OFFICE OF INSTRUCTIONAL ENHANCEMENT AND INTERNAL OPERATIONS
Summary of State Board of Education Agenda Items
March 20-21, 2014

OFFICE OF CAREER AND TECHNICAL EDUCATION

08.	Approval to begin the Administrative Procedures Act process: To revise the Mississippi Secondary Curriculum Frameworks in Career and Technical Education for (1) Digital Media Technology, (2) Family and Consumer Sciences, (3) Health Sciences, and (4) Teacher Academy

Executive Summary

The following secondary curriculum frameworks are recommended for approval:

1. Digital Media Technology
2. Family and Consumer Sciences
3. Health Sciences
4. Teacher Academy

All curricula frameworks are designed to provide local programs with an instructional foundation that can be used to develop localized instructional management plans and course syllabi. Additionally, the frameworks include the following elements for each revised secondary curricula:

❖ Program Description
❖ CIP Code and CIP Name
❖ Course Outline and Codes
❖ Curriculum Framework
  ➢ Student Competencies
  ➢ Suggested Student Objectives

Draft curricula for each program were revised and reviewed with input from local district personnel and business/industry collaborators. Approved secondary curricula will be disseminated for implementation in the fall 2014.

NOTE: The Office of Career and Technical Education has provided printed, bound executive summaries of the curriculum frameworks. The detailed documents are available upon request.

Recommendation: Approval

Back-up material attached

Digital Media Technology

Program CIP: 09.0702

Ordering Information

Direct inquiries to

Published by

Ashleigh Barbee Murdock, Editor
Kelly Agee, Editor
Kim Harris, Graphic Artist

The Research and Curriculum Unit (RCU), located in Starkville, MS, as part of Mississippi State University, was established to foster educational enhancements and innovations. In keeping with the land-grant mission of Mississippi State University, the RCU is dedicated to improving the quality of life for Mississippians. The RCU enhances 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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Acknowledgments

The Digital Media Technology curriculum was presented to the Mississippi Board of Education on January 16, 2009. The following persons were serving on the state board at the time:

Dr. Hank M. Bounds, Executive Secretary
Mr. Claude Hartley, Chair
Mr. William Harold Jones, Vice Chair
Mr. Howell "Hal" N. Gage
Dr. O. Wayne Gann
Ms. Rebecca Harris
Mr. Charles McClelland
Ms. Sondra Parker Caillavet
Ms. Rosetta Richards
Dr. David Sistrunk

Mike Mulvihill, Interim Associate State Superintendent of Education for the Office of Vocational Education and Workforce Development, at the Mississippi Department of Education, assembled an oversight committee to provide input throughout the development of the *Information Technology Curriculum Framework and Supporting Materials.* Members of this task force are as follows:

CPOC Committee

Dr. Kay Berry, Simpson County School District
Dr. Sam Bounds, Mississippi Association of School Superintendents
Kevin F. Gilbert, Mississippi Association of Educators
David Campbell, Mississippi Association of Middle Level Educators
Tommye Dale Favre, Mississippi Department of Employment Security
Mary Hardy, Mississippi PTA
Anna Hurt, Mississippi Association of School Administrators
Jay Moon, Mississippi Manufacturers Association
Dr. Dean Norman, Center for Advanced Vehicular Systems Extension
Michael Ray, Western Line School District
George Schloegal, Hancock Bank
Charlene Sproles, Mississippi School Counselor Association
Mike Thomas, North American Coal Corporation
Pete Walley, Institutions of Higher Learning
Clarence Ward, Boys and Girls Clubs of the Gulf Coast
Debra West, State Board for Community and Junior Colleges

CPAT Committee

Tom Bryant, Engineering Associates, Inc.
Phil Cockrell, Copeland and Johns
Dr. Paul Cuicchi, Starkville Public Schools
Sharon Hudson, Mississippi Department of Education
Carol Ingram, Lamar County Public Schools
Jeff Jones, Mississippi Gulf Coast Community College
Mattie Jones, Pontotoc Career Center
Jean Massey, Rankin County Schools
Jim McRae, Clearspan
Dr. Phyllis Miller, Mississippi State University
Dr. Robin Parker, Research and Curriculum Unit

Finally, standards in the *Digital Media Technology Curriculum Framework and Supporting Materials* are based on the following:

Adobe Certified Associate (ACA) Learning Objectives
These objectives prepare users to obtain the ACA certification that validates entry-level skills needed to plan, design, build, and maintain effective communications by using different forms of digital media. Reprinted with permission from *Adobe Systems Incorporated*. © 2008 Adobe Systems Incorporated. All rights reserved. Adobe, the Adobe logo, and Dreamweaver is/are either a registered trademark(s) or a trademark(s) of Adobe Systems Incorporated in the United States and/or other countries.

Applied Academic Credit Benchmarks
Mississippi Department of Education 2007 Mississippi Mathematics Framework Revised

21st Century Skills and Information and Communication Technologies Literacy Standards
In defining 21st century learning, the Partnership for 21st Century Skills has embraced five content and skill areas that represent the essential knowledge for the 21st century: global awareness; civic engagement; financial, economic, and business literacy; learning skills that encompass problem-solving, critical-thinking, and self-directional skills; and Information and Communication Technology (ICT) literacy.

National Educational Technology Standards for Students
Reprinted with permission from *National Educational Technology Standards for Students: Connecting Curriculum and Technology*, Copyright © 2007, ISTE (International Society for Technology in Education), (800) 336-5191 (U.S. and Canada) or (541) 302-3777 (International), iste@iste.org, www.iste.org. All rights reserved. Permission does not constitute an endorsement by ISTE.

ACT College Readiness Standards

The College Readiness Standards are sets of statements intended to help students understand what is expected of them in preparation for the ACT. These standards are integrated into teaching and assessment strategies throughout the curriculum framework.

Preface

Secondary vocational-technical education programs in Mississippi are faced with many challenges resulting from sweeping educational reforms at the national and state levels. Schools and teachers are increasingly being held accountable for providing true 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.

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; Carl D. Perkins Vocational Education Act IV, 2007; and No Child Left Behind Act of 2001).

Digital Media Technology Executive Summary

Program Description

This program is designed for students who wish to develop, design, and implement projects in the fast growing field of digital media. The program emphasizes the techniques and tools used in digital media and the creative design or content of such media. Both theoretical learning and activity-based learning are provided for students who wish to develop and enhance their competencies and skills. The course focuses on the basic areas of computer graphics, multimedia, and animation. Exposure to state-of-the-art equipment is given through advice by experts from industry. The comprehensive project component provides practical experience toward developing a portfolio of work.

Industry Certification

Research with Mississippi industry suggests that this curriculum should be written to the Adobe Certified Associate Certification. This exam assesses the foundation of digital communication skills students need to create effective communication using digital media tools. This certification was developed after a group of industries met with educators to design the entry-level skill industry standards for Web communication, rich media communication, and visual communication. Additionally, the Final Cut Pro 6.0 is the recognized industry software for video production. The Final Cut Express 4.0 software is a more inexpensive software package that has the same interface as Final Cut Pro 6.0. It is recommended that this curriculum meets the Final Cut Pro Level 1 Certification.

Assessment

Students will be assessed using the Digital Media Technology test. The MS-CPAS2 blueprint can be found at http://info.rcu.msstate.edu/services/curriculum.asp. If there are questions regarding assessment of this program, please contact the STEM instructional design specialists at the Research and Curriculum Unit at 662.325.2510.

Student Prerequisites

An eligible student will have completed the ninth grade and will have an overall B average. Prior to being enrolled in the course, a behavior reference must be obtained from an academic technology teacher.

Proposed Applied Academic Credit

The academic credit is still pending for this curriculum.

Licensure Requirements

The 987 licensure is needed to teach the Digital Media Technology program. The requirements for the 987 licensure endorsement are listed below:

987 – Digital Media Technology

1. Applicants with associate's degrees must have at least 2 years of verifiable occupational experience in the past 10 years. Experience must be appropriate to the subject to be taught.

2. Applicants with bachelor's or higher degrees must have at least 1 year of verifiable occupational experience in the past 10 years. Experience must be appropriate to the subject to be taught.

3. Applicant must enroll immediately in the Vocational Instructor Preparation (VIP) or the Redesign Education Program (REP).

4. Applicant must complete the individualized professional development plan (PDP) requirements of the VIP or REP prior to the expiration date of the three-year vocational license.

5. Applicants must possess a Final Cut Pro Level 1 Certification.

6. Applicants must possess an Adobe Certified Associate Certification in each of the following areas: Web Communication, Rich Media Communication, and Visual Communication.

7. Applicants must successfully complete an MDE-approved computer literacy certification exam.

8. Applicants must successfully complete certification for an online learning workshop, module, or course that is approved by the MDE.

9. Applicants must successfully complete a Digital Media Technology certification workshop, module, or course that is approved by the MDE.

