New Mexico State Department of Education 2023 Instructional Materials Adoption

HOW TO REVIEW

www.icevonline.com/newmexico-22

Step 1: View the video to learn the layout of the iCEV online curriculum platform and review tips.

New Mexico State Department of Education

2023 Textbook Adoption

Reviewer Instructions

Prior to review, please view the video to learn the layout of iCEV's online platform as well as tips and tricks you can use while reviewing. If reviewing the iCEV Introduction to Cosmetology course, please view the video labeled iCEV Cosmetology Review. If reviewing any other iCEV course, view the video labeled iCEV General Course Review.

Also, you can utilize the How To Review Guide as a reference during the review process.

General How To Review Guide

Cosmetology How To Review Guide

iCEV General Course Review

CEV Multimedia, Ltd.
Florida Department of Education 2019 Adoption
Sample

Reviewer Information

iCEV Cosmetology Course Review

CEV Multimedia, Ltd.
Florida Department of Education 2019 Adoption
Sample

Reviewer Information

Click the "Play" icon to begin viewing the video.

Adjust the volume, if needed.

Open the video full screen, if needed.
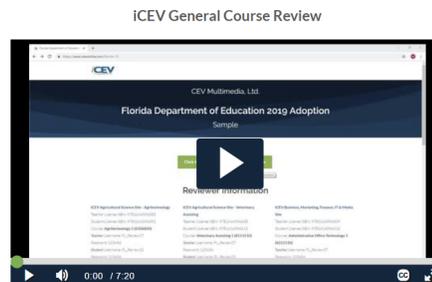
PLEASE NOTE: The video provides an overview of the layout of the iCEV online curriculum platform as well as explains how to review the various curriculum components.

Step 2: Log in to the iCEV online curriculum platform using the issued reviewer username and password.

New Mexico State Department of Education
2023 Textbook Adoption

Reviewer Instructions

iCEV General Course Review

Prior to review, please view the video to learn the layout of iCEV's online platform as well as tips and tricks you can use while reviewing. If reviewing the iCEV Introduction to Cosmetology course, please view the video labeled iCEV Cosmetology Review. If reviewing any other iCEV course, view the video labeled iCEV General Course Review.

Also, you can utilize the How To Review Guide as a reference during the review process.

CEV Multimedia, Ltd.

Florida Department of Education 2019 Adoption

Sample

Reviewer Information

Link to a PDF of the How to Review Guide.

General How To Review Guide

iCEV Cosmetology Course Review

CEV Multimedia, Ltd.

Florida Department of Education 2019 Adoption

Sample

Reviewer Information

iew Guide

Click the "Log In Now" icon.

Log In Now

Register Now   Register Teacher

My iCEV

Login

Enter the provided username and password for the review. Click the "Log In" icon to enter the curriculum platform.

Username

NM23_Review7T

Password

••••••••••••

Log In

Forgot password

OR

C Log in with Clever

Sign-in with ClassLink

G Sign in with Google

Step 3:

On the My Courses page, choose the course to review and open the Lessons page.

Welcome, New Mexico R7

This is your "My Courses" page, where you can manage courses, rosters, student certifi
drag the arrows on the left side to reorder your courses. The order will be saved automat

Open the course by clicking the "View" icon next to the course name and the Lessons page will open.

+ Add New Course/Certification

My Courses

Last Viewed Lesson ❓

Introduction to Cosmetology *New Lessons*   ⬈ Exploring Careers: Human Services - CC   View ▾

PLEASE NOTE: The courses which appear is based upon the username and password you enter. So only the course or courses iCEV has bid for the subject area being reviewed will be listed.

Introduction to Cosmetology *Edit title*

My Courses > Introduction to Cosmetology

Lessons

Customize this Course

How to Review	View
iCEV Instructional Guide	View
Formulas for Career Success: Higher Learning - CC	View
Jobs, Careers & Education - CC	View
Effective Reading Strategies - CC	View
English Applications - CC	View
Mathematics in the Workplace - CC	View
Science Explained: Scientific Research - CC - NEW ITEM	View
Scientific Reasoning & Problem Solving - CC - UPDATED	View
Communication Styles - CC	View
Online Researching Strategies - CC - NEW ITEM	View
Workplace Communication - CC	View
Researching Strategies & Tactics - CC	View
Written Communication Practices - CC	View

The Lessons page lists all of the lessons included in a course playlist. You can think of the lessons as the chapters of the course.

