2024 Mississippi College and Career Readiness Junior Seminar Curriculum For Early College High Schools

Table of Contents

Acknowledgments

Introduction

Mission Statement

The Mississippi Department of Education (MDE) is dedicated to student success, which includes improving students' achievement of 21st Century skills. The Mississippi College and Career Readiness Junior 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, and to compete in a global economy.

Purpose

The Mississippi College and Career Readiness Junior 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 Junior Seminar course curriculum for Early College High Schools is required for all 11th 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 (ISP) 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 Junior Seminar course continues the foundation for senior seminar courses.

Unit 1: Introduction to Junior Seminar

Competencies and Suggested Objectives

a. **Create or revise academic and personal S.M.A.R.T. goals for the current school year.**
    1. Write a reflection on S.M.A.R.T. goals created for the previous school year. (Based on previous goals, will any changes be made to goals for the current school year, or how will goals created for the current school year help build on S.M.A.R.T. goals from previous school years?)
    2. Revise or edit action steps to achieve stated S.M.A.R.T. goals.
    3. Revise or edit the mission statement developed from freshman or sophomore year.
    4. Develop a Junior Year checklist to provide feedback and monitor progress on meeting S.M.A.R.T. Goals.

b. **Review and update the student ISP with a staff member or counselor.**
    1. Determine that all selected diploma requirements, based on the chosen career, are current, and postsecondary plans are developed.
    2. Schedule a meeting with the high school counselors and staff to complete the items below.
        *   Revise the ISP to ensure requirements for the selected diploma are current and on track for graduation.
        *   Create a collaborative school calendar of dates for student conferences and important deadlines, assessments, and portfolio artifacts.
        *   Determine eligibility of Mississippi HELP grant scholarships and Mississippi Scholars based on the ISP.
        *   Develop a junior checklist for college planning.
    3. Evaluate postsecondary programs to determine progress toward meeting postsecondary/career goals.
    4. 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

c. **Explore options for the Junior community service project.**

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, 21st 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 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 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 21st Century skills and knowledge from across curricula.
4. 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 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.
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 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 21st 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/designated portfolio review panel

c. 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 and to add interest.
2. Effectively communicate how selected artifacts demonstrate the following items:
   - Proficiency of 21st Century skills based on the portfolio rubric
   - Proficiency in academic standards
   - Preparedness for the chosen career pathway/postsecondary program of study
   - Evidence of self-reflection
   - Academic and social growth and leadership

d. 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.**

e. **Participate in an internship, career interview, and/or job shadowing experience in person or online that is related to a researched career field.**

1. Distinguish between an internship, a career interview, and a job shadowing experience. Discuss and implement an internship, career interview, and/or job shadowing experience.
2. Identify essential soft skills needed for the selected career field.
3. Explain what the selected career looks like daily.
4. Determine the current salary scale for the desired career.
5. List the advantages and disadvantages of entering the selected career field.
6. Identify work experiences that are beneficial to the selected career.
7. Explore how to dress professionally by industry.
8. Complete and document internship/job shadowing hours within the chosen career field (if applicable).

f. **Write a reflection that gives an overview of the internship, career interview, or job shadowing experience and answers the following questions:**

1. How will this experience influence the selected career pathway?
2. How did this experience compare to previous ideas or views of the chosen career?
3. How did this experience help identify personal strengths and opportunities for growth?

Unit 4: ACT/PSAT

Competencies and Suggested Objectives

Note: **If students are taking the ACT for the first time, refer to the 10th grade seminar course for ACT standards and objectives.**

a. Create a plan to maximize the ACT composite score.

1. Upload the 10th grade ACT score to the student portfolio.
2. Interpret the composite score of the ACT. (What do composite score and percentile ranking mean as a student?)
3. Using the ACT standards, identify the score range goal and objectives needed to achieve the score goal.
4. Discuss and develop a study plan for the scaled score of English, math, reading, and science based on the identified area for growth.
5. Complete ACT practice tests focusing on the specific area for growth.
6. Schedule and complete an application for the next administration of the ACT.

b. Identify the assessments that are part of the PSAT/NMSQT and determine how to maximize the composite score.

c. Prepare for the PSAT Evidenced Based Reading assessment.

1. Identify the number of questions in the reading section.
2. Identify how much time will be allotted for this section of the exam.
3. Analyze the format of reading questions.
4. Complete the reading and analysis of practice text, informational graphics, charts, or tables to determine central ideas.
5. Interpret words and phrases as they are used in a text.
6. Complete practice PSAT reading assessments.

d. Prepare for the PSAT Evidenced Based Writing component.

