject areas (e.g., Cornell Notes, Memory Principles, mnemonic devices, graphic organizers, and outlining).
2. Demonstrate effective reading strategies for various texts (e.g., SQ3R, text structure, text dependent questions, and close reading strategies).

3. Evaluate how time management can impact study skills and academic outcomes.
     a. Identify obstacles that might interfere with accomplishing tasks.
     b. Identify strategies that increase the ability to remain on task.
     c. Develop a weekly study schedule.

4. Evaluate effective test preparation and test taking strategies.
     a. Discuss how to overcome test anxiety.
     b. Identify test preparation strategies (e.g., taking practice tests, creating a study schedule, analyzing missed questions, etc.).

Unit 6: Foundational Research Skills

Competencies and Suggested Objectives

1. Using the formal writing process, conduct a research project that answers a question or solves a problem.
    a. Select a research topic of interest or one that satisfies the research project requirement.
    b. Brainstorm questions that relate to the chosen topic.
    c. Write a thesis statement or a purpose statement that expresses the scope, purpose, and direction of the paper.
    d. Develop and refine search queries to locate specific information related to the research question.
        • Using a variety of resources, deepen understanding or perspective on a topic.
        • Demonstrate persistence in searching for information despite obstacles.
        • Use social networks and tools to gather information related to the research purpose.
        • Become familiar with various databases and understand the purpose of each one (e.g., Google Scholar, EBSCO, Business Source Complete, ERIC, JSTOR, Lexis-Nexis Academic, MLA, PsycInfo, Scopus, etc.).
    e. Evaluate information to determine its accuracy, validity, and relevance to the research question.
        • Identify the differences between primary and secondary sources.
        • Identify the author of the source.
        • Evaluate the author's credibility on the topic.
        • Determine the author's bias on the topic.
        • Verify the content through another source.
        • Ensure that the content used in the research project is current
    f. Respect the intellectual property rights of creators and producers by avoiding plagiarism and following a standard format for citation.
    g. Outline the organization and content of the research paper.
    h. Write a research paper that includes an introduction, body, and conclusion.
    i. Revise and edit the content, grammar, format, and conventions of the research paper to ensure clarity and understanding.
    j. Publish a final draft of the research paper.

2. Present the research using effective public speaking skills.
    a. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive) elements in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
    b. Effectively communicate the research findings.
    c. Reflect on the research process to determine areas for improvement, strengths, and growth.

Unit 7: Learning and Personality Styles

Competencies and Suggested Objectives

1. Discover personal learning and personality styles.
      a. Complete a learning style inventory and a personality style inventory.
      b. Identify forces that shape personality development, including personality traits, heredity, and environment.
      c. Discuss how conflicting learning and personality styles are handled in the workplace and in life.
      d. Identify academic strategies that support individual learning needs.
      e. Recognize the diversity of learning and personality styles among peers.

2. Explore obstacles that can interfere with personal goals and priorities.
      a. Define an obstacle.
      b. Identify obstacles that can interfere with personal goals and setting priorities (e.g., peer pressure).
      c. Explain how to overcome obstacles.
      d. Use scenarios to role-play identified obstacles and how to overcome them.

Unit 8: Effective Teamwork

Competencies and Suggested Objectives

1. Analyze the benefits of collaborative work environments.
    a. Evaluate situations where working together earns greater results.
    b. Explain how individual differences and contributions can be used to strengthen a team and create better results.
    c. Recognize the importance of celebrating individual success.

2. Examine strategies used to overcome obstacles when working in teams.
    a. Identify obstacles to working in teams.
    b. Discuss actions that one has control over and actions that one does not have control over when working in teams.
    c. Explain how stereotypes and prejudices can be detrimental when working with other people.
    d. Examine how a person's perspective of other people can often be misconstrued.
    e. Recognize that it is important to respect individual opinions and perspectives.
    f. Explain the appropriate ways to respond to challenging situations, language, or actions from others.
    g. Understand what it means to play the role of a victim and how to avoid it.
    h. Identify why being proactive helps avoid potential conflicts.
    i. Explain how obstacles and conflicts can be turned into a learning experience.
    j. Use scenarios to role-play strategies to overcome obstacles when working in teams.

3. Evaluate how compromise impacts various situations.
    a. Identify strategies used when compromising with others.
    b. Given various scenarios, role-play how compromise can create a positive result for all parties involved in the situation.
    c. Analyze why compromising can be difficult but results in a positive experience for all.
    d. Explain how a competitive nature can impact personal and work relationships.

4. Explore the benefits of taking responsibility for personal actions, emotions, and behaviors.
    a. Explain how emotions can impact daily decisions, productivity, and attitudes.
    b. Discuss how people with positive attitudes compare to people with negative attitudes as it relates to productivity and outlook on life.
    c. Explain how competition and comparing one to others can negatively impact one's self-esteem and compromise relationships between people.

