TOWNSHIP OF UNION PUBLIC SCHOOLS

Public Relations
Updated December 18, 2018

Mission Statement

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is the formulation of a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Statement of District Goals

- Develop reading, writing, speaking, listening, and mathematical skills.
- Develop a pride in work and a feeling of self-worth, self-reliance, and self-discipline.
- Acquire and use the skills and habits involved in critical and constructive thinking.
- Develop a code of behavior based on moral and ethical principals.
- Work with others cooperatively.
- Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.
- Acquire a knowledge and understanding of the physical and biological sciences.
- Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.
- Appreciate and understand literature, art, music, and other cultural activities.
- Develop an understanding of the historical and cultural heritage.
- Develop a concern for the proper use and/or preservation of natural resources.
- Develop basic skills in sports and other forms of recreation.

Course Description

Students will study public relations as the management function that establishes and maintains mutually beneficial relationships between an organization and the public on whom its success or failure depends. Students will develop analytical skills by reviewing past and current case studies and apply the R.A.C.E. approach to resolve the case. Students will recognize the key "publics" multi national corporations. Several career options in the field of public relations will also be discussed.

Content Workplace Readiness Skills/Standards as directed by the Core Curriculum Content Standards are infused into the curriculum.

Recommended Resources

Seital, Fraser P. *The Practice of Public Relations, Tenth, Twelfth and Thirteenth Edition.* Upper Saddle River, New Jersey, Prentice Hall. 2007, 2014, 2017

Googins, Bradley K, Mirvis, Philip H. Beyond Good Company, seventh edition. New York, New York, Palgrave Macmillan Ltd. 2007

FORBES

PR WEEK

PEOPLE

VOGUE

Curriculum Units

Unit 1: Evolution of Public Relations

Unit 2: The Publics of Public Relations

Unit 3: Preparation and Process

Pacing Guide

New Jersey Student Learning Standards

21st Century Life and Careers

- **9.1 Personal Financial Literacy**
  This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

- **9.2 Career Awareness, Exploration, and Preparation**
  This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

- **9.3 Career and Technical Education**
  This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

Unit 1: Evolution of Public Relations

UNIT 1 introduces students to the many ways in which PR is defined and looks at the commonalities in each of the definitions. The unit also takes a look at a structured approach to winning favorable public acceptance. Students will be able to take a look the history of PR and it's evolvement into what it is today.

Essential Questions	Instructional Objectives/ Skills and Benchmarks *(CPIs)*	Activities	Assessments
• What is public relations? • What is the process through which public relations might influence public opinion? • What role do public relations play in management and for the public? • What publics must practitioners communicate with in order to be effective?	• Discuss the role of ethics and "doing the right thing" in public relations. • Understand the history of public relations. • Define public relations. • Identify the role of public relations in the business and social environment, and recognize its impact on government and business decisions.	• Read and discuss the public relations technique used by certain corporations and individuals during times of crisis. • Work with a partner to create a list of ways that they would influence public opinion • Pick an organizations and explain the kinds of publics they should concern themselves with and why. • Research a current event on an organization or	• Complete end of chapter questions. • All projects and critical thinking activities are completed. • Quizzes on information learned. • Final mastery test on unit. • Projects and oral presentations.

• What is the difference between the functions of public relations and the functions of	• Understand the history of public relations.	individual who failed to practice good public relations and explain how they would handle the situation.	
marketing? • What trends are responsible for the growth of public relations in recent years?	• Identify the key individuals and events that contributed to public relations. • Examine the five main elements that helped further develop public relations.	• Use the internet to research careers in public relations and list all the skills and attitudes needed to succeed in this field. • Analyze the Martha Stewart case study and answer questions pertaining to how her she handled the case from a public relations perspective. • Create a billboard (poster) as part of a public relations campaign to regain a favorable image for a Catholic Church.	

Unit 2: The Publics of Public Relations

Unit 2 will allow students to understand the important role that the media plays in the field of PR and how relationships with journalist must be fostered. This unit also touches on the differences and similarities between PR and marketing. Students will learn about pitching publicity and the key steps.

