

OFFICE OF CHIEF ACADEMIC OFFICER
Summary of State Board of Education Agenda Items
Consent Agenda
April 17, 2025

OFFICE OF SECONDARY EDUCATION

- E. Approval to revise Unit 8: Digital Literacy and Citizenship of the College- and Career-Readiness course
(Has cleared the Administrative Procedures Act process without public comments)

Executive Summary

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 who graduate from high school are prepared for college, career, and active citizenship. The CCR course curriculum outlines the knowledge secondary students should obtain and the types of skills relevant for a successful transition to postsecondary education, the workforce, and the military.

The Mississippi College- and Career-Readiness Standards for CCR were revised and updated in 2023. Due to the nature of the framework, the course will be revised accordingly to ensure the course is meeting the ever-changing landscape of postsecondary or workforce updates and to meet the needs of the students. The review process incorporated input from nonprofit educational partners, postsecondary institutions, workforce development, and current CCR teachers.

The Unit 8: Digital Literacy and Citizenship of the College and Career Readiness course was approved by the State Board on February 20, 2025. The public comment period was open from February 20, 2025, through 5:00 p.m. on March 24, 2025. The MDE received no public comments.

Recommendation: Approval

Back-up material attached



2025 Mississippi College- and Career- Readiness Course Standards



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Introduction

Mission Statement

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

Purpose

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

Implementation

The Mississippi CCR course is required for the graduating class of 2022 and beyond.



Unit 1: Introduction to College- and Career-Readiness

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

Competencies and Suggested Objectives

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

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

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

1. Discuss reasons for setting goals.
2. Identify and discuss each part of a S.M.A.R.T. goal.
3. Write S.M.A.R.T. goals that align with the current Individual Success Plan (ISP).
4. Identify action steps that will lead to the achievement of created S.M.A.R.T. goals.
5. Create a mission statement that reflects created S.M.A.R.T. goals.

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

1. Meet with the high school counselor to complete the following items:
 - Revise/complete ISP to ensure requirements for the selected diploma are current and on track for graduation.
 - Create a collaborative school year calendar of dates for student conferences/important deadlines for college, scholarship, and financial aid applications.
2. Evaluate postsecondary programs to determine progress towards meeting postsecondary/career goals.
3. Create or revise an academic/college résumé that includes the following items:
 - work experience (e.g., internships, job shadowing experiences, summer jobs, part-time work, family obligations)
 - volunteer/community service involvement
 - school and academic information



- leadership activities
- awards and recognition received
- club and organization involvement
- extracurricular activities



Unit 2: The Student Portfolio and Exhibit

The following unit provides guidance for the development of a student portfolio. This portfolio enables students to demonstrate the culmination of their proficiency in academics, 21st century skills (i.e., critical thinking, creativity, collaboration, and communication), and citizenship. Reflecting on who they are, the portfolio allows students to communicate and demonstrate 21st century skills and knowledge of postsecondary and career interests.

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

Competencies and Suggested Objectives

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

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

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

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

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

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



d. Present the final portfolio for evaluation.

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

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



Unit 3: College Selection

Competencies and Suggested Objectives

a. Identify degree programs that Mississippi's colleges and universities offer and explain the value of a college education.

1. Define college as any education beyond high school that leads to financial stability.
2. Identify the fifteen community colleges, eight public universities, and seven private colleges/universities in Mississippi.
3. Explain the differences in the various types of college options: public versus private, for-profit versus non-profit, religiously affiliated, HBCU, two-year (community) colleges and four-year colleges/universities.
4. Explore selective colleges and the holistic admissions process.
5. Compare and contrast certificate programs, associate degrees, bachelor's degrees, and the types of institutions that offer them.
6. Explain the relationship between earning potential and postsecondary education.
7. Explore the transfer process between Mississippi's public institutions of higher learning and community college systems using the [Mississippi Articulation & Transfer Tool](#).

b. Investigate potential colleges/universities and/or military branches based on the ISP and career interests.

