

Idaho State Department of Education 2020 Curricular Materials & Online Resources Adoption

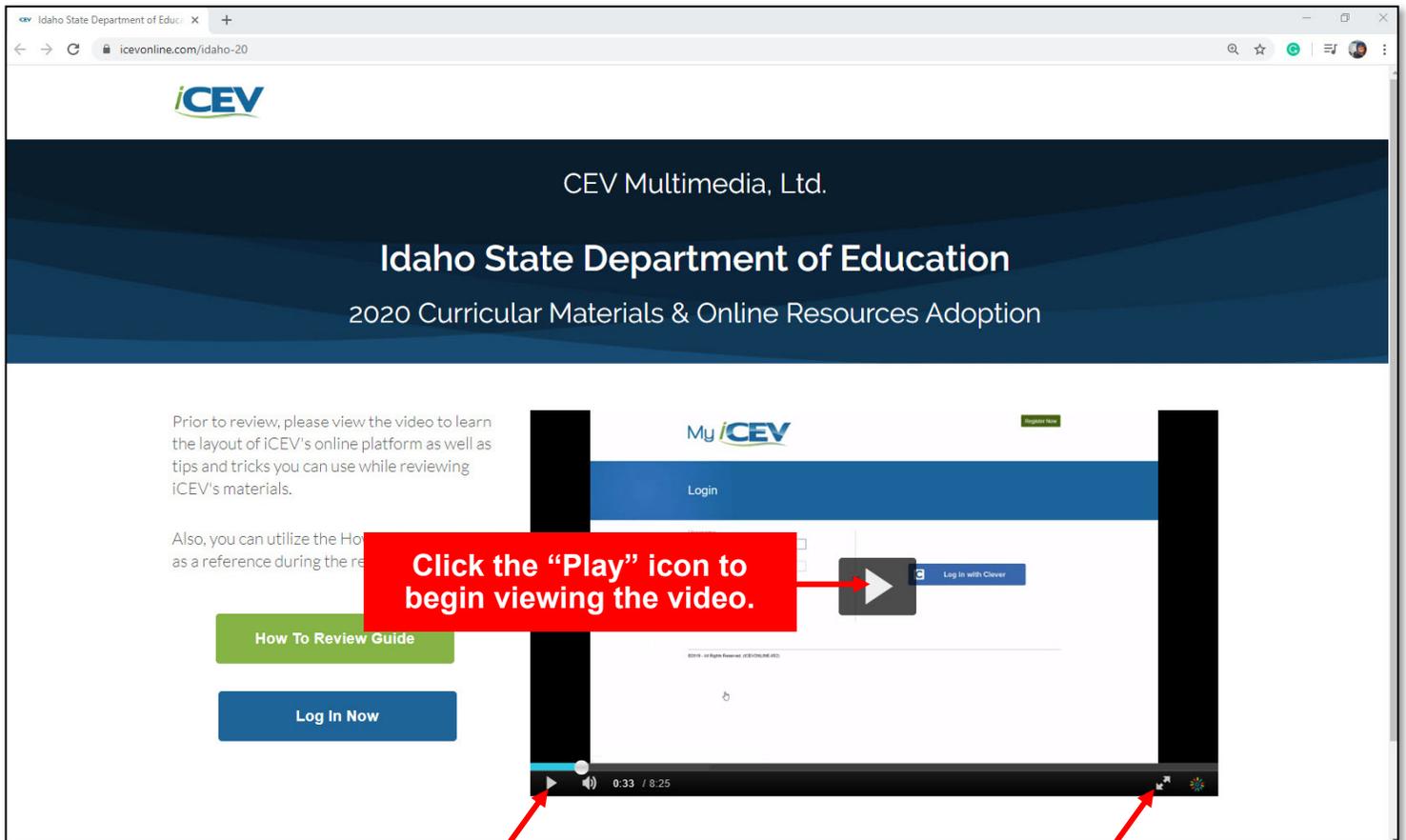
HOW TO REVIEW



www.icevonline.com/idaho-20



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



Adjust the volume, if needed.

Open the video full screen, if needed.

