2025 Multimedia — Sports Journalism and Broadcasting

The Research and Curriculum Unit (RCU), located in Starkville, as part of Mississippi State University (MSU), was established to foster educational enhancements and innovations. In keeping with the land-grant mission of MSU, the RCU is dedicated to improving the quality of life for Mississippians. The RCU enhances the intellectual and professional development of Mississippi students and educators while applying knowledge and educational research to the lives of the people of the state. The RCU works within the contexts of curriculum development and revision, research, assessment, professional development, and industrial training.

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Standards

Standards and alignment crosswalks are referenced in the appendices. Depending on the curriculum, these crosswalks should identify alignment to the standards mentioned below, as well as possible related academic topics as required in the Subject Area Testing Program in Algebra I, Biology I, English II, and U.S. History from 1877, which could be integrated into the content of the units. Mississippi's CTE Sports Journalism and Broadcasting is aligned to the following standards:

Information Technology Cluster
   o   Web and Digital Communications Career Pathway (IT-WD)
Arts, A/V Technology and Communications Cluster
   o   Printing Technology Career Pathway (AR-PRT)
   o   A/V Technology and Film Career Pathway (AR-AV)
   o   Visual Arts Career Pathway (AR-VIS)

The standards were extensively researched and reviewed by leaders in the industry, secondary and postsecondary instructors, and university specialists. For each content standard, performance elements representing major topic areas with accompanying performance indicators were developed. Measurements of assessment of the performance elements and performance indicators were developed at the basic, intermediate, and advanced levels. A complete copy of the standards can be accessed at careertech.org/career-technical-education/cctc .

International Society for Technology in Education Standards (ISTE)
Reprinted with permission from *ISTE Standards for Students* (2016). All rights reserved. Permission does not constitute an endorsement by ISTE (iste.org).

College- and Career-Readiness Standards
College- and career-readiness 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 Mississippi College- and Career-Readiness Standards (MCCRS) to provide a consistent, clear understanding of what students are expected to learn and so teachers and parents know what they need to do to help them.
mdek12.org/oae/college-and-career-readiness-standards

Framework for 21st Century Learning
In defining 21st-century learning, the Partnership for 21st Century Skills has embraced key themes and skill areas that represent the essential knowledge for the 21st century: global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; environmental literacy; learning and innovation skills; information, media, and technology skills; and life and career skills.
battelleforkids.org/networks/p21/frameworks-resources

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Preface

Secondary CTE programs in Mississippi face many challenges resulting from sweeping educational reforms at the national and state levels. Schools and teachers are increasingly being held accountable for providing applied learning activities to every student in the classroom. This accountability is measured through increased requirements for mastery and attainment of competency as documented through both formative and summative assessments. This document provides information, tools, and solutions that will aid students, teachers, and schools in creating and implementing applied, interactive, and innovative lessons. Through best practices, alignment with national standards and certifications, community partnerships, and a hands-on, student-centered concept, educators will be able to truly engage students in meaningful and collaborative learning opportunities.

The courses in this document reflect the statutory requirements as found in Section 37-3-49, *Mississippi Code of 1972*, as amended (Section 37-3-46). In addition, this curriculum reflects guidelines imposed by federal and state mandates (Laws, 1988, Ch. 487, §14; Laws, 1991, Ch. 423, §1; Laws, 1992, Ch. 519, §4 eff. from and after July 1, 1992; Strengthening Career and Technical Education for the 21st Century Act, 2019 [Perkins V]; and Every Student Succeeds Act, 2015).

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Mississippi Teacher Professional Resources

The following are resources for Mississippi teachers:

Curriculum, Assessment, and Professional Learning
Program resources can be found at the RCU's website, rcu.msstate.edu.
Learning Management System: An Online Resource
Learning management system information can be found at the RCU's website, under Professional Learning.

Should you need additional instructions, contact the RCU at 662.325.2510 or helpdesk@rcu.msstate.edu.

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Executive Summary

Pathway Description

The Sports Journalism and Broadcasting course within the Multimedia pathway offers students an in-depth exploration of the sports media industry, equipping them with essential skills from foundational safety and legal knowledge to advanced production techniques. Emphasizing employability, the curriculum covers résumé development, interview practices, workplace ethics, and hands-on experience in sports reporting, play-by-play commentary, multimedia production, and digital storytelling. Students emerge with a professional portfolio, demonstrating proficiency in creating engaging sports content for today's multimedia-driven landscape.