Unit 9: Building Strong Relationships

Competencies and Suggested Objectives
1. Evaluate the impact of having positive relationships.
a. List characteristics of being a good friend and/or having a positive relationship with others.
b. Recognize characteristics of positive and negative relationships.
c. Explain how to create positive relationships with others that will impact school, work, and personal life.
d. Analyze actions and behaviors that negatively impact friendships and relationships.
e. Explain why setting clear expectations for relationships is necessary for avoiding conflicts.
f. Explain why surrounding yourself with positive people influences your behavior and decisions.
g. Explain how understanding others' points of view can be utilized in various settings and relationships.
h. Given various scenarios, identify appropriate actions and behaviors that will result in a positive outcome.
i. Discuss why keeping promises and commitments is important to personal relationships.
j. Reflect on how service and kindness towards others impact relationships.
2. Determine how self-image plays a role in personal decisions, behaviors, and perspectives.
a. Define self-image.
b. List characteristics of a positive self-image and a negative self-image.
c. Identify core values.
d. Discuss how a person's core values influence an individual's self-image.
e. Explain strategies to change a negative self-image into a positive one.
f. Recognize that making mistakes impacts how we learn.
g. Evaluate the impact honesty plays in personal decisions and behaviors.
3. Discover how habits impact self-image.
a. Define a habit.
b. Distinguish between positive and negative habits at school, home, and work.
c. Identify strategies that can change negative habits into positive ones.
4. Examine active listening skills and their impact on relationships with others.
a. Discuss how various factors can impact the meaning that is conveyed within a conversation (e.g., non-verbal communication, listening skills, tone of voice, etc.).
b. Identify characteristics of poor listening skills.
c. Explain the impact that poor listening skills have on relationships and communication between people.
d. Using scenarios that include verbal and non-verbal communication, model good active listening skills.
e. Given various scenarios, explain how specific listening skills and non-verbal communication made a positive or negative impact in each situation.
f. Using scenarios, predict how others are feeling based upon the non-verbal communication used in each situation.

Unit 10: Developing Strong Mental and Physical Health

Competencies and Suggested Objectives

1. Analyze the importance of mental health.
    a. Explain why it is important to take care of individual mental health.
    b. Explain what it means to have balance in life.
    c. Discuss the importance of being a well-rounded person.
    d. Discuss the importance of trying new experiences and exploring a variety of activities.
    e. Explain how service towards others can benefit mental health.
    f. Identify ways to rejuvenate and renew the body physically and mentally.
    g. Use scenarios to role-play situations that focus on improving and maintaining strong mental health.
    h. Write S.M.A.R.T. (specific, measurable, attainable, realistic, time-based) goals to improve mental health.
    i. Write an action plan that addresses how to meet mental health S.M.A.R.T. goals.

2. Examine the risk factors and prevention of suicide. [1]
    a. Identify the warning signs for peers, friends, or self that may be at risk of suicide or depression.
    b. Identify ways to respond and report warning signs of suicide/depression.
    c. Explore community resources for aid or counseling for suicide/depression.
    d. Determine how to develop a culture that promotes awareness of warning signs and risk factors associated with suicide and depression.

3. Analyze the importance of physical health.
    a. Complete a personal health analysis.
    b. Based upon the individual health analysis, write S.M.A.R.T. goals to improve physical health.
    c. Write an action plan that addresses how to meet physical health S.M.A.R.T. goals.

4. Explore the positive and negative impacts of social media on mental and physical health.
    a. Examine the impact of social media on mental and physical health.
    b. Identify examples of social media positively or negatively impacting mental and physical health.
    c. Engage in a debate that focuses on the positive or negative impacts of social media on mental and physical health.

---

[1] "Substance Abuse and Mental Health Services Administration", U.S. Department of Health and Human Services.

Unit 11: Community Service Project*

Competencies and Suggested Objectives
1. Determine a service project that will meet a need within the local school/community.
a. Define community service.
• Discuss what a community service project is and why it is important.
• Explain the purpose of a service project and how it can impact a school or local community.
b. Analyze potential service projects that would meet a need within the local school/community (e.g., children and schools, senior citizens, military, animals, environment, hungry or homeless, reducing crime, promoting safety, promoting community involvement or enhancement, maternal and child health, adult literacy, disease prevention and treatment, financial literacy).
c. Determine how the selected service project or projects will be implemented within the local school/community (e.g., the whole class/grade, an individual student, groups of students, etc.).
2. Write and present a proposal for the selected service project to peers and selected staff.
a. Explain how the project will benefit and create a positive environment for the local school/community involved in the project.
b. Create a project work plan that details how the project will be fully implemented within a school/community.
If funding is required…
c. Develop a budget that includes expenditures (e.g., marketing, transportation, materials, and supplies), income (e.g., donated goods/services, funds raised, and grants), and how all monies will be reported.
d. Explore external organizations/donors who can support and fund parts of the project.
e. Create a fundraising plan that will meet the fundraising needs for the project.
3. Implement a student-led service project into the school/community.
a. Determine the roles and responsibilities of the service project work plan.
b. Establish a consistent form of communication with volunteers, project participants, and staff involved in the project.
c. Collect informational data on the progress of the project.
d. Maintain financial documentation of all aspects of the service project.
4. Evaluate the success of the student service project.
a. Evaluate to determine if the project benefitted and created a positive environment for the local school/community.
b. Write a report that includes a summary, key points, visuals, challenges, and recommendations for the service project.
5. Present the final report to the selected portfolio committee (e.g., make a video, write an article, create a slideshow, etc.).

*Note: It is recommended that the community service project during freshman year be completed by students as a whole class.

Student Competency Profile

Student's Name: _____

This record is intended to serve as a method for either the instructor or student to update as each unit/competency is completed. It can be duplicated for each student. This document is recommended; however, instructions of the Freshman Seminar course may develop or revise this record.