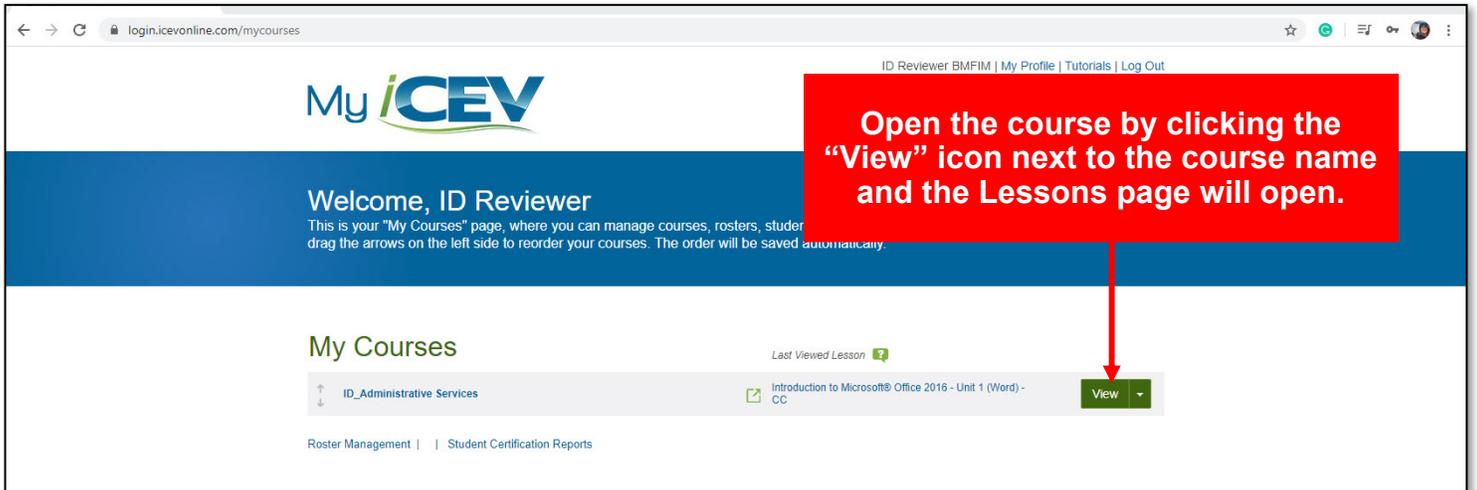
PLEASE NOTE: The video provides an overview of the layout of the iCEV online curriculum platform as well as explains how to review the various curriculum components.

