



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Career & Technical Education
Curriculum Framework
Required Form

Course Information		
Course: Publications (I, II, III, IV)		Total Framework Actual Hours: 180
CIP Code: 100303	<input type="checkbox"/> Exploratory <input checked="" type="checkbox"/> Preparatory	Date Last Modified: 03.2023
Career Cluster: Arts, /V Technology & Communications		Cluster Pathway: Journalism and Publishing
Course Summary: Publications I In Publications, I, students are introduced to the publications and desktop publishing career using industry-standard publishing software. Students receive hands-on experience publishing the school yearbook. Students gain advanced skills and practice in the career field of publications. Students have regular hands-on experience and learn advanced techniques in publishing the school yearbook. Publications II, III, IV Students gain advanced skills and practice in the career field of publications. Students have regular hands-on experience and learn advanced techniques publishing the school yearbook.		

Industry-Recognized Credentials:

You Science Precision Exams - [21st Century Success Skills](#)

You Science Precision Exams - [Digital Media I](#)

You Science Precision Exams - [Digital Media II](#)

Work-Based Learning:

Career Research and Job Interview/Job Shadow in Course-Related Area

Guest Speaker (In-person and/or remote)

Industry Related Field Trips

CTSO:

TSA

Course Software:

Adobe Creative Cloud – Lightroom, Photoshop, Illustrator
Walsworth Online Design

Course Equipment:

Cannon Camera

Unit Information	
Unit: Layout and Design	Total Learning Hours for Unit: 80
Unit Summary: Students will explore the layout and design elements in a produced publication.	
Components and Assessments	
<p>Performance Assessments: Assessments used include:</p> <p>First “Practice” Spread Design Layout</p> <ul style="list-style-type: none"> • Grid page layout techniques • Composition techniques and emphasis for layout • Typography use <p>First Assigned Spread Design for Publication</p> <ul style="list-style-type: none"> • Color theory exploration and final project • Identifying the elements of art and principles of design for graphic building and photo work 	
<p>Leadership Alignment: Students create page layouts <u>individually and in collaborative</u> groups to produce a career portfolio. Students design and create custom senior ads using commercial graphics or self-built graphics. These are <u>communicated through presentations</u> to an Industry audience. Students are encouraged to <u>participate individually</u> in art competitions in computer design. The yearbook club submits publications to national student press organizations.</p> <p>21st Century Skills</p> <p>3.A.1 Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts</p> <p>3.B.1 Demonstrate ability to work effectively and respectfully with diverse teams</p> <p>3.B.3 Assume shared responsibility for collaborative work, and value the individual contributions made by each team member</p> <p>8.B.1 Monitor, define, prioritize, and complete tasks without direct oversight</p> <p>10.A.1 Set and meet goals, even in the face of obstacles and competing pressures</p>	
Industry Standards and/or Competencies	

Name of standards: Walsworth Publishing's	Website: https://www.walsworth.com/
<p>Aesthetics of Layout & Design</p> <ul style="list-style-type: none"> • Apply basic elements and principles of layout • Effectively use color, form, line, shape, space, texture, and value • Effectively use principles of balance, contrast, emphasis/dominance, harmony, movement/rhythm, proportion, repetition/pattern, unity, variety <p>Graphic Elements and Communication</p> <ul style="list-style-type: none"> • Use graphics to enhance the effectiveness of communication • Select quality images that flow with the design • Define proper use of photos and photo techniques • Place appropriate graphics in appropriate locations • Explore image manipulation through software applications • Demonstrates working knowledge of graphic vocabulary <p>Hardware Components and Use</p> <ul style="list-style-type: none"> • Introduction to Software Elements • Use technology to enhance the effectiveness of communication through art • Enhance documents using advanced layout, design, and graphics production software and scanning hardware <p>Project Planning and Organization</p> <ul style="list-style-type: none"> • Synthesize organization techniques for project planning • Analyze the audience and design for that audience • Choose correct publication type(s) <p>Organize graphic elements</p> <ul style="list-style-type: none"> • Create documents using appropriate aesthetics • Assess visual communication needs • Publication Types • Define various types of publications (e.g., books, newspapers, yearbooks, magazines, business publications, billboards) • Discuss importance of target audience when choosing the publication type 	
Aligned Washington State Learning Standards	
Arts	<p>MA:Cr1.1.II a. Strategically utilize generative methods to formulate multiple ideas, refine artistic goals, and increase the originality of approaches in media arts creation processes.</p> <p>MA:Cr2.1.II a. Apply a personal aesthetic in designing, testing, and refining original artistic ideas, prototypes, and production strategies for media arts productions, considering artistic intentions, constraints of resources, and presentation context.</p> <p>MA:Cr3.1.II</p>