Note: If an applicant meets all requirements listed above, that applicant will be issued a 987 endorsement – a 5-year license. If an applicant does not meet **all** requirements, the applicant will be issued a 3-year endorsement license, and all requirements stated above must be satisfied prior to the ending date of that license.

Professional Learning

The professional learning itinerary for the middle school or individual pathways can be found at http://redesign.rcu.msstate.edu. If you have specific questions about the content of each training session provided, please contact the Research and Curriculum Unit at 662.325.2510, and ask for the Professional Learning Specialist.

Course Outlines

This curriculum framework allows for local school districts to meet student needs and scheduling demands. The first option groups units into four one-Carnegie-unit courses. The second option groups units into two two-Carnegie-unit courses. A discussion of each option is listed below.

Introduction to Photography and Graphic Design and Web Design and Media Rich Content courses introduce students to the principles and skills associated with graphic and print production and Web site development as it is related to meeting the needs of clients and producing graphic design products. Video Production and the Directed Individual Project courses concentrate on video production, a directed individual project, and portfolio finalization. These courses must be taken in sequential order.

Option 1

By following this course of study for Digital Media Technology, the students will progress through a series of four one-credit courses that should be completed in the following sequence:

1. Introduction to Photography and Graphic Design (Course Code: 994102)
2. Web Design and Media Rich Content (Course Code: 994103)
3. Video Production (Course Code: 994104)
4. Directed Individual Project (Course Code: 994105)

Course Description: Introduction to Photography and Graphic Design includes the foundation skills necessary in the digital media industry. Content such as safety, ethical issues and production, photography, graphic design, and print production will be offered to students. This is a one-Carnegie-unit course.

Course Description: Web Design and Media Rich Content emphasizes real-world, hands-on practice. Content related to Web design, building a basic client Web site, media rich content for Web design, and planning a digital narrative and creating a script will be offered to students. This one-Carnegie-unit course should only be taken after students successfully pass Introduction to Photography and Graphic Design (Course Code: 994102).

Course Description: Video Production focuses on career opportunities in audio and video technology, production systems, production process, and video and audio production. This one-Carnegie-unit course should only be taken after students successfully pass Web Design and Media Rich Content (Course Code: 994103).

Course Description: The Directed Individual Project is a culminating course that gives students the opportunity to produce a final video project that incorporates the skill and knowledge learned in the Video Production course, giving the students the chance to showcase what they have learned and accomplished. Upon the completion of this course, the students will have also put the finishing touches on a digital portfolio that is cumulative of their work throughout all semesters of Digital Media Technology. This is a one-Carnegie-unit course and should be taken after students successfully pass Introduction to Photography and Graphic Design (Course Code: 994102), Web Design and Media Rich Content (Course Code: 994103), and Video Production (Course Code: 994104).

Introduction to Photography and Graphic Design (One Carnegie Unit) - Course Code: 994102

Unit		Title	Hours
1		Introduction, Safety, and Orientation	10
2		Ethical Content and Production	20
3		Photography	25
4		Graphic Design and Print Production	85
			140

Web Design and Media Rich Content (One Carnegie Unit) - Course Code: 994103

Unit		Title	Hours
5		Introduction to Web Design	30
6		Building a Basic Client Web Site	20
7		Media Rich Content for Web Design	55
8		Planning a Digital Narrative and Creating a Script	35
			140

Video Production (One Carnegie Unit) - Course Code: 994104

Unit		Title	Hours
9		Creating a Rough Cut	10
10		Refining a Rough Cut	35
11		Customizing and Capturing Footage	25

Unit		Title	Hours
~~12~~		~~Completing the Cut~~	~~35~~
~~13~~		~~Adding Effects and Finishing Video Projects~~	~~35~~
			~~140~~

~~Directed Individual Project (One Carnegie Unit-Portfolio) - Course Code: 994105~~

Unit		Title	Hours
~~14~~		~~Developing Movie Ideas~~	~~15~~
~~15~~		~~Storyboarding a Movie~~	~~15~~
~~16~~		~~Producing a Movie~~	~~15~~
~~17~~		~~Lighting Elements in a Movie~~	~~15~~
~~18~~		~~Working with Audio in Movies~~	~~15~~
~~19~~		~~Creating the Perfect Camera Frame~~	~~15~~
~~20~~		~~Documentary Movies~~	~~15~~
~~21~~		~~Post-Production~~	~~35~~
			~~140~~

~~Option 2~~

~~Course Description~~~~: Digital Media Technology I encompasses the foundation skills necessary in the digital media industry. Content such as safety, ethical issues and production, photography, graphic design, and print production will be offered to students. The Web Design and Media Rich Content portion of the course emphasizes real-world, hands-on practice. Content related to Web design, building a basic client Web site, media rich content for Web design, and planning a digital narrative and creating a script will be offered to students. Students will receive two Carnegie units upon completion of the course.~~

Course Description: Digital Media Technology II focuses on the process of video production and editing as well as career opportunities in audio and video technology. Another component of the course is the Directed Individual Project that is a culminating assignment that gives students the opportunity to produce a final video project that incorporates the skill and knowledge learned throughout the course, giving the students the chance to showcase what they have learned and accomplished. Also upon completion of this course, the students will have also put the finishing touches on a digital portfolio that is cumulative of their work throughout their study of Digital Media Technology.

Digital Media Technology I (Two Carnegie Unit) - Course Code: 994100

Unit		Title	Hours
1		Introduction, Safety, and Orientation	10
2		Ethical Content and Production	20
3		Photography	25
4		Graphic Design and Print Production	85
5		Introduction to Web Design	30
6		Building a Basic Client Web Site	20
7		Media Rich Content for Web Design	55
8		Planning a Digital Narrative and Creating a Script	35
			280

Digital Media Technology II (Two Carnegie Unit) - Course Code: 994101

Unit		Title	Hours
9		Creating a Rough Cut	10
10		Refining a Rough Cut	35
11		Customizing and Capturing Footage	25
12		Completing the Cut	35
13		Adding Effects and Finishing Video Projects	35
14		Developing Movie Ideas (Portfolio Entry)	15
15		Storyboarding a Movie (Portfolio Entry)	15

16		Producing a Movie (Portfolio Entry)	15
17		Lighting Elements in a Movie (Portfolio Entry)	15
18		Working with Audio in Movies (Portfolio Entry)	15
19		Creating the Perfect Camera Frame (Portfolio Entry)	15
20		Documentary Movies (Portfolio Entry)	15
21		Post-Production (Portfolio Entry)	35
			280

2014 Digital Media Technology

Mississippi Department of Education

The Research and Curriculum Unit (RCU), located in Starkville, MS, as part of Mississippi State University, was established to foster educational enhancements and innovations. In keeping with the land grant mission of Mississippi State University, the RCU is dedicated to improving the quality of life for Mississippians. The RCU enhances 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.

Secondary career and technical education 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 true 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.

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; Carl D. Perkins Vocational Education Act IV, 2007; and No Child Left Behind Act of 2001).

Pathway Description

This program is designed for students who wish to develop, design, and implement projects in the fast growing field of digital media. The program emphasizes the techniques and tools used in digital media and the creative design or content of such media. Both theoretical learning and activity-based learning are provided for students who wish to develop and enhance their competencies and skills. The course focuses on the basic areas of computer graphics, audio production multimedia, and animation. Exposure to state-of-the-art equipment is given through advice by experts from industry.

Industry Certification

Research with Mississippi industry suggests that this curriculum should be aligned to the Adobe Certified Associate Certification or equivalent. This exam assesses the foundation of digital communication skills students need to create effective communication using digital media tools. This certification was developed after a group of industries met with educators to design the entry-level skill industry standards for Web communication, rich media communication, and visual communication. Additionally, the Final Cut Pro (latest ed.) is recognized as the standard industry software for video production. It is recommended that this curriculum be aligned the Final Cut Pro Level 1 Certification or equivalent.

Assessment

The latest assessment blueprint for the curriculum can be found at

http://www.rcu.msstate.edu/Curriculum/CurriculumDownload.aspx

Student Prerequisites

In order for students to be able 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 Math (last course taken or the instructor can specify the math)

3. Instructor Approval and TABE Reading Score (eighth grade or higher)

   or

1. TABE Reading Score (eighth grade or higher)

2. Instructor Approval

   or

1. Instructor Approval

Academic Credit

The latest academic credit information can be found at

https://www.rcu.msstate.edu/MDE/PathwaystoSuccess.aspx. Once there, click the "*Counselor*

Resources" Tab, then click "*Curriculum Enhancement List.*" Check this site often as it is

updated frequently.

Teacher Licensure

The latest teacher licensure information can be found at

http://www.mde.k12.ms.us/educator-licensure

Professional Learning

If you have specific questions about the content of any of training sessions provided, please

contact the Research and Curriculum Unit at 662.325.2510.

