

# New Mexico State Department of Education 2023 Instructional Materials Adoption

## HOW TO REVIEW



[www.icevonline.com/newmexico-22](http://www.icevonline.com/newmexico-22)



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

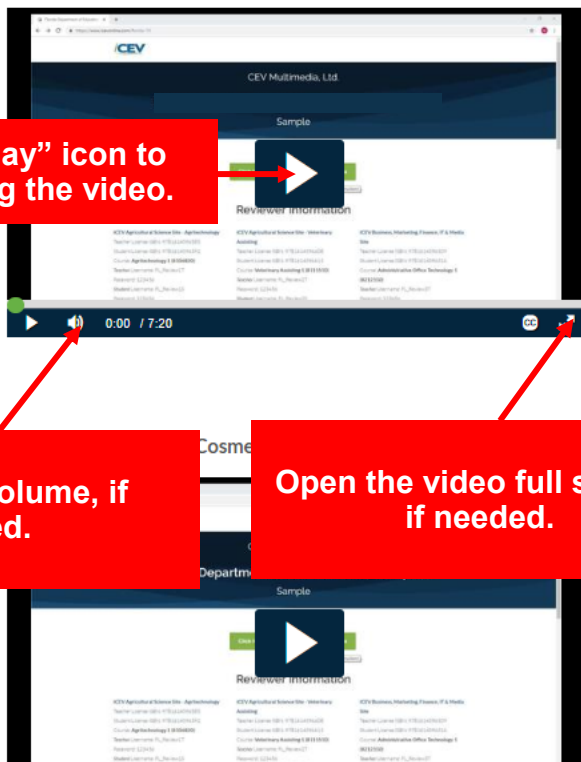
**New Mexico State Department of Education**  
2023 Textbook Adoption

## Reviewer Instructions

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.



The screenshot shows a video player interface for 'iCEV General Course Review'. The video title is 'iCEV General Course Review'. The player shows a 'Sample' of the iCEV platform with a 'Reviewer Information' table. The table lists various iCEV courses and their respective reviewers. The video player controls are visible at the bottom, including a play button, a volume icon, a progress bar (0:00 / 7:20), and a full screen icon. Three red callout boxes provide instructions: 'Click the "Play" icon to begin viewing the video.' points to the play button; 'Adjust the volume, if needed.' points to the volume icon; and 'Open the video full screen, if needed.' points to the full screen icon. On the left side of the video player, there are three green buttons: 'General How To Review Guide', 'Cosmetology How To Review Guide', and 'Log In Now'.

| iCEV Agricultural Science (Agriculture) | iCEV Agricultural Science (Agriculture) | iCEV Business Marketing (Business, IT & Media)               |
|---|---|--|
| Teacher License: 001-1102-00000000      | Teacher License: 001-1102-00000000      | Teacher License: 001-1102-00000000                           |
| Course: <b>Agriculture I (00000000)</b> | Course: <b>Agriculture I (00000000)</b> | Course: <b>Administration Office Technology I (00000000)</b> |
| Teacher License: 001-1102-00000000      | Teacher License: 001-1102-00000000      | Teacher License: 001-1102-00000000                           |
| Teacher License: 001-1102-00000000      | Teacher License: 001-1102-00000000      | Teacher License: 001-1102-00000000                           |
| Teacher License: 001-1102-00000000      | Teacher License: 001-1102-00000000      | Teacher License: 001-1102-00000000                           |
| Teacher License: 001-1102-00000000      | Teacher License: 001-1102-00000000      | Teacher License: 001-1102-00000000                           |
| Teacher License: 001-1102-00000000      | Teacher License: 001-1102-00000000      | Teacher License: 001-1102-00000000                           |
| Teacher License: 001-1102-00000000      | Teacher License: 001-1102-00000000      | Teacher License: 001-1102-00000000                           |

**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.

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## 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** → **Link to a PDF of the How to Review Guide.**

**Click the "Log In Now" icon.** → **Log In Now**



**My iCEV** Register Now Register Teacher

## Login

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

Username:

Password:

**Log In**

OR

**Log in with Clever**

**Sign-in with ClassLink**

**Sign in with Google**

[www.icevonline.com/newmexico-22](http://www.icevonline.com/newmexico-22)

# Step 3: On the My Courses page, choose the course to review and open the Lessons page.

Welcome, New Mexico R1  
This is your "My Courses" page, where you can manage courses, rosters, student certification reports, and more. You can drag the arrows on the left side to reorder your courses. The order will be saved automatically.