	<p>a. Consolidate production processes to demonstrate deliberate choices in organizing and integrating content and stylistic conventions in media arts production, demonstrating understanding of associated principles, such as continuity and juxtaposition.</p> <p>b. Refine and elaborate aesthetic elements and technical components to intentionally form impactful expressions in media artworks for specific purposes, intentions, audiences, and contexts.</p> <p>MA:Pr5.1.II</p> <p>a. Demonstrate effective command of artistic, design, technical and soft skills in managing and producing media artworks.</p> <p>b. Demonstrate effective ability in creative and adaptive innovation abilities, such as resisting closure, and responsive use of failure, to address sophisticated challenges within and through media arts productions.</p> <p>c. Demonstrate the skillful adaptation and combination of tools, styles, techniques, and interactivity to achieve specific expressive goals in the production of a variety of media artworks</p> <p>MA:Pr6.1.II</p> <p>a. Curate and design the presentation and distribution of collections of media artworks through a variety of contexts, such as mass audiences and physical and virtual channels</p> <p>b. Evaluate and implement improvements in presenting media artworks, considering personal, local, and social impacts such as changes that occurred for people, or to a situation</p> <p>MA:Re9.1.II</p> <p>a. Form and apply defensible evaluations in the constructive and systematic critique of media artworks and production processes.</p> <p>VA:Cr1.1.II</p> <p>a. Individually or collaboratively formulate new creative problems based on student's existing artwork.</p> <p>VA:Cr2.1.II</p> <p>a. Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.</p> <p>VA:Cr2.2.II</p> <p>a. Demonstrate awareness of ethical implications of making and distributing creative work.</p> <p>VA:Cr3.1.II</p> <p>a. Engage in constructive critique with peers, then reflect on, reengage, revise, and refine works of art and design in response to personal artistic vision.</p>
<p><u>Educational Technology</u></p>	<p>Digital Citizen</p> <p>2.b. Students engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices</p> <p>2.c. Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.</p> <p>Innovative Designer</p>

	<p>4.a. Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems</p> <p>4.b. Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.</p> <p>4.c. Students develop, test and refine prototypes as part of a cyclical design process.</p> <p>4.d. Students exhibit a tolerance for ambiguity, perseverance, and the capacity to work with open-ended problems.</p> <p>Creative Communicator</p> <p>6.a. Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.</p> <p>6.b. Students create original works or responsibly repurpose or remix digital resources into new creations.</p> <p>6.c. Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations.</p> <p>6.d. Students publish or present content that customizes the message and medium for their intended audiences.</p>
<u>English Language Arts</u>	<p>SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>W.9-10.1c Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>W.9-10.2a Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p>
<u>Social Studies</u>	<p><u>Social Studies Skills 5.4: Creates a product that uses social studies content to support a thesis and presents the product in an appropriate manner to a meaningful audience.</u></p> <p>5.4.2 (9-10) Creates strategies to avoid plagiarism and respects intellectual property when developing a paper or presentation.</p>

Unit Information	
Unit: Photojournalism	Total Learning Hours for Unit: 45
Unit Summary: Students will use photographs to communicate within a produced publication.	
Components and Assessments	
<p>Performance Assessments:</p> <p>Assessments used include:</p> <p>Elements of Art & Techniques Photography Project</p> <ul style="list-style-type: none"> Basic photo terms and concepts 	