St

Manage Roster

Course Grades Report

Invite Students

Course Assessments

🔒 Create Assessment

Settings

Copy Lesson Visibility Settings

Combine Courses

Archive this course

Delete this course

REVIEW TIP:
HOW TO REVIEW LESSON

For your convenience, a lesson containing the "How to Review" video and "How to Review" PDF guide is listed first in each playlist.

Click "View" icon to open the lesson.

For reference, this lesson also contains the How To Review Video, and How to Review Guide.

The NM Adoption Standards Alignment & Pacing Guide document provides correlations and alignments for the CTE Standards Review, CCTC Review, CTE Content Review and the All Content Review portions of the Form F document.

PLEASE NOTE: This lesson is for review purposes only.

Step 4:

Click the "Standards Alignment" link to view the Evaluation Tool for the course. *

* **This PDF is an electronic copy of the printed evaluation tool you should have received for the course.**

* Regardless of the course you are reviewing, the general layout of the Lessons page and the iCEV Standards Alignment are the same.

Click the "Standards Alignment" link to open a PDF of the correlations of iCEV lessons to the specified course standards for New Mexico.

Introduc...

My Courses > Introduction to Cos...

Lessons

How to Review	
iCEV Instructional Guide	View
Formulas for Career Success: Higher Learning - CC	View
Jobs, Careers & Education - CC	View
Effective Reading Strategies - CC	View
English Applications - CC	View
Mathematics in the Workplace - CC	View
Science Explained: Scientific Research - CC - NEW ITEM	View
Scientific Reasoning & Problem Solving - CC - UPDATED	View
Communication Styles - CC	View

Standards Alignment

Special Population Strategies

Social-Emotional Learning Toolkit

Students

Manage Roster

Course Grades Report

Invite Students

Course Assessments

Create Assessment

Settings

PLEASE NOTE:
The Standards Alignment button opens a copy of the correlations to the standards specified by the New Mexico Department of Education for the course you are reviewing.

The Special Populations button opens a document which provides teaching strategies and potential solutions to meet the needs of all students in a classroom. This document is referenced in the correlations and can be accessed at any time on the Lessons page.

REVIEW TIP:
DECIPHERING CORRELATIONS

Each standard is listed in the left column and to the right beneath the two "Provider/ Publisher Citation" headings is the corresponding location where the standard is met.

Criteria #	Content Standards and Benchmarks for Career and Technical Education Grades 7-12	Provider/Publisher Citation	Score	Provider/Publisher Citation	Score
	STRAND 2: COMMUNICATIONS				
10	**CONTENT STANDARD 1:** Students will use oral and written communication skills in creating, expressing and interpreting information and ideas, including technical terminology and information. Students will:				
11	(a) select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary;	Effective Reading Strategies (All PowerPoint Slides; All activities and projects)		Communication Styles (All PowerPoint Slides; All activities and projects)	
12	(b) demonstrate use of the concepts, strategies and systems for obtaining and conveying ideas an wo	Online Researching Strategies (All		Workplace Communication (All	
13	(c) inf wit				
14	(d) accomplish specific occupational tasks;	& Tactics (PowerPoint Slides 18-38; Activity- Opinion vs. Fact, Activity- Who's Your Source)		Practices (PowerPoint Slides 97-122; Project- Informative Pamphlet)	

Effective Reading Strategies (All PowerPoint Slides; All activities and projects)

Communication Styles (All PowerPoint Slides; All activities and projects)

Lesson Name (Location in Lesson), Location in Supplemental Materials of the Lesson

Step 5: Review correlations to New Mexico Standards.*

* All iCEV lessons utilize Microsoft® PowerPoint® presentations, video chapters or a combination of both which contain the content of the standard in a segment of slides or video. Below is an example of a PowerPoint® lesson.

To see how all of the materials work together, view the Lesson Plan.

To easily locate specific slides, click "Outline" to open an all slides view.

Correlations listed in (Location in Lesson) are correlated to content within the PowerPoint® or video portion of a lesson.

Use the buttons to move from slide to slide.

Open in Full Screen mode.

PLEASE NOTE: When you open a lesson, the Instructional Materials heading will be collapsed. To open this section, click on the Instructional Materials header.

The Location in Supplemental Materials of the Lesson correlations will appear beneath the Instructional Materials heading. You may need to scroll through the list to locate each item. To open the item listed, click on the link. When clicked, each link will open a PDF of the file in another tab.

All supplemental materials are included here such as Student Handouts, Activities, Projects, Vocabulary Handouts and Assessments. See Appendix for more information.

