

**2023 Instructional Material Summer Review Institute**  
**Review Team Appraisal of Title**  
**Grades 7-12 Career and Technical Education**

This appraisal form is provided for use by educators responsible for the selection of instructional materials for implementation with districts and charter schools across New Mexico to meet the need of their student populations.

[NMPED Adoption Information](#)

<b>Text Title</b>	iCEV Nutrition & Wellness (Individual Course); Core Online Bundle; 1 year license-25 students, 1 teacher	<b>Publisher</b>	CEV Multimedia, LLC
<b>SE ISBN</b>		<b>TE ISBN</b>	9798888640333
<b>SW ISBN</b>		<b>Grade Level/Content</b>	9-12 CTE

**Core Instructional Material Designation** (Core instructional material (CIM) is the comprehensive print and/or digital educational material, including basal material, which constitutes the necessary instructional components of a full academic course of study in those subjects for which the department has adopted content standards and benchmarks.)

**Recommended**  
(90% and above)

**Recommended with Reservations** (80-89%)

**Not Recommended and Not Adopted**  
(below 80%)

**Total Score** - The final score for the materials is averaged between the team of reviewers.

**Average Score**

91%

**Cultural and Linguistic Relevance Recognition** - Materials are reviewed for relevant criteria pertaining to the support for teachers and students in the material regarding cultural relevance and the inclusion of a culturally responsive lens. Those materials receiving a score of 85% or above on the CLR portion of the review are recognized as culturally and linguistically relevant.

**CLR Recognized**

**Average Score**

71%

**FOCUS AREA 3 CULTURAL AND LINGUISTIC PERSPECTIVES AND RESPONSIVENESS:**

**Instructional materials represent a variety of cultural and linguistic perspectives and highlight diversity in culture and language through multiple perspectives.**

*Statements of appraisal and supporting evidence:*

Instructional materials partially represent a cultural and linguistic lens. The diversity of students can be seen in some of the career pathway activities, but is not predominant in all activities. Not all populations are addressed in the materials.

**CTE Standards Review** - Materials are reviewed for alignment with the state adopted content standards, benchmarks and performance standards.

Average Score
85%

**OVERALL ALIGNMENT**

Materials align with the CTE standards overall, including strands 1-10: Academic Foundations; Communications; Problem Solving and Critical Thinking; Information Technology Applications; Systems; Safety, Health, and Environmental Management; Leadership and Teamwork; Ethics and Legal Responsibilities; Employability and Career Development; and Technical Skills.

*Statements of appraisal and supporting evidence:*

Materials align with the CTE standards as seen in the scope and sequence and pacing guide where lessons are vertically aligned. The lesson plans clearly aligns the objectives with the standards. Communication, research, academic, presentation, and employability skills are all aligned with the standards. Although the standards alignment form shows standards of Nutrition and Wellness, there is only one activity dealing with healthy relationships that addressed these specific standards.

**STRAND ALIGNMENT**

Materials align with specific CTE content strands. *(Optional)*

<b>Strand:</b>	<i>Statements of appraisal and supporting evidence:</i>
Choose CTE Content Strand (optional)	
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**CCTC Standards Review** - Materials are reviewed for alignment with the state adopted Common Career Technical Core Career Cluster and Career Pathway standards.

Average Score
99%

#### OVERALL ALIGNMENT

**Materials align with the CCTC standards.**

*Statements of appraisal and supporting evidence:*

Materials align with the CCTC standards as seen in the progression of lessons. Computer skills and applications, electronic communication, collaborative applications utilizing group work, and conflict resolution all have interactive activities and labs that align with the standards. The material has multiple methods of application and is project-based, inquiry-based, and challenged-based.

#### CAREER CLUSTER

**Materials align to the CCTC standards for the Career Cluster reviewed.**

*Statements of appraisal and supporting evidence:*

Materials align with the CCTC standards for the Career Cluster. The alignment includes Hospitality and Tourism and the Restaurant business. Food and Beverage, lodging, recreation, amusement and attractions are explored in this career cluster. The Career Connections activities allow students to make direct connections to the occupation of their choice.

#### CAREER PATHWAY(S)

**Materials align to the CCTC standards for the Career Pathway reviewed.**

*Statements of appraisal and supporting evidence:*

Materials align to the CCTC standards for the Restaurants & Food/Beverage Services Career Pathway with clear objectives and lessons. The career pathway explores many aspects including licensure, registration, business ethics and legalities. Conflict resolution and crisis management are addressed when considering the safety of the facility as well as the specific occupation.

**CTE Content Review** - Materials are reviewed against relevant criteria pertaining to the support for teachers and students in the specific content area reviewed.

Average Score
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100%
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**FOCUS AREA 1 SEQUENCING AND ARTICULATION**

**Instructional materials show sequencing and articulation within and across grade bands and/or pathways.**

*Statements of appraisal and supporting evidence:*

Instructional materials show sequencing and articulation within the pathway as seen in the alignment of the lessons with clear objectives. The pacing guide is vertically aligned and progresses from computer intelligence into specifics of different pathways or careers. Teaching resources are available with websites accessible; the materials are clear, pdf printable, and online for easy access.