1. Identify the number and format of questions for this section.
2. Complete practice PSAT writing prompts.

e. Prepare for the PSAT Math component.

1. Identify the math areas of focus (i.e., algebra, problem-solving and data analysis, advanced math, geometry, trigonometry, and pre-calculus).
2. Demonstrate how to use a graphing calculator to complete the calculator section of the PSAT.
3. Analyze the format of math questions.
4. Complete practice PSAT math assessments.

Unit 5: Applying for Financial Aid

a. **Develop a college financial plan that identifies funding sources for, and sustainability for, each year required for a degree or certification in a selected academic or technical program.**

1. Explore the overall financial aid process by explaining the four sources of financial aid: private aid, institutional aid, Mississippi aid, and federal aid.
2. Review financial aid terminology.
3. Identify the types of institutional financial aid options that are available at each college/university the student is considering (e.g., academic merit scholarships, need-based grants, competitive application-based scholarships, involvement-based aid, etc.).
4. Research the available funding sources available to students for their chosen academic or technical programs (e.g., private scholarships, college/university scholarships, Mississippi aid, or federal aid).
5. Explore military options for college financial aid.
6. Explore transfer student financial aid options available between community colleges and universities (e.g., Phi Theta Kappa, institutional transfer scholarships, Jack Kent Cook, etc.).
7. Calculate the amount of financial aid needed for each of the chosen colleges/universities using tools such as the financial aid calculators on each college/university website and/or a college cost comparison worksheet.
8. Use online tools, websites and/or workbooks to develop an understanding of student loans as a funding option by investigating the types of student loans, loan amount limits, interest rates, and repayment options.

b. **Complete applications for financial aid.**

1. Develop an understanding of what the Free Application for Federal Student Aid (FAFSA) is, how it is used, and why it is important.
2. Create a Federal Student Financial Aid username and password (FSA ID) to be used for all studentaid.gov applications such as FAFSA and federal student loans.
3. Determine eligibility for Mississippi's grant programs based on information obtained from the ISP.
4. Research and apply for available private scholarships (national, regional, and/or local).
5. Research and complete the scholarship application for each chosen college/university.
6. **(Seniors Only)** Complete the FASFSA at *studentaid.gov* between October 1 and March 31 or complete a mock FAFSA via the Federal Student Aid FAFSA Demo site.

7. **(Juniors Only)** Complete a mock FAFSA via the Federal Student Aid FAFSA Demo site.
8. **(Seniors Only)** Complete the Mississippi Aid Application (MAAPP) at *msfinancialaid.org* between October 1 and March 31.

Students who are undocumented are not eligible to complete and submit federal or Mississippi aid applications.

c. Compose a writing submission to use when applying for scholarships.

1. Identify whether college/university admissions, special programs, and/or scholarships require writing submissions and the requirements (e.g., relevant topics, word count, spacing, font, sourcing, etc.).
2. Explore the different types of writing submissions that may be required – personal statement, response to essay topic prompt, creative writing piece, etc.
3. Use sample prompts to create and submit a draft of a college essay for review.
4. Draft a personal statement for review.
5. Create a final draft of a writing submission (e.g., personal statement or college essay) for submission to colleges/universities.

d. Participate in mock scholarship and academic interviews.

1. Explore how scholarship/academic interviews are used by colleges.
2. Identify and examine questions that may be asked during a scholarship/academic interview.
3. Review appropriate attire, behavior, and best practices for an interview.
4. Participate in a mock scholarship interview with peers and/or teachers.
5. Write a reflection on the scholarship/academic interview process and determine strengths and areas of growth.

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 6: Financial Literacy

Competencies and Suggested Objectives

a. **Compare sources of personal income and compensation and analyze factors that affect net income.**
    1. Analyze the monetary and non-monetary value of employee benefits in addition to wages and salaries.
    2. Identify non-income factors that influence career choice.
    3. Compare the cost of living between geographic areas.
    4. Compare the unemployment rates of workers with different levels of education.
    5. Describe the relationship between gross and net income.
    6. Identify the parts of a paycheck stub and describe the purpose of deductions.
    7. Explain the purpose of income tax and how it impacts net income.
    8. Explore ways to file income taxes.
    9. Analyze and/or complete a Form W-4, Mississippi Employee's Withholding Exemption Certificate, and Form I-9.

b. **Apply reliable information and systematic decision-making to personal financial spending and saving decisions.**
    1. Identify short-term and long-term goals for spending and saving.
    2. Evaluate reliable resources for financial advice or representation when making financial decisions, including consulting attorneys, tax advisors, and/or financial planners.
    3. Explain how to make an informed consumer decision.
    4. Describe how inflation affects financial decisions, including the price of goods and services.
    5. Analyze marketing and advertising techniques designed to encourage spending.
    6. Compare the advantages and disadvantages of owning a house versus renting.
    7. Develop a definition of wealth based on personal values, priorities, and goals.
    8. Develop a budget to manage spending and saving.
    9. Explain methods for adjusting a budget for unexpected expenses and/or emergencies.

c. Analyze the purpose and functions of financial institutions.