Grade Level and Class Size Recommendations

It is recommended that students enter this program as sophomores. Exceptions to this are a district-level decision based on class size, enrollment numbers, student maturity, and CTE delivery method. This is a hands-on, lab- or shop-based course. Therefore, a maximum of 15 students is recommended per class with only one class with the teacher at a time.

Student Prerequisites

For students to experience success in the program, the following student prerequisites are suggested:

1. C or higher in English (the previous year)
2. C or higher in high school-level math (last course taken or the instructor can specify the level of math instruction needed)
3. Instructor approval and Test of Adult Basic Education (TABE) reading score (eighth grade or higher)

    or

1. TABE reading and math score (eighth grade or higher)
2. Instructor approval

    or

1. Instructor approval

Assessment

The latest assessment blueprint for the curriculum can be found at rcu.msstate.edu/curriculum.

Applied Academic Credit

The latest academic credit information can be found at mdek12.org/ese/approved-course-for-the-secondary-schools.

Teacher Licensure

The latest teacher licensure information can be found at mdek12.org/ose/approved-course-for-the-secondary-schools.

Professional Learning

If you have specific questions about the content of any training sessions provided, please contact the RCU at 662-325-2510 or helpdesk@rcu.msstate.edu.

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Course Outline

This curriculum consists of one 1-credit course.

Multimedia—Sports Journalism and Broadcasting—Course Code: <mark>XXXXXX</mark>

Unit	Unit Title	Hours
1	Orientation, Safety, and Leadership	10
2	Sports Media Foundations	25
3	Crafting Sports Narratives	20
4	Advanced Video Production	30
5	Sports Broadcasting Techniques	30
6	Advanced Skills and Portfolio	25
Total		**140**

Career Pathway Outlook

Overview

The Multimedia—Sports Broadcasting and Journalism course is integral to the Arts, Entertainment, and Design Cluster, offering applied instruction aligned with Mississippi's community and junior college programs. It emphasizes foundational design and creativity, leveraging diverse platforms for artistic expression. This course nurtures essential 21st-century digital skills and digital citizenship. Geared towards careers in broadcasting, journalism, media, and more, it includes training in live reporting, sports commentary, multimedia production, and digital storytelling. This pathway prepares students for advanced courses like digital design and video production, leading to opportunities in broadcasting, sports journalism, media production, and related services. It also positions students well for associate degrees and higher education, catering to careers ranging from technical writing to executive roles in media-related fields.

Needs of the Future Workforce

The U.S. Bureau of Labor Statistics forecasts a steady growth in broadcasting and journalism occupations from 2022 to 2032, mirroring the average across all industries. Annually, approximately 10,000 new jobs in these fields are expected due to growth and turnover. As of May 2023, the average wage in these fields was $56,680, surpassing the median for all occupations. The majority of broadcast journalists and sports analysts specialized in journalism, communications, or related fields. A significant 75% of these graduates found roles in related fields. Notably, in Mississippi, broadcast journalist ranks third in employment within this cluster. Technical roles, needing a bachelor's degree, are projected to grow by 7% from 2022 to 2032, outpacing other media occupations at 4%. High-earning positions like sports commentators, multimedia producers, and broadcast engineers average around $75,000 nationally, while on-air talent earns about $50,000.

Table 1.1: Current and Projected Occupation Report

Description	Jobs, 2022	Projected Jobs, 2032	Change (Number)	Change (Percent)	Average Hourly Earnings, 2024
Sports Broadcasters	30	40	10	33.3%	$24.07
Multimedia Producers	280	290	10	3.6%	$23.17
Sound Engineering Technicians	40	40	0	0%	$31.31
Broadcast Technicians	120	120	0	0%	$16.98
Media and Communication Equipment Workers	60	60	0	0%	$26.96
Journalists	450	430	(20)	(4.4%)	$25.09

Source: Mississippi Department of Employment Security; mdes.ms.gov (2024).

