



## AGENDA

Wisconsin Rapids Board of Education  
**Educational Services Committee**

510 Peach Street · Wisconsin Rapids, WI 54494 · (715) 424-6701

Anne Lee, Chairperson  
John Benbow, Jr.  
Katie Bielski-Medina  
Larry Davis  
Sandra Hett  
Mary Rayome  
John Krings, President

April 1, 2019

LOCATION: Board of Education, 510 Peach Street, Wisconsin Rapids, WI  
Conference Room A/B

TIME: Immediately following the Business Services Committee and Personnel Services  
Committee meetings, but not before 6:15 p.m.

- I. Call to Order
- II. Public Comment
- III. Actionable Items
  - A. Lincoln High School's Educational Alternative Program (LEAP) 2.0
  - B. Career and Technical Education (CTE) Curricula
    1. Business and Marketing
    2. Information Technology
    3. Health Sciences
  - C. Supplemental Pay Plan
  - D. Start College Now (SCN) and Early College Credit Program (ECCP) Applications
- IV. Updates
  - A. Absences
- V. Consent Agenda Items
- VI. Future Agenda Items/Information Requests

The Wisconsin open meetings law requires that the Board, or Board Committee, only take action on subject matter that is noticed on their respective agendas. Persons wishing to place items on the agenda should contact the District Office at 715-424-6701, at least seven working days prior to the meeting date for the item to be considered. The item may be referred to the appropriate committee or placed on the Board agenda as determined by the Superintendent and/or Board president.

With advance notice, efforts will be made to accommodate the needs of persons with disabilities by providing a sign language interpreter or other auxiliary aids, by calling 715-424-6701.

School Board members may attend the above Committee meeting(s) for information gathering purposes. If a quorum of Board members should appear at any of the Committee meetings, a regular School Board meeting may take place for purposes of gathering information on an item listed on one of the Committee agendas. If such a meeting should occur, the date, time, and location of the Board meeting will be that of the particular Committee as listed on the Committee agenda.



Wisconsin Rapids Board of Education  
**Educational Services Committee**  
510 Peach Street · Wisconsin Rapids, WI 54494 · (715) 424-6701

## BACKGROUND

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**TIME:** Immediately following the Business Services Committee and Personnel Services  
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- I. Call to Order
- II. Public Comment
- III. Actionable Items
  - A. Lincoln High School's Educational Alternative Program (LEAP) 2.0

The LEAP program has been in existence at Lincoln High School (LHS) since the 1970s. The purpose of the program is to provide social, emotional and academic support to students exhibiting behaviors that prevent successful high school completion. During the 2018-19 school year the program expanded to include *Lincoln Launch*, which provided support for ninth grade students.

After reflection on the success of *Lincoln Launch* and traditional LEAP programming, a committee was formed to consider improvements to the program. The result of that work is the recommendation for LEAP 2.0 set out in Attachment A.

The LEAP 2.0 proposal was presented to the Council for Instructional Improvement (CII) on March 11, 2019. The CII unanimously voted to recommend approval of LEAP 2.0. The actual vote tally and comments are set out in Attachment B.

The administration recommends approval of the implementation of LEAP 2.0 at Lincoln High School beginning with the 2019-20 school year.

B. Business and Marketing Curriculum

Eric Siler, CII Sub-Committee Chairperson for Career and Technical Education (CTE), along with members of the CTE sub-committee, will be present to share proposed curricula in the content areas of (1) Business and Marketing; (2) Information Technology; and (3) Health Sciences. Over the past seven years the committee has followed the required process for curriculum development. They have utilized state and national standards, as well as research on best practice to create curriculum maps for their content area. Attachment C, D, and E set out a sample curriculum map for one of each of the departments' courses.

The CTE CII Sub-Committee presented their proposed curricula for the three areas to the CII on March 11, 2019. The CII unanimously voted to recommend approval of the three proposed curricula. The actual vote tally and comments are set out in Attachment B.

The administration recommends adoption of the proposed Business & Marketing curriculum beginning with the 2019-20 school year.

The administration recommends adoption of the proposed Information Technology curriculum beginning with the 2019-20 school year.

The administration recommends adoption of the proposed Health Sciences curriculum beginning with the 2019-20 school year.

C. Supplemental Pay Plan

Annually the Quality Educator Committee (QEC) reviews the Supplemental Pay Plan for teachers. Several changes were made to the plan for the 2018-19 school year. After reflection, these changes have been successful. However, it has been recommended that a few minor changes be made, as well as the addition of a section explaining compensation for course and workshop instructors. Attachment F sets out these changes.

The administration recommends the changes to the Supplemental Pay Plan set out in Attachment F.

D. Start College Now (SCN) and Early College Credit Program (ECCP) Applications

There are nine students applying to take nine courses through the SCN program at Mid-State Technical College during the fall of 2019-20. One additional application was made to participate in SCN but was denied due to the applicant's habitual truancy. The chart below sets out information about these requests.

### Start College Now

Number of Students	Grade Level	Name of Course
6	11 & 12	Nursing Assistant
1	12	Intro to Law Enforcement
1	12	Court Procedures
1	12	Corrections/Correctional Int
1	12	Intro to College Writing
1	12	Speech
1	12	Mechanical Power Transmission
1	12	Introduction to Instrumentation
1	12	Electrical Circuits I

There is one student applying to take one course through ECCP during the fall of 2019-20. The chart below sets out information about this request.

### Early College Credit Program

Number of Students	Grade Level	Name of Course
1	12	Calculus of Several Variables

The administration recommends approval of the 14 applications to participate in the nine requested courses at Mid-State technical College through the Start College Now (SCN) program in the fall of the 2019-20 school year.

The administration recommends approval of the one application to participate in the one requested course at UW-Waukesha through the early College Credit Program (ECCP) in the fall of the 2019-20 school year.

#### IV. Updates

##### A. Absences

A Board referral was made for information about teacher absences for professional development, building business, and other related reasons. Brian Oswald, Director of Human Resources and Kathi Stebbins-Hintz, Director of Curriculum and Instruction, will be present to provide data and answer questions about this topic.

#### V. Consent Agenda Items

Committee members will be asked to decide which items should be placed on the consent agenda for the regular Board of Education meeting.

#### VI. Future Agenda Items/Information Requests

Agenda items are determined by the Committee Chair after consultation with appropriate administration depending upon other agenda items, presentation information, and agenda availability.

Future agenda items/information requests include, but are not limited to:

- Revisions to the CII Cycle (May)
- F/CE, Agriculture, Technology & Engineering Curricula (May)
- CTE Acquisition (May)
- District Professional Development Plan (May)
- Agenda Planners (May)
- 2018-19 Building Restructuring (May)
- Mental Health & Behavior Committee Update & School Based Mental Health Services Grant Approval (May)
- New Teacher Update & Peer Review/Mentor Grant Approval (May)
- Elementary Social Studies Curriculum (June)
- Achievement Gap Reduction Update (July)
- Academic & Career Planning Report (August)

## LEAP Restructure Proposal:

### ***“LEAP 2.0”***

For 9th grade Lincoln High School students entering as ‘at-risk’ as well as current LHS 10th, 11th, & 12th grade students in need of intervention & support.

*Requested by*

#### LHS LEAP PLC MEMBERS

including:

*Nate Cleveland, Teacher*

*MaryBeth Freeh, Teacher*

*Randy Vinter, Teacher & LEAP Coordinator*

*Stephanie Derringer, Counselor*

*Mary Schultz, Counselor*

*Ann Felker, Counselor*

*Chris Bondioli, Counselor*

*Karen Scarseth, Teacher*

*Deanna Klumb, Teacher*

*Ron Rasmussen, Principal*

**Explanation and Rationale:**

LEAP 2.0 is a program for at risk students at Lincoln High School. With the addition of freshmen at LHS this year, we view it imperative to review our programming and to be more proactive in our approach to provide students skills to be successful at high school. Ninth and tenth grade students that qualify for the program would be enrolled in a course entitled Lincoln Launch, and eleventh and twelfth grade students would be enrolled in a course tentatively entitled Adolescent Discovery. Each of these courses would be for one elective credit.

Research has supported the observation that the transition from 8th to 9th grade (high school) has been a critical point in the educational experience of students. Students who are, or are eventually deemed at-risk of not graduating from high school have tremendous difficulty with this transitional period. There is current research that shows some promise in minimizing the negative effect of this particular transitional period, and several studies have focused on specific curricular areas that are important to address.

Selected students will enroll in this program in their freshman and/or sophomore year as an elective to help them acclimate to the high school atmosphere and curriculum. Their continued enrollment will be on an as needed basis, based on specific exit criteria.

Continued support will be provided for upperclassmen previously identified as at-risk. Their continued enrollment in the program will also be based on specific exit criteria.

This program would weave in a variety of the WI DPI State Standards: Wisconsin Academic Standards. The main focus would be on improving skills for academic success, as these are the areas that we feel are holding these students back from fulfilling the rest of the standards. They may include (from Model Academic Standards for School Counseling):

- A.12.3.1 Demonstrate the ability to be dependable, productive, and take initiative for school success*
- B.1 Apply the skills necessary to improve learning and make successful academic transitions*
- C.1 Understand how to relate school to life experiences*
- C.12.1.2 Understand how school success and lifelong learning enhance future career opportunities*
- D.12.2.1 Demonstrate skills for establishing and maintaining meaningful relationships*
- E.1 Apply self-knowledge in the decision making or goal setting process*
- I.2 Apply decision-making skills to career planning and development*

The benefits of being enrolled in this program include:

**1. Improved self-confidence and self-esteem.**

Being enrolled in this course with peers with similar challenges or interests in a unique setting will allow students to build their skills in an emotionally safe environment.

**2. Students learn to navigate the demands of the high school atmosphere.**

Students who will be enrolled in this course will have the opportunity to participate in a wide-range of developmentally-appropriate activities that can be done as individuals or in groups throughout the term.

**3. Stress & anxiety reduction.**

Students who will be enrolled in this course will have an outlet for releasing tension and anxiety which will facilitate emotional stability. Identifying with peers that are in unique situations as well as an understanding that some student experiences are unique. This class format will allow students to feel more at ease compared to a traditional classroom setting.

**4. Strengthened peer relationships.**

Students enrolled in this course will be provided opportunities for helping others as well as learn positive people skills. During adolescence, being able to participate in activities or projects, grow as leaders, and collaborate with their peers is an important part of teenage culture.

## 5. Strengthened staff relationships.

Students enrolled in this course will have opportunities to assist other staff members and strengthen positive interaction skills. This can increase the ability and effort to seek out trusting adults and provide for extra support outside of the student's own classroom teachers. An increased connectedness to a caring adult is a positive step in increasing resiliency skills.

### Student Identification:

Students will be enrolled in this program based on the following criteria:

1. Identified as at-risk in 8th grade, or demonstrated at-risk tendencies in first term in 9th or 10th grade, or continued need in 11th or 12th grade:
  - Counselor and parent input is critical in determining at-risk criterion, and can be based on the AARBMS (Assessment of At-Risk Behaviors in Middle School -see **Appendix A**), or selected screeners from Wisconsin DPI's Behavioral Health Screening Tools (**Appendix B**)
2. Enrolled with counselor and parent/guardian discretion. Enrollment MUST be clearly communicated to parent/guardian and have their support and approval.

