

CORRELATIONS & SUGGESTED PACING GUIDE

Contemporary Health



Lesson Sequence	Lesson Title	Days of Teaching
1	Let's Stay Healthy	7
2	Plan for Life	4
3	Goals & Decision Making	5
4	Consumer Practices & Responsibilities	6
5	Consumer Rights & Responsibilities	3
6	Consumer Rights	4
7	Avoiding Financial Schemes & Fraud	5
8	Paying for Healthcare	5
9	Health & Information: Media, Technology & You	6
10	Technology Implications: Consumer & Family	4
11	Care & Protection of Children	8
12	The Healthcare Industry: Culture & Diversity	3
13	The Impact of Technology on Child Development	6
14	Maintaining Mental Health	6
15	Safety Practices in Mental Health	3
16	Understanding Mental Illnesses & Disorders	5
17	Nutrition & Wellness Diseases: Eating Disorders	4
18	The Facts: Suicide	3
19	Aspects of Behavioral Health	4
20	Healthy Relationships	6
21	Teen Issues	8
22	Conflict Management	6
23	Family Relationships & Management	14
24	Human Development: Fetal	6
25	Pregnancy: First Trimester	6
26	Pregnancy: Second Trimester	6
27	Prenatal Care	5
28	Preconception Health & Well-Being	4
29	Pregnancy: Third Trimester	4
30	Family Life Cycle	6
31	Stages of Pregnancy	6
32	Body Systems Basics: Reproductive	5
33	Labor & Delivery Methods	5

Lesson Sequence	Lesson Title	Days of Teaching
34	Human Development: Infant	7
35	Human Development: Adolescents	6
36	Human Development: Preschooler	5
37	Human Development: Toddler	7
38	Human Development: Early to Middle Childhood	7
39	Human Development: Early Adulthood	6
40	Human Development: Middle Adulthood	6
41	Human Development: Late Adulthood	5
42	Disease Prevention = Health Promotion	6
43	Infectious Diseases	3
44	Infectious Disease Control	3
45	Human Physiology: Lymphatic System	4
46	Human Diseases	4
47	Human Diseases & Disorders: Cardiovascular System	2
48	Nutrition & Wellness Diseases: Cancer	5
49	Human Diseases & Disorders: Reproductive System	2
50	Human Diseases & Disorders: Integumentary System	2
51	Human Diseases & Disorders: Respiratory System	2
52	Human Diseases & Disorders: Urinary System	2
53	Disease Diagnosis & Treatment	6
54	Diseases & Conditions: Immune System	6
55	Healthy Meal Planning for All Ages	8
56	Understanding Dietary Guidelines	4
57	MyPlate: The Food Guide	12
58	Nutrition Over the Lifespan	5
59	Human Anatomy: Digestive System	3
60	Dietary Modifications	4
61	Food Packaging Options & Guidelines	5
62	Lifestyle Choices	6
63	Hot Topics - Narcotic Use	2
64	Hot Topics - Addiction	3
65	Hot Topics - Alcohol Consumption	2
66	Health Science Safety & Regulations	7
67	Exploring Careers: Health Science	10

Lesson Sequence	Lesson Title	Days of Teaching
68	Medical Records	4
69	Medical Records & Reports	3
70	Environmental Resources: Human Activity	7
71	Basic Environmental Science	6
72	Environmental Responsibility	4
73	First Aid Basics	9
74	Childhood Health & Wellness	5
75	Crisis Management: Application	7
76	Safe Working Environment	10
77	Personal & Occupational Health & Safety	11
78	Playing It Safe	10
79	Introduction to Child Development: Infant, Toddler & Pre-K	5
80	First Aid Basics & CPR: Children	6

* 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 Contemporary Health

Course Number	Academic Education - 340133; Career Technical Education - 200126
Course Credit	0.5 Carnegie units
Course Description	Contemporary Health (Grades 9-12) is a course that develops skills related to personal, social, and mental health. It includes instruction on human growth and development, disease prevention and control, substance abuse and prevention, community and environmental health, and safety and first aid. This course is designed to satisfy the graduation requirement for health in Grades 9-12 (one semester, 0.5 Carnegie units).

