

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](#)

Text Title	iCEV Principles of Marketing (Individual Course); Core Online Bundle; 1 year license-25 students, 1 teacher	Publisher	CEV Multimedia, LLC
SE ISBN		TE ISBN	9798888640395
SW ISBN		Grade Level/Content	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

94%

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

85%

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:

The instructional material represents a variety of linguistic perspectives, in that it allows for a number of ways for students to convey their thoughts and present their findings throughout the lessons. However, it lacks the activities and lessons to engage students in critical reflection about their lives as New Mexico residents and the corresponding culture, historical or present. Materials do highlight responsive pedagogy and cultivate student responsiveness through student discussions in many activities and projects that provide opportunities for evidence-based discussions that promote diversity.

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

Average Score
90%

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:

"Principles of Marketing" is a comprehensive online curriculum. Teachers have 80 lessons (with very detailed lesson plans, pacing guides, special students strategies and other ancillaries) and more than 500 student assignments from which to choose to deliver a curriculum on marketing or business in a broader sense. The material meets or partially meets all 10 NM CTE standards scoring 90% overall. In most lessons, standards are satisfied in multiple ways. Concepts, strategies and basic facts, including academic foundations, are delivered in PowerPoint presentations, video documentaries and interviews and information sheets. Practical student learning can occur through individual and group activities and projects as well as a variety of assessments that address multiple intelligences in a variety of formats (multiple choice, short answer, essay, project, presentation).

STRAND ALIGNMENT

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

Strand:	<i>Statements of appraisal and supporting evidence:</i>
Academic Foundations	Content of these lessons includes an overview of essential skills in English language arts, mathematics and science that are used in business careers, especially the marketing pathway. Students will not only review fundamentals in each discipline but demonstrate their growing competency in activities and projects that simulate real-world applications of these skills. Lessons in the text pertaining to language and math effectively meet Academic Foundations Content Standards 1 and 2. Lessons pertaining to science partially meet these standards.
Communications	The text delivers communication lessons to educate students in effective listening, speaking and writing. Skill-building instruction also emphasizes development in both individual and group contexts. Many activities, projects and assessments, both formative and summative, provide numerous opportunities to learn, develop and polish communication skills in conversation, group discussion, formal presentations, memos, emails, research documents, reports, analyses, business plans, etc. The lessons in this text effectively meet Communications Content Standards 1 and 2.
Technical Skills	The text emphasizes student preparation in technical skills and information technology applications. Eleven lessons concentrate on technical mastery. Competency in personal information management (PIM) is emphasized as mastery in computer operation, digital platforms and internet use, as well as a working knowledge of other office equipment such as copiers, fax machines, audio-video equipment, etc. The lessons in this text effectively meet standards I and II of Strand 4 (Information Technology Applications) and standards 1 and 2 of Strand 10 (Technical Skills).
Employability and Career Development	There are 11 lessons in this text on employability and career development. An entire lesson - Employability Skills - is devoted to educating students to know, understand and apply positive behaviors and personal qualities needed to be employable through PowerPoint lecture, video interviews with business owners, managers and personnel directors and a series of creative and engaging activities that foster reflection and self-analysis in developing employability. Lessons also emphasize research and planning to determine what is required to enter a career. Other key topics addressed in the lessons are strategies to obtain certifications, licensing and higher education to prepare for and continue career advancement. The text fully meets CTE Strand 9 (Employability and Career Development) and Strand 10 (Technical Skills).

Systems	PowerPoint presentations, video interviews with key business personnel from diverse business systems and a variety of student handouts provide the informational foundation on systems that affect everything from a simple sole proprietorship to a Fortune 500 international corporation. Nine lessons focus on systems creation, organization, management and coordination with government regulations in terms of ethics, safety and fair business practices. Also included are studies of how systems are affected by government policy to help insure health and safety of workers, regulate communication, financial procedures, employee rights and responsibilities, environmental stewardship, etc.
---------	---

CCTC Standards Review - Materials are reviewed for alignment with the state adopted Common Career Technical Core Career Cluster and Career Pathway standards.

Average Score

93%

OVERALL ALIGNMENT

Materials align with the CCTC standards.

Statements of appraisal and supporting evidence:

Instructional materials align with the Career Cluster and Career Pathway standards. Students are exposed to rich, evidence-based activities and projects in which they describe and create models for economics, systems and entrepreneurship to create marketing plans. By the end of the course, students are able to describe the impact of economics and implement research to manage the day-to-day operations of a business. For educators, the lessons are presented with both qualitative and quantitative measures with supports for students with special needs, such as closed captioning for all videos and verbally conveyed information.