1. Utilize virtual tools in the college exploration process such as [Big Future](#), [Encourage](#), or other selected resources.
2. Review academic requirements and terminology for college admission and selection, such as College Prep Curriculum (CPC), ACT Superscores versus composite scores or SAT scores, WorkKeys, and types of GPA (core, cumulative, weighted).
3. Participate in exploratory opportunities to learn about college/university and/or military options (e.g., high school college/career fair, on-campus big preview events, college/university campus tours [in person or virtual], etc.).
4. Compare admissions requirements for each of the chosen colleges/universities and/or military branches (e.g., WorkKeys, ASVAB, ACT score, grade point average (GPA), essay, résumé, and recommendation letter requirements).
5. Compare and contrast the selected colleges/universities and/or military branches based on the ISP and career interests.



c. Determine which college/university program of study best meets the completed ISP.

1. Identify the top three potential colleges/universities for the programs of study that align with the ISP.
2. Determine the cost of attendance (COA) for each college/university chosen and identify what is included therein, including the breakdown of the value of each category: tuition and fees, room and board, books/supplies, personal expenses, transportation expenses, and miscellaneous expenses.
3. Compare top three colleges/universities' COA.
4. Compose and send emails to potential college/university admissions representatives, introducing themselves and their interests and requesting information on upcoming scheduled events and activities and important deadlines.
5. Create a calendar of important deadlines for each chosen college/university and/or a calendar of dates for enlistment/enrollment requirements for the selected military branch.

d. Demonstrate the ability to complete college admissions applications.

1. Review the documents needed to complete a college application (e.g., ACT scores, transcripts, fee waivers, admissions essays, résumés, recommendations, etc.) and create a submission plan (e.g., request ACT scores and transcripts from counselor, etc.).
2. Identify the housing application process, requirements, and deadlines.
3. **(Juniors Only)** Complete a mock college application.
4. **(Seniors Only)** Complete college applications for colleges/universities. (It is recommended that students complete at least three applications – typically one in each category: a fit, match, and reach.)
5. **(Seniors Only)** Request that official documents (e.g., transcripts, ACT scores, fee waivers, etc.) be sent from the school counselor to the colleges/universities to which the student has applied.

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



Unit 4: Applying for Financial Aid

Competencies and Suggested Objectives

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

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

b. Complete applications for financial aid.

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



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

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

c. Update calendar of important dates created in Unit 3, Competency C, Objective 5 to include scholarship/financial aid deadlines and requirements to maintain each while enrolled in college.

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

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

e. Participate in mock scholarship and academic interviews.

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

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



Unit 5: Preparing for a Career and Internship

Competencies and Suggested Objectives

a. Explore in-demand careers in Mississippi.

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

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

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

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

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

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



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

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

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

- How will this experience influence the selected 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

Competencies and Suggested Objectives

a. Compare sources of personal income and compensation and analyze factors that affect net income.

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

b. Apply reliable information and systematic decision making to personal financial spending and saving decisions.

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

c. Analyze the purpose and functions of financial institutions.

1. Compare the features and costs of personal checking/savings accounts offered by various financial institutions.



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

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

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

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

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



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

f. Analyze appropriate and cost-effective risk management strategies.

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

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



Unit 7: Community Service

Competencies and Suggested Objectives

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

1. Define community service and philanthropy.
2. Discuss the importance of community service.
3. Explain the purpose of a service project and how it can impact a school and/or local community.
4. Analyze potential service projects that would meet a need within the local school/community (e.g., children and schools, senior citizens, military, animals, environment, hungry or homeless, reducing crime, promoting safety, promoting community involvement or enhancement, maternal and child health, adult literacy, disease prevention and treatment, or financial literacy).
5. Determine how the selected service project or projects will be implemented within the local school/community (e.g., the whole class/grade, an individual student, groups of students, etc.).