Competencies & Suggested Objectives	iCEV Lessons
Unit 1: Personal & Consumer Health	
1. Describe ways to achieve and maintain a healthy lifestyle.	Let's Stay Healthy (Slides 5-82), Project - Current Health Issues, Activity - My Fitness Plan, Activity - Types of Physical, Project - Emergency Plan
a. Define health and wellness, and list characteristics of a healthy person.	Let's Stay Healthy (Slides 5-14), Project - Current Health Issues, Activity - My Fitness Plan, Activity - Types of Physical, Project - Emergency Plan
b. List good personal hygiene habits, including dental, skin, hair, ear, eye, and nail care.	Let's Stay Healthy (Slides 53-62), Project - Current Health Issues, Activity - Hygiene Facts & Myths
2. Demonstrate the ability to use goal-setting and decision-making skills to enhance health.	Plan for Life (Slides 5-33), Project - Pros & Cons, Activity - Goals Timeline; Goals & Decision Making (All Slides), Project - Goals Presentation
a. Identify the steps in the decision-making model.	Goals & Decision Making (Slides 7-24 and 28), Student Handout - Decision-Making Model, Activity- Decision-Making Comic Strip
b. Apply the decision-making model to solve a personal problem.	Goals & Decision Making (Slides 7-24 and 28), Student Handout - Decision-Making Model, Activity- Decision-Making Comic Strip
c. Define a value system and identify the relationship of values to actions.	Plan for Life (Slides 22-33), Project - Pros & Cons, Activity - Goals Timeline
3. Recognize the benefits of being a wise consumer.	Consumer Practices & Responsibilities (Slides 5-59), Activity - Progress Report Exit Ticket, Activity - Financial App Comparison
a. Identify rights and responsibilities as a consumer.	Consumer Rights & Responsibilities (Slides 3-22), Activity - Rights & Responsibilities
b. Identify the activities of agencies that protect the consumer.	Consumer Rights (Slides 5-40), Activity - Consumer Rights, Project - New Consumer Law; Consumer Rights & Responsibilities (Slides 3-22), Activity - Rights & Responsibilities
c. Identify popular types of deceptive advertising and product fraud.	Avoiding Financial Schemes & Fraud (Slides 6-72), Project - How it Works
d. Recognize medical fraud in the marketplace.	Avoiding Financial Schemes & Fraud (Slides 6-72), Project - How it Works
e. Examine costs and options for paying for health care services.	Paying for Healthcare (Slides 5-58), Activity - Healthcare Funding, Activity - Government Health Programs

Competencies & Suggested Objectives		iCEV Lessons
4. Analyze the influence of culture, media, technology, and other factors on health.		Health & Information: Media, Technology & You (Slides 5-37), Project - Health Technology; Technology Implications: Consumer & Family (Slides 3-15), Activity - Technology Use At Home; Care & Protection of Children (Slides 23-28), Activity - Impact of Social Trends; The Healthcare Industry: Culture & Diversity (The Healthcare Industry: Culture & Diversity Video Segment), Project - Cultural Comparison of Healthcare Presentation
a.	Evaluate the implications of modern technology on societal health.	Health & Information: Media, Technology & You (Slides 5-37), Project - Health Technology; Technology Implications: Consumer & Family (Slides 3-15), Activity - Technology Use At Home; The Impact of Technology on Child Development (All Video Segments), Activity - Social Media Inventory Exit Ticket, Project - Family Technology Plan
b.	Analyze the influences of different cultural beliefs on health behaviors.	Care & Protection of Children (Slides 23-28), Activity - Impact of Social Trends; The Healthcare Industry: Culture & Diversity (Video Segment), Project - Cultural Comparison of Healthcare Presentation
Unit 2: Mental Health		
1. Demonstrate the ability to practice health-enhancing behaviors that contribute to positive mental health.		Maintaining Mental Health (Slides 5-11), Project - Therapy, Activity - Stress Management; Let's Stay Healthy (Slides 5-14), Activity - Current Health Issues
a.	Explain how an individual's mental and physical health habits affect what he or she thinks about himself or herself.	Maintaining Mental Health (Slides 5-11), Project - Therapy, Activity - Stress Management; Let's Stay Healthy (Slides 5-14), Activity - Current Health Issues
b.	Identify nonthreatening ways of being assertive.	Safety Practices in Mental Health (Slide 17), Check for Understanding I - Personal Safety, Project - Safety Game Plan
c.	Identify common defense mechanisms.	Safety Practices in Mental Health (All Slides), Activity - Recognizing Signs of Abuse, Project - Safety Game Plan
2. Describe how stress influences mental and physical health.		Maintaining Mental Health (Slides 21-24), Activity - Stress Management
a.	Identify the harmful physiological and psychological effects of stress.	Maintaining Mental Health (Slides 21-24), Activity - Stress Management
b.	Identify personal stressors in everyday life.	Maintaining Mental Health (Slides 21-24), Activity - Stress Management
c.	Develop a list of stress management strategies and differentiate between healthy and unhealthy ones.	Maintaining Mental Health (Slides 21-24), Activity - Stress Management

