

## **CORRELATIONS & SUGGESTED PACING GUIDE**

### Family Dynamics



Lesson Sequence	Lesson Title	Days of Teaching
1	Family & Consumer Sciences Safety Skills: General	6
2	CTSOs: Enhancing the Student Experience	6
3	Teamwork & Collaboration	8
4	From the Classroom to the Workforce	5
5	Identifying Personal Priorities	6
6	Positive Relationships	3
7	Understanding Child Emotions & Behavior	5
8	Achieving Independence	6
9	Goals & Decision Making	5
10	Digital Citizenship	5
11	Communication & Conflict Resolution	5
12	Communication Styles	11
13	Family Relationships & Management	14
14	The Beauty of Marriage	5
15	Family Life Cycle	6
16	Family Dynamics	5
17	Child Abuse & Domestic Violence	7
18	Jobs, Careers & Education	10
19	Careers in Counseling & Mental Health	3
20	Careers in Education & Training	6
21	Banking Products & Services	6
22	Fundamentals of Personal Finance: Income & Taxes	4
23	Formulas for Career Success: Résumés	3
24	Formulas for Career Success: The Interview Process	6
25	Workplace Etiquette	2
26	Employability Skills	15
27	Workplace Issues	8

\* Days of Teaching identifies the number of days a lesson may take if all lesson plan items (i.e., activities, projects, handouts, etc.) are utilized as written by iCEV curriculum writers. Flexibility within the lesson plan allows instructor autonomy of implementation for each item.

# Mississippi Family Dynamics

<b>Course Number</b>	20.0121
<b>Course Credit</b>	0.5 Carnegie Unit
<b>Course Description</b>	Family Dynamics is a course that focuses on developing skills related to personal, family, and social issues. It includes instruction in dimensions of adolescent development, family decisions and responsibilities, social decisions and responsibilities, and management of family systems in today's society.

Competencies & Suggested Objectives	iCEV Lessons
<b>Unit 1: Orientation</b>	
1. Describe local high school or career and technical center policies and procedures, including dress code, attendance, academic requirements, discipline, lab rules and regulations, and transportation regulations.	Family & Consumer Sciences Safety Skills: General (All Slides), Project - Safety Mascot
a. Give a brief overview of the course, explaining to students what FCS is, why it is important, and how it will be delivered.	CTSOs: Enhancing the Student Experience (All Slides), Project - Informational Brochure
2. Explore the leadership skills and personal development opportunities provided to students by student organizations, including FCCLA.	CTSOs: Enhancing the Student Experience (All Slides), Project - Informational Brochure
a. Demonstrate effective team-building and leadership skills.	Teamwork & Collaboration (All Slides), Project - Work-Related Problem Solving, Activity - Team Roles
b. Practice appropriate work ethics.	From the Classroom to the Workforce (From the Classroom to the Workforce Video Segment); Teamwork & Collaboration (All Slides), Project - Work-Related Problem Solving, Activity - Team Roles; Identifying Personal Priorities (Decision Making Video Segment)
c. Identify the motto, creed, and/or pledge and discuss their meanings.	CTSOs: Enhancing the Student Experience (All Slides), Project - Informational Brochure
d. Recognize related brand resources (e.g., emblems, colors, official attire, logos, graphic standards, etc.).	CTSOs: Enhancing the Student Experience (All Slides), Project - Informational Brochure
<b>Unit 2: Discovering You</b>	
1. Explore personality development in relation to oneself and others.	Identifying Personal Priorities (Personal Growth & Development Video Segment), Activity - Personal Development Experience, Project - Developmental Strategies
a. Identify forces that shape personality development, including personality traits, heredity, and environment.	Identifying Personal Priorities (Personal Growth & Development Video Segment), Activity - Personal Development Experience, Project - Developmental Strategies
b. Explain how self-concept influences a person's behavior and relationships with others.	Identifying Personal Priorities (Personal Growth & Development Video Segment), Activity - Personal Development Experience, Project - Developmental Strategies
c. List ways to improve self-esteem.	Identifying Personal Priorities (Self-Esteem & Goal Setting Video Segment), Activity - Personal Development Experience