- Basic photo composition
- Basic use of Elements of Art
- Camera controls, and features
- Camera shooting technique
- Camera safety practices appropriate to journalistic photography

Portrait Photography Project for Class Sections

- Communication skills with subject
- Posing skills with subject and cropping with camera
- Appropriate camera settings for portrait photography

Yearbook After School Photo Sessions

- Communication skills with subject
- Posing skills with subject and cropping with camera
- Appropriate camera settings for portrait photography
- Appropriate camera settings for candid and action photography
- Camera controls, and features
- Camera shooting technique
- Camera safety practices appropriate to journalistic photography

Leadership Alignment:

Students maintain a portfolio of the best photographic work as part of a comprehensive career portfolio.

A student portfolio is presented to an industry audience.

Guest speakers talk to students about professional work, training, and steps to job success in photography

Students work in groups to complete journalism portfolios.

21st Century Skills

- 1.C.1 Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur
- 3.A.1 Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts
- 3.B.1 Demonstrate ability to work effectively and respectfully with diverse teams
- 3.B.3 Assume shared responsibility for collaborative work, and value the individual contributions made by each team member
- 8.B.1 Monitor, define, prioritize, and complete tasks without direct oversight
- 10.A.1 Set and meet goals, even in the face of obstacles and competing pressures

Industry Standards and/or Competencies

Name of standards: Walsworth Publishing's

Website: <https://www.walsworth.com/>

Graphic Elements and Communication

- Use graphics to enhance the effectiveness of communication
- Select quality images and understand what a quality image is

<p>Photo composition techniques</p> <ul style="list-style-type: none"> • Use of elements and principles in photography (contrast, color, composition, movement, etc.) • Define proper use of photos and photo techniques • Explore image manipulation through software applications • Demonstrates working knowledge of graphic vocabulary <p>Hardware Components and Use</p> <ul style="list-style-type: none"> • Identify hardware devices appropriate for specific tasks to develop visual communications <p>Ethical and Legal Issues</p> <ul style="list-style-type: none"> • Address the ethical issues regarding ownership and use of digitally generated information including plagiarism and copyright issues • Follow policies for managing ethical and legal issues in organizations and in a technology-based society • Discuss copyright rules and regulations • Explain plagiarism and its consequences 	
Aligned Washington State Learning Standards	
<p><u>Arts</u></p>	<p>MA:Cr1.1.II a. Strategically utilize generative methods to formulate multiple ideas, refine artistic goals, and increase the originality of approaches in media arts creation processes.</p> <p>MA:Cr2.1.II a. Apply a personal aesthetic in designing, testing, and refining original artistic ideas, prototypes, and production strategies for media arts productions, considering artistic intentions, constraints of resources, and presentation context.</p> <p>MA:Cr3.1.II a. Consolidate production processes to demonstrate deliberate choices in organizing and integrating content and stylistic conventions in media arts production, demonstrating understanding of associated principles, such as continuity and juxtaposition. b. Refine and elaborate aesthetic elements and technical components to intentionally form impactful expressions in media artworks for specific purposes, intentions, audiences, and contexts.</p> <p>MA:Pr5.1.II a. Demonstrate effective command of artistic, design, technical and soft skills in managing and producing media artworks. b. Demonstrate effective ability in creative and adaptive innovation abilities, such as resisting closure, and responsive use of failure, to address sophisticated challenges within and through media arts productions. c. Demonstrate the skillful adaptation and combination of tools, styles, techniques, and interactivity to achieve specific expressive goals in the production of a variety of media artworks</p> <p>MA:Pr6.1.II a. Curate and design the presentation and distribution of collections of media artworks through a variety of contexts, such as mass audiences and physical and virtual channels b. Evaluate and implement improvements in presenting media artworks, considering personal, local, and social impacts such</p>