**Stakeholders:** Entering 9th & identified 10th grade at-risk students  
Identified 11th & 12th grade at-risk students

### Communication/Timeline:

Fall 2018:	Program idea shared with LHS Administration & Cabinet
Winter 2018-19:	Proposal shared with LHS Administration & Cabinet
January 20, 2019:	Finalized Proposal to Kathy Hintz
Winter 2018-19 :	Proposal shared with WRPS Behavior & Mental Wellness Committee
February 2019 :	Finalized Proposal to CII
March 2019:	Final Proposal to WRPS School Board
2019-2020:	Proposed course implementation

### Curriculum:

Course Curriculum - *See Appendix C & D*

### Credit:

Elective credit (0.5 per term) graded Pass/Fail.

### Course Offerings & Program Structure:

- Courses will be offered each term of the school year.
- 9th & 10th grade course in morning sections and 11th & 12th grade course in afternoon sections.
- 9/10 course will be called 'Lincoln Launch' - *See Appendix C*
- 11/12 course will be called 'Adolescent Discovery' - *See Appendix D*
- Student, parent/guardian & counselor sign program contract - *See Appendix E*
- As student enrollment is based on criterion as denoted from a screening tool, student exit from LEAP will be based on grades, attendance, discipline record, and a majority of teacher/counselor/parent approval - *See Appendix F*

**Student Involvement:**

All students despite academic underachievement can be successful. Students involved in the program must commit themselves to the program, and sign a contract agreeing to follow LEAP expectations. They are:

- Sign program contract
- Be present and on time to all classes
- Complete daily planning tasks
- Complete weekly lessons
- Communicate concerns to your LEAP teacher
- Develop a positive relationship with your LEAP teacher

**Teacher Involvement:**

Students work with their assigned and core area teachers. They are assigned to one LEAP teacher and receive tutoring and small group instruction in academic skills. LEAP classes contain up to 10 students. Students also have the opportunity to travel to other LEAP teachers to get assistance in a particular subject. Teachers work very closely with one another to make sure individual student needs are being met. Teacher expectations are:

- Instruction in core skill development.
- Weekly communication with students' teachers.
- Weekly grade and attendance check.
- Daily agenda checks.
- Consistent parent/guardian communication (email, phone, meetings, etc).
- Develop a positive relationship with students.
- Attend relevant LEAP meetings, collaboration time, and celebrations.

**Parent/Guardian Involvement:**

Parent/guardian involvement has an enormous impact on student's attitudes, commitment, and academic achievement, and is vital for success. Parent/guardians must be committed to the program as much as the child, including signing the LEAP contract. These expectations also include:

- Parent/Guardian permission to be in LEAP.
- Sign program contract.
- Consistent communication with LEAP teacher (email, phone, meetings, etc).

**Selection & Enrollment Process & Sequence:**

1. Identified during 8th (to be enrolled starting 9th grade) or during 9th or 10th grade by teachers, administrators and counselors per defined screening tool(s).
2. Continued identification and support for 11th or 12th grade students deemed at-risk.
3. Inform & discuss with parent/guardian.
4. Direct enrollment/assignment by counselor after discussion with parent.
5. Student, parent/guardian & counselor sign program contract.
6. 'Lincoln Launch' Course limited to 55 students per term (11 per section).
7. 'Adolescent Discovery' Course limited to 28 students per term (14 per section).

**Resources:**

- Curriculum Development Time: 24 hours at \$18.00/hr or 2 DEUs for each course
- Instructional Materials: Using materials already available or may be web-based
- Space, Equipment, Furniture and 5 classrooms at LHS that have tables and chairs

- Use of room 210 or designated larger room for a portion of the first two periods

**Staffing:**

- LHS staff members at the discretion of building administration (Core area certification and certification with at-risk students is preferred).
- Program Aid to provide academic and behavioral support throughout the school day (location TBD).

**Instructional Materials:**

Specific information will be selected based on the criteria set by both the current research, LHS LEAP PLC, and the instructors selected. It is likely to include the topics of literacy, character development, thinking skills, core subject support, study skills, career exploration, academic success, and other transition issues.

**Evaluation of program:**

The program will be evaluated using student data from these courses at the end of the school year. Any modifications to the criteria for student enrollment can then be made for the following year.

Evaluation will be conducted by the LHS counselors, administration, and LEAP PLC.

**Summary/Statement of Impact:**

While this is a program that would benefit any student taking it, the guiding premise is that it is designed to be an alternative setting for identified at-risk students who may not be prepared for or aware of the challenges and demands of the high school setting. It is also designed to enable continued support and monitoring for those students that are already identified as at-risk. Final enrollment in the program is with counselor and parent/guardian approval.

## Appendix A

### Assessment of At-Risk Behaviors in Middle School

A preliminary assessment to be used by teachers for determining if middle-level youth are potentially at-risk of not succeeding.

Date Completed: \_\_\_\_\_ by: \_\_\_\_\_

Check each one that applies for: \_\_\_\_\_

(child's name)

- \*Direct evidence of neglect
- \*Established evidence of abuse
- \*Sustained sadness and/or monitored for depression
- \*Known family history of abuse or neglect
- \*No one home when child arrives from school/left alone for long periods of time
- \*Poor school/academic performance
- \*Two years or more below grade level in reading
- \*Has been in possession of drugs, tobacco, weapons

#### PHYSICAL HEALTH:

- Shots not complete, waived
- Continual health problems
- Doesn't get good night's sleep
- Delayed physical development/growth (possibly from malnutrition)

#### HOME:

- Lack of parent support
- Hopeless
- Parental/family do not value education/schools
- Pulled out for vacations or activities with no regard to time missed in school
- Missing 10 or more days in 1<sup>st</sup> trimester
- Unpredictable home base, (example: "Where do I go tonight?")
- Little/no structure at home (lack of positive consistent discipline)
- Does no work outside of school (homework)

#### PERSONAL:

- Does not have many life experiences
- Wants to be loved by anyone
- Bargains for friendship
- Gives up easily/needs teacher support
- Emotionally immature for age in the classroom
- Poor attitude toward school; doesn't care
- Seeks teacher attention negatively
- Disconcerted/flustered (almost lucky he/she got to school at all)
- Angry
- Lack of organizational skills
- Lack of self-confidence
- Oversensitive to issues of fairness/injustice
- Blames others habitually (external locus of control)
- Cannot follow organizational system (lacks structure, realistic direction/focus)
- Dirty/unkempt
- Bullying behavior
- Does not get along with others

## Scoring

Name of child: \_\_\_\_\_

Circle appropriate category below:

**Green – WARNING:**

Checking 1 \*ed item **Or** Checking 2 or 3 non-\*ed symptoms

**Orange – DANGER:**

Checking 2 \*ed items **Or** Checking 1 ed and 2 or more non-\*ed items

**Red Zone – CRITICAL:**

Checking 3 or more \*ed items **Or** Checking 2 \*ed items and 3 or more non-\*ed items

### *INTERPRETATION GUIDE*

**Green – WARNING:** School personnel should be on alert and exhibit deliberate heightened awareness in watching for an increase in existing signs, or the addition of new ones. Monthly reassessments with this rubric by a designated responsible professional are now warranted.

**Orange – DANGER:** School personnel should initiate a responsible and deliberate intervention to halt further damage to the child and begin a specific recovery program.

**Red Zone – CRITICAL:** School personnel should initiate a referral to the proper authority outside the school and begin an immediate collaborative effort with that/those agency(ies) in a strong intervention effort on behalf of the child.

*Adapted from Assessment of At-Risk Behaviors in Middle School (A.A.R.B.M.S.); Dr. Anthony Dallmann-Jones.*

***PLEASE NOTE:***

Both the E.A.A.R.B. and the A.A.R.B.M.S. rubrics should not be misinterpreted. Establishing a rubric that would be equitable across all items would be misleading. For example, established evidence of abuse certainly has more impact, perhaps, than does not have many life experiences. To avoid skewing, this checklist is scored by totaling quantity of items checked, plus additional weighting for some items. Starred (\*) items are seen as having more impact and are weighted accordingly.

***Appendix B***

DPI Behavioral Health Screening Tools

## ***Appendix C***

### ***Lincoln Launch Scope & Sequence***

All term: academic assistance, core subject support, & tutoring assistance

#### **Term 1 Units:**

##### ***Transitioning - 2 weeks***

- Transition/issues help
- Finding & accessing school and community resources

##### ***Building Personal Success - 2 weeks***

- Importance & relevance of high school diploma

##### ***Finding a Positive Peer Culture - 2 weeks***

- Finding your way socially in high school

##### ***Skills for Success in School - 3 weeks***

- Understanding negative influences and avoiding them
- Habits & skills for academic success: Study strategies
- Organization & Time Management

##### ***Literacy for Learning - 3 weeks***

- Structuring an essay
- Communicating your thoughts

## **Appendix C**

### **Lincoln Launch Scope & Sequence**

**All term: academic assistance, core subject support, & tutoring assistance**

#### **Term 2 Units:**

##### ***Transitioning - 2 weeks***

- Transition/issues help
- Finding & accessing school and community resources

##### ***Building Personal Success - 2 weeks***

- Setting goals & progressing on purpose

##### ***Finding a Positive Peer Culture - 2 weeks***

- Developing positive character traits

##### ***Skills for Success in School - 3 weeks***

- Successfully using technology in school
- Habits & skills for academic success: Successful test-taking strategies
- Managing stress

##### ***Literacy for Learning - 3 weeks***

- Compiling a report
- Efficient research - evaluating sources of information

## ***Appendix C***

### ***Lincoln Launch Scope & Sequence***

All term: academic assistance, core subject support, & tutoring assistance

#### **Term 3 Units:**

##### ***Transitioning - 2 weeks***

- Transition/issues help
- Finding & accessing school and community resources

##### ***Building Personal Success - 2 weeks***

- Understanding the Success Sequence

##### ***Finding a Positive Peer Culture - 2 weeks***

- Involvement in activities and extracurriculars

##### ***Skills for Success in School - 3 weeks***

- Building critical thinking skills
- Habits & skills for academic success: AVID/Cornell Note-taking strategies
- Understanding healthy habits

