

# Alabama State Department of Education 2023 Textbook Adoption

## HOW TO REVIEW



<https://www.icevonline.com/alabama-23>



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

## Alabama State Department of Education

2023 Textbook Adoption

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 to help you through the review process.

How to Review Guide

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.

### Alabama State Department of Education

2023 Textbook Adoption

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.

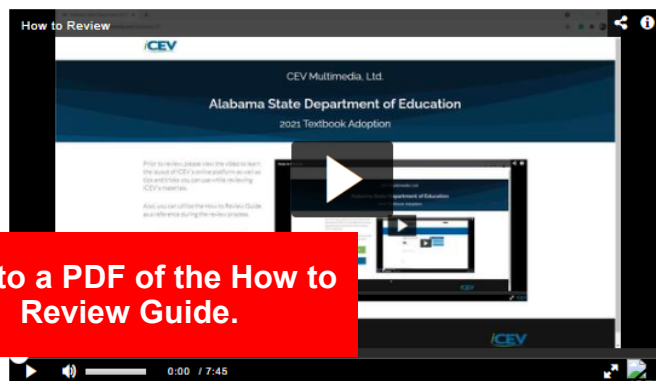
Also, you can utilize the How to Review Guide as a reference during

Click the "Log In Now" icon.

How to Review Guide

Link to a PDF of the How to Review Guide.

Log In Now



My iCEV

Register Now

Register Teacher

Login

Username

AL23\_Review6T

Password

\*\*\*\*\*

Log In

Forgot password

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

OR



Sign-in with ClassLink



Sign in with Google

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

Welcome, AL Reviewer 6T

This is your "My Courses" page, where you can manage courses, rosters, student certification progress and add new courses. Click and drag the arrows on the left side to reorder your courses. The order will be saved.

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

### My Courses

Last Viewed Lesson

Foundations in Education (Individual Course)

Employability Skills in Education - NEW ITEM

View

Roster Management | My Archived Courses | Student Certification Reports

+ Add New Course/Certification

**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.



### Foundations in Education (Individual Course) [Edit title](#)

My Courses > Foundations in Education (Individual Course)

### Lessons

Customize this Course

Standards Alignment

How To Review New

View

Employability Skills in Education - NEW ITEM

View

Diversity in the Classroom - UPDATE

View

Managing Diversity

View

Careers in Education & Training - NEW ITEM

View

Teaching Career Preparation - NEW ITEM

View

Creating a Successful Learning Environment - UPDATE

View

Education Skills & Experience Portfolio Capstone - NEW ITEM

View

Formulas for Career Success: The Interview Process

View

Instructional Technology - UPDATED

View

The Evolution of the Education Industry - NEW ITEM

View

Educator Health & Wellness - NEW ITEM

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.

Manage Roster

Course Grades Report

Invite Students

### Course Assessments

Create Assessment

### Settings

Copy Lesson Visibility Settings

Combine Courses

# 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.

Foundations in Education (Individual Course) [Edit title](#)

My Courses > Foundations in Education (Individual Course)

### Lessons

Customize this Course

How To Review New [View](#) [Special Population Strategies](#)

Click “View” icon to open the lesson.

CEV Multimedia, Ltd.  
Alabama State Department of Education

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 Guide](#)  
[Log In Now](#)