Competencies & Suggested Objectives		iCEV Lessons
2. Identify personal traits that build character.		Positive Relationships (Slides 18-34), Project - Communication in Relationships, Project - Want Ad
a.	Describe positive character traits such as honesty, self-discipline, responsibility, compassion, motivation, and perseverance.	Positive Relationships (Slides 18-34), Project - Communication in Relationships, Project - Want Ad
b.	Explain how a person's character is revealed by his or her behavior.	Understanding Child Emotions & Behavior (Personality Video Segment), Activity - Personality Statement; Achieving Independence (Slides 35-49)
c.	Identify a list of responsibilities that helps teenagers to become responsible adults.	Achieving Independence (Slides 5-19), Activity - Adult Checklist; From the Classroom to the Workforce (From the Classroom to the Workforce Video Segment)
3. Describe the role of decision making in setting and attaining goals.		Goals & Decision Making (All Slides), Activity - Goals Mind Map, Project - Goals Presentation, Activity - Decision-Making Process Bell Ringer
a.	Recognize the importance of setting and attaining goals.	Goals & Decision Making (Slide 30), Activity - Goals Mind Map, Project - Goals Presentation
b.	Define short- and long-range goals.	Goals & Decision Making (Slides 30-39), Activity - Goals Mind Map, Project - Goals Presentation
c.	List the steps in the decision-making process.	Goals & Decision Making (Slides 8-24), Activity - Decision-Making Process Bell Ringer
d.	Design the goals and strategies for reaching one's potential.	Goals & Decision Making (Slides 30-39), Activity - Decision-Making Process Bell Ringer, Project - Goals Presentation
4. Demonstrate the ability to achieve an appropriate balance between self-expression and the practical use of the physical and aesthetic components related to basic human needs (e.g., self-care, clothing, etc.).		Identifying Personal Priorities (Self-Esteem & Goal Setting Video Segment), Activity - Personal Development Experience, Activity - Major Decisions
<b>Unit 3: Discovering Relationships</b>		
1. Compare and contrast communication techniques.		Positive Relationships (Slides 18-25), Project - Communication in Relationships
a.	Explore communication with sensitivity to anti-biases such as gender, equity, age, culture, and ethnicity	Positive Relationships (Slides 18-25), Project - Communication in Relationships
b.	Discuss social etiquette/netiquette, and the dangers and consequences of technology usage.	Family & Consumer Sciences Safety Skills: General (Slides 5-20), Project - Safety Mascot; Digital Citizenship (All Slides), Project - Digital Citizenship Poster Campaign
c.	Identify the types of communication (e.g., verbal, nonverbal, etc.).	Communication & Conflict Resolution (Introduction Video Segment); Communication Styles (Slides 60-85), Activity - Effective Nonverbal Communication Skills

Competencies & Suggested Objectives		iCEV Lessons
d.	Demonstrate positive approaches to communication (e.g., "I" messages vs. "You" messages).	Communication & Conflict Resolution (Communication Styles & Forms of Listening Video Segment), Activity - "I" Messages
2. Identify types of peer relationships and expectations.		Positive Relationships (Slides 9-11), Project - Want Ad, Activity - What Relationships Do I Have?
a.	Describe the qualities of friendship.	Positive Relationships (Slides 9-11 and 18-25), Project - Want Ad, Activity - What Relationships Do I Have?, Project - Communication in Relationships
b.	Identify ways to maintain and improve friendships.	Family Relationships & Management (Developing Positive Relationships Video Segment), Project - Personal Development Scrapbook
c.	Evaluate techniques for effectively dealing with peer pressure.	Positive Relationships (Slide 12), Activity - Peer Influence; Family Relationships & Management (Developing Positive Relationships Video Segment), Activity - Stress Discussion
d.	Analyze ways to build peer relationships.	Positive Relationships (Slides 9-11 and 18-25), Project - Want Ad, Project - Communication in Relationships
3. Recognize the functions of dating.		Family Relationships & Management (Developing Positive Relationships Video Segment); Positive Relationships (Slides 13-16), Project - Dating Rules
a.	Identify patterns in a dating relationship.	Family Relationships & Management (Developing Positive Relationships Video Segment); Positive Relationships (Slides 13-16), Project - Dating Rules
b.	Discuss challenges associated with dating.	Family Relationships & Management (Developing Positive Relationships Video Segment); Positive Relationships (Slides 13-16), Project - Dating Rules
c.	Practice interpersonal skills related to dating.	Family Relationships & Management (Developing Positive Relationships Video Segment); Positive Relationships (Slides 13-16), Project - Dating Rules
d.	Explore the advantages of delayed dating.	Family Relationships & Management (Developing Positive Relationships Video Segment); Positive Relationships (Slides 13-16), Project - Dating Rules
4. Explore the concepts of love and commitment.		Family Relationships & Management (Developing Positive Relationships Video Segment), Activity - Important Relationship; The Beauty of Marriage (All Slides), Project - Interview
a.	Discuss misconceptions regarding love and commitment.	Family Relationships & Management (Developing Positive Relationships Video Segment), Activity - Important Relationship; The Beauty of Marriage (All Slides), Project - Interview

