



2018

**COLLEGE- AND CAREER-READINESS
COURSE CURRICULUM**

Effective Date: 2018-2019 School Year

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Cindy Ming, Project Manager for the Research and Curriculum Unit at Mississippi State University

Jean Massey, Office of Secondary Education, Mississippi Department of Education

Heather Morrison, P20 Projects Coordinator, Government Relations and Strategic Initiatives, Mississippi Institutions of Higher Learning

Kristin Fuhrmann, former Project Manager for the Research and Curriculum Unit at Mississippi State University

Dr. Myra Pannell, Senior Research Associate for the Research and Curriculum Unit at Mississippi State University

Betsey Smith, Director for the Research and Curriculum Unit at Mississippi State University

Dr. Scott Kolle, former Project Manager for the Research and Curriculum Unit at Mississippi State University

Brad Skelton, Project Manager for the Research and Curriculum Unit at Mississippi State University

College and Career Readiness Task Force Members

| | |
|--------------------------|---|
| Amanda Tullos | Literacy Curriculum and Intervention Specialist, Starkville-Oktibbeha School District |
| Angela Payne, Ph. D. | Director of Admissions, Meridian Community College |
| Ann Hendrick | Director, Get2College Program |
| Annette Williams | |
| April Scarbrough | |
| Audra Love Kimble | Assistant Executive Director for Academics and Student Affairs, Mississippi Community College Board |
| Ben Stein | Principal, Northwest Rankin High School |
| Casey C. Turnage, Ph.D. | Director of Policy and Strategic Initiatives, Mississippi Institutions of Higher Learning |
| Catherine Beasley | Curriculum Specialist, Rankin County School District |
| Chandrea Walker | Director of Counseling and Support Services, Mississippi Department of Education |
| Charlotte Young | Assistant Superintendent, Meridian Public School District |
| David Fava | Director of the Career and Technical Center, Gulfport School District |
| Debbie West-Terry | Counselor, George County High School |
| Dee Randall | Director of Curriculum and Instruction, Columbia School District |
| Emelia Nordan | College Savings Plan and Policy Director, Office of the Mississippi Treasurer |
| Erron Flowers | Director of Admissions, University of Southern Mississippi |
| Helen Price | Principal, Oak Grove High School |
| Janieth Adams | Director of Undergraduate Admissions, Jackson State University |
| Jennifer Rogers | Director of Student Financial Aid, Mississippi Institutions of Higher Learning |
| Jennifer Trammell | Office Director of K-8 Counseling Programs, Mississippi Department of Education |
| Jessica Flynt | Counselor, Covington County School District |
| Jessica Smith | Counselor, Northwest Rankin High School |
| Juawice McCormick | Program Coordinator and Assistant Professor of School Counseling, University of Southern Mississippi |
| Kemi Ford | Counselor, Amory School District |
| Kenya L. Horn | Counselor, Mississippi School of the Arts |
| Keri Armstrong | Counselor, Columbia High School |
| Kierstan Dufour | Assistant Director of Get2College, Woodward Hines Education Foundation |
| Lori Ball | Director, Undergraduate Admissions and Scholarships, Mississippi State University |
| Melissa Caperton | Director, American College Application Campaign, American Council on Education |
| Rachel De Vaughan, Ph.D. | Director of Special Project, Mississippi Community College Board |
| Selena Swartzfager | President, Mississippi Council on Economic Education |
| Stephanie Bullock | Project Coordinator for Complete 2 Compete, Ms. Institutions of Higher Learning |
| Suzanne Oakley | |
| Theresa Conner | Teacher, Northwest Rankin High School |
| Thomas Dudley III | Assistant Principal, Richland High School |
| Vickie Powell | Senior Vice-President Foundations, Mississippi Economics Council |

Introduction

Mission Statement

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

Purpose

The Mississippi College and Career Readiness course (CCR) was developed to support the vision and mission of the Mississippi Department of Education that all students graduate from high school prepared for college, career, and active citizenship. The CCR course curriculum outlines what knowledge students should obtain and the types of skills that must be mastered upon completion of the course. These standards have been determined relevant for students to successfully transition to postsecondary and the workforce.

Implementation

The Mississippi College-and Career-Readiness Course (CCR) will be piloted during the 2018-2019 school year. This course was developed for 11th or 12th grade students.

References and Resources

Mississippi College and Career Ready Standards

The College and Career Ready Standards emphasize critical thinking, teamwork and problem-solving skills. Students will learn the skills and abilities demanded by the workforce of today and the future. Mississippi adopted the Mississippi College and Career Ready Standards (MCCRS) because they provide a consistent, clear understanding of what students are expected to learn so that teachers and parents know what they need to do to help them.

Reprinted from <http://www.mde.k12.ms.us/MCCRS>

Get2College

Units for college and career planning were adapted by the Get2College organization. Get2College is a non-profit organization created to provide one-on-one assistance to students, parents and guardians on how to plan for college and career.

National Standards for Financial Literacy

ACT College and Career Readiness Standards

Resources/References

A list of recommended references/resources is provided for each unit. Each list includes instructional resources that may be used to teach or enhance each teaching unit. These resources are recommended and are not endorsed by the Mississippi Department of Education. The list may be modified or enhanced based on needs and abilities of students and available resources.

Unit 1: Introduction to College and Career Readiness

Competencies and suggested objectives

1. Explain what it means to be college and career ready.
 - a. Define college and career readiness.
 - b. Explain and illustrate what 21st Century Skills are and why they are needed to be college and career ready.
 - c. Distinguish between hard skills and soft skills and how they apply to post-secondary and the workforce.
 - d. Determine the college and career readiness skills needed for postsecondary college/university and/or a career.
2. Determine which college/university major or career pathway best meets completed Individual Success Plan (ISP).
 - a. Research potential colleges and universities for the programs of study that align with ISP results.
 - b. Schedule with staff and/or counselor college/university campus tours.
 - c. Complete an individual career assessment using an online resource (ex. [O*NET online](#))
 - d. Research online resources for career exploration options to prepare for career, internships, and/or college. (i.e. [Get2College](#), [MATT](#) and [Big Future](#))
3. Determine that all selected diploma requirements, based on chosen career cluster, are current and postsecondary plans are developed.
 - a. Schedule a meeting with high school counselor to complete the following:
 - i. Revise ISP to ensure requirements for selected diploma are current and on track for graduation.
 - ii. Create a collaborative school year calendar of dates for student conferences and important deadlines for college, scholarship and financial applications and portfolio artifacts.
 - iii. Determine eligibility of Mississippi [HELP grant](#)/scholarships based (i.e., [Mississippi Scholars](#)) on ISP.
 - b. Evaluate postsecondary programs to determine progress towards meeting postsecondary and/or career goals.
 - c. Create or revise a student resume. Resume could include the following:
 - i. Work experience (i.e. internships, job shadowing, summer jobs, part-time work)
 - ii. Volunteering/community service project
 - iii. School information
 - iv. Leadership activities
 - v. Extracurricular activities

4. Create academic and personal SMART goals for current school year.(Specific, Measurable, Attainable, Realistic, Timely)
 - a. Discuss reasons for setting goals.
 - b. Identify and discuss each part of a SMART Goal.
 - c. Write SMART goals for the current year and postsecondary that align with current ISP.
 - d. Identify action steps that will lead to the achievement of created SMART goals.
 - e. Create a mission statement for the current school year that includes:
 - i. Personal SMART goals
 - ii. Academic SMART Goals
 - iii. How the personal and academic goals are connected with 21st Century Skills?
 - iv. How do the created goals represent the individual student?