**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 ?

|                             |                                     |      |
|-----------------------------|-------------------------------------|------|
| Personal & Business Finance | Crisis Management: Application - CC | View |
|-----------------------------|-------------------------------------|------|

Roster Management | My Archived Courses | Student Certification Reports

**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.

## Personal & Business Finance [Edit title](#)

My Courses > Personal & Business Finance

### 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 |

**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.**

Customize this Course

Standards Alignment

### Students

- Manage Roster
- Course Grades Report
- Invite Students

### Course Assessments

- Create Assessment

### Settings

- Copy Lesson Visibility Settings

# 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.

The screenshot shows the course page for 'Personal & Business Finance'. At the top, there is a blue header with the course title and an 'Edit title' link. Below the header, the breadcrumb 'My Courses > Personal & Business Finance' is visible. The main content area is titled 'Lessons' and contains a list of lessons. The first lesson is 'How to Review', which has a 'View' button next to it. A red callout box with an arrow points to this 'View' button, containing the text: 'Click “View” icon to open the lesson.' Other lessons listed include 'Strategies' and 'Social-Emotional Learning Toolkit', each with its own 'View' button. A 'Customize this Course' button is also present at the top right of the lesson list.

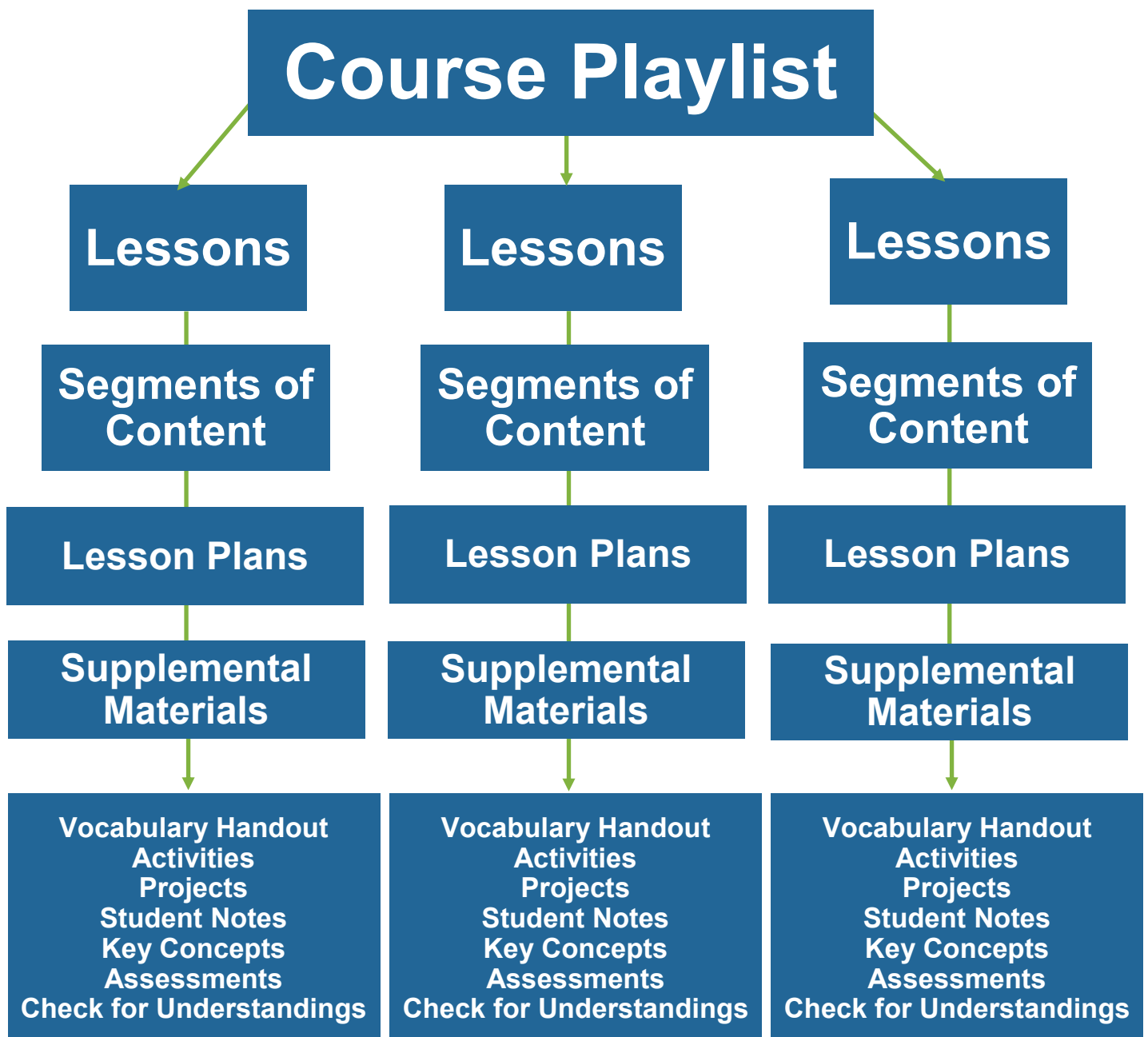
The screenshot displays the 'How to Review' lesson content. It features a video player with a play button and a progress bar showing 0:00 / 7:45. Below the video, there is a 'Share Presentation with Google Classroom' button. Underneath, there is a section for 'Instructional Materials' and a 'Resources' section. The 'Resources' section lists 'How to Review' and 'NM Adoption Standards Alignment & Pacing Guide'. A red callout box with an arrow points to the 'How to Review' resource, containing the text: 'For reference, this lesson also contains the How To Review Video and How to Review Guide.' Another red callout box with an arrow points to the 'NM Adoption Standards Alignment & Pacing Guide' resource, containing the text: '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.