Competencies & Suggested Objectives		ICEV Lessons
b.	Identify factors to consider in selecting a partner.	Family Relationships & Management (Developing Positive Relationships Video Segment), Activity - Important Relationship; The Beauty of Marriage (All Slides), Project - Interview
c.	Describe issues that should be discussed before commitment.	Family Relationships & Management (Developing Positive Relationships Video Segment), Activity - Important Relationship; Family Life Cycle (All Slides), Project - Create a Family
d.	Specify factors that contribute to a successful marriage.	Family Relationships & Management (Developing Positive Relationships Video Segment), Activity - Important Relationship; The Beauty of Marriage (All Slides), Project - Interview
e.	Practice decision-making skills needed in a marital relationship related to topics such as budget, recreation, housing, other friends, and children.	Family Life Cycle (All Slides), Project - Create a Family
f.	Explore patterns of adjustment (e.g., interpersonal, social, and financial).	Family Life Cycle (All Slides), Project - Create a Family
<b>Unit 4: Discovering Family Growth</b>		
1. Examine the criteria for creating a family.		Family Life Cycle (All Slides), Project - Create a Family
a.	Identify issues that should be discussed before starting a family, including physical, social, emotional, financial, and legal responsibilities.	Family Life Cycle (All Slides), Project - Create a Family
b.	Explain the impact of parenting on a person's life goals.	Achieving Independence (Slides 21-33), Assessment II - Getting Support
2. Evaluate the dynamics involved in preserving the family as a unit.		Family Dynamics (The Family Unit Video Segment and Roles & Responsibilities Video Segment), Activity - Family Responsibilities & Functions
a.	Describe all stages of the family system.	Family Life Cycle (All Slides), Activity - Family Life Cycle Collage
b.	Explain the functions of a family, including nurturing, economic, social, and intellectual support.	Family Dynamics (Roles & Responsibilities Video Segment), Activity - Family Responsibilities & Functions
c.	Analyze factors that make strong families, including commitment, communication, and decision making	Family Dynamics (All Video Segments), Activity - Family Responsibilities & Functions
d.	Describe a successful family support system and its value.	Family Dynamics (The Family Unit Video Segment), Activity - Family Responsibilities & Functions
3. Develop coping techniques for individuals dealing with crisis in the family.		Family Relationships & Management (Managing Difficult Situations & Crisis Video Segment), Activity - Stress Discussion, Activity - Crisis Support Services
a.	Define the types of crises that families face.	Family Relationships & Management (Managing Difficult Situations & Crisis Video Segment), Activity - Stress Discussion, Activity - Crisis Support Services
b.	Locate resources that assist individuals and families in crisis situations.	Family Relationships & Management (Managing Difficult Situations & Crisis Video Segment), Activity - Crisis Support Services
c.	Identify appropriate solutions for individuals in family crises.	Family Relationships & Management (Managing Difficult Situations & Crisis Video Segment), Activity - Stress Discussion, Activity - Crisis Support Services
d.	Develop a family and/or individual crisis stress management plan.	Family Relationships & Management (Managing Difficult Situations & Crisis Video Segment), Activity - Stress Discussion, Activity - Crisis Support Services

Competencies & Suggested Objectives		iCEV Lessons
4. Examine factors for balancing work and family		Family Dynamics (Roles & Responsibilities Video Segment), Activity - Family Responsibilities & Functions
a.	Explain how attitudes about who does the work in a family have changed over the years.	Family Dynamics (Roles & Responsibilities Video Segment), Activity - Family Responsibilities & Functions
b.	Summarize ways in which jobs affect family life and vice versa.	Family Dynamics (Roles & Responsibilities Video Segment), Activity - Family Responsibilities & Functions
5. Explore the aspects of domestic violence.		Child Abuse & Domestic Violence (Slides 32-51), Project - Abuse Webpage
a.	Identify types of domestic violence.	Child Abuse & Domestic Violence (Slides 41-47), Project - Abuse Brochure
b.	Discuss warning signs of violence.	Child Abuse & Domestic Violence (Slides 53-68), Project - Abuse Brochure, Project - Abuse Webpage
c.	Identify preventive measures and intervention skills.	Child Abuse & Domestic Violence (Slides 69-77), Project - Abuse Webpage
<b>Unit 5. Discovering Career Opportunities</b>		
1. Describe employment opportunities and responsibilities.		Jobs, Careers & Education (Slides 37-59 and 84-109), Project - Career Plan Timeline, Project - Career Exploration Interview; Careers in Counseling & Mental Health (All Slides), Activity - Career Opportunities in Counseling & Mental Health
a.	Analyze potential earnings, employee benefits, job availabilities, working conditions, educational requirements, required technology skills, and continuing education/training or careers, including teacher, family counselor, or youth director.	Jobs, Careers & Education (All Slides), Project - Career Exploration Interview, Activity - Rewards & Demands, Activity - Academic Skills Applied; Careers in Counseling & Mental Health (All Slides), Activity - Career Opportunities in Counseling & Mental Health; Careers in Education & Training (All Slides), Project - Educational Career Flashcards, Activity - Transferable Skills
b.	Simulate banking procedures (e.g., checking/debit, savings, online, etc.).	Banking Products & Services (All Slides), Activity - Opening an Account, Student Handout - Cashing a Check, Project - Which Do You Prefer?
c.	Interpret a paycheck and explain deductions.	Fundamentals of Personal Finance: Income & Taxes (Slides 27-37), Activity - Calculating Gross Pay and Net Pay
d.	Discuss résumé development.	Formulas for Career Success: Résumés (All Video Segments), All Projects and Activities
e.	Demonstrate interview skills (e.g., dress, professionalism, punctuality, etc.).	Formulas for Career Success: The Interview Process (All Video Segments), Project - Mock Interview
f.	Describe how proper etiquette and social skills improve employability.	Workplace Etiquette (Workplace Etiquette Video Segment), Activity - Etiquette Dos & Don'ts; Employability Skills (All Slides), Activity - Professional Qualities, Activity - What Does Responsible Look Like?
g.	Specify basic employee responsibilities and appropriate work ethics.	Employability Skills (All Slides), All Projects and Activities
h.	Define effective relationship skills and workplace issues, including, but not limited to, sexual harassment, bullying, stress, and substance abuse.	Employability Skills (All Slides), All Projects and Activities; Workplace Issues (All Slides), All Projects and Activities

