

Oklahoma State Department of Education 2020 Instructional Materials Adoption

HOW TO REVIEW



www.icevonline.com/oklahoma-20



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

The screenshot shows a web browser window displaying the iCEV website for the Oklahoma State Department of Education's 2020 Instructional Materials Adoption. The page features the iCEV logo, the text "CEV Multimedia, Ltd.", and the title "Oklahoma State Department of Education 2020 Instructional Materials Adoption". Below this, there is a video player. To the left of the video player, there is text that reads: "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" and "Log In Now". A red callout box with a white arrow points to the "Play" button on the video player, containing the text: "Click the 'Play' icon to begin viewing the video." Another red callout box with a white arrow points to the volume icon on the video player, containing the text: "Adjust the volume, if needed." A third red callout box with a white arrow points to the full screen icon on the video player, containing the text: "Open the video full screen, if needed."

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.

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

How To Review

Log In Now

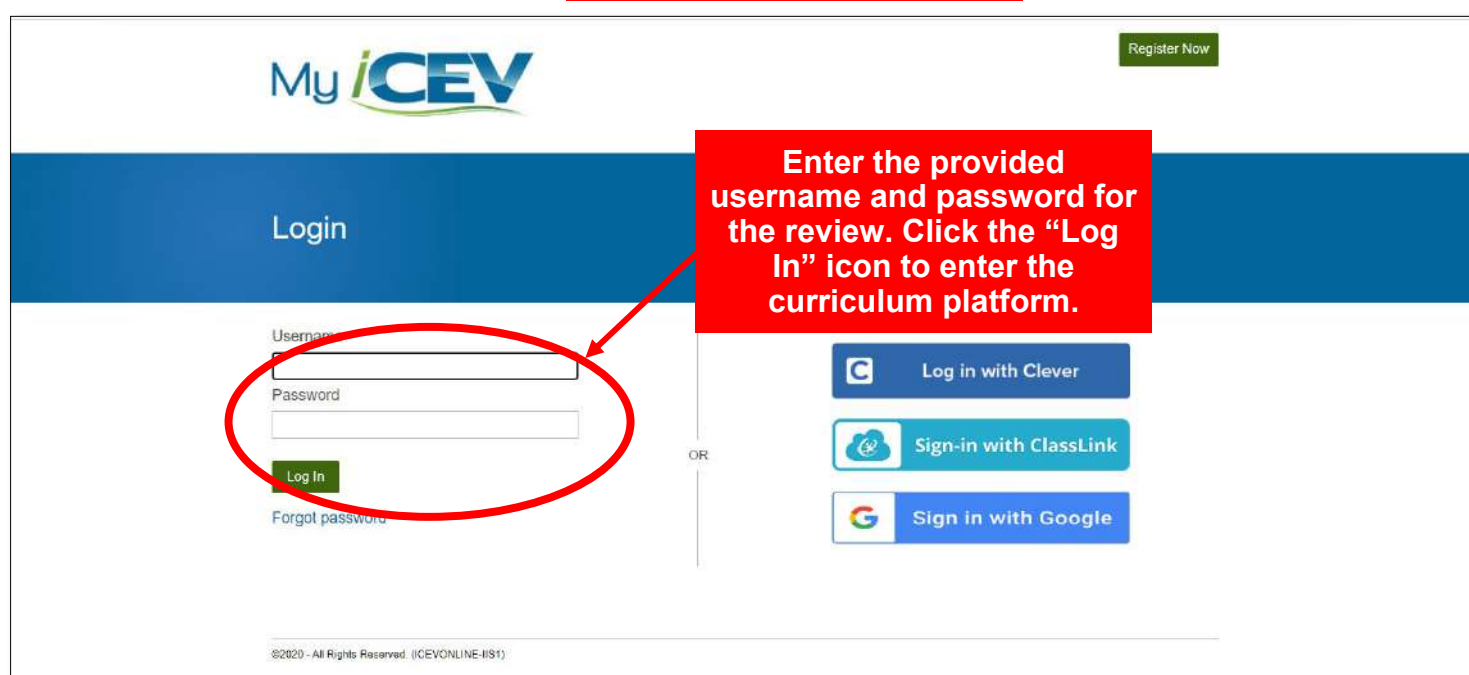
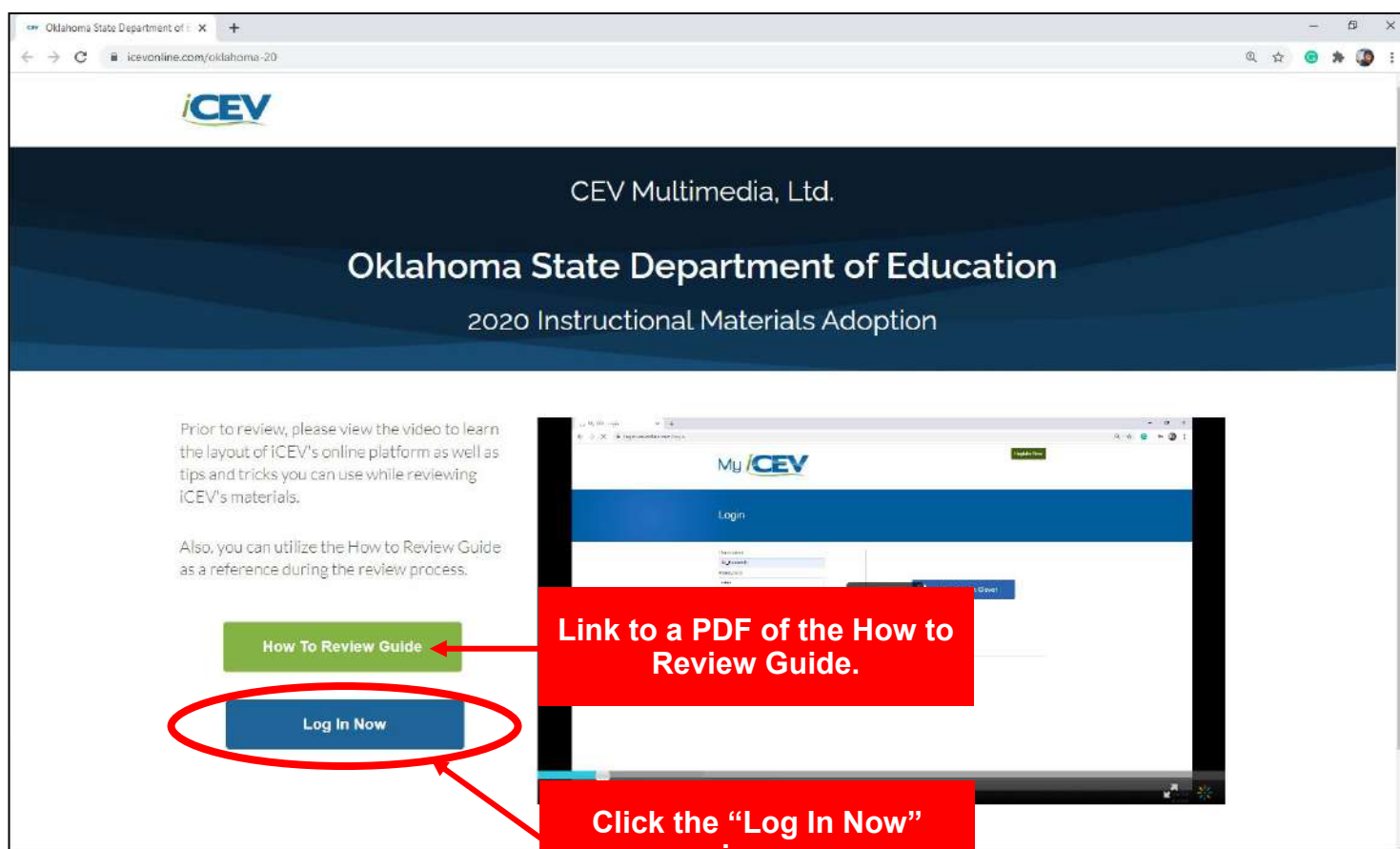
Click the "Play" icon to begin viewing the video.