Option 1—Four One-Carnegie-Unit Courses

This curriculum consists of four one-credit courses, which should be completed in the following sequence:

1. **Orientation to Digital Media – Course Code: 994108**

2. **Fundamentals of Digital Media – Course Code: 994109**

3. **Theory and Applications of Digital Media I – Course Code: 994110**

4. **Theory and Applications of Digital Media II – Course Code: 994111**

Course Description: Orientation to Digital Media

Orientation to Digital Media includes the foundation skills necessary in the digital media industry. Content such as safety, ethical issues and production, photography, graphic design, and print production will be offered to students. This is a one-Carnegie-unit course.

Course Description: Fundamentals of Digital Media

Fundamentals of Digital Media emphasizes real-world, hands-on practice. Content related to audio production and media-rich content for Web design will be offered to students. This one-Carnegie-unit course should only be taken after students successfully pass Orientation to Digital Media.

Course Description: Theory and Applications of Digital Media I

Theory and Applications of Digital Media I focuses on career opportunities in video technology, production systems, production process, and video production. This one-Carnegie-unit course should only be taken after students successfully pass Fundamentals of Digital Media.

Course Description: Theory and Applications of Digital Media II

Theory and Applications of Digital Media II emphasizes real-world, hands-on practice. Content related to motion graphics will be offered to students. This one-Carnegie-unit course should only be taken after students successfully pass Theory and Applications of Digital Media I.

Orientation to Digital Media —Course Code: 994108

Unit	Unit Name	Hours
1	Introduction, Safety, and Orientation	20
2	Photography and Photo Editing	60
3	Print Production and Design	60
Total		140

Fundamentals of Digital Media —Course Code: 994109

Unit	Unit Name	Hours
4	Introduction and Editing for Audio Production	60
5	Finalizing Audio Production	60
6	Media-Rich Content Design	20
Total		140

Theory and Applications of Digital Media I —Course Code: 994110

Unit	Unit Name	Hours
7	Introduction, Safety, and Orientation	20
8	Preparing to Edit	22.5
9	Telling the Story	32.5
10	Editing Basics	32.5
11	Finishing the Project	32.5
Total		140

Theory and Applications of Digital Media II —Course Code: 994111

Unit	Unit Name	Hours
12	Discovering Motion Graphics	35
13	Basic Animation	35
14	Designing Effects and Graphics	35
15	Fundamentals of 3D to Motion Graphics	35
Total		140

Option 2—Two Two-Carnegie-Unit Courses

This curriculum consists of two two-credit courses, which should be completed in the following sequence:

1. **Digital Media Technology I —Course Code: 994100**

2. **Digital Media Technology II —Course Code: 994101**

Course Description: Digital Media Technology I

Digital Media Technology I encompasses the foundation skills necessary in the digital media industry. Content such as safety, ethical issues and production, photography, graphic design, and print production will be offered to students. The Audio Production and Media Rich Content portion of the course emphasizes real-world, hands-on practice. Students will receive two Carnegie units upon completion of the course.

Course Description: Digital Media Technology II

Digital Media Technology II focuses on the process of video production and editing as well as career opportunities in audio and video technology. Another component of the course is motion graphics. This two-Carnegie-unit course should only be taken after students successfully pass Digital Media Technology I

Digital Media Technology I —Course Code 994100

Unit	Unit Name	Hours
1	Introduction, Safety, and Orientation	20
2	Photography and Photo Editing	60
3	Print Production and Design	60
4	Introduction and Editing for Audio Production	60
5	Finalizing Audio Production	60
6	Media-Rich Content Design	20
Total		280

Digital Media Technology II —Course Code: 994101

Unit	Unit Name	Hours
7	Introduction, Safety, and Orientation	20
8	Preparing to Edit	22.5
9	Telling the Story	32.5
10	Editing Basics	32.5
11	Finishing the Project	32.5
12	Discovering Motion Graphics	35
13	Basic Animation	35
14	Designing Effects and Graphics	35
15	Fundamentals of 3D to Motion Graphics	35
Total		280

2008 Mississippi Curriculum Framework

Family and Consumer Sciences

(Program CIP: 19.9999 – Family and Consumer Sciences)

Direct inquiries to

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Published by

Preface

Family and Consumer Sciences Research Synopsis

Articles, books, Web sites, and other materials listed at the end of each unit were considered during the revision process. These references are suggested for use by instructors and students during the study of the topics outlined.

Industry advisory team members from Mississippi State University, University of Southern Mississippi, and Alcorn State University throughout the state were asked to give input related to changes to be made to the curriculum framework.

Industry and instructor comments, along with current research, were considered by the curriculum revision team during the revision process; and changes were made as needed and appropriate. Many of the skills and topics noted in the research were already included in the curriculum framework. Specific changes made to the curriculum at the curriculum revision at the October 10, 2007, meeting included the following:

- Competencies and objectives were reviewed to ensure accuracy and appropriateness.
- A variety of teaching and assessment strategies was included to provide for different learning styles.
- Hours spent in many units were adjusted.
- Appendix A was added to include the American Association of Family and Consumer Science Standards.
- Appendix B was added to include health standards.
- Appendix E was added to include generic rubrics and evaluation forms.
- The Recommended Tools and Equipment list was updated.

Curriculum

The following national standards were referenced in each course of the curriculum.

- CTB/McGraw-Hill LLC *Tests of Adult Basic Education, Forms 7 and 8* Academic Standards, *OR* Mississippi Department of Education Subject Area Testing Program Academic Standards
- *American Association of Family and Consumer Sciences*
- *National Health Education Standards*
- *21st Century Skill Standards*

Assessment

There is no statewide assessment for this curriculum.

Professional Learning

It is suggested that instructors participate in professional learning related to the following concepts:

- New topics in curriculum and new standards
- How to use the program's Blackboard® site
- Differentiated instruction – To learn more about differentiated instruction, please go to http://www.paec.org/teacher2teacher/additional_subjects.html, and click on Differentiated Instruction. Work through this online course, and review the additional resources.

Foreword

Secondary vocational–technical education programs in Mississippi are faced with many challenges resulting from sweeping educational reforms at the national and state levels. Schools and teachers are increasingly being held accountable for providing true 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.

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; Carl D. Perkins Vocational Education Act III, 1998; and No Child Left Behind Act of 2001).

Each secondary vocational–technical course consists of a series of instructional units that focus on a common theme. All units have been written using a common format that includes the following components:

- Unit Number and Title
- Suggested Time on Task – An estimated number of clock hours of instruction that should be required to teach the competencies and objectives of the unit. A minimum of 140 hours of instruction is required for each Carnegie unit credit. The curriculum framework should account for approximately 75 to 80% of the time in the course.
- 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.
- Suggested Teaching Strategies – This section of each unit indicates strategies that can be used to enable students to master each competency. Emphasis has been placed on strategies that reflect active learning methodologies. Teachers should feel free to modify or enhance these suggestions based on needs of their students and resources available in order to provide optimum learning experiences for their students.
- Suggested Assessment Strategies – This section indicates strategies that can be used to measure student mastery. Examples of suggested strategies could include rubrics, class participation, reflection, and journaling. Again, teachers should feel free to modify or enhance these suggested assessment strategies based on local needs and resources.

- Integrated Academic Topics, Workplace Skills, Technology Standards, and Occupational Standards - This section identifies related academic topics as required in the Subject Area Assessment Program (SATP) in Algebra I, Biology I, English II, and U.S. History from 1877, which are integrated into the content of the unit. It also identifies the 21st century skills, which were developed by the Partnership for 21st Century Skills, a group of business and education organizations concerned about the gap between the knowledge and skills learned in school and those needed in communities and the workplace. A portion of the 21st century skills addresses learning skills needed in the 21st century, including information and communication skills, thinking and problem-solving skills, and interpersonal and self-directional skills. The need for these types of skills has been recognized for some time, and the 21st century skills are adapted in part from the 1991 report from the U.S. Secretary of Labor's Commission on Achieving Necessary Skills (SCANS). Another important aspect of learning and working in the 21st century involves technology skills, and the International Society for Technology in Education, developers of the National Education Technology Standards (NETS), were strategic partners in the Partnership for 21st Century Skills.
- References - A list of suggested references is provided for each unit. The list includes some of the primary instructional resources that may be used to teach the competencies and suggested objectives. Again, these resources are suggested and the list may be modified or enhanced based on needs and abilities of students and on available resources.

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Program Description

Family and Consumer Sciences (FCS) education in Mississippi consists of the CORE program and specific occupational programs. The CORE program prepares students for living in the real world and helps them develop leadership, problem-solving, decision-making, critical thinking, communication, computer, and mathematical skills. The specific occupational programs focus on career exploration and gaining the skills in a specific profession for entry-level employment or continuation of education. FCS education enhances the leadership potential and essential life skills of its students and encourages life-long learning.