REVIEW TIP:
LOCATING POWERPOINT® SEGMENTS OR SLIDES

Keyboarding Techniques: Posture & Finger Placement

View Lesson Plan | Student Grades Report | Export Common Cartridge

Select Playlist Keyboarding Techniques: Posture & Finger Placement ✔ 🔲

☑ Presentation Visible to Students

iCEV
by CEV Multimedia

Marking Tools | Outline

To easily locate specific slides, click "Outline" to open an all slides view.

Main Menu

If a PowerPoint® contains multiple segments, navigate to the Main Menu by clicking the arrow icons at the bottom of the viewing window until you reach the Main Menu slide and click the link to the segment.

Also, you can scroll through the slides until you reach the segment or slide numbers needed for review by clicking the arrows at the bottom of the viewing area.

→ Introduction

→ Touch-System Techniques

→ Command Keys & Shortcuts

iCEV

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‹ Previous | Next ›

...n with Google Classroom 🔲

...aterials

Resources | Share With Classroom 🔲 | Visible to Students
| | Uncheck All

PowerPoint - Keyboarding Techniques: Posture & Finger Placement (Downloadable Version) | | 🔲

Action Plan | 📗 | ☑

PLEASE NOTE: The Main Menu slide of a PowerPoint® lesson can typically be found beginning on slide three or four of a presentation.

Step 5: Review correlations to New Mexico Standards.*

* All iCEV lessons utilize Microsoft® PowerPoint® presentations, video chapters or a combination of both which contain the content of the standard in a segment of slides or video. Below is an example of a video lesson.

To see how all of the materials work together, view the Lesson Plan.

Correlations listed in (Location in Lesson) are correlated to content within the PowerPoint® or video portion of a lesson.

The segments listed in the correlations can be found listed in the

PLEASE NOTE: When you open a lesson, the Instructional Materials heading will be collapsed. To open this section, click on the Instructional Materials header.

The Location in Supplemental Materials of the Lesson correlations will appear beneath the Instructional Materials heading. You may need to scroll through the list to locate each item. To open the item listed, click on the link. When clicked, each link will open a PDF of the file in another window.

All supplemental materials are included here such as Student Handouts, Activities, Projects, Vocabulary Handouts and Assessments. See Appendix for more information.

REVIEW TIP:
LOCATING VIDEO SEGMENTS

All video lessons are segmented into small learning objectives. Each segment can be played separately by clicking on the desired segment, or you can click play on the first segment and watch each segment in order. Once a segment finishes playing, the next segment will automatically load and begin playing.

Step 5: Review correlations to New Mexico Standards.*

* All iCEV lessons utilize Microsoft® PowerPoint® presentations, video chapters or a combination of both (hybrid) which contain the content of the standard in a segment of slides or video. Below is an example of a hybrid lesson.

To see how all of the materials work together, view the Lesson Plan.

Correlations listed in (Location in Lesson) are correlated to content within the PowerPoint® or video portion of the lesson.

Use the Main Menu slide and the Select Playlist drop-down menu to locate the segment listed in the alignments.

PLEASE NOTE: When you open a lesson, the Instructional Materials heading will be collapsed. To open this section, click on the Instructional Materials header.

The Location in Supplemental Materials of the Lesson correlations will appear beneath the Instructional Materials heading. You may need to scroll through the list to locate each item. To open the item listed, click on the link. When clicked, each link will open a PDF of the file in another window.

All supplemental materials are included here such as Student Handouts, Activities, Projects, Vocabulary Handouts and Assessments. See Appendix for more information.

Step 5: Review correlations to New Mexico Standards.*

* All cosmetology specific iCEV lessons utilize text-facing content with navigable content tabs. Below is an example of a text-facing cosmetology content lesson.

Correlations listed in (Location in Lesson) are correlated to content within the text-facing content portion of the lesson.

Use the navigable content tabs to locate the tab listed in the alignments.

Step 6: Return to the Lessons page to continue the review.

Introduction to Cosmetology

To access lesson resources including assessments, worksheets, activities and other materials, scroll below the video/PowerPoint.

My Courses > Introduction to Cosmetology > Braiding, Hair Additions & Wigs

Braiding, Hair A

Click the Course Name to go back to the Lessons page.