Competencies & Suggested Objectives		iCEV Lessons
3. Define functional and organic mental disorders and state controls for each.		Understanding Mental Illnesses & Disorders (All Video Segments), Project - Mental Illness Across the Life Span
a.	Identify different mental health disorders and recognize signs of each.	Understanding Mental Illnesses & Disorders (Mental Illness Defined Video Segment), Activity - Types of Mental Illnesses & Disorders; Maintaining Mental Health (Slides 39-61)
b.	Identify available resources for treatment of mental illness.	Understanding Mental Illnesses & Disorders (Treatment & Care Video Segment), Project - Treatment
c.	Identify the relationship between psychological factors and eating disorders.	Nutrition & Wellness Diseases: Eating Disorders (Slides 5-23), Activity - Biopsychosocial Illnesses, Project - So Long, Status Quo; Maintaining Mental Health (Slides 39-61)
4. Discuss the importance of suicide awareness, prevention, and coping strategies.		The Facts: Suicide (Slides 3-19), Activity - Tool Kit, Project - Media & Suicide; Aspects of Behavioral Health (Slides 25-27 and 38-40),
a.	Identify warning signs of suicide.	The Facts: Suicide (Slides 11-12), Activity - Tool Kit, Project - Media & Suicide; Aspects of Behavioral Health (Slides 26-27),
b.	Discuss various effective and ineffective intervention strategies.	The Facts: Suicide (Slides 3-19), Activity - Tool Kit, Project - Media & Suicide
c.	Identify local and national resources for support and prevention.	Aspects of Behavioral Health (Slides 38-40), Activity - Causes of Behavioral Health
Unit 3: Family & Social Health		
1. Describe how the skills of communication, cooperation, and advocacy are essential for healthy relationships.		Healthy Relationships (Slides 6-41), Activity - Communication Skit, Activity - Communication Styles
a.	Identify qualities that are important in close friends.	Healthy Relationships (Slides 6-41), Activity - Communication Skit, Activity - Communication Styles
b.	Identify strategies for choosing abstinence when faced with sexual pressures in unhealthy relationships.	Teen Issues (Slides 47-53), Project - Violence & Media, Activity - Decision Making Scenarios; Healthy Relationships (Slides 6-41), Activity - Communication Skit, Activity - Communication Styles
c.	Discuss conflict-resolution styles and components of communication that can aid in resolving conflicts.	Conflict Management (Conflict Management Styles and Conflict Management Video Segments), Activity - Conflict Management Style
d.	Define resiliency and discuss its importance in maintaining healthy relationships.	Healthy Relationships (Slides 6-41), Project - Healthy vs. Unhealthy, Activity - Communication Skit, Activity - Communication Styles; Conflict Management (Conflict Management Styles and Conflict Management Video Segments)
e.	Demonstrate the importance of advocating for healthy relationships.	Healthy Relationships (Slides 6-41), Activity - Communication Skit, Activity - Communication Styles

Competencies & Suggested Objectives		iCEV Lessons
2. Describe why the family is the basic social unit of society.		Family Relationships & Management (The Family Unit Video Segment), Project - Personal Development Scrapbook
a.	Identify the different types of family units and how they have changed over time.	Family Relationships & Management (The Family Unit Video Segment), Project - Evolving Families
b.	Describe elements that healthy families have in common and ways to maintain family health.	Family Relationships & Management (All Video Segments), Project - Personal Development Scrapbook, Activity - Family Functioning Discussion, Activity - Family Roles & Responsibilities
c.	Explain factors that may cause a family system to break down, including spousal and child abuse.	Family Relationships & Management (Managing Difficult Situations & Crises Video Segment), Activity - Crisis Support Services
d.	Define the role of the family in the transmission of values, attitudes, behavior, personalities, and responsibilities of its members.	Family Relationships & Management (Personal Growth & Development, Developing Positive Relationships and The Family Unit Video Segments), Activity - Important Relationship, Project - Personal Development Scrapbook
Unit 4: Human Growth & Development		
1. Summarize how genetic traits are passed on from one generation to another.		Human Development: Fetal (Slides 5-16), Activity - Genetic Diseases Match-Up
a.	Define the role heredity plays in determining physical traits and distinguish between dominant and recessive genes.	Human Development: Fetal (Slides 5-16), Activity - Genetic Diseases Match-Up; Pregnancy: First Trimester (Slide 24),
b.	Identify various genetic and environmental birth defects.	Pregnancy: Second Trimester (Slides 20-30), Project - Pregnancy Related Health Conditions; Human Development: Fetal (Slides 5-16), Activity - Genetic Diseases Match-Up
2. Examine health practices to be considered before, during, and after pregnancy.		Prenatal Care (Prenatal Care Video Segment), Project - A Beginner's Guide to Pregnancy; Preconception Health & Well-Being (All Video Segments), Project - Preconception Health & Well-Being; Pregnancy: First Trimester (Slides 7-70), Project - Meal Planning During Pregnancy; Pregnancy: Second Trimester (Slides 7-53); Pregnancy: Third Trimester (Slides 7-33)
a.	List reasons that parents decide to have children.	Family Life Cycle (Slides 9-19), Activity - Family Life Cycle Collage, Activity - Parenting Responsibilities
b.	Discuss various methods of family planning.	Stages of Pregnancy (Slides 5-8), Project - The Complete Guide to Pregnancy
c.	Explain the process of human reproduction from conception to birth.	Human Development: Fetal (Slides 33-47), Project - Fetal Growth Chart 3D Visual; Body Systems Basics: Reproductive (Slides 6-38)