Family and Consumer Sciences education offers pathways in the following areas:

- CORE Program
    - Family Dynamics
    - Family and Individual Health
    - Child Development
    - Nutrition and Wellness
    - Personal Development
    - Resource Management
- Occupational Pathways
    - Culinary Arts
    - Early Childhood
    - Hospitality

Skill standards referenced are from the *American Association of Family and Consumer Sciences, VTECS, and the National Health Education Standards.*

Course Outline

Family Dynamics

Course CIP Code: 20.0121

Course Description: Family Dynamics is a course that develops skills related to personal, family, and social issues. It includes instruction in dimensions of adolescent development, family decisions and responsibilities, social decisions and responsibilities, and management of family systems in today's society. (Grades 9–12, 1 Semester, 0.5 Carnegie Unit)

Unit	Title	Hours
1	Dimensions of Adolescent Development	7
2	Family Decisions and Responsibilities	27
3	Management of Family Systems	30

Family and Individual Health

Course CIP Code: 20.9126

Course Description: Family and Individual Health is a course that develops skills related to personal, social, and mental health in today's society. It includes instruction on human growth and development, disease prevention and control, substance abuse and prevention, community and environmental health, and safety and first aid. This course can be taken in lieu of Comprehensive Health. (Grades 9–12, 1 Semester, 0.5 Carnegie Unit)

Unit	Title	Hours
1	Personal and Consumer Health	6
2	Mental Health	7
3	Social Health	5
4	Human Growth and Development	10
5	Disease Prevention and Control	10
6	Nutrition and Fitness	10
7	Substance Abuse Prevention	7
8	Community and Environment Health	5
9	Safety and First Aid	10

Child Development

Course CIP Code: 20.0122

Course Description: Child Development is a course that develops skills related to physical, social, intellectual, and emotional development of the child. It includes instruction on considerations for parenthood, prenatal care, child growth and development, behavior management, needs of exceptional children, and career opportunities. (Grades 9–12, 1 Semester, 0.5 Carnegie Unit)

Unit	Title	Hours
1	Considerations for Parenthood	7
2	Child Growth and Development	33
3	Behavior Guidance for Children	10
4	Children with Special Challenges	10
5	Career Opportunities in Child Development	7

Nutrition and Wellness

Course CIP Code: 20.0130

Course Description: Nutrition and Wellness is a course that develops skills related to proper nutrition and the concept of overall wellness. It includes instruction in nutrition, exercise and diet, healthy food choices, meal preparation, and components for a healthy lifestyle. (Grades 9-12, 1 Semester, 0.5 Carnegie Unit)

Unit	Title	Hours
1	Nutrition	10
2	Exercise and Diet	12
3	Healthy Food Choices	8
4	Meal Preparation	23
5	Careers in Nutrition and Wellness Industry	5

Personal Development

Course CIP Code: 20.0120

Course Description: Personal Development is a course that develops skills related to positive interpersonal relationships within the family, peer groups, the workplace, and the community. It includes instruction on self-discovery, personal decisions, relationships with others, establishing goals, career survival skills, and clothing and nutritional sound choices. (Grades 9–12, 1 Semester, 0.5 Carnegie Unit)

Unit	Title	Hours
1	Discovering Who You Are	8
2	Personal Design Choices	15
3	Making Healthy Choices	8
4	Developing Healthy Relationships	10
5	Taking Charge of Your Life	10
6	Management of Social Skills	10

Resource Management

Course CIP Code: 20.0129

Course Description: Resource Management is a course that addresses the identification and management of personal resources and family finances to meet the needs and wants of individuals and families throughout the family life cycle, considering a broad range of economic, social, cultural, technological, environmental, and maintenance factors. (Grades 9–12, 1 Semester, 0.5 Carnegie Unit)

Unit	Title	Hours
1	Developing Decision-Making Skills	5
2	Managing Personal Finances	30
3	Perfecting the Role of the Consumer	20
4	Balancing Work and Family	15

2014 Family and Consumer Sciences

Mississippi Department of Education

The Research and Curriculum Unit (RCU), located in Starkville, MS, as part of Mississippi State University, was established to foster educational enhancements and innovations. In keeping with the land grant mission of Mississippi State University, the RCU is dedicated to improving the quality of life for Mississippians. The RCU enhances 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.

Secondary career and technical education 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 true 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.

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; Carl D. Perkins Vocational Education Act IV, 2007; and No Child Left Behind Act of 2001).

Program Description

Family and Consumer Sciences (FCS) education in Mississippi consists of the CORE program and specific career and technical programs. The CORE program prepares students for living in the real world and helps them develop leadership, problem-solving, decision-making, critical thinking, communication, computer, and mathematical skills. The specific career and technical programs focus on career exploration and gaining the skills in a specific profession for entry-level employment or continuation of education. FCS education enhances the leadership potential and essential life skills of its students and encourages life-long learning.

Industry Certification

> National Standards for Family and Consumer Sciences Education
>
> Copyright © 2008-2018
>
> Developed by National Association of State Administrators of Family and Consumer Sciences (NASAFACS)
> http://nasafacs.org/national-standards--competencies.html

Assessment

The latest assessment blueprint for the curriculum can be found at

http://www.rcu.msstate.edu/Curriculum/CurriculumDownload.aspx

Student Prerequisites

In order for students to be able 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 Math (last course taken or the instructor can specify the math)

3. Instructor Approval and TABE Reading Score (eighth grade or higher)

or

1. TABE Reading Score (eighth grade or higher)

2. Instructor Approval

or

1. Instructor Approval

Academic Credit

The latest academic credit information can be found at

https://www.rcu.msstate.edu/MDE/PathwaystoSuccess.aspx. Once there, click the "*Counselor*

Resources" Tab, then click "*Curriculum Enhancement List.*" Check this site often as it is

updated frequently.

Teacher Licensure

The latest teacher licensure information can be found at

http://www.mde.k12.ms.us/educator-licensure

Professional Learning

If you have specific questions about the content of any of training sessions provided, please

contact the Research and Curriculum Unit at 662.325.2510.

This curriculum consists of four half-credit courses.

1. **Family Dynamics – Course Code: 20.0121**

2. **Nutrition and Wellness – Course Code: 20.0130**

3. **Child Development – Course Code: 20.0122**

4. **Resource Management – Course Code: 20.0129**

Course Description: Family Dynamics

Family Dynamics is a course that develops skills related to personal, family, and social issues. It includes instruction in dimensions of adolescent development, family decisions and responsibilities, social decisions and responsibilities, and management of family systems in today's society. (Grades 9–12, 1 Semester, 0.5 Carnegie Unit)

Course Description: Nutrition and Wellness

Nutrition and Wellness is a course that develops skills related to proper nutrition and the concept of overall wellness. It includes instruction in nutrition, exercise and diet, healthy food choices, meal preparation, and components for a healthy lifestyle. (Grades 9–12, 1 Semester, 0.5 Carnegie Unit)

Course Description: Child Development

Child Development is a course that develops skills related to physical, social, intellectual, and emotional development of the child. It includes instruction on considerations for parenthood, prenatal care, child growth and development, behavior management, needs of exceptional children, and career opportunities. (Grades 9–12, 1 Semester, 0.5 Carnegie Unit)

Course Description: Resource Management

Resource Management is a course that addresses the identification and management of personal resources and family finances to meet the needs and wants of individuals and families throughout the family life cycle, considering a broad range of economic, social, cultural, technological, environmental, and maintenance factors. (Grades 9–12, 1 Semester, 0.5 Carnegie Unit)

Family Dynamics —Course Code: 20.0121

Unit	Unit Name	Hours
1	Orientation	1
2	Discovering You	20
3	Discovering Relationships	20
4	Discovering Family Growth	20
5	Discovering Career Opportunities	9
Total		70

Nutrition and Wellness —Course Code: 20.0130

Unit	Unit Name	Hours
1	Orientation and Lab Safety	6
2	Meal Planning and Preparation	25
3	Exercise and Diet	5
4	Sciences of Food	18
5	Healthy Food Choices	6
6	Home Food Preservation	3
7	Global Cuisine	4
8	Careers in Nutrition and Wellness	4
Total		71

Child Development —Course Code: 20.0122

Unit	Unit Name	Hours
1	Orientation	1
2	Considerations for Parenthood	15
3	Child Growth and Development	30
4	Behavior Guidance for Children	15
5	Career Opportunities in Child Development	9
Total		70

Resource Management—Course Code: 20.0129

Unit	Unit Name	Hours
1	Orientation	1
2	Developing Decision-Making Skills	12
3	Managing Personal Finances	40
4	Protecting the Role of the Consumer	10
5	Careers in Resource Management	7
Total		70

Health Sciences

Direct inquiries to

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The Research and Curriculum Unit (RCU), located in Starkville, Mississippi, as part of Mississippi State University, was established to foster educational enhancements and innovations. In keeping with the land grant mission of Mississippi State University, the RCU is dedicated to improving the quality of life for Mississippians. The RCU enhances 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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Acknowledgments

Finally, standards in the *Health Sciences Curriculum Framework and Supporting Materials* are based on the following:

Human Anatomy and Physiology

Mississippi Department of Education Subject Area Testing Program

21st Century Skills and Information and Communication Technologies Literacy Standards

In defining 21st century learning, the Partnership for 21st Century Skills has embraced five content and skill areas that represent the essential knowledge for the 21st century: global awareness; civic engagement; financial, economic, and business literacy; learning skills that encompass problem-solving, critical-thinking, and self-directional skills; and Information and Communication Technology (ICT) Literacy.