##### ***Literacy for Learning - 3 weeks***

- Understanding media today
- Talking to groups/verbal presentations

## **Appendix D**

### **Adolescent Discovery Scope & Sequence**

***All term: academic assistance, core subject support, & tutoring assistance***

#### **Term 1 Units**

##### ***Understanding the Self - 2 weeks***

- Mental & Developmental Stages
- Coping and Defense Mechanisms

##### ***Breakdowns - 2 weeks***

- Unhealthy Relationships & Abuse
- Peer Pressure

##### ***Adding Tools - 2 weeks***

- Improving School Performance : Organization & Study Habits
- Media Literacy

##### ***Building Relationships - 2 weeks***

- Social Psychology
- Team Building & Group Effectiveness

##### ***Taking On Challenges - 2 weeks***

- Decision-Making
- ATOD Abuse

##### ***Putting Into Practice - 2 weeks***

- Role Models
- Service-Learning Project

## ***Appendix D***

### ***Adolescent Discovery Scope & Sequence***

***All term: academic assistance, core subject support, & tutoring assistance***

#### ***Term 2 Units***

##### ***Understanding the Self - 2 weeks***

- Knowing Your Learning Style
- Character Traits

##### ***Breakdowns - 2 weeks***

- Parents & Family Conflicts
- Understanding Addictive Behavior

##### ***Adding Tools - 2 weeks***

- Improving Communication
- Improving Self-Esteem

##### ***Building Relationships - 2 weeks***

- Improving Family Relationships
- Developing Genuine Friendship

##### ***Taking On Challenges - 2 weeks***

- Understanding Your Values
- Dealing with Stereotypes

##### ***Putting Into Practice - 2 weeks***

- Positive Living
- Service-Learning Project

## **Appendix D**

### **Adolescent Discovery Scope & Sequence**

***All term: academic assistance, core subject support, & tutoring assistance***

#### **Term 3 Units**

##### ***Understanding the Self - 2 weeks***

- Family & Personal Identity
- Personality

##### ***Breakdowns - 2 weeks***

- Self-Destructive Behaviors
- Errors in Thinking

##### ***Adding Tools - 2 weeks***

- Managing Anger & Strong Emotions
- Anxiety & Stress Management

##### ***Building Relationships - 2 weeks***

- Love Relationships: Dating
- Love Relationships: Understanding Marriage

##### ***Taking On Challenges - 2 weeks***

- Bullying & Herd Mentality
- Living Independently

##### ***Putting Into Practice - 2 weeks***

- Community Leadership
- Service-Learning Project

*Appendix E*

**LEAP Contract**

Wisconsin Rapids Public Schools  
Wisconsin Rapids, Wisconsin

IT IS HEREBY AGREED, between Lincoln High School, including LEAP (Lincoln's Educational Alternative Program) teachers, counselors, and administrators, party of the first part, and \_\_\_\_\_, party of the second part, a student enrolled in LEAP, to adhere to the expectations of LEAP for the terms enrolled.

IT IS FURTHER AGREED that this contract is made and shall remain subject to the rules, regulations, and policies of Lincoln High School and LEAP, and the student, in all respects, to abide by and comply with the same. The student will receive a written copy of all such rules, regulations and policies now in effect or becoming effective during the term of this Agreement.

THE EXPECTATIONS OF LEAP ARE AS FOLLOWS:

**Attendance:** Student must show improvement in attendance from their previous term. If unexcused absences exceed the previous term, they may be subject to removal from the program.

**Behavior:** Student behaviors that interfere with the progress of the class or disrupt the learning environment for other students will be addressed on an individual basis with the administrator, counselor and LEAP staff. Lack of improvement may result in removal from the program.

**Credit:** It is understood that the required class is taken for elective credit as an essential component of LEAP.

**Removal Procedures:** Warning notices will be included with progress reports from LEAP staff for those students when deemed necessary, and will include an improvement plan. At the close of the period, outlined in an improvement plan, a determination will be made by LEAP staff, administrator and counselor as to the student's continued involvement in LEAP. At that time the student, parent/guardian will be notified of the intent and reasoning of program removal. The student's schedule will then be adjusted accordingly.

**Dropping LEAP classes by students themselves:** In order for students to drop out of LEAP, they must follow the specified 'drop' procedure and petition process as it applies for all Lincoln High School Students. Counselors can help explain these 'drop' procedures and petition process if the student has questions about how to drop out of LEAP classes.

As student enrollment is based on criterion as denoted from a screening tool, student exit from LEAP will be based on grades, attendance, discipline record, and a majority of teacher/ counselor/parent approval, as documented and verified through the exit process.

IT IS FURTHER UNDERSTOOD that enrollment in LEAP is a privilege and a unique opportunity to enhance academic and personal success. Involvement in LEAP does not guarantee individual success. A student must demonstrate interest, effort, and motivation in order to experience an increased level of success.

IN WITNESS WHEREOF, the parties hereto have set their minds and hands to seal this contract on this \_\_\_\_\_ day of \_\_\_\_\_, in the year \_\_\_\_\_. The student's signature on this individual contract also confirms the receipt of the Lincoln High School and LEAP rules, regulations, policies, and expectations.

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Student

---

Parent or Guardian

---

Counselor

---

Administrator

---

LEAP Coordinator

If you have questions, please contact Student Services at 715-424-6755 and ask to speak with your child's counselor.

*Appendix F*

# **LEAP Exit Form**

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Exit interview date: \_\_\_\_\_

As student enrollment is based on criterion as denoted from a screening tool, student exit from LEAP will be based on grades, attendance, discipline record, and teacher, counselor, parent/guardian approval, as documented and verified through the exit process.

Class Schedule:

This year's grades:

Attendance record & concerns:

Discipline record & concerns:

Resolution of at-risk indicators:

Indicators of increased resilience:

**Appendix F**

**LEAP Exit Form - page 2**

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Exit interview date: \_\_\_\_\_

Narrative of student's academic and emotional coping strategies:

Other relevant information:

We are in agreement that the student will exit LEAP at the end of Term \_\_\_\_, School Year \_\_\_\_\_:

\_\_\_\_\_  
Student Date

\_\_\_\_\_  
Parent or Guardian Date

\_\_\_\_\_  
Counselor Date

\_\_\_\_\_  
Administrator Date

\_\_\_\_\_  
LEAP Coordinator Date

**New Class Schedule:**

**Council for Instructional Improvement Ballot Results  
March 11, 2019**

**1. LEAP 2.0**

**21 Yes 0 No 0 Unsure**

**Comments:**

- Sounds like a great approach
- Sounds like good changes
- Great idea and I think this is a great opportunity for students
- I like this as an intervention prior to RCHS
- Sounds like a great thing for our students
- Very excited to see this happen!
- Nice reworking
- Casey's wonderful presentation sold me!
- Do the students have to do this before RCHS? You may want to set a bar in which would have students go straight to RCHS.
- Certainly worth trying out. Need structure!!
- Love this! Wish all high school students could cover these topics.

**2. Business & marketing Curriculum**

**21 Yes 0 No 0 Unsure**

**Comments:**

- Implementing CTE changes will lead to greater prepared students. Well done!

**3. Computer Science Curriculum**

**21 Yes 0 No 0 Unsure**

**Comments:**

- Excellent. Such a needed course and curriculum changes will better prepare our students.

**4. Health Science Curriculum**

**21 Yes 0 No 0 Unsure**

**Comments:**

- So glad this is available for all students.
- Great program

Course Name: Intro to Marketing and Business

Unit 1 - The World of Marketing

Essential Questions (from learning targets)	Content Area	Skills / Learning Priority	Standards	Common Assessments
<p>What is marketing?</p> <p>What is a service?</p> <p>What is a good?</p> <p>What are the 7 functions of marketing and activities associated with each function?</p> <p>What are the 4Ps of marketing?</p> <p>What is the marketing mix of various products?</p> <p>What are demographic characteristics of a target market?</p> <p>What are psychographic characteristics of a target market?</p> <p>What are geographic characteristics of a target market?</p> <p>What is a customer profile and how can demographic,</p>	<p>MF/Marketing Foundations-Introduction to Marketing</p> <p>MC/Marketing Core-Market Planning</p>	<p>MF1.a: Describe marketing's role and function in business to facilitate economic exchanges with customers.</p> <ul style="list-style-type: none"> <li>MFa.4.h: Explain marketing and its importance in a global economy.</li> <li>MF1a.5.h: Analyze marketing core standards and related activities.</li> </ul> <p>MF1.d: Recognize the relationship between marketing and marketing communications to show command of their nature and scope.</p> <ul style="list-style-type: none"> <li>MF1.d.5.h: Compare and contrast companies that specialize in selling services versus products.</li> </ul> <p>MC1.a: Employ marketing-information to develop a marketing plan.</p> <ul style="list-style-type: none"> <li>MC1.a.14.h: Review the concept of market and market identification.</li> <li>MC1.a.15.h: Describe the nature of target marketing in marketing.</li> </ul> <p>MC1.b: Apply marketing information to determine and meet customer needs.</p> <ul style="list-style-type: none"> <li>MC1.b.4.h: Identify market segments.</li> <li>MC1.b.5.h: Develop customer/client profiles (demographics, geographics, psychographics, behavior factors, etc.).</li> </ul> <p>MC1.c: Analyze the data from a market analysis (market size, area, potential, etc.)</p>	<p>MME.MF1: Students will explain the tools, techniques and systems that businesses use to create exchanges and satisfy organizational objectives.</p> <p>MME.MC1: Students will analyze the concepts and strategies utilized to determine and target marketing strategies to a select audience.</p>	<p>Unit 1 Summative Assessment</p>

<p>psychographic and geographic characteristics be used to identify the target market?</p> <p>What is an economic utility?</p> <p>What are the five types of utilities?</p> <p>Given a product, what are the five economic utilities for that product?</p>				
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**Unit Vocabulary**

- marketing, products, goods, services, marketing concept, customer, consumer, marketing mix, utility, form utility, place utility, time utility, information utility, possession utility, demographics, psychographics, behavior factors, market segmentation, market, target market

**Resources:** The Marketing Teacher 2016, MKTG Principles of Marketing 2008, Marketing Essentials 1997

## Unit 2 - Marketing Information Management

Essential Questions (from learning targets)	Content Area	Skills / Learning Priority	Standards	Common Assessments
<p>What is marketing research and why is it important to all businesses?</p> <p>What are the four types of data used to categorize research?</p> <p>What is the difference to primary and secondary data?</p> <p>What are sources of primary and secondary data?</p> <p>What are the steps in the marketing research process?</p> <p>What is a survey instrument and how can they be used to gain information from customers?</p> <p>How can data be used to make recommendations for future products and/or business practices?</p>	<p>MC/Marketing Core—Marketing Information Management</p>	<p>MC2.a: Describe the nature and scope of marketing information management.</p> <ul style="list-style-type: none"> <li>• MC2.a.4.h: Describe the need for marketing information.</li> <li>• MC2.a.5.h: Explain the nature and scope of the marketing information management function.</li> <li>• MC2.a.7.h: Describe the use of technology in the marketing-information management function.</li> </ul> <p>MC2.b: Describe the nature and scope of marketing-research and evaluate its appropriateness for the research problem/issue.</p> <ul style="list-style-type: none"> <li>• MC2.b.4.h: Explain the nature of marketing research.</li> <li>• MC2.b.5.h: Differentiate between primary and secondary marketing research.</li> <li>• MC2.b.6.h: Identify sources of primary and secondary data.</li> <li>• MC2.b.7.h: Determine the marketing-research problem/issue.</li> </ul> <p>MC2.c: Design and apply a marketing-research study to ensure appropriateness of data-collection efforts.</p> <ul style="list-style-type: none"> <li>• MC2.c.12.h: Analyze consumer behavior (e.g. media-consumption, buying, etc.)</li> <li>• MC2.c.13.h: Develop a customer-satisfaction research study.</li> <li>• MC2.c.18.h: Evaluate questionnaire design.</li> </ul>	<p>MME.MC2: Students will describe the concepts, systems, and tools needed to gather, access, synthesize, evaluate, and disseminate information for use in marketing business decisions.</p>	<p>Unit 2 Summative Assessment</p>

## Unit Vocabulary

- marketing research, marketing information system (MIS), attitude and opinion research, market intelligence research, media research, product research, primary data, secondary data, validity, reliability, open-ended questions, forced-choice questions