Perkins V Requirements and Academic Infusion

The Sports Journalism and Broadcasting curriculum meets Perkins V requirements by introducing students to and preparing them for high-skill, high-wage occupations within the arts, A/V technology, and communications field. It also offers students a program of study, including secondary, postsecondary, and institutions of higher learning courses, that will further prepare

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them for arts, A/V technology, and communications-related careers. Additionally, this curriculum is integrated with academic college- and career-readiness standards. Lastly, it focuses on ongoing and meaningful professional development for teachers as well as relationships with industry.

Transition to Postsecondary Education
The latest articulation information for secondary to postsecondary can be found at the Mississippi Community College Board website, mccb.edu.

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Best Practices

Innovative Instructional Technologies
Classrooms should be equipped with tools that will teach today's digital learners through applicable and modern practices. The Sports Journalism and Broadcasting educator's goal should be to include teaching strategies that incorporate current technology. To make use of the latest online communication tools—wikis, blogs, podcasts, and social media platforms, for example—the classroom teacher is encouraged to use a learning management system that introduces students to education in an online environment and places more of the responsibility of learning on the student.

Differentiated Instruction
Students learn in a variety of ways, and numerous factors—students' background, emotional health, and circumstances, for example—create unique learners. By providing various teaching and assessment strategies, students with various learning preferences can have more opportunities to succeed.

CTE Student Organizations
Teachers should investigate opportunities to sponsor a student organization. There are several here in Mississippi that will foster the types of learning expected from the Sports Journalism and Broadcasting curriculum. SkillsUSA, TSA, and FBLA are examples of student organizations. Student organizations provide participants and members with growth opportunities and competitive events. They also open the doors to the world of multimedia careers and scholarship opportunities.

Cooperative Learning
Cooperative learning can help students understand topics when independent learning cannot. Therefore, you will see several opportunities in the Sports Journalism and Broadcasting curriculum for group work. To function in today's workforce, students need to be able to work collaboratively with others and solve problems without excessive conflict. The curriculum provides opportunities for students to work together and help each other complete complex tasks. There are many field experiences within the curriculum that will allow and encourage collaboration with professionals currently in the multimedia field.

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Professional Organizations

Association for Career and Technical Education (ACTE)
acteonline.org

Future Business Leaders of America (FBLA)
fbla.org

Mississippi Association for Career and Technical Education (MS ACTE)
mississippiacte.com

SkillsUSA
skillsusa.org

Technology Student Association (TSA)
tsaweb.org

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Using This Document

Competencies and Suggested Objectives

A competency represents a general concept or performance that students are expected to master as a requirement for satisfactorily completing a unit. Students will be expected to receive instruction on all competencies. The suggested objectives represent the enabling and supporting knowledge and performances that will indicate mastery of the competency at the course level.

Teacher Resources

All teachers should request to be added to the Canvas Resource Guide for their course. For questions or to be added to the guide, send a Help Desk ticket to the RCU by emailing helpdesk@rcu.msstate.edu.

Perkins V Quality Indicators and Enrichment Material

Some of the units may include an enrichment section at the end. This material will greatly enhance the learning experiences of students. If the Sports Journalism and Broadcasting program is using a national certification, work-based learning, or another measure of accountability that aligns with Perkins V as a quality indicator, this material could very well be assessed on that quality indicator. It is the responsibility of the teacher to ensure all competencies for the selected quality indicator are covered throughout the year.

Unit 1: Orientation, Safety, and Leadership

Competencies and Suggested Objectives
1. Describe local program and career center policies and procedures. [DOK1]   a. Describe local program and career center policies and procedures, including dress code, attendance, academic requirements, discipline, and transportation regulations.

2. Establish procedures of leadership used to reach an agreement in an orderly manner and personal development opportunities provided to students by student organizations. [DOK1]
   a. State procedures of leadership used in organizational meetings to reach an agreement in an orderly manner.
   b. Describe the purposes of the appropriate student organization.

3. Identify legal requirements for participation in the occupation. [DOK1]   a. Describe ways to avoid legal liability problems in the occupation.

4. Describe personal safety rules for working in the audio and television broadcasting industry. [DOK1]
   a. Identify and apply terms and definitions for safety.
   b. Identify accidents, their causes, and prevention.
   c. Identify general safety procedures.
   d. Identify and apply emergency first aid if necessary.