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Unit 2: The Student Portfolio and Exhibit

Overview: In an effort to provide all students with an opportunity that leads to being college and career ready, students will develop a portfolio that uniquely demonstrates the culmination of their proficiency in academics and 21st Century Skills. 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 post-secondary and career interests.

The Final Portfolio Exhibit should affirm student's 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 the student has the resources needed to complete the project: i.e., administrator, academic teacher, counselor, and/or media specialists.

| Competencies and suggested objectives |
|--|
| <ol style="list-style-type: none">1. Discuss the purpose and development of a student portfolio.<ol style="list-style-type: none">a. Explain the purpose of a student portfolio.b. Identify and explain each component of a student portfolio.c. Assess ways a student portfolio will demonstrate 21st Century Skills and knowledge from across curricula.d. Determine requirements for portfolio based on assessment rubric. (Sample rubric can be found in Appendix B.) |
| <ol style="list-style-type: none">2. Demonstrate how to collect and organize artifacts into the student portfolio.<ol style="list-style-type: none">a. Collect and identify individual artifacts for the portfolio (i.e. academic assignments, writing samples and group projects) that will measure intended outcomes of 21st Century Skills and citizenship across subject areas and disciplines.b. Write a reflection for each artifact that will be included in final portfolio. (Sample reflection form can be found in Appendix B.)c. Create a collaborative calendar with teachers, counselors and staff to determine when artifacts and written assignments for the portfolio are due throughout the year. |
| <ol style="list-style-type: none">3. Evaluate progress for completion of final portfolio.<ol style="list-style-type: none">a. Evaluate each artifact to ensure it demonstrates proficiency of a 21st Century Skills.b. Complete artifact reflections.c. Schedule date and time of final portfolio exhibit with counselor and staff.d. Write and prepare formal invitations to send to selected/designated portfolio review panel. |

4. Present final portfolio for evaluation.
 - a. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
 - b. Communicate effectively how selected artifacts demonstrate the following:
 - i. Proficiency of 21st Century Skills based on portfolio rubric
 - ii. Proficiency in academic standards
 - iii. Preparedness for chosen career pathway and/or post-secondary program of study
 - c. Communicate effectively how selected artifacts demonstrate the following:
 - i. Evidence of self-reflection.
 - ii. Academic and social growth
 - iii. Leadership
5. Write and address formal thank you notes to mail/hand deliver to portfolio exhibit panel members.

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Unit 3: College Selection and Transition

This unit was provided, in part by, Get2College, a program of the nonprofit Woodward Hines Education Foundation, and considered Mississippi's recognized expert resource for college admissions and financial aid advice. This online resource (Get2College.org) can be used to aid students in the research and selection of a college and/or career.

Competencies and suggested objectives

1. Investigate potential colleges/universities or military branches based on ISP and career interests.
 - a. Create student profile at [Big Future](#) to use in college search.
 - b. Select colleges/universities or military branch to research based on ISP and career interests.
 - c. Compare admissions requirements for selected military branches, or selected colleges/universities (ACT score, grade point average (GPA), essay, and recommendation requirements).
 - d. Determine "Cost of Attendance" (COA) for each college/university selected.
 - e. Write emails to potential college/university admissions counselors to introduce the student and their interests as well as request information on scheduled events and activities.
 - f. Create a calendar of application deadlines for selected colleges/universities.
 - g. (Military) Create a calendar of dates for enlistment/enrollment requirements for selected military branch or ROTC.
2. Develop a written essay to meet college admissions, program entry and/or scholarship requirements.
 - a. Identify the requirements of selected college/university admissions, program entry and/or scholarship essay (i.e., relevant topics, word count, double spaced, font, header and footer notes).
 - b. Research and choose a relevant essay prompt.
 - c. Create a draft of the college essay to be reviewed and edited by a faculty member or counselor.
 - d. Create final draft of essay for submission to college/university.
3. Demonstrate the ability to complete college admissions applications.
 - a. Identify documents needed to complete a college application (i.e. ACT scores, transcript, admissions essay, recommendations).
 - b. Complete a mock application for review by a counselor or teacher. (Juniors ONLY)
 - c. Utilize admissions counselors from selected colleges to provide information on the application process and selection.
 - d. **(Seniors Only)** Complete official application for selected colleges/universities. (It is recommended that students complete three applications).
 - e. **(Seniors Only)** Review the process required to request official documents that will be required and sent to selected colleges and /or universities. (i.e., transcript, ACT score, fee waiver, etc.).

4. **(Juniors Only)** Prepare for transition to college.
 - a. Research summer, college academic programs that align with interests and career path.
 - b. Register for college/university campus visits.

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Unit 4: Applying for Financial Aid

This unit was provided, in part by, Get2College, a program of the nonprofit Woodward Hines Education Foundation, and considered Mississippi's recognized expert resource for college admissions and financial aid advice. This online resource (Get2College.org) can be used to aid students in the research and selection of a college and/or career.

Competencies and suggested objectives

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

The following objectives can be met by following the College Planning Guide found in the online resource [Get2College](http://Get2College.org).

- a. Explain the difference between a scholarship, student loan, and Pell Grant as financial aid options and what order they should be used when applying to a college/university. Explore financial aid options that will apply for each selected college/university. (i.e., scholarships, grants, G.I. Bill, etc.)
- b. Calculate the amount of financial aid needed for selected colleges/universities using the financial aid calculators on each college/university website.
- c. Research available scholarships that will apply to selected academic or technical program. (i.e., Scholarships, universities, colleges, state a, colleges, and)
- d. Explore military options for financial aid for college.
- e. Investigate the costs, benefits, and requirements of student loans. (studentloans.gov)

2. Complete applications for financial aid.

- a. Explore FAFSA (Free Application for Federal Student Aid) resources to gain an understanding of what it is, what it is used for, and why it is important. (FAFSA)
- b. Create a FSFA identification.

For Junior Students

- c. JUNIORS: Use the EFC (Expected Family Contribution) calculator (Get2College) to determine eligibility for federal student aid.
- d. JUNIORS: Apply for available private scholarships (national or local).

For Senior Students (required)

- e. SENIORS: Complete the FAFSA (Free Application For Federal Student Aid) between October 1st - March 31st.
- f. SENIORS: (Required) Complete the Mississippi Office of State Student Financial Aid application between October 1st-March 31st. (<https://www.ms.gov/sfa/Main.do>)

3. Create a spreadsheet of scholarship and/or financial aid deadlines for each chosen college/university.

- a. Identify requirements to maintain each scholarship received.
- b. Determine if all scholarships received can be used for financial aid to selected colleges/universities.