**Resources:** The Marketing Teacher 2016, MKTG Principles of Marketing 2008, Marketing Essentials 1997

### Unit 3 - Product Planning

Essential Questions (from learning targets)	Content Area	Skills / Learning Priority	Standards	Common Assessments
<p>What are examples of product planning decisions?</p> <p>What are the product mix decisions a company must make?</p> <p>What are the four stages of the product life cycle?</p> <p>What is the difference between national, private, and generic brands?</p> <p>What is an example of a national brand?</p> <p>What is an example of a private brand?</p> <p>What is an example of a generic brand?</p> <p>What is the difference between trademarks, trade characters, and trade names?</p> <p>How do brand font styles and trade characters transform over the course of a product's life?</p> <p>What is a product extension and what are some examples?</p>	<p>MC/Marketing Core—Product Service Management</p>	<p>MC5.a: Describe the nature and scope of product/service management.</p> <ul style="list-style-type: none"> <li>• MC5.a.7.h: Explain the nature and scope of the product/service management function.</li> <li>• MC5.a.8.h: Identify the impact of product life cycles on marketing decisions.</li> </ul> <p>MC5.b: Generate product ideas to contribute to ongoing business success.</p> <ul style="list-style-type: none"> <li>• MC5.b.8.h: Identify methods/techniques to generate a product idea.</li> <li>• MC5.b.9.h: Construct a new product idea.</li> </ul> <p>MC5.c: Apply quality assurances to enhance product/service offerings.</p> <ul style="list-style-type: none"> <li>• MC5.c.6.h: Describe the uses of grades and standards in marketing.</li> <li>• MC5.c.7.h: Compare and contrast warranties and guarantees for similar products.</li> </ul> <p>MC5.f: Employ product-mix strategies to meet customer expectations.</p> <ul style="list-style-type: none"> <li>• MC5.f.8.h: Explain the concept of product mix</li> <li>• MC5.f.10.h: Explain the nature of product extensions in service marketing</li> <li>• MC5.f.12.h: Plan product mix</li> </ul> <p>MC5.g: Plan product/service management activities to facilitate product development.</p> <ul style="list-style-type: none"> <li>• MC5.g.4.h: Create a product/brand plan</li> <li>• MC5.g.h: Plan/Manage product/brand life cycle</li> </ul>	<p>MME.MC5: Students will analyze the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities</p>	<p>Unit 3 Summative Assessment</p>

<p>How are features and benefits used in the product development process?</p> <p>What is the purpose of packaging?</p> <p>How do various product packages demonstrate the different purposes of packaging?</p> <p>What does the product planning process look like for a new product?</p>		<ul style="list-style-type: none"> <li>• MC5.g.6.h: Develop new-product launch plan</li> </ul> <p>MC5.h: Position products/services to acquire desired business image.</p> <ul style="list-style-type: none"> <li>• MC5.h.5.h: Explain the nature of product/service branding</li> <li>• MC5.h.7.h: Develop strategies to position products</li> <li>• MC5.h.11.h: Identify product's competitive advantage</li> </ul> <p>MC5.i: Position company to acquire desired business image.</p> <ul style="list-style-type: none"> <li>• MC5.i.6.h: Explain the nature of corporate branding</li> </ul> <p>MC5.j: Assess product/service management activities to increase profitability.</p> <ul style="list-style-type: none"> <li>• MC5.j.8.h: Evaluate product mix</li> <li>• MC5.j.10.h: Evaluate product launches</li> </ul> <p>MC5.k: Assess product packaging to improve its function and to improve its brand recognition.</p> <ul style="list-style-type: none"> <li>• MC5.k.4.h: Assess product packaging requirements for new/existing products</li> </ul>	
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**Unit Vocabulary**

- product mix, product positioning, branding, product life cycle, national brands, private brands, generic brands, trademark, trade character, trade name, labeling, packaging, feature, benefit, product extensions

**Resources:** The Marketing Teacher 2016, MKTG Principles of Marketing 2008, Marketing Essentials 1997

## Unit 4 - Pricing

Essential Questions (from learning targets)	Content Area	Skills / Learning Priority	Standards	Common Assessments
<p>What is the difference between price and value?</p> <p>What are various names used for price?</p> <p>How do consumer perceptions influence pricing?</p> <p>What are examples of non-price competition?</p> <p>How do you calculate cost, price, markup, expenses, and profit?</p> <p>What is supply?</p> <p>What is demand?</p> <p>What is the difference between supply and demand?</p> <p>What is equilibrium?</p> <p>Where is the equilibrium point on a supply and demand curve?</p> <p>How do you calculate surplus, shortage, and profit?</p>	<p>MC/Marketing Core—Pricing</p>	<p>MC6.a: Describe the role of pricing in marketing.</p> <ul style="list-style-type: none"> <li>• MC6.a.7.h: Explain the nature and scope of the pricing function</li> <li>• MC6.a.10.h: Explain legal consideration for pricing</li> <li>• MC6.a.11.h: Explain factors affecting pricing decisions</li> </ul> <p>MC6.b: Describe pricing strategies to determine optimal prices.</p> <ul style="list-style-type: none"> <li>• MC6.b.8.h: Establish pricing objectives</li> <li>• MC6.b.9.h: Select and analyze pricing policies and strategies</li> <li>• MC6.b.10.h: Select approach for setting base price (cost, demand, competition)</li> <li>• MC6.b.11.h: Develop pricing strategies for a product</li> </ul> <p>MC6.c: Applying pricing strategies to determine optimal prices</p> <ul style="list-style-type: none"> <li>• MC6.c.9.h: Calculate base price (cost, demand, competition)</li> <li>• MC6.c.10.h: Analyze the product cost calculations (breakdown, ROI, markup)</li> <li>• MC6.c.11.h: Calculate break-even point</li> </ul> <p>MC6.d: Assess pricing strategies to identify needed changes and to improve profitability.</p> <ul style="list-style-type: none"> <li>• MC6.d.4.h: Evaluate pricing decisions</li> <li>• MC6.d.5.h: Analyze discounts and allowance offered by vendors and retailers</li> </ul>	<p>MME.MC6: Students will apply concepts and strategies used in determining and adjusting prices to maximize return and meet customers' perceptions of value.</p>	<p>Unit 4 Summative Assessment</p>

<p>What is inelasticity of demand?</p> <p>What is the difference between inelastic and elastic demand?</p> <p>How can elasticity of demand be influenced by personal choice?</p> <p>What are various pricing strategies that businesses use to entice customers?</p> <p>What are some examples of pricing strategies used by local businesses to entice customers to make a purchase?</p>				
<p><b>Unit Vocabulary</b></p> <ul style="list-style-type: none"> <li>price, value, consumer perception, cost, markup, expenses, profit, supply, demand, equilibrium, elastic demand, inelastic demand, penetration pricing, skimming, discount pricing, prestige pricing, loss leader</li> </ul>				

**Resources:** The Marketing Teacher 2016, MKTG Principles of Marketing 2008, Marketing Essentials 1997

**Unit 5 - Distribution**

Essential Questions (from learning targets)	Content Area	Skills / Learning Priority	Standards	Common Assessments
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	MC/Marketing Core—Channel Management and Distribution	<p>MC3.a: Describe the role of channel management in marketing.</p> <ul style="list-style-type: none"> <li>MC3.a.7.h: Describe the nature and scope of channel management</li> <li>MC3.a.10.h: Describe the use of technology in channel management</li> </ul> <p>MC3.b: Manage channel activities to minimize costs and to determine distribution strategies.</p> <ul style="list-style-type: none"> <li>MC3.b.4.h: Coordinate channel managements with other marketing activities</li> <li>MC3.b.5.h: Explain the nature of channel-member relationships</li> <li>MC3.b.6.h: Explain the nature of channel strategies</li> <li>MC3.b.7.h: Select and evaluate channels of distribution</li> </ul> <p>MC3.c: Develop channel-management strategies to minimize costs.</p> <ul style="list-style-type: none"> <li>MC3.c.4.h: Develop channel-management strategies</li> <li>MC3.c.6.h: Assess distribution channels</li> </ul> <p>MC4.a: Evaluate the role of distribution in business.</p> <ul style="list-style-type: none"> <li>MC4.a.4.h: Explain distribution issues and trends</li> </ul> <p>MC4.d: Explain warehousing procedures to store merchandise until needed.</p> <ul style="list-style-type: none"> <li>MC4.d.2.h: Explain storing considerations</li> </ul> <p>MC4.e: Evaluate transportation processes to move products through the supply chain.</p> <ul style="list-style-type: none"> <li>MC4.e.3.h: Explain the shipping processes</li> <li>MC4.e.4.h: Analyze and determine the best method of receiving products</li> </ul> <p>MC4.f: Explain inventory-control methods to</p>	MME.MC3: Students will analyze the concepts and processes needed to identify, select, monitor, and evaluate sales channels.	Unit 5 Summative Assessment
<p>What is a channel of distribution?</p> <p>Who are the various channel members?</p> <p>What is a direct channel?</p> <p>What is an indirect channel?</p> <p>What is the difference between an indirect and a direct channel?</p> <p>How can a diagram be used to demonstrate a channel of distribution for a given business and/or product?</p> <p>What is intensive distribution?</p> <p>What is exclusive distribution?</p> <p>What is selective distribution?</p> <p>What is the difference between intensive, exclusive, and selective distribution methods?</p>	<p>MC/Marketing Core—Channel Management and Distribution</p> <p>MC/Marketing Core—Channel Management and Distribution</p>	<p>MC3.a: Describe the role of channel management in marketing.</p> <ul style="list-style-type: none"> <li>MC3.a.7.h: Describe the nature and scope of channel management</li> <li>MC3.a.10.h: Describe the use of technology in channel management</li> </ul> <p>MC3.b: Manage channel activities to minimize costs and to determine distribution strategies.</p> <ul style="list-style-type: none"> <li>MC3.b.4.h: Coordinate channel managements with other marketing activities</li> <li>MC3.b.5.h: Explain the nature of channel-member relationships</li> <li>MC3.b.6.h: Explain the nature of channel strategies</li> <li>MC3.b.7.h: Select and evaluate channels of distribution</li> </ul> <p>MC3.c: Develop channel-management strategies to minimize costs.</p> <ul style="list-style-type: none"> <li>MC3.c.4.h: Develop channel-management strategies</li> <li>MC3.c.6.h: Assess distribution channels</li> </ul> <p>MC4.a: Evaluate the role of distribution in business.</p> <ul style="list-style-type: none"> <li>MC4.a.4.h: Explain distribution issues and trends</li> </ul> <p>MC4.d: Explain warehousing procedures to store merchandise until needed.</p> <ul style="list-style-type: none"> <li>MC4.d.2.h: Explain storing considerations</li> </ul> <p>MC4.e: Evaluate transportation processes to move products through the supply chain.</p> <ul style="list-style-type: none"> <li>MC4.e.3.h: Explain the shipping processes</li> <li>MC4.e.4.h: Analyze and determine the best method of receiving products</li> </ul> <p>MC4.f: Explain inventory-control methods to</p>	<p>MME.MC3: Students will analyze the concepts and processes needed to identify, select, monitor, and evaluate sales channels.</p> <p>MME.MC4: Students will evaluate the concepts and processes needed to move, store, locate, and/or transfer ownership of goods and services.</p>	Unit 5 Summative Assessment