National Educational Technology Standards for Students

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ACT College Readiness Standards

The College Readiness Standards are sets of statements intended to help students understand what is expected of them in preparation for the ACT. These standards are integrated into teaching and assessment strategies throughout the curriculum framework.

National Health Care Foundation Skill Standards

The National Health Care Skill Standards were developed by the National Consortium on Health Science and Technology and West Ed Regional Research Laboratory, in partnership with educators and health care employers. The standards were developed to inform current and future health care workers, employers, and educators what skills and knowledge workers needs to succeed.

Health Sciences Executive Summary

Program Description

Health Sciences is a pathway of courses for students in the Health Sciences career cluster. The Health Sciences pathway includes classroom and hands-on experiences that will provide students with an overview of the health-care field as outlined in the States' Career Clusters Health Science Cluster and the National Consortium on Health Science and Technology Education as well as begin to prepare students for careers in occupations predicted to have a high number of available jobs in the next 10 years including registered nurses, nurse aides, practical nurses, and home health aides.

Industry Certification

By implementing the National Health Care Foundation Skill Standards in the Health Sciences Pathway, students who successfully master the curriculum should have the skills required to take the National Health Science Assessment, which is based on industry-validated performance indicators. In addition, students should be prepared to take the Mississippi Home Health Aide and the Mississippi Homemaker exams through the Mississippi Department of Education and to complete the requirements and take the certification test to become a certified nurse aide through a certified nurse aide registry approved site.

Dual Enrollment

Dual enrollment in a community college practical nursing program provides an opportunity for senior high school students to complete the first semester of a practical nursing program during their senior year. Mississippi's dual enrollment/dual credit practical nursing programs provide qualified high school seniors the opportunity to earn college credit for the first three courses in the postsecondary Practical Nursing (PN) curriculum. Upon successful completion of those courses and graduation from high school, dually enrolled PN students are eligible to sit for CNA licensure and are entitled to advanced placement into the colleges' regular Practical Nursing program. Students who continue seamlessly into the second semester of the regular college program have the potential to sit for the NCLEX-PN licensure exam and become licensed practical nurses within 6 months of high school graduation. The dual enrollment/dual credit practical nursing program is the administrative responsibility of the community colleges and the practical nursing programs, in coordination and cooperation with their partnering high schools.

Assessment

Students will be assessed using the Health Sciences MS-CPAS2 test. The MS-CPAS2 blueprint can be found at http://info.rcu.msstate.edu/services/curriculum.asp. If there are questions regarding assessment of this program, please contact the Health Sciences instructional design specialists at the Research and Curriculum Unit at 662.325.2510.

Student Prerequisites

In order for students to be able to experience success in the Health Sciences Pathway program, the following student prerequisites are in place:

1. C or higher in English (the previous year)
2. C or higher in Math (last course taken or the instructor can specify the math)

   or
1. TABE Reading Score (eighth grade or higher)

   or
1. Instructor Approval

Applied Academic Credit

Applied science content from the curriculum was aligned to the 2007 Mississippi Science Framework Revised Academic Benchmarks. Upon the completion of this program, students will earn two applied science credits that can be used for graduation requirements.

Licensure Requirements

Mississippi teacher license endorsement 961 is needed to teach the Health Sciences Pathway. Requirements for the 961 educator endorsement are listed below:

1. Applicants must be registered nurses who are graduates of an accredited school of nursing with associate degrees or higher.
2. Applicants with associate degrees must have at least 2 years of verifiable occupational experience in the past 10 years. Experience must be appropriate to the subject to be taught.

   Applicants with bachelor or higher degrees must have at least 1 year of verifiable occupational experience in the past 10 years. Experience must be appropriate to the subject to be taught. Applicants must possess and maintain an unrestricted Mississippi Registered Nurse License.
3. Applicants must enroll immediately in the Vocational Instructor Preparation (VIP) or the Redesign Education Program (REP).

4. Applicants must complete the individualized Professional Development Plan (PDP) requirements of the VIP or REP prior to the expiration date of the 3-year vocational license.
5. Applicants must possess and maintain CPR certification.
6. Applicants must possess and maintain health-care provider basic life saver instructor level certification.
7. Applicants must possess and maintain first aid certification.
8. Applicants must successfully complete an MDE-approved computer literacy certification exam.
9. Applicants must successfully complete certification for an online learning workshop, module, or course that is approved by the MDE.
10. Applicants must successfully complete a health science certification workshop, module, or course that is approved by the MDE.

Note: If an applicant meets all requirements listed above, that applicant will be issued a 961 endorsement—a 5-year license. If an applicant does not meet all requirements, the applicant will be issued a 3-year endorsement license, and all requirements stated above must be satisfied prior to the ending date of that license.

Professional Learning

The professional learning itinerary for the middle school or individual pathways can be found at http://redesign.rcu.msstate.edu. If you have specific questions about the content of each training session provided, please contact the Research and Curriculum Unit at 662.325.2510, and ask for the Professional Learning Specialist.

Course Outlines

This curriculum provides options for local school districts to meet student needs and scheduling demands. The first option groups units into four 1-Carnegie unit courses. The second option groups units into two 2-Carnegie courses. Please see below for a description of each option.

Option 1

Upon completion of this course, students will be trained to be entry-level general basic health-care assistants and trained in CPR and first aid. Students will be able to make an informed choice of a health occupation that they plan to pursue. The course consists of four one-credit courses that should be completed in the following sequence:
1. Orientation to Health Science (Course Code: 995002)
2. Theory and Application of Health Science I (Course Code: 995003)
3. Theory and Application of Health Science II (Course Code: 995004)
4. Workplace and Employment Skills in Health Science (Course Code: 995005)

Course Description: Orientation to Health Science includes the foundation skills necessary in the health science industry. Content such as safety and standard precautions; medical, legal, and ethical responsibility; medical terminology; and organization, converting support, movement, and protection will be offered to students. This is a 1-Carnegie unit course.

Course Description: Theory and Application of Health Science I emphasizes real-world, hands-on practice. Content related to vital organs, intake, and elimination; regulation, coordination, and reproduction; therapeutic personal care; therapeutic services; and diagnostic services is offered to students. This 1-Carnegie unit course should only be taken after students successfully pass Orientation to Health Science (Course Code: 995002).

Course Description: Theory and Application of Health Science II focuses on therapeutic personal care, therapeutic services, and diagnostic services. This 1-Carnegie unit course should only be taken after students successfully pass Theory and Application of Health Science, Part A (Course Code: 995003).

Course Description: Workplace and Employment Skills in Health Science is a culminating course that places emphasis on growth and development; health informatics; and academic, workplace, and employment skills. This is a 1-Carnegie unit course and should be taken after students successfully pass Orientation to Health Science (Course Code: 995002) and Theory and Application of Health Science, parts A and B (Course Codes: 995003 and 995004).

Orientation to Health Sciences (One Carnegie Unit) - Course Code: 995002

Unit		Title	Hours
1		Orientation and Career Exploration	20
2		Safety and Standard Precautions	25
3		Medical, Legal, and Ethical Responsibility	15
4		Introduction to Medical Terminology	20
5		Organization, Covering, Support, Movement, and Protection	40
			120

Theory and Applications of Health Science I (One Carnegie Unit) - Course Code: 995003

Unit		Title	Hours
6		Vital Organs, Intake, and Elimination	70
7		Regulation, Coordination, and Reproduction	30
			100

Theory and Applications of Health Science II (One Carnegie Unit) - Course Code: 995004

Unit		Title	Hours
8		Orientation, Safety, Asepsis, and Infection Control	40
9		Direct Personal Care	45
10		Therapeutic Services	40
			125

Workplace and Employment Skills in Health Sciences (One Carnegie Unit) - Course Code: 995005

Unit		Title	Hours
11		Diagnostic Services	20
12		Growth and Development	20
13		Health Informatics	20
14		Academic, Workplace, and Employment Skills	25
			85

Option 2

Course Description: The first course of the secondary Health Sciences program introduces students to careers available in the health field, basic anatomy and physiology, and basic patient care skills. Upon completion of this course, students will be trained to be entry-level general basic health-care assistants and trained in CPR and first aid. Students will be able to make an informed choice of a health occupation that they plan to pursue. This course offers 2 Carnegie units. Students who complete Health Sciences I may count one of the credits earned in this course as one science credit toward graduation requirements if they complete both years of the Health Sciences program.