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| <ol style="list-style-type: none">4. Participate in a mock scholarship and academic interviews.<ol style="list-style-type: none">a. Identify and examine interview questions that may be asked during a scholarship/academic interview.b. Participate in a mock scholarship interview with peers or instructor.c. Write a reflection of the interview process and determine strengths and areas of growth. |
| <ol style="list-style-type: none">5. Understand the financial aid award letter process.<ol style="list-style-type: none">a. Review financial aid packages the semester prior to attending a college/university.b. Complete any verification required from college/university or Mississippi Office of Student Financial Aid.c. Review sample financial aid award letters, how and what to accept, when to expect them, and where to find them. Use Get2College resources for (1) sample award letter and (2) comparing financial aid awarding.d. Accept financial aid package for college/university through online student account.e. Review potential verification information that students could be asked for in the future, use Get2College resources and webinar.f. Go over the “Cost of College” resources from Get2College, allow students to complete individually based on chosen college/university. |

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Unit 5: Preparing for a Career and Internship

| Competencies and suggested objectives |
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| <p>1. Research selected career path based on interests and program of study in completed ISP. (i.e., O*Net Online, Bureau of Labor Statistics- Occupational Outlook Handbook)</p> <ol style="list-style-type: none">Determine skills, education, and training that will be needed for this career/profession.Explore the technology used in this career/profession.Identify potential salary and employee benefits/compensations.Research current and future job availability for chosen career path based on location.Determine the return on investment for chosen career.Create a spreadsheet or flow chart showing the advancement of chosen career path and track the cost of any additional education/certifications that could be required throughout this career or other related options. |
| <p>2. Participate in an internship, a career interview, or job shadowing in person or online that is related to a researched career field.</p> <ol style="list-style-type: none">Distinguish between an internship, a career interview, and job shadowing.Discuss the purpose of an internship, a career interview, and job shadowing and how participating can provide purposeful exposure to a researched career path.Schedule a meeting with designated school staff to plan and schedule internship hours and expectations.Identify skills (technical, transferable, and/or “soft”) that are needed for selected career field.Explain what this career looks like on a daily basis.Determine the current salary scale for desired career.List the advantages and disadvantages of entering into selected career field.Identify work experiences that are beneficial to this selected career.Complete and document internship hours within chosen career field. |
| <p>3. Request letter of recommendation from internship or job shadowing experience.</p> |
| <p>4. Submit internship or job shadowing evaluation forms.</p> |
| <p>5. Write a reflection that gives an overview of internship work experience. The reflection should also include the following.</p> <ol style="list-style-type: none">How will this experience influence your career pathway?How did this experience compare to previous ideas or views of the chosen career?How did this experience help identify personal strengths and opportunities for growth? |

Unit 6: Financial Literacy

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 National Standards for Financial Literacy and the Jump\$tart National Standards.

| Competencies and suggested objectives |
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| <ol style="list-style-type: none">1. Explain what employee benefits and compensation are and how they impact earned income.<ol style="list-style-type: none">a. Define compensation.b. Identify examples of employee benefits and how they are forms of compensation.c. Differentiate between required employer contributions and additional benefits that an employer might offer.d. Analyze the monetary and non-monetary value of employee benefits in addition to wages and salaries.e. Explain the effect of inflation on income and purchasing power.f. Identify employee retirement options. (i.e., 401k, IRAs, and employee stock options) |
| <ol style="list-style-type: none">2. Analyze factors that affect net income.<ol style="list-style-type: none">a. Describe different types of compensation and the relationship between gross and net income.b. Identify parts of a paycheck stub.c. Describe the purpose for deductions identified on a paycheck stub.d. Explain the purpose of income taxes and how it impacts an individual's net income.e. Determine how to calculate payroll tax deductions.f. Explain the purpose of a W-4 and what withholdings mean in regards to income earned.g. Complete a W-4 form based on income identified from chosen career path. Identify and complete the components of a W-2 form. |
| <ol style="list-style-type: none">3. Investigate how the American tax system works and impacts an individual's income.<ol style="list-style-type: none">a. Explain the purpose of a 1040EZ tax form.b. Complete a 1040EZ tax form based on income identified from chosen career path.c. Discuss the process for filing, paying taxes, and receiving a refund.d. Explain the possible penalties for not filing taxes each year.e. Identify how different types of commerce are taxed on a daily basis and how the tax is used for a local community. (i.e. restaurants, retail stores, etc.)f. Discuss how the progressive tax code and interstate taxes impact citizens. |

4. Explain the purpose of and how to manage a personal checking and savings account.
 - a. Explain the purpose of having a personal checking and/or savings account.
 - b. Compare the different features, interest, fees, and requirements of checking and/or savings accounts at local banks and credit unions.
 - c. Examine a checking account agreement to identify the fees associated with using a checking account.
 - d. Understand how overdraft protection works and how to avoid high fees attached to the service.
 - e. Identify ways to deposit and withdraw funds from a personal checking and/or savings account.
 - f. Explain what direct deposit is, how to sign up for it, and why it could be beneficial.
 - g. Complete a check register based on banking activity then balance and reconcile personal checking account.
 - h. Read a bank statement to verify its accuracy and interpret how income is being used.
5. Utilize various banking activities to purchase, make a deposit, and/or pay a bill (i.e., write a check, use an ATM, debit, person-to-person, prepaid card, etc.)
 - a. Investigate the use of available online and mobile banking services that help manage personal checking accounts. (ex. banking apps, websites, mobile alerts, online bill pay, Apple and Google Pay, etc.)
 - b. Discuss the importance of participating in the banking system. (i.e., personal checking savings accounts, investing, etc.)
6. Analyze the costs and benefits of having credit.
 - a. Define credit and debt.
 - b. Discuss how credit is used within the United States.
 - c. Explain the effect of debt on a person's ability to borrow money and their net worth.
 - d. State the difference between credit report and credit score and why each is important.
 - e. Analyze the importance of knowing the components of a credit report and how to find and dispute errors.
 - f. Determine how a credit score is calculated. (credit utilization rate, etc.)
 - g. Identify alternative routes to establishing credit.
7. Analyze how to apply for and manage a credit card.
 - a. Compare a credit card to a debit card.
 - b. Compare credit card requirements and terms. Credit.com (interest rates, monthly payment options, minimum balance, credit limit, etc.)
 - c. Understand the purpose of a [Schumer Box](#) as it relates to deciding on which credit card to apply for.
 - d. Explain how a credit card works in terms of making purchases and managing payments.
 - e. Determine how interest is calculated on items purchased.
 - f. Analyze credit card payment options and how each will affect personal income. (i.e., paying off each month vs. carrying over balance)
 - g. Identify and interpret the parts of a credit card statement.
 - h. Investigate marketing schemes that are associated with applying for a credit card.

8. Explain the difference between private and federal loans, how to apply for and the processes to repay received loans.
 - a. Research banking institutes for personal and federal direct student loan options and determine which option will best meet need.
 - b. Explain the fundamental features of a personal loan, including where to find one and how to apply
 - c. Discuss the potential pitfalls of borrowing from family and friends, a personal 401(k), or a payday lender.
 - d. Explain the purpose of and how a loan amortization schedule works.
 - e. Assess how principal, interest rate, and term are critical components to evaluating credit options.
 - f. Calculate the monthly payment amount of a federal direct student loan based on college costs and projected salary upon graduation. (grace periods, interest, loan status, etc.)
 - g. Determine the link between monthly payment size and overall cost of the loan when choosing a repayment option.
 - h. Explain the consequences of delinquency or default with regard to student loans.
 - i. Select the best repayment option to minimize total amount paid while also keeping monthly payments reasonable within a budget.
 - j. Investigate strategies used to avoid loan default.
 - k. Understand how down payment, interest rate, term, loan type, and amortization table work together to impact overall mortgage payments.
 - l. Recognize the pros and cons of fixed- and adjustable-rate mortgages.
 - m. Determine whether a home equity loan or line of credit is a viable loan option.
9. Explain how investing may build wealth and help meet financial goals.
 - a. Describe the difference between saving and investing and when to use each.
 - b. Explain how compound interest works, its benefits to savers, and how to calculate it using an online calculator.
 - c. Understand the concept of inflation and how it impacts an individual's investment decisions.
 - d. Analyze the three main classes of investments (cash, bonds, and stocks) and the risk and return associated with each.
 - e. Explain what the stock market is, the basics of how it functions, and how investors interact with the stock exchange.
 - f. Explain the difference between a privately held and publically owned company and how Initial Public Offerings (IPOs) are conducted.
 - g. State how investors make money in the stock market.
 - h. Explain the different types of bonds, the relative risks, and how they are rated.
 - i. Compare stocks, index funds, and mutual funds and the cost and benefits associated with each.
 - j. Explain why asset allocation and diversification are key strategies for successful investing.