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.



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

Welcome, OK Reviewer

This is your "My Courses" page, where you can manage courses, rosters, student certificates, 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.

My Courses

Last Viewed Lesson

OK20_Digital Media Production (8191)	How To Review	View
OK20_Business Foundations (8254)	How To Review	View
OK20_Fundamentals of Administrative Technologies (8103)	How To Review	View
OK20_Fundamentals of Technology (8169)	How To Review	View
OK20_Introduction to Business & Marketing (8614)	How To Review	View

PLEASE NOTE: The courses which appears 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.

My iCEV | OK20_Business Found... x

login.icevonline.com/mycourses/ADO8M002

OK20_Business Foundations (8254) Edit title

My Courses > OK20_Business Foundations (8254)

Lessons

Customize this Course

How To Review	View
Keyboarding Techniques: Posture & Finger Placement	View
Keyboarding Techniques: Speed & Accuracy	View
Employability Skills	View
Written Communication Practices	View
Communication Styles - UPDATED	View
Conflict Management	View
Teamwork & Collaboration	View
Formulas for Career Success: Career Testing & Investigation	View
Jobs, Careers & Education	View
Societal Impacts on Careers	View
Well-Designed Workplace	View
Work Ethic & Safety	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.

Course Grades Report

Invite Students

Course Assessments

Create Assessment

Settings

- Archive this course
- Delete this course
- Lesson Visibility Show Settings
- Lesson Assessment & Activity

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.

OK20_Business Foundations (8254) [Edit title](#)

My Courses > OK20_Business Foundations (8254)

Lessons

[Customize this Course](#)

Lesson	Action
How To Review	View
Keyboarding Techniques: Posture & Finger Placement	View
Keyboarding Techniques: Speed & Accuracy	View
Employability Skills	View

[Special Population Strategies](#)

Students

[Manage Roster](#)

[Course Grades Report](#)

How To Review

[Student Grades Report](#)

☒ Video/PowerPoint Visible to Students

[Share Video/PowerPoint with Classroom](#)

[Printable](#)

Resources

Resource	Visible to Students
How to Review	<input checked="" type="checkbox"/>
General Evaluation Form	<input checked="" type="checkbox"/>