# High-Quality Instructional Materials Review Rubric Justifications

Criterion 1.1: ALIGNMENT & ACCURACY			
Criteria	Indicators of Superior Quality	Guiding/Key Questions	Justification
<b>Materials adequately address the MCCRS for Family and Consumer Science: Family Dynamics</b>	<b>COMPREHENSIVE CURRICULUM ONLY:</b> <b>1a.</b> Materials align with the Family and Consumer Science: Family Dynamics curriculum listed in the Mississippi Family and Consumer Science Research and Curriculum Unit.	Do the materials align with the content and skills associated with the applicable National Standards for Career and Technical Education Standards?	iCEV materials include a sequence of courses and/or competencies across secondary education incorporating technical, academic and employability knowledge and skills. iCEV materials require students to engage in content at a level of sophistication appropriate to course level. As the standards in courses progress from introductory to advanced, so do the lessons included in the courses. Additionally, more introductory lessons include introductory level activities and projects; whereas, a more advanced lesson includes more advanced activities and projects.
	<b>COMPLEMENTARY CURRICULUM ONLY:</b> <b>1a.</b> Materials align with the 50 percent of the Family and Consumer Science: Family Dynamics standards listed in the Mississippi Family and Consumer Science Research and Curriculum Unit.	Does the curriculum support students in achieving proficiency at least 50 percent of the standards?	iCEV materials include a sequence of courses and/or competencies across secondary education incorporating technical, academic and employability knowledge and skills. iCEV materials require students to engage in content at a level of sophistication appropriate to course level. As the standards in courses progress from introductory to advanced, so do the lessons included in the courses. Additionally, more introductory lessons include introductory level activities and projects; whereas, a more advanced lesson includes more advanced activities and projects.
	<b>1b.</b> Materials have appropriate content related to family and consumer science Family Dynamics.	Do the materials align with the family dynamics FCS curriculum?	iCEV materials are designed to meet the specific standards related to family dynamics. Each course starts with introductory lessons which advance through the <u>completion of the course.</u>
	<b>1c.</b> Materials connect content to real-world application in meaningful ways throughout the year.	Do materials support the content? Is this support meaningful?	Each iCEV lesson begins with media-rich presentations featuring real-world demonstrations and relevant information. Once students have reviewed the presentation, they will complete activities, projects and assessments encouraging self-directed learning. Materials are designed to facilitate an easy transfer of <u>knowledge from the classroom to college or a career.</u>
	<b>1d.</b> Materials include of a mixture of instructional strategies (e.g., discussions, modeling, student activities, projects, etc.).	Do materials allow for a variety of instructional strategies within the lessons and across the curriculum?	iCEV provides students with ample resources to master a topic. Student licenses give students access to iCEV's library of interactive coursework, such as student handouts, vocabulary exercises, assessments and activities and project-based learning.