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d.	Describe the stages of the birth process.	Pregnancy: First Trimester (Prenatal Development Video Segment), Project - Pregnancy Timeline: First Trimester; Pregnancy: Second Trimester (Prenatal Development Video Segment), Project - Pregnancy Timeline: Second Trimester; Pregnancy: Third Trimester (Prenatal Development Video Segment), Project - Pregnancy Timeline: Third Trimester; Labor & Delivery Methods (Stages of Labor Video Segment)
3. Identify physical, mental, and emotional changes that occur from childhood through adolescence.		Human Development: Infant (Slides 5-56), Project - Infant Development Timeline; Human Development: Fetal (Slides 5-57), Project - Fetal Growth Chart 3D Visual; Human Development: Adolescents (Slides 6-49), Activity - Brain Development, Activity - Risk Taking Anecdote; Human Development: Preschooler (Slides 6-50), Project - Preschool Development Blog Post ; Human Development: Toddler (Slides 6-59), Project - Developmental Theories Infographic; Human Development: Early to Middle Childhood (Slides 6-61), Project - Early to Middle Childhood Insights Pamphlet
a.	Trace developmental stages of infancy, childhood, and adolescence.	Human Development: Infant (Slides 5-56), Project - Infant Development Timeline; Human Development: Fetal (Slides 5-57), Project - Fetal Growth Chart 3D Visual; Human Development: Adolescents (Slides 6-49), Activity - Brain Development, Activity - Risk Taking Anecdote; Human Development: Preschooler (Slides 6-50), Project - Preschool Development Blog Post; Human Development: Toddler (Slides 6-59), Project - Developmental Theories Infographic; Human Development: Early to Middle Childhood (Slides 6-61), Project - Early to Middle Childhood Insights Pamphlet
b.	Name the physical, mental, and emotional changes that happen during adolescence and state how these changes affect identity and interpersonal relationships.	Human Development: Infant (Slides 5-56), Project - Infant Development Timeline; Human Development: Fetal (Slides 5-57), Project - Fetal Growth Chart 3D Visual; Human Development: Adolescents (Slides 6-50), Activity - Brain Development, Activity - Risk Taking Anecdote; Human Development: Preschooler (Slides 6-50), Project - Preschool Development Blog Post; Human Development: Toddler (Slides 6-59), Project - Developmental Theories Infographic; Human Development: Early to Middle Childhood (Slides 6-61), Project - Early to Middle Childhood Insights Pamphlet

Competencies & Suggested Objectives		iCEV Lessons
4. Examine the aging process from adulthood through death.		Human Development: Early Adulthood (Slides 5-48), Activity - Cognitive Development: Career Exploration, Project - Parenting Styles Role Play; Human Development: Middle Adulthood (Slides 6-40), Activity - Middle Adulthood Developmental Theories, Project - Chronic Diseases Presentation, Project - Personal Interview; Human Development: Late Adulthood (Slides 6-49), Activity - Life Scenarios, Project - Ageism Presentation
a.	Identify the tasks and characteristics of adulthood.	Human Development: Early Adulthood (Slides 5-48), Activity - Cognitive Development: Career Exploration, Project - Parenting Styles Role Play; Human Development: Middle Adulthood (Slides 6-40), Activity - Middle Adulthood Developmental Theories, Project - Chronic Diseases Presentation, Project - Personal Interview; Human Development: Late Adulthood (Slides 6-49), Activity - Life Scenarios, Project - Ageism Presentation
b.	Identify ways to cope with death and dying.	Human Development: Early Adulthood (Slides 5-48), Activity - Cognitive Development: Career Exploration, Project - Parenting Styles Role Play; Human Development: Middle Adulthood (Slides 6-40), Activity - Middle Adulthood Developmental Theories, Project - Chronic Diseases Presentation, Project - Personal Interview; Human Development: Late Adulthood (Slides 6-49), Activity - Life Scenarios, Project - Ageism Presentation

