



# **2024 Mississippi College and Career Readiness Freshman Seminar Curriculum For Early College High Schools**

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# Introduction

## Mission Statement

The Mississippi Department of Education (MDE) is dedicated to student success, which includes improving students' achievement of 21<sup>st</sup> Century skills. The Mississippi College and Career Readiness Freshman Seminar course curriculum for Early College High Schools (ECHS) provides a consistent and clear understanding of what students should achieve 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 and career, as well as to compete in a global economy.

## Purpose

The Mississippi College and Career Readiness Freshman Seminar course curriculum for Early College High Schools, 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. This course curriculum outlines the knowledge students should obtain and types of skills that must be mastered upon course completion. These standards have been determined to be relevant for students' successful transition to postsecondary and the workforce.

## Implementation

The Mississippi College and Career Readiness Freshman Seminar course curriculum for Early College High Schools is required for all ninth-grade students enrolled in a Mississippi Early College High School program. The course is designed to incorporate a student advisory time when counselors and certified staff meet with students to review their Individual Success Plans (ISPs) to ensure successful completion of high school and college credits and/or an associate 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.

# Unit 1: Introduction to Freshman Seminar

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 Success 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

### a. Explain what it means to be college and career ready.

1. Define college and career readiness.
2. Explain and illustrate 21<sup>st</sup> Century skills and why they are needed to be college and career ready.
3. Distinguish between hard skills and soft skills and how they apply to postsecondary and the workforce.
4. Determine the college and career readiness skills needed for postsecondary college/university and/or a career.

### b. Create academic and personal S.M.A.R.T. goals for the current school year through high school graduation, post-secondary education, and the attainment of the desired career.

1. Discuss reasons for setting goals.
2. Identify and discuss each part of a S.M.A.R.T. goal.
3. Write S.M.A.R.T. goals that align with the current ISP.
4. Identify action steps that will lead to the achievement of created S.M.A.R.T. goals.
5. Create a mission statement that reflects created S.M.A.R.T. goals.
6. Develop a checklist that will evaluate progress and provide opportunity to give feedback throughout the year on developed goals.

### c. Determine that all selected diploma requirements, based on the chosen career, are current, and postsecondary plans are developed.

1. Meet with the high school counselor to complete the following items:
  - Revise/complete 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.
2. Evaluate postsecondary programs to determine progress towards meeting postsecondary/career goals.

3. Create or revise an academic/college résumé that includes the following items:
- Work experience (e.g., internships, job shadowing experiences, summer jobs, part-time work, family obligations)
  - Volunteer/community service involvement
  - School and academic information
  - Leadership activities
  - Awards and recognition received
  - Club and organization involvement
  - Extracurricular activities

## Unit 2: The Student Portfolio and Exhibit

The following unit provides guidance for the development of a student portfolio. This portfolio enables students to demonstrate the culmination of their proficiency in academics, 21<sup>st</sup> Century skills (i.e., critical thinking, creativity, collaboration, and communication), and citizenship.

Reflecting on who they are, the portfolio allows students to communicate and demonstrate 21<sup>st</sup> Century skills and knowledge of postsecondary and career interests.

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

### Competencies and Suggested Objectives

#### a. Discuss the purpose and development of a student portfolio.

1. Explain the purpose of a student portfolio.
2. Identify and explain each component of a student portfolio.
3. Assess ways a student portfolio will demonstrate 21<sup>st</sup> Century skills and knowledge from across curricula.
4. Determine the requirements for the portfolio based on the assessment rubric. (Sample rubric can be found in Appendix C.)

#### b. Collect and organize exemplary artifacts into the student portfolio.

1. Identify and input individual exemplary artifacts into the portfolio (e.g., academic assignments, writing samples, collaborative projects, job shadowing experiences, etc.) that will measure intended outcomes of 21<sup>st</sup> Century skills and citizenship across subject areas and disciplines.
2. Write a reflection for each artifact to include in the final portfolio. (Sample reflection form can be found in Appendix C.)
3. Create a collaborative calendar with teachers, counselors, and/or school staff to determine when artifacts and written assignments for the portfolio are due throughout the year.

#### c. Evaluate progress for the completion of the final portfolio.

1. Evaluate each artifact to ensure it demonstrates proficiency of 21<sup>st</sup> Century skills.
2. Schedule a date and time with the teacher and/or counselor for the final portfolio exhibit.
3. Write and prepare formal invitations to send to the selected or designated portfolio review panel.