Course Description: The emphasis of the second course is primarily to expose students to advanced skills in the various health occupations and the basic health-care sciences. Students may participate in shadowing experiences in selected health-care facilities. Upon completion of this advanced course, students will be trained to work as entry-level assistants in various health occupations and will be certified in CPR at the health-care provider level. This course offers 2 Carnegie units. Students who complete Health Sciences II may count one of the credits earned in this course as one science credit toward graduation requirements if they complete both years of the Health Sciences program.

This program includes a minimum of 100 hours of clinical-type experience during the second course. This clinical-type experience can include tours of health-care facilities, guest speakers, laboratory practice/demonstration in the classroom, and observation experiences in medical facilities.

Health Sciences I (Course Code: 995000)

Unit		Title	Hours
1		Orientation and Career Exploration	20
2		Safety and Standard Precautions	25
3		Medical, Legal, and Ethical Responsibility	15
4		Introduction to Medical Terminology	20
5		Organization, Covering, Support, Movement, and Protection	40
6		Vital Organs, Intake, and Elimination	70
7		Regulation, Coordination, and Reproduction	30
			220

Health Sciences II (Course Code: 995001)

Unit		Title	Hours
8		Orientation, Safety, Asepsis, and Infection Control	40
9		Growth and Development	20
10		Direct Personal Care	45
11		Therapeutic Services	40

12		Diagnostic Services	20
13		Health Informatics	20
14		Academic, Workplace, and Employment Skills	25
			210

Preface

Secondary vocational-technical education programs in Mississippi are faced with many challenges resulting from sweeping educational reforms at the national and state levels. Schools and teachers are increasingly being held accountable for providing true 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.

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; Carl D. Perkins Vocational Education Act IV, 2007; and No Child Left Behind Act of 2001).

2014 Health Sciences (Core)

Mississippi Department of Education

Program CIP 51.00000 Health Services/Allied Health/Health Sciences, General

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Pathway Description

Health Sciences (Core) is a pathway of courses for students in the Health Sciences career cluster. The Health Sciences (Core) pathway includes classroom and hands-on experiences that will provide students with an overview of the health-care field, as outlined according to the Health Science Cluster in the National Career Clusters Framework and the National Consortium on Health Science Education (NCHSE), as well as begin to prepare students for careers in occupations predicted to have a high number of available jobs in the next 10 years, including careers in nursing services (registered nurse, nurse aide, practical nurse, home health aide), therapeutic services (sports medicine, athletic trainer, dietitian, respiratory therapy), diagnostic services (radiologist, phlebotomist, radiologic tech, sonographer, CT technology, medical lab technician), health informatics (health information technician, medical coder), veterinary services, medical services (optometrists, medical assistants), emergency services, rehabilitative services (physical therapy, occupational therapy, speech therapy) counselors, pharmacists, mental health services (psychologists).

Scheduling and operating more than one course in the same classroom/laboratory with the same teacher is not recommended. In order to enable the teacher to instruct students in skills on a 1 on 1 basis, the recommended class size is 12-15 students for the first 2 credits. For students taking the last 2 credits who are job shadowing, the recommended class size is 10 - 12 students. Please be aware that health care facilities often require a 10 to 1 student/teacher ratio in order to participate in job shadowing. Having a class that is too large decreases the quality experience that Health Sciences (Core) is meant to be for the student.

This program includes a minimum of 100 hours of clinical-type experience to be obtained by the program's completion. It is recommended to spread these hours out among the length of the program. This clinical-type experience can include: tours of health-care facilities, guest speakers, participation in health fairs or community service, laboratory practice, demonstration in the classroom, and observation or job shadowing experiences in medical facilities.

It is recommended that students complete Health Sciences (Core) with a grade of C or higher in classwork to advance to the next level.

Industry Certification

By implementing the standards set forth in the Health Sciences (Core) pathway, students who successfully master the curriculum should have the necessary skills to be successful in a health science field. In addition, students whose programs meet additional criteria and approval by their respective agencies are prepared to complete the requirements and take a certification test.

Assessment

The latest assessment blueprint for the curriculum can be found at

http://www.rcu.msstate.edu/Curriculum/CurriculumDownload.aspx

Student Prerequisites

In order for students to be able to experience success in the Health Sciences (Core) pathway, the following prerequisites are suggested:

1. C or higher in English (the previous year)

2. C or higher in math (last course taken or the instructor can specify the math)

3. Instructor approval and a TABE Reading Score of eighth grade or higher

4. C or higher in biology (or the last science course taken as approved by instructor)

    or

1. TABE Reading Score of eighth grade or higher

2. Instructor approval

   or

1. Instructor approval

Academic Credit

The latest academic credit information can be found at

https://www.rcu.msstate.edu/MDE/PathwaystoSuccess.aspx. Once there, click the "*Counselor*

Resources" Tab, then click "*Curriculum Enhancement List.*" Check this site often as it is

updated frequently.

Teacher Licensure

The latest teacher licensure information can be found at http://www.mde.k12.ms.us/educator-

licensure

Professional Learning

If you have specific questions about the content of any of training sessions provided, please

contact the Research and Curriculum Unit at 662.325.2510 and ask for an instructional design

specialist.

Option 1—Two One-Carnegie-Unit Courses

This curriculum consists of two one-credit courses, which should be completed in the following sequence:

1. **Health Sciences Core I —Course Code: 995003**

2. **Health Sciences Core II—Course Code: 995004**

Course Description: Health Sciences Core I

The Health Sciences Core A course introduces students to the theory and practical applications of tasks related to employment in the field of health science. Students will cover topics such as safety in the workplace, infection control, and health care systems. The course offers insight into careers in health care as well as the educational requirements, and the professional, legal, and ethical responsibilities involved.

Course Description: Health Sciences Core II

The Health Sciences Core B course continues to familiarize students with the theory and practical applications of the field of health science. Topics covered include the vital organs of the human body and health maintenance practices. Students will explore careers in health care as well as the educational requirements, and the professional, legal, and ethical responsibilities involved.

Health Sciences Core I—Course Code: 995003

Unit	Unit Name	Hours
1	Course Orientation and Professional Organizations	7
2	Safety and Infection Control	35
3	Health Care Systems, Legal and Ethical Practices	25
4	Communication and Teamwork	28
5	Body Organization, Covering, Support, and Movement	45
Total		140

Health Sciences Core II — Course Code: 995004

Unit	Unit Name	Hours
6	Vital Organs and Protection	42
7	Intake and Elimination	40
8	Control, Regulation, and Coordination	33
9	Reproduction, and Health Maintenance Practices	25
Total		140

Option 2—One Two-Carnegie-Unit Course

This curriculum consists of one two-credit course, which should be completed in the following sequence:

Health Sciences (Core)—Course Code: 995000

Course Description: Health Sciences (Core)

The Health Sciences (Core) course introduces students to the theory and practical applications of tasks related to employment in the field of health science. Students will cover topics such as safety in the workplace, infection control, health care systems, and the vital organs of the human body. The course offers insight into careers in health care as well as educational requirements and the professional, legal, and ethical responsibilities involved.

Health Sciences (Core)—Course Code: 995000

Unit	Unit Name	Hours
1	Course Orientation and Professional Organizations	7
2	Safety and Infection Control	35
3	Health Care Systems, Legal and Ethical Practices	25
4	Communication and Teamwork	28
5	Body Organization, Covering, Support, and Movement	45
6	Vital Organs and Protection	42
7	Intake and Elimination	40
8	Control, Regulation, and Coordination	33
9	Reproduction and Health Maintenance Practices	25
Total		280

Teacher Academy

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Acknowledgments

Finally, standards in the *Teacher Education Curriculum Framework and Supporting Materials* are based on the following:

National Board Professional Teaching Standards and the PRAXIS Standards

These standards advance the quality of teaching and learning by:
- Maintaining high and rigorous standards for what accomplished teachers should know and be able to do;
- Providing a national voluntary system certifying teachers who meet these standards; and
- Advocating related education reform to integrate National Board Certification in American education and to capitalize on the expertise of National Board Certified Teachers.

These standards are based on five proposition areas: teachers are committed to students and learning, teachers know the subjects they teach and how to teach those subjects to students, teachers are responsible for managing and monitoring student learning, teachers think systematically about their practice and learn from experience, and teachers are members of learning communities.

Academic Standards

Mississippi Department of Education Subject Area Testing Program

ACT College Readiness Standards

The College Readiness Standards are sets of statements intended to help students understand what is expected of them in preparation for the ACT. These standards are integrated into teaching and assessment strategies throughout the curriculum framework.

21st Century Skills and Information and Communication Technologies Literacy Standards

In defining 21st century learning, the Partnership for 21st Century Skills has embraced five content and skill areas that represent the essential knowledge for the 21st century: Global awareness; civic engagement; financial, economic, and business literacy; learning skills that encompass problem-solving, critical thinking, and self-directional skills; and Information and Communication Technology (ICT) Literacy.