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

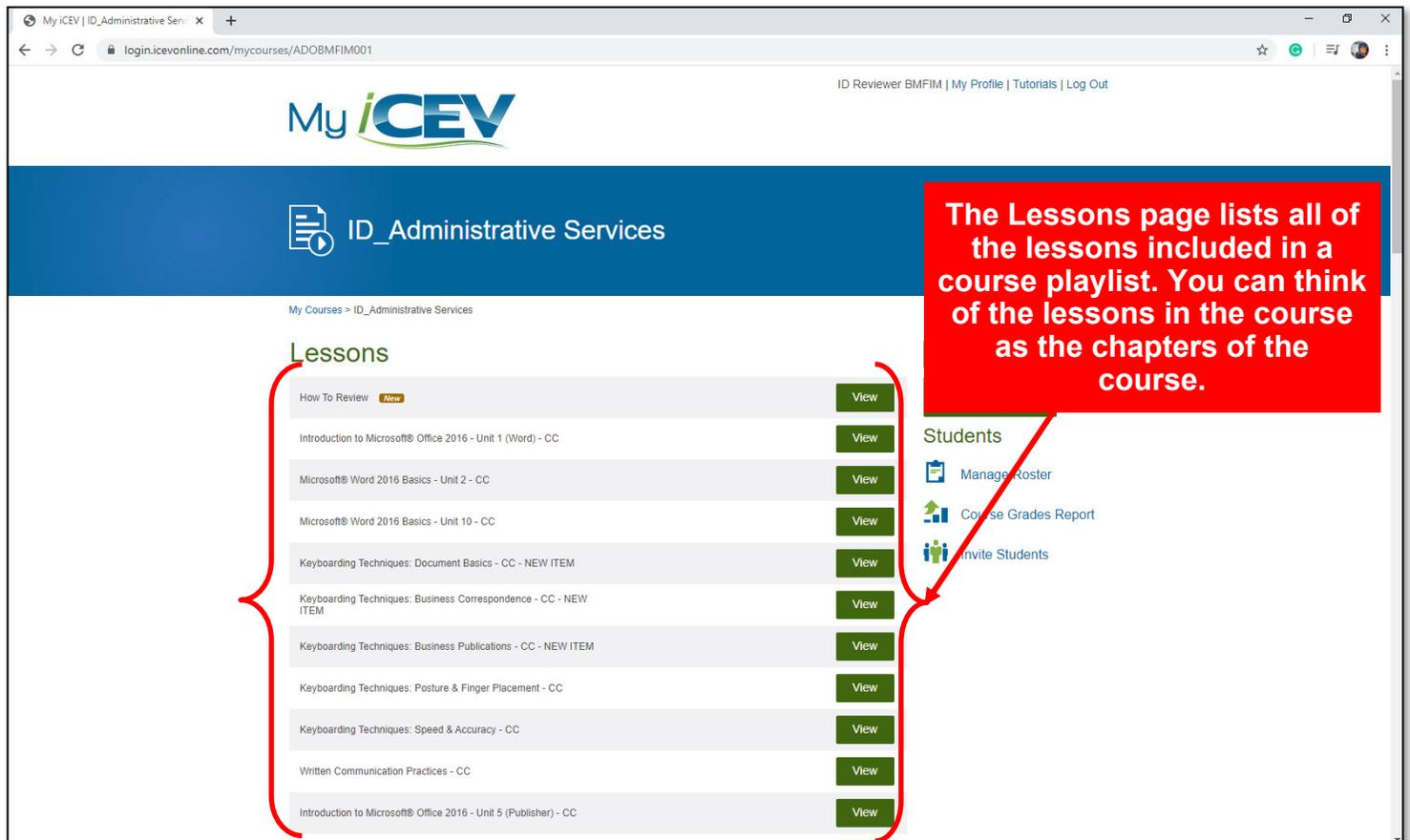
The screenshot shows the iCEV website home page. At the top, it says "ICEV" and "CEV Multimedia, Ltd." Below that, it reads "Idaho State Department of Education" and "2020 Curricular Materials & Online Resources Adoption". There is a video player showing a login screen. To the left of the video, there is text: "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 iCEV's materials." and "Also, you can utilize the How to Review Guide as a reference during the review process." Below this text are two buttons: "How To Review Guide" and "Log In Now". The "Log In Now" button is circled in red. A red callout box points to the "How To Review Guide" button with the text "Link to a PDF of the How to Review Guide." Another red callout box points to the "Log In Now" button with the text "Click the 'Log In Now' icon."

The screenshot shows the iCEV login page. At the top, it says "My iCEV" and "Register Now". Below that, it reads "Login". There are two input fields: "Username" and "Password". The "Username" field is circled in red. A red callout box points to the "Username" field with the text "Enter the provided username and password for the review. Click the 'Log In' icon to enter the curriculum platform." Below the input fields is a "Log In" button. To the right of the input fields is a "Log in with Clever" button. At the bottom, it says "©2018 - All Rights Reserved. (ICEVONLINE-IIS2)".