Essential Questions	Instructional Objectives/ Skills and Benchmarks *(CPIs)*	Activities	Assessments
• What is the role of the media in the practice of public relations? • Why is objectivity important to reporters? • What are some key principles in dealing with the media? • What is the difference between advertising and publicity? • What is the value of publicity to	• Explore the role of the media in the practice of public relations • Recognize the public relations practitioner's role in working with the print media. • List some key principles in dealing with the media. • Differentiate between advertising and publicity. • Assess the value of publicity to	• Make a list of all types of media that they are familiar with, and discuss the role that each form of media plays in public relations. • Type an essay on why it is important for reporters to remain objective. • Create a list on key principles to keep in mind when dealing with the media and range them from most to least important.	• Complete end of chapter questions. • All projects and critical thinking activities are completed. • Quizzes on information learned. • Final mastery test on unit. • Projects and oral presentations.

corporations? • What are some key points to keep in mind when pitching publicity? • Why has video become more important for public relations professionals? • How is public relations impacted by network television news? • What are the keys to handling television interviews? • When should an organization consider using video news release? • What are the benefits of public service announcements?	corporations. • Demonstrate knowledge of the various standards and practices in the dissemination of news releases. • Measure the results of publicity. • Evaluate the key points in pitching publicity. • Recognize the dos and don'ts of being interviewed and of holding press conferences. • Define public service announcements. • Create a public service announcement for a nonprofit organization.	• Use the internet to research the difference between advertising and publicity and report their finding in a brief paper. • Create a news release for a new business. • Pick a current issue that they find interesting and create a PSA(Public service announcement) surrounding that topic.	

Unit 3: Preparation and Process

Unit 3 focuses on one of the most critical aspects of the PR field- "Communication". The importance of public opinion to the field of PR will also be discusses in this unit. Students will learn about how attitudes influence people's public opinion. Careers trends in the PR industry will be explored in this unit as well.

Essential Questions	Instructional Objectives/ Skills and Benchmarks (*CPIs*)	Activities	Assessments
• Why is it important that public relations professionals understand communication? • What are some principal goals of communication? • Why is feedback critical to the communications process? • What common mistakes do people make when they communicate?	• Identify and articulate the goals of communication. • Define the various publics that make up populations. • Explore both traditional and contemporary theories of communication. • Analyze some of the most common effects of communication and identify the importance of feedback.	• Research the "Tylenol Murders" and write a reaction to the case using all concepts and terms learned thus far. • Look up words that has different meaning to different people in society and discuss the importance of using words wisely in public relations • Class discussion on the goals of communication. • Answer questions	• Complete end of chapter questions. • All projects and critical thinking activities are completed. • Quizzes on information learned. • Final mastery test on unit. • Projects and oral presentations.

• What is the relationship between public relations and public opinion? • What are attitudes and on what characteristics are they based on? • How are attitudes influenced? • What kinds of evidence persuade people? • What is the management process of public relations? • Why is it imperative that public relations report to top management? • What are the fundamental differences between working in a corporation and working in an agency? • What are some areas of growth for public relations professionals	• Define public opinion. • Discuss the role and influence of attitudes • Develop methods of shifting attitudes and motivating attitude changes. • Explain the power of persuasion in public relations. • List the ways to influence public opinion • Explore the kinds of evidence used to persuade. • Compare and contrast working for a corporation and working in an agency.	related to a case study on Walmart • Research the duties and responsibilities of a public relation practitioner. • Use the internet to look up jobs and salaries in public relations agencies and departments. Report the differences. • Create a public relations campaign for an organization of your choice to gain public acceptance.	

in the years ahead?			

<u>Resource Links</u>

- **Public Relations Society of America**
  http://apps.prsa.org/AboutPRSA/publicrelationsdefined/
- **5wPR**
  http://www.5wpr.com/about5wpr/
- **Bureau of Labor Statistic**
  https://www.bls.gov/ooh/management/public-relations-managers.htm
- **International Public Relations Association**
  https://www.ipra.org
- **Pew Research Center**
  http://www.people-press.org/2012/05/15/assessing-the-representativeness-of-public-opinion-surveys/
- **Huffington Post**
  https://www.huffingtonpost.com/topic/public-opinion
- **TED**
  https://www.ted.com/topics/communication
- **Time Magazine Online**
  http://time.com
- **Princeton Review**
  https://www.princetonreview.com/careers/171/public-relations
- **Inc.**
  https://www.inc.com/laurel-mintz/the-real-difference-between-marketing-branding-pr-and-advertising.html

Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

CRP1. Act as a responsible and contributing citizen and employee.
CRP2. Apply appropriate academic and technical skills. **CRP3.**   Attend to personal health and financial well-being. **CRP4.** Communicate clearly and effectively and with reason.
CRP5. Consider the environmental, social and economic impacts of decisions.
CRP6. Demonstrate creativity and innovation.
CRP7. Employ valid and reliable research strategies.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9. Model integrity, ethical leadership and effective management.
CRP10. Plan education and career paths aligned to personal goals.
CRP11. Use technology to enhance productivity.
CRP12. Work productively in teams while using cultural global competence.

CRP1. Act as a responsible and contributing citizen and employee

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in

going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2. Apply appropriate academic and technical skills.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation

CRP3. Attend to personal health and financial well-being.