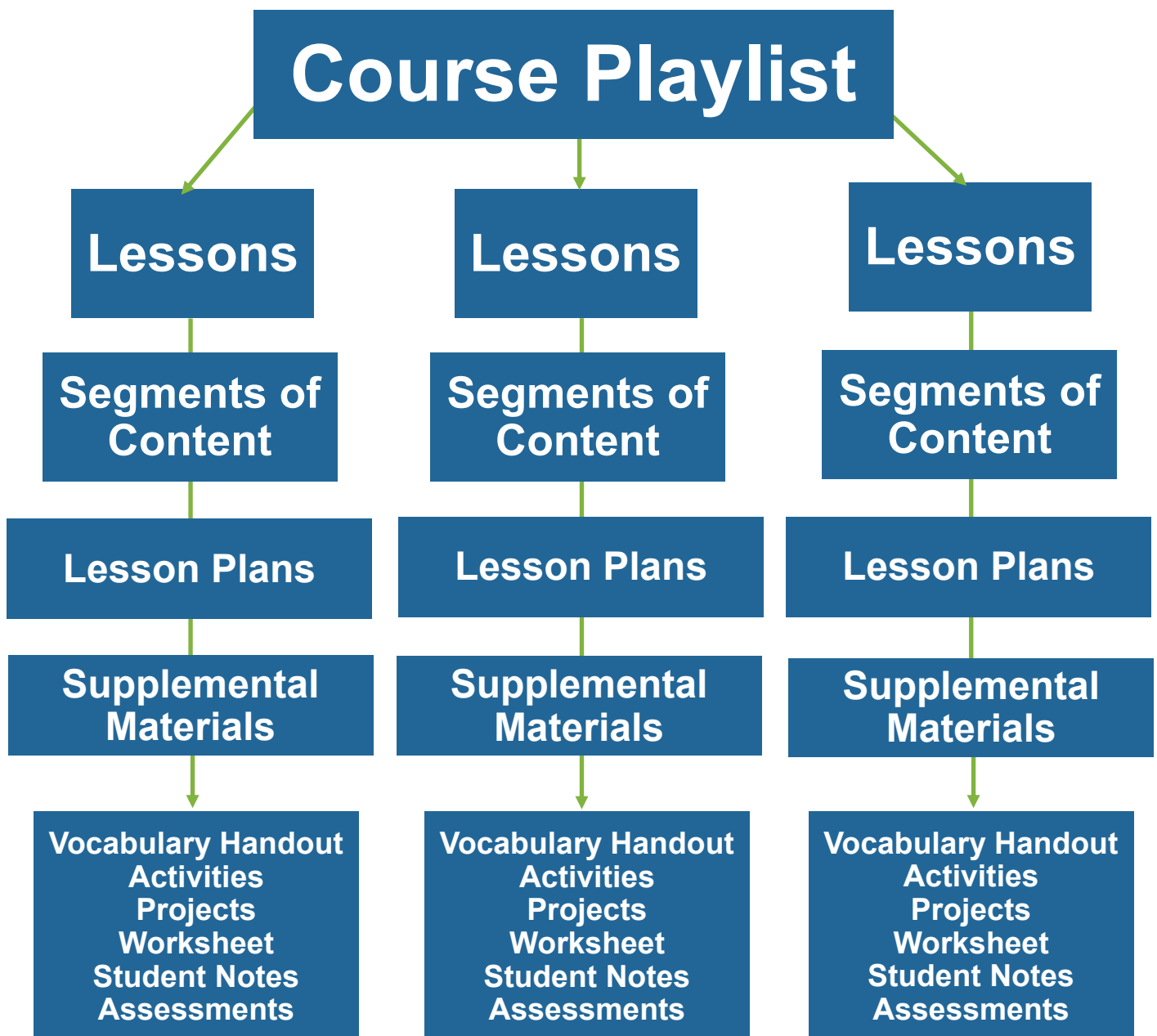
Assessments

PLEASE NOTE: This lesson is for review purposes only.

REVIEW TIP:

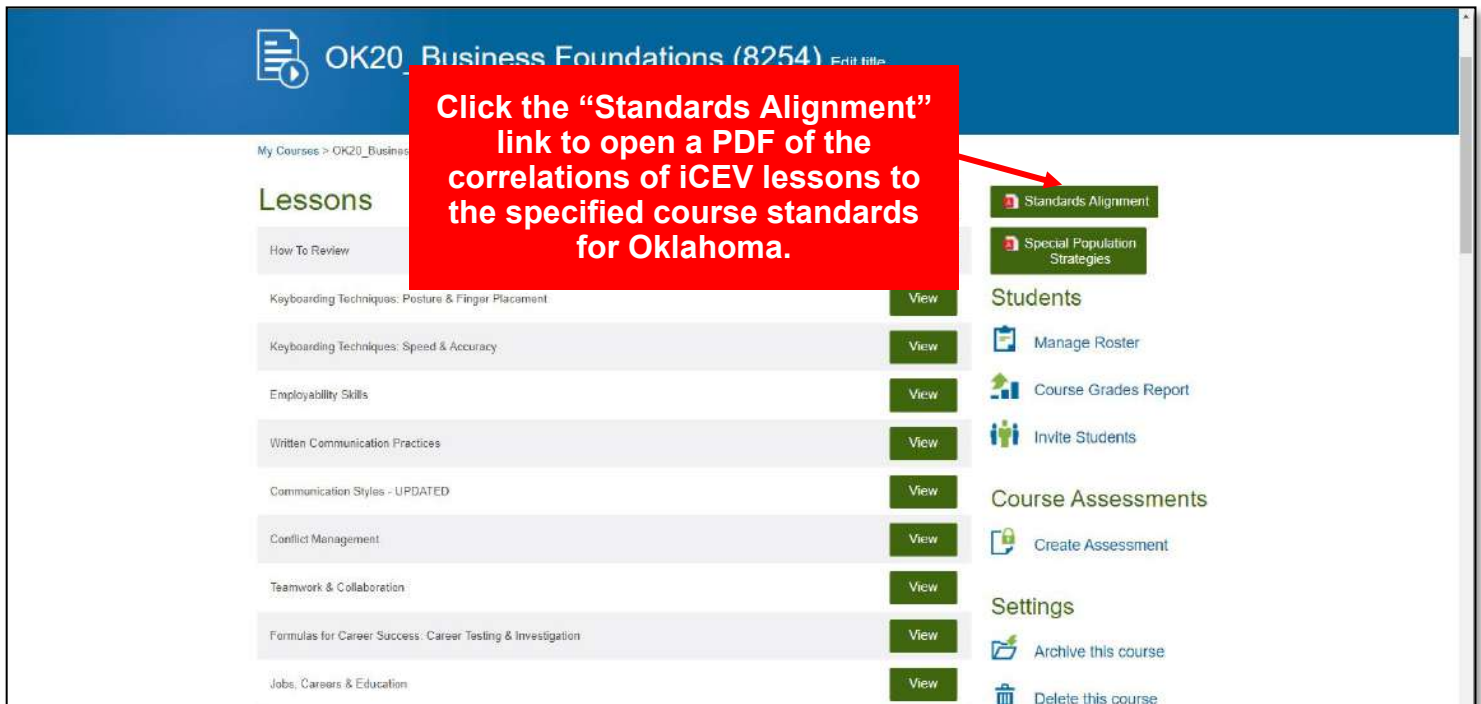
iCEV LAYOUT OVERVIEW

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.



PLEASE NOTE:

The Standards Alignment button opens a copy of the correlations to the standards specified by the Oklahoma 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 “iCEV Lesson” heading is a corresponding location where the standard is met.

Specific Learning Competencies	CEV Lesson
1. Keyboarding.	
Demonstrate keyboarding skills utilizing current technology.	
a. Recognize ergonomic issues.	Keyboarding Techniques: Posture & Finger Placement (Slides 9, 15-16); Activity- Proper Posture & Workspace Setup
b. Develop keyboarding speed and accuracy skills while demonstrating appropriate keyboarding techniques.	Keyboarding Techniques: Speed & Accuracy (All Slides); All Activities; All Speed Typing Drills
2. 21st Century Skills.	
Develop an understanding of the 4C's of the 21st century skills as they relate to the business world: creativity, communication, critical thinking, and collaboration.	
a. Participate in a wide range of idea creation techniques (such as brainstorming) while demonstrating originality and inventiveness in work and an understanding of the real world limits to adopting new ideas.	Employability Skills (Slides 28-31, 33-35, 37-39)
b. Demonstrate effective verbal, non-verbal, written, and digital communication skills as they apply to the workplace.	Written Communication Practices (Slides 15-25)
	Communication Styles (Slides 33-47, 60-74); Activity- Effective Nonverbal Communication Skills; Project- Workplace Communication
c. Exhibit critical thinking while analyzing and developing appropriate solutions to problems/situations.	Written Communication Practices (Slides 98-122)
	Conflict Management (Analyzing Conflict and Resolving Conflict Segments);
d. Develop collaborative and time management skills towards mutual goals.	Employability Skills (Slides 28-31, 33-35, 37-39); Project- Work-Related Problem
3. Career Exploration	
Examine educational requirements, job requirements, and career opportunities.	Employability Skills (Slides 28-31, 33-35, 37-39); Project- Career Exploration & Investigation (All Slides); Activity- What I Want in a Career; Project- Career Exploration

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

PLEASE NOTE:

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

→	Employability Skills (Slides 28-31, 33-35, 37-39)
→	Written Communication Practices (Slides 15-25)
	Communication Styles (Slides 33-47, 60-74); Activity- Effective Nonverbal Communication Skills; Project- Workplace Communication
	Written Communication Practices (Slides 98-122)