Unit 1: Introduction to Introduction to College- and Career-Readiness		
	1.	Explain what it means to be college- and career-ready.
	2.	Create academic and personal S.M.A.R.T. goals for the current school year.
	3.	Determine that all selected diploma requirements, based on the chosen career cluster, are current and postsecondary plans are developed.
	4.	Determine which college/university program of study or career pathway best meets the completed ISP.
Unit 2: Student Portfolio and Exhibit		
	1.	Discuss the purpose and development of a student portfolio.
	2.	Demonstrate how to collect and organize exemplary artifacts into a student portfolio.
	3	Evaluate progress for completion of the final portfolio.
	4.	Present the final portfolio for evaluation using digital media.
	5.	Write and address formal thank you notes to mail/hand deliver to portfolio exhibit panel members.
Unit 3: Career Exploration		
	1.	Develop an awareness of the workplace.
	2.	Identify workplace skills that affect careers.
	3	Research local and national career opportunities.
Unit 4: Digital Literacy and Citizenship		
	1.	Explain the role that digital media plays in an individual's daily life.
	2.	Demonstrate proper etiquette when collaborating, communicating, and using digital media.
	3.	Evaluate the impact of social media on digital communities.
	4.	Analyze copyright and plagiarism laws.
	5.	Explore the various facets of internet privacy.
	6	Create a presentation that applies knowledge and understanding of an aspect of digital literacy/digital citizenship.
Unit 5: Developing Effective Study Skills		
	1.	Demonstrate effective note-taking skills in various subject areas.
	2.	Demonstrate effective reading strategies for various texts.
	3.	Evaluate how time management can impact study skills and academic outcomes.

	4.	Evaluate effective test preparation and test-taking skills.
Unit 6: Foundational Research Skills		
	1.	Using the formal writing process, conduct a research project that answers a question or solves a problem.
	2.	Present the research using effective public speaking skills.
Unit 7: Learning and Personality Styles		
	1.	Discover personal learning and personality styles.
	2.	Explore obstacles that can interfere with personal goals and priorities.
Unit 8: Effective Teamwork		
	1.	Analyze the benefits of collaborative work environments.
	2.	Examine strategies used to overcome obstacles when working in teams.
	3.	Evaluate how compromise impacts various situations.
	4.	Explore the benefits of taking responsibility for personal actions, emotions, and behaviors.
Unit 9: Building Strong Relationships		
	1.	Evaluate the impact of having positive relationships.
	2.	Determine how self-image plays a role in personal decisions, behaviors, and perspectives.
	3.	Discover how habits impact self-image.
	4.	Examine active listening skills and their impact on relationship with others.
Unit 10: Developing Strong Mental and Physical Health		
	1.	Analyze the importance of mental health.
	2	Examine the risk factors and prevention of suicide.
	3.	Analyze the importance of physical health.
	4.	Explore the positive and negative impacts of social media on mental and physical health.
Unit 11: Community Service Project		
	1.	Determine a service project that will meet a need within the local school/community.
	2.	Write and present a proposal for the selected service project to peers and selected staff.
	3.	Implement a student-led service project into the school/community.
	4.	Evaluate the success of the student service project.
	5.	Present the final report to the selected portfolio committee.

Source: *Miss. Code Ann. § 37-16-7*

Appendix A: Unit References and Resources

References and resources listed below were recommended by teachers and counselors who contributed to the development of this document. Any resource listed below is not to be conveyed as an endorsement of any organization or company.

Unit 1: Introduction to College- and Career-Readiness

Covey, S. (1998). *The 7 habits of highly effective teens*. New York: Fireside.

High school GPA calculator. (n.d.). Retrieved April 27, 2016, from
gpacalculator.net/high-school-gpa-calculator/

Wulick, A. (2015, September 20). How do you calculate your GPA? Step by step instructions.
Retrieved April 27, 2016, from blog.prepscholar.com/how-do-you-calculate-gpa

Mississippi high school graduation pathways. (2013, August). Retrieved December 6, 2016, from
http://www.mde.k12.ms.us/docs/dropout-prevention-and-compulsory-school-attendance-
library/mississippi-high-school-nbsp-graduation-pathway.pdf?sfvrsn=0

Make a plan. (n.d.). Retrieved December 6, 2016, from knowhow2go.acenet.edu/middle-and-high-
school-students/make-a-plan.html

Unit 2: The Student Portfolio and Exhibit

American Psychological Association. (2010). *Publication Manual of the American Psychological Association*
[PDF] (4th ed.). Washington D.C.: American Psychological Association.

Example of a student led conference presentation-
drive.google.com/file/d/1LZGMV_KjjkpxS50h2HvGGr598fEymRtb/view?usp=sharing

Google sites help center — support.google.com/sites/?hl=en#topic=7020201

Guymon, Dave. 4 free web tools for student portfolios (2014, May 2), *Edutopia*. Retrieved from
edutopia.org/blog/web-tools-for-student-portfolios-dave-guymon

Hiles, Heather (2016, July). Digital portfolios position students for success in the workforce.
Retrieved from edsurge.com/news/2016-07-06-digital-portfolios-position-students-for-
success-in-the-workforce

Mississippi Scholars. (n.d.). Retrieved from msmec.com/what-is-mississippi-scholars/

Mississippi Scholars Tech Master. (n.d.). Retrieved from msmec.com/mississippi-scholars-tech-
master-information/

Palmer-Fuechsel, Virginia. (2015, August). *High school essential skills portfolio guide*. Retrieved from
newschoolva.com/files/Portfolio_Guide.pdf

Step-by-step on how to develop a student portfolio. Los Angeles Student Portfolio Defense. (n.d.).
Retrieved from lausdportfoliodefense.weebly.com/

Teacher's Tech (Producer). (2015, September 6). Google sites – edit site layout & customizations
[how to] (Video file). Retrieved December 6, 2016, from tinyurl.com/GoogleSitesAdvanced
Teacher's Tech (Producer). (2015, September 06). Google sites – 5 basic things to get started (Video
file). Retrieved December 06, 2016, from youtube.com/watch?v=ZAXmDevJnXs

Teaching Channel (Producer). (2016, October). Student profile: Portfolio defense. Retrieved
October 28, 2016, from teachingchannel.org/videos/success-portfolio-defense-eed