Competencies & Suggested Objectives		iCEV Lessons
Unit 5: Disease Prevention & Control		
1. Recognize the causes, transfer, and control of common communicable diseases.		Disease Prevention = Health Promotion (Slides 21-52), Project - Communicable Disease Profile; Infectious Diseases (Video Segment), Project - Categorizing Infectious Diseases; Infectious Disease Control (Slides 5-41), Activity - Infectious Disease Agency Organization, Project - Epidemic Response Team
a.	Describe the function of the immune system.	Human Physiology: Lymphatic System (Video Segment), Project - Immune Response Board Game; Disease Prevention = Health Promotion (Slides 7-19), Project - Immune System
b.	Identify the pathogens that cause communicable disease and how they are transmitted.	Disease Prevention = Health Promotion (Slides 21-52), Project - Communicable Disease Profile; Infectious Diseases (Video Segment), Project - Categorizing Infectious Diseases; Human Diseases (all Video Segments), Activity - Disease Classification Bell Ringer, Project - Case of the Mysterious Disease
c.	Describe the symptoms, treatment, and prevention of communicable diseases.	Disease Prevention = Health Promotion (Slides 21-52), Project - Communicable Disease Profile; Infectious Diseases (Video Segment), Project - Categorizing Infectious Diseases; Infectious Disease Control (Slides 5-41), Activity - Infectious Disease Agency Organization, Project - Epidemic Response Team
2. State causes, signs, and control of noninfectious diseases.		Disease Prevention = Health Promotion (Slides 54-77), Project - Non-Communicable Disease Profile
a.	Name the different kinds of cardiovascular diseases and their risk factors.	Human Diseases & Disorders: Cardiovascular System (Slides 3-20), Activity - Cardiovascular System Diseases & Disorders Diagnosis
b.	Describe the warning signs of cancer and the ways to reduce personal risk, including breast and/or testicular cancer.	Nutrition & Wellness Diseases: Cancer (Slides 5-45), Project - Cancer Presentation, Project - Cancer Treatment Brochure; Human Diseases & Disorders: Reproductive System (Slides 13, 19-22), Activity - Reproductive System Diseases & Disorders Diagnosis; Human Diseases & Disorders: Integumentary System (Slides 18-22), Activity - Integumentary System Disorders & Diseases Diagnosis; Human Diseases & Disorders: Respiratory System (Slides 20-21), Activity - Respiratory System Diseases & Disorders Diagnosis

Competencies & Suggested Objectives		iCEV Lessons
c.	Differentiate between acute and chronic diseases.	Disease Prevention = Health Promotion (Slides 7-19); Human Diseases & Disorders: Integumentary System (Slides 4-22), Activity - Integumentary System Disorders & Diseases Diagnosis; Human Diseases & Disorders: Reproductive System (Slides 3-22), Activity - Reproductive System Diseases & Disorders Diagnosis; Human Diseases & Disorders: Urinary System (Slides 3-21), Activity - Urinary System Diseases & Disorders Diagnosis; Human Diseases & Disorders: Respiratory System (Slides 3-21), Activity - Respiratory System Diseases & Disorders Diagnosis
d.	Explain the types, prevention, and treatments for diabetes, arthritis, and other chronic diseases, including those requiring long-term care.	Disease Diagnosis & Treatment (All Video Segments), Activity - Treatment Mechanisms, Project - Diagnostic Tools Newscast; Disease Prevention = Health Promotion (Slides 54-77), Project - Non-Communicable Disease Profile
3. Recognize the ways to prevent HIV infection and STIs.		Diseases & Conditions: Immune System (Slides 12-17), Activity - Immune System Diseases Glossary
a.	Describe the symptoms, mode of transmission, prevention, and treatment of curable sexually transmitted infections.	Human Diseases & Disorders: Reproductive System (Slide 4), Activity - Reproductive System Diseases and Disorders Diagnosis
b.	Describe the symptoms, mode of transmission, prevention, and treatment of incurable diseases, such as HIV and AIDS.	Diseases & Conditions: Immune System (Slides 12-17), Activity - Immune System Diseases Glossary
Unit 6: Nutrition & Fitness		
1. Summarize how responsible food choices lead to nutritional health.		Healthy Meal Planning for All Ages (Slides 5-82), Project - Healthy Recipes for All Ages; Understanding Dietary Guidelines (Slides 19-41), Project - Publish a Blog Post
a.	Explain the organization of the latest federal nutritional guidelines (e.g., MyPlate, FDA nutritional guidelines, etc.).	Understanding Dietary Guidelines (Slides 19-41), Project - Publish a Blog Post; MyPlate: The Food Guide (Slides 5-86), Project - Create a Food Guide
b.	Identify six classes of nutrients and describe their functions in the human body.	Nutrition Over the Lifespan (Slides 5-18), Activity - Vital Nutrients Networking
c.	Trace the path of food through the digestive system.	Human Anatomy: Digestive System (Slides 5-16), Activity - Digestive System Pictionary™; Dietary Modifications (Slides 5-12), Project - Gastrointestinal Diseases Compare & Contrast
d.	Identify kinds of information provided on a food label.	Food Packaging Options & Guidelines (Slides 34-45), Activity - Developing A Diet
e.	Create a daily meal plan for an individual and calculate the number of calories.	Healthy Meal Planning for All Ages (Slides 5-82), Project - Healthy Recipes for All Ages, Student Handout - Healthy Recipes for All Ages; Understanding Dietary Guidelines Activity - Find a Recipe
f.	Recognize nutrient deficiencies and diseases associated with poor nutrition.	Nutrition Over the Lifespan (Slides 25-30), Activity - Dietary Recommendations