1. Compare the features and costs of personal checking/savings accounts offered by various financial institutions.
2. Investigate account management services that financial institutions provide (e.g., banking apps, websites, mobile alerts, online bill pay, direct deposit, etc.).
3. Identify ways to deposit and withdraw funds from a personal checking and/or savings account.
4. Discuss various banking activities used to make a purchase, make a deposit, and/or pay a bill (e.g., written check, ATM withdrawal, debit, person-to-person transaction, prepaid card, etc.).
5. Write a check.
6. Reconcile a checking account.
7. Identify common monthly bills and demonstrate how to schedule and manage bill payments.
8. Describe the difficulties "unbanked" people face.

d. Develop strategies to control and manage credit and debt.

1. Discuss the benefits and costs of using credit and debt.
2. Explain the effect of debt on net worth and the ability to borrow money.
3. Compare and contrast debit and credit cards.
4. Examine a credit card statement and identify the interest rate and fees charged.
5. Analyze credit reports and credit scores.
6. Explain how landlords, potential employers, and insurance companies use credit reports and credit scores in decision-making.
7. Explain how using payday loans can perpetuate a cycle of debt.
8. Discuss the relationship between compound interest and debt and its effect on wealth building.
9. Differentiate among various types of student loans and alternatives as a means of paying for postsecondary education.
10. Determine the most cost-effective option for purchasing a vehicle.

e. Explain how investing helps build wealth and meet financial goals.

1. Describe the differences between saving and investing and when to utilize each.
2. Describe the importance of various sources of income on retirement, including Social Security, employer-sponsored retirement savings plans, and personal investments.
3. Compare various types of investments and give examples of how employer-matching contributions to employer-sponsored retirement savings plans and vesting schedules affect participating employees.
4. Explain how compound interest works, its benefits to savers, and how to calculate it using an online calculator.

5. Illustrate how the concept of time value of money applies to retirement planning.
6. Compare the advantages of taxable, tax-deferred, and tax-advantaged investments for new savers, including Roth IRAs and employer-sponsored retirement vehicles.
7. Define asset allocation and diversification and explain why they are key strategies for successful investing.
8. Compare the consequences of delaying investment for retirement and the benefits of investing early.
9. Explain the stock market, including the basics of how it functions, how investors interact with the stock exchange, and how investors make money in it.

f. Analyze appropriate and cost-effective risk management strategies.
1. Describe the purpose of insurance.
2. Identify and discuss the basic types of insurance available to consumers and determine the appropriate time to utilize each.
3. Explain premiums, deductibles, copays, and out-of-pocket expenses.
4. Differentiate among the main types of auto insurance coverage and determine the legal minimum amounts of auto insurance coverage required in Mississippi as well as the recommended optimal amounts.
5. Identify the factors that influence the cost of homeowner and renter insurance.
6. Explain the fundamentals of health insurance and identify various types of health insurance coverage.
7. Analyze the conditions under which it is appropriate for young adults to have life, health, disability, and long-term care insurance and identify sources to obtain each.
8. Explain the process of resolving identity theft problems as recommended by the Federal Trade Commission and relevant financial institutions.
9. Describe the costs and benefits of extended warranties.

This unit was developed, in part, by the Mississippi Council on Economic Education. The competencies and suggested objectives are based on the Council for Economic Education's *National Standards for Financial Literacy* and the *Jump$tart National Standards for Personal Finance Education*.

Unit 7: 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 and/or 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/or 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 junior community service project be initiated and completed by individual students based on the interests and needs of the local community.

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.	☐ 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 subscores). 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).

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 the 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.

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.

	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.**	**Some 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.**
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.**

	Level 4	Level 3	Level 2	Level 1
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 minimal 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.
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 artifacts included in the portfolio. 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 so that 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 connections 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.

	Level 4	Level 3	Level 2	Level 1
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.
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 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.
Balance of Product and Process	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 21st Century skills are 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 21st Century skill?

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

_____

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Appendix D: 21st Century Skills

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