Unit 3: Career Exploration

16 career clusters. (2014). Retrieved April 27, 2016, from
careertech.org/career-clusters

Architecture and construction career cluster. Retrieved April 27, 2016, from the O*Net website:
onetonline.org/find/career?c+2&g=Go

U.S. Bureau of Labor Statistics. (n.d.). Retrieved April 27, 2016, from bls.gov/

Careers.org. (n.d.). Retrieved July 26, 2017, from careers.org

College planning, financial aid, educator resources. (n.d.). Retrieved July 26, 2017, from the Big
Future College Board website: bigfuture.com/

Explore careers. (n.d.). Retrieved from bigfuture.collegeboard.org/explore-careers.
(Resource point for preparing for a career/internship)

College Board BigFuture—Get started. (n.d.). Retrieved from bigfuture.collegeboard.org/get-started

High school career development lessons. (n.d.). Retrieved from okcareertech.org/educators/career-
and-academic-connections/career-information-resources/high-school-career-development-
lessons

College Board BigFuture—Major and career search. Retrieved from
bigfuture.collegeboard.org/majors-careers

O*Net—Online resources for researching and searching careers. (n.d.). Retrieved from
onetonline.org/
*(Gives information on job titles, related careers, and potential earnings based on the U.S. Bureau of Labor
Statistics and current job openings.)*

Unit 4- Digital Literacy and Citizenship

Australian government: Office of the children's eSafety commissioner. (2016, October 10).
Classroom resources. Retrieved from esafety.gov.au/education-resources/classroom-
resources

Common Sense Media. (n.d.). *K-12 digital citizenship curriculum*. Retrieved October 11, 2016, from commonsensemedia.org/educators/digital-citizenship

Childnet International. (n.d.). Retrieved October 11, 2016, from digizen.org/

Cybrary Man. (n.d.). Cybrary Man's educational web sites. Retrieved October 11, 2016, from cybraryman.com/digcit.html

SWGfL Digital Literacy. (n.d.). Digital literacy & citizenship from the South West Grid for Learning. Retrieved October 11, 2016, from digital-literacy.org.uk/Home.aspx

Cable Impacts. (2016, October 11). Teaching digital citizenship. Retrieved from teachinctrl.org/

Unit 5: Developing Effective Study Skills

Classroom resources. (n.d.). Retrieved June 27, 2016, from eduplace.com/graphicorganizer/

Congos, D. (n.d.). 9 types of mnemonics for better memory. Retrieved June 27, 2016, from learningassistance.com/2006/january/mnemonics.html

Hopper, Carolyn. (2001). *Practicing college study skills: Strategies for success* (2nd ed.). Boston: Houghton Mifflin. stetson.edu/administration/academic-success/media/10%20MEMORY%20PRINCIPLES.pdf

Improving my high school study skills. (n.d.). Retrieved April 27, 2016, from jmu.edu/valleyscholars/files/improvemyhighschoolstudyskills.pdf

Newingham, B. (2011, March 24). My March top ten list: Nonfiction reading resources [Web log post]. Retrieved June 27, 2016, from scholastic.com/teachers/top_teaching/2011/03/my-march-top-ten-list-nonfiction-reading-resources

Study skills for students. (n.d.). Retrieved April 27, 2016, from educationcorner.com/study-skills.html

Barbara, J., Chang, S., Heritage, M., Tobiason, G., & Herman, J. (2014). *From the college and career ready standards to teaching and learning in the classroom: A series of resources for teachers* (Publication). Retrieved Jun 27, 2016, from The Center on Standards & Assessment Implementation website: csai-online.org/sites/default/files/resources/3040/SupportingStudents_CloseReading.pdf

Unit 6: Foundational Research Skills

About Everfi. (n.d.). Retrieved from everfi.com

Lester, J. D., & Lester, J. D., Jr. (2015). *Writing research papers: A complete guide* (15th ed.). New York: Pearson.

Harris O'Hanlon, L. Teaching students better online research skills. (2013, May 20), *Education Week*. Retrieved May 4, 2016, from edweek.org/ew/articles/2013/05/22/32el-studentresearch.h32.html

Gordon, C. (1999). Students as authentic researchers: A new prescription for the high school research assignment. *School Library Media Research, 2*. Retrieved May 4, 2016, from ala.org/aasl/sites/ala.org.aasl/files/content/aaslpubsandjournals/slr/vol2/SLMR_AuthenticResearchers_V2.pdf

Hudson, H. T. (n.d.). The 6 online research skills your students need. Retrieved May 4, 2016, from scholastic.com/teachers/article/6-online-research-skills-your-students-need

Ellison, C. (2010). *McGraw Hill's Concise Guide to Writing Research Papers*. Retrieved May 4, 2016.
Databases and Search Engines
- scholar.google.com/
- www.science.gov/
- worldwidescience.org/wws/desktop/en/ostiblue/search.html
- nytimes.com/pages/topics/
- pewresearch.org/
- jurn.org/#gsc.tab=0
- lib.msstate.edu/databases/index.php
- plagiarism.org/
- citationmachine.net/
- bibme.org/

Unit 7: Learning and Personality Styles

Free personality test. Retrieved April 26, 2016, from 16personalities.com/free-personality-test

Glencoe health bulletin, health updates, health and fitness. (n.d.). Retrieved April 26, 2016, from glencoe.com/sec/health/updateshome/bul_arch/fall03_01.shtml

Unit 8: Effective Teamwork

Alber, R. Deeper learning: A collaborative classroom is key (2012, December 31), *Edutopia*. Retrieved May 20, 2016, from edutopia.org/blog/deeper-learning-collaboration-key-rebecca-alber

Conflict resolution: Using the interest-based relational approach. (n.d.). Retrieved April 26, 2016, from mindtools.com/pages/article/newLDR_81.htm

Covey, S. (1998). *The 7 habits of highly effective teens*. New York: Fireside.