Criterion 1.2: LEARNING PROGRESSIONS & COHERENCE			
Criteria	Indicators of Superior Quality	Guiding/Key Questions	Justification
<b>Each grade's instructional materials are coherent and consistent with the progressions in the Standards.</b>	<b>1e.</b> Materials provide a coherent sequence or collection of activities and texts that build content knowledge, vocabulary, and skills.	Is the amount of time for content and skills explicitly identified and coherent?	Each iCEV course playlist is designed to meet the specific course standards presented. As the standards progress from introductory or foundational to advanced so do the lessons included in the courses. iCEV materials provide a Standards Alignment which includes a pacing guide for each course providing a scope and sequence of the lessons included in a course. Additionally, each lesson is accompanied by a lesson plan to detail the lesson objectives and order of information.
	<b>1f.</b> Materials make connections to technology or career implementation skills covered in past lessons, allowing students to connect new learning with past knowledge.	Are past topics and lessons referenced as new concepts are added?	iCEV's course playlists are designed to build upon each lesson, ensuring that students can continuously connect new learning with past knowledge. The materials intentionally integrate skills introduced in previous lessons, reinforcing and expanding on these concepts as the course progresses. By consistently revisiting and linking prior content, students can deepen their understanding and see the practical application of their skills in real-world scenarios. iCEV's lessons ensure each new concept is rooted in prior learning, providing a cohesive and comprehensive educational experience that prepares students for success in both academic and professional environments.
	<b>1g.</b> Materials provide scaffolding or opportunities for decreased educator support over time to promote student proficiency and independence with targeted technology or career skills.	Is scaffolding present to promote understanding and independence in learners?	iCEV's instructional materials are developed with scaffolding and differentiated instruction in mind to help students become more independent in their learning. The instructional materials can be turned on and off at the teacher's discretion. All of iCEV's instructional materials can be completed with the teacher, classmate or on their own.
	<b>1h.</b> Content is appropriate to the grade-level and considers students' prior knowledge to incorporate this knowledge into the lesson and/or cover material not previously covered.	Is content grade-level appropriate? Does content build upon skills students should know from previous lessons?	iCEV looks at state standards and alignments to develop material appropriate for the grade level being taught. iCEV materials require students to engage in content at a level of sophistication appropriate to the course level. As the standards in courses progress from introductory to advanced, so do the lessons included in the courses. Additionally, more introductory lessons include introductory level activities and projects; whereas, a more advanced lesson includes more advanced activities and projects. iCEV's content is designed to build upon the skills and knowledge students have gained from previous lessons, ensuring a progressive and cohesive learning experience that deepens their understanding and mastery of the subject matter.
Criterion 2.1: STUDENT LEARNING			
Criteria	Indicators of Superior Quality	Guiding/Key Questions	Justification
<b>Materials identify ways in which materials are designed for each student's regular and active participation in grade level/grade band/series content.</b>	<b>2a.</b> Materials provide appropriate level and type of scaffolding, differentiation, intervention, and support for a broad range of learners.	Do materials provide teachers with strategies for meeting a range of learner needs?  Supports diverse cultural and linguistic backgrounds, interests, and styles. Provides extra support for students working below grade level. Provides extensions for students with high interest or working above grade level.	Each iCEV course contains the iCEV Special Populations Strategies document containing methods for meeting the needs of special populations students. Accommodations, modifications and extensions can be found in lesson plans to help facilitate the use of the premade activities and projects. Additionally, iCEV materials strive to provide a balanced portrayal of various demographic and personal characteristics within each lesson by including Career Connections, or career interviews, with a variety of diverse individuals across the United States. Career Connections are accompanied by a Career Connections Activity allowing students to reflect on the interview in relation to their own life and experiences. Additionally, we strive to ensure our subject matter experts represent various perspectives and backgrounds to promote the inclusion of all students.
	<b>2b.</b> Materials within each lesson provide multiple representations by adapting for a variety of different types of learners using alternatives to reading, writing, listening, and speaking such as translations, pictures, or graphic organizers.	Do materials provide multiple representations for different types of learners?	iCEV is transitioning all documents into an HTML format. The HTML features allow students to change the document languages and use a screen reader. iCEV's content is in code with proper Americans with Disabilities Act, ADA, standards for color contrast, text sizing, screen reading capabilities and alt texting visual elements. Additionally, the interactive instructional materials will allow a student or teacher to change the color scheme, font and zoom to ensure accessibility for all students.
	<b>2c.</b> Assessment methods are varied, making them accessible to all students and do not penalize or reward students due to exceptionalities.	Are assessment methods varied to all accessibility for all types of students?	iCEV presents assessments in two versions. The assessments can be presented to students on the interactive platform or printed and completed in a paper/written format in the classroom. If pursuing the interactive assessment, teachers have the ability to change the color scheme, font size and zoom of the assessment. Additionally, teachers have the opportunity to create personalized assessments for their classes through the custom assessment generator.

Criterion 2.2 INSTRUCTIONAL DESIGN			
Criteria	Indicators of Superior Quality	Guiding/Key Questions	Justification
<b>Materials align with student centered practices and allow opportunities for students to explore content.</b>	<b>2d.</b> Materials include a mixture of instructional strategies (i.e., discussions, modeling, student activities, projects).	Do materials allow for a variety of instructional strategies within the lessons and across the curriculum?	iCEV materials are designed to support a variety of instructional strategies, enabling flexibility within lessons and across the curriculum to accommodate diverse learning styles and teaching approaches. The materials incorporate vocabulary handouts for each lesson, detailed action plans for students, and clear instructions in activities, projects, and assessments to aid students in using the materials effectively.
	<b>2e.</b> Students are provided with opportunities to work collaboratively.	Do the materials include activities that allow students to work collaboratively?	iCEV materials encourage students to share their thoughts and collaborate with peers. Activities and projects may allow students to participate in group work, class discussions or peer reviews. iCEV realizes when students can express their ideas and accept constructive criticism from their peers or teachers, they widen their skill set.
	<b>2f.</b> Students are provided with opportunities to explore and provide solutions to open ended prompts, connect content with real world applications, and reflect on their learning.	Are students provided with opportunities to explore open-ended prompts and reflect on their own learning?	iCEV's materials are thoughtfully designed to provide students with multiple opportunities to engage with open-ended prompts, encouraging critical thinking and creativity as they explore various solutions. By connecting content with real-world applications, students can see the relevance of their learning, which enhances their motivation and deepens their understanding. Additionally, the materials include reflective activities that allow students to assess their own learning process, make connections to their personal experiences, and consider the broader implications of the content. These features collectively foster a dynamic learning environment where students are actively involved in their education and empowered to apply their <u>knowledge in meaningful ways</u> .
	<b>2g.</b> Students are provided with exposure to career opportunities and pathways related to <b>Family Dynamics</b> .	Do the materials provide students with ideas of career opportunities in this field?	iCEV materials are designed to facilitate an easy transfer of knowledge from the classroom to college or a career. iCEV lessons include a Career Connections Activity which can be used in conjunction with Career Connection interviews to allow students to draw a connection from what they are learning to a potential pathway for their future.
Criterion 3.1: TEACHER SUPPORTS			
Criteria	Indicators of Superior Quality	Guiding/Key Questions	Justification
<b>Materials include resources for teachers to effectively plan and implement materials with integrity and to further develop their professional learning.</b>	<b>3a.</b> Materials provide teacher guidance with useful annotations and suggestions for how to enact the student materials and ancillary materials, with specific attention to engaging students to guide their <b>Family Dynamics</b> development.	Is the teacher provided teacher guidance with useful annotations/suggestions to engage students in <b>Family Dynamics</b> ?	iCEV's materials offer comprehensive teacher guidance, including detailed lesson plans that align with the student materials and ancillary resources. These annotations are designed to help educators effectively engage students in their educational development. The guidance includes strategies for fostering student participation, promoting critical thinking, and addressing diverse learning needs. Additionally, the materials provide insights into how to adapt lessons to various classroom settings and student populations. By focusing on practical implementation and student engagement, the materials empower teachers to create an interactive and responsive learning environment that promotes the holistic development of students.
	<b>3b.</b> Materials include standards correlation information that explains the role of the standards in the context of the overall series.	Do the materials include standards correlation information, including college and career-ready or career-technical based standards, that explains the role of the standards in the context of the overall series?	Each iCEV course playlist is meticulously designed to align with the specific course standards and competencies. These standards are clearly outlined within the iCEV platform, providing teachers with essential guidance to ensure that students are meeting the required learning objectives.