5. Explore career paths in sports journalism and broadcasting. [DOK2]   a. Research various sports journalism and broadcasting careers and present findings to the class.

6. Develop and maintain a digital portfolio to showcase student work. [DOK3]
   a. Set up a digital portfolio to save and showcase projects to potential employers.
   b. Continuously update the digital portfolio with work from each unit.

Note: Safety is to be taught as an ongoing part of the program. Students are required to complete a written safety test with 100% accuracy before entering the shop for lab simulations and projects. This test should be documented in each student's file.
Note: This unit will be ongoing throughout the year. Time allotted for this unit will be distributed over the entire year.

Unit 2: Sports Media Foundations

Competencies and Suggested Objectives
1. Analyze various sports media formats. DOK2
a. Examine the landscape of sports media, including broadcast, print, digital, and podcasts.
b. Compare and contrast the effectiveness of different sports media formats in reaching target audiences.
c. Evaluate the impact of emerging media trends on traditional sports journalism.
2. Explore career paths in sports journalism and broadcasting. DOK2
a. Identify different career opportunities in sports journalism and broadcasting.
b. Research the educational and professional requirements for various roles in the industry.
c. Interview professionals in the field to gain insights into career paths and industry expectations.
3. Utilize primary and secondary sources in sports reporting. DOK2
a. Develop news-gathering skills by utilizing primary and secondary sources.
b. Critically assess the reliability and validity of different sources of information.
c. Synthesize information from multiple sources to create a cohesive sports report.
4. Employ effective interviewing techniques for athletes, coaches, and sports figures. DOK3
a. Practice interviewing techniques with athletes, coaches, and other sports figures.
b. Develop a set of effective and ethical interview questions.
5. Explore artificial intelligence (AI) powered sports data collectors to supplement research. DOK2
a. Integrate AI-powered tools to enhance sports reporting research.
b. Analyze the advantages and limitations of using AI in sports journalism.
6. Discuss ethical challenges in sports media. DOK3
a. Analyze issues of bias, privacy, and conflicts of interest in sports media.
b. Develop strategies to maintain ethical standards in sports journalism.
7. Identify legal restrictions relevant to sports broadcasting and journalism. DOK2
a. Understand legal requirements and restrictions in the field.
b. Examine case studies of legal issues in sports media to understand practical applications.
8. Develop and maintain a digital portfolio to showcase student work. DOK3
a. Continuously update the digital portfolio with work from each unit.
b. Reflect on personal growth and learning through the portfolio entries.

Unit 3: Crafting Sports Narratives

Competencies and Suggested Objectives

1. Create, edit, and publish compelling sports stories. [DOK3]
     a. Structure game recaps, features, and analysis pieces.
     b. Develop engaging storylines that capture the essence of sports events.
     c. Adapt writing style for different mediums (broadcast vs. digital).

2. Write news articles adhering to journalistic standards and Associated Press (AP) style. [DOK3]
     a. Apply journalistic standards and AP style in sports writing.
     b. Edit and revise sports articles for clarity, accuracy, and style.

3. Understand the impact of AI on sports journalism. [DOK4]
     a. Analyze examples of AI-assisted sports articles.
     b. Debate the future of AI in sports journalism, focusing on ethics and content generation.

4. Develop and maintain a digital portfolio to showcase student work. [DOK3]
     a. Continuously update the digital portfolio with work from each unit.
     b. Reflect on personal growth and learning through the portfolio entries.

Unit 4: Advanced Video Production

Competencies and Suggested Objectives

1. Develop on-air delivery skills. ^{DOK3}
   a. Practice clear articulation, pacing, and emphasis in broadcast delivery.
   b. Utilize inflection and voice modulation for different formats.
   c. Develop on-camera presence and effective body language.

2. Create, edit, and publish compelling sports stories. ^{DOK2}
   a. Read from a teleprompter with natural delivery.
   b. Interact with AI-driven teleprompters (adaptive speed, fact-checking).

3. Develop and establish a broadcast production. ^{DOK3}
   a. Operate standard broadcast cameras and studio equipment.
   b. Understand and apply basic lighting and audio recording techniques.
   c. Analyze current uses of AI for camera automation and production.