Student Grades Report

☑ Presentation Visible to Students

Introduction	Client Consultation for Braiding	Hair Analysis	Design Choices	Tools for Braiding Hair

Select Language ▾
Powered by Google Translate

Introduction

Introduction to Cosmetology Edit title

My Courses > Introduction to Cosmetology

Lessons

How to Review	View	
iCEV Instructional Guide	View	
Formulas for Career Success: Higher Learning - CC	View	
Jobs, Careers & Education - CC	View	
Effective Reading Strategies - CC	View	
English Applications - CC	View	
Mathematics in the Workplace - CC	View	
Science Explained: Scientific Research - CC - NEW ITEM	View	
Scientific Reasoning & Problem Solving - CC - UPDATED	View	
Communication Styles - CC	View	
Online Researching Strategies - CC - NEW ITEM	View	
Workplace Communication - CC	View	
Researching Strategies & Tactics - CC	View	
Written Communication Practices - CC	View	

Customize this Course

📄 Standards Alignment

📄 Special Population Strategies

📄 Soc... Le...

Click the "View" icon next to the lesson name needed for review.

Students
📋 Mana...
📊 Course Grades Report
👥 Invite Students

Course Assessments
🔒 Create Assessment

Settings
🔄 Copy Lesson Visibility Settings
📚 Combine Courses
📁 Archive this course
🗑 Delete this course

Appendix

All multimedia lessons are accompanied by the following:

- Lesson plan
- Student activities and projects
- Segment or check for understandings and final assessments
- Vocabulary handout

Lesson Plan

Activities

Projects

Vocabulary

Assessments

The Interactive heading, if clicked, will open a set of interactive activities and assessments.

These interactive options are duplicates of printable materials and are not necessary for the review process.

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Appendix - Traditional Lesson Plan

Conflict Managem...

Each lesson is multimedia based, either a PowerPoint® Slide Series or a Video. This is listed on each Lesson Plan.

Media Type: Video
Duration: 26 minutes

Goal: To define conflict, analyze common causes of conflict and provide the solutions to resolve a conflict.

Description:
Although conflicts can be destructive to businesses and organizations, they can bring about positive impacts if handed properly. This presentation defines conflict, investigates common causes of conflict and compares different conflict management styles. Students will learn skills to resolve conflict and the process of third party intervention.

Objectives:
1. To define conflict.
2. To analyze common causes of conflict.
3. To compare five conflict management styles.
4. To learn skills to resolve conflict.
5. To explain third party intervention process.

Each lesson plan provides an overview of the scope and sequence of the skills and concepts presented in each lesson.

▼ Common Core Standards

College & Career Readiness Anchor Standards for Reading

Reading Standards for Informational Text		
Key Ideas & Details	9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
	11-12.1	Cite strong and thorough textual evidence to support analysis of what the... from the text, including determining where the text leaves matters uncerta...
Integration of Knowledge & Ideas	9-10.7	Analyze various accounts of a subject told in different mediums, determin... account.
	11-12.7	Integrate and evaluate multiple sources of information presented in differe... to address a question or solve a problem.

College & Career Readiness Anchor Standards for Language

Language Standards		
Conventions of Standard English	9-12.1	Demonstrate command of the conventions of standard English grammar...
	9-12.2	Demonstrate command of the conventions of standard English capitaliza...
Knowledge of		Apply knowledge of language to understand how language functions in d...

Most lessons contain a list of Common Core to show how the lesson impacts core subject areas on the Lesson Plan.

If the Lesson Plan does not include Common Core Alignments, the alignments will appear beneath the Instructional Materials heading in their own document.

▼ Instructional Materials

Resources

PowerPoint - Microsoft® Excel® 2019 Basics - Unit 4 (Downloadable Version)

Video Transcript

Common Core Standards Alignments

...ords and phrases based on grades 9–10 reading

..., and nuances in word meanings.

...vords and phrases, sufficient for reading, writing, ...monstrate independence in gathering vocabulary ...ension or expression.

Appendix - Traditional Lesson Plan

Conflict Manageme[nt]

Each Lesson Plan provides the teacher with instructional strategies for each lesson as well as a daily schedule of progression.

Lesson Plan

Hand out or have students access the *Action Plan*. The *Action Plan* provides a list of tasks for students to perform to complete the lesson.

Class 1: Begin the class by distributing the *Vocabulary Handout* and the *Worksheet* for students to use as reference materials. Show the *Defining Conflict* segment. Students should complete the corresponding *Assessment*. Instruct students to begin the *Green Power or Not? Project*.

4 min.

Class 2: Remind students to use the *Vocabulary Handout* and the *Worksheet* as references. Show the *Analyzing Conflict* segment. Students should complete the corresponding *Assessment*. Instruct students to complete the *What Caused the Conflict? Activity*. Provide students with instructions for the *Conflict Theories Project* and *Ethical Guideline for Mediators Project*. Allow students to choose one *Project* to work on at home.

5 min.