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well- being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRP4. Communicate clearly and effectively and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

2014 New Jersey Core Curriculum Content Standards - Technology

Content Area	Technology		
Standard	**8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.**		
Strand	**A. Technology Operations and Concepts:** *Students demonstrate a sound understanding of technology concepts, systems and operations.*		
Grade Level bands	**Content Statement Students will:**	**Indicator**	**Indicator**
9-12	Understand and use technology systems.	8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
	Select and use applications effectively and productively.	8.1.12.A.2	Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
		8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
		8.1.12.A.4	Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.
		8.1.12.A.5	Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.
Content Area	Technology		
Standard	**8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and**		

	synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.		
Strand	**B. Creativity and Innovation:** *Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.*		
Grade Level bands	Content Statement Students will:	Indicator	Indicator
9-12		8.1.12.B.2	Apply previous content knowledge by creating and piloting a digital learning game or tutorial.
Content Area	**Technology**		
Standard	**8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.**		
Strand	**C. Communication and Collaboration:** *Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.*		
Grade Level bands	**Content Statement**	**Indicator**	**Indicator**
9-12		8.1.12.C.1	Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.
Content Area	**Technology**		
Standard	**8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.**		
Strand	**D. Digital Citizenship:** *Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.*		
Grade	**Content Statement**	**Indicator**	**Indicator**

Level bands				
9-12	Advocate and practice safe, legal, and responsible use of information and technology.	8.1.12.D.1	Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
	Demonstrate personal responsibility for lifelong learning.	8.1.12.D.2	Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information.
		8.1.12.D.3	Compare and contrast policies on filtering and censorship both locally and globally.
	Exhibit leadership for digital citizenship.	8.1.12.D.4	Research and understand the positive and negative impact of one's digital footprint.
		8.1.12.D.5	Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.

Content Area	Technology			
Standard	**8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.**			
Strand	**E: Research and Information Fluency:** *Students apply digital tools to gather, evaluate, and use information.*			

Grade Level bands	Content Statement **Students will:**	Indicator	Indicator
9-12	Plan strategies to guide inquiry. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.	8.1.12.E.1	Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.
		8.1.12.E.2	Research and evaluate the impact on society of the unethical use of

	Evaluate and select information sources and digital tools based on the appropriateness for specific tasks. Process data and report results.		digital tools and present your research to peers.
Content Area	**Technology**		
Standard	**8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.**		
Strand	**F: Critical thinking, problem solving, and decision making:** *Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.*		

Grade Level bands	**Content Statement Students will:**	**Indicator**	**Indicator**
9-12	Identify and define authentic problems and significant questions for investigation. Plan and manage activities to develop a solution or complete a project. Collect and analyze data to identify solutions and/or make informed decisions. Use multiple processes and diverse perspectives to explore alternative solutions.	8.1.12.F.1	Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

2014 New Jersey Core Curriculum Content Standards - Technology

Content Area	**Technology**
Standard	**8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:**

		All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.	
Strand		**A. The Nature of Technology: Creativity and Innovation** *Technology systems impact every aspect of the world in which we live.*	
Grade Level bands	**Content Statement Students will be able to understand:**	**Indicator**	**Indicator**
9-12	The characteristics and scope of technology.	**8.2.12.A.1**	Propose an innovation to meet future demands supported by an analysis of the potential full costs, benefits, trade-offs and risks, related to the use of the innovation.
	The core concepts of technology.	**8.2.12.A.2**	Analyze a current technology and the resources used, to identify the trade-offs in terms of availability, cost, desirability and waste.
	The relationships among technologies and the connections between technology and other fields of study.	**8.2.12.A.3**	Research and present information on an existing technological product that has been repurposed for a different function.
Content Area		**Technology**	
Standard		**8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:** **All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.**	
Strand		**B. Technology and Society:** *Knowledge and understanding of human, cultural and societal values are fundamental when designing technological systems and products in the global society.*	
Grade Level bands	**Content Statement Students will be able to understand:**	**Indicator**	**Indicator**

9-12	The cultural, social, economic and political effects of technology.	8.2.12.B.1	Research and analyze the impact of the design constraints (specifications and limits) for a product or technology driven by a cultural, social, economic or political need and publish for review.
	The effects of technology on the environment.	8.2.12.B.2	Evaluate ethical considerations regarding the sustainability of environmental resources that are used for the design, creation and maintenance of a chosen product.
	The role of society in the development and use of technology.	8.2.12.B.3	Analyze ethical and unethical practices around intellectual property rights as influenced by human wants and/or needs.
	The influence of technology on history.	8.2.12.B.4	Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.
		8.2.12.B.5	Research the historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product, and present the competing viewpoints to peers for review.