Criterion 3.1: TEACHER SUPPORTS			
Criteria	Indicators of Superior Quality	Guiding/Key Questions	Justification
Materials include resources for teachers to effectively plan and implement materials with integrity and to further develop their professional learning.	3c. Materials provide strategies for informing all stakeholders, including students, parents, or caregivers about the program and suggestions for how they can help support student progress and achievement.	Do the materials provide strategies for informing all stakeholders, including students, parents, or caregivers about the program and suggestions for how they can help support student progress and achievement?	iCEV's materials include comprehensive strategies for informing all stakeholders, such as students, parents/caregivers, and teachers, about the content. Each iCEV lesson begins with a media-rich presentation which can be viewed as many times as needed by the stakeholder. Once the presentation has been reviewed, students will complete activities, projects and assessments, which encourage self-directed learning. Additionally, stakeholders are provided with in-depth lesson plans. The lesson plan clearly defines the objectives covered within each lesson on the first page. The lesson plan details each class day by introducing content in the form of a video or PowerPoint® segment, followed by the application of the standard in either a project or activity to show the student's grasp of the standard.
	3d. Materials provide a comprehensive list of supplies needed to support instructional activities.	Does the curriculum provide a comprehensive list of required materials/supplies needed to support instructional materials?	iCEV's materials are designed to thoroughly support instructional activities by providing a comprehensive list of supplies necessary for each project and lesson. This ensures that both teachers and students are well-prepared and have access to all the resources needed to engage in hands-on learning experiences successfully. The materials lists are detailed and organized, making it easy for educators to gather the required items in advance, thereby facilitating smooth and effective instruction. Additionally, these lists help to ensure that no essential components are overlooked, allowing for a seamless integration of practical activities into the curriculum. This comprehensive approach not only enhances the learning experience but also supports teachers in delivering high-quality, resource-rich lessons.

**Criterion 3.2: ASSESSMENTS**

Criteria	Indicators of Superior Quality	Guiding/Key Questions	Justification
Materials includes a system of assessments identifying how materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress towards the standards.	3e. Assessment information is included in the materials to indicate which standards are assessed.	Do the standards correlations or assessment guidance documents indicate if all standards for the content area are assessed by the end of the year?	Learning objectives and assessments are aligned to the latest state and national standards. Assessment questions originate directly from the video of PowerPoint® which is correlated to standards. iCEV's online platform is constantly evolving to <u>adapt to education standards to meet your curriculum needs now and in the future.</u>
	3f. Assessment system provides multiple opportunities throughout the grade, course, and/or series to determine students' learning and sufficient guidance to teachers for interpreting student performance and suggestions for follow-up.	Do the materials include multiple types of formative assessments? Do the materials include multiple types of summative assessments?	Each iCEV lesson is thoughtfully designed to include both formative and summative assessments to ensure a comprehensive evaluation of student understanding. At the conclusion of each content segment a five-question formative assessment is provided to gauge students' grasp of the material they have just covered. These checks for understanding are strategically crafted to monitor student comprehension and provide immediate feedback. Additionally, the lessons incorporate engaging activities and projects, such as scenario-based learning, matching exercises or thumbs up/thumbs down activities, allowing for quick and interactive assessments of student comfort and confidence with the content. Upon completion of the entire lesson, a 20-question summative assessment is available to evaluate overall student learning and mastery of the material. This structured approach ensures that educators can effectively track and support student progress throughout the course.
	3g. Assessments include opportunities for students to demonstrate the full intent of grade-level/course-level standards and practices across the series.	Do the assessments include a variety of modalities (e.g., writing, illustrating, demonstrating, modeling, oral presentations, and performance tasks) and how are they used across different assessments? Do the assessment tasks incorporate sufficient complexity to assess the depth of the performance expectations?	iCEV's activities, projects, and assessments are designed to offer students a diverse array of tasks and question formats. The activities and projects span a wide range of complexity, from labeling exercises to the creation of comprehensive online portfolios. Assessments are equally varied, featuring multiple question types such as multiple choice, fill-in-the-blank, and matching, among others. This variety ensures that students are engaged in multiple forms of evaluation, catering to different learning styles and providing a well-rounded assessment of their understanding and skills.
	3h. Assessments offer accommodations that allow students to demonstrate their knowledge and skills without changing the content of the assessment.	Do materials include assessments that reflect a variety of knowledge levels?	iCEV materials include a sequence of courses and/or competencies across secondary education incorporating technical, academic and employability knowledge and skills. iCEV materials require students to engage in content at a level of sophistication appropriate to course level. As the standards in courses progress from introductory to advanced, so do the lessons included in the courses. Additionally, iCEV presents assessments in two versions. The assessments can be presented to students on the interactive platform or printed and completed in a paper/written format in the classroom. If pursuing the interactive assessment, teachers have the ability to change the color scheme, font size and zoom of the assessment. Additionally, teachers have the opportunity to create personalized assessments for their classes through the custom assessment generator.