<p>What types of distribution strategies do various manufactures use?</p> <p>How does a business conduct physical inventory?</p> <p>What is perpetual inventory and how is it used by businesses?</p> <p>What is the difference between perpetual and physical inventory methods? What are the advantages/disadvantages of each inventory method?</p> <p>What is the difference between and inventory shortage and surplus?</p> <p>How is shortage calculated?</p> <p>How is a surplus calculated?</p>		<p>minimize costs and to meet customer demand.</p> <ul style="list-style-type: none"> <li>● MC4.f.4.h: Explain importance of maintaining proper inventory levels</li> <li>● MC4.f.5.h: Summarize the purpose of conducting inventory counts</li> <li>● MC4.f.9.h: Determine why there might be inventory shrinkage</li> </ul>	
<p><b>Unit Vocabulary</b></p> <ul style="list-style-type: none"> <li>● channel of distribution, direct channel, indirect channel, channel members, intensive distribution, selective distribution, exclusive distribution, physical distribution, perpetual distribution</li> </ul>			

**Resources:** The Marketing Teacher 2016, MKTG Principles of Marketing 2008, Marketing Essentials 1997

## Unit 6 - Personal Selling

Essential Questions (from learning targets)	Content Area	Skills / Learning Priority	Standards	Common Assessments
<p>Why is good customer service important to businesses?</p> <p>What are the steps of the sale?</p> <p>What is meant by the pre-approach?</p> <p>What happens during the approach of a sale?</p> <p>What are the elements involved in an effective approach?</p> <p>What is an effective approach statement?</p> <p>What is the difference between rational and emotional buying motives?</p> <p>What is an example of a rational buying motive?</p> <p>What is an example of an emotional buying motive?</p> <p>What are some examples of open-ended questions to qualify potential customers?</p>	<p>MF/Marketing Foundations—Selling and Customer Relations</p>	<p>MF6.a: Foster positive relationships with customers to enhance company's image and build sales.</p> <ul style="list-style-type: none"> <li>• MF6.a.9.h: Evaluate the impact of positive customer relations on a real sales activity.</li> <li>• MF6.a.12.h: Respond to customer inquiries.</li> </ul> <p>MF6.b: Resolve conflicts with/for customers to encourage repeat business.</p> <ul style="list-style-type: none"> <li>• MF6.b.5.h: Handle difficult customers.</li> <li>• MF6.b.6.h: Handle customer/client complaints.</li> </ul> <p>MF6.c: Reinforce company's image to exhibit the company's brand promise.</p> <ul style="list-style-type: none"> <li>• MF6.c.3.h: Determine ways of reinforcing the company's image through employee performance.</li> </ul> <p>MF6.d: Explain the nature of customer relationship management to show its contributions to a company.</p> <ul style="list-style-type: none"> <li>• MF6.d.1.h: Discuss the nature of customer relationship management.</li> <li>• MF6.d.2.h: Explain the role of ethics in customer relationship management.</li> <li>• MF6.d.3.h: Describe the use of technology in customer relationship management</li> </ul> <p>MF7.a: Describe the nature and scope of selling in marketing.</p> <ul style="list-style-type: none"> <li>• MF7.a.7.h: Explain the nature and scope of the selling function.</li> <li>• MF7.a.8.h: Explain the role of customer</li> </ul>	<p>MME.MF6: Students will describe the techniques and strategies used to foster positive, ongoing, relationships with customers.</p> <p>MME.MF7: Students will explore the concepts and actions needed to determine client needs and wants and respond through planned, personalized communication that influences purchase decisions and enhances future business opportunities.</p>	<p>Unit 6 Summative Assessment Part A</p> <p>Unit 6 Summative Assessment Part B</p>

<p>What are features and benefits and how are they used to sell a product?</p>	<p>service as a component of selling relationships.</p> <ul style="list-style-type: none"> <li>MF7.a.10.h: Explain key factors in building a clientele.</li> <li>MF7.a.11.h: Explain company selling policies.</li> <li>MF7.a.12.h: Explain business ethics in selling.</li> </ul>		
<p>What is the difference between a customer excuse and a customer objection?</p>	<p>Acquire product knowledge to communicate product features and benefits to ensure customer satisfaction.</p> <ul style="list-style-type: none"> <li>MF7.b.7.h: Use acquired product information in a sales presentation.</li> <li>MF7.b.8.h: Explain the use of brand names in selling.</li> <li>MF7.b.9.h: show and tell the main features and benefits of a product/service.</li> <li>MF7.b.10.h: Differentiate between consumer and organizational buying behavior.</li> </ul>		
<p>What are some appropriate responses to customer objections?</p>	<p>MF7.c: Perform pre-sales activities to facilitate sales presentations.</p> <ul style="list-style-type: none"> <li>MF7.c.7.h: Prospect for customers.</li> <li>MF7.c.8.h: Qualify customers/clients.</li> <li>MF7.c.10.h: Determine sales strategies.</li> <li>MF7.c.11.h: Identify ways to communicate to prospective clients</li> <li>MF7.c.12.h: Prepare a sales presentation.</li> </ul>		
<p>What are the methods of handling customer objections?</p>	<p>MF7.d: Employ sales processes and techniques to enhance customer relationships and to increase the likelihood of making sales.</p> <ul style="list-style-type: none"> <li>MF7.d.10.h: Assess product/service needs of individual personalities.</li> <li>MF7.d.11.h: Qualify customer's buying motives for use in selling.</li> <li>MF7.d.12.h: Facilitate customer/client buying decisions.</li> </ul>		
<p>What is meant by closing the sale?</p>			
<p>What are various methods for closing the sale?</p>			
<p>Given a product, what are some items that could be suggestively sold?</p>			
<p>What is the value of suggestion selling for the customer, the business, and the salesperson?</p>			
<p>How is the monetary value of suggestion selling calculated?</p>			

<p>Can the student simulate a selling conversation between a salesperson and a customer?</p>		<ul style="list-style-type: none"> <li>● MF7.d.13.h: Recommend specific product/service.</li> <li>● MF7.d.14.h: Demonstrate a product.</li> <li>● MF7.d.15.h: Prescribe solution to customer/client needs.</li> <li>● MF7.d.16.h: Convert customer/client objections into selling points.</li> <li>● MF7.d.17.h: Close the sale.</li> <li>● MF7.d.18.h: Demonstration suggestion selling.</li> <li>● MF7.d.19.h: Negotiate sales terms.</li> <li>● MF7.d.20.h: Maintain sales standards.</li> <li>● MF7.d.21.h: Sell good/service/idea to individuals and groups.</li> </ul> <p>MF7.e: Process the sale and collect payment to complete the exchange.</p> <ul style="list-style-type: none"> <li>● MF7.e.7.h: Plan follow-up strategies for use in selling.</li> </ul>
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**Unit Vocabulary**

- Pre-approach, approaching the customer, qualifying customers, product feature, customer benefit, buying motives, rational buying motives, emotional buying motives, excuses, objections, closing the sale, suggestion selling, invoice, extension

**Resources:** The Marketing Teacher 2016, MKTG Principles of Marketing 2008, Marketing Essentials 1997

## Unit 7 - Promotion

Essential Questions (from learning targets)	Content Area	Skills / Learning Priority	Standards	Common Assessments
<p>What is promotion?</p> <p>What are the elements of the promotional mix?</p> <p>How do businesses use the promotional mix to sell products?</p> <p>What is the difference between each of the four areas of the promotional mix?</p> <p>What are the various advertising mediums?</p> <p>What are the advantages and disadvantages of the various advertising mediums?</p> <p>How does a business determine the appropriate medium with which to advertise?</p> <p>Given a business or situation, what type of promotional mix could most appropriately be utilized to reach the target market?</p>	<p>MC/Marketing Core—Promotion</p>	<p>MC7.a: Explain the nature and scope of promotion</p> <ul style="list-style-type: none"> <li>• MC7.a.8.m: Explain the role of promotion as a marketing function.</li> </ul> <p>MC7.b: Manage promotional activities to maximize return on promotional efforts.</p> <p>MC7.b.5.h: Explain the nature of a promotional plan.</p> <ul style="list-style-type: none"> <li>• MC7.b.6.h: Coordinate activities in the promotional mix.</li> <li>• MC7.b.7.h: Develop a promotional calendar.</li> <li>• MC7.b.8.h: Plan/Schedule displays/themes.</li> </ul> <p>MC7.c: Describe promotional channels used to communicate with targeted audiences.</p> <ul style="list-style-type: none"> <li>• MC7.c.9.h: Explain types of advertising media.</li> <li>• MC7.c.12.h: Identify communication channels used in sales promotion.</li> <li>• MC7.c.13.h: Explain communication channels used in public relations activities.</li> </ul> <p>MC7.d: Explain the use of an advertisement's components to communicate with targeted audiences.</p> <ul style="list-style-type: none"> <li>• MC7.d.3.h: Explain the components of advertisements.</li> <li>• MC7.d.4.h: Explain the importance of coordinating elements in advertising.</li> </ul> <p>MC7.e: Develop and execute an advertising campaign to achieve marketing objectives.</p>	<p>MME.MC7: Students will describe the concepts and strategies needed to communicate information about products, services, images, and/or ideas to achieve a desired outcome.</p>	<p>Unit 7 Summative Assessment</p>

What are the elements of a print ad?

Can the student design a print ad?

What are do's and don'ts of radio copy?

Can the student create a radio ad?

- MC7.e.5.h: Determine advertising campaign objectives.
- MC7.e.6.h: Select advertising strategies for campaign.
- MC7.e.9.h: Develop a media plan

MC7.f: Describe design principles to be able to communicate needs to designers.

- MC7.f.10.h: Describe the elements of design.
- MC7.f.12.h: Describe effective advertising layouts.

MC7.g: Evaluate advertising copy strategies that can be used to create interest in advertising messages.

- MC7.g.5.h: Describe the nature of effective copy.
- MC7.g.6.h: Identify promotional messages that appeal to targeted markets.

MC7.h: Summarize types of digital advertising strategies that can be used to achieve promotional goals.

- MC7.h.13.h: Analyze and determine the effectiveness of social media strategies.

MC7.i: Management media planning and placement to enhance return on marketing investment.

- MC7.i.12.h: Select advertising media.
- MC7.i.13.h: Choose appropriate media outlets.
- MC7.i.15.h: Select placement of advertisements.

MC7.j: Explain the use of public relations activities to communicate with targeted audience.

- MC7.j.2.h: Analyze examples of public relations activities.