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



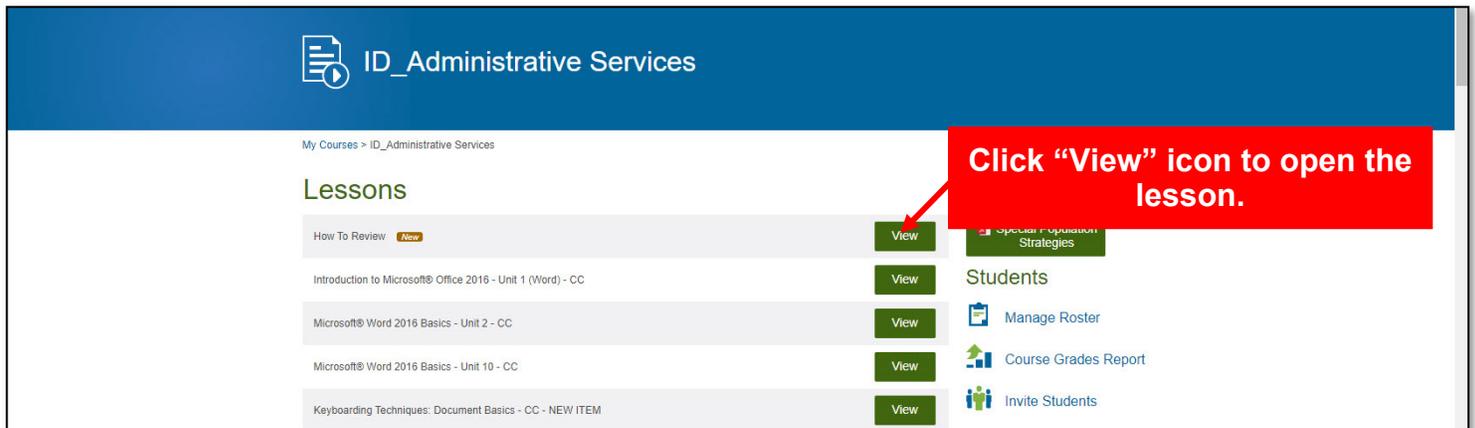
PLEASE NOTE: The course which appears is based upon the username and password you enter. So only the course you are responsible for reviewing will be listed.



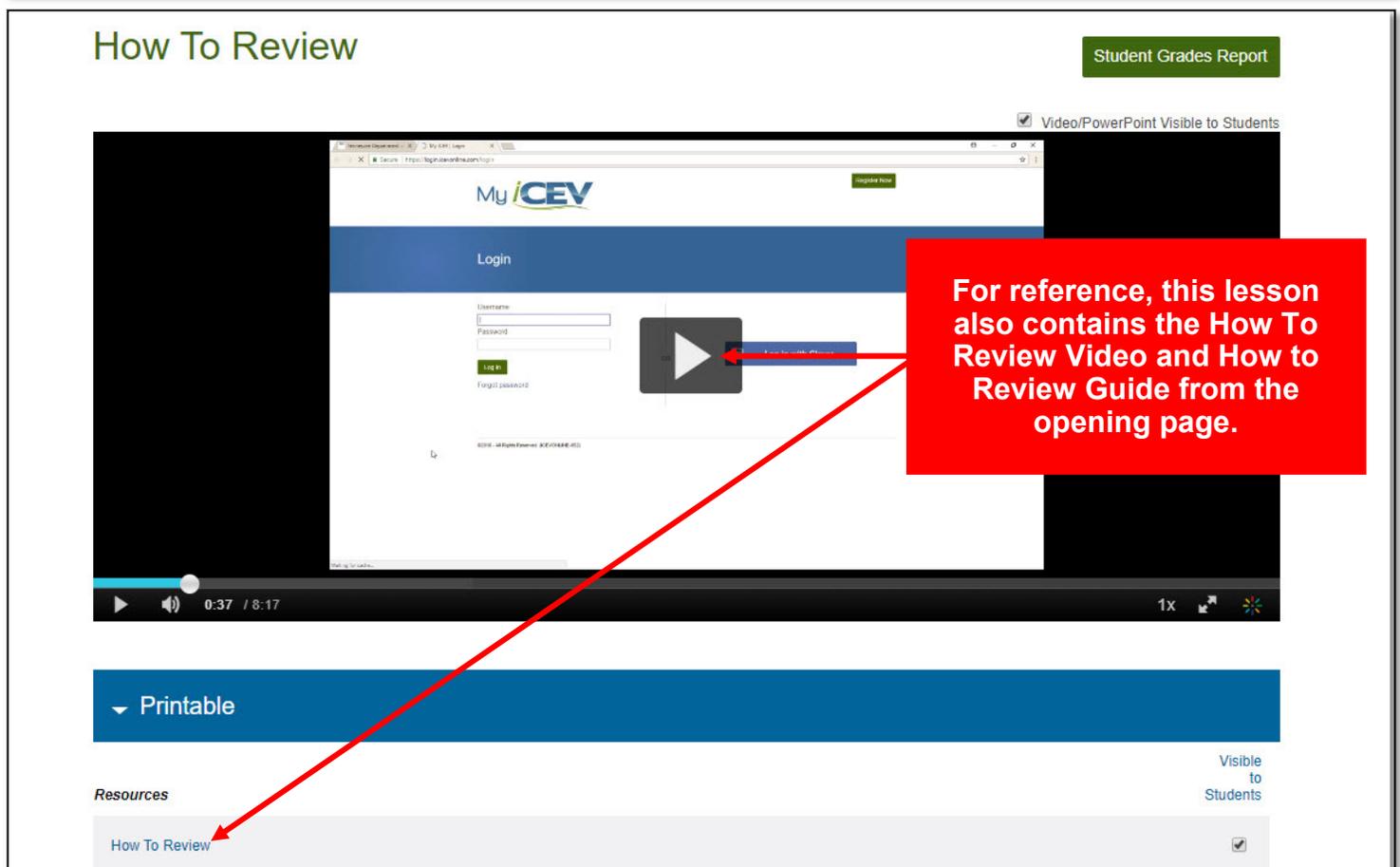
REVIEW TIP:

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 'ID_Administrative Services' course page. Under the 'Lessons' section, there is a list of lessons. The first lesson, 'How To Review', is highlighted with a yellow 'New' tag. A red callout box with a white border points to the green 'View' button next to this lesson, containing the text: 'Click “View” icon to open the lesson.' Other lessons listed include 'Introduction to Microsoft® Office 2016 - Unit 1 (Word) - CC', 'Microsoft® Word 2016 Basics - Unit 2 - CC', 'Microsoft® Word 2016 Basics - Unit 10 - CC', and 'Keyboarding Techniques: Document Basics - CC - NEW ITEM'. To the right of the lessons list, there are buttons for 'Special Education Strategies', 'Students', 'Manage Roster', 'Course Grades Report', and 'Invite Students'.



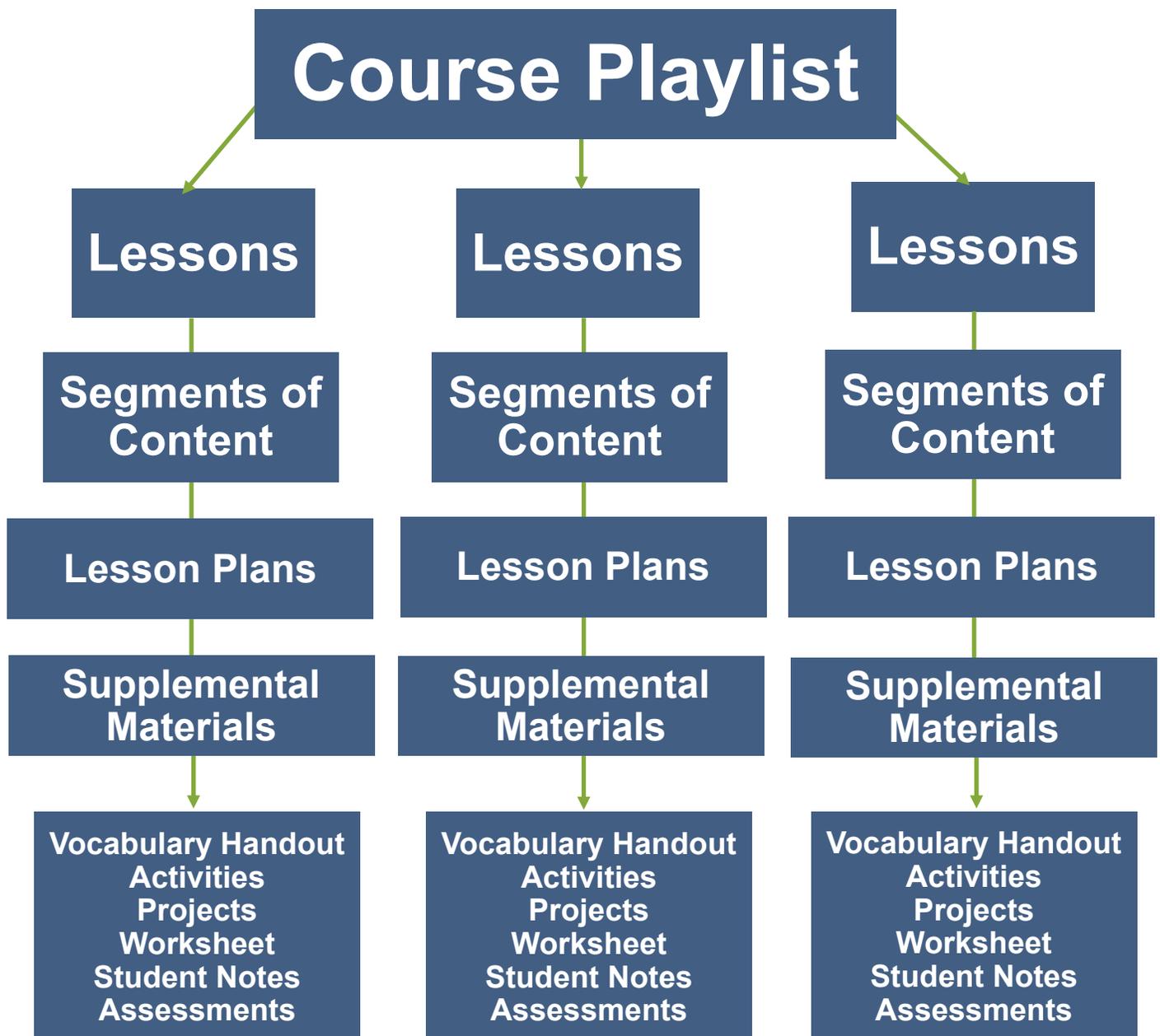
The screenshot shows the 'How To Review' lesson page. At the top right, there is a green button for 'Student Grades Report'. Below this is a video player showing a login page for 'My ICEV'. A red callout box with a white border points to the play button in the video player, containing the text: 'For reference, this lesson also contains the How To Review Video and How to Review Guide from the opening page.' Below the video player is a blue bar with a 'Printable' button. At the bottom, there is a 'Resources' section with a 'How To Review' PDF guide listed. A red arrow points from the 'How To Review' PDF guide in the Resources section to the play button in the video player.