Share Presentation with Google Classroom

### Instructional Materials

Resources

How To Review

Share With Classroom Visible to Students Uncheck All

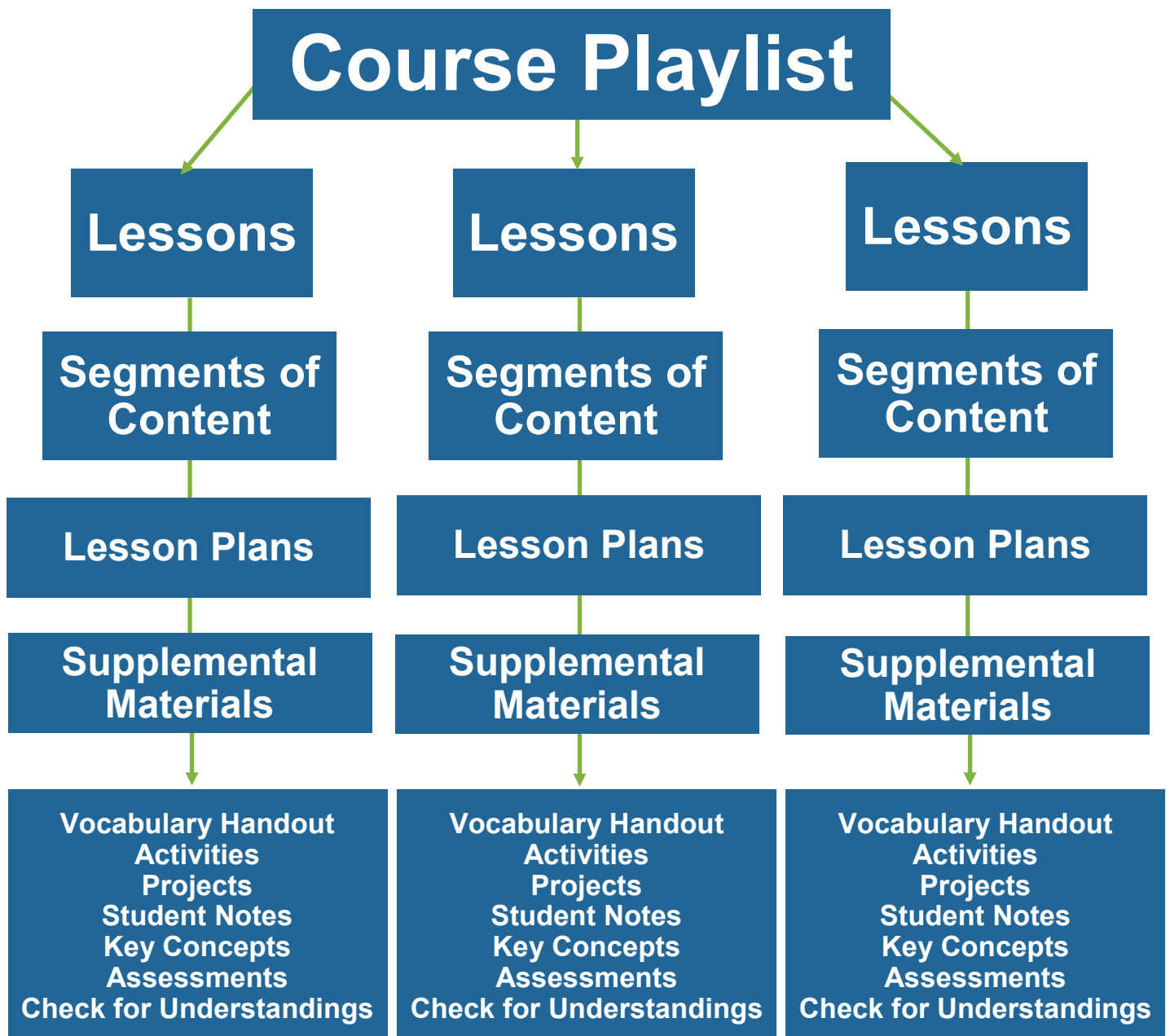
For reference, this lesson also contains the How To Review Video and How to Review Guide.

**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. Lessons in the Fundamentals of Cosmetology playlist differ from the other playlists. (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 iCEV interface for the 'Foundations in Education (Individual Course)'. The page has a blue header with the course title and an 'Edit title' link. Below the header, there's a 'Lessons' section with a list of lessons and their status (e.g., 'NEW ITEM', 'UPDATE'). To the right of the lessons list, there are green 'View' buttons. On the far right, there's a sidebar with three green buttons: 'Standards Alignment', 'Special Population Strategies', and 'Social-Emotional Learning Toolkit'. A red callout box with white text points to the 'Standards Alignment' button, stating: 'Click the “Standards Alignment” link to open a PDF of the correlations of iCEV lessons to the specified course standards for Alabama'. Below the sidebar, there's a 'Students' section with links 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 Alabama 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 the correlation which meets the standard is in the far right column beneath the “Publisher, Please Identify Location of content Standard in resource Submitted” heading.

