CORRELATIONS & SUGGESTED PACING GUIDE

Resource Management

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	Consumer Practices & Responsibilities	6
7	Consumer Rights	4
8	Cyber Issues: Passwords & Two-Factor Authentication	1
9	Economic Concepts	13
10	Environmental Resources: Renewable & Non-Renewable Resources & Energy	6
11	Financial Decision Making Factors	2
12	Jobs, Careers & Education	10
13	Banking Products & Services	6
14	Creating a Personal Budget	6
15	Fundamentals of Personal Finance: Income & Taxes	4
16	Borrowing Basics	6
17	Saving & Investment Strategies	8
18	Insurance Basics: Automobile	2
19	Insurance Basics: Health	3
20	Insurance Basics: Life & Disability	2
21	Insurance Basics: Home & Property	2
22	Insurance Basics: Making Claims	2
23	Understanding Personal Taxes	6
24	Consumer Decision Making	4
25	Consumer Economic Decisions	6
26	Product Service Management	7
27	The Promotional Mix	6
28	Careers in Counseling & Mental Health	3

Lesson Sequence	Lesson Title	Days of Teaching
29	Careers in Education & Training	6
30	Formulas for Career Success: Résumés	3
31	Formulas for Career Success: The Interview Process	6
32	Workplace Etiquette	2
33	Employability Skills	15
34	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
Resource Management

Course Number	20.0129
Course Credit	0.5 Carnegie Unit
Course Description	Resource Management is a course that addresses the identification and management of personal resources and family finances to meet the needs and wants of individuals and families throughout the family life cycle, considering a broad range of economic, social, cultural, technological, environmental, and maintenance factors.

Competencies & Suggested Objectives	iCEV Lessons
Unit 1: Orientation	
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
Unit 2: Developing Decision-Making Skills	
1. Apply the decision-making process to personal financial decisions.	Consumer Practices & Responsibilities (Slides 27-38), Activity - Financial Decision
a. Find and evaluate financial information from a variety of sources.	Consumer Rights (All Slides), Activity - Consumer Rights
b. Summarize major consumer protection laws.	Consumer Rights (All Slides), Activity - Consumer Rights
c. Develop security precautions to protect personal information.	Cyber Issues: Passwords & Two-Factor Authentication (Cyber Issues: Passwords & Two-Factor Authentication Video Segment), Activity - Password Practice

Competencies & Suggested Objectives		iCEV Lessons
2. Evaluate and utilize available resources.		Economic Concepts (All Slides), Project - Class Debate, Activity - Utility Defined
	a. Distinguish between human and non-human resources.	Economic Concepts (All Slides), Project - Class Debate, Activity - Utility Defined
	b. Discuss the relationship between renewable and non-renewable resources and decision-making.	Environmental Resources: Renewable & Non-Renewable Resources & Energy (Slides 5-66),
	c. Apply decision-making skills and goal planning to financial management and quality of life.	Consumer Practices & Responsibilities (Slides 27-38), Activity - Financial Decision; Financial Decision Making Factors (Slides 3-10), Project - Making a Decision
	d. Discuss educational opportunities and their financial obligations, including financial aid and student loans.	Jobs, Careers & Education (Slides 6-35), Student Handout - Opportunity Costs
Unit 3: Managing Personal Finances		
1. Utilize banking services.		Banking Products & Services (Slides 5-32), Project - Products & Services Webpage
	a. Identify the types of financial institutions.	Banking Products & Services (Slides 34-51), Project - Which Do You Prefer?
	b. Describe the types of services offered by financial institutions.	Banking Products & Services (Slides 5-32), Project - Products & Services Webpage, Project - Secure Interview
	c. Simulate banking procedures (e.g., checking/debit, savings, online, etc.).	Banking Products & Services (Slides 53-68), Activity - Opening an Account
2. Employ a budget process to manage income and expenses.		Creating a Personal Budget (Slides 5-16 and 23-26), Project - Your Monthly Budget
	a. List different sources of income.	Creating a Personal Budget (Slide 7), Project - Your Monthly Budget, Activity - Net Worth, Project - Calculating My Net Worth
	b. Interpret a paycheck and explain deductions.	Fundamentals of Personal Finance: Income & Taxes (Slides 27-37), Activity - Calculating Gross Pay and Net Pay
	c. Recognize categories of fixed and variable expenses.	Creating a Personal Budget (Slides 8 and 13), Project - Your Monthly Budget
	d. Prepare, evaluate, and modify a budget.	Creating a Personal Budget (Slides 5-16), Project - Your Monthly Budget
3. Analyze effective use of credit.		Borrowing Basics (Slides 5-20 and 79-85), Activity - Credit Applications, Project - Debt Management, Activity - Sample Credit Report
	a. Distinguish among various types of credit, identifying costs and benefits.	Borrowing Basics (Slides 16-20), Student Handout - Advantages & Disadvantages of Using Credit
	b. Evaluate different sources of credit and interest rates.	Borrowing Basics (Slides 16-20, 48-55 and 58-62), Student Handout - Advantages & Disadvantages of Using Credit, Student Handout - Low-Rate Introductory Credit Offers