# REVIEW TIP:

## iCEV LAYOUT OVERVIEW

iCEV curriculum is organized into course playlists which contain all of the materials for a course. Each course playlist is composed of video and PowerPoint® lessons which can be thought of as the chapters of the course playlist. Each lesson is comprised of smaller learning objective based segments. Additionally, each lesson is accompanied by a traditional or New iCEV lesson plan as well as pre-made supplemental materials, such as vocabulary handouts, activities, projects, worksheets, student notes, key concepts, student handouts, assessments and check for understandings. (See appendix for a more in-depth



## 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.

The screenshot shows the iCEV interface for the 'Personal & Business Finance' course. The page title is 'Personal & Business Finance' with an 'Edit title' link. Below the title, there is a 'Lessons' section with a list of lessons and their corresponding 'View' buttons. A red callout box with white text points to the 'Standards Alignment' button in the right-hand navigation menu. The callout text reads: 'Click the “Standards Alignment” link to open a PDF of the correlations of iCEV lessons to the specified course standards for New Mexico.' The 'Standards Alignment' button is located in the right-hand navigation menu, above the 'Special Population Strategies' and 'Social-Emotional Learning Toolkit' buttons. Below the 'Standards Alignment' button, there is a 'Students' section with buttons for 'Manage Roster', 'Course Grades Report', and 'Invite Students'.

### 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 |
|---------------------------------|---|--|-------|--|-------|
| <b>STRAND 2: COMMUNICATIONS</b> |   |  |       |  |       |
| 10                              | <b>CONTENT STANDARD 1:</b><br>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   | Online Researching Strategies (All   |       | Workplace Communication (All   |       |
| 13                              | (c) <u>Effective Reading Strategies (All PowerPoint Slides; All activities and projects)</u>  |  |       | <u>Communication Styles (All PowerPoint Slides; All activities and projects)</u> |       |
| 14                              | (d) <u>activities and projects)</u>   | Practices (PowerPoint Slides 18-38; Activity- Opinion vs. Fact, Activity- Who's Your Source) |       | Practices (PowerPoint Slides 97-122; Project- Informative Pamphlet)              |       |

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.