Unit 9: Building Strong Relationships

Covey, S. (1998). *The 7 habits of highly effective teens*. New York: Fireside.

Zakrzewski, V. Teaching grit: Social and emotional truth (2014, May 20), *Edutopia*. Retrieved May 4, 2016, from edutopia.org/blog/grit-social-emotional-truth-vicki-zakrzewski

Zakrzewski, V. Teaching grit: How to help students overcome inner obstacles (2014, May 20), *Edutopia*. Retrieved May 4, 2016, from edutopia.org/blog/grit-help-students-overcome-inner-obstacles-vicki-zakrzewski

Unit 10: Developing Strong Mental and Physical Health

Covey, S. (1998). *The 7 habits of highly effective teens*. New York: Fireside.

Kutcher, S., & Y. W. (2015, March). *Mental health & high school curriculum guide: Understanding mental health and mental illness*. Retrieved April 27, 2016, http://teenmentalhealth.org/schoolmhl/wp-content/uploads/2015/09/Mental-Health-High-School-Curriculum-Guide.pdf

McNeely, C., & Blanchard, J. (n.d.). *The teen years explained: A guide to healthy adolescent development*. Retrieved jhsph.edu/research/centers-and-institutes/center-for-adolescent-health/_includes/_pre-redesign/Teen_Stress_Standalone.pdf

SAMHSA Publications. (n.d.). *Preventing suicide: A toolkit for high schools*. Retrieved March 12, 2019, from store.samhsa.gov/product/Preventing-Suicide-A-Toolkit-for-High-Schools/SMA12-4669

Unit 11: Community Service Project

Rotary International. (n.d.). *Communities in action: A guide to effective projects*. Retreived July 1, 2016.

Social change volunteer opportunities (n.d.). Retrieved May 2, 2016, from dosomething.org/us/campaigns

Sarikas, Christine. (n.d.). 129 great examples of community service projects. Retrieved April 29, 2016, from blog.prepscholar.com/129-examples-of-community-service-projects

Appendix B: Individual Success Plan (ISP)

MISSISSIPPI DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

Student Planning Tool for the Traditional Diploma

I. STUDENT INFORMATION

Student Name:		MSIS#:	

Career Cluster: (select one) Refer to guidance document for additional information

☐ Agriculture, Food, and Natural Resources ☐ Architecture and Construction ☐ Arts, A/V Technology, and Communications ☐ Business, Management, and Administration	☐ Education and Training ☐ Finance ☐ Government and Public Administration ☐ Health Science	☐ Hospitality and Tourism ☐ Human Sciences ☐ Information Technology ☐ Law, Public Safety, Corrections, and Security	☐ Manufacturing ☐ Marketing ☐ STEM ☐ Transportation, Distribution, and Logistics

II. TRADITIONAL DIPLOMA AND ENDORSEMENT OPTIONS (select at least one)

Academic Endorsement (26 Credits) Date Selected:		Career and Technical (CTE) Endorsement (26 Credits) Date Selected:		Distinguished Academic Endorsement (28 Credits) Date Selected:	
	Earn an overall GPA of 2.5.		Earn an overall GPA of 2.5.		Earn an overall GPA of 3.0.
	Courses must meet MS IHL College Preparatory Curriculum (CPC) requirements.		Must complete a four-course sequential program of study.		Earn four additional Carnegie units for a total of 28 (four science and four social studies credits)
	Earn MS IHL and community college-readiness benchmarks (ACT sub scores of 17 in English and 19 in math as approved by postsecondary for non-remediation at most community colleges and IHL college-ready courses in senior year or the equivalent SAT score as defined by IHL).		Earn two additional Carnegie units for a total of 26.		Courses must meet MS IHL CPC recommended requirements.
	Earn two additional Carnegie units for a total of 26.		Earn silver level on ACT WorkKeys.		Earn national college-readiness benchmarks on each subtest established by ACT (18 in English and 22 in math or SAT equivalency as established by College Board and IHL).
Must successfully complete one of the following:		**Must successfully complete one of the following:**		**Must successfully complete one of the following:**	
	One AP course with a C or higher and take the appropriate AP exam		One CTE dual credit or earn articulated credit in the high school CTE course		One AP course with a B or higher and take the appropriate AP exam
	One Diploma Program-IB course with a C or higher and take the appropriate IB exams		Work-based learning experience or career pathway experience		One Diploma Program-IB course with a B or higher and take the appropriate IB exams

	One academic dual-credit course with a C or higher in the course		Earn a State Board of Education-approved national credential		One academic dual-credit course with a B or higher in the course

III. REQUIREMENTS AND RECOMMENDATIONS

Date Met	Requirements
	Student identifies an endorsement prior to entering ninth grade. Endorsement requirements can only be changed with parental permission. (Refer to Section VI for parent signature.)
	For early release, student must have met college- or career-readiness benchmarks (ACT sub scores of 17 in English and 19 in math or earned a Silver level on ACT WorkKeys or SAT equivalency sub scores). Alternately, a student must meet ALL of the following: • Have a 2.5 GPA • On track to meet diploma requirements • Passed or met all MAAP assessment requirements for graduation • Concurrently enrolled in Essentials of College Math or Essentials of College Literacy

Date Met	Recommendations
	For early graduation, a student should successfully complete an area of endorsement.
	Student should take a math or math equivalency senior year.

IV. PROGRAM OF STUDY: (Coursework must match endorsement option selected. See MS Public School Accountability Standards for course substitutions.)