**Criterion 3.3: STUDENT SUPPORTS**

Criteria	Indicators of Superior Quality	Guiding/Key Questions	Justification
<p><b>Materials designed for each student's regular and active participation in grade level/grade-band/series content.</b></p>	<p><b>3i.</b> Materials provide strategies and supports for students in special populations to support their regular and active participation in learning grade-level/series <b>Family Dynamics</b>.</p>	<p>Do materials provide differentiation supports to sufficiently engage students? Do the materials include overarching guidance on strategies and accommodations for special populations?</p>	<p>iCEV's instructional materials are developed with scaffolding and differentiated instruction in mind to help students become more independent in their learning. The instructional materials can be turned on and off at the teacher's discretion. All of iCEV's instructional materials can be completed with the teacher, classmate or on their own. Additionally, iCEV materials offer strategies for supporting special populations. There is an iCEV Special Populations Strategies document at the top of each course for teachers to view. Provided in the lesson plan is extensively thought-out accommodations, modifications and extension ideas for the teacher to use in their classroom. iCEV is transitioning their documents into an HTML format for more flexibility within the curriculum for special populations. The new HTML format will allow students to use a screen reader or change the documents language.</p>
	<p><b>3j.</b> Materials provide extensions and/or opportunities for students to engage with grade-level/course-level <b>Family Dynamics</b> at higher levels of complexity.</p>	<p>What opportunities do students have to develop and apply higher-level thinking?</p>	<p>Each iCEV lesson is supported by a detailed lesson plan that outlines the lesson objectives and the order of information. These lesson plans also include accommodations, modifications, and extensions to facilitate the effective use of the pre-designed activities and projects. This ensures that educators have the tools needed to tailor the instruction to meet the diverse needs of their students, while maintaining a structured and coherent flow of the lesson content.</p>
	<p><b>3k.</b> Materials provide varied approaches to learning tasks over time and variety in how students are expected to demonstrate their learning with opportunities for students to monitor their learning.</p>	<p>What approaches to presentation of material are provided? What approaches are provided for students to demonstrate and monitor their learning?</p>	<p>All iCEV activities and projects have detailed instructions and examples to help guide the students thinking and performance skill. These instructions encourage students to think at a higher-level detailing what was learned in the narrative text. For example, students may be tasked with creating a scenario which uses a skill learned <u>or create a portfolio they could use in an interview.</u></p>
	<p><b>3l.</b> Materials provide opportunities for teachers to use a variety of grouping strategies.</p>	<p>How and where do the materials provide guidance for the teacher on how and when to use specific grouping strategies?</p>	<p>iCEV materials offer a variety of opportunities for teachers to implement diverse grouping strategies. Activities and projects are designed to encourage collaborative learning, with tasks such as group presentations on specific topics, participation in debates, and peer discussions. These strategies not only foster teamwork and communication skills but also enhance students' understanding through <u>shared perspectives and collaborative problem-solving.</u></p>
	<p><b>3m.</b> Materials provide strategies and supports for students who read, write, and/or speak in a language other than English to regularly participate in learning grade-level <b>Family Dynamics</b>.</p>	<p>Where do materials provide appropriate support, and accommodations for EL students that will support their regular and active participation in learning?</p>	<p>iCEV is committed to supporting students who read, write, and speak in languages other than English, as well as those requiring accommodations under 504 and Special Education plans. To enhance accessibility, iCEV is transitioning all documents to an HTML format, offering increased flexibility and support for diverse learners. The built-in HTML features allow students to change document languages, utilize screen readers, and access a range of tools tailored to meet their individual needs, ensuring that all students can engage with the content effectively.</p>