The screenshot shows a lesson interface for 'Keyboarding Techniques: Posture & Finger Placement'. At the top right, there is a 'View Lesson Plan' button. Below the title, there is a 'Select Playlist' dropdown menu and a checkbox for 'Video/PowerPoint visible to Students'. The main content area displays a video player with a slide titled 'KEYBOARDING TECHNIQUES: POSTURE & FINGER PLACEMENT'. The video player has 'Outline', 'Previous', and 'Next' buttons. Below the video player is a 'Share Video/PowerPoint with Classroom' button. At the bottom, there is an 'Instructional Materials' heading and a list of resources including 'PowerPoint - Keyboarding Techniques: Posture & Finger Placement (Downloadable Version)', 'Action Plan', 'Activity - Command Keys & Shortcuts Flash Cards', and 'Activity - Proper Posture & Workspace Setup'.

**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

The screenshot shows a PowerPoint presentation titled "Keyboarding Techniques: Posture & Finger Placement". At the top, there are buttons for "View Lesson Plan", "Student Grades Report", and "Export Common Cartridge". Below this, there's a "Select Playlist" dropdown menu and a "Presentation Visible to Students" checkbox. The main content area displays a "Main Menu" slide with three blue arrow icons pointing to "Introduction", "Touch-System Techniques", and "Command Keys & Shortcuts". At the bottom of the slide, there are "Previous" and "Next" navigation buttons. A red circle highlights the "Outline" button in the top right corner of the slide, and another red circle highlights the "Previous" and "Next" buttons at the bottom. A red arrow points from the "Outline" button to a red text box on the right. Another red arrow points from the "Previous" and "Next" buttons to a red text box on the left.

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.

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

**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.

The screenshot shows a video player for a lesson titled "Conflict Management". The video is paused at 0:00 of a 3:26 duration. The video content shows a woman and a man in a discussion. To the right of the video is a table of contents with five segments:

|                           |      |
|---------------------------|------|
| 1. Conflict Management    | 3:26 |
| Defining Conflict         |      |
| 2. Conflict Management    | 5:21 |
| Analyzing Conflict        |      |
| 3. Conflict Management    | 3:02 |
| Conflict Management Style |      |
| 4. Conflict Management    | 5:25 |
| Resolving Conflict        |      |
| 5. Conflict Management    | 9:07 |
| Third Party Intervention  |      |

Below the video player is a section titled "Instructional Materials" which is currently collapsed. Underneath, a list of resources is visible, including "Academic Grading Rubric", "Video Transcript", "Action Plan", and "Activity - Career Connections".

Annotations in red callouts provide additional information:

- Top Right:** "To see how all of the materials work together, view the Lesson Plan." (points to the Lesson Plan link)
- Right Side:** "The segments listed in the correlations can be found listed in the" (points to the table of contents)
- Left Side:** "Correlations listed in (Location in Lesson) are correlated to content within the PowerPoint® or video portion of a lesson." (points to the video player)
- Bottom Right:** "PLEASE NOTE: When you open a lesson, the Instructional Materials heading will be collapsed. To open this section, click on the Instructional Materials header." (points to 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.

The screenshot shows a web interface for a lesson titled "Conflict Management". At the top, there are buttons for "View Lesson Plan", "Student Grades Report", and "Export Common Cartridge". Below these is a "Select Playlist" dropdown menu set to "Conflict Management". The main content area features a video player with a play button overlaid. To the right of the video player is a list of five video segments, each with a thumbnail, title, and duration. A red bracket on the right side of the segment list is labeled "Video Segment". Below the video player is a control bar with a play button, volume icon, and "Full Screen" button. Red callout boxes point to these controls: "Play" (pointing to the play button on the video player), "Volume" (pointing to the volume icon), and "Full Screen" (pointing to the full screen button). A larger red callout box labeled "Move from segment to segment." points to the play button in the control bar. Below the video player is a "Share Present" button and a "classroom" icon. At the bottom, there is a section for "Instructional Materials" with a list of resources and checkboxes for sharing and visibility.