Content Area	Technology
Standard	**8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.**
Strand	**C. Design:** *The design process is a systematic approach to solving problems.*

Grade Level bands	Content Statement **Students will be able to understand:**	Indicator	Indicator
9-12	The attributes of design.	**8.2.12.C.1**	Explain how open source technologies follow the design process.
		8.2.12.C.2	Analyze a product and how it has changed or might change over time to meet human needs and wants.

	The application of engineering design.	**8.2.12.C.3**	Analyze a product or system for factors such as safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, and human factors engineering (ergonomics).
		8.2.12.C.4	Explain and identify interdependent systems and their functions.
		8.2.12.C.5	Create scaled engineering drawings of products both manually and digitally with materials and measurements labeled.
	The role of troubleshooting, research and development, invention and innovation and experimentation in problem solving.	**8.2.12.C.6**	Research an existing product, reverse engineer and redesign it to improve form and function.
		8.2.12.C.7	Use a design process to devise a technological product or system that addresses a global problem, provide research, identify trade-offs and constraints, and document the process through drawings that include data and materials.

Content Area	**Technology**		
Standard	**8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.**		
Strand	**D. Abilities for a Technological World:** *The designed world is the product of a design process that provides the means to convert resources into products and systems.*		
Grade Level bands	**Content Statement Students will understand how to:**	**Indicator**	**Indicator**
9-12	Apply the design process.	**8.2.12.D.1**	Design and create a prototype to solve a real world problem using a design process, identify constraints addressed during the creation of the prototype, identify trade-offs made, and present the solution for peer review.
		8.2.12.D.2	Write a feasibility study of a product to include: economic, market, technical, financial, and management factors, and provide recommendations for implementation.
	Use and maintain	**8.2.12.D.3**	Determine and use the appropriate resources (e.g., CNC (Computer Numerical

	technological products and systems.		Control) equipment, 3D printers, CAD software) in the design, development and creation of a technological product or system.
	Assess the impact of products and systems.	**8.2.12.D.4**	Assess the impacts of emerging technologies on developing countries.
		8.2.12.D.5	Explain how material processing impacts the quality of engineered and fabricated products.
		8.2.12.D.6	Synthesize data, analyze trends and draw conclusions regarding the effect of a technology on the individual, society, or the environment and publish conclusions.

Content Area	**Technology**		
Standard	**8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.**		
Strand	**E. Computational Thinking: Programming:** *Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge.*		
Grade Level bands	**Content Statement Students will be able to understand:**	**Indicator**	**Indicator**
9-12	**Computational thinking and computer programming as tools used in design and engineering.**	**8.2.12.E.1**	Demonstrate an understanding of the problem-solving capacity of computers in our world.
		8.2.12.E.2	Analyze the relationships between internal and external computer components.
		8.2.12.E.3	Use a programming language to solve problems or accomplish a task (e.g., robotic functions, website designs, applications, and games).
		8.2.12.E.4	Use appropriate terms in conversation (e.g., troubleshooting, peripherals, diagnostic software, GUI, abstraction, variables, data types and conditional statements).

Suggested Activities/Modifications

Below are a list of suggested activities, modifications, accommodations, and enrichment opportunities. This includes, but is not limited to:

1. Activities:

- Huffington Post
  https://www.huffingtonpost.com/topic/public-opinion
- TED
  https://www.ted.com/topics/communication
- Time Magazine Online
  http://time.com

2. English Language Learners:

a. Read written instructions
b. Students may be provided with note organizers/study guides to reinforce key topics.
c. Model and provide examples
d. Extended time on assessments when needed.
e. Establish a non-verbal cue to redirect student when not on task.
f. Students may use a bilingual dictionary.
g. Pair Visual Prompts with Verbal Presentations
h. Highlight Key Words & Phrases

3. Special Education/504 Students:
a. Students may be provided with note organizers / study guides to reinforce key topics.
b. Extended time on assessments when needed.

c. Preferred seating to be determined by student and teacher.
d. Provide modified assessments when necessary.
e. Student may complete assessments in alternate setting when requested.
f. Establish a non-verbal cue to redirect student when not on task.
g. Maintain strong teacher / parent communication.
h. Repetition and practice
i. Pair Visual Prompts with Verbal Presentations
j. Check Use of Agenda

4. Gifted and Talented Students:
a.Use of Higher Level Questioning Techniques
b.Extension/Challenge Questions
c.Provide Assessments at a Higher Level of Thinking

Interdisciplinary Connections/Global Perspective:

Content Workplace Readiness Skills/Standards as directed by the Core Curriculum Content Standards are infused into the curriculum.

English: Written reports & projects