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

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

c. Evaluate the success of the student service project.

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



Unit 8: Digital Literacy and Citizenship

Competencies and Suggested Objectives

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

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

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

1. Explain how relationships are affected by digital media.
2. Identify cyberbullying, cyberstalking, and other inappropriate online behaviors and analyze how they can affect individuals and groups of people.
3. Explore how AI can be used to detect and prevent cyberbullying, hate speech, and other harmful behaviors
4. Explore the responsible use of social media and how to apply it to individual social media accounts.
5. Research state and national laws and policies concerning inappropriate online behaviors.

c. Identify, evaluate, and use information properly.

1. Define copyright, public domain, and fair use.
2. Explain how to give credit to others' creative works.
3. Evaluate copyright and plagiarism laws.
4. Assess the credibility and reliability of information found on the internet.
5. Explore how AI tools can be used to ethically complete school projects.
6. Discuss the ethical considerations of using AI-generated content.
7. Evaluate how AI algorithms influence the information presented to users (bias) and the ethical implications of AI-generated content.

d. Analyze the effects of digital media on individuals.



1. Explore the ways individuals interact with and incorporate digital media into their daily lives.
2. Research the impacts of screen time.
3. Compare and contrast the ways digital media can lead to both positive and negative feelings.
4. Create personalized guidelines for healthy digital media use, including ideas to “unplug” to cultivate a balance between online and offline activities.
5. Analyze how AI algorithms influence user emotions and behaviors and the ethical considerations of such practices.

e. Explore the various facets of internet privacy and security.

1. Identify ways to be safe and responsible online.
2. Identify ways in which websites collect personal data.
3. Compare the advantages and disadvantages of websites collecting personal data.
4. Compare private versus public information.
5. Discuss strategies that can be used to protect an individual’s online privacy.
6. Explore how AI systems collect personal data, the advantages and disadvantages of such practices, and strategies to protect online privacy.

e. Understand PII, cyber threats, and online security strategies.

1. Explain the concept of personally identifiable information (PII) and its value to cybercriminals.
2. Describe the importance of protecting personal data online (e.g., social security numbers, bank account information, passwords).
3. Identify the common types of cyber threats (e.g., phishing, malware, ransomware, identity theft, clickbait) and their impact on individuals and organizations.
4. Investigate security measures that can be taken to protect an individual’s identity.
5. Discuss the characteristics and purpose of strong passwords.
6. Learn how to create and manage strong, unique passwords.
7. Understand the use of password managers and two-factor authentication (2FA) as tools to enhance security.

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

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





Unit 9: College Transition/Summer Melt

Competencies and Suggested Objectives

a. Understand the differences between high school and college.

1. Discuss the major differences between high school and college.
2. Identify the various types of college offices and their purposes.
3. Explore college policies and procedures (e.g., credit hours, paying per credit hour, flexibility of scheduling classes, class attendance policies, dress code, grading, discipline, instructor, and teacher assistance, etc.).
4. Identify time management techniques, best practices for note taking, and tips for balancing collegiate, work, and personal life.
5. Create a mock 24-hour daily personal schedule as a college student for one week including class time, study time, eating, etc.
6. Develop an understanding of important campus resources that assist students and how to best use them (e.g., learning labs, tutoring centers, multicultural office, student success, leadership, and student involvement, etc.).
7. Research student organizations and identify at least two to join (e.g., First-Generation Student Club, Student Government Association, intramural sports, etc.).
8. Create an outreach plan for connecting with professors (e.g., mentorship, study assistance, extra credit, references, etc.).
9. Define collegiate autonomy and develop approach techniques.

b. Understand the financial aid award process.