Class 3: Remind students to use the *Vocabulary Handout* and *Worksheet* as references. Show the *Conflict Management Style* segment. Students should complete the corresponding *Assessment*. Instruct students to complete the *Conflict Management Style Activity*.

3 min.

Class 4: Remind students to use the *Vocabulary Handout* and the *Worksheet* as references. Show the *Resolving Conflict* segment. Students should complete the corresponding *Assessment*. Complete the *Positive Language Activity*.

5 min.

Class 5: Remind students to use the *Vocabulary Handout* and the *Worksheet* as references. Show the *Third Party Intervention* segment. Students should complete the corresponding *Assessment*.

9 min.

Class 6: Distribute the *Conflict Management Final Assessment* and allow time for students to complete it. Students

should share their *Green Power or Not? Projects* with the class. Students should turn in their completed *Projects/Activities* before the end of class.

Lesson

Conflict Resolution Network
- http://www.crnhq.org/

Conflict Resolution
- http://www.ohrd.wisc.edu/onl index.asp

Conflict Resolution Skills
- http://www.helpguide.org/mental/eq8_conflict_resolution.htm

Each lesson contains activities, projects and assessments to provide opportunities for the review and practice of retaining and acquiring information.

Career & Technical Student Organizations

BPA
- Administrative Support Workplace Skills
- Management, Marketing & Human Resource Workplace Skills
- Human Resource Management

DECA
- Principles of Business Management and Administration

FBLA
- Business Communication
- Introduction to Business Communication
- Management Decision Making

Each lesson aligns to Career & Technical Student Organization competitions to enhance student learning of the career-ready standards through application.

Career Connections

Using the *Career Connections Activity*, allow students to explore the various careers associated with this lesson. See the *Activity* for more details. *If student licenses have been purchased:* Students will select the interviews to watch based on your directions. *If only a teacher license is purchased:* Show students [ ] career interviews and instruct them to only co[ ] the interview form for the required num[ ] interviews.
- iCEV50450 Tahnee Truitt, HR Manager, So[ ] Plains Coop
- iCEV50634 Maria Allridge, HR Specialist, Ju[ ] Boots
- iCEV50213 Mike Van Lente, Director of Cor[ ] Training, Radio Shack, International Justice Mission

Each lesson lists career interviews from industry professionals which apply to the content of the lesson and encourage career exploration.

Appendix - Traditional Lesson Plan

Conflict Management

Lab Activities

What Caused the Conflict?
Directions:
Students will write down a conflict he or she has experienced personally. Students should not include [...] solved their conflicts and not put their names on the paper. Redistribute the conflict cases to students. [...] write down the causes of the conflict and the most appropriate solution. Ask student volunteers to re[...] provide the causes of the conflict, and present the solution.

Conflict Management Style
Directions:
Divide the class into groups of two. Students will design a conflict scenario and take turns playing the ro[...] different conflict management styles: competitive, accommodating, avoiding, compromising and collab[...] students to play the roles for the class. Students will choose the most appropriate conflict management sty[...]

Positive Language
Directions:
Distribute the *Positive Language Activity*. Instruct students to rephrase the negative statements to positive[...] Make sure they use positive language techniques such as reframing, specific statements and relation[...] language.

Projects

Green Power or Not?
Directions:
Divide the class into groups of three or four. Students will read the conflict case on the *Green Power or* [...] sheet. Students will create a report to explain their solution for the conflict. Make sure they state the pro[...] the opinions of the conflicting parties, list all possible solutions and according outcomes and select the mos[...] solution.

Conflict Theories
Directions:
Divide the class into groups of three or four. Students will conduct research on the theories of the caus[...] Students will create a 1,000 word paper discussing the theories. Common conflict theories include: att[...] social exchange and equity theories.

Ethical Guidelines for Mediators
Directions:
Divide the class into groups of three to four. Student will conduct research on regulations and ethic[...] mediators. Students will create a 1,000 word handbook of Ethical Guidelines for Mediators based on the fi[...] sure they include important issues in the mediation process such as confidentiality and impartiality.

Each lesson includes projects and activities which serve as learning objectives and opportunities for learners to practice lesson objectives and skills.

The activities and projects offer options for differentiated instruction.

By utilizing the activities and projects accompanying each lesson, technology and manipulatives are incorporated into each lesson.

The activities and projects provide project-based learning scenarios and require students to use critical and higher level thinking skills as well as creativity and innovation.