**d. Present the final portfolio for evaluation.**

1. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) to enhance understanding of findings, reasoning, and evidence, as well as to add interest.
2. Effectively communicate how selected artifacts demonstrate the following items:
  - Proficiency of 21<sup>st</sup> Century skills based on the portfolio rubric
  - Proficiency in academic standards
  - Preparedness for the chosen career pathway and/or postsecondary program of study
  - Evidence of self-reflection
  - Academic and social growth and leadership

**e. Write and address formal thank-you notes to mail or hand deliver to the portfolio review panel members.**

# Unit 3: Preparing for a Career

## Competencies and Suggested Objectives

### a. Explore in-demand careers in Mississippi.

1. Describe the career clusters and give a brief overview of each (e.g., [CareerOneStop](#)).
2. Identify jobs in Mississippi within each career cluster.
3. Define and discuss credentials of value.
4. Use the occupational projections data from the Mississippi Department of Employment Security to examine the expected number of future workers in different occupations and areas of the state.

### b. Research a selected career path based on interests and program of study in a completed ISP (e.g., [O\\*Net Online](#), [Bureau of Labor Statistics Occupational Outlook Handbook](#)).

1. Determine the skills, education, and training needed for the selected career/profession.
2. Explore the technology used in the selected career/profession.
3. Identify potential salary and employee benefits and compensations for the selected career.
4. Research current and future job availability for the selected career path based on location.
5. Determine the return on investment for the selected career.
6. Create a spreadsheet or flow chart showing the advancement of the selected career path and track the cost of any additional education or certifications that could be required throughout this career or other related options.

### c. Create a professional email address to utilize when applying for colleges and/or jobs.

1. Evaluate the necessity of using a personal, professional email address when applying for college and/or jobs instead of a school or work email address.
2. Compare and contrast various email service providers.
3. Identify an appropriate, professional username.
4. Explore proper email etiquette when communicating professionally.

### d. Create a professional résumé tailored to the chosen career field.

# Unit 4: Digital Literacy and Citizenship

## Competencies and Suggested Objectives

### a. Explain the role that digital media plays in an individual's daily life, digital footprint, and identity.

1. Evaluate the advantages and disadvantages of various forms of digital media.
2. Define digital footprint and identify online activities that contribute to it.
3. Identify ways to present oneself positively and authentically online.
4. Explain the importance of respecting other people's opinions online.
5. Explore ways to utilize social media positively and respectfully.
6. Analyze how digital footprint affects college admission and employment.
7. Explore the impact of an individual's digital footprint.

### b. Demonstrate proper etiquette when collaborating, communicating, and using digital media.

1. Explain how relationships are affected by digital media.
2. Identify cyberbullying, cyberstalking, and other inappropriate online behaviors, and analyze how they can affect individuals and groups of people.
3. Identify ways to combat hate speech.
4. Explore the responsible use of social media and how to apply it to individual social media accounts.
5. Research state and national laws and policies concerning inappropriate online behaviors.
6. Define copyright, public domain, and fair use.
7. Explain how to give credit to others' creative works.
8. Evaluate copyright and plagiarism laws.
9. Assess the credibility and reliability of information found on the internet.

### c. Analyze the effects of digital media on individuals.

1. Explore the ways individuals interact with and incorporate digital media into their daily lives.
2. Research the impacts of screen time.
3. Compare and contrast the ways digital media can lead to both positive and negative feelings.
4. Create personalized guidelines for healthy digital media use, including ideas to "unplug" to cultivate a balance between online and offline activities.

**d. Explore the various facets of internet privacy and security.**

1. Identify ways to be safe and responsible online.
2. Identify ways in which websites collect personal data.
3. Compare the advantages and disadvantages of websites collecting personal data.
4. Compare private versus public information.
5. Discuss strategies that can be used to protect an individual's online privacy.
6. Investigate security measures that can be taken to protect an individual's identity.
7. Discuss the characteristics and purpose of strong passwords.
8. Identify clickbait and strategies for avoiding it.

**e. Create a presentation that applies knowledge and understanding of digital literacy and citizenship.**

The competencies and suggested objectives in this unit reference the Common Sense Media *Digital Citizenship* curriculum.