Competencies & Suggested Objectives		iCEV Lessons
2. Discover the importance of physical fitness.		Lifestyle Choices (Slides 29-36), Activity - Get Active; Let's Stay Healthy (Slides 40-51), Activity - My Fitness Plan, Activity - Types of Physical Activity
a.	Explain the physical and psychological benefits of exercise.	Lifestyle Choices (Slides 29-36), Activity - Get Active; Let's Stay Healthy (Slides 40-51), Activity - My Fitness Plan, Activity - Types of Physical Activity
b.	Develop a regular plan of exercise incorporating the various components of physical fitness and two types of exercise (e.g., anaerobic and aerobic).	Lifestyle Choices (Slides 29-36), Activity - Get Active; Let's Stay Healthy (Slides 40-51), Activity - My Fitness Plan, Activity - Types of Physical Activity
c.	Examine the skills needed to achieve lifetime fitness. Demonstrate and discuss methods of implementation.	Lifestyle Choices (Slides 29-36), Activity - Get Active; Let's Stay Healthy (Slides 40-51), Activity - My Fitness Plan, Activity - Types of Physical Activity
Unit 7: Substance Abuse Prevention		
1. Examine the health hazards of tobacco.		Lifestyle Choices (Slides 56-64), Activity - Tobacco Web
a.	List major reasons why people either abstain from or use tobacco.	Lifestyle Choices (Slides 56-59), Activity - Tobacco Web
b.	Describe long-term effects of tobacco use and the dangers of smoking.	Lifestyle Choices (Slides 56-64), Activity - Tobacco Web
2. Summarize the health hazards of alcohol.		Lifestyle Choices (Slides 38-54), Project - Alcohol & the Teenage Brain, Activity - Consequences of Underage Drinking
a.	Identify the short- and long-term effects of alcohol on the body.	Lifestyle Choices (Slides 46-54), Project - Alcohol & the Teenage Brain, Activity - Consequences of Underage Drinking
b.	Explain the impact of alcohol on alcoholics, their families, and society.	Lifestyle Choices (Slides 38-54), Project - Alcohol & the Teenage Brain, Activity - Consequences of Underage Drinking
c.	Discuss state and local laws regarding alcohol use.	Lifestyle Choices (Slides 45-46), Project - Alcohol & the Teenage Brain, Activity - Consequences of Underage Drinking
3. Analyze the health hazards of illegal, over-the-counter, and prescription drugs.		Lifestyle Choices (Slides 66-95), Project - Just Say No!; Hot Topics - Narcotic Use (Video Segments), Activity - Current Statistics, Activity - Fact or Fiction, Activity - Media Relations
a.	Differentiate between legal and illegal use of drugs.	Lifestyle Choices (Slides 66-95), Project - Just Say No!
b.	Describe the side effects of drugs and how drugs are commonly abused.	Lifestyle Choices (Slides 66-95), Project - Just Say No!
c.	Illustrate how drug use, misuse, and abuse cause problems in society.	Lifestyle Choices (Slides 66-95), Project - Just Say No!
4. Illustrate the health hazards of inhalants.		Lifestyle Choices (Slides 71), Project - Just Say No!; Hot Topics - Addiction (Video Segment), Activity - Hot Topic Implications, Activity - Fact or Fiction, Activity - How Can I Help?
a.	Discuss various types of inhalants and identify dangers associated with the use of inhalants.	Lifestyle Choices (Slides 71), Project - Just Say No!; Hot Topics - Addiction (Video Segment), Activity - Hot Topic Implications, Activity - Fact or Fiction, Activity - How Can I Help?