Foundation					Publishers, Please Identify Location of Content Standard in Resource Submitted (chapters, sections, pages, etc.)
1. Research and report on historical events and current trends in education within the United States. <i>Examples: Plessy v. Ferguson, Brown v. Board of Education, No Child Left Behind, Title IX, creation of school calendar, Individuals with Disabilities Education Act, First Class Pre-K</i>					The Evolution of the Education Industry (Segment 1 - Prior to 20th Century; Segment 2 - 20th Century & Later; Activity - Education Then & Now; Project - Laws & Regulations) Education & Technology (Video Segment 0:13 - 8:48; Activity - Talking Paper; Project - Create an Infographic)

The Evolution of the Education Industry (Segment 1 - Prior to 20th Century; Segment 2 - 20th Century & Later; Activity - Education Then & Now; Project - Laws & Regulations)  
Education & Technology (Video Segment 0:13 - 8:48; Activity - Talking Paper; Project - Create an Infographic)

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

## Step 5: Review correlations to Alabama 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 area displays a video player with a slide titled "KEYBOARDING TECHNIQUES: POSTURE & FINGER PLACEMENT". Several red 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).
- Top Right (second box):** "To easily locate specific slides, click 'Outline' to open an all slides view." (points to the "Outline" button in the video player's top right corner).
- 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 Center:** "Use the buttons to move from slide to slide." (points to the "Previous" and "Next" buttons in the video player's bottom left corner).
- Bottom Right:** "Open in Full Screen mode." (points to the full screen icon in the video player's bottom right corner).
- Bottom Right (large box):** "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).

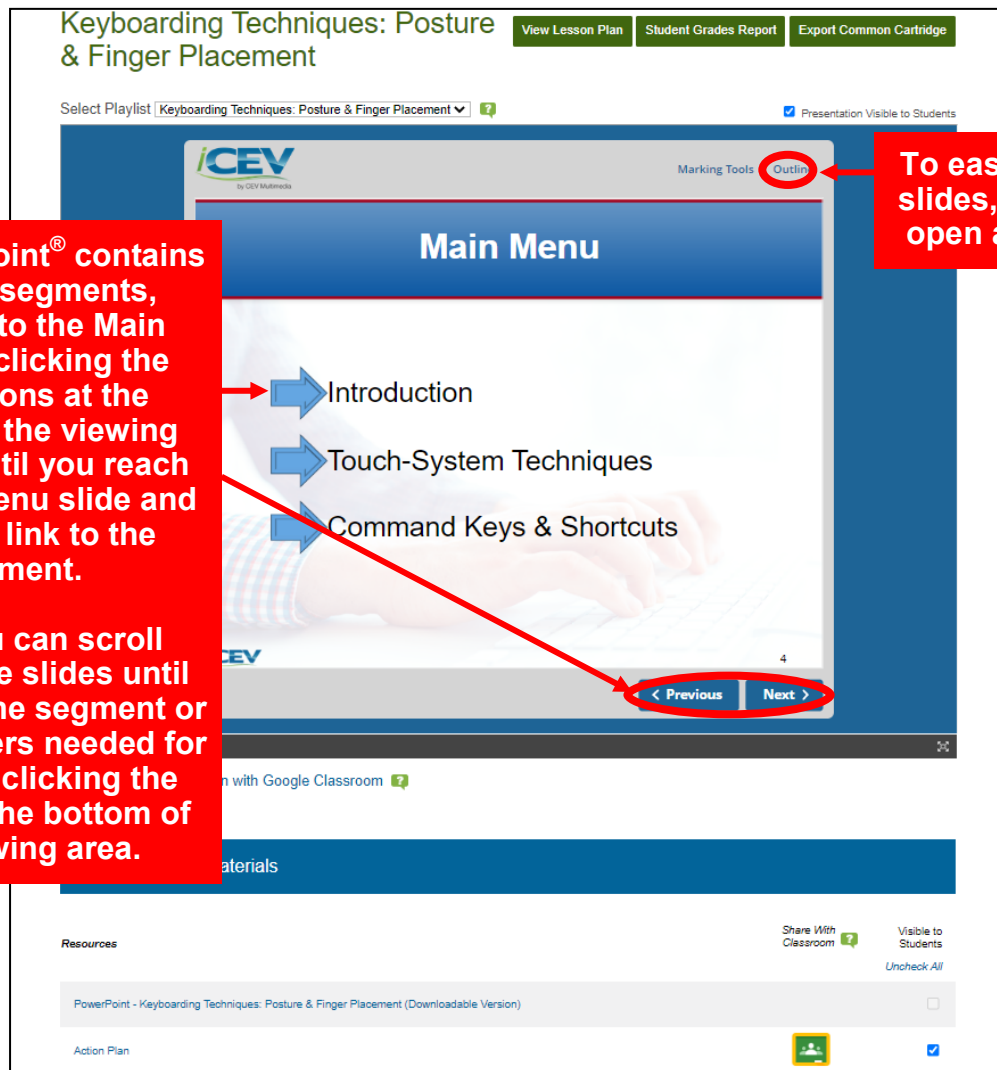
Below the video player, the "Instructional Materials" section is expanded, showing a list of resources:

- PowerPoint - Keyboarding Techniques: Posture & Finger Placement (Downloadable Version)
- Action Plan
- Activity - Command Keys & Shortcuts Flash Cards
- Activity - Proper Posture & Workspace Setup

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



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 Alabama 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 the iCEV interface for a lesson titled "Conflict Management". At the top, there are tabs for "View Lesson Plan" and "Student Grade". Below this is a "Select Playlist" dropdown menu set to "Conflict Management". The main video player shows a video titled "Defining Conflict" with a play button in the center. To the right of the video player is a list of five video segments: 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), and 5. Conflict Management: Third Party Intervention (9:07). Below the video player is a "Share Presentation with Google Classroom" button. Underneath that is a blue bar with a downward arrow and the text "Instructional Materials". Below this bar is a section titled "Resources" which lists several items: Academic Grading Rubric, Video Transcript, Action Plan, Activity - Career Connections, and Activity - Conflict Management Style. A red bracket groups the last two items. A red arrow points from the "Instructional Materials" header to a text box on the right. Another red arrow points from the "Activity - Conflict Management Style" link to a text box on the left. A third red arrow points from the "View Lesson Plan" tab to a text box at the top right. A fourth red arrow points from the "Activity - Conflict Management Style" link to a text box at the bottom.

**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.**

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

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

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

# REVIEW TIP:

## LOCATING VIDEO SEGMENTS

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

The screenshot shows the 'Conflict Management' video player interface. The main video player displays a scene with two people, and a red 'Play' button is overlaid on the video. 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, a volume icon, and a 'Full Screen' button. A red arrow points from the 'Move from segment to segment.' text to the 'Next' button in the control bar. Below the control bar is a section titled 'Instructional Materials' which contains a list of resources. A red arrow points from the 'Volume' text to the volume icon in the control bar. Another red arrow points from the 'Full Screen' text to the 'Full Screen' button in the control bar.

**Conflict Management** View Lesson Plan Student Grades Report Export Common Cartridge

Select Playlist | Conflict Management

**Play**

**Move from segment to segment.**

**Volume**

**Full Screen**

**Video Segment**

**Play**

**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

**Instructional Materials**

Resources

Academic Grading Rubric

Video Transcript

Action Plan

Activity - Career Connections

Activity - Conflict Management Style

Share With Classroom Visible to Students Uncheck All

## Step 5: Review correlations to Alabama 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 the iCEV lesson interface for 'Microsoft Word 2016 Basics - Unit 2'. At the top, there are buttons for 'View Lesson Plan' and 'Student Guide'. Below these is a 'Select Playlist' dropdown menu showing 'Microsoft Word 2016 Basics - Unit 2' with a sub-menu listing '1. Opening Documents & Templates' and '2. Typing in a Document'. The main content area features a 'Main Menu' slide with a list of topics: 'Documents & Templates', 'Opening Documents & Templates', 'Using the Keyboard & Entering Text', and 'Typing in a Document'. Below the main menu is a section for 'Instructional Materials' which is currently collapsed. Underneath this, there is a 'Resources' section with links to 'PowerPoint - Microsoft Word 2016 Basics - Unit 2 (Downloadable Version)', 'Video Transcript', and 'Lesson Plan'. Red arrows point from text boxes to these specific elements: the 'View Lesson Plan' button, the 'Select Playlist' dropdown, the 'Main Menu' slide, the 'Opening Documents & Templates' item in the main menu, the 'Instructional Materials' header, and the 'Lesson Plan' link in the resources section.