# Unit 5: Developing Effective Study Skills

## Competencies and Suggested Objectives

- a. **Demonstrate effective note-taking skills in various subject areas (e.g., Cornell Notes, Memory Principles, mnemonic devices, graphic organizers, and outlining).**
- b. **Demonstrate effective reading strategies for various texts (e.g., SQ3R, text structure, text-dependent questions, and close reading strategies).**
- c. **Evaluate how time management can impact study skills and academic outcomes.**
  1. Identify obstacles that might interfere with accomplishing tasks.
  2. Identify strategies that increase the ability to remain on task.
  3. Develop a weekly study schedule.
- d. **Evaluate effective test preparation and test-taking strategies.**
  1. Discuss how to overcome test anxiety.
  2. Identify test preparation strategies (e.g., taking practice tests, creating a study schedule, analyzing missed questions, etc.).

# Unit 6: Developing Foundational Research Skills

## Competencies and Suggested Objectives

### a. Using the formal writing process, conduct a research project that answers a question or solves a problem.

1. Select a research topic of interest or one that satisfies the research project requirement.
2. Brainstorm questions that relate to the chosen topic.
3. Write a thesis statement or a purpose statement that expresses the scope, purpose, and direction of the paper.
4. Develop and refine search queries to locate specific information related to the research question.
  - Using a variety of resources, deepen understanding or expand 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.).
5. 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.
6. Respect the intellectual property rights of creators and producers by avoiding plagiarism and following a standard format for citation.
7. Outline the organization and content of the research paper.
8. Write a research paper that includes an introduction, body, and conclusion.
9. Revise and edit the content, grammar, format, and conventions of the research paper to ensure clarity and understanding.
10. Publish a final draft of the research paper.

**b. Present the research using effective public speaking skills.**

1. 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.
2. Effectively communicate the research findings.
3. Reflect on the research process to determine areas for improvement, strengths, and growth.

# Unit 7: Identifying Personality Styles

## Competencies and Suggested Objectives

### a. Discover personal learning and personality styles.

1. Complete a learning style inventory and a personality style inventory.
2. Identify forces that shape personality development, including personality traits, heredity, and environment.
3. Discuss how conflicting learning and personality styles are handled in the workplace and in life.
4. Identify academic strategies that support individual learning needs.
5. Recognize the diversity of learning and personality styles among peers.

### b. Explore obstacles that can interfere with personal goals and priorities.

1. 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.
2. Effectively communicate the research findings.
3. Reflect on the research process to determine areas for improvement, strengths, and growth.



# Unit 8: Exploring Effective Teams

## Competencies and Suggested Objectives

### a. Analyze the benefits of collaborative work environments.

1. Identify what makes an effective team.
2. Evaluate situations when working together earns greater results.
3. Examine possible alternatives to face-to-face collaborative work environments. (Ex. Virtual and hybrid)
4. Explain how individual differences and contributions can be used to strengthen a team and create better results.
5. Recognize the importance of celebrating individual success.

### b. Examine strategies used to overcome obstacles when working in teams.

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

### c. Evaluate how compromise impacts various situations.

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

**d. Explore the benefits of taking responsibility for personal actions, emotions, and behaviors.**

1. Explain how emotions can impact daily decisions, productivity, and attitudes.
2. Discuss how people with positive attitudes compare to people with negative attitudes as it relates to productivity and outlook on life.
3. 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

### a. Evaluate the impact of having positive relationships.

1. List characteristics of being a good friend and/or having a positive relationship with others.
2. Recognize characteristics of positive and negative relationships.
3. Explain how to create positive relationships with others that will impact school, work, and personal life.
4. Analyze actions and behaviors that negatively impact friendships and relationships.
5. Explain why setting clear expectations for relationships is necessary for avoiding conflicts.
6. Explore the impact of providing autonomy and how it can build trust in relationships in school, work, and personal life.
7. Explain why surrounding yourself with positive people influences your behavior and decisions.
8. Explain how understanding others' points of view can be utilized in various settings and relationships (e.g., collaborative school groups, work groups/teams).
9. Given various scenarios, identify appropriate actions and behaviors that will result in a positive outcome.
10. Discuss why keeping promises and commitments is important to personal relationships.
11. Reflect on how service and kindness towards others impact relationships.

### b. Determine how self-image plays a role in personal decisions, behaviors, and perspectives.

1. Define self-image.
2. List characteristics of a positive self-image and a negative self-image.
3. Identify core values.
4. Discuss how a person's core values influence an individual's self-image.
5. Explain strategies to change a negative self-image into a positive one.
6. Recognize that making mistakes impacts how we learn.
7. Evaluate the impact honesty plays in personal decisions and behaviors.