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5. Explore current issues with illegal and legal drugs.		Lifestyle Choices (Slides 66-95), Project - Just Say No!; Hot Topics - Narcotic Use (Video Segments), Activity - Current Statistics, Activity - Fact or Fiction, Activity - Media Relations; Hot Topics - Addiction (Video Segment), Activity - Hot Topic Implications, Activity - Fact or Fiction, Activity - How Can I Help?
a.	Research and discuss vaping, bath salts, fentanyl, marijuana, and other current issues.	Lifestyle Choices (Slides 66-95), Project - Just Say No!; Hot Topics - Addiction (Video Segment), Activity - Hot Topic Implications, Activity - Fact or Fiction, Activity - How Can I Help?
b.	Research and discuss the opioid epidemic.	Hot Topics - Addiction (Video Segment), Activity - Hot Topic Implications, Activity - Fact or Fiction, Activity - How Can I Help?
c.	Examine the current federal drug schedule and discuss the legal ramifications of various drug misuse and abuse.	Lifestyle Choices (Slides 66-95), Project - Just Say No!; Hot Topics - Narcotic Use (Video Segments), Activity - Current Statistics, Activity - Fact or Fiction, Activity - Media Relations; Hot Topics - Addiction (Video Segment), Activity - Hot Topic Implications, Activity - Fact or Fiction, Activity - How Can I Help?
6. Discuss refusal and intervention skills.		Hot Topics - Addiction (Video Segment), Activity - How Can I Help?; Lifestyle Choices (Slides 38-95), Project - Just Say No!; Hot Topics - Narcotic Use (Video Segments), Activity - Current Statistics, Activity - Fact or Fiction, Activity - Media Relations; Hot Topics - Alcohol Consumption (Video Segment), Activity - Current Statistics, Activity - Fact or Fiction, Activity - How Can I Help?
a.	Develop refusal skills for all forms of substance abuse.	Lifestyle Choices (Slides 38-95), Project - Just Say No!; Hot Topics - Addiction (Video Segment), Activity - How Can I Help?
b.	Demonstrate ways to intervene and help a drug-dependent friend.	Hot Topics - Addiction (Video Segment), Activity - How Can I Help?
c.	Describe how individuals can help reduce the misuse and abuse of drugs.	Hot Topics - Addiction (Video Segment), Activity - How Can I Help?; Lifestyle Choices (Slides 66-95), Project - Just Say No!; Hot Topics - Narcotic Use (Video Segments), Activity - Current Statistics, Activity - Fact or Fiction, Activity - Media Relations

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d.	Explain how alcohol and other drugs can increase the vulnerability to unwanted sexual advances.	Hot Topics - Addiction (Video Segment), Activity - How Can I Help?; Lifestyle Choices (Slides 38-95), Project - Just Say No!; Hot Topics - Narcotic Use (Video Segments), Activity - Current Statistics, Activity - Fact or Fiction, Activity - Media Relations; Hot Topics - Alcohol Consumption (Video Segment), Activity - Current Statistics, Activity - Fact or Fiction, Activity - How Can I Help?
Unit 8: Community & Environmental Health		
1.	Identify community health care agencies, health careers, and the importance of family medical records.	Health Science Safety & Regulations (Slides 47-70), Project - Governmental Guidelines, Project - Health Organizations; Exploring Careers: Health Science (All Video Segments), Project - Career Exploration Journal: Diagnostic Services, Project - Career Exploration Journal: Health Informatics, Project - Career Exploration Journal: Support Services, Project - Career Exploration Journal: Therapeutic Services; Medical Records (Slides 5-38), Project - Electronic Medical Records; Medical Records & Reports (Slides 5-34), Project - Medical Record Role Play, Student Handout - Sample Health History Form
a.	Describe organizations and services that assist the community and individuals in health promotion.	Health Science Safety & Regulations (Slides 47-70), Project - Governmental Guidelines, Project - Health Organizations
b.	List career opportunities in health.	Exploring Careers: Health Science (All Video Segments), Project - Career Exploration Journal: Diagnostic Services, Project - Career Exploration Journal: Health Informatics, Project - Career Exploration Journal: Support Services, Project - Career Exploration Journal: Therapeutic Services
c.	Explain the importance of family medical records.	Medical Records (Slides 5-38), Project - Electronic Medical Records; Medical Records & Reports (Slides 5-34), Project - Medical Record Role Play, Student Handout - Sample Health History Form