Competencies & Suggested Objectives		iCEV Lessons
	c. Identify procedures for establishing and maintaining a good credit rating, including debt management and credit report review.	Borrowing Basics (Slides 27-41 and 79-85), Project - Debt Management, Activity - Sample Credit Report
4. Analyze effective saving and investment practices.		Saving & Investment Strategies (All Slides), Project - Saving & Investment Plan
	a. Discuss how saving contributes to financial well-being.	Saving & Investment Strategies (Slides 5-6, 9-11 and 64-68), Project - Saving & Investment Plan
	b. Compare and contrast various methods of saving and investing.	Saving & Investment Strategies (Slides 25-38 and 52-63), Project - Saving & Investment Plan
	c. Explain how investing builds wealth and helps meet financial goals.	Saving & Investment Strategies (Slides 9-11 and 64-68), Project - Saving & Investment Plan
	d. Evaluate investment alternatives and describe how to buy and sell investments.	Saving & Investment Strategies (Slides 52-63), Student Handout - Buying & Selling Investments, Project - Saving & Investment Plan
5. Analyze the need and use of various types of insurance.		Insurance Basics: Automobile (All Slides), Project - Consequences of Being Uninsured; Insurance Basics: Health (All Slides), Activity - Worker's Compensation; Insurance Basics: Life & Disability (All Slides), Project - Life Insurance Packet; Insurance Basics: Home & Property (All Slides), Project - Home Insurance Brochure
	a. Distinguish among the types of life insurance.	Insurance Basics: Life & Disability (Slides 4-11), Project - Life Insurance Packet
	b. List health insurance coverage plans.	Insurance Basics: Health (Slides 4-13), Activity - Health Insurance, Activity - Worker's Compensation
	c. Identify the basic types of automobile insurance coverage.	Insurance Basics: Automobile (Slides 6-12), Activity - Auto Insurance Comparison
	d. Identify the types of property insurance.	Insurance Basics: Home & Property (Slides 4-5), Project - Home Insurance Brochure
	e. Discuss the procedures for filing insurance claims.	Insurance Basics: Making Claims (Slides 5-26), Project - Claims Process Diagram
6. Distinguish among local, state, and federal tax assessments.		Understanding Personal Taxes (All Slides), Student Handout - Taxes, Project - Types of Taxes
	a. Discuss and compute local tax assessments.	Understanding Personal Taxes (All Slides), Student Handout - Taxes, Project - Types of Taxes
	b. Compute state and federal income taxes.	Understanding Personal Taxes (All Slides), Student Handout - Taxes, Project - Types of Taxes, Activity - Tax Break Calculation