National Educational Technology Standards for Students

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Preface

Secondary vocational- technical education programs in Mississippi are faced with many challenges resulting from sweeping educational reforms at the national and state levels. Schools and teachers are increasingly being held accountable for providing true 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.

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; Carl D. Perkins Vocational Education Act IV, 2007; and No Child Left Behind Act of 2001).

Teacher Academy Executive Summary

Program Description

Teacher Academy is a pathway for students in the Human Science, Art, and Humanities career cluster. The Teacher Academy program is a high school course designed to attract students to the field of education, to provide information and field experiences relevant to pursuing a degree in education, and to prepare students for the rigors of a career in education so they will remain long-term educators. The Teacher Academy pathway includes classroom and hands-on experiences that will prepare students for employment or continuing education in the education field.

The Teacher Academy is a pathway course that will do the following:

1. Recruit and hook high-quality high school students for the teaching profession
2. Give qualified high school students an opportunity to begin successful career paths to teaching
3. Offer the opportunity to recruit and train high-quality students who may return to the district as tomorrow's high-quality teachers. This is a "grow your own" solution to the current and looming shortage in the teaching profession.
4. Provide a framework for building solid partners with area institutions of higher education and offer exciting challenges and opportunities for the district's students

Industry Certification

This curriculum was written to incorporate the National Council for Accreditation of Teacher Education (**NCATE preprofessional)** learning standards. The Teacher Academy curriculum includes three major units: Teachers as Professionals; Principles of Teaching, Learning, and Assessment; and The Learning Environment.

Assessment

Students will be assessed using Teacher Academy MS-CPAS2 test. The MS-CPAS2 blueprint can be found at http://info.rcu.msstate.edu/services/curriculum.asp. If there are questions regarding assessment of this program, please contact the Human Sciences, Arts, and Humanities Instructional Design Specialists at the Research and Curriculum Unit at 662-325-2510.

Suggested Student Prerequisites
1. Proficient or advanced on MCT
2. 92% attendance rate
3. Minimum GPA 2.5
4. C or higher in English from the previous year
5. Application (Including short essay)

6. Interview process
7. Discipline (No more than three referrals from the previous year; severity of infractions to be determined according to the Mississippi Discipline Codes)
8. Instructor approval

Retention in Program (Semester/Annual Review)
1. C average or better
2. Attendance review (maintain 92% ADA)
3. Grade review
4. Discipline review
5. Work ethic review
6. Teacher interview/conference

Proposed Applied Academic Credit

The academic credit is still pending for this curriculum.

Licensure Requirements
The 971 licensure endorsement is needed to teach the Teacher Academy pathway. The requirements for the 971 licensure endorsement are listed below:

1. Applicants must hold a 4-year college degree (bachelor's degree) from an accredited institution of higher education with a currently valid 5-year standard (or higher) teaching license.
2. Applicant must enroll immediately in the Vocational Instructor Preparation (VIP) or the Redesign Education Program (REP).
3. Applicant must complete the individualized professional development plan (PDP) requirements of the VIP or REP prior to the expiration date of the 3-year vocational license.
4. Applicants must have successfully completed or be in the process of completing the National Board Teacher Certification process or have a terminal degree in the field of education.
5. Applicants must successfully complete an MDE-approved computer literacy certification exam.
6. Applicants must successfully complete certification for an online learning workshop, module, or course that is approved by the MDE.
7. Applicants must successfully complete the Teacher Academy certification workshop, module, or course that is approved by the MDE.

Admission to Teacher Education Requirements

Contact hours required for admission to teacher education can be met by completing Teacher Academy (four Carnegie units) including documentation of 100 hours of field experience required.

Professional Learning

The Professional Learning itinerary for the middle school or individual pathways can be found at http://redesign.rcu.msstate.edu. If you have specific questions about the content of each training session provided, you will need to contact the Research and Curriculum Unit at 662-325-2510 and ask for the Professional Learning Specialist.

Course Outlines

This curriculum framework allows options for local school districts to meet student needs and scheduling demands. Option one groups units into four one-Carnegie-unit courses. The second option groups units into two two-Carnegie-unit courses. Further discussion of each option is presented below.

Option 1

This option groups units into four one-Carnegie-unit courses that should be completed in the following sequence:

1. Foundations of an Educator (Course Code: 996302)
2. Practices of an Educator (Course Code: 996303)
3. Exploring Diversities and Communication (Course Code: 996304)
4. Progressive Practices of Teacher Academy (Course Code: 996305)

Course Description: Foundations of an Educator provides students with the opportunity to gain foundational skills needed to enhance them as learners, future educators, and communicators. Students receive history, theory, and professionalism needed to understand the educational system. Students should have the opportunity to observe skills learned in class at various educational settings (one Carnegie unit).

Course Description: Practices of an Educator provides students with the opportunity to gain knowledge and practice needed to enhance themselves as future educators. Students receive practice in communication skills, planning, teaching, and assessment strategies needed to understand the educational system. Students should have the opportunity to observe and/or practice skills learned in class at various educational settings using school-to-career skills obtained in class (one Carnegie unit).

Course Description: Exploring Diversities and Communication provides students with the opportunity to gain knowledge and understand advanced information that must be instilled in educators. Students receive information pertaining to advanced communication skills, diverse learners, and various subject areas needed to work in the educational system. Students should have the opportunity to observe and/or practice skills learned in class at various educational settings using school-to-career skills obtained in class (one Carnegie unit). Before students can

enroll in the Exploring Diversities and Communication course, they must meet the following requirements:

1. Score 80% or higher on the MC-CPAS2 summative assessment
2. Attendance rate of 92% or better in the Foundations of an Educator (Course Code: 996302) and the Practices of an Educator (Course Code: 996303)
3. Successfully complete a grade, discipline, and work ethic review by the teacher
4. Present an updated portfolio during the review by teacher session

Course Description: Progressive Practices of Teacher Academy provides students with the opportunity to gain knowledge and understand progressive practices that must be instilled in educators. Students receive information pertaining to advanced planning instruction, teaching strategies, assessment, and professional learning needed to work in the educational system. Students should have the opportunity to observe and/or practice skills learned in class at various educational settings (one Carnegie unit).

Foundations of an Educator (One Carnegie Unit)

Course Code: 996302

Unit		Title	Hours
1		Orientation and Safety	15
2		History and Trends in American Education	25
3		Human Growth and Development	30
4		Communication Skills I	30
5		Learning Environment	30
13		Observation Experience	10
			140

Practices of an Educator (One Carnegie Unit)

Course Code: 996303

Unit		Title	Hours
6		The Effective Teacher	40
7		Planning Instruction I	40

Unit		Title	Hours
8		Assessing, Teaching, and Learning I	40
13		Field Experience/Observation	20
			140

Exploring Diversities and Communication (One Carnegie Unit)

Course Code: 996304

Unit		Title	Hours
9		Orientation and Safety	15
10		Communication Skills II	20
11		Appreciating Diverse Learners	40
12		Subject Area Knowledge	30
13		Field Experience/Observation	30
			135

Progressive Practices of Teacher Academy (One Carnegie Unit)

Course Code: 996305

Unit		Title	Hours
14		Planning Instruction II	30
16		Assessing, Teaching and Learning II	30
17		Professional Learning	30
13		Field Experience/Observation	40
			130

Option 2

This option groups units into two-Carnegie-unit courses that should be completed in the following sequence.
1. Teacher Academy I (Course Code: 996300)
2. Teacher Academy II (Course Code: 996301)

Course Description: Teacher Academy I is an entry-level course. Students in Education I gain foundation competencies related to students as learners, planning and assessing teaching, teaching strategies, and communication skills. Students receive hands-on field experiences (two Carnegie units).

Course Description: Teacher Academy II provides students with the opportunity to gain advanced skills needed to enhance them as learners, teachers, and communicators. Students receive advanced hands-on field experiences (two Carnegie units).

Teacher Academy I (Two Carnegie Units)

Course Code: 996300

Unit		Title	Hours
1		Orientation and Safety	15
2		History and Trends in American Education	25
3		Human Growth and Development	30
4		Communication Skills I	30
5		Learning Environment	30
6		The Effective Teacher	40
7		Planning Instruction I	40
8		Assessing Teaching and Learning I	40
13		Field Experience/Observation	30
			280

Teacher Academy II (Two Carnegie Units)

Course Code: 996301

Unit		Title	Hours
9		Orientation and Safety	15
10		Communication Skills II	20
11		Appreciating Diverse Learners	40

12		Subject Area Knowledge	30
13		Field Experience/Observation	70
14		Planning Instruction II	30
15		Assessing Teaching and Learning II	30
17		Professional Learning	30
			265

Academic Integration

The Education Pathway will depend upon the subject matter for the courses to be taught.