CEV

Appendix - Traditional Vocabulary Handout

Conflict Management

Conflict
disagreement through which parties involved perceive a threat to their needs, interests and concerns
> Office of Quality Improvement & Office of Human Resource Development University of Wisconsin-Madison. (2012). Conflict Resolution. Retrieved July 23rd, 2012, from http://www.ohrd.wisc.edu/onlinetraining/resolution/index.asp

Power
ability to perform an action or the possession of control or influence over others

Trust
belief in someone's ability and reliability

Personality
set of characteristics and qualities which distinguis[...]

Conflict Management Style
individual's preferred way to respond to conflict

Collaborative Attitude
positive mindset of which disputing parties take eff[...] healthy relationship with each other

Reframing
expressing something in a different way without ch[...]

Third Party Intervention
phrase in the conflict resolution process where a n[...] involved to help the disputing parties solve the pro[...]

Facilitator
a third party who manages the process of negotiation

Mediator
a third party who helps conflicting parties clarify the situation and decide on a solution

Arbitrator
a given authority who hears all sides of a case and makes final decision based on the information gathered

STUDENT VOCABULARY

Accompanies: Conflict Management   1

Each lesson includes a vocabulary handout which serves as a reference to support student learning as a glossary and word list.

The vocabulary handout highlights career and technical vocabulary which appears in each lesson to facilitate student learning.

Appendix - Updated Lesson Plan

The Healthcare Industry: Patient Rights & Choices

Lesson Overview

Media: Video (7 minutes)
Seat Time: 1 Class | 50 minutes

Goal:
To educate students on patient rights, patient responsibilities and the goals of healthcare providers to provide the best services for patients.

Description:
This lesson describes the rights of patients in healthcare settings. Students will understand the responsibilities of both patient and provider. The lesson provides examples of patient responsibilities and examples of healthcare provider goals in order to educate patients on the services they might receive.

Objectives:
1. To describe patient rights and choices.
2. To provide patient and provider responsibilities.
3. To demonstrate examples of how patients and healthcare providers

Lesson Plan

Class 1

Class Overview:
- *The Healthcare Industry: Patient Rights & Choices* Video Segment
- Action Plan
- Vocabulary Handout
- Key Concepts
- Assessment
- Governmental Impact Activity

Essential Questions:
1. What are patient rights?
2. What are goals of the healthcare industry regarding patient rights?

Step 1: Bell Ringer:
- Have students think of a question they have had regarding their experiences in healthcare. Start a discussion to begin the lesson.

Step 2: Distribute the **Action Plan**, **Vocabulary Handout** and **Key Concepts**.
- The **Action Plan** lays out a list of tasks for students to complete during the lesson.
- The **Vocabulary Handout** is a list of terms used throughout the lesson.
- The **Key Concepts** is an outline which identifies the main ideas presented in the lesson which students can fill in to aid in note taking during the lesson.

Step 3: Show *The Healthcare Industry: Patient Rights & Choices* video segment.
- This video is seven minutes long.
- Be sure students utilize the **Key Concepts** for this segment of the lesson.

Step 4: Administer **The Healthcare Industry: Patient Rights & Choices Assessment**.
- The Assessment is a comprehensive assessment covering material throughout the entire lesson.

NOTE: If you see this icon, the item is available to be completed interactively on iCEV.

1

Callout: Each lesson is multimedia based, either a PowerPoint® Slide Series or a Video. This is listed on each Lesson Plan.

Callout: Each lesson plan provides an overview of the scope and sequence of the skills and concepts presented in each lesson.

Callout: Each lesson contains activities, projects and assessments to provide opportunities for the review and practice of retaining and acquiring information.

Appendix - Updated Lesson Plan

The Healthcare Industry: Patient Rights & Choices

Lesson Plan

Class 1 (continued)

Step 5: Students should complete the **Governmental Impact Activity**.
- Students will explain the impact of the different levels of government on the healthcare industry.

Step 6: Exit Ticket:
- Have students turn in the **Governmental Impact Activity**.

Activity

Governmental Impact
Students will explain the impact of the different l[evels] activity both uses terms included in the **Vocabul[ary]** students utilize healthcare services independent[ly]

Accommodations:
Students may use the **Key Concepts** and the V[ocabulary]

Modifications:
Students may work in groups.

Extension:
Students may choose a different country and research the governmental impacts.

> Each lesson includes projects and activities which serve as learning objectives and opportunities for learners to practice lesson objectives and skills.
>
> The activities and projects offer options for differentiated instruction.
>
> By utilizing the activities and projects accompanying each lesson, technology and manipulatives are incorporated into each lesson.

Career & Technical Student Organizations

SkillsUSA
- Practical Nursing
- Basic Health Care Skills
- Health Occupations Professional Portfolio
- Health Knowledge Bowl

> Each lesson aligns to Career & Technical Student Organization competitions to enhance student learning of the career-ready standards through application.