Competencies & Suggested Objectives		iCEV Lessons
Unit 4: Protecting the Role of the Consumer		
1. Identify a consumer's rights and responsibilities and evaluate consumer information.		Consumer Rights & Responsibilities (All Slides), Project - Alternative Endings
	a. Simulate the role of the consumer in the marketplace.	Consumer Decision Making (All Slides), Project - Consumer Profile
	b. Discuss consumer choice, rights, and responsibilities.	Consumer Rights & Responsibilities (All Slides), Project - Alternative Endings; Consumer Economic Decisions (Slides 5-43)
	c. Identify procedures for filing a consumer complaint including contesting an incorrect billing statement.	Consumer Rights (Slides 13-15), Student Handout - Consumer Issues
	d. Interpret product labels, guarantees, and warranties.	Consumer Rights (Slides 7-12 and 21-22); Product Service Management (Slides 55-64), Activity - Product Labels
	e. Describe the impact of advertising and evaluate advertising for truthfulness.	The Promotional Mix (Slides 10-21), Activity - Advantages & Disadvantages
Unit 5: Careers in Resource Management		
1. Describe employment opportunities and responsibilities.		Jobs, Careers & Education (Slides 37-59 and 84-109), Project - Career Plan Timeline, Project - Career Exploration Interview
	a. Analyze potential earnings, employee benefits, job availabilities, working conditions, educational requirements, required technology skills, and continuing education/training for 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. Discuss résumé development.	Formulas for Career Success: Résumés (All Video Segments), All Projects and Activities
	c. Demonstrate interview skills (e.g., dress, professionalism, punctuality, etc.).	Formulas for Career Success: The Interview Process (All Video Segments), Project - Mock Interview
	d. 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?
	e. Specify basic employee responsibilities and appropriate work ethics.	Employability Skills (All Slides), All Projects and Activities
	f. 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 & COHERENCE			
Criteria	**Indicators of Superior Quality**	**Guiding/Key Questions**	**Justification**
Materials adequately address the MCCRS for Family and Consumer Science: Resource Management.	**COMPREHENSIVE CURRICULUM ONLY:** **1a.** Materials align with the **Family and Consumer Science: Resource Management** curriculum listed in the Mississippi Family and Consumer Science Framework.	Do the materials align with the content and skills associated with the **Resource Management** standards?	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 Scope and Sequence. The course's Scope and Sequence include a pacing guide detailing an order the lessons can be presented as well as identifying which standards correlate to those lessons.
	COMPLEMENTARY CURRICULUM ONLY: **1a.** Materials align with the **Family and Consumer Science: Resource Management** curriculum listed in the Mississippi Family and Consumer Science Framework.	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.
	1b. Materials align to research-based instructional practices associated with **Resource Management**.	Do the materials align to research-based instructional practices?	iCEV material incorporates vocabulary handouts for each lesson, detailed lesson plans with teaching strategies as well as clear instructions in activities, projects and assessments to aid students and teachers in using the material effectively. Additionally, projects, activities and assessments allow students to practice analysis skills related to the video or PowerPoint® material.
	1c. 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 knowledge from the classroom to college or a career.
	1d. 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**
Each grade's instructional materials are coherent and consistent with the progressions in the Standards.	**1e.** The instructional 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.
	1f. Materials make connections to Family and Consumer Science 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.
	1g. Materials provide scaffolding or opportunities for decreased educator support over time to promote student proficiency and independence with targeted Family and Consumer Science 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.
	1h. 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**
Materials identify ways in which materials are designed for each student's regular and active participation in grade level/grade band/series content.	**2a.** 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.
	2b. 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.
	2c. 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**
Materials align with student centered practices and allow opportunities for students to explore content.	**2d.** 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.
	2e. 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.
	2f. 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 knowledge in meaningful ways.
	2g. Students are provided with exposure to career opportunities and pathways related to **Resource Management**.	Do the materials provide students with ideas of opportunities in Family and Consumer Science fields?	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**
Materials include resources for teachers to effectively plan and implement materials with integrity and to further develop their professional learning.	**3a.** 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 Resource Management development.	Do the materials include features (glossaries, footnotes, recordings, pictures, etc.) that aid teachers (and students) in using them effectively?	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.
	3b. 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.
	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 adapt to education standards to meet your curriculum needs now and in the future.
	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.
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.	**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**
Materials designed for each student's regular and active participation in grade level/grade-band/series content.	**3i.** Materials provide strategies and supports for students in special populations to support their regular and active participation in **Resource Management.**	Do materials provide differentiation supports to sufficiently engage students? Do the materials include overarching guidance on strategies and accommodations for special populations?	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.
	3j. Materials provide extensions and/or opportunities for students to engage with **Resource Management** at higher levels of complexity.	What opportunities do students have to develop and apply higher-level thinking?	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.
	3k. 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.	What approaches to presentation of material are provided? What approaches are provided for students to demonstrate and monitor their learning?	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 or create a portfolio they could use in an interview.
	3l. Materials provide opportunities for teachers to use a variety of grouping strategies.	How and where do the materials provide guidance for the teacher on how and when to use specific grouping strategies?	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 shared perspectives and collaborative problem-solving.
	3m. Materials provide strategies and supports for students who read, write, and/or speak in a language other than English to regularly participate in learning.	Where do materials provide appropriate support, and accommodations for EL students that will support their regular and active participation in learning?	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.
	3n. 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 experiences.
	3o. 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 educational success.

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.	**3p.** 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.
	3q. 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**
Materials are visually engaging and references or integrates digital technology (when applicable), with guidance for teachers.	**3r.** Materials integrate technology such as interactive tools, virtual manipulatives/objects, and/ or dynamic 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 educational standards.
	3s. 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.
	3t. 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 captivating videos.
	3u. 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.