| Segment Number | Segment Title                                  | Duration |
|----------------|--|----------|
| 1.             | Conflict Management: Defining Conflict         | 3:26     |
| 2.             | Conflict Management: Analyzing Conflict        | 5:21     |
| 3.             | Conflict Management: Conflict Management Style | 3:02     |
| 4.             | Conflict Management: Resolving Conflict        | 5:25     |
| 5.             | Conflict Management: Third Party Intervention  | 9:07     |

| Resource                             | Share With Classroom                | Visible to Students                 |
|--------------------------------------|-------------------------------------|-------------------------------------|
| Academic Grading Rubric              | <input type="checkbox"/>            | <input type="checkbox"/>            |
| Video Transcript                     | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Action Plan                          | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Activity - Career Connections        | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Activity - Conflict Management Style | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |

# 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.

The screenshot shows a PowerPoint slide titled "Main Menu" with the following items: Documents & Templates, Opening Documents & Templates, Using the Keyboard & Entering Text, and Typing in a Document. A "Select Playlist" dropdown menu is open, showing "1. Opening Documents & Templates" and "2. Typing in a Document". A "View Lesson Plan" button is visible in the top right. Below the slide, there is a section for "Instructional Materials" and a "Resources" section with links for "PowerPoint - Microsoft Word 2016 Basics - Unit 2 (Downloadable Version)", "Video Transcript", and "Lesson Plan".

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

**Personal & Business Finance**  
To access lesson resources including assessments, worksheets, activities and other materials, scroll below the video/PowerPoint.

My Course < **Personal & Business Finance** > Formulas for Career Success: Higher Learning - CC

## Formulas for Career Success: Higher Learning - CC

[View Lesson Plan](#) [Student Grades Report](#)

Select Playlist [Formulas for Career Success: Higher Learning - CC](#)  Presentation Visible to Students

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

**Personal & Business Finance** [Edit title](#)

My Courses > Personal & Business Finance

## Lessons

[Customize this Course](#) [Standards Alignment](#) [Special Population Strategies](#)

|   |                      |
|---|----------------------|
| How to Review                                     | <a href="#">View</a> |
| iCEV Instructional Guide                          | <a href="#">View</a> |
| Formulas for Career Success: Higher Learning - CC | <a href="#">View</a> |
| Jobs, Careers & Education - CC                    | <a href="#">View</a> |
| Effective Reading Strategies - CC                 | <a href="#">View</a> |
| English Applications - CC                         | <a href="#">View</a> |
| Mathematics in the Workplace - CC                 | <a href="#">View</a> |

[Manage Roster](#) [Course Grades Report](#) [Invite Students](#)

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

# Appendix

All multimedia lessons are accompanied by the following:

- Lesson plan
- Student activities and projects
- Assessments or check for understandings and final assessments
- Vocabulary handouts

The screenshot shows a lesson page for 'Conflict Management'. At the top right, there are buttons for 'View Lesson Plan', 'Student Grades Report', and 'Export Common Core/State'. A red arrow points from the 'View Lesson Plan' button to a red box labeled 'Lesson Plan'. Below the video player, there is a section for 'Instructional Materials' with a list of resources. Red callout boxes on the left point to this list: 'Activities' (covering 'Video Transcript', 'Lesson Plan', and 'Activity' items), 'Projects' (covering 'Project' items), and 'Vocabulary' (covering 'Vocabulary Handout' items). A larger red box on the right points to the bottom of the list, stating: '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.' At the bottom of the list, there is an 'Interactive Assignments' button.