Career Connections

Career Connections
Using the **Career Connections Activity** allows students to explore careers associated with this lesson by viewing career interviews with various industry professionals. The career interviews are located on the Select Playlist drop down menu on the lesson page. If Student Licenses are being utilized, students can select the interviews to watch based on your direction[s.] License is being utilized, show students all of the career interviews and complete the interview form for the required number of interviews. See the [Career] **Activity** for more details.

- David Wright, Deputy Regional Administrator, Dallas Regional Office, Cente[r for] Medicaid Services
- David Hilgers, J.D., Chair of the Firm, American Bar Association Law Sectio[n]
- Bret Miller, Physical Therapist, The Joint Ranch, Covenant Medical Center
- Judith Wilkins, Ph.D., Marriage & Family Therapist
- Naomi Ortiz, Receptionist, Southwest Diagnostic Clinic
- Sylvia Bentancourt, Medical Billing, Southwest Diagnostic Clinic

> Each lesson lists career interviews from industry professionals which apply to the content of the lesson and encourage career exploration.

NOTE: If you see this icon, the item is available to be completed interactively on iCEV.

2

Appendix - Updated Vocabulary Handout

Vocabulary Handout

The Healthcare Industry: Patient Rights & Choices

Advanced Directive
legal document which provides individuals with an opportunity to lay out the medical treatment they desire in the future if they are unable to express their desires

Advocacy
support for a cause, person or organization

Autonomy
one's ability to act, choose, think and decide on their own

Confidentiality
agreement to keep private information concealed

Informed Consent
information sheet outlining the terms and conditions of particular activity

Involuntarily Commitment
patients who are deemed eligible to legally receive ca conditions without the patient's agreement

Limitations
parameters which prevent certain actions

Subpoena
written obligation to attend a court date

Transparency
openness of information and actions

Each lesson includes a vocabulary handout which serves as a reference to support student learning as a glossary and word list.

The vocabulary handout highlights career and technical vocabulary which appears in each lesson to facilitate student learning.

The Healthcare Industry: Patient Rights & Choices   1

Appendix - Pacing Guide

Anatomy & Physiolog[y] Pacing Guide

Course Instructions

Step 1: Students should complete the **Anatomy & Physiology Course Overview**.

- The Pre-test establishes a baseline for current content knowledge as well as identifies areas of improvement.
- The Pre-glossary establishes a baseline for current vocabulary knowledge as well as identifies areas of improvement.

Step 2: Students should read individually or discuss the content as a class.

- The content provides an outline of cosmetology inf[o...]
- The following lesson(s) should be completed.

Lesson Title	Lesson Objecti[ves]
Composition & Anatomical Divisions of the Human Body	1. To identify the [...] human body. 2. To identify the function of structures and processes in the human body. 3. To identify the composition of the human body including cells, tissues, organs and joints.
The Skeletal System	1. To explain the purpose of the skeletal system. 2. To identify the bones found in the skeletal system.
The Integumentary System	1. To explain the purpose of the integumentary system. 2. To identify the different layers of the skin. 3. To diagnose conditions and disorders of the skin.
The Muscular System	1. To explain the purpose of the muscular system. 2. To explain how movement and contraction occur in muscles. 3. To identify the muscles found in the muscular system.

Step 3: Administer the **Anatomy & Physiology Check for Understanding I**.

- The Check for Understanding is a comprehensive assessment for the lessons:
  - Composition & Anatomical Divisions of the Human Body
  - The Skeletal System
  - The Integumentary System
  - The Muscular System

Step 4: Students should read individually or discuss the content as a class.

Each Pacing Guide provides the teacher with instructional strategies as well as a schedule of progression.

Each Pacing Guide provides an overview of the scope and sequence of the skills and concepts presented in each lesson.

Appendix - Common Core Standards Alignment

Common Core Standards

Human Services Career Cluster (HU)
- – Evaluate principles of planning, development, implementation and evaluation to accomplish long-range goals in the human services.
- – Use effective communication with human services clients and their families.
- – Demonstrate ethical and legal conduct in human services settings.
- – Evaluate career opportunities in each of the Human Services Career Pathways.
- – Explain how human development principles enhance the wellbeing of individuals and families.
- • Personal Care Services Career Pathway (HU-PC)
  - – Analyze basic principles of biology, chemistry and human anatomy for safe and effective utilization and selection of personal care products and services.
  - – Evaluate an individualized personal care plan that reflects client preferences, needs and interests for a course of treatment/action.
  - – Utilize data and information to maintain electronic records of client services and make recommendations for personal care services.
  - – Demonstrate policies and procedures to achieve a safe and healthy environment for personal care services.
  - – Develop organizational policies, procedures and regulations that establish personal care organization priorities, accomplish the mission, and provide high-quality service to a diverse set of clients and families.
  - – Identify personal care business opportunities enhanced by community involvement, self-improvement and current trends.
  - – Apply methods of obtaining feedback to understand expectations and promote high-quality personal care services standards.