Step 5: Review correlations to Oklahoma 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 the iCEV lesson interface for "Keyboarding Techniques: Posture & Finger Placement". The main video player displays a person's hands typing on a keyboard. Several callout boxes provide instructions:

- Top Right:** "To see how all of the materials work together, view the Lesson Plan." (points to the "View Lesson Plan" button).
- Right Side:** "To easily locate specific slides, click 'Outline' to open an all slides view." (points to the "Outline" button in the top right corner of the video player).
- Bottom Center:** "Use the buttons to move from slide to slide." (points to the "Previous" and "Next" buttons in the bottom left corner of the video player).
- Bottom Right:** "Open in Full Screen mode." (points to the full screen icon in the bottom right corner of the video player).
- Left Side:** "Correlations listed in (Location in Lesson) are correlated to content within the PowerPoint® or video portion of a lesson." (points to the "Select Playlist" dropdown menu).
- Bottom:** A "Printable" heading is shown, which is currently collapsed. Below it, a list of resources is visible, including "PowerPoint - Keyboarding Techniques: Posture & Finger Placement (Downloadable Version)", "Action Plan", "Activity - Command Keys & Shortcuts Flash Cards", and "Activity - Proper Posture & Workspace Setup".

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.

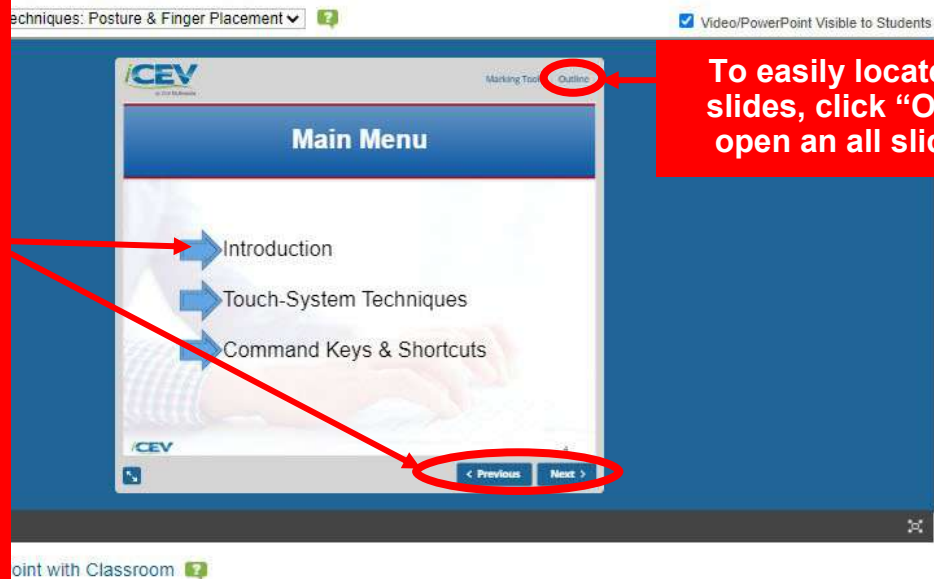
REVIEW TIP: LOCATING POWERPOINT® SEGMENTS OR SLIDES

Keyboarding Techniques: Posture & Finger Placement

[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.



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

Printable

Resources

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

Visible to Students

Action Plan

Activity - Command Keys & Shortcuts Flash Cards

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 Oklahoma 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.

The screenshot shows the iCEV interface for a lesson titled "Conflict Management". 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 progress bar showing 0:00 / 3:26. To the right of the video player is a list of 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 bar with a "Printable" heading and a downward arrow. Underneath this bar is a "Resources" section with links to "Academic Grading Rubric", "Action Plan", "Activity - Career Connections", and "Activity - Conflict Management Style". A "Visible to Students" label is on the right. Red callout boxes provide additional information: one points to the "Select Playlist" dropdown, another points to the segment list, and a third points to the "Printable" header.

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.