### c. Discover how habits impact self-image.

1. Define a habit.
2. Distinguish between positive and negative habits at school, home, and work.
3. Identify strategies that can change negative habits into positive ones.

# Unit 10: Developing Strong Mental and Physical Health

## Competencies and Suggested Objectives

### a. Analyze the importance of mental health.

1. Explain why it is important to take care of individual mental health.
2. Explain what it means to have balance in life.
3. Discuss the importance of being a well-rounded person.
4. Explain how service toward others can benefit mental health.
5. Identify ways to rejuvenate and renew the body physically and mentally.
6. Use scenarios to role-play situations that focus on improving and maintaining strong mental health.
7. Include, in developed S.M.A.R.T. (specific, measurable, attainable, realistic, time-based) goals, objectives to maintain positive or improve mental health.
8. Write an action plan that addresses how to meet mental health S.M.A.R.T. goals.

### b. Examine the risk factors and prevention of suicide.<sup>1</sup>

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

### c. Analyze the importance of physical health.

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

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<sup>1</sup> “Substance Abuse and Mental Health Services Administration,” U.S. Department of Health and Human Services.

**d. Explore the positive and negative impacts of social media on mental and physical health.**

1. Examine the impact of social media on mental and physical health.
2. Identify examples of social media positively or negatively impacting mental and physical health.
3. Engage in a debate that focuses on the positive or negative impacts of social media on mental and physical health.

# Unit 11: Community Service

## Competencies and Suggested Objectives

### a. Determine a service project that will meet a need within the local school and/or community.

1. Define community service and philanthropy.
2. Discuss the importance of community service.
3. Explain the purpose of a service project and how it can impact a school and/or local community.
4. Analyze potential service projects that would meet a need within the local school and/or 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, or financial literacy).
5. Determine how the selected service project or projects will be implemented within the local school and/or community (e.g., the whole class or grade, an individual student, groups of students, etc.).

### b. Implement a student-led service project into the school/community.

1. Determine the roles and responsibilities of the service project work plan.
2. Establish a consistent form of communication with volunteers, project participants, and staff involved in the project.
3. Collect informational data on the progress of the project.
4. Maintain financial documentation of all aspects of the service project (if applicable).

### c. Evaluate the success of the student service project.

1. Evaluate to determine whether the project benefitted and created a positive environment for the local school and community.
2. Create a report (e.g., make a video, write an article, create a slideshow, etc.) that includes a summary, key points, visuals, challenges, and recommendations for the service project.

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

## Appendix A: References and Resources

The references and resources listed below are recommended and 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.

### **ACT Center for Equity in Learning**

ACT Center for Equity in Learning is committed to showcasing and supporting ACT's efforts to close opportunity and outcome gaps for all individuals including students of color, first-generation students, families with economic challenges and exceptional and diverse learners.

[ACT](#)

### **BigFuture**

Big Future is an online free college search resource that provides scholarships and college planning resources and tools for students.

[Big Future](#)

### **College Board**

College Board is a mission-driven not-for-profit organization that connects students to college success and opportunity.

[College Board](#)

### **Common Sense Media**

Common Sense is the nation's leading nonprofit organization dedicated to improving the lives of all kids and families by providing the trustworthy information, education, and independent voice they need to thrive in the 21<sup>st</sup> century.

[Common Sense](#)

### **Encourage**

Encourage is a holistic exploration and planning resource that empowers students to understand their post-high school choices and helps them make informed decisions on their journeys.

[Encourage](#)

### **Get2College**

Get2College is a program of Woodward Hines Education Foundation (WHEF), a non-profit organization. The Get2College mission is to help Mississippi students get to college and be successful there.

[Get2College](#)

### **Mississippi Council on Economic Education**

The mission of the Mississippi Council on Economic Education (MCEE) is to increase economic and financial literacy in Mississippi by providing resources and training to K-12 educators, empowering students to create a more prosperous future for themselves and Mississippi.

[MCEE](#)

## **NextGen Personal Finance**

The mission of Next Gen Personal Finance is having every high school student graduate with a one-semester course in personal finance completed.