Curriculum Area	Traditional Diploma Carnegie Units	7th grade	8th grade	9th grade	10th grade	11th grade	12th grade
English	4						
Math	4						
Science	3						
Social Studies	3.5						
*Physical Ed	.5						
*Health	.5						
Art	1						
College & Career Readiness	1						
Technology or Computer Science	1						
Electives	5.5						
Additional & CTE Electives (if applicable)							
TOTAL Carnegie Units Earned/GPA		/GPA:	/GPA:	/GPA:	/GPA:	/GPA:	/GPA:

V. ASSESSMENT INFORMATION

ACT							SAT				National Certification			WorkKeys	
Date(s)	Math	Science	STEM	English	Reading	Composite	Date(s)	Reading/Writing	Math	Composite	Test Name	Date(s)	Score	Date(s)	Score

Mississippi Academic Assessment Program (MAAP)				DP-IB			Advanced Placement		
MAAP Algebra 1	MAAP English 2	SATP-3 Biology	SATP-3 US History	Test Name	Date(s)	Score	Test Name	Date(s)	Score
☐ Passed Assessment ☐ Concordance chart ☐ Composite score ☐ ACT ☐ Dual Credit ☐ CTE Requirements with WorkKeys ☐ CTE Requirements with ASVAB ☐ Transfer from accredited nonpublic school or out-of-state	☐ Passed Assessment ☐ Concordance chart ☐ Composite score ☐ ACT ☐ Dual Credit ☐ CTE Requirements with WorkKeys ☐ CTE Requirements with ASVAB ☐ Transfer from accredited nonpublic school or out-of-state	☐ Passed Assessment ☐ Concordance chart ☐ Composite score ☐ ACT ☐ Dual Credit ☐ CTE Requirements with WorkKeys ☐ CTE Requirements with ASVAB ☐ Transfer from accredited nonpublic school or out-of-state	☐ Passed Assessment ☐ Concordance chart ☐ Composite score ☐ ACT ☐ Dual Credit ☐ CTE Requirements with WorkKeys ☐ CTE Requirements with ASVAB ☐ Transfer from accredited nonpublic school or out-of-state						
Date:	Date:	Date:	Date:						

VI. DOCUMENTATION OF REVIEW OF INDIVIDUAL SUCCESS PLAN (ISP):
Requirement at exit of seventh grade (pending accreditation approval)
Signatures are only required in the second semester

Grade	Date of Review	Supervising Educator	Parent/Guardian Signature and Date	Student Signature and Date
7th				
8th				
9th				
10th				
11th				
12th				

VII. NOTES

Appendix C: Student Portfolio Guidelines and Resources

The student portfolio provides students an opportunity to demonstrate knowledge, skills, and attributes of college- and career-readiness through exemplary artifacts that answer the question "How am I prepared for college, career, and life?". The portfolio is individualized, in that it will uniquely demonstrate the culmination of students' aptitude in academics, 21st century skills (listed below), and personal growth. Reflecting on who they are while showing what they want to do, the portfolio allows students to communicate their preparedness of 21st century skills and knowledge of postsecondary and career interests.

The final portfolio presentation should affirm students' ability to think critically and creatively, to solve practical problems, to make reasoned and ethical decisions, and to communicate effectively. This portfolio will require cooperation and collaboration among faculty members to ensure students have the resources needed to complete the portfolio (i.e., administrator, academic teacher, counselor, and/or media specialists).

21st Century Skills and Objectives
These skills and objectives are to be used as a reference when developing the portfolio and in determining a rubric for grading. (A sample rubric has been provided)

- **Critical Thinking**[2]
  - Use various types of reasoning (e.g., inductive, deductive, etc.) as appropriate to the situation.
  - Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems.
  - Effectively analyze and evaluate evidence, arguments, claims, and beliefs.
  - Analyze and evaluate major alternative points of view.
  - Synthesize and make connections between information and arguments.
  - Interpret information and draw conclusions based on the best analysis.
  - Reflect critically on learning experiences and processes.
  - Solve different kinds of unfamiliar problems in both conventional and innovative ways.
  - Identify and ask significant questions that clarify various points of view and lead to better solutions.

- **Communication**[2]
  - Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts.
  - Listen effectively to decipher meaning, including knowledge, values, attitudes, and intentions.
  - Use communication for a range of purposes (e.g., to inform, instruct, motivate, and persuade).
  - Use multiple media and technologies and know how to assess their impact and effectiveness.
  - Communicate effectively in diverse environments (including multilingual and multicultural).

---

[2] National Education Association. (n.d.). *Preparing 21st century students for a global society: An educator's guide to the "Four Cs."* Retrieved June 30, 2016, from nea.org/tools/52217.htm

- **Creativity**
  - Use a wide range of idea creation techniques (such as brainstorming)
  - Create new and worthwhile ideas (both incremental and radical concepts)
  - Elaborate, refine, analyze, and evaluate original ideas to improve and maximize creative efforts.
  - Develop, implement, and communicate new ideas to others effectively.
  - Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work.
  - Demonstrate originality and inventiveness in work and understand the real-world limits to adopting new ideas.
  - View failure as an opportunity to learn; understand that creativity and innovation are part of a long-term cyclical process of small successes and frequent mistakes.
  - Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur.
- **Citizenship**
  - Participate in activities that benefit the community in some way.
  - Recognize the emotional benefits of participating in community service.
  - Identify how communities determine and fulfill needs.
  - Explore different service activities and projects that can benefit the community.
  - Recognize that every person is a part of multiple communities.
- **College- and Career-Readiness**
  - Demonstrate flexibility in various situations.
  - Manage time wisely in order to complete goals in a timely manner.
  - Complete tasks and assignments independently and in group settings.
  - Act responsibly to oneself and towards others.
  - Follow through with assignments or responsibilities until they are completed.
  - Recognize the importance of being a self-directed learner.
  - Act as a leader to guide others to success.
- **Collaboration**
  - Demonstrate the ability to work effectively and respectfully with diverse teams.
  - Exercise flexibility and a willingness to help make the necessary compromises to accomplish a common goal.
  - Assume a shared responsibility for collaborative work, and value the individual contributions made by each team member.