1. Discuss the timeline for financial aid awarding and reimbursements/refund checks within the academic year.
2. Review the Student Aid Report (SAR) generated after submitting the FAFSA.
3. Explore verification and the financial aid awarding process.
4. Discuss the different types of federal student loans, interest rates, and repayment options.
5. Understand and be able to complete the Professional Judgment (PJ) or financial aid appeals process at the college/university.
6. Understand and be able to complete required verification from the college/university and/or the Mississippi Office of Student Financial Aid.
7. Compare financial aid awards offered from each college/university.
8. Compare colleges/universities' cost of attendance to the anticipated financial aid award package they offer to determine the best financial option.
9. Select and accept financial aid awards for the chosen college/university through an online student account.



10. Understand and be able to complete a work-study application and accept the position if selected.
11. Review the Mississippi Aid Application (MAAPP) portal to check for any missing documents and to track Mississippi grant awarding timeline.
12. Review and be able to complete student loan acceptance requirements (e.g., loan entrance counseling, Master Promissory Note, etc.).

c. Identify the tasks needed to confirm enrollment in college/university.

1. Set up a college/university email account to begin reviewing communications related to enrollment.
2. Understand and be able to complete housing requirements (e.g., deadlines, application location, fees, costs, roommate preference instructions, etc.).
3. Check the status of admission and financial aid in the college/university student portal (e.g., provide any required documentation, review financial aid notifications, pay enrollment deposit if applicable, etc.).
4. Register and plan for college/university orientation.
5. Review degree plan and course offerings and create a semester-by-semester guide of the college courses needed for degree attainment.
6. Explore transfer requirements from 2-year colleges to 4-year colleges (e.g., hours, pre-requisites, program specifics such as ACT or GPA, etc.) and Mississippi reverse transfer degree options.

d. Explore summer prep options.

1. Research summer bridge programs and make note of the requirements, costs, and deadlines.
2. Review Mississippi Summer Developmental Program (SDP) requirements before fall enrollment and research details on completion.
3. Request final transcript from high school and college (if completed dual enrollment courses) to be sent to the college/university where enrolling.
4. Search for internship and/or volunteer opportunities coordinating with prospective major.
5. Explore requirements of additional standardized testing (e.g., ACT for admission or scholarship purposes, WorkKeys, etc.).
6. Identify college/university career center employment opportunities and check availability for upcoming semester for on-campus and/or internship opportunities.



7. **(Juniors Only)** Research college academic programs offered in the summer that align with interests and career paths and make college/university summer campus visits.
8. Identify barriers to college entry (e.g., transportation, justice involvement, legal documentation, etc.) and solutions to overcome them (e.g., college admissions offices, guidance counselors, community college navigators, etc.)

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



Appendix A: References and Resources

The references and resources listed below are recommended and not endorsed by the MDE or its partnering institutions. The list may be modified or enhanced based on the needs and abilities of students and available resources.

ACT Center for Equity in Learning

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

[ACT](#)

Big Future

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

[Big Future](#)

College Board

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

[College Board](#)

Common Sense Media

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

[Common Sense](#)

Encourage

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

[Encourage](#)

Get2College

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

[Get2College](#)

Mississippi Council on Economic Education

[MCEE](#)



NextGen Personal Finance

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

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

[Next Gen](#)



Appendix B: Individual Success Plan (ISP)