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| <p>10. Demonstrate how to buy and sell investments</p> <ol style="list-style-type: none"> Describe the various methods for purchasing stocks, bonds, and mutual funds. Explain the various stock broker options available to investors. Recognize the value of young people investing early, regularly, and long term to extract maximum earnings from their investments. Identify the often negative impact of human emotion in investing and implement strategies to counterbalance this emotion, including Robo adviser. Create a stock portfolio that includes investment strategies from various account types and investments. Explain why it is important to prepare and save for retirement early. |
| <p>11. Identify the importance and purpose of individual insurance policies.</p> <ol style="list-style-type: none"> Determine and Discuss basic types of insurance available to consumers, and determine when each would be used. Discuss factors that affect insurance premiums. Explain what a deductible, out of pocket expenses, and what insurance policies will pay for in different situations. Compare various insurance providers to determine costs effectiveness for selected policies. (i.e., life, health, auto, liability, disability, etc.) Examine various insurance policies to determine what coverage is provided. |
| <p>12. Explain the purposes of health, disability, long-term care, and life insurances.</p> <ol style="list-style-type: none"> Explain the fundamentals of how health insurance works. Describe premiums and out-of-pocket expenses (deductibles and co-pays), and explain the relationship in paying for health coverage. Identify various types of health insurance coverage and how to access them. Compare health insurance providers to determine which plans and type best meets individual needs. |
| <p>13. Understand reasons to purchase property, auto, and liability insurance.</p> <ol style="list-style-type: none"> Describe the main types of auto insurance policies. List factors that would determine legal minimum and coverage levels for auto insurance. Explain how to properly react to an accident and successfully file an insurance claim. Analyze the costs and coverage terms of renter's insurance. Identify risks and protection strategies when purchasing insurance. Investigate other types of insurance policies for individual protection and determine if these are a smart investment. (i.e., Cell phones, extended warranties, etc.) |

14. Develop a budget that applies consumer knowledge and skills to spending decisions.
- a. Explain the purpose of creating a budget.
 - b. Compare multiple budget forms to determine which form best meets individual needs.
 - c. Assess individual needs and wants to create a monthly budget based on possible income from chosen career pathway.
 - i. Consider factors that influence where one chooses to live. (ex., Owning vs. renting, roommates, cost of renting, renter's insurance, utilities, pets, etc.)
 - ii. Plan a food budget that includes both groceries and dining out.
 - iii. Calculate unit price on common grocery items.
 - iv. Implement money saving strategies for purchasing groceries (ex. Coupons, apps, etc.).
 - v. Determine the cost comparison of eating out vs. preparing meals at home.
 - d. Apply knowledge to effectively budget for transportation needs.
 - i. Determine the most cost-effective option to purchase a vehicle. (car loan, car lease, financing options, etc.)
 - ii. Calculate the true cost of vehicle ownership and apply calculations to budget.
 - iii. Determine best transportation option, based on created budget. (public transportation, leasing of vehicle, bicycle, motorcycle, etc.)
 - e. Determine cost of insurance options for physical health and well-being.
 - f. Calculate total costs of monthly credit card/loan payments, phone charges and other monthly personal expenses. (i.e., clothing, movies, etc.)
 - g. Identify cost of daily childcare options.(optional)
 - h. Create a monthly savings plan.

Unit 7: Community Service

| Competencies and suggested objectives |
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| <ol style="list-style-type: none">1. Determine student led service project that will meet a need within the local community and/or school.<ol style="list-style-type: none">a. Discuss what a community service project is and why they are important.b. Explain the purpose of a service project and how it can impact a school or local community.c. Analyze potential service projects that would meet a need within the local school and/or community. (i.e., children and schools, senior citizens, military, animals, environment, hungry or homeless, reducing crime, promoting safety, promoting community involvement or enhancement, maternal and child health, adult literacy, disease prevention and treatment, financial literacy.)d. Determine how selected service project(s) will be implemented within the local school and/or community. (i.e. Whole class/grade, individual student, groups of students, etc.) |
| <ol style="list-style-type: none">2. Present proposed service project(s) to peers and selected staff.<ol style="list-style-type: none">a. Explain how the project will benefit and create a positive environment for the local school and/or community involved in the project.b. Create a project work plan that details how the service project will be fully implemented within a school and/or community. (See Appendix A for resources)<p><i>If funding is required...</i></p><ol style="list-style-type: none">c. Develop a budget that includes expenditures (i.e., marketing, transportation, materials and supplies), income (i.e., donated goods/services, funds raised and grants) and how all monies will be reported.d. Explore external organizations and/or donors who can support and fund parts of the project.e. Create a fundraising plan that will meet the fundraising needs for the project. |
| <ol style="list-style-type: none">3. Implement student led service project into school and/or community.<ol style="list-style-type: none">a. Determine the roles and responsibilities of the service project work plan.b. Establish a consistent form of communication with volunteers, project participants, and staff involved in the project.c. Collect informational data on the progress of project.d. Maintain financial documentation of all aspects of the service project. |
| <ol style="list-style-type: none">4. Evaluate the success of the student service project.<ol style="list-style-type: none">a. Evaluate to determine if the project benefitted and created a positive environment for the local school and/or community.b. Write a report that includes a summary, key points, visuals, challenges, and recommendations for next steps for the service project. |
| <ol style="list-style-type: none">5. Present the final overall report to selected portfolio committee. (i.e., video, write an article, slideshow, etc.) |

Unit 8: Digital Literacy and Citizenship

Competencies and suggested objectives

1. Explain the role that digital media plays in an individuals' daily life.
 - a. Discuss different types of media and how it is used to inform society. (i.e., print, newspaper, broadcast, television, radio, talk radio, internet).
 - b. Compare similarities and differences between digital communities and non-digital communities.
 - c. Analyze how digital media influences and impacts society.
 - d. Explore different ways individual's interact and integrate media into their daily lives.
 - e. Evaluate the advantages and disadvantages of various forms of media.
 - f. Explain the purpose of a professional email account and how to create one.
2. Demonstrate proper etiquette when collaborating, communicating, and using digital media.
 - a. Identify cyber bullying, cyberstalking, and other inappropriate online behaviors.
 - b. Analyze how cyber bullying, cyberstalking, and other inappropriate online behaviors can affect individuals and groups of people.
 - c. Research state and national laws and policies on cyberbullying, cyberstalking, and other inappropriate online behaviors.
 - d. Discuss strategies that can be used to protect an individual's privacy online.
 - e. Explain the importance of respecting other people's opinions online.
 - f. Examine examples of responsible use of social media and how to apply to individual social media accounts.
3. Evaluate the impact of social media on digital communities.
 - a. Explore how social media sites/apps (i.e., Facebook, Snapchat, Instagram, LinkedIn, Google +) contribute to building online communities.
 - b. Analyze the advantages and disadvantages of social media sites/apps (i.e., Facebook, Snapchat, Instagram, LinkedIn, Google +).
4. Analyze copyright and plagiarism laws.
 - a. Evaluate copyright and plagiarism laws on one's own creative work.
 - b. Evaluate copyright and plagiarism laws on other's creative work.
 - c. Identify resources that can assist with recognizing different types of licenses and copyright uses (i.e., Creative Commons)

5. Explore the various facets of internet privacy.
 - a. Identify ways in which websites collect personal data on its users.
 - b. Compare advantages and disadvantages of websites collecting personal data.
 - c. Compare private vs. public information.
 - d. Demonstrate how to set privacy settings and update them on a regular basis.
 - e. Explore the impact of an individual's digital footprint.
 - f. Explain how a digital footprint can impact college and career choices.
 - g. Investigate security measures that can be taken to protect an individual's identity.
 - h. Discuss the characteristics and purpose of a strong password.
 - i. Identify security measures that websites take to protect their users' identities.
6. Create a presentation that applies knowledge and an understanding of an aspect of digital literacy and/or digital citizenship.