	<p>as changes that occurred for people, or to a situation</p> <p>MA:Re9.1.II</p> <p>a. Form and apply defensible evaluations in the constructive and systematic critique of media artworks and production processes.</p> <p>VA:Cr1.1.II</p> <p>a. Individually or collaboratively formulate new creative problems based on student's existing artwork.</p> <p>VA:Cr2.1.II</p> <p>a. Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.</p> <p>VA:Cr2.2.II</p> <p>a. Demonstrate awareness of ethical implications of making and distributing creative work.</p> <p>VA:Cr3.1.II</p> <p>a. Engage in constructive critique with peers, then reflect on, reengage, revise, and refine works of art and design in response to personal artistic vision.</p>
<u>Educational Technology</u>	<p>Digital Citizen</p> <p>2.b. Students engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices</p> <p>2.c. Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.</p> <p>Innovative Designer</p> <p>4.a. Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems</p> <p>4.b. Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.</p> <p>4.c. Students develop, test and refine prototypes as part of a cyclical design process.</p> <p>4.d. Students exhibit a tolerance for ambiguity, perseverance, and the capacity to work with open-ended problems.</p> <p>Creative Communicator</p> <p>6.a. Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.</p> <p>6.b. Students create original works or responsibly repurpose or remix digital resources into new creations.</p> <p>6.c. Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations.</p> <p>6.d. Students publish or present content that customizes the message and medium for their intended audiences.</p>
<u>English Language Arts</u>	<p>SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>

W.9-10.1c Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
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Unit Information

Unit: Digital Image Processing

Total Learning Hours for Unit: 20

Unit Summary: Students will learn how to process images that will be include in a produced publication.

Components and Assessments

Performance Assessments:

Assessments used include:

Walsworth Publishing Photo Editor Assignment & Practice Spread

- Simple color and light photo adjustments in Walsworth
- Simple composition edits for cropping

Adobe Lightroom & Photoshop Manipulation and Editing for Publication Photography

- Editing tools in Adobe Photoshop for pixel manipulation
- Editing tools in Adobe Lightroom for color, light, effects, healing, texture

Leadership Alignment:

Edited images are part of a larger career portfolio.

Community Service project – Octoberfest, Food Drive.

Encourage students to submit to local, regional, state, and national photography competitions.

21st Century Skills

3.A.1 Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts

3.B.1 Demonstrate ability to work effectively and respectfully with diverse teams

3.B.3 Assume shared responsibility for collaborative work, and value the individual contributions made by each team member

8.B.1 Monitor, define, prioritize, and complete tasks without direct oversight

10.A.1 Set and meet goals, even in the face of obstacles and competing pressures

12.A.2 Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts

Industry Standards and/or Competencies

Name of standards: Walsworth Publishing's

Website: <https://www.walsworth.com/>

<p>Graphic Elements and Communication</p> <ul style="list-style-type: none"> • Select quality images • Define proper use of photos and photo techniques • Place appropriate graphics in appropriate locations • Explore image manipulation through software applications • Demonstrates working knowledge of graphic vocabulary <p>Introduction to Software Elements</p> <ul style="list-style-type: none"> • Use technology to enhance the effectiveness of communication • Enhance documents through the use of advanced layout, design, and graphics production software and scanning hardware <p>Project Planning and Organization</p> <ul style="list-style-type: none"> • Choose correct publication type(s) • Organize graphic elements • Create documents using appropriate aesthetics • Ensure ethics and legal restrictions are followed 	
Aligned Washington State Learning Standards	
Arts	<p>MA:Cr1.1.II a. Strategically utilize generative methods to formulate multiple ideas, refine artistic goals, and increase the originality of approaches in media arts creation processes.</p> <p>MA:Cr2.1.II a. Apply a personal aesthetic in designing, testing, and refining original artistic ideas, prototypes, and production strategies for media arts productions, considering artistic intentions, constraints of resources, and presentation context.</p> <p>MA:Cr3.1.II a. Consolidate production processes to demonstrate deliberate choices in organizing and integrating content and stylistic conventions in media arts production, demonstrating understanding of associated principles, such as continuity and juxtaposition. b. Refine and elaborate aesthetic elements and technical components to intentionally form impactful expressions in media artworks for specific purposes, intentions, audiences, and contexts.</p> <p>MA:Pr5.1.II a. Demonstrate effective command of artistic, design, technical and soft skills in managing and producing media artworks. b. Demonstrate effective ability in creative and adaptive innovation abilities, such as resisting closure, and responsive use of failure, to address sophisticated challenges within and through media arts productions. c. Demonstrate the skillful adaptation and combination of tools, styles, techniques, and interactivity to achieve specific expressive goals in the production of a variety of media artworks</p> <p>MA:Pr6.1.II a. Curate and design the presentation and distribution of collections of media artworks through a variety of contexts, such as</p>