CAREER CLUSTER

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

Statements of appraisal and supporting evidence:

Instructional materials are in alignment to the Career of Marketing. Students are exposed to evidence-based learning in which they complete projects and activities as well as formative and summative assessments that demonstrate mastery of content. The online lessons allow students to engage in the material directly and concurrently have access to previously learned concepts to complete tasks. Students are able to relate the impact of economic systems on marketing, as well as describe career opportunities and the means to achieve them within the marketing pathway. Instructional material presents the concepts of distribution channels and customer perceptions of value and students work both independently and in groups throughout each unit. Students create product or service mixes in response to market opportunities and then evaluate and communicate information to achieve a desired outcome.

CAREER PATHWAY(s)

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

Statements of appraisal and supporting evidence:

Instructional materials align with the CCTC standards for the Marketing Communications Career Pathway. The asynchronous nature of the curriculum allows students to navigate through the lessons in a linear fashion, as well as allowing them to revisit any section for further review. Students apply techniques and strategies to convey ideas among small and large groups, and work independently to monitor daily activities of marketing communications. Throughout the lessons, students communicate, evaluate, and disseminate information to enhance decision-making and respond accordingly to marketing opportunities.

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

100%

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:

The material includes a sequence of course topics that incorporates technical, academic, and employability knowledge and skills. Within the material, there is a standards alignment pacing guide that gives a thorough look at the sequencing and days of teaching for each lesson. The lesson plans for each course topic are consistent in formatting. Each lesson lists the alignment of standards to the objectives. Multiple standards of like concepts are combined into a single lesson so that content is non-duplicative. Each lesson builds upon each other. The lesson will start with activities on industry vocabulary so that students are familiar with the terms they will be hearing in the lesson and continues to build with more advanced activities like researching and using critical thinking to create a marketing or business plan. The students complete activities and projects that include cross-curricular activities such as problem solving, decision making and group work, and career skill sets such as calculating discounts, pricing, and advertising costs, writing business plans, and researching products that appeal to customers.

FOCUS AREA 2 ENGAGING INSTRUCTION

Instructional materials are engaging for students.

Statements of appraisal and supporting evidence:

The material provides many opportunities to engage student learning. Each lesson topic has a variety of project-based learning activities that allow students to break into groups to research, problem solve and make decisions based on their research to create projects that use critical thinking skills to solve real world problems. In addition, there are multiple careers-related segments that promote and support career decision-making and planning by the students. These segments allow the student to see how their learning and academic skill sets transfer to the real world and their career aspirations.

FOCUS AREA 3 CAREER DEVELOPMENT

Instructional materials provide career development information for students.

Statements of appraisal and supporting evidence:

This material gives students career development instruction. Students can test and become industry certified within many career fields. Students learn how to complete financial calculations like ROI, discounts, pricing and demonstrate their knowledge when creating a business plan or marketing plan. Students consistently use research to analyze real world problems to make research-based decisions. In addition, students complete projects and activities where they will use technology software like Microsoft Access, Publisher, Word, Excel, PowerPoint so that they are prepared for career work-related tasks.

FOCUS AREA 5 TECHNOLOGY

Instructional materials incorporate opportunities to use industry appropriate technology.

Statements of appraisal and supporting evidence:

This material gives students multiple ways to use technology. The curriculum is online and can be continually updated throughout the year with the most current information. This capability gives students and teachers access to ongoing trends in the career field. Many activities ask the students to complete activities and projects using online research and teaches students what are reputable websites and why they are reputable. Students are also asked to create online blogs and portfolios to learn how to promote themselves and products.

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
85%	92%

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:

This material incorporates multiple ways to support teachers and students. Within the lesson plans, teachers are provided with goals, objectives, standards and a pacing guide for the content. Lessons are conducted both by PowerPoint lecture and by video (lectures, documentaries and interviews), which gives the students multiple modalities to learn the material. Each lesson gives students the ability to do online interactive activities such as online assessments and matching games for vocabulary. A teacher resource, Special Population Strategies, gives strategies to ensure that the lessons accommodate diverse learners. It covers strategies specific for ELs, students with disabilities, and gifted & talented students. Initial activities and projects are simple while those coming near the end of the unit are comprehensive and challenging. Additional links are available for outside learning and there are also tips on how to prepare for student academic competitions: BPA and DECA.