[Next Gen](#)



## Appendix B: Individual Success Plan (ISP)

### Student Planning Tool for the Traditional Diploma

I. STUDENT INFORMATION						
Student Name:				MSIS#:		
Career Cluster: (select one) Refer to guidance document for additional information.	<input type="checkbox"/> Agriculture, Food, and Natural Resources <input type="checkbox"/> Architecture and Construction <input type="checkbox"/> Arts, A/V Technology, and Communications <input type="checkbox"/> Business, Management, and Administration	<input type="checkbox"/> Education and Training <input type="checkbox"/> Finance <input type="checkbox"/> Government and Public Administration <input type="checkbox"/> Health Science	<input type="checkbox"/> Hospitality and Tourism <input type="checkbox"/> Human Sciences <input type="checkbox"/> Information Technology <input type="checkbox"/> Law, Public Safety, Corrections, and Security	<input type="checkbox"/> Manufacturing <input type="checkbox"/> Marketing <input type="checkbox"/> STEM <input type="checkbox"/> 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 subscores). Alternately, a student must meet ALL the following: <ul style="list-style-type: none"> <li>• Have a 2.5 GPA</li> <li>• On track to meet diploma requirements</li> <li>• Passed or met all MAAP assessment requirements for graduation.</li> <li>• Concurrently enrolled in Essentials of College Math or Essentials of College Literacy</li> </ul>
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)							
<b>TOTAL Carnegie Units Earned/GPA</b>		<b>/GPA:</b>	<b>/GPA:</b>	<b>/GPA:</b>	<b>/GPA:</b>	<b>/GPA:</b>	<b>/GPA:</b>

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
<input type="checkbox"/> Passed Assessment <input type="checkbox"/> Concordance chart <input type="checkbox"/> Composite score <input type="checkbox"/> ACT <input type="checkbox"/> Dual Credit <input type="checkbox"/> CTE Requirements with WorkKeys <input type="checkbox"/> CTE Requirements with ASVAB <input type="checkbox"/> Transfer from accredited nonpublic school or out-of-state	<input type="checkbox"/> Passed Assessment <input type="checkbox"/> Concordance chart <input type="checkbox"/> Composite score <input type="checkbox"/> ACT <input type="checkbox"/> Dual Credit <input type="checkbox"/> CTE Requirements with WorkKeys <input type="checkbox"/> CTE Requirements with ASVAB <input type="checkbox"/> Transfer from accredited nonpublic school or out-of-state	<input type="checkbox"/> Passed Assessment <input type="checkbox"/> Concordance chart <input type="checkbox"/> Composite score <input type="checkbox"/> ACT <input type="checkbox"/> Dual Credit <input type="checkbox"/> CTE Requirements with WorkKeys <input type="checkbox"/> CTE Requirements with ASVAB <input type="checkbox"/> Transfer from accredited nonpublic school or out-of-state	<input type="checkbox"/> Passed Assessment <input type="checkbox"/> Concordance chart <input type="checkbox"/> Composite score <input type="checkbox"/> ACT <input type="checkbox"/> Dual Credit <input type="checkbox"/> CTE Requirements with WorkKeys <input type="checkbox"/> CTE Requirements with ASVAB <input type="checkbox"/> 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
7 <sup>th</sup>				
8 <sup>th</sup>				
9 <sup>th</sup>				
10 <sup>th</sup>				
11 <sup>th</sup>				
12 <sup>th</sup>				

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, 21<sup>st</sup> 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 21<sup>st</sup> 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).

### Artifacts

The following list includes 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., papers, assessments, essays, projects, 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 Checklist

Use the following statements to determine whether 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 21<sup>st</sup> 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.

## Digital Portfolio Assessment Rubric Sample

If a review panel is selected, this panel could consist of staff, school counselors, administration, professionals from the local community and/or 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 demonstrate a student’s ability to meet the demands of postsecondary and/or a career.