Competencies & Suggested Objectives		iCEV Lessons
2. Explain how the environment affects people and how people affect the environment.		Environmental Resources: Human Activity (Slides 5-63), Activity - The Global Effect; Basic Environmental Science (Slides 54-90), Project - New Regulation, Activity - Global Resource Use
a.	Determine how pollution, natural disasters, overpopulation, and community violence affect our environmental health.	Environmental Resources: Human Activity (Slides 5-63), Activity - The Global Effect
b.	Name sources of air, water, noise, radiation, and ground pollution.	Environmental Responsibility (Slides 9-12), Project - Environmental Issues
c.	Describe government agencies that protect the environment.	Basic Environmental Science (Slides 72-90), Project - New Regulation
d.	Identify the importance of conserving natural resources and the green movement.	Environmental Responsibility (Slides 27-30), Activity - Green Technologies
Unit 9: Safety & First Aid		
1. Discuss promotion of safety and prevention of accidents.		First Aid Basics (Slides 5-94), Project - First Aid Procedure Brochure, Activity - EMT Role Play
a.	Describe behaviors that promote home safety.	Childhood Health & Wellness (Slides 53-54), Project - Community Resources Infographic
b.	Describe ways to prepare for natural disasters in the community.	Crisis Management: Application (Slides 5-15), Project - Plans in Action
c.	Identify basic safety rules that help prevent accidents at work and school.	Childhood Health & Wellness (Slides 55-56); Safe Working Environment (Slides 3-21), Activity - Safety Skills Demonstration; Personal & Occupational Health & Safety (Slides 31-76), Project - Public Service Announcement, Project - OSHA; Playing It Safe (5-33 and 50-74), Project - Safety Policies & Procedures, Project - Promoting a Safe Environment
d.	Recognize recreation-related injuries and how to prevent them.	First Aid Basics (Slides 10-64), Project - First Aid Procedure Brochure
e.	Explain ways to promote vehicle safety, including regular use of seat belts for all ages.	Introduction to Child Development: Infant, Toddler & Pre-K (Pre-K Video Segment), Project - Developmental Poster
f.	Recognize dangerous situations, including rape, assault, misuse of social networking, and gang-related activities, and how to avoid them.	Teen Issues (Slides 6-16, 37-41, 47), Project - Violence & Media, Project - Anticyberbullying Plan
2. Discuss and demonstrate procedures for emergency situations.		First Aid Basics (Slides 75-94), Activity - EMT Role Play
a.	Identify, assess, and learn to respond to emergency situations.	First Aid Basics (Slides 75-94), Activity - EMT Role Play; First Aid Basics & CPR: Children (Slides 45-73), Activity- Emergency Responses Role Play
b.	Assemble contents of a basic first aid kit.	First Aid Basics (Slides 6-8), Project - Technical Skills Assessment; First Aid Basics & CPR: Children (Slides 5-13), Activity - Build Your Own First Aid Kit
c.	Practice first aid emergency procedures, including reporting accidents and providing first aid for wounds, choking, fractures, heart attacks, seizures, and poisonings.	First Aid Basics & CPR: Children (Slides 45-73), Activity- Emergency Responses Role Play; First Aid Basics (Slides 5-94), Project - First Aid Procedure Brochure, Activity - EMT Role Play, Project - Technical Skills Assessment

High-Quality Instructional Materials Review Rubric Justifications

Criterion 1.1: ALIGNMENT & ACCURACY			
Criteria	Indicators of Superior Quality	Guiding/Key Questions	Justification
Materials adequately address the MCCRS for Family and Consumer Science: Contemporary Health	COMPREHENSIVE CURRICULUM ONLY: 1a. Materials align with the Family and Consumer Science: Contemporary Health standards 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?	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 at least 50 percent of the Family and Consumer Science: Contemporary Health 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.
	1b. Materials have appropriate content related to Contemporary Health.	Do the materials align with the FCS: Contemporary Health curriculum?	iCEV materials are designed to meet the specific standards related to contemporary health. Each course starts with introductory lessons which advance through the completion of the course.
	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. 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 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.
	1g. 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.
	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 text 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 Contemporary Health .	Do the materials provide students with ideas of career opportunities in technology 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 Contemporary Health development.	Is the teacher provided teacher guidance with useful annotations/suggestions to engage students in Contemporary Health ?	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.
Materials include resources for teachers to effectively plan and implement materials with integrity and to further develop their professional learning.	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
<p>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.</p>	<p>3e. Assessment information is included in the materials to indicate which standards are assessed.</p>	<p>Do the standards correlations or assessment guidance documents indicate if all standards for the content area are assessed by the end of the year?</p>	<p>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.</p>
	<p>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.</p>	<p>Do the materials include multiple types of formative assessments? Do the materials include multiple types of summative assessments?</p>	<p>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.</p>
	<p>3g. Assessments include opportunities for students to demonstrate the full intent of grade-level/course-level standards and practices across the series.</p>	<p>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?</p>	<p>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.</p>
	<p>3h. Assessments offer accommodations that allow students to demonstrate their knowledge and skills without changing the content of the assessment.</p>	<p>Do materials include assessments that reflect a variety of knowledge levels?</p>	<p>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.</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.	3i. Materials provide strategies and supports for students in special populations to support their regular and active participation in learning grade-level/series Contemporary Health .	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 grade-level/course-level Contemporary Health 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 <u>or create a portfolio they could use in an interview.</u>
	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 grade-level Contemporary Health .	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.
Materials designed for each student's regular and active participation in grade level/grade-band/series content.	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 <u>educational success.</u>

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 Contemporary Health 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 <u>captivating videos</u> .
	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.