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Student Competency Profile

Student's Name: _____

This record is intended to serve as a method of noting student achievement of the competencies in each unit. It can be duplicated for each student, and it can serve as a cumulative record of competencies achieved in the course.

In the blank before each competency, place the date on which the student mastered the competency. Space is also provided to include notes and other related information on the completion of each competency.

| Unit 1: Introduction to College and Career Readiness | |
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| | 1. |
| | 2. |
| Unit 2: The Student Portfolio and Exhibit | |
| | 1. |
| | 2. |
| | 3. |
| | 4. |
| | 5. |
| Unit 3: College Selection and Transition | |
| | 1. |
| | 2. |
| | 3. |
| | 4. |
| Unit 4: Applying for Financial Aid | |
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Unit 5: Preparing for a Career and Internship

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Unit 6: Financial Literacy

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Unit 7: Community Service

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Unit 8: Digital Literacy

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Appendix A: Unit References and Resources

Units within the College-and Career- Readiness Course may reference the same recommended resource.

Unit 1: Introduction to College and Career Readiness

College Resume Guidance, Worksheet, Templates. <https://get2college.org/resumes/>

VIDEO: High School Resume. <https://www.youtube.com/watch?v=VMw1vKv3YsY>

Resources for teachers to maintain being update on current Mississippi college access information via text. <https://esfweb.quickbase.com/db/bjbvh9pek?a=showpage&pageid=17>

<http://www.p21.org/our-work/resources/for-educators#SkillsMaps>

Unit 2 Developing a Student Portfolio and Defense

Guymon, Dave. "4 Free Web Tools for Student Portfolios." *Edutopia*. N.p., 2014. Web. 27 Apr. 2016 from <http://www.edutopia.org/blog/web-tools-for-student-portfolios-dave-guymon>

R. C. (2016). Senior Exit Project Information. Retrieved October 28, 2016, from [http://www.rockcreekschools.org/vnews/dIndividual Success Planlay.v/SEC/Rock Creek JSHS|Exit Projects](http://www.rockcreekschools.org/vnews/dIndividual%20Success%20Planlay.v/SEC/Rock%20Creek%20JSHS/Exit%20Projects)

Unit 3: College Selection and Transition

College Planning Guide Booklet. <https://get2college.org/wp-content/uploads/2015/07/Guide-To-College-Booklet-2017-2018.pdf>

(Can be used for students or parents to give overview of the college planning process.)

Get2College Admissions Process Resource. <https://get2college.org/admissions/>
(Begin with this site and the hyper-linked resources for the application section of the course.)

College Board BigFuture- Get Started. <https://bigfuture.collegeboard.org/get-started>
(Begin here in developing your lesson plans, begin with the "Get Started" drop down to introduce topics and interactive resources to students for course. Make sure to utilize the Educator Resources Center- which includes lesson plans among other resources, as you get started)

College Board BigFuture- Major-Careers. <https://bigfuture.collegeboard.org/majors-careers>
(Website to link and create account for students, which will be used on following months for search and scholarships)

College Board BigFuture- Find College. <https://bigfuture.collegeboard.org/find-college>
(This drop down has great order to follow for the college search process. With a way to search colleges and compare colleges, letting students know what things needs to be considered)

Admissions Process. <https://get2college.org/admissions/>
(General overview of the admissions process, with links to supporting materials that MAY be needed-
interview, essay, resume.)

VIDEO: College Planning and Financial Aid 101.
<https://www.youtube.com/watch?v=rv82IYqQLM>

VIDEO: Recorded webinar on College Search and Financial Aid.
<https://www.youtube.com/watch?v=ujlDz9G7Fi4>

College Countdown MS. <https://get2college.org/collegecountdownmsresearch-info/>
(May want to consider holding an “Application Day” at your school for all seniors or just a smaller version
in your class)

Junior & Senior Timeline Flyer. (Website link coming)
(Utilize these flyers at the beginning of the semester and utilize as a guide throughout the semester as a
checklist that the students are preparing themselves for the next step.)

ACT Prep Get2College Workshops. <https://get2college.org/what-we-do/act-prep-workshops/>
(List of ACT workshops and tips for students)

ACT Prep resources from ACT.ORG. <https://www.act.org/content/act/en/products-and-services/the-act/test-preparation/act-academy.html>
(Free ACT prep for students from ACT)

ACT Prep Classroom Resources. <https://resources.opened.com/okact/>
(Classroom focused ACT prep for students and educators)

College Board BigFuture- Getting In. <https://bigfuture.collegeboard.org/get-in>
(Information to have students to research on admissions rate, and different types of admissions selection
process.)

College Scholarship or Admissions Essay Guidance. <https://get2college.org/essays/>
(Guidance on essay writing for either scholarship or admissions purposes with link to other guides and
examples.)

VIDEO: Essay Tips- Your Voice. <https://www.youtube.com/watch?v=sHvZ7whkO9M>

VIDEO: Essay Tips- Catching the Readers Attention.
https://www.youtube.com/watch?v=waZXXyO_tau

How to Choose The Right College. <https://get2college.org/choosing-a-college/>
(Things to consider when researching and selecting the right college for students.)

VIDEO: Campus Visit Guide. <https://www.youtube.com/watch?v=81lOGeRjaRw>

VDIEO: Connecting with College Admissions Counselors.
<https://www.youtube.com/watch?v=4K6DaVP8AR8>

Unit 4 Applying and Planning for Financial Aid

VIDEO: Specifically about scholarships and financial aid search.

<https://www.youtube.com/watch?v=DvY-yC2Qyn0>

HELP grant information. <https://get2college.org/planforcollege/help-grant/>

(Share with students when educating on the Mississippi Financial Aid options that are available.)

Scholarship Search Resource. <https://get2college.org/student-tools/scholarships/>

(Get2College website with list of scholarship searches for local and national)

Expected Family Contribution Calculator. <https://get2college.org/expected-family-contribution/>

(Get2College website most Expected Family Contribution calculator)

4 Steps to Financial Aid Flyer. (website link coming)

(Use this when introducing the financial aid section to students as an overview of where the different forms of financial aid that are available. Then follow up lessons in each one digging deeper into each type.)

College Board BigFuture- Pay For College. <https://bigfuture.collegeboard.org/pay-for-college>

(This is a great starting point for expanding on financial aid options from here)

VIDEO: About the FAFSA (FREE APPLICATION FOR FEDERAL STUDENT AID), general knowledge before filling out. <https://www.youtube.com/watch?v=vCqbw31w4kE>

VIDEO: State Financial Aid, great way to introduce before applications completed.

<https://www.youtube.com/watch?v=o3zjVKn94MY>

VIDEO: How to create an FSA ID for the FAFSA (FREE APPLICATION FOR FEDERAL STUDENT AID) and student loans. <https://www.youtube.com/watch?v=K7ihhGk8mCY>

FAFSA (FREE APPLICATION FOR FEDERAL STUDENT AID) website. [https://FAFSA\(Free Application for Federal Student Aid\).gov/](https://FAFSA(Free Application for Federal Student Aid).gov/)

(Require students to complete this.)