	<b>Level 4</b>	<b>Level 3</b>	<b>Level 2</b>	<b>Level 1</b>
<p><b>Artifacts Support the Following 21<sup>st</sup> Century Skills:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Critical thinking</li> <li><input type="checkbox"/> Collaboration</li> <li><input type="checkbox"/> Communication</li> <li><input type="checkbox"/> Creativity</li> <li><input type="checkbox"/> Citizenship</li> <li><input type="checkbox"/> College and Career Readiness</li> </ul>	<p>Artifacts included in the portfolio clearly connect and support the objectives under each of the 21<sup>st</sup> Century Skills.</p> <p>A thoughtful and thorough explanation is given for the selection of each of the chosen artifacts and how they support 21<sup>st</sup> Century Skills.</p>	<p>Artifacts included in the portfolio sufficiently connect and support the objectives under each of the 21<sup>st</sup> Century Skills.</p> <p>An adequate explanation is given for selection of each of the chosen artifacts and how they support 21<sup>st</sup> Century Skills.</p>	<p>Some artifacts included in the portfolio partially connect and support the objectives under each of the 21<sup>st</sup> Century Skills, but others do not.</p> <p>A limited explanation is given for the selection of each of the chosen artifacts and how they support 21<sup>st</sup> Century Skills.</p>	<p>Artifacts included in the portfolio do not connect and support the objectives stated under each of the 21<sup>st</sup> Century Skills.</p> <p>An explanation is not given for the selection of each of the chosen artifacts and how they support 21<sup>st</sup> Century Skills.</p>
<p><b>Evidence of Growth</b></p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>Through the selected artifacts and written explanations, the student demonstrated no growth from the beginning of the year to the end of the year.</p>

	<b>Level 4</b>	<b>Level 3</b>	<b>Level 2</b>	<b>Level 1</b>
<b>Evidence of Self-Reflection</b>	<p>There is extensive evidence of self-reflection of each artifact woven throughout the entire portfolio.</p> <p>The reflection demonstrates higher-level thinking, and great consideration has been factored into the connections between the reflections and artifacts.</p>	<p>There is some evidence of self-reflection woven throughout the entire portfolio.</p> <p>The student has demonstrated some consideration of the connections between the reflections and the artifacts.</p>	<p>There is minimal evidence of self-reflection throughout the portfolio.</p> <p>The student has made some connections between the reflections and the artifacts.</p>	<p>There is no evidence of self-reflection in any part of the portfolio.</p> <p>The student has not made any connections between the reflections and the artifacts.</p>
<b>Variety of Artifacts</b>	<p>There is a variety of 10 or more artifacts included in the portfolio.</p> <p>The artifacts were creatively chosen to show academic and personal growth while reflecting 21<sup>st</sup> Century skills.</p>	<p>There is a variety of less than 10 and more than six artifacts included in the portfolio.</p> <p>Some creativity was used, with artifacts chosen to show academic and social growth while reflecting 21<sup>st</sup> Century skills.</p>	<p>There is a variety of six artifacts included in the portfolio.</p> <p>Minimal creativity was used to show how each artifact reflects 21<sup>st</sup> Century skills.</p>	<p>There is a variety of five or less artifacts included in the portfolio.</p> <p>No creativity was used in choosing artifacts to show academic and personal growth while reflecting 21<sup>st</sup> Century skills.</p>
<b>Visual Appeal and Organization</b>	<p>The portfolio is professional and well-organized, and there is extensive evidence the student carefully planned the appearance of the portfolio.</p> <p>The portfolio is organized so that the audience can easily identify significant connections between artifacts, explanations, and reflections without any confusion.</p>	<p>The portfolio is aesthetically pleasing and organized. There is some evidence that the student carefully planned the appearance of the portfolio.</p> <p>The portfolio is organized so that the audience can identify some connection between artifacts, explanations, and reflections with minimal confusion.</p>	<p>The portfolio is limited in aesthetically pleasing characteristics. There is little evidence the student sufficiently planned the portfolio.</p> <p>The portfolio is arranged in sections that may not have a specific order or organization. The audience has moderate difficulty identifying some connections between artifacts, explanations, and reflections.</p>	<p>The portfolio is not aesthetically pleasing in any way. There is no evidence that thought was put into planning the appearance of the portfolio.</p> <p>The portfolio has no order or organization. The audience is unable to identify a connection between artifacts, explanations, and/or reflections.</p>

	<b>Level 4</b>	<b>Level 3</b>	<b>Level 2</b>	<b>Level 1</b>
<b>Presentation Preparation</b>	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.
<b>Public Speaking Skills</b>	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 attempts 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.
<b>Balance of Product and Process</b>	The student has been highly engaged with the entire portfolio process throughout the whole year. 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 (Sample)

Which 21<sup>st</sup> Century skill is addressed with this artifact?

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.

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How does this artifact support the objectives under the identified 21<sup>st</sup> Century skill?

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

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## Appendix D: 21<sup>st</sup> Century Skills

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

### CS1-21<sup>st</sup> Century Themes

#### CS1 Global Awareness

1. Using 21<sup>st</sup> 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