Reading Standards for Informational Text
- • Key Ideas & Details
  - – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
  - – Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
  - – 9-10.1
    - • Cite strong and thorough textual evidence to support analysis explicitly as well as inferences drawn from the text.
  - – 9-10.3
    - • Analyze how the author unfolds an analysis or series of ideas order in which the points are made, how they are introduced connections that are drawn between them.
  - – 11-12.1
    - • Cite strong and thorough textual evidence to support analysis explicitly as well as inferences drawn from the text, including leaves matters uncertain.
  - – 11-12.3
    - • Analyze a complex set of ideas or sequence of events and ex individuals, ideas, or events interact and develop over the course of the text.

Each course overview lesson contains a list of Common Core to show how the lessons in the course impact core subject areas.

The alignments will appear beneath the Instructional Materials heading.

▼ Instructional Materials

...ding determining technical, ...cific word choices shape meaning

...ces, paragraphs, and larger

Resources

Pacing Guide

Common Core Standards Alignment

Appendix - Pre- & Post-Test

Save Progress

Anatomy & Physiology Pre-Test

1 of 45

Which set of vertebrae make up the neck region of the spinal column?

○ The thoracic vertebrae

○ The cervical vertebrae

○ The lumbar vertebrae

○ The sacrum

◄ | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Next ►

Each course includes a pre-test and post-test.

The course pre-test is present in the course overview lesson and establishes a baseline for current content knowledge as well as identifies areas of improvement.

Save Progress

Anatomy & Physiology Final Exam

1 of 45

Which portion of the brain is responsible for sensory and motor functions and voluntary movement?

○ Medulla oblongata

○ Cerebrum

○ Cerebellum

○ Pons

◄ | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Next ►

The course post-test (final exam) is present in the course exit lesson and measures content knowledge and skill growth.

Appendix - Course Glossary

Anatomy & Physiology Glossary

Abductors
the muscles that allow the fingers to spread

Adductors
the muscles that pull the fingers together

Anabolism Phase
the phase of metabolism when cells convert nutrients into more complex compounds

Anatomy
the study of the internal structures of the human body, such as organs, tissues, and cells

Angular Artery
supplies blood to each side of the nose

Anterior Auricular Artery
supplies blood to the ears

Anus
the opening at the end of the digestive tract where waste is ejected

Aorta
the body's largest artery, arches outward from the left ventricle of the heart and extends downward through the

Aortic Valve
one of the four valves of the heart; located between the left ventricle and the aorta

Apocrine Glands
sweat glands that develop during puberty and are primarily present in the armpit and groin areas

Appendicular Skeleton
the outer skeletal system is comprised of 126 bones, including the pectoral and pelvic girdles and their respective appendages (arms, hands, legs and feet)

Arachnoid Mater
the thinner, more delicate of the three meninges

Arteries
carry oxygenated blood away from the heart to the tissues of the body

Auricularis Anterior
a muscle located in front of the ear and has minimal effect on movement

Auricularis Posterior
a muscle located behind the ear and has minimal effect on movement

Auricularis Superior
a muscle located above the ear that serves no specific function in movement

Each course overview lesson includes a course glossary which serves as a reference to support student learning as a glossary and word list.

The glossary highlights career and technical vocabulary which appears in each lesson to facilitate student learning.

Interactive Assignments

Exercises	Show on Grades Report	Deactivate on Date		Share With Classroom		Show Question Feedback	Show Co Answers Submis
	Uncheck All					Uncheck All	Unche
Pre-Glossary - Anatomy & Physiology	☑	☐				☑	

An interactive pre-glossary activity is present in the course overview lesson and establishes a baseline for current vocabulary knowledge as well as identifies areas of improvement.

Interactive Assignments

Exercises	Show on Grades Report	Deactivate on Date		Share With Classroom		Show Question Feedback	Show Co Answers Submis
	Uncheck All					Uncheck All	Unche
Glossary - Anatomy & Physiology	☑	☐				☑	

An interactive glossary activity is present in the course exit lesson and measures vocabulary knowledge.