Criterion 3.3: STUDENT SUPPORTS			
Criteria	Indicators of Superior Quality	Guiding/Key Questions	Justification
Materials designed for each student's regular and active participation in grade level/grade-band/series content.	<b>3n.</b> Materials provide a balance of images or information about people, representing various demographic and physical characteristics.	Are depictions of demographics or physical characteristics portrayed positively across the curriculum?	iCEV materials strive to provide a balanced portrayal of various demographic and personal characteristics within each lesson by including a variety of pictures, graphics, and subject matter experts from different backgrounds. These assets represent various perspectives, including educational and professional experiences. Students can reflect on the resources and relate them to their own lives and <u>experiences</u> .
	<b>3o.</b> Materials provide guidance to encourage teachers to draw upon student home language to facilitate learning.	Do the materials include instruction on how to garner information of a student's home language that will aid in learning?	iCEV is enhancing its materials by transitioning all documents into an HTML format, which includes features that allow students to change document languages and utilize screen readers. This capability to switch documents to a student's home language supports teachers in facilitating learning for all students. By enabling access to content in their native language, teachers can better assist students in comprehending and engaging with the material, ultimately supporting their <u>educational success</u> .
	<b>3p.</b> Materials provide guidance to encourage teachers to draw upon student cultural and social backgrounds to facilitate learning.	How well do the materials connect to the students' funds of knowledge, culture, or community?	iCEV materials strive to provide a balanced portrayal of various demographic and personal characteristics within each lesson by including Career Connections, or career interviews, with a variety of diverse individuals across the United States. Career Connections are accompanied by a Career Connections Activity allowing students to reflect on the interview in relation to their own life and experiences. Additionally, we strive to ensure our subject matter experts represent various perspectives and backgrounds to promote the inclusion of all students.
	<b>3q.</b> Materials provide supports for different reading levels to ensure accessibility for students.	How and where do the materials include specific supports or strategies to modify lessons or activities for students who read, write, speak, or listen below grade level?	iCEV is transitioning all documents into an HTML format. The HTML features allow students to change the document languages and use a screen reader. iCEV's content is in code with proper Americans with Disabilities Act, ADA, standards for color contrast, text sizing, screen reading capabilities and alt texting visual elements. Additionally, the interactive instructional materials will allow a student or teacher to change the color scheme, font and zoom to ensure accessibility for all students.

Criterion 3.4: INTENTIONAL DESIGN			
Criteria	Indicators of Superior Quality	Guiding/Key Questions	Justification
<b>Materials are visually engaging and references or integrates digital technology (when applicable), with guidance for teachers.</b>	<b>3r.</b> Materials integrate technology such as interactive tools, virtual manipulatives/objects, and/ or dynamic <b>Family Dynamics</b> software in ways that engage students in the grade-level/series standards, when applicable.	Do the materials integrate digital technology and interactive tools in ways that support student engagement in content?	iCEV's innovative, learning-on-demand platform is designed to deeply engage students by integrating cutting-edge technology that aligns with grade-level standards. The platform features expert-driven content combined with interactive coursework, including interactive tools which make the learning process both enjoyable and effective. These technological enhancements are strategically implemented to not only capture students' interest but also to facilitate a deeper understanding of concepts. By allowing students to interact directly with the material, iCEV fosters an immersive learning experience that promotes active participation and sustained engagement, ensuring that students are not only meeting but exceeding <u>educational standards</u> .
	<b>3s.</b> Materials include or reference digital technology that provides opportunities for teachers and/or students to collaborate with each other, when applicable.	Do the digital materials provide opportunities for teachers and/or students to collaborate with each other?	Through student licenses, learners gain access to an extensive library of interactive coursework, including student handouts, vocabulary exercises, assessments, and project-based learning activities. These digital resources are flexible, allowing for completion in collaboration with teachers and peers or independently. This collaborative approach, supported by digital technology, enhances the learning experience and fosters deeper understanding and engagement with the material.
	<b>3t.</b> The visual design (whether in print or digital) supports students in engaging thoughtfully with the subject and is neither distracting nor chaotic.	Does the visual design support student learning and engagement, without being visually distracting?	The visual design of the digital materials is thoughtfully crafted to support student engagement and facilitate meaningful interaction with the course content. Expert-driven content and interactive coursework are seamlessly integrated to enhance both instruction and assessment. Each lesson is built to introduce concepts in a video or PowerPoint segment, followed by application in a project or activity to show the student's grasp of the content. All materials are designed to captivate students' attention and promote retention by using content-specific graphics, images or <u>captivating videos</u> .
	<b>3u.</b> Materials provide teacher guidance for the use of embedded technology to support and enhance student learning, when applicable.	Do the materials provide teacher guidance for the use of embedded technology to support and enhance student learning?	iCEV strives to provide content support for all teachers. Teachers can book an in-person session led by iCEV curriculum consultants to help educators at the school or district level maximize their knowledge and use of iCEV. Teachers can register for iCEV's webinars designed to help educators learn about hot topics, enhance their skills and connect with like-minded professionals. Lastly, they can schedule a personalized, online demonstration with an iCEV curriculum consultant.