	<p>mass audiences and physical and virtual channels</p> <p>b. Evaluate and implement improvements in presenting media artworks, considering personal, local, and social impacts such as changes that occurred for people, or to a situation</p> <p>MA:Re9.1.II</p> <p>a. Form and apply defensible evaluations in the constructive and systematic critique of media artworks and production processes.</p> <p>VA:Cr1.1.II</p> <p>a. Individually or collaboratively formulate new creative problems based on student's existing artwork.</p> <p>VA:Cr2.1.II</p> <p>a. Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.</p> <p>VA:Cr2.2.II</p> <p>a. Demonstrate awareness of ethical implications of making and distributing creative work.</p> <p>VA:Cr3.1.II</p> <p>a. Engage in constructive critique with peers, then reflect on, reengage, revise, and refine works of art and design in response to personal artistic vision.</p>
<p>Educational Technology</p>	<p>Digital Citizen</p> <p>2.b. Students engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices</p> <p>2.c. Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.</p> <p>Innovative Designer</p> <p>4.a. Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems</p> <p>4.b. Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.</p> <p>4.c. Students develop, test and refine prototypes as part of a cyclical design process.</p> <p>4.d. Students exhibit a tolerance for ambiguity, perseverance, and the capacity to work with open-ended problems.</p> <p>Creative Communicator</p> <p>6.a. Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.</p> <p>6.b. Students create original works or responsibly repurpose or remix digital resources into new creations.</p> <p>6.c. Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations.</p> <p>6.d. Students publish or present content that customizes the message and medium for their intended audiences.</p>

<p><u>English Language Arts</u></p>	<p>SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>W.9-10.1c Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>W.9-10.2a Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p>
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Unit Information	
<p>Unit: Interview Methods and Recording Strategies</p>	<p>Total Learning Hours for Unit: 10</p>
<p>Unit Summary: Students will conduct interviews that will be used to create stories in a produced publication.</p>	
Components and Assessments	
<p>Performance Assessments: Assessments used include:</p> <p>Partner Interview Assignment</p> <ul style="list-style-type: none"> • Basic journalistic communication techniques • Basic journalistic interview techniques • Using the five W's for interviews <p>Spread Interview Worksheet</p> <ul style="list-style-type: none"> • Organizing materials for interview • Technology aids for interview • Basic journalistic communication techniques • Basic journalistic interview techniques • Using the five W's for interviews 	
<p>Leadership Alignment:</p> <p>21st Century Skills</p> <p>3.A.1 Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts</p> <p>3.B.1 Demonstrate ability to work effectively and respectfully with diverse teams</p> <p>3.B.3 Assume shared responsibility for collaborative work, and value the individual contributions made by each team member</p> <p>8.B.1 Monitor, define, prioritize, and complete tasks without direct oversight</p> <p>10.A.1 Set and meet goals, even in the face of obstacles and competing pressures</p> <p>12.A.2 Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts</p>	