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 lesson plan as well as pre-made supplemental materials, such as vocabulary handouts, activities, projects, worksheets, student notes, student handouts and assessments. (See *appendix* for a more in-depth explanation.)



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 'ID_Administrative Services' interface. At the top, there is a navigation bar with the text 'ID_Administrative Services'. Below this, the breadcrumb trail reads 'My Courses > ID_Administrative Services'. The main content area is titled 'Lessons' and contains a list of course items, each with a 'View' button. A red callout box with white text points to the 'Standards Alignment' button, which is located in the top right corner of the 'Lessons' section. The callout text reads: 'Click the “Standards Alignment” link to open a PDF of the Evaluation Tool for the course.' The 'Standards Alignment' button is a green rectangle with a white document icon and the text 'Standards Alignment'. Below it is another green button labeled 'Special Population Strategies'. To the right of the 'Lessons' list is a 'Students' section with three links: 'Manage Roster', 'Course Grades Report', and 'Invite Students'.

PLEASE NOTE:

The Standards Alignment button opens a copy of the Evaluation Tool 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 Idaho Performance Standard has a corresponding location in an iCEV lesson listed in the Justification column. Additionally, an explanation of the correlation is included.

PUBLISHER STANDARDS ALIGNMENT REPORT:

STANDARD BMAS.1.0: USE STANDARD OFFICE SOFTWARE APPLICATIONS

Performance Standard BMAS.1.1 Demonstrate Proficiency in Word Processing

Student Competencies by Performance Standard	Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers.
CTE BMAS.1.1.1 Use a template to create a business document.	<p><u>Introduction to Microsoft® Office 2016- Unit 1 (Word) (Slide 9)</u></p> <p><u>Microsoft® Word Basics Unit 2 (Slides 4-9; Opening Documents & Templates Video), Project- Business Partnership Plan</u></p> <p><u>Content provides an explanation of the use of templates and allows students to apply their knowledge. Additionally, projects contain Student Files which function similar to templates which must be edited.</u></p>
CTE BMAS.1.1.2 Create tables.	<p>Introduction to Microsoft® Office 2016- Unit 1 (Word)</p> <p>Letterhead, Project- Business Partnership Report</p> <p>Within the content of the lessons as well as projects, students are tasked with creating tables, charts and graphs to represent information.</p>

Lesson Name (Location in Lesson), Location in Supplemental Materials of the Lesson
Justification/Explanation of Correlation

PLEASE NOTE:
Some standards required multiple correlations to fulfill the requirements. Changes in lessons will be noted by having a line separating the lessons.