Mississippi Financial Aid Application website. <http://riseupms.com/state-aid/>

(Require students to complete this.)

Scholarship Interview Questions/Guide, Get2College. <https://get2college.org/interviews/>

(Use for mock scholarship interviews, these questions are compiled from universities within the state and questions they use for their scholarship interviews in the past.)

Next Step Get2College Flyer. (Website link coming)

(Use this for SENIORS once they have completed the FAFSA (FREE APPLICATION FOR FEDERAL STUDENT AID). It can also be used with JUNIORS to introduce the overall financial aid process- post FAFSA (FREE APPLICATION FOR FEDERAL STUDENT AID) possible verification, accepting financial aid awarding, etc.)

Financial Aid Award Comparison Flyer. (Website link coming) (Get2college)

(Share with students in the spring to understand that different schools award financial aid differently- this could be used as a mock example of three different types of schools (1) selective private, (2) 4 year public in MS, (3) 2 year CC in MS. Or this could be used for seniors to fill out with their actual financial aid package.)

Cost of College Flyer. (Website link coming) (Get2college)

(Have students fill this out based on the college they have selected from their research. Gives students a realistic understanding that the cost to attend college is more than just the tuition and housing. Great to compare with the financial aid package.)

Common App Information. [http://www.commonapp.org/virtual-counselor?f\[0\]=type%3Aarticle](http://www.commonapp.org/virtual-counselor?f[0]=type%3Aarticle)
AND <http://www.commonapp.org/ready>

(Website the answers or guides general questions about the common app. Common app only used by a certain number of college, those are listed on the website. Toolkit of resources if students need to complete the Common App.)

"FAFSA (FREE APPLICATION FOR FEDERAL STUDENT AID) - Free Application for Federal Student Aid." *FAFSA (FREE APPLICATION FOR FEDERAL STUDENT AID) on the Web*. N.p., n.d. Web. 29 Apr. 2016. From <https://fafsa.ed.gov/>

"FinAid!: The SmartStudent Guide to Financial Aid." *Choice Reviews Online* 47.05 (2010): n. pag. Web. From www.finaid.org

"At Fastweb, We Have It All." *Fastweb : Scholarships, Financial Aid, Student Loans and Colleges*. N.p., n.d. Web. 29 Apr. 2016. From www.fastweb.com

"The College Board." *The College Board*. N.p., n.d. Web. 29 Apr. 2016. From www.collegeboard.org

"For Students." *College Board Student Home Page*. N.p., n.d. Web. 29 Apr. 2016. From <https://student.collegeboard.org/css-financial-aid-profile>

"Writing:Introduction." *SAT Suite of Assessments*. N.p., 2014. Web. 29 Apr. 2016. From <https://collegereadiness.collegeboard.org/sample-questions/writing/language>

"Interactive Virtual Tours and Campus Maps." *CampusTours* -. N.p., n.d. Web. 29 Apr. 2016. From www.campustours.com

"Applying to College." *The Campus Commons*. N.p., n.d. Web. 29 Apr. 2016. From <https://www.universitylanguage.com/guides/applying-to-college/>

"Welcome." *The Common Application*. N.p., 2015. Web. 29 Apr. 2016. From www.commonapp.org

"Universal College Application." *Universal College Application*. N.p., n.d. Web. 29 Apr. 2016. From <http://www.universalcollegeapp.com>

"What to Do Before and After Your College Interview." *What to Do Before and After Your College Interview*. N.p., n.d. Web. 29 Apr. 2016. From <https://bigfuture.collegeboard.org/get-in/interviews/what-to-do-before-and-after-your-college-interview-admissions>

BigFuture - Get Ready for College - College Planning, Financial Aid, Educator Resources. N.p., n.d. Web. 02 May 2016. From <https://bigfuture.collegeboard.org/>

"Career Resources, Career Guide, Online Education and Degree Directory - Careers.org." *Career Resources, Career Guide, Online Education and Degree Directory - Careers.org*. N.p., n.d. Web. 02 May 2016. From <http://www.careers.org/>

"U.S. Bureau of Labor Statistics." *U.S. Bureau of Labor Statistics*. U.S. Bureau of Labor Statistics, n.d. Web. 02 May 2016. From <http://www.bls.gov/>

"Today's Military." *Today's Military*. N.p., n.d. Web. 02 May 2016. From todaysmilitary.com

Unit 5 Preparing for a Career and Internship

O*Net Online free career assessment. <https://www.mynextmove.org/explore/ip>

O*Net Online resources for researching and searching careers. <https://www.onetonline.org/>
(Gives information on job titles, related careers, and potential earnings based on Bureau of Labor and Statistics, and current job openings.)

College Board BigFuture-Explore Careers. <https://bigfuture.collegeboard.org/explore-careers>
(Resource point for the preparing for Career/Internship)

Career exploration things to consider. <https://get2college.org/choosing-a-career/>

By Emily Grier in Job Advice. (n.d.). 10 Things To Do Before You Start Your Internship. Retrieved October 28, 2016, from <http://www.hercampus.com/career/job-advice/10-things-do-you-start-your-internship>

Smith, J. (2013, March 20). How to turn your Internship into a full-time job. Retrieved October 28, 2016, from <http://www.forbes.com/sites/jacquelynsmith/2013/05/20/turn-your-internship-into-a-full-time-job/#61987bb6483c>

(2013, June 24). 7 tips to help land that internship. Retrieved October 28, 2016, from <http://www.forbes.com/sites/investopedia/2013/06/24/7-tips-to-help-land-that-internship/#5a0edfa657ee>

Internships. (n.d.). Retrieved October 28, 2016, from <http://www.educations.com/internships/how-to-apply-for-internships-8689>

By Emily Grier in Job Advice. (n.d.). 10 Things To Do Before You Start Your Internship. Retrieved October 28, 2016, from <http://www.hercampus.com/career/job-advice/10-things-do-you-start-your-internship>

Smith, J. (2013, March 20). How to turn your Internship into a full-time job. Retrieved October 28, 2016, from <http://www.forbes.com/sites/jacquelynsmith/2013/05/20/turn-your-internship-into-a-full-time-job/#61987bb6483c>

(2013, June 24). 7 tips to help land that internship. Retrieved October 28, 2016, from <http://www.forbes.com/sites/investopedia/2013/06/24/7-tips-to-help-land-that-internship/#5a0edfa657ee>

Internships. (n.d.). Retrieved October 28, 2016, from <http://www.educations.com/internships/how-to-apply-for-internships-8689>

Unit 6 Financial Literacy

<http://everfi.com/>

<https://www.councilforeconed.org/resource/national-standards-for-financial-literacy/#sthash.giM65Epl.dpbs>

<https://www.jumpstart.org/what-we-do/support-financial-education/standards/>

Unit 7 community Service

Unit 8 Digital Literacy

Unit 9

Student Profile: Portfolio Defense. (n.d.). Retrieved October 28, 2016, from <http://www.teachingchannel.org/videos/success-portfolio-defense-ecd>

High School Essential Skills Portfolio Guide. (n.d.). Retrieved October 28, 2016, from http://newschoolva.com/files/Portfolio_Guide.pdf

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

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<https://www.onetonline.org/>

About Career. (n.d.). Retrieved, from <http://www.creer.us/>

ACT Career Ready 101. (2018). Retrieved from <http://run2.careerready101.com/cr-main/login>

American Council on Education. (n.d.). Retrieved from <http://www.acenet.edu/Pages/default.aspx>