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

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

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

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

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

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

## Step 5: Review correlations to Alabama Standards.\*

\* All cosmetology specific iCEV lessons utilize text-facing content with navigable content tabs. Below is an example of a text-facing cosmetology content lesson. For more information on cosmetology materials look in the appendix.

The screenshot shows a web application titled "Types of Braids". At the top right, there are buttons for "Student Grades Report" and "Export Common Cartridge". Below these is a checkbox labeled "Presentation Visible to Students" which is checked. A horizontal menu of tabs is displayed: "History of Braiding", "Invisible Braid" (highlighted in green), "Rope and Halo Braids", "Fishtail Braid", and "Single Braid". Below this menu is another row of tabs: "Cornrows", "Locks", and "Coils, Knots, and Twists". A red arrow points from the "Invisible Braid" tab to a red callout box on the right. Below the tabs, there is a "Select Language" dropdown menu and a note "Powered by Google Translate". The main content area features a large image of a dark brown hair styled in an invisible braid. Below the image, there is a paragraph of text describing the braid, followed by a section titled "Invisible Braid Procedure" and "Step One" with a bulleted list of instructions. A red arrow points from a red callout box on the left to the text area. At the bottom right of the content area, there is a small icon.

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

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

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

## Foundations in Education (Individual Course)

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

My Courses

Foundations in Education (Individual Course)

Employability Skills in Education - NEW ITEM

# Employability Skills in Education - NEW ITEM

View Lesson Plan

Student Grades Report

Select Playlist

Employability Skills in Education

☒ Presentation Visible to Students

Marking Tools | Outline

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

## Foundations in Education (Individual Course)

[Edit title](#)

My Courses > Foundations in Education (Individual Course)

### Lessons

Customize this Course

Standards Alignment

How To Review <span>New</span>	<div>View</div>
Employability Skills in Education - NEW ITEM	<div>View</div>
Diversity in the Classroom - UPDATE	<div>View</div>
Managing Diversity	<div>View</div>
Careers in Education & Training - NEW ITEM	<div>View</div>
Teaching Career Preparation - NEW ITEM	<div>View</div>
Creating a Successful Learning Environment - UPDATE	<div>View</div>

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
- Assessments or check for understandings and final assessments
- Vocabulary handouts

The screenshot shows the 'Conflict Management' lesson page. At the top, there are three buttons: 'View Lesson Plan', 'Student Grades Report', and 'Export Common Core Skills'. 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 titled 'Instructional Materials' which contains a list of resources. A red bracket on the left side groups the first three items: 'Activities' (Academic Reading Skills, Video Transcript, Action Plan), 'Projects' (Conflict Theories, School Outcomes for Mediators, Group Process in Mediation), and 'Vocabulary' (Student Handout: Self Control, Vocabulary Handout, Worksheet, Worksheet Answer Key). Another red bracket on the left side groups the next three items: 'Assessments' (Assessment 1: Defining Conflict, Assessment 1: Defining Conflict Answer Key, Assessment 2: Analyzing Conflict, Assessment 2: Analyzing Conflict Answer Key, Assessment 3: Conflict Management Style, Assessment 3: Conflict Management Style Answer Key, Assessment 4: Resolving Conflict, Assessment 4: Resolving Conflict Answer Key, Assessment 5: Third Party Intervention Conflict, Assessment 5: Third Party Intervention Conflict Answer Key, Assessment 6: Final Assessment, Assessment 6: Final Assessment Answer Key). A red arrow points from the 'Interactive Assignments' button at the bottom to a red box containing text about interactive options. The text in the box states: '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.'