Introduction to Microsoft® Office 2016- Unit 1 (Word) (Slide 9)

Microsoft® Word Basics Unit 2 (Slides 4-9; Opening Documents & Templates Video), Project- Business Partnership Plan

Content provides an explanation of the use of templates and allows students to apply their knowledge. Additionally, projects contain Student Files which function similar to templates which must be edited.

Step 5: Review correlations to Idaho Performance State 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.

Keyboarding Techniques: Document Basics - CC - NEW ITEM

View Lesson Plan Student Grades Report

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.

Use the arrows to move from slide to slide.

Open in Full Screen mode.

Printable

Resources

- PowerPoint - Keyboarding Techniques: Document Basics (Downloadable Version)
- Action Plan
- Activity - Business Proposal Outline
- Activity - Business Proposal Outline Answer Key

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

The **Location in Supplemental Materials of the Lesson** correlations will appear beneath the Printable 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: Document Basics -
CC - NEW ITEM

View Lesson Plan

Student Grades Report

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.

Video/PowerPoint Visible to Students

Proseur Info Marker Tools

Main Menu

OUTLINE NOTES

Search...

1. ...

2. Objectives

3. Main Menu

4. ...

5. Personal & Business Correspondence

6. Formatting

3 / 44 00:00 / 00:00

PREV NEXT

Printable

Resources

Visible to Students

PowerPoint - Keyboarding Techniques: Document Basics (Downloadable Version)

Action Plan

Activity - Business Proposal Outline

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 Idaho Performance 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 video player.

The screenshot shows the iCEV interface for a lesson titled "Conflict Management - CC". At the top, there are buttons for "View Lesson Plan" and "Student Grades Report". Below these is a "Select Playlist" dropdown menu set to "Conflict Management". The main area features a video player with a play button and a video thumbnail showing two people in a discussion. To the right of the video player is a table of contents with five segments: 1. Conflict Management: Defining Conflict, 2. Conflict Management: Analyzing Conflict, 3. Conflict Management: Conflict Management Style, 4. Conflict Management: Resolving Conflict, and 5. Conflict Management: Third Party Intervention. Below the video player is a blue "Printable" header with a dropdown arrow. Underneath is a "Resources" section with a list of items: Academic Grading Rubric, Action Plan, Activity - Career Connections, and Activity - Conflict Management Style. A "Visible to Students" label is on the right. A red bracket highlights the "Printable" header and the "Resources" list.

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

The **Location in Supplemental Materials of the Lesson** correlations will appear beneath the Printable 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 video player interface for a lesson titled "Conflict Management - CC". The main video player displays a scene with two people and the text "Defining Conflict". A red box labeled "Play" points to the play button in the video player. Below the video player, a red box labeled "Move from segment to segment." points to the video player's progress bar. To the right of the video player, a list of video segments is shown, with a red box labeled "Video Segments" pointing to the list. Below the video player, a red box labeled "Play" points to the play button in the video player's control bar. A red box labeled "Volume" points to the volume icon in the video player's control bar. A red box labeled "Full Screen" points to the full screen icon in the video player's control bar. Below the video player, a blue bar contains a "Printable" button. Below the blue bar, a "Resources" section lists several items with checkboxes: "Academic Grading Rubric", "Action Plan", "Activity - Career Connections", and "Activity - Conflict Management Style". A "Visible to Students" column is on the right side of the resources list.

Segment Number	Segment Title	Duration
1.	Conflict Management: Defining Conflict	3:28
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

Step 5: Review correlations to Idaho Performance 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.

Microsoft® Word 2016 Basics - Unit 2 - CC

Select Playlist: Microsoft® Word 2016 Basics - Unit 2
Microsoft® Word 2016 Basics - Unit 2
1. Opening Documents & Templates
2. Typing in a Document

View Lesson Plan Student Grades Report

Video/PowerPoint Visible to Students

Main Menu

- Documents & Templates
- Opening Documents & Templates
- Using the Keyboard & Entering Text
- Typing in a Document

OUTLINE

- 2. Objectives
- 3. Main Menu
- 4. ...
- 5. Microsoft® Word
- 6. Microsoft® Word

Printable

Resources

- PowerPoint - Microsoft® Word 2016 Basics - Unit 2 (Downloadable Version)

Action Plan

- Activity - Keyboard Shortcut Match Up

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 evaluation instrument.