MISSISSIPPI
DEPARTMENT OF
EDUCATION

Student Planning Tool for the Traditional Diploma

I. STUDENT INFORMATION					
Student Name:				MSIS#	
Career Cluster: (select one) Refer to guidance document for additional information	<input type="checkbox"/> Agriculture, Food, and Natural Resources <input type="checkbox"/> Architecture and Construction <input type="checkbox"/> Arts, A/V Technology, and Communications <input type="checkbox"/> Business, Management, and Administration	<input type="checkbox"/> Education and Training <input type="checkbox"/> Finance <input type="checkbox"/> Government and Public Administration <input type="checkbox"/> Health Science	<input type="checkbox"/> Hospitality and Tourism <input type="checkbox"/> Human Sciences <input type="checkbox"/> Information Technology <input type="checkbox"/> Law, Public Safety, Corrections, and Security	<input type="checkbox"/> Manufacturing <input type="checkbox"/> Marketing <input type="checkbox"/> STEM <input type="checkbox"/> Transportation, Distribution, and Logistics	
II. TRADITIONAL DIPLOMA AND ENDORSEMENT OPTIONS (select at least one)					
Academic Endorsement (26 Credits) Date Selected:		Career and Technical (CTE) Endorsement (26 Credits) Date Selected:		Distinguished Academic Endorsement (28 Credits) Date Selected:	
	Earn an overall GPA of 2.5.		Earn an overall GPA of 2.5.		Earn an overall GPA of 3.0.
	Courses must meet MS IHL College Preparatory Curriculum (CPC) requirements.		Must complete a four-course sequential program of study.		Earn four additional Carnegie units for a total of 28 (four science and four social studies credits)
	Earn MS IHL and community college-readiness benchmarks (ACT sub scores of 17 in English and 19 in math as approved by postsecondary for non-remediation at most community colleges and IHL college-ready courses in senior year or the equivalent SAT score as defined by IHL).		Earn two additional Carnegie units for a total of 26.		Courses must meet MS IHL CPC recommended requirements.
	Earn two additional Carnegie units for a total of 26.		Earn silver level on ACT WorkKeys.		Earn national college-readiness benchmarks on each subtest established by ACT (18 in English and 22 in math or SAT equivalency as established by College Board and IHL).



Must successfully complete one of the following:		Must successfully complete one of the following:		Must successfully complete one of the following:	
	One AP course with a C or higher and take the appropriate AP exam		One CTE dual credit or earn articulated credit in the high school CTE course		One AP course with a B or higher and take the appropriate AP exam
	One Diploma Program-IB course with a C or higher and take the appropriate IB exams		Work-based learning experience or career pathway experience		One Diploma Program-IB course with a B or higher and take the appropriate IB exams
	One academic dual-credit course with a C or higher in the course		Earn a State Board of Education-approved national credential		One academic dual-credit course with a B or higher in the course

III. REQUIREMENTS AND RECOMMENDATIONS

Date Met	Requirements
	Student identifies an endorsement prior to entering ninth grade. Endorsement requirements can only be changed with parental permission. (Refer to Section VI for parent signature.)
	For early release, student must have met college- or career-readiness benchmarks (ACT sub scores of 17 in English and 19 in math or earned a Silver level on ACT WorkKeys or SAT equivalency sub scores). Alternately, a student must meet ALL of the following: <ul style="list-style-type: none"> • Have a 2.5 GPA • On track to meet diploma requirements • Passed or met all MAAP assessment requirements for graduation • Concurrently enrolled in Essentials of College Math or Essentials of College Literacy
Date Met	Recommendations
	For early graduation, a student should successfully complete an area of endorsement.
	Student should take a math or math equivalency senior year.



IV. PROGRAM OF STUDY: (Coursework must match endorsement option selected. See MS Public School Accountability Standards for course substitutions.)							
Curriculum Area	Traditional Diploma Carnegie Units	7th grade	8th grade	9th grade	10th grade	11th grade	12th grade
English	4						
Math	4						
Science	3						
Social Studies	3.5						
*Physical Ed	.5						
*Health	.5						
Art	1						
College & Career Readiness	1						
Technology or Computer Science	1						
Electives	5.5						
Additional & CTE Electives (if applicable)							
TOTAL Carnegie Units Earned/GPA		/GPA:	/GPA:	/GPA:	/GPA:	/GPA:	/GPA:

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

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



VI. DOCUMENTATION OF REVIEW OF INDIVIDUAL SUCCESS PLAN (ISP):

Requirement at exit of seventh grade (pending accreditation approval)

Signatures are only required in the second semester

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

VII. NOTES



Appendix C: Student Portfolio Guidelines and Resources

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

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

Artifacts

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

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

Exemplary Artifact Checklist

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

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



Digital Portfolio Assessment Rubric Sample

If a review panel is selected, this panel could consist of staff, school counselors, administration, professionals from the local community and/or student collaborators. It is recommended that the portfolio review panel meet prior to presentations to review and discuss the scoring rubric. A sample scoring rubric has been provided below.