4. Develop and maintain a digital portfolio to showcase student work. ^{DOK3}
   a. Continuously update the digital portfolio with work from each unit.
   b. Reflect on personal growth and learning through the portfolio entries.

Unit 5: Sports Broadcasting Techniques

Competencies and Suggested Objectives

1. Learn, develop, and practice play-by-play commentary. DOK3
    a. Deliver real-time commentary with excitement and accuracy.
    b. Research and integrate sports statistics, history, and player information into broadcasts.
    c. Develop the ability to improvise during live broadcasts.

2. Develop sports-based language and analysis skills. DOK3
    a. Formulate informed opinions and analysis on sports events.
    b. Structure and conduct interviews and panel discussions.
    c. Create engaging content for sports talk shows.

3. Discuss and conduct field reporting. DOK3
    a. Conduct on-location interviews and produce stand-up segments.
    b. Develop storytelling skills for field reporting.
    c. Handle technical aspects of field reporting, including equipment setup and troubleshooting.

4. Develop and maintain a digital portfolio to showcase student work. DOK3
    a. Continuously update the digital portfolio with work from each unit.
    b. Reflect on personal growth and learning through the portfolio entries.

Unit 6: Advanced Skills and Portfolio

Competencies and Suggested Objectives
1. Explore and engage in sports broadcasting specializations. DOK4
a. Choose a focus area (play-by-play, analysis, sideline reporting, etc.).
b. Practice and refine skills in the chosen area through targeted exercises and feedback.
c. Develop a unique personal style and brand in sports broadcasting.
2. Understand AI-enhanced commentary and production. DOK4
a. Study examples of AI-assisted commentary and data visualizations.
b. Experiment with AI tools to enhance sports commentary and production.
c. Discuss the ethical implications and future potential of AI in sports broadcasting.
3. Explore portfolio development and career readiness. DOK4
a. Produce a demo reel or work samples showcasing skills and expertise.
b. Explore industry networking opportunities and pursue internships.
c. Develop a career plan and prepare application materials (resume, cover letter, etc.).
d. Create and publish social media reels.
4. Develop and maintain a digital portfolio to showcase student work. DOK3
a. Continuously update the digital portfolio with work from each unit.
b. Reflect on personal growth and learning through the portfolio entries.

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.

		Unit 1: Orientation, Safety, and Leadership
	1.	Describe local program and career center policies and procedures.
	2.	Establish procedures of leadership used to reach an agreement in an orderly manner and personal development opportunities provided to students by student organizations.
	3.	Identify legal requirements for participation in the occupation.
	4.	Describe personal safety rules for working in the audio and television broadcasting industry.
	5.	Explore career paths in sports journalism and broadcasting.
	6.	Develop and maintain a digital portfolio to showcase student work.

		Unit 2: Sports Media Foundation
	1.	Analyze various sports media formats.
	2.	Explore career paths in sports journalism and broadcasting.
	3.	Utilize primary and secondary sources in sports reporting.
	4.	Employ effective interviewing techniques for athletes, coaches, and sports figures.
	5.	Explore artificial intelligence (AI) powered sports data collectors to supplement research.
	6.	Discuss ethical challenges in sports media.
	7.	Identify legal restrictions relevant to sports broadcasting and journalism.
	8.	Develop and maintain a digital portfolio to showcase student work.

		Unit 3: Crafting Sports Narratives
	1.	Create, edit, and publish compelling sports stories.
	2.	Write news articles adhering to journalistic standards and Associated Press (AP) style.
	3.	Understand the impact of AI on sports journalism.
	4.	Develop and maintain a digital portfolio to showcase student work.

		Unit 4: Advanced Video Production

	1.	Develop on-air delivery skills.
	2.	Create, edit, and publish compelling sports stories.
	3.	Develop and establish a broadcast production.
	4.	Develop and maintain a digital portfolio to showcase student work.

Unit 5: Sports Broadcasting Techniques

	1.	Learn, develop, and practice play-by-play commentary.
	2.	Develop sports-based language and analysis skills.
	3.	Discuss and conduct field reporting.
	4.	Develop and maintain a digital portfolio to showcase student work.