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

The **Location in Supplemental Materials of the Lesson** correlations will appear beneath the Printable 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.

My Courses > **ID_Administrative Services** > Keyboarding Techniques: Document Basics - CC - NEW ITEM

Keyboarding Techniques: Document Basics - CC - NEW ITEM

View Lesson Plan Student Grades Report

Video/PowerPoint Visible to Students

Resources Presenter Info Marker Tools

KEYBOARDING TECHNIQUES: DOCUMENT BASICS

OUTLINE NOTES

Search...

1. Objectives

2. Main Menu

3. Personal & Business Correspondence

4. Formatting

1 / 44 00:00 / 00:00

PREV NEXT

login.icevonline.com/mycourses/ADOBMFIM001

ID Reviewer BMFIM | My Profile | Tutorials | Log Out

My iCEV

ID_Administrative Services

My Courses > ID_Administrative Services

Lessons

How To Review **New** View

Introduction to Microsoft® Office 2016 - Unit 1 (Word) - CC View

Microsoft® Word 2016 Basics - Unit 2 - CC View

Microsoft® Word 2016 Basics - Unit 10 - CC View

Keyboarding Techniques: Document Basics - CC - NEW ITEM View

Keyboarding Techniques: Business Correspondence - CC - NEW ITEM View

Keyboarding Techniques: Business Publications - CC - NEW ITEM View

Keyboarding Techniques: Posture & Finger Placement - CC View

Keyboarding Techniques: Speed & Accuracy - CC View

Written Communication Practices - CC View

Introduction to Microsoft® Office 2016 - Unit 5 / Publishen - CC View

Standards Alignment

Special Population Strategies

Students

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
- Segment and final assessments
- Vocabulary handout

Lesson Plan

Conflict Management - CC

Select Playlist: Conflict Management

1. Conflict Management: Defining Conflict
2. Conflict Management: Analyzing Conflict
3. Conflict Management: Conflict Management Style
4. Conflict Management: Resolving Conflict
5. Conflict Management: Third Party Intervention

Printable

Resources

Academic Grading Rubric

Action Plan

Activity - Career Connections

Activity - Conflict Management Style

Activity - Positive Language

Activity - What Caused the Conflict

Project - Conflict Theories

Project - Ethical Guidelines for Mediators

Project - Green Power or Not

Vocabulary Handout

Worksheet

Worksheet Answer Key

Assessments

Assessment I - Defining Conflict

Assessment I - Defining Conflict Answer Key

Assessment II - Analyzing Conflict

Assessment II - Analyzing Conflict Answer Key

Assessment III - Conflict Management Style

Assessment III - Conflict Management Style Answer Key

Assessment IV - Resolving Conflict

Assessment IV - Resolving Conflict Answer Key

Assessment V - Third Party Intervention: Conflict

Assessment V - Third Party Intervention: Conflict Answer Key

Assessment VI - Final Assessment

Interactive

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.

Appendix

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 which details are emphasized in each account.
	11-12.7	Integrate and evaluate multiple sources of information presented in different mediums, assessing the credibility and accuracy of each source, and to address a question or solve a problem.

Each lesson contains a list of Common Core Standards to show how the lesson impacts core subject areas.

College & Career Readiness Anchor Standards for Language

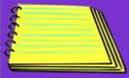
Language Standards		
Conventions of Standard English	9-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	9-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Knowledge of Language	9-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
	9-10.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
Vocabulary Acquisition & Use	9-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	9-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Appendix

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.ohrd.wisc.edu/online/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.



- 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, J 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

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 names of people who have 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 their 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. Each student will use a different conflict management style: competitive, accommodating, avoiding, compromising and collaborating. Students will choose the most appropriate conflict management style for the scenario and present their solution 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

Vocabulary Handout

Conflict Management

S
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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.oqrd.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 effort 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 where a neutral 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.