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

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



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



	Level 4	Level 3	Level 2	Level 1
Presentation Preparation	All aspects of the presentation are well prepared, and the student demonstrates a complete grasp of the portfolio's purpose.	Most aspects of the presentation are well prepared. Most aspects of the portfolio's purpose are completely understood by the student.	Most aspects of the presentation are well prepared. Some major aspects of the portfolio's purpose are not completely understood by the student.	Some aspects of the presentations were not well prepared. Some aspects of the portfolio's purpose were not completely understood by the student.
Public Speaking Skills	The student has good voice inflection and does an outstanding job in the speaking aspect of the presentation.	The student has generally good voice inflection and makes very few errors in speaking or communicating	The student has some voice inflection and attempts to communicate clearly, making a few errors in communicating.	The student has very few changes in voice inflection and makes some major errors in communicating.
Balance of Product and Process	The student has been highly engaged with the entire portfolio process throughout the whole year. It is evident that the student took optimal pride in selecting the artifacts.	The student has been engaged with the portfolio process throughout the year. There is evidence that the student took pride in selecting the artifacts.	The student has been somewhat engaged with the portfolio process throughout the year.	The student has not been engaged with the portfolio process throughout the year.



Student Artifact Reflection Sheet (Sample)

Which 21st century skills is addressed with this artifact?

☐ Critical thinking

☐ Collaboration

☐ Communication

☐ Creativity

☐ Citizenship

☐ College and Career Readiness

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

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

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



Appendix D: 21st Century Skills

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

CSS1-21st Century Themes

CS1 Global Awareness

1. Using 21st century skills to understand and address global issues
2. Learning from and working collaboratively with individuals representing diverse cultures, religions, and lifestyles in a spirit of mutual respect and open dialogue in personal, work, and community contexts
3. Understanding other nations and cultures, including those that speak non-English languages

CS2 Financial, Economic, Business, and Entrepreneurial Literacy

1. Knowing how to make appropriate personal economic choices
2. Understanding the role of the economy in society
3. Using entrepreneurial skills to enhance workplace productivity and career options

CS3 Civic Literacy

1. Participating effectively in civic life through knowing how to stay informed and understanding governmental processes



2. Exercising the rights and obligations of citizenship at the local, state, national, and global levels
3. Understanding the local, state, national and global implications of civic decisions

CS4 Health Literacy

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

CS5 Environmental Literacy

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

CSS2-Learning and Innovation Skills

CS6 Creativity and Innovation

1. Think creatively.
2. Work creatively with others.
3. Implement innovations.

CS7 Critical Thinking and Problem Solving

1. Reason effectively.
2. Use systems thinking.
3. Make judgments and decisions.
4. Solve problems.

CS8 Communication and Collaboration

1. Communicate clearly.
2. Collaborate with others.



CSS3-Information, Media, and Technology Skills

CS9 Information Literacy

1. Access and evaluate information.
2. Use and manage information.

CS10 Media Literacy

1. Analyze media.
2. Create media products.

CS11 ICT Literacy

1. Apply technology effectively.

CSS4-Life and Career Skills

CS12 Flexibility and Adaptability

1. Adapt to change.
2. Be flexible.

CS13 Initiative and Self-Direction

1. Manage goals and time.
2. Work independently.
3. Be self-directed learners.

CS14 Social and Cross-Cultural Skills

1. Interact effectively with others.
2. Work effectively in diverse teams.

CS15 Productivity and Accountability

1. Manage projects.
2. Produce results.

CS16 Leadership and Responsibility

1. Guide and lead others.
2. Be responsible to others