Unit 6: Advanced Skills and Portfolio

	1.	Explore and engage in sports broadcasting specializations.
	2.	Understand AI-enhanced commentary and production.
	3.	Explore portfolio development and career readiness.
	4.	Develop and maintain a digital portfolio to showcase student work.

Appendix A: Industry Standards

Standards	Units	1	2	3	4	5	6
WDC1		X	X	X	X	X	X
WDC2		X	X	X	X	X	X
WDC3		X	X	X	X	X	X
WDC4		X	X	X	X	X	X
WDC5							
WDC6		X	X	X	X	X	X
WDC7		X	X	X	X	X	X
WDC8		X	X	X	X	X	X
WDC9		X	X	X	X	X	X
WDC10		X	X	X	X	X	X
PRT1		X	X	X	X	X	
PRT2		X	X	X	X		
PRT3		X	X	X	X	X	
AVT1		X	X	X	X		
AVT2		X	X	X	X	X	
AVT3		X	X	X	X	X	
AVT4		X	X	X	X	X	
VIS1		X	X	X	X	X	
VIS2		X	X	X	X	X	
VIS3							

Information Technology Career Cluster (IT)

WDC Web and Digital Communications Career Pathway

1. Analyze customer requirements to design and develop a Web or digital communication product.
2. Apply the design and development process to produce user-focused Web and digital communications solutions.
3. Write product specifications that define the scope of work aligned to customer requirements.
4. Demonstrate the effective use of tools for digital communication production, development, and project management.
5. Develop, administer, and maintain Web applications.
6. Design, create and publish a digital communication product based on customer needs.
7. Evaluate the functionality of a digital communication product using industry accepted techniques and metrics.
8. Implement quality assurance processes to deliver quality digital communication products and services.
9. Perform maintenance and customer support functions for digital communication products.
10. Comply with intellectual property laws, copyright laws and ethical practices when creating Web/digital communications.

Arts, A/V Technology and Communications Career Cluster (AR)

PRT Printing Technology Career Pathway

1. Manage the printing process, including customer service and sales, scheduling, production, and quality control.

2. Demonstrate the production of various print, multimedia, or digital media products.
3. Perform finishing and distribution operations related to the printing process.

AV   **A/V Technology and Film Career Pathway**
1. Describe the history, terminology, occupations and value of audio, video, and film technology.
2. Demonstrate the use of basic tools and equipment used in audio, video, and film production.
3. Demonstrate technical support skills for audio, video and/or film productions.
4. Design an audio, video and/or film production.

VIS   **Visual Arts Career Pathway**
1. Describe the history and evolution of the visual arts and its role in and impact on society.
2. Analyze how the application of visual arts elements and principles of design communicate and express ideas.
3. Analyze and create two and three-dimensional visual art forms using various media.

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Appendix B: 21st Century Skills

Standards	Units	1	2	3	4	5	6
CS1		X	X	X	X	X	X
CS2		X	X	X	X	X	X
CS3		X	X	X	X	X	X
CS4							
CS5		X	X	X	X	X	X
CS6		X	X	X	X	X	X
CS7		X	X	X	X	X	X
CS8		X	X	X	X	X	X
CS9		X	X	X	X	X	X
CS10		X	X	X	X	X	X
CS11		X	X	X	X	X	X
CS12		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
CS16		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 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).

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

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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 C: College and Career Ready Standards

	Units	**1**	**2**	**3**	**4**	**5**	**6**
ELA Standards							
CCRA.R.1		X	X	X	X	X	X
CCRA.R.2		X	X	X	X	X	X
CCRA.R.3		X	X				
CCRA.W.1				X			
CCRA.W.2				X			
CCRA.W.4				X			X
CCRA.SL.1		X	X	X	X	X	X
CCRA.SL.4				X	X	X	X
CCRA.L.1				X	X		
Math Standards							
IC.B.6			X				
ID.A.1			X				
ID.B.6			X				
ID.C.9						X	X
IF.C.7					X	X	X
Q.A.1					X		
Q.A.2					X		
Q.A.3					X		

2016 Mississippi College- and Career-Readiness Standards for English Language Arts: Grade 8

RL **Reading Literature**

Key Ideas and Details

1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an accurate summary of the text based upon this analysis.
3. Analyze how particular lines of dialogue or incidents in a literary text propel the action, reveal aspects of a character, or provoke a decision.