**FOCUS AREA 2 ENGAGING INSTRUCTION**

**Instructional materials are engaging for students.**

*Statements of appraisal and supporting evidence:*

Instructional materials are engaging for students, with interactive activities. Skits and scenarios allow for the students to explore different aspects of a career pathway. The Career Connection activities are in each lesson and expand upon future aspects of a career for students. Groupwork provides diverse perspectives to be viewed and evaluated by students.

**FOCUS AREA 3 CAREER DEVELOPMENT**

**Instructional materials provide career development information for students.**

*Statements of appraisal and supporting evidence:*

Instructional materials provide career development information for students in the Career Connection activities. The diversity of careers explored included lodging, recreation, amusement and attractions, food and beverage, travel and tourism, and hospitality. The diverse exploration of this career pathway allows for students to investigate numerous careers. The lesson progression is paced and in alignment with the career development of students.

**FOCUS AREA 4 TECHNOLOGY**

**Instructional materials incorporate opportunities to use industry appropriate technology.**

*Statements of appraisal and supporting evidence:*

The instructional materials incorporate opportunities to use industry appropriate technology. This can be seen in the Food & Safety lessons where the students explore modern equipment for use and safety. The standards alignment document, special population document, and social-emotional documents aid student needs online using technology. The online pacing is appropriate, with clear lesson plans and objectives so students are able to use the interactive technology to expand upon the knowledge in order to gain mastery of the learning objectives.

**All Content Review** - Materials are reviewed against relevant criteria pertaining to the support for teachers and students in the material regarding the progression of the standards, pacing, assessment, individual learners, and cultural and linguistic relevance and responsiveness.

CLR Recognition Average Score	Average Score
71%	79%

**FOCUS AREA 1 RESOURCES AND SUPPORTS FOR TEACHERS AND STUDENTS:**  
**Instructional materials provide teacher resources to support planning and supports for all students.**  
*Statements of appraisal and supporting evidence:*

Instructional materials provide teacher resources to support planning for all students. The career pathways students explore have many resources, including optional activities and websites to enhance the learning of students. The Nutrition and Wellness resources are limited in this curriculum. There are multiple methods of application that provide supports for students.

**FOCUS AREA 2 ASSESSMENT**  
**Instructional materials offer teachers a variety of assessment resources and tools to collect ongoing data about student progress related to the standards.**  
*Statements of appraisal and supporting evidence:*

Instructional materials offer teachers a variety of assessment resources and tools to collect ongoing data, such as the student grade report. The interactive activities use rubrics. The ICEV Testing Platform aligns with mastery of learning objectives. There is a data collection tool that is accessible, using rubrics for all activities and summative assessments. Formative assessments allow teachers to monitor student progress.

**FOCUS AREA 3 CULTURAL AND LINGUISTIC PERSPECTIVES AND RESPONSIVENESS**  
**Instructional materials represent a variety of cultural and linguistic perspectives and highlight diversity in culture and language through multiple perspectives.**  
*Statements of appraisal and supporting evidence:*

Instructional materials partially represent a cultural and linguistic lens. The diversity of students can be seen in some of the career pathway activities, but is not predominant in all activities. Not all populations are addressed in the materials.

**Reviewers' Professional Summary** - These materials are reviewed by Level II and Level III educators from across New Mexico. The reviewers have brought their knowledge, experience and expertise into the review of these materials. They offer here their individual summary of the material as a whole.

Reviewer #: 55

*Background and experience:*

I am a Level III teacher in New Mexico with 15 years experience. I hold the following degrees: PhD in Curriculum, Instruction & Assessment; ME Curriculum, Instruction, & Assessment; and a BA English Secondary Teaching. I have taught AP Language & Composition, Intro to Teaching, Special Education Basics, English I-IV, and a College Success Class as dual credit class. I am a Special Education Specialist who also participated in the writing of the NMPED Social Studies Standards and Instructional Scope.

*Professional summary of material:*

I recommend these materials to the teachers and students of New Mexico. There is a clear alignment of sequential lessons and the resource contains a good pacing guide. The Playlist is vertically aligned to allow career pathway exploration for students. The assessment tools are technologically advanced and provide teachers with data and progress monitoring so students can master the learning objectives. The cultural and linguistic lens is limited due to the lessons not addressing or being responsive to the cultures of all students. Although the material is designed for Nutrition and Wellness, very little is offered in these areas except in the CCTC standards alignment.

Reviewer #: 56

*Background and experience:*

I am a licensed NM educator with ten years of experience. I am endorsed in Family and Consumer Science as well as Social Studies. I have taught both culinary arts and history classes. I have a BA in Political Science, MPA in Public Administration and an AOS in Culinary Arts.

*Professional summary of material:*

The materials noted meet the criteria and standards. The title of the text is Nutrition and Wellness, yet there is only one unit on relationship that is present in the material on nutrition and wellness. The remaining units address technology, Tourism and Hospitality, Food and Beverage, and Recreation. I would recommend the text to New Mexico students.

Reviewer #: 57

*Background and experience:*

I have a master's degree in Reading, taught 9 years, and am a Level III teacher with an endorsement in TESOL and Mathematics.

*Professional summary of material:*

I would recommend these materials to the teachers and students of New Mexico. The materials provide cross-reference with the standards. The instructional materials include engaging, project-based learning, and different career pathways, such as Hospitality and Tourism. The cultural and linguistic material is limited. Furthermore, the material is for Nutrition and Wellness, yet it had only one activity provided for review.