Course Content

Teachers as Professionals	Principles of Teaching, Learning, and Assessment	The Learning Environment

• Orientation to the Teaching Profession
  o Knowledge and skills related to the profession
  o Personal characteristics
  o Licensing exam requirements
• School/Society Relationships
  o Relationship of school and society
  o Role of advocacy
  o Utilizing school and community resources
  o Support learning through advocacy
• Professional Learning
  o Continued professional growth
  o Professional organizations, journals, etc.
• Communication Skills
	• Planning Instruction
	  o Components of instructional planning
	  o Instructional goals and objectives
	• Teaching Strategies
	  o Effective instructional strategies
	  o Higher order thinking skills
	  o Implementation of teaching strategies
	• Assessing Teaching and Learning
	  o Using assessment to foster learning
	  o Formative assessment
	  o Summative assessment
	  o Research-based assessment strategies
		• Understanding the Learner
		  o Learning process
		  o Behaviors that facilitate the learning process
		  o Student developmental stages
		  o Learning styles
		• Learning Environment
		  o Effective learning environments
		  o Teacher characteristics that promoting learning environments
		  o Personal skills that promote the learning environment
		  o Managing an effective learning environment
		• Technology Integration
		  o Role of technology in the instructional process
		  o Use of technology to

○ Analyzing communications
  ○ Evaluating the importance of communication
  ○ Personal communication
  ○ Professional communication
 • Subject Matter Knowledge
  ○ Integrated learning
		support learning

Employment Skills
- Portfolio
- Resume
- Job application
- Interview skills
- Letter of application, follow-up, and resignation
- Nonverbal communication
- Effective body language
- Customer service
- Allocation of resources
- Time management
- Self-esteem
- Personal traits
- Decision making

Assessment

Students will be assessed using the *Secondary Teacher Academy MS-CPAS2 Test*.

Professional Learning

It is suggested that instructors participate in professional learning related to the following concepts:

- Business and industry internships
- How to use the program BRIDGE site on Blackboard
- Differentiated instruction – To learn more about differentiated instruction, please access http://www.paec.org/teacher2teacher/additional_subjects.html, and click on Differentiated Instruction. Work through this online course, and review the additional resources.

2014 Teacher Academy

Mississippi Department of Education

The Research and Curriculum Unit (RCU), located in Starkville, MS, as part of Mississippi State University, was established to foster educational enhancements and innovations. In keeping with the land grant mission of Mississippi State University, the RCU is dedicated to improving the quality of life for Mississippians. The RCU enhances 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.

Secondary career and technical education 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 true 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.

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; Carl D. Perkins Vocational Education Act IV, 2007; and No Child Left Behind Act of 2001).

Pathway Description

Teacher Academy is a pathway for students in the Education and Training career cluster. The Teacher Academy program is a high school program with courses designed to attract students to the field of education, to provide information and field experiences relevant to pursuing a degree in education, and to prepare students for the rigors of a career in education so they will remain long-term educators. The Teacher Academy pathway includes classroom and hands-on experiences that will prepare students for employment or continuing education in the education field.

Industry Certification

Industry standards in the *Teacher Academy Curriculum Framework and Supporting Materials* are based on the following:

National Board Professional Teaching Standards and the PRAXIS Standards

These standards advance the quality of teaching and learning by:

- Maintaining high and rigorous standards for what accomplished teachers should know and be able to do;

- Providing a national voluntary system certifying teachers who meet these standards; and

- Advocating related education reform to integrate National Board Certification in American education and to capitalize on the expertise of National Board Certified Teachers.

These standards are based on five proposition areas: teachers are committed to students and learning, teachers know the subjects they teach and how to teach those subjects to students, teachers are responsible for managing and monitoring student learning, teachers think systematically about their practice and learn from experience, and teachers are members of learning communities.

Assessment

The latest assessment blueprint for the curriculum can be found at

http://www.rcu.msstate.edu/Curriculum/CurriculumDownload.aspx

Student Prerequisites

In order 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 Math (last course taken or the instructor can specify the math)
3. Instructor Approval and TABE Reading Score (eighth grade or higher)

   or

1. TABE Reading Score (eighth grade or higher)
2. Instructor Approval

   or

1. Instructor Approval

Academic Credit

The latest academic credit information can be found at

https://www.rcu.msstate.edu/MDE/PathwaystoSuccess.aspx. Once there, click the "*Counselor*

Resources" Tab, then click "*Curriculum Enhancement List.*" Check this site often as it is updated frequently.

Teacher Licensure

The latest teacher licensure information can be found at

http://www.mde.k12.ms.us/educator-licensure

Professional Learning

If you have specific questions about the content of any of training sessions provided, please contact the Research and Curriculum Unit at 662.325.2510.

Option 1—Four One-Carnegie-Unit Courses

This curriculum consists of four one-credit courses, which should be completed in the following sequence:

1. **Foundations of an Educator – Course Code: 996302**

2. **Practices of an Educator – Course Code: 996303**

3. **Exploring Diversity in Instruction – Course Code: 996304**

4. **Progressive Practices of Teacher Academy – Course Code: 996305**

Course Description: Foundations of an Educator

The *Foundations of an Educator* course provides students with the opportunity to gain foundational skills needed to enhance them as learners, future educators, and communicators. Students receive history, theory, and professionalism needed to understand the educational system. Students should have the opportunity to observe skills learned in class at various educational settings (one Carnegie unit).

Course Description: Practices of an Educator

The Practices of an Educator course provides students with the opportunity to gain knowledge and practice needed to enhance themselves as future educators. Students receive practice in communication skills, planning, teaching, and assessment strategies needed to understand the educational system. Students should have the opportunity to observe and/or practice skills learned in class at various educational settings using school-to-career skills obtained in class (one Carnegie unit).

Course Description: Exploring Diversity in Instruction

The Exploring Diversities in Instruction course provides students with the opportunity to gain knowledge and understand advanced information that must be instilled in educators. Students receive information pertaining to advanced communication skills, diverse learners, and various subject areas needed to work in the educational system. Students should have the opportunity to observe and/or practice skills learned in class at various educational settings using school-to-career skills obtained in class (one Carnegie unit). Before students can enroll in the Exploring Diversities and Communication course, they must meet the following requirements:

1. Score 80% or higher on the MC-CPAS2 summative assessment

2. Attendance rate of 92% or better in the Foundations of an Educator (Course Code: 996302) and the Practices of an Educator (Course Code: 996303)

3. Successfully complete a grade, discipline, and work ethic review by the teacher

4. Present an updated portfolio during the review-by-teacher session

Course Description: Progressive Practices of Teacher Academy

The Progressive Practices of Teacher Academy course provides students with the opportunity to gain knowledge and understand progressive practices that must be instilled in educators. Students receive information pertaining to advanced planning instruction, teaching strategies, assessment, and professional learning needed to work in the educational system. Students should have the opportunity to observe and/or practice skills learned in class at various educational settings (one Carnegie unit).

Foundations of an Educator —Course Code: 996302

Unit	Unit Name	Hours
1	Orientation and Safety	36
2	Teaching Career Opportunities	44
3	Human Growth and Development	60
Total		140

Practices of an Educator —Course Code: 996303

Unit	Unit Name	Hours
4	History and Trends in American Education	24
5	Effective Teaching and Learning Environment	72
6	Appreciating Diverse Learners	42
Total		138

Exploring Diversity in Instruction —Course Code: 996304

Unit	Unit Name	Hours
7	Instructional Strategies	65
8	Assessment Strategies	75
Total		140

Progressive Practices of Teacher Academy —Course Code: 996305

Unit	Unit Name	Hours
9	Instructional Planning	40
10	Field Experiences	75*
11	Professional Learning	20
Total		135
	*Hours may be distributed over a 2 year period.	

Option 2—Two Two-Carnegie-Unit Courses

This curriculum consists of two two-credit courses, which should be completed in the following sequence:

1. **Teacher Academy I —Course Code: 996300**

2. **Teacher Academy II—Course Code: 996301**

Course Description: Teacher Academy I

Teacher Academy I is an entry-level course. Students gain foundation competencies related to students as learners, planning and assessing teaching, teaching strategies, and communication skills. Students receive hands-on field experiences (two Carnegie units).

Course Description: Teacher Academy II

Teacher Academy II provides students with the opportunity to gain advanced skills needed to enhance them as learners, teachers, and communicators. Students receive advanced hands-on field experiences (two Carnegie units).

Teacher Academy I —Course Code: 996300

Unit	Unit Name	Hours
1	Orientation and Safety	36
2	Teaching Career Opportunities	44
3	Human Growth and Development	60
4	History and Trends in American Education	24
5	Effective Teaching and Learning Environment	72
6	Appreciating Diverse Learners	42
Total		278

Teacher Academy II —Course Code: 996301

Unit	Unit Name	Hours
7	Instructional Strategies	65
8	Assessment Strategies	75
9	Instructional Planning	40
10	Field Experiences	75*
11	Professional Learning	20
Total		275
	*Hours may be distributed over a 2 year period.	