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:

The instructional materials offer teachers a variety of assessment resources and tools to collect data about student progress. Each lesson includes both exit ticket and final unit-based assessments. These assessments are within the online platform and are automatically graded. Depending on the lesson, activities and projects give the students the ability to do oral presentations using PowerPoint, group skits that teach a specific lesson objective, and student produced video projects. There are specific alternatives listed in the Special Populations Strategies tab that suggest alternatives to the standard multiple-choice assessment such as research paper, infographic, group essay, and poster.

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:

The instructional material represents a variety of linguistic perspectives, in that it allows for a number of ways for students to convey their thoughts and present their findings throughout the lessons. However, it lacks the activities and lessons to engage students in critical reflection about their lives as New Mexico residents and the corresponding culture, historical or present. Materials do highlight responsive pedagogy and cultivate student responsiveness through student discussions in many activities and projects that provide opportunities for evidence-based discussions that promote diversity.

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 #: 22

Background and experience:

Thirty years as an educator overlapping 41 years in business and farming, combined with a BS in Telecommunications and an MS in Science Education; Level III Secondary License with four endorsements. I have taught Middle School ELA and Science, High School ELA at all grade levels, HS Science in nine subjects, including AP Environmental Science and AP biology, and CTE in Marketing, Journalism, Video Production and Construction Crafts. My business experiences outside of school include serving as a newspaper reporter/photographer/editor, customer service associate with an international airline, owner/manager of a NM honey farm, Science Education and Events Coordinator for a national STEM agency, and as a freelance video production/journalist.

Professional summary of material:

The *iCEV Principles of Marketing* material is a digital bundle (with student licenses to be renewed annually) adaptable to a host of platforms and can be used for "Marketing" or other business courses as it is comprehensive in multiple aspects of business organization and management. The user-friendly course includes 80 lessons, 11 of which were added just this year, to meet the growing demands of business education. More than 500 student assignments (complete with options for special needs students) are available for use, in addition to a host of links to websites and outside resources to enrich the curriculum. A well-organized lesson plan, complete with a pacing guide, ancillaries, links to student organizations and other resources, accompanies each lesson. The content matches up quite well with the NM CTE and CCTC State Standards and is culturally neutral on business principles but culturally sensitive to provide options for ELs, disabled and other special needs learners. Hence, the *iCEV Principles of Marketing* curriculum is highly recommended for adoption.

Reviewer #: 23

Background and experience:

I have a Bachelor of Science in Biology and am a published research scientist, as well as a small business owner. I have been teaching for 16 years and hold a New Mexico Level II Secondary License with a Science endorsement. I have taught multiple subjects to include: Math, Science (grades 6-12), PLTW (Project Lead The Way), STEM (Science, Technology, Engineering and Math) and INPC (Integrated Physics and Chemistry). I have worked as a research scientist in which we tested materials and provided statistical analysis specifically for marketing purposes.

Professional summary of material:

The *iCEV Principles of Marketing (Individual Course)* is highly recommended for New Mexico districts, teachers and student. The asynchronous nature of this course makes it readily available to all. It is very comprehensive and covers a multitude of topics that match up to the New Mexico State Standards and goes beyond to encompass knowledge and learning from cross-curricular disciplines, making it a well-rounded, inclusive curriculum. There is a pacing guide that includes a "Special Populations Strategies" and a "Social-Emotional Toolkit" with valuable information for lesson differentiation. Each lesson has an attached "Lesson Plan" that teachers can access to assist in preparation and organization of material. There are also cross-curricular connections made by the Marketing platform that engages students and supports them in being able to apply learning to other subjects. The real-life connections that this curriculum makes will aid students in learning and also assist them in determining if Marketing is a viable career pathway.

Reviewer #: 24

Background and experience:

I attained an Associate's Degree of Applied Science in Accounting and an Associate's of Arts in Health Information Technology while at Central New Mexico Community College. I attained my Bachelor's Degree of Business Administration while attending University of New Mexico. Finally, I have attained my Master of Arts Degree at Grand Canyon University of Arizona in Curriculum & Instruction. I am a New Mexico level II teacher. I have been teaching for 6 years. I started my teaching career in Kindergarten and moved to my current position as a middle school Consumer Science teacher.

Professional summary of material:

This curriculum is highly recommended. It is a very comprehensive program that is customizable where one can add additional topics to a course. In addition, since this is an online program, it mimics the real world because in most career paths people will work with online software programs. There are many resources for teachers, such as a social-emotional toolkit and strategies to meet students with special needs, that will enhance a student's learning. A student is motivated through their interests and this curriculum uses many tools to create interest: technology, computers, online activity, gamification activities, etc.