**Lesson Plan**

**Activities**

**Projects**

**Vocabulary**

**Assessments**

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

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

# Appendix - Traditional Lesson Plan

## Lesson Plan

### Conflict Manager

**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	Logical Skills	reasoning; patterns; problem solving
Language Arts	Application of Writing Skills	informative writing; organizing logical arguments; brainstorming; enhancing grammatical mechanics; vocabulary enhancement
	Analysis of Text, Literature, and Information	developing listening skills; analyzing visual representation
	Technology Applications in Literature	utilizing document
Social Studies	Impacts of History, Government, and Economics	describe cause/effect
Science	Scientific Thinking and Investigating	critical thinking; research applications; evaluation

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

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

#### Instructional Materials

#### Resources

Horizontal Alignments

Acknowledgements

# 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.crrhq.org/>
- <http://www.bhrd.wisc.edu/online/index.asp>
- [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.



### 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, 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 resolved 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 read 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. Different conflict management styles: competitive, accommodating, avoiding, compromising and collaborating. 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. 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: 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 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 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 to 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.

1

# 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.

# 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.

# Appendix - Cosmetology Horizontal Standards Alignment

## Horizontal Alignments

### Core-Subject Area: Math

- Foundation Concept: Logical Skills
  - Basic Understanding
    - Reasoning
    - Problem solving
    - Justification and proof
    - Real-life applications
    - Probability and statistics

### Core-Subject Area: Language Arts

- Foundation Concept: Application of Writing Skills
  - Basic Understanding
    - Composition mechanics
    - Organizing logical arguments
    - Brainstorming
    - Analyzing audiences
    - Enhancing grammatical mechanics
    - Vocabulary enhancement
- Foundation Concept: Analysis of Text & Information
  - Basic Understanding
    - Drawing inferences and generalizations
    - Reading/content literacy
    - Critical thinking
    - Creative thinking
    - Values and ethics
    - Expression of thoughts and ideas
    - Communication skills
    - Developing listening and comprehension skills

### Core-Subject Area: Social Studies

- Foundation Concept: Impacts of History, Government & Economics
  - Basic Understanding
    - Points of reference in world history
    - Chronological sequencing
    - Compare/contrast today and history
    - Describe cause/effect relationships
    - Laws and regulations
- Foundation Concept: Historical Referencing & Writing

Instructional Materials

Resources, writings and articles

Horizontal Alignments

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

The alignments will appear beneath the Instructional Materials heading.

# Appendix - Cosmetology Pre- & Post-Test

Save Progress

Anatomy & Physiology Pre-Test

1 of 45

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

☐ The thoracic vertebrae

☐ The cervical vertebrae

☐ The lumbar vertebrae

☐ The sacrum

◀

1

2

3

4

5

6

7

8

9

10

Next ▶

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

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

Save Progress

Anatomy & Physiology Final Exam

1 of 45

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

☐ Medulla oblongata

☐ Cerebrum

☐ Cerebellum

☐ Pons

◀

1

2

3

4

5

6

7

8

9

10

Next ▶

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

# Appendix - Cosmetology Course Glossary

## Anatomy & Physiology Glossary

**Abductors**  
the muscles that allow the fingers to spread

**Adductors**  
the muscles that pull the fingers together

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

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

**Angular Artery**  
supplies blood to each side of the nose

**Anterior Auricular Artery**  
supplies blood to the ears

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

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

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

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

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

**Arachnoid Mater**  
the thinner, more delicate of the three meninges

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

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

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

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

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

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

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

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

### Interactive Assignments

#### Exercises

Show on Grades Report Deactivate on Date ?  
Uncheck All

Share With Classroom ?

Show Question Feedback Uncheck All  
Show Correct Answers Submit Uncheck All

Pre-Glossary - Anatomy & Physiology

### Interactive Assignments

#### Exercises

Show on Grades Report Deactivate on Date ?  
Uncheck All

Share With Classroom ?

Show Question Feedback Uncheck All  
Show Correct Answers Submit Uncheck All

Glossary - Anatomy & Physiology