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". The main video player displays a scene with two people, a woman and a man, with the text "Defining Conflict" overlaid. A red box labeled "Play" points to the play button in the video player. Another red box labeled "Move from segment to segment." points to the video player area. A red box labeled "Video Segments" points to a list of five segments on the right side of the interface. The segments are:

- 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)

Below the video player, there is a blue bar with a "Printable" button. A red box labeled "Volume" points to the volume icon in the video player. A red box labeled "Full Screen" points to the full screen icon in the video player. Below the blue bar, there is a "Resources" section with a list of resources:

- Academic Grading Rubric
- Action Plan
- Activity - Career Connections
- Activity - Conflict Management Style

Each resource has a checkbox to its right, and a "Visible to Students" link is at the top right of the resources section.

Step 5: Review correlations to Oklahoma 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.

Microsoft® Word 2016 Basics - Unit 2

View Lesson Plan Student Grades Report

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

Video/PowerPoint Visible to Students

Main Menu

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

Share Video/PowerPoint with Classroom

Printable

Resources

- PowerPoint - Microsoft® Word 2016 Basics - Unit 2 (Downloadable Version)
- Video Transcript
- Action 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 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.

OK20_Business Foundations (8254)
To access lesson resources including assessments, worksheets, activities and other materials, scroll below the video/PowerPoint.

My Courses **OK20_Business Foundations (8254)** > Keyboarding Techniques: Posture & Finger Placement

Keyboarding Techniques: Posture & Finger Placement

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

View Lesson Plan Student Grades Report

Select Playlist Keyboarding Techniques: Posture & Finger Placement ?

☒ Video/PowerPoint Visible to Students

KEYBOARDING TECHNIQUES:

OK20_Business Foundations (8254) Edit title

My Courses > OK20_Business Foundations (8254)

Lessons

Lesson Name	View
How To Review	View
Keyboarding Techniques: Posture & Finger Placement	View
Keyboarding Techniques: Speed & Accuracy	View
Employability Skills	View
Written Communication Practices	View
Communication Styles - UPDATED	View
Conflict Management	View
Teamwork & Collaboration	View
Formulas for Career Success: Career Testing & Investigation	View
Jobs, Careers & Education	View
Societal Impacts on Careers	View
Well-Designed Workplace	View

Customize this Course

Standards Alignment

Special Population Strategies

Students

Manage Roster

Course Grades Report

Invite Students

Course Assessment

Create Assessment

Settings

Archive this course

Delete this course

Lesson Visibility Show Settings

Lesson Assessment & Reporting

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

Activities

Projects

Vocabulary

Assessments

Conflict Management

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 Learning Rules

Lesson Plan

Activity - Career Descriptions

Activity - Conflict Management Style

Activity - Positive Language

Activity - What Caused the Conflict

Project - Conflict Theories

Project - Effective Guidelines for Mediation

Project - Green Power or Not

Vocabulary Handout

Vocabulary

Vocabulary 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

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

Media Type: Video
Duration: 26 minutes

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

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.

Horizontal Alignment

Core-Subject Area	Foundation Concept	Basic Understanding
Math	<i>Logical Skills</i>	reasoning; patterns; problem solving
Language Arts	<i>Application of Writing Skills</i>	informative writing; organizing logical arguments; brainstorming; enhancing grammatical mechanics; vocabulary enhancement
	<i>Analysis of Text, Literature, and Information</i>	developing listening and comprehension skills, creating visual representations
	<i>Technology Applications in Literature</i>	utilizing documents
Social Studies	<i>Impacts of History, Government, and Economics</i>	describe cause and effect
Science	<i>Scientific Thinking and Investigating</i>	critical thinking; applying knowledge to new situations; evaluating conclusions

Each lesson contains a list of Horizontal Alignments to show how the lesson impacts core subject areas.

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.



Lesson

Conflict Resolution Network

- <http://www.crnq.org/>

Conflict Resolution

- <http://www.bhrd.wisc.edu/on/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 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 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 roles of different conflict management styles: competitive, accommodating, avoiding, compromising and collaborating. Ask students to play the roles for the class. Students will choose the most appropriate conflict management style.

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 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: attachment, 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.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

Conflict Management Style

individual's preferred way to respond to conflict

Collaborative Attitude

positive mindset of which disputing parties take effort to develop 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.