Artifacts

The following list is examples of areas from which students can select exemplary artifacts. This list should not be considered all inclusive. The recommended number of artifacts is 10. However, the total number of artifacts included is up to individual schools/districts.

- Classwork (e.g., assignments, papers, tests/quizzes, essays, projects, written work, journal entries, artwork, etc.)
- Photographs and videos
- Documentation from community service projects
- College essays
- Scholarship applications
- ACT scores
- PSAT scores
- WorkKeys scores
- Professional résumés
- Mock interview videos
- Internship notes and reflections
- Other

Exemplary Artifact Check List

Use the following statements to determine if the artifact chosen could be an exemplary artifact.

- I worked on this artifact for more than one week, either independently or in class.
- I played a significant role in creating this artifact.
- I revised this artifact based on received feedback.
- I was challenged while working on this artifact.
- I can demonstrate my understanding of content standards through this artifact.
- I can explain what 21st century skills I learned or developed through this artifact.
- I can explain how this artifact connects to life outside of school and/or my future.
- I grew as a student and as an individual through this artifact.

Examples and other resources to help guide the process of developing this unit can be found at the following link: lausdportfoliodefense.weebly.com.

Digital Portfolio Assessment Rubric Sample

A portfolio review panel should be selected. This panel may consist of staff, school counselors, administration, and student collaborators. It is recommended that the portfolio review panel meet prior to presentations to review and discuss the scoring rubric. A sample scoring rubric has been provided below.

Individual students should meet with their staff/school counselor to schedule the date and time of their portfolio presentation. This presentation will showcase selected artifacts, self-reflections, and other assigned items that demonstrates a student's ability to meet the demands of postsecondary/a career.

	Level 4	Level 3	Level 2	Level 1
Artifacts Support the Following 21st Century Skills: ☐ Critical thinking ☐ Collaboration ☐ Communication ☐ Creativity ☐ Citizenship ☐ College- and career-readiness	Artifacts included in the portfolio **clearly** connect and support the objectives under each of the 21st century skills. A **thoughtful and thorough** explanation is given for the selection of each of the chosen artifacts and how they support 21st Century Skills.	Artifacts included in the portfolio **sufficiently** connect and support the objectives under each of the 21st century skills. An **adequate** explanation is given for selection of each of the chosen artifacts and how they support 21st century skills.	Artifacts included in the portfolio **partially** connect and support the objectives under each of the 21st century skills but others do not. A **limited** explanation is given for the selection of each of the chosen artifacts and how they support 21st century skills.	Artifacts included in the portfolio **do not** connect and support the objectives stated under each of the 21st century skills. An explanation is **not** given for the selection of each of the chosen artifacts and how they support 21st century skills.

	Level 4	Level 3	Level 2	Level 1
Evidence of Growth	Through the selected artifacts and written explanations, the student demonstrated **an extraordinary level** of academic and personal growth from the beginning of the school year to the end of the year.	Through the selected artifacts and written explanations, the student demonstrated a **moderate level** of academic and personal growth from the beginning of the school year to the end of the year.	Through the selected artifacts and written explanations, the student demonstrated a **minimal amount** of academic and personal growth from the beginning of the school year to the end of the year.	Through the selected artifacts and written explanations, the student demonstrated **no growth** from the beginning of the year to the end of the year.
Evidence of Self-Reflection	There is **extensive evidence** of self-reflection of each artifact woven throughout the entire portfolio. The reflection demonstrates **higher-level thinking, and great consideration** has been factored into the connections between the reflections and artifacts.	There is **some evidence** of self-reflection woven throughout the entire portfolio. The student has demonstrated **some consideration** of the connections between the reflections and the artifacts.	There is **minor evidence** of self-reflection throughout the portfolio. The student has made **some** connections between the reflections and the artifacts.	There is **no evidence** of self-reflection in any part of the portfolio. The student **has not** made any connections between the reflections and the artifacts.

	Level 4	Level 3	Level 2	Level 1
Variety of Artifacts	There is a variety of *10 or more* artifacts included in the portfolio. The artifacts were creatively chosen to show academic and personal growth while reflecting 21st century skills.	There is a variety of less than *10 and more than six* artifacts included in the portfolio. *Some* creativity was used, with artifacts chosen to show academic and social growth while reflecting 21st century skills.	There is a variety of *six or less* artifacts selected. *Minimal* creativity was used to show how each artifact reflects 21st century skills.	There is a variety of *five or less* artifacts included in the portfolio. *No creativity* was used in choosing artifacts to show academic and personal growth while reflecting 21st century skills.
Visual Appeal and Organization	The portfolio is professional and well-organized and there is **extensive** evidence the student carefully planned the appearance of the portfolio. The portfolio is organized to where the audience can easily identify significant connections between artifacts, explanations, and reflections without any confusion.	The portfolio is aesthetically pleasing and organized. There is *some* evidence that the student carefully planned the appearance of the portfolio. The portfolio is organized so that the audience can identify some connection between artifacts, explanations, and reflections with minimal confusion.	The portfolio is **limited** in aesthetically pleasing characteristics. There is little evidence the student sufficiently planned the portfolio. The portfolio is arranged in sections that may not have a specific order or organization. The audience has moderate difficulty identifying some connection between artifacts, explanations, and reflections.	The portfolio is not aesthetically pleasing in any way. There is **no evidence** that thought was put into planning the appearance of the portfolio. The portfolio has no order or organization. The audience is unable to identify a connection between artifacts, explanations, and/or reflections.
Presentation Preparation	*All* aspects of the presentation are well prepared, and the student demonstrates a **complete grasp** of the portfolio's purpose.	*Most* aspects of the presentation are well prepared. *Most* aspects of the portfolio's purpose are *completely* understood by the student.	*Most* aspects of the presentation are well prepared. *Some major* aspects of the portfolio's purpose **are not completely** understood by the student.	*Some* aspects of the presentations were *not well prepared*. **Some** aspects of the portfolio's purpose **were not completely** understood by the student.