		<p>MC7.k: Use publicity/public-relations activities to create goodwill with stakeholders.</p> <ul style="list-style-type: none"> <li>• MC7.k.13.h: Write a press release.</li> </ul> <p>MC7.I: Employ sales-promotion activities to inform or remind customers of business/product.</p> <ul style="list-style-type: none"> <li>• MC7.1.12.h: Collaborate in the design of slogans/taglines.</li> <li>• MC7.1.12.h: Develop a sales promotion plan.</li> </ul>		
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**Unit Vocabulary**

- Promotional mix, advertising, public relations, personal selling, sales promotion, product promotion, institutional promotion, headline, body, copy, illustration, signature, product placement

**Resources:** The Marketing Teacher 2016, MKTG Principles of Marketing 2008, Marketing Essentials 1997

## Unit 8 - Social Media

Essential Questions (from learning targets)	Content Area	Skills / Learning Priority	Standards	Common Assessments
<p>What are the reasons social media is being used by businesses for the purpose of marketing?</p> <p>What are the advantages and disadvantages of a business using social media for the purpose of marketing?</p> <p>What are various social media networks used by businesses?</p> <p>Specifically, how are businesses using social media to reach potential customers?</p> <p>What is the economic impact of social media as a marketing tool?</p>	MC/Marketing Core—Promotion	<p>MC7.h.9.h: Explain the nature of online advertisements.</p> <ul style="list-style-type: none"> <li>MC7.h.10.h: Explain the nature of email marketing strategies.</li> <li>MC7.h.11.h: Analyze current examples of mobile advertising strategies.</li> <li>MC7.h.13.h: Analyze and determine the effectiveness of social media strategies.</li> </ul>	MC7.h: Summarize types of digital advertising strategies that can be used to achieve promotional goals.	Unit 8 Summative Assessment

### Unit Vocabulary

- Email marketing, social media, mobile advertising, Facebook, Twitter, Instagram, Pinterest, YouTube, blogging, LinkedIn, Snapchat, Tumblr, Google+, photosharing, forums, podcasting, social bookmarking, Vine

**Resources:** The Marketing Teacher 2016

# Course Name: A+ Computer Maintenance and Repair

## Unit 1 - Foundations of Computing

Essential Questions (from learning targets)	Content Area	Skills / Learning Priority	Standards	Common Assessments
<p>What is the A+ certification and what value does it have?</p> <p>What is the role of hardware in the computer?</p> <p>What is the role of software in the computer?</p> <p>What are the essential hardware components and types of operating system?</p>	<p>Information Technology/IT Foundations</p> <p>Computing Systems</p>	<p>IT2.b: Perform basic troubleshooting and maintenance for various hardware components as needed.</p> <p>Course introductions and technical certifications</p> <p>Using the simulator</p> <p>Identify Hardware Foundations</p> <p>Identify Software Foundations</p> <p>Define the elements and functions of a computer (components, ports, and connectors)</p> <p>Identify the types, parts, and components of operating systems</p> <p>Study Binary/Hexadecimal numbers</p>	<p>IT1.e.5.h: Analyze a business task and apply the most appropriate emerging tool for the situation.</p> <p>IT2a.9.h: Evaluate various types of hardware and recommend the proper usage for a given task.</p> <p>CS1.a Identify hardware and software components.</p>	<p>CompTIA Survey</p> <p>LabSim Sandbox</p>
<p><b>Unit Vocabulary</b></p> <p>Lab Interface, Firmware, Firewire, VGA, HDMI, RF, UAC, Hardware, DB-9/25/15, USB A/B, Serial, Bluetooth, Desktop, COMPTIA, Software, RJ11, RJ45, Parallel, IR, control panel, kernel</p>				

### Resources

LabSim, Canvas

## Unit 2 - Technician Professionalism Safety ESD

Essential Questions (from learning targets)	Content Area	Skills / Learning Priority	Standards	Common Assessments
<p>What are the actions and precautions to take in a safe working environment?</p> <p>Why is it essential to have good communication skills and deal with customers in a respectful manner?</p> <p>How to use and handle common PC tools and maintain computer system environments?</p> <p>What is a troubleshooting protocol?</p>	<p>Information Technology/IT Foundations</p> <p>Computing Systems</p>	<p>Understand personal safety and be aware of hazardous issues</p> <p>Implement measures to protect against ESD and proper handling of hazardous chemicals</p> <p>Identify good communication skills while dealing with customers in a respectful manner</p> <p>Proper handling computer evidence</p> <p>Identification and implementation of common PC tools</p> <p>Maintain computer system environment-HVAC, EMI,RFI</p> <p>Understanding troubleshooting protocol</p> <p>IT2.b.6.h: Analyze problems with internal hardware and perform repairs as necessary.</p> <p>IT2a.9.h: Evaluate various types of hardware and recommend the proper usage for a given task.</p>	<p>CS1.a.6.h: Develop and apply criteria (e.g., power consumption, processing speed, storage space, battery life, cost, operating system) for evaluating a computer system for a given purpose (e.g., system specification needed to run a game, web browsing, graphic design or video editing)</p>	<p>Test out-labs and exam</p>
<p><b>Unit Vocabulary</b></p> <p>ESD, Grounding, communication, POST card, EMI, Problem Solving Steps, CRT safety, MSDS, professionalism, ESD tools-mat and strap, RFI troubleshooting escalation, Etiquette, respectful communication, multimeter, Computing environments, UPS/SPS</p>				

**Resources**  
LabSim, Cnavas

### Unit 3 - System Components

Essential Questions (from learning targets)	Content Area	Skills / Learning Priority	Standards	Common Assessments
<p>What are the core hardware components of a computer?</p> <p>What are the identification properties of core hardware components?</p> <p>What are the troubleshooting and installation properties of core hardware components?</p>	<p>Information Technology/IT Foundations</p>	<p>CS1.b Understand how the components of a computer system work together.            Identify types of motherboards            Identify common cases            Identify power supply with form factor-AT and ATX            identify and connect power supply connections-20, 24, EPS, etc.</p> <p>Test functionality of power supply            Identify and describe components of a motherboard            Choose, differentiate and install a motherboard            Selecting, differentiating and installing a microprocessor            Identify, troubleshoot, and install memory module form factors</p> <p>Define, update and configure BIOS            Identify expansion buses and cards            Install expansion cards            Identify and install video components(cables, connectors, cards)</p> <p>Select, manage and install sound devices(audio connectors, digital audio)            Use correct procedures to install and monitor CPU with thermal paste, heatsink, fan and power</p>	<p>IT2a.9.h:            Evaluate various types of hardware and recommend the proper usage for a given task</p> <p>IT2a.7.h: Analyze the life cycle of hardware with consideration of cost.</p> <p>CS1.a.4.i: Use appropriate terminology in naming internal and external components of computing devices and</p> <p>CS1.a.7.h: (+)            Identify the functionality of various categories of hardware components and communication relationships, capabilities, and limitations</p>	<p>Test out-labs and exam</p>

### **Unit Vocabulary**

AT, desktop, notebook, Molex, Memory modules, BIOS/CMOS, Northbridge, Southbridge, ATX-mini, micro, mini, tower, 20 and 24 pin power supply connectors, SATA, Expansion Card-PCI,AGP, PCI express, etc., Jumpers, Chipsets, faceplate connectors, NLX, BTX, small form factor, P4 Power, EPS, and PCI express power, Socket categories-PGA/LGA, CPU core, Cache, Hyper threading, Virtualization, 32 64 bit architecture, GPU,Heat Sink,RAM vs ROM, RAM types-DDR, DDR2, SDRAM, SIMM, DIMM,SODIMM, RAMBUS, ECC, Parity RAM configurations-single channel/dual channel, BIOS,FLASH BIOS, Boot sequence,PCI, mini-PCI,PCIe,AGP,PCMCIA,GPU, DVI-TV tuner cards,sound card,spdif,digital/analog audio,heat sink,thermal paste

### **Resources**

LabSim, Canvas

## Unit 4 - Peripheral Components

Essential Questions (from learning targets)	Content Area	Skills / Learning Priority	Standards	Common Assessments
<p>What are the common peripherals types and their associated connections?</p> <p>What is the purpose and maintenance of a device driver?</p> <p>What are the different display types and connections?</p>	Information Technology/IT Foundations	<p>Identify and connect peripheral devices on external ports</p> <p>Install drivers for external devices</p> <p>Prepare devices for safe removal within Windows OS</p> <p>Compare and contrast various connection interfaces and explain their purpose</p> <p>Evaluate types and features of display devices</p> <p>Configure video adapter settings</p> <p>Install device drivers and verify using Device Manager</p>	<p>IT2.b.5.h: Diagnose problems with hardware and peripheral devices and recommend or provide a solution</p> <p>IT2.b.6.h: Analyze problems with internal hardware and perform repairs as necessary.</p>	Test out-labs and exam
<p><b>Unit Vocabulary</b></p> <p>PS/2, USB-1,2,3, Firewire, Serial, Parallel, PC card-PCMCIA    PCI express, mini-DIN, Serial, KVM, RJ-11, 45    SATA 1,2,3, eSATA    VGA</p> <p>DVI-D/I/A    USB A/B connector    dual monitor    IRQ</p> <p>IEEE1394    CRT    LCD    LED    Plasma resolution    driver signing</p> <p>DMA    I/O address    Hot swappable</p>				

**Resources**  
LabSim

## Unit 5 - Storage

Essential Questions (from learning targets)	Content Area	Skills / Learning Priority	Standards	Common Assessments
<p>What are the appropriate storage solutions based on a given scenario?</p> <p>What are the appropriate installation and maintenance techniques for storage devices?</p>	Information Technology/IT Foundations	<p>Understand and select an appropriate storage solution</p> <p>Identify and implement SATA and IDE/ATA storage devices</p> <p>Installing and configuring PATA devices</p> <p>Install and connect SCSI devices</p> <p>Understand optical media formats</p> <p>Apply Disk Management to add, configure, and manage drives</p> <p>Understand the methods of implementing RAID arrays</p> <p>Understand mounting partitions to a folder and extending existing volumes</p> <p>Implement methods to clean up a disk drive and optimize performance</p> <p>IT2a.8.h: Identify the best storage option for a given task.</p> <p>IT2a.7.h: Analyze the life cycle of hardware with consideration of cost.</p>	<p>Standard: BIT.IT2: Students will evaluate and maintain current and emerging hardware as it relates to configuring, installing, upgrading, diagnosing and repairing.</p>	Test out-labs and exam
<p><b>Unit Vocabulary</b></p> <p>SATA/eSATA IDE/EIDE SCSI Hard disk Solid State Floppy drive pin 1 -(floppy drive)  Master Slave Cable select Speed-5400/7200/10000/15000 ATA SATA 1.5/SATA 3/SATA 6 host adapter centronics  termination SCSI ID CD DVD BD Blu-ray dual layer FAT32 NTFS  partition volume directory convert format RAID 0,1,5,10 striping mirroring  Dynamic Basic Primary Extended volume Logical Mount point Disk Cleanup Check Desk  Defrag</p>				

<p><b>Resources</b> LabSim</p>
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## Unit 6- Networking