Career Exploration Module[PDF]. (n.d.). Retrieved from http://www.aspira.org/sites/default/files/U_VII_M_1_ce.pdf

CareerTech - Oklahoma Department of Career And Technology Education. (n.d.). Retrieved from <https://www.okcareertech.org/educators/career-and-academic-connections/career-information-resources/high-school-career-development-lessons>

Classroom Materials. (n.d.). *U.S. Bureau of Labor Statistics*. Retrieved from <https://www.bls.gov/k12/teachers.htm>

College Affordability and Transparency Center. (n.d.). Retrieved from <https://collegecost.ed.gov/catc/>

College Navigator from the National Center for Education Statistics. (n.d.). Retrieved from <https://nces.ed.gov/collegenavigator/>

College Planning: 9th/10th Grade [PDF]. (2017). Retrieved from <https://secure-media.collegeboard.org/CollegePlanning/media/pdf/financial-aid-101.pdf>

College Search and Recruiting Service. (n.d.). Retrieved from <http://www.collegeview.com/index.jsp>

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Council for Economic Education. (n.d.). Retrieved from <https://www.councilforeconed.org/>

CTE Toolkit Lesson Plans and Handouts[PDF]. (n.d.). Retrieved from http://whodouwant2b.com/files/lesson_plans.pdf

Dreyfuss, E., Dunkelberg, K., & Hodgkinson, R. L. (2012, March 13). *College Awareness-Resource Curriculum*[PDF]. Holyoke Community College. Retrieved from <http://www.collegetransition.org/docs/college-awareness-curriculum.pdf>

ECampusTours.com. (n.d.). Retrieved from <http://ecampustours.com/>

Educator Resources. (n.d.). Retrieved from <http://www.getonthegridms.com/educator-resources/>

Federal Reserve Bank of Dallas. (n.d.). Retrieved from <https://www.dallasfed.org/educate/navigate.aspx>

Federal Student Aid. (n.d.). Retrieved from <http://www.studentaid.ed.gov/>

Financial Aid 101. (n.d.). Retrieved from <https://bigfuture.collegeboard.org/pay-for-college/financial-aid>

Financial Literacy™. (n.d.). Retrieved, from <https://everfi.com/k-12/everfi-k-12-finliteracy/>

GEAR UP Toolkits. (n.d.). Retrieved from <http://oregongearup.org/resources/toolkits>

Get2College. (2018). Retrieved from <https://get2college.org/>

“Get EDUcated. Common Black College Application.” (2015). Retrieved from <http://commonblackcollegeapp.com/>

HSF 2018-2019 Scholarship. (n.d.). Retrieved from <https://www.hsf.net/scholarship>

Investing in College Education. (2015). Retrieved from <https://www.econedlink.org/>

K-12 : Games & Quizzes. (n.d.). *U.S. Bureau of Labor Statistics*. Retrieved, from <https://www.bls.gov/k12/games.htm>

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My Next Move. (n.d.). Retrieved from <https://www.mynextmove.org/>

Netsmartz. (n.d.). Retrieved from <https://www.netsmartz.com/>

Personal Finance and Economics Education Online Games - Gen i Revolution. (n.d.). Retrieved from <http://www.genirevolution.org/>

Pierce, N. (n.d.). Make A Smart Start Toward Financial Success. Retrieved from <http://slideplayer.com/slide/10783875/>

Scholarships. (2018). Retrieved from <https://get2college.org/student-tools/scholarships/>

Scholarships | UNCF. (n.d.). Retrieved from <https://www.uncf.org/scholarships>

Steps2College. (n.d.). Retrieved from <https://www.steps2college.org/>

Student Resource Guide: Scholarships, Internships, Fellowships, and Other Opportunities [PDF]. (2017, September). Lucille Roybal-Allard's District Office. Retrieved from https://roybal-allard.house.gov/uploadedfiles/student_resource_guide_2017-2018.pdf

Student Interest Survey for Career Clusters. (n.d.). Retrieved from <https://careertech.org/student-interest-survey>

“The College Board: College Planning: 9th/10th Grade.” (2017). Retrieved from <https://secure-media.collegeboard.org/CollegePlanning/media/pdf/BigFuture-College-Planning-9th-10th-Graders.pdf>

"The Essential Guide to Writing S.M.A.R.T. Goals." *Smartsheet*. (2015) Retrieved from <https://www.smartsheet.com/blog/essential-guide-writing-smart-goals>

West Virginia Department of Education Lesson Plans. (n.d) Retrieved from <http://wvde.state.wv.us/counselors/links/advisors/lesson-plans.html>

<http://collegecountdownms.com/>
<https://www.dol.gov/odep/topics/youth/softskills/>

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Appendix B: Student Portfolio Guidelines and Resources

Student Portfolio Overview

In an effort to provide all students with an opportunity that leads to being college and career ready, students will develop a portfolio that uniquely demonstrates the culmination of their proficiency in academics and 21st Century Skills (listed below). 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 post-secondary and career interests.

The Final Portfolio Exhibit should affirm student's 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 the student has the resources needed to complete the project: i.e., administrator, academic teacher, counselor, and/or media specialists.

21st Century Skills and Objectives

- **Critical Thinking¹**
 - Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation
 - Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems
 - Effectively analyze and evaluate evidence arguments, claims, and beliefs
 - Analyze and evaluate major alternative points of view
 - Synthesize and make connections between information and arguments
 - Interpret information and draw conclusions based on the best analysis
 - Reflect critically on learning experiences and processes
 - Solve different kinds of unfamiliar problems in both conventional and innovative ways
 - Identify and ask significant questions that clarify various points of view and lead to better solutions
- **Collaboration¹**
 - Demonstrate ability to work effectively and respectfully with diverse teams
 - Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal
 - Assume shared responsibility for collaborative work, and value the individual contributions made by each team member

¹ National Education Association. (n.d.). Preparing 21st Century Students for a Global Society: An Educator's Guide to the "Four Cs" Retrieved June 30, 2016, from <http://www.nea.org/tools/52217.htm>

- **Communication¹**
 - Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts
 - Listen effectively to decipher meaning, including knowledge, values, attitudes, and intentions
 - Use communication for a range of purposes (e.g. to inform, instruct, motivate, and persuade)
 - Use multiple media and technologies, and know how to assess impact and their effectiveness
 - Communicate effectively in diverse environments (including multilingual and multicultural)
 - **Creativity¹**
 - Use a wide range of idea creation techniques (such as brainstorming)
 - Create new and worthwhile ideas (both incremental and radical concepts)
 - Elaborate, refine, analyze, and evaluate original ideas to improve and maximize creative efforts
 - Develop, implement, and communicate new ideas to others effectively
 - Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work
 - Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas
 - View failure as an opportunity to learn; understand that creativity and innovation are part of a long-term cyclical process of small success and frequent mistakes
 - Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur
 - **Citizenship**
 - Participate in activities that benefit the community in some way
 - Recognize the emotional benefits of participating in community service
 - Identify how communities determine and fulfill needs
 - Explore the different service activities and projects that can benefit the community
 - Recognize that every person is a part of multiple communities
 - **College and Career Readiness**
 - Demonstrate flexibility in various situations
 - Manage time wisely in order to complete goals in a timely manner
 - Complete tasks and assignments independently and in group settings
 - Act in a responsible manner to oneself and towards others
 - Follow through with assignments or responsibilities until they are completed
 - Recognize the importance of being a self-directed learner
 - Act as a leader to guide others to success
-

The following are examples of artifacts that can be selected by an individual student. This list should not be considered all inclusive. The purpose of the portfolio is to provide reflection by the individual student.

