

**OFFICE OF CHIEF ACADEMIC OFFICER**  
**Summary of State Board of Education Agenda Items**  
**Consent Agenda**  
**May 15-16, 2014**

**OFFICE OF CAREER AND TECHNICAL EDUCATION**

- D. Approval 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  
(Has cleared the Administrative Procedures Act process with no public comment)

**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.

Recommendation: Approval

Back-up material attached

# 2014 Digital Media Technology

Mississippi Department of Education



Program CIP: 09.0702 Digital Communication and Media/Multimedia

Direct inquiries to

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Research and Curriculum Unit  
Mississippi State University  
Mississippi State, MS 39762

Betsey Smith, Curriculum Manager  
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Jolanda Harris, Educational Technologist

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.

## Preface

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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



# 2014 Family and Consumer Sciences

Mississippi Department of Education



Program CIP: 19.9999 – Family and Consumer Sciences

Direct inquiries to

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## Preface

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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

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### **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.

## Course Outlines

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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

# 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.

## Course Outlines

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### 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

# 2014 Teacher Academy

Mississippi Department of Education



Program CIP: 13.0101 Education, General

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### **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

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### **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)
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**or**

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### **Professional Learning**

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**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.	