	Level 4	**Level 3**	**Level 2**	**Level 1**
Public Speaking Skills	The student has good voice inflection and does an outstanding job in the speaking aspect of the presentation.	The student has generally good voice inflection and makes very few errors in speaking or communicating	The student has some voice inflection and does attempt to communicate clearly, making a few errors in communicating.	The student has very few changes in voice inflection and makes some major errors in communicating.
Balance of Product and Process	The student has been *highly engaged* with the entire portfolio process throughout the whole year. It is evident that the student took optimal pride in selecting the artifacts.	The student has been *engaged* with the portfolio process throughout the year. There is evidence that the student took pride in selecting the artifacts.	The student has been *somewhat engaged* with the portfolio process throughout the year.	The student has *not been engaged* with the portfolio process throughout the year.

Student Artifact Reflection Sheet

Which one of the 21st century skills does this artifact address?

☐ Critical thinking   ☐ Collaboration   ☐ Communication
☐ Creativity   ☐ Citizenship   ☐ College- and career-readiness

Describe the artifact that you have chosen. Where and when is it from? If applicable, describe the assignment or activity.

_____
_____
_____
_____
_____
_____
_____

How does this artifact support the objectives under the identified 21st century skill?

_____
_____
_____
_____
_____
_____
_____

How can this skill be applied in college, career, and/or life?

_____
_____
_____
_____
_____
_____

Appendix D: 21st Century Skills

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11
21st Century Standards											
CS1							X	X	X		X
CS2											
CS3											
CS4										X	
CS5											
CS6	X	X	X	X	X	X	X	X	X	X	X
CS7	X	X	X	X	X	X		X	X	X	X
CS8	X	X	X	X	X	X	X	X	X	X	X
CS9		X	X	X	X	X					X
CS10	X	X	X	X						X	
CS11	X	X		X							
CS12	X	X	X	X	X	X	X	X	X		X
CS13	X	X	X		X	X	X	X	X		X
CS14	X	X	X		X	X	X	X	X		X
CS15	X	X		X	X						
CS16	X	X	X	X				X	X		X

CSS1-21st Century Themes
> **CS1 Global Awareness**
> 1. Using 21st century skills to understand and address global issues
> 2. Learning from and working collaboratively with individuals representing diverse cultures, religions, and lifestyles in a spirit of mutual respect and open dialogue in personal, work, and community contexts
> 3. Understanding other nations and cultures, including those that speak non-English languages
>
> **CS2 Financial, Economic, Business, and Entrepreneurial Literacy**
> 1. Knowing how to make appropriate personal economic choices
> 2. Understanding the role of the economy in society
> 3. Using entrepreneurial skills to enhance workplace productivity and career options
>
> **CS3 Civic Literacy**
> 1. Participating effectively in civic life through knowing how to stay informed and understanding governmental processes
> 2. Exercising the rights and obligations of citizenship at the local, state, national, and global levels
> 3. Understanding the local, state, national and global implications of civic decisions

CS4   **Health Literacy**
1. Obtaining, interpreting, and understanding basic health information and services and using such information and services in ways that enhance health
2. Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance, and stress reduction
3. Using available information to make appropriate health-related decisions
4. Establishing and monitoring personal and family health goals
5. Understanding national and international public health and safety issues

CS5   **Environmental Literacy**
1. Demonstrating knowledge and understanding of the environment and the circumstances and conditions affecting it, particularly as it relates to air, climate, land, food, energy, water, and ecosystems
2. Demonstrating knowledge and understanding of society's impact on the natural world (e.g., population growth, population development, resource consumption rate, etc.)
3. Investigating and analyzing environmental issues and making accurate conclusions about effective solutions
4. Taking individual and collective action toward addressing environmental challenges (e.g., participating in global actions, designing solutions that inspire action on environmental issues, etc.)

CSS2-Learning and Innovation Skills
CS6   **Creativity and Innovation**
1. Think creatively.
2. Work creatively with others.
3. Implement innovations.

CS7   **Critical Thinking and Problem Solving**
1. Reason effectively.
2. Use systems thinking.
3. Make judgments and decisions.
4. Solve problems.

CS8   **Communication and Collaboration**
1. Communicate clearly.
2. Collaborate with others.

CSS3-Information, Media, and Technology Skills
CS9   **Information Literacy**
1. Access and evaluate information.
2. Use and manage information.

CS10   **Media Literacy**
1. Analyze media.
2. Create media products.

CS11   **ICT Literacy**
1. Apply technology effectively.

CSS4-Life and Career Skills
CS12   Flexibility and Adaptability
1. Adapt to change.
2. Be flexible.

CS13   Initiative and Self-Direction
1. Manage goals and time.
2. Work independently.
3. Be self-directed learners.

CS14   Social and Cross-Cultural Skills
1. Interact effectively with others.
2. Work effectively in diverse teams.

CS15   Productivity and Accountability
1. Manage projects.
2. Produce results.

CS16   Leadership and Responsibility
1. Guide and lead others.
2. Be responsible to others.