# Appendix - Traditional Lesson Plan

## Lesson Plan

# Conflict Management

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 handled 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 text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.  |
| Integration of Knowledge & Ideas | 9-10.7  | Analyze various accounts of a subject told in different mediums, determining what is true and false and which account best illustrates the truth.   |
|                                  | 11-12.7 | Integrate and evaluate multiple sources of information presented in different formats or media, including what they say explicitly and what they omit, how they differ and what they complement, and the reliability, authority, and accuracy of each source. |

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

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 and usage when speaking and writing.   |
|                                 | 9-12.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when speaking and writing.   |
| Knowledge of Language           | 9-12.1 | Apply knowledge of language to understand how language functions in different contexts, to make choices for what to say and how to say it, and to analyze the rhetorical choices others make in their speaking and writing. |
|                                 | 9-12.2 | Analyze the main ideas and supporting details presented in diverse media and formats, including digital text, visual media, quantitative data, and multimedia.  |
| Acquisition and Fluency         | 9-12.1 | Read and comprehend complex informational texts, including literary nonfiction, independently and proficiently.   |
|                                 | 9-12.2 | Read and comprehend complex informational texts, including literary nonfiction, independently and proficiently.   |

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



# Appendix - Traditional Lesson Plan

## Lesson Plan

# Conflict Management

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*.

**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.

**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*.

**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*.

**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*.

**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.



- Conflict Resolution Network**
- <http://www.crnhq.org/>
- Conflict Resolution**
- <http://www.bhrd.wisc.edu/on/index.asp>
- Conflict Resolution Skills**
- [http://www.helpguide.org/mental/eq8\\_conflict\\_resolution.htm](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.



- BPA**
- Administrative Support Workplace Skills
  - Management, Marketing & Human Resources 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.



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 complete the interview form for the required number of interviews.

- iCEV50450 Tahnee Truitt, HR Manager, So Plains Coop
- iCEV50634 Maria Allridge, HR Specialist, Ju Boots
- iCEV50213 Mike Van Lente, Director of Corporate 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

LESSON



### Lab Activities

#### What Caused the Conflict?

##### Directions:

Students will write down a conflict he or she has experienced personally. Students should not include who solved their conflicts and not put their names on the paper. Redistribute the conflict cases to students. Students will write down the causes of the conflict and the most appropriate solution. Ask student volunteers to read the cases, 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 roles. Students will use different conflict management styles: competitive, accommodating, avoiding, compromising and collaborating. Students will choose the most appropriate conflict management style for the scenario and present the results to the class.

#### Positive Language

##### Directions:

Distribute the *Positive Language Activity*. Instruct students to rephrase the negative statements to positive statements. Make sure they use positive language techniques such as reframing, specific statements and relationship building 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 Not?* sheet. Students will create a report to explain their solution for the conflict. Make sure they state the problem, the opinions of the conflicting parties, list all possible solutions and according outcomes and select the most appropriate solution.

#### Conflict Theories

##### Directions:

Divide the class into groups of three or four. Students will conduct research on the theories of the causes of conflict. Students will create a 1,000 word paper discussing the theories. Common conflict theories include: attraction, 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 ethical guidelines for mediators. Students will create a 1,000 word handbook of Ethical Guidelines for Mediators based on the findings. Make 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.



# 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 23<sup>rd</sup>, 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 distinguish an individual

### Conflict Management Style

individual's preferred way to respond to conflict

### Collaborative Attitude

positive mindset of which disputing parties take to create a healthy relationship with each other

### Reframing

expressing something in a different way without changing the meaning

### Third Party Intervention

phrase in the conflict resolution process when a third party is involved to help the disputing parties solve the problem

### 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

**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 - New iCEV Lesson Plan

## The Healthcare Industry: Patient Rights & Choices

### Lesson Overview

**Media:** Video (7 minutes)

**Seat Time:** 1 Class | 50 minutes

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

#### 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 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

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

### 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?

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

#### 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.

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# Appendix - New iCEV 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 levels of government on the healthcare industry. This activity both uses terms included in the **Vocabulary** and requires students utilize healthcare services independent of government.

#### **Accommodations:**

Students may use the **Key Concepts** and the **Vocabulary**.

#### **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. If a Student License is being utilized, show students all of the career interviews and complete the interview form for the required number of interviews. See the **Activity** for more details.

- David Wright, Deputy Regional Administrator, Dallas Regional Office, Center for Medicaid Services
- David Hilgers, J.D., Chair of the Firm, American Bar Association Law Section
- 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.

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# Appendix - New iCEV 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 a particular activity

**Involuntarily Commitment**

patients who are deemed eligible to legally receive care under certain 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.**