Essential Questions (from learning targets)	Content Area	Skills / Learning Priority	Standards	Common Assessments
<p>What are the appropriate networking solutions based on a given scenario?</p> <p>What are the basics of Ethernet?</p> <p>What are the basic elements(hardware and software) of a network?</p>	<p>Information Technology/IT Foundations</p> <p>Computing Systems</p>	<p>Identify the components that make a network</p> <p>Understand the basic hardware elements of a network</p> <p>Identify the components of network media</p> <p>Understand the basics of Ethernet</p> <p>Learn the basics of how network devices use addresses to identify other devices</p> <p>Learn the configuration to connect to a TCP/IP network</p> <p>Understand the reason and make-up of IPv6 addresses</p> <p>Identify how protocols are used to allow computers to communicate on a network</p> <p>Learn the basics and configurations of a wireless network-architecture, standards</p> <p>Examine IrDA and bluetooth wireless communication methods</p> <p>Study the services used to connect to the Internet</p> <p>Configuration of small office/home office networks (SOHO)</p> <p>Understand the tools to troubleshoot network problems</p> <p>Examine a Homegroup to manage authentication resources on a home network</p>	<p>Standard: CS1: Students will communicate about computing systems.</p> <p>Standard: BIT.NT1: Students will analyze network system needs and requirements.</p> <p>Standard: NI2: Students will understand how information is sent by the Internet.</p> <p>NT1.b.7.h: Develop the system requirements for a network.</p> <p>NT1.b.11.h: Implement server virtualization</p> <p>NT1.a.12.h: Identify licensing requirements</p> <p>NT1.a.11.h: Analyze how the components of a network operating system support network operations.</p> <p>NT1.b.5.h: Describe hardware components for a network.</p> <p>NT1.a.13.h: Differentiate between local area networks (LAN) and wide area networks (WAN).</p>	<p>Test Out-labs and Exam</p>
<p><b>Unit Vocabulary</b></p> <p>Protocol Peer to Peer Client/Server LAN WAN MAN PAN topology-physical and logical</p> <p>Bus Star Ring Mesh Hub switch router access point HomeGroup cellular satellite SOHO firewall IPconfig Ping</p> <p>bridge modem NAS Firewall half/full duplex PoE coax UTP/TP traceret nslookup</p> <p>CAT 3,4,5,6 fiber T568A/B single/multi mode NIC plenum 1000BaseT 100BaseTx</p> <p>MAC address network address host address IP address-Class A,B, Cstatic dynamic DNS DHCP</p> <p>subnet mask gateway APIPA IPv4 IPv6 128 bit address prefix interface ID authentication-open,shared security-WEP,WPA,WPA2</p> <p>HTTP/SFTP-21 TELNET-23 SMTP/IMAP/POP3 SSL IEEE 802.11 a,b,g,n authentication-open,shared security-WEP,WPA,WPA2</p> <p>SSID IrDA RF Bluetooth dialup digital subscriber line-DSL integrated services digital network-ISDN cable</p>				



## Unit 7 - Windows Management

Essential Questions (from learning targets)	Content Area	Skills / Learning Priority	Standards	Common Assessments
What are the common Windows tools and utilities to maintain system performance?	Information Technology/IT Foundations Computing Systems	<p>Learn Windows tools and utilities</p> <p>Use system tools to view current performance statistics</p> <p>Apply management consoles to manage your computer</p> <p>Understand how to view and edit registry settings</p> <p>Discuss the monitoring components to improve system performance</p> <p>Understand the management of user accounts</p> <p>Study the services for remote access to computer systems</p> <p>Learn the basics of managing applications</p> <p>Learn the process to update a computer system</p> <p>Understand the process of protecting a system through backups</p> <p>Learn about virtual memory to allow more applications to run</p> <p>Understanding the needs of a client to match end user requirements</p> <p>Learn the requirements of an operating system prior to deploying</p> <p>Learn the steps and methods to install Windows</p> <p>Understand the details following an installation of Windows</p> <p>Learn about the components, types, benefits, and security issues of virtualization</p> <p>CS1.b.3.h: Explain the role of operating systems (e.g. how programs are stored in memory, how data is organized/retrieved, how processes are managed and multi-tasked).</p>	Students will communicate about computing systems	Test Out-labs and Exam
<p><b>Unit Vocabulary</b></p> <p>control panel task manager MMC computer management event viewer services performance monitor system information  MSconfig DxDiag command prompt Aero sidebar task manager performance monitor thrashing  groups UAC-user account control local users remote desktop remote assistance administrator user role default directory service pack  hottfix Windows update data-user/system Windows Backup Automated System recovery system restore previous version image  virtual memory managerswap file video intensive virtualization gaming PC home theatre PC home server version edition 32 bit  64 bit clean install upgrade upgrade advisorbootable media disk image multi-boot repair installation  partitionwork group domain recovery partition updating device drivers activation migration of data virtualization  -full and partial hypervisor</p>				

**Resources**  
LabSim

### Unit 8- Security

Essential Questions (from learning targets)	Content Area	Skills / Learning Priority	Standards	Common Assessments
What are the best practices to impose and maintain secure practices as a technician and user?	Networking and the Internet (NI)	<p>Understand best practices to maintain security</p> <p>Discuss the methods to physical security</p> <p>Study the risk of social engineering</p> <p>Learn the basics of BIOS security</p> <p>Learn the basics of protecting against malware</p> <p>Understand the procedures to authenticate a user's identity</p> <p>Understand the need to secure data using encryption</p> <p>Study the practices to secure a network</p> <p>Understand firewalls to inspect network traffic based on a set of rules</p> <p>Learn about the role of a proxy server</p> <p>NT1.b.8.h: Assess security requirements and defend the need for data protection.</p> <p>PR1.a.8.h: Produce IT-based strategies and project plan to solve a specific problem.</p>	<p>Standard: NI1: Students will understand the importance of security when using technology.</p>	<p>Test Out-labs and Exam</p>
<p><b>Unit Vocabulary</b></p> <p>principle of least privilege    passwords    folder permissions    building security    hardware locks    tracking services    storage media  disposal mobile device security    social engineering    eavesdropping    dumpster diving    BIOS passwords    hard disk password    clear BIOS  malware    virus    worm    spyware    adware    spam    antivirus    password    biometric    policy settings    encryption-file and disk    data  transmission encryption    physical security    SSID    broadcast    MAC    filtering    network based firewall    host based firewall    port forwarding    proxy  server</p>				

**Resources**  
LabSim

## Medical Terminology

### Unit 1 - Building Medical Terms Starting with Medical Specialties

Essential Questions (from learning targets)	Content Area	Skills / Learning Priority	Standards	Common Assessments
<p>What are the roles of word roots, prefixes and suffixes and combining forms?</p> <p>What examples of prefixes and suffixes and combining forms can be listed?</p> <p>Can the student demonstrate correct usage of the combining vowel by correctly joining word parts to write medical terms?</p> <p>What are the pronunciation rules for medical terminology?</p> <p>What are the rules to pronounce words correctly?</p> <p>What are the rules for writing the singular or plural forms of medical terms?</p> <p>What word parts are associated with medical specialties?</p> <p>Can the student identify the specialty associated with various medical conditions?</p> <p>What are the five categories for classifying medical terms?</p>	<p>Health Science Foundations</p>	<p><b>HSF2.b:</b> Utilize medical terminology appropriate to a specific health science occupation.</p> <p>HSF2.b.7.h: Use roots, prefixes, and suffixes to communicate healthcare information using the appropriate medical terminology.</p> <p>HSF2.b.8.h: Use medical abbreviations to communicate information in healthcare.</p> <p>HSF2.b.9.h: Use appropriate medical terminology to communicate.</p>	<p><b>HSF2:</b> Communications within Healthcare Settings: Students will apply various methods of giving and obtaining health care information and communicate effectively both orally and in writing.</p>	<p>Chapter 1 test</p>

### Unit Vocabulary

- Word roots, combining forms, prefixes, suffixes, eponyms, acronyms, abbreviations
- Worksheet with terms

### Resources

- Building a Medical Vocabulary with Spanish Translations 9th edition
- Medical Terminology 350 2nd Edition by Dean Vaughn (video series)

## Unit 2 - Diseases and Disorders: Diagnostic and Therapeutic Terms

Essential Questions (from learning targets)	Content Area	Skills / Learning Priority	Standards	Common Assessments
What are common and miscellaneous combining forms that pertain to diseases and disorders?  What are suffixes pertaining to diagnosis, pathologies, and surgical procedures with their meaning or write their meanings?  What procedures are used during a physical examination?  What are several types of diagnostic imaging procedures?  What are several combining forms associated with therapy, and can you write the meanings of therapeutic terms?  What are the combining forms that describe color?	Health Science Foundations	<b>HSF1.b: Identify diseases and disorders which affect the human body and related biomedical therapies.</b>  HSF1.b.5.h: Describe prevention, pathology, diagnosis, and treatment of diseases and disorders of the human body.  HSF1.b.6.h: Investigate current research related to biomedical therapies for the treatment of human diseases and disorders.  <b>HSF2.b: Utilize medical terminology appropriate to a specific health science occupation.</b>  HSF2.b.7.h: Use roots, prefixes and suffixes to communicate healthcare information using the appropriate medical terminology.  HSF2.b.8.h: Use medical abbreviations to communicate information in healthcare.  HSF2.b.9.h: Use appropriate medical terminology to communicate	<b>HSF1:</b> Students will apply the academic subject matter required for proficiency within their area.  <b>HSF2:</b> Communications within Healthcare Settings: Students will apply various methods of giving and obtaining health care information and communicate effectively both orally and in writing.	Chapter 2 test  Disease and Disorder Research

What are the four types of microorganisms?			
What are several terms associated with bioterrorism?			
What are the major causes of cancer deaths in men and women in the US?			
How do cancer cells metastasize?			
<b>Unit Vocabulary</b>			
<ul style="list-style-type: none"> <li>• Worksheet with terms</li> </ul>			

<b>Resources</b>
<ul style="list-style-type: none"> <li>• Building a Medical Vocabulary with Spanish Translations 9th edition</li> <li>• <a href="http://www.evolve.elsevier.com">www.evolve.elsevier.com</a></li> <li>• KaHoot.it.com</li> <li>• Quizlet.com</li> </ul>

### Unit 3 - Organization of the body

Essential Questions (from learning targets)	Content Area	Skills / Learning Priority	Standards	Common Assessments
What is the relationship between cells, tissues, and organs?	Health Science Foundations	<b>HSF1.a: Relate the knowledge of structures to the functions of the human body.</b>	<b>HSF1:</b> Students will apply the academic subject matter required for proficiency within their area.	Chapter 3 test
What are the four main types of tissue found in the human body?		HSF1.a.7.h: Classify the basic structural and functional organization of the human body (i.e., cell, tissue, organ, and system).  HSF1.a.8.h: Use body planes, directional terms, quadrants, and cavities to communicate body locations.		
What are the combining forms for position and direction?		HSF1.a.9.h: Explain the interrelationships between body structures and body functions.		
		<b>HSF2.b: Utilize medical terminology appropriate to a specific health science occupation.</b>	<b>HSF2:</b> Communications	

<p>What are the combining forms for body regions and body cavities?</p> <p>What are the four abdominal quadrants?</p> <p>What are the nine abdominopelvic division used by anatomists?</p> <p>Can you identify the directional terms and planes of the body on a diagram?</p>		<p>HSF2.b.7.h: Use roots, prefixes, and suffixes to communicate healthcare information using the appropriate medical terminology.</p> <p>HSF2.b.9.h: Use appropriate medical terminology to communicate</p>	<p>within Healthcare Settings: Students will apply various methods of giving and obtaining health care information and communicate effectively both orally and in writing.</p>	
<p><b>Unit Vocabulary</b></p> <ul style="list-style-type: none"> <li>Worksheet with terms</li> </ul>				

<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>Building a Medical Vocabulary with Spanish Translations 9th edition</li> <li><a href="http://www.evolve.elsevier.com">www.evolve.elsevier.com</a></li> <li>KaHoot.it.com</li> <li>Quizlet.com</li> </ul>				
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## Unit 4 - Body Fluids