W **Writing**

Text Types and Purposes

1. Write arguments to support claims with clear reasons and relevant evidence.
   a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
   b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
   c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
   d. Establish and maintain a formal style.
   e. Provide a concluding statement or section that follows from and supports the argument presented.
2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
   a. Introduce a topic clearly, previewing what is to follow; organize ideas,

concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

   b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

   c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

   d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

   e. Establish and maintain a formal style.

   f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Production and Distribution of Writing

3. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–2 above.)

SL   Speaking and Listening

Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

   a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

   b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

   c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

   d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views considering the evidence presented.

Presentation of Knowledge and Ideas

2. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

L   Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.

   a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

   b. Form and use verbs in the active and passive voice.

   c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.

   d. Recognize and correct inappropriate shifts in verb voice and mood.

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2016 Mississippi College- and Career- Readiness Standards for Mathematics: High School - Algebra II

Emphasize linear, quadratic, and exponential models.

IC   Making Inferences and Justifying Conclusions
1. Evaluate reports based on data.

S-Statistics and Probability

ID   Interpreting Categorical and Quantitative Data

Summarize, represent, and interpret data on a single count or measurement variable
1. Represent and analyze data with plots on the real number line (dot plots, histograms, and box plots).

Summarize, represent, and interpret data on two categorical and quantitative variables
2. Represent data on two quantitative variables on a scatter plot and describe how the variables are related.
   a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models.
   b. Informally assess the fit of a function by plotting and analyzing residuals.
   c. Fit a linear function for a scatter plot that suggests a linear association.

F-Functions

IF   Interpreting Functions

Analyze functions using different representations
3. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.
   a. Graph functions (linear and quadratic) and show intercepts, maxima, and minima.
   b. Graph square root and piecewise-defined functions, including absolute value functions.

Interpret linear models
4. Distinguish between correlation and causation.

2016 Mississippi College- and Career- Readiness Standards for Mathematics: High School - Algebra I

N-Number and Quantity

Q   Quantities

Reason quantitatively and use units to solve problems.
1. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
2. Define appropriate quantities for the purpose of descriptive modeling.
3. Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

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Appendix D: International Society for Technology in Education Standards (ISTE)

	Units	1	2	3	4	5	6
Standards							
T1		X	X	X	X	X	X
T2		X	X	X	X	X	X
T3		X	X	X	X	X	X
T4		X	X	X	X	X	X
T5		X	X	X	X	X	X
T6		X	X	X	X	X	X

International Society for Technology in Education Standards (ISTE)

T1   Creativity and Innovation
Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students do the following:
a. Apply existing knowledge to generate new ideas, products, or processes.
b. Create original works as a means of personal or group expression.
c. Use models and simulations to explore complex systems and issues.
d. Identify trends and forecast possibilities.

T2   Communication and Collaboration
Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students do the following:
a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
c. Develop cultural understanding and global awareness by engaging with learners of other cultures.
d. Contribute to project teams to produce original works or solve problems.

T3   Research and Information Fluency
Students apply digital tools to gather, evaluate, and use information. Students do the following:
a. Plan strategies to guide inquiry.
b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
d. Process data and report results.

T4   Critical Thinking, Problem Solving, and Decision Making
Students use critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students do the following:
a. Identify and define authentic problems and significant questions for investigation.
b. Plan and manage activities to develop a solution or complete a project.

     c. Collect and analyze data to identify solutions and/or make informed decisions.

     d. Use multiple processes and diverse perspectives to explore alternative solutions.

T5   **Digital Citizenship**

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students do the following:

     a. Advocate and practice safe, legal, and responsible use of information and technology.

     b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.

     c. Demonstrate personal responsibility for lifelong learning.

     d. Exhibit leadership for digital citizenship.

T6   **Technology Operations and Concepts**

Students demonstrate a sound understanding of technology concepts, systems, and operations. Students do the following:

     a. Understand and use technology systems.

     b. Select and use applications effectively and productively.

     c. Troubleshoot systems and applications.

     d. Transfer current knowledge to learning of new technologies.

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