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

Digital Portfolio Assessment Rubric Sample

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

Individual Students should meet with staff and /or their school counselor to schedule the date and time of their portfolio exhibit. This exhibit will showcase selected artifacts, self-reflections, and other assigned items that demonstrates a student is prepared to meet the demands of post-secondary and/or a career.

Portfolio Rubric

| | Level 4 | Level 3 | Level 2 | Level 1 |
|--|---|--|--|---|
| <p>Artifacts Support the Following 21st Century Skills:</p> <p><input type="checkbox"/> Critical Thinking</p> <p><input type="checkbox"/> Collaboration</p> <p><input type="checkbox"/> Communication</p> <p><input type="checkbox"/> Creativity</p> <p><input type="checkbox"/> Citizenship</p> <p><input type="checkbox"/> College and Career Readiness</p> | <p>Each artifact <i>clearly</i> connects and supports the objectives under each of the 21st Century Skills.</p> <p>A <i>thoughtful and thorough</i> explanation that provides insight to why the artifact was chosen and how it supports the 21st Century Skills is included for each artifact.</p> | <p>Each artifact <i>sufficiently</i> connects and supports the objectives under each of the 21st Century Skills.</p> <p>An <i>adequate</i> explanation that provides insight to why the artifact was chosen and how it supports the 21st Century Skills is included for each artifact.</p> | <p>Some of the artifacts connect and support the objectives under each of the 21st Century Skills but others do not.</p> <p>A <i>limited</i> explanation is included and provides minimal insight as to why the artifact was chosen and how it supports the 21st Century Skills.</p> | <p>No artifacts are included in the portfolio or none of the artifacts included connects and supports the objectives stated under each of the 21st Century Skills.</p> |
| Evidence of Growth | Through the selected artifacts and written explanations, the student demonstrates <i>an extraordinary level</i> of growth from the beginning of the year to the end of the year. | Through the selected artifacts and written explanations, the student demonstrates a <i>moderate level</i> of growth from the beginning of the year to the end of the year. | Through the selected artifacts and written explanations, the student demonstrates a <i>minimal amount</i> of growth from the beginning of the year to the end of the year. | Through the selected artifacts and written explanations, the student demonstrates <i>no growth</i> from the beginning of the year to the end of the year. |
| Evidence of Self-Reflection | <p>There is evidence of high- level of self-reflection woven throughout the entire portfolio.</p> <p>The reflection demonstrates <i>higher level thinking and great consideration</i> has been factored into the connections between the reflections and artifacts.</p> | <p>There is evidence of self-reflection woven throughout the entire portfolio.</p> <p>The student has demonstrated connections between the reflections and the artifacts.</p> | <p>There is some evidence of self-reflection in parts of 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 of the portfolio.</p> <p>The student has not made any connections between the reflections and the artifacts.</p> |

| | Level 4 | Level 3 | Level 2 | Level 1 |
|---------------------------------|---|--|---|--|
| Variety of Artifacts | There is a large variety of artifacts included in the portfolio. The artifacts were creativity chosen to reflect the 21st Century Skills and objectives. | There is a variety of artifacts included in the portfolio. The artifacts were chosen to reflect the 21st Century Skills and objectives. | There is little variety of artifacts included in the portfolio. Minimal creativity was put into how each artifact reflects the 21st Century Skills and objectives. | There is no variety of artifacts included in the portfolio. No creativity was used when linking the artifacts to the Six C objectives. |
| Visual Appeal | The portfolio is professional and is aesthetically pleasing to the audience. It is obvious that the student carefully planned the appearance of his/her portfolio. | The portfolio is aesthetically pleasing to the audience. The student has explained that he/she carefully planned the appearance of his/her portfolio. | The portfolio is limited in aesthetically pleasing characteristics. The student does not address how he/she planned the appearance of the portfolio. | The portfolio is not aesthetically pleasing in any way. It is clear that the student put no thought into planning the appearance of the portfolio. |
| Organization | The digital portfolio is well-organized so that the reader can easily navigate between sections. The reader can easily locate each artifact, explanation, and reflection without any confusion. | The portfolio is organized so that the reader can navigate through the portfolio with ease. The reader can locate each artifact, explanation, and reflection with minimal confusion. | The portfolio is arranged in sections that may not have a specific order or organization. The reader has moderate difficulty locating each artifact, explanation, and reflection. | The portfolio has no order or organization at all. The reader is unable to locate each artifact, explanation, and reflection. |
| Presentation Preparation | <p>The student has contacted his/her teacher advisor, counselor, parents or guardians, and other educational partners to invite them to his/her student-led conference in the most professional manner. This step was done well in advance and no reminders were needed to accomplish this task.</p> <p>It is highly evident that the student has rehearsed and fine-tuned the presentation to ensure that it is exceptional.</p> | <p>The student has contacted his/her teacher advisor, counselor, parents or guardians, and other educational partners to invite them to his/her student-led conference. This step was done in advance and only one reminder was needed to accomplish this task.</p> <p>It is evident that the student has rehearsed the presentation to ensure that it meets the portfolio expectations.</p> | <p>The student has contacted his/her teacher advisor, counselor, parents or guardians, and other educational partners to invite them to his/her student-led conference. This step was done last minute and several reminders were needed to accomplish this task.</p> <p>It is evident that the student has minimally rehearsed the presentation.</p> | <p>The student has not contacted his/her teacher advisor, counselor, parents or guardians, and other educational partners to o invite them to his/her student-led conference.</p> <p>It is evidence that the student has not rehearsed the presentation.</p> |

| | Level 1 | Level 2 | Level 3 | Level 4 |
|---------------------------------------|---|--|---|---|
| Public Speaking Skills | When presenting his/her portfolio, the student demonstrates exceptional use of the following public speaking skills including but not limited to pitch, pauses, enthusiasm, clear tone, complete sentences, posture, eye contact, volume. | When presenting his/her portfolio, the student demonstrates sufficient use of the following public speaking skills including but not limited to pitch, pauses, enthusiasm, clear tone, complete sentences, posture, eye contact, volume. | When presenting his/her portfolio, the student demonstrates a limited use of the following public speaking skills including but not limited to pitch, pauses, enthusiasm, clear tone, complete sentences, posture, eye contact, volume. | When presenting his/her portfolio, the student does not demonstrate the use of the following public speaking skills including but not limited to pitch, pauses, enthusiasm, clear tone, complete sentences, posture, eye contact, volume. |
| Balance of Product and Process | The student has been highly engaged with the entire portfolio process throughout the whole year. It is evident that the student took optimal pride in selecting the artifacts | The student has been engaged with the portfolio process throughout the year. | 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. |

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Student Artifact-Reflection Sheet

Which one of the 21st Century Skills does this artifact address?

- Critical thinking
- Creativity readiness

- Collaboration
- Citizenship

- Communication
- College and career

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

How does this artifact support the objectives under the identified 21st Century Skill?

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

Appendix C: 21st Century Skills²

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 the use of 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 local, state, national, and global levels
3. Understanding the local 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. Demonstrate knowledge and understanding of the environment and the circumstances and conditions affecting it, particularly as relates to air, climate, land, food, energy, water, and ecosystems.
2. Demonstrate knowledge and understanding of society's impact on the natural world (e.g., population growth, population development, resource consumption rate, etc.).
3. Investigate and analyze environmental issues, and make accurate conclusions about effective solutions.
4. Take individual and collective action toward addressing environmental challenges (e.g., participating in global actions, designing solutions that inspire action on environmental issues).

² *21st Century Skills*. (n.d.). Washington, DC: Partnership for 21st Century Skills.

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

Appendix D: National Financial Literacy Standards

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