<b>Essential Questions (from learning targets)</b>	<b>Content Area</b>	<b>Skills / Learning Priority</b>	<b>Standards</b>	<b>Common Assessments</b>
<p>What is the meaning of the word parts that pertain to body fluids and immunity and use them to build and analyze terms?</p> <p>What are the functions of and the principal conditions that affect the formed element of the blood?</p>	<p>Health Science Foundations</p>	<p><b>HSF1.a: Relate the knowledge of structures to the functions of the human body.</b>            HSF1.a.7.h: Classify the basic structural and functional organization of the human body (i.e., cell, tissue, organ, and system).            HSF1.a.9.h: Explain the interrelationships between body structures and body function</p> <p><b>HSF1.b: Identify diseases and disorders which affect the human body and related biomedical therapies.</b>            HSF1.b.6.h: Investigate current research related to biomedical therapies for the treatment of human diseases and disorders.</p>	<p><b>HSF1:</b> Students will apply the academic subject matter required for proficiency within their area.</p> <p><b>HSF2:</b> Communications within Healthcare Settings: Students will</p>	<p>Chapter 4 test</p>

<p>What are the different types of body fluids and the kinds of imbalances that affect metabolism?</p> <p>Can you name the blood pathologies when given the description of the condition?</p> <p>What terms describe coagulation?</p> <p>What are several of the body's defense mechanisms?</p> <p>How does active immunity, passive immunity, natural immunity, and artificial immunity differ from each other?</p> <p>What are several nonspecific body defense mechanisms and describe two types of specific resistance?</p>		<p>HSF1.b.5.h: Describe prevention, pathology, diagnosis and treatment of diseases and disorders of the human body.</p> <p><b>HSF2.b: Utilize medical terminology appropriate to a specific health science occupation.</b></p> <p>HSF2.b.7.h: Use roots, prefixes and suffixes to communicate healthcare information using the appropriate medical terminology.</p> <p>HSF2.b.8.h: Use medical abbreviations to communicate information in healthcare.</p> <p>HSF2.b.9.h: Use appropriate medical terminology to communicate</p>	<p>apply various methods of giving and obtaining health care information and communicate effectively both orally and in writing.</p>	
<p><b>Unit Vocabulary</b></p> <ul style="list-style-type: none"> <li>• <u>Worksheet with terms</u></li> </ul>				

<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Building a Medical Vocabulary with Spanish Translations 9th edition</li> <li>• <a href="http://www.evolve.elsevier.com">www.evolve.elsevier.com</a></li> <li>• KaHoot.it.com</li> <li>• Quizlet.com</li> </ul>
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**Unit 5 - Systems of the Body (Circulatory, Respiratory, Digestive, Urinary, Reproductive, Musculoskeletal, Nervous, Peripheral Nervous System, Integumentary, and Endocrine)**

Essential Questions (from learning targets)	Content Area	Skills / Learning Priority	Standards	Common Assessments
<p>What are the functions of the specific body system?</p> <p>What are the meaning of the word parts associated with the body systems, and use them to build and analyze terms?</p> <p>What are the names of the structures of the body systems and define the terms associated with those structures?</p> <p>Why is it important to know and understand the sequence or flow of fluids within each body system?</p> <p>What is the sequence for flow of fluids within each body system?</p> <p>What are the names of the diagnostic tests and procedures for assessment for each body system?</p> <p>What are the names of the pathologies when given their descriptions for each body system?</p>	<p>Health Science Foundations</p>	<p><b>HSF1.a: Relate the knowledge of structures to the functions of the human body.</b></p> <p>HSF1.a.7.h: Classify the basic structural and functional organization of the human body (i.e., cell, tissue, organ, and system).</p> <p>HSF1.a.8.h: Use body planes, directional terms, quadrants, and cavities to communicate body locations.</p> <p>HSF1.a.9.h: Explain the interrelationships between body structures and body function</p> <p><b>HSF1.b: Identify diseases and disorders which affect the human body and related biomedical therapies.</b></p> <p>HSF1.b.5.h: Describe prevention, pathology, diagnosis and treatment of diseases and disorders of the human body.</p> <p>HSF1.b.6.h: Investigate current research related to biomedical therapies for the treatment of human diseases and disorders.</p> <p><b>HSF2.b: Utilize medical terminology appropriate to a specific health science occupation.</b></p> <p>HSF2.b.7.h: Use roots, prefixes and suffixes to communicate healthcare information using the appropriate medical terminology.</p> <p>HSF2.b.8.h: Use medical abbreviations to communicate information in healthcare.</p> <p>HSF2.b.9.h: Use appropriate medical terminology to communicate</p>	<p><b>HSF1:</b> Students will apply the academic subject matter required for proficiency within their area.</p> <p><b>HSF2:</b> Communications within Healthcare Settings: Students will apply various methods of giving and obtaining health care information and communicate effectively both orally and in writing.</p>	<p>Chapter 5-13 tests</p> <p>Book Final test</p>

<p>What are the surgical and therapeutic interventions for various disease/conditions for each body system?</p>				
<p><b>Unit Vocabulary: Below are links to each body system.</b></p> <p> <u>Circulatory</u>                      <u>Reproductive</u>                      <u>Endocrine</u>  <u>Respiratory</u>                      <u>Musculoskeletal</u>  <u>Digestive</u>                         <u>Nervous</u>  <u>Urinary</u>                            <u>Integumentary</u> </p>				

- Resources**
- Building a Medical Vocabulary with Spanish Translations 9th edition
  - [www.evolve.elsevier.com](http://www.evolve.elsevier.com)
  - KaHoot.it.com
  - Quizlet.com

## Supplemental Pay Plan for Professional Development

Beginning with the 2018-19 school year:

**I. DEUs:**

- Professional Staff will receive \$125 added to their salary rate per DEU completed between **July 1** and **June 30** of a given school year, for up to six DEUs or a maximum of \$750.
- This applies only to professional development beyond the professional staff member's contracted school day.
- No more than eleven and one-half hours toward a DEU may be carried over from one school year to the next school year.
- There will be no carryover of DEUs or credits from one school year to the next.
- The number of DEUs and hours toward DEUs earned will be placed on the Employee Portal.
- All professional development completed for Supplemental Pay will be reflective of District and Building Professional Development Goals.
- Teachers will no longer have the option to be paid at the hourly rate of \$14.00 for professional development activities when a DEU or hours toward a DEU are offered; teachers retain the option of being paid \$18.00 per hour for curriculum writing and curriculum development for new courses.

Activity	Value	Information
District Courses/Workshops	12 Hours = 1 DEU	Professional Staff may sign up for a district workshop/course online in one of two ways: (1) Respond to the course/workshop e-mail announcement with Google Form; or (2) Use the WRPS Professional Development Calendar located on the District website. <ul style="list-style-type: none"> <li>• Proof of completed hours or DEUs will be submitted to the Curriculum Department by workshop/course facilitators. No paperwork proving hour or DEU completion needs to be submitted to the Human Resources Department by professional staff taking courses/workshops.</li> <li>• Proof of credits completed and final grades for district sponsored courses will be submitted to the Curriculum Department by the course facilitator.</li> </ul>

		<ul style="list-style-type: none"> <li>District courses/workshops could include book studies, curriculum writing, online courses/workshops, study groups, etc.</li> <li>The District will work towards developing courses that are accessible online and/or in a virtual or blended format (when possible) which will be eligible for DEUs and/or hours towards DEUs.</li> </ul>
Approved College Credits (Courses not sponsored by WRPS)	1 Credit = 1 DEU	<p>Professional Staff enrolling in credit courses not sponsored by the District must receive approval from Human Resources by submitting a "Approval Request Form" two weeks prior to the first class. The form is available at the WRPS web site.</p> <ul style="list-style-type: none"> <li>Professional staff must submit an official grade report or transcript showing completed credits to the Director of Human Resources no later than <b>July 15</b> of the year in which said compensation begins.</li> <li>There will be no carryover of credits from one school year to the next.</li> </ul>
Additional Certifications or Licenses - Directed by District (During Non-Contracted Time)	Hours needed for certification/ license: 1 hour = 1 hour toward a DEU	This must be approved by Human Resources before starting the certification/licensure program.
Writing Curriculum for a New Course that Has Been Approved	24 hours = 2 DEUs (per course, not per person) or \$18/hour	Course must have been approved by the CII and Board of Education before eligible for this compensation. Hours are to be submitted to the Director of Curriculum when completed.
Attendance at a workshop/conference - Directed by District (During Non-Contracted Time)	Hours at conference: 1 hour = 1 hour toward a DEU	Attendance at conferences that are paid for by the District, but not directed by the District, does not constitute hours towards a DEU. However, after attending the conference, groups of teachers are encouraged to propose a DEU eligible class to meet, study, and implement what was learned at the conference.
Curriculum Development/ Curriculum Writing	1 hour = 1 hour toward a DEU or \$18/hour	Hours must be pre-approved by the relevant CII Sub-Committee Chairperson. Hours are to be submitted to the Director of Curriculum when completed.

## II. Facilitator Compensation:

Professional staff will be compensated for teaching workshops/courses in one of the following ways:

- \$800/credit of full DEU (enrollment minimum 8)
- \$27/hour for workshops (instructional hours)
- DEU or hours toward DEU

*If there is more than one facilitator, the pay will be divided equally among each facilitator.*

*For more information about offering a DEU, see the Request to Offer DEUs form found on the WRPS website.*

## †-III. Master's Degree:

Professional Staff will receive \$5,000 added to their salary for an approved Masters Degree program completed prior to **August 31** or **December 31**.

Professional Staff will be compensated for only one Master's Degree unless a staff member is directed by the Superintendent or their designee to complete a second master's degree.

- Professional Staff enrolling in a master's program must receive prior approval from Human Resources by completing the "Master's Degree Form." The form is available at the WRPS website.
- Professional Staff enrolled in a Master's Degree program must submit a "Graduate Course Compensation Request Form" two weeks prior to the start of each class taken in the program.
- Professional Staff enrolled in a Master's Degree program must submit an official grade report or transcript showing completed credits to the Director of Human Resources no later than **July 15** of the year in which said compensation begins.
- Professional Staff enrolled in a Master's Degree program must submit an official transcript showing a completed Master's Degree to the Director of Human Resources no later than **September 30** or **January 31** of the year in which said compensation begins.
- If proof of masters completion is submitted on or before **January 31**, supplemental pay will be \$2,500 the first year and \$5,000 thereafter.

## ‡-IV. National Board Certification:

Professional Staff will receive \$2500 paid as a stipend two times per year (\$1250 and \$1250) with proof of current certification to the Director of Human Resources by June 15 each year.

- ~~IV~~.V. Supplemental pay (with the exception of Master's Degree – see II above) will be added to salaries beginning with the first payroll of the school year, following the year in which the educational units are completed. Supplemental pay will be paid as a percentage of a professional staff member's full-time equivalency in a given year.
- ~~V~~. VI. There will be no retroactive pay for DEU activities/recurring pay (national board certification, etc.) above that begin in 2018-19.
- ~~VI~~. VII. This compensation plan is subject to review by the Board of Education.

Approved by Board of Education: September, 2012; August, 2013; December, 2014; October, 2015; January, 2017; January, 2018; June, 2018, April, 2019