Industry Standards and/or Competencies	
Name of standards: Walsworth Publishing's	Website: https://www.walsworth.com/
<p>Ethical and Legal Issues</p> <ul style="list-style-type: none"> • Communicate in a clear; complete; concise; correct, and courteous manner on personal & professional levels • Address the ethical issues regarding ownership and use of digitally generated information including plagiarism and copyright issues • Follow policies for managing ethical and legal issues in organizations and in a technology-based society • Discuss copyright rules and regulations • Explain plagiarism and its consequences <p>Human Relations and Interpersonal Skills</p> <ul style="list-style-type: none"> • Apply basic social communication skills in both personal and professional settings • Use courtesy and tact when communicating with others • Use basic etiquette and manners in social and business situations • Initiate conversations with people outside one's inner circle • Apply team skills in a business environment • Respect the rights and feelings of others • Demonstrate respect for authority • Work cooperatively with peers and authority figures • Practice tact and courtesy in relationships with peers and authority figures • Project Planning and Organization • Analyze audience • Assess written communication needs • Ensure ethics and legal restrictions are followed <p>Written Communication</p> <ul style="list-style-type: none"> • Communicate in a clear; complete; concise; correct, and courteous manner on personal & professional levels • Discuss the importance of correct spelling, grammar, word and number usage, punctuation, and formatting • Edit and revise written work • Use acceptable standards for grammar, punctuation, and word and number usage • Proofread documents to ensure correct grammar, spelling, and punctuation • Compose appropriate messages for specific audiences 	
Aligned Washington State Learning Standards	
<u>Arts</u>	<p>MA:Cr1.1.II a. Strategically utilize generative methods to formulate multiple ideas, refine artistic goals, and increase the originality of approaches in media arts creation processes.</p> <p>MA:Cr2.1.II</p>

	<p>a. Apply a personal aesthetic in designing, testing, and refining original artistic ideas, prototypes, and production strategies for media arts productions, considering artistic intentions, constraints of resources, and presentation context. MA:Cr3.1.II</p> <p>a. Consolidate production processes to demonstrate deliberate choices in organizing and integrating content and stylistic conventions in media arts production, demonstrating understanding of associated principles, such as continuity and juxtaposition.</p> <p>b. Refine and elaborate aesthetic elements and technical components to intentionally form impactful expressions in media artworks for specific purposes, intentions, audiences, and contexts. MA:Pr5.1.II</p> <p>a. Demonstrate effective command of artistic, design, technical and soft skills in managing and producing media artworks.</p> <p>b. Demonstrate effective ability in creative and adaptive innovation abilities, such as resisting closure, and responsive use of failure, to address sophisticated challenges within and through media arts productions.</p> <p>c. Demonstrate the skillful adaptation and combination of tools, styles, techniques, and interactivity to achieve specific expressive goals in the production of a variety of media artworks MA:Pr6.1.II</p> <p>a. Curate and design the presentation and distribution of collections of media artworks through a variety of contexts, such as mass audiences and physical and virtual channels</p> <p>b. Evaluate and implement improvements in presenting media artworks, considering personal, local, and social impacts such as changes that occurred for people, or to a situation MA:Re9.1.II</p> <p>a. Form and apply defensible evaluations in the constructive and systematic critique of media artworks and production processes. VA:Cr1.1.II</p> <p>a. Individually or collaboratively formulate new creative problems based on student's existing artwork. VA:Cr2.1.II</p> <p>a. Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. VA:Cr2.2.II</p> <p>a. Demonstrate awareness of ethical implications of making and distributing creative work. VA:Cr3.1.II</p> <p>a. Engage in constructive critique with peers, then reflect on, reengage, revise, and refine works of art and design in response to personal artistic vision.</p>
<u>Educational Technology</u>	<p>Digital Citizen</p> <p>2.b. Students engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices</p> <p>2.c. Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual</p>

	<p>property.</p> <p>Innovative Designer</p> <p>4.a. Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems</p> <p>4.b. Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.</p> <p>4.c. Students develop, test and refine prototypes as part of a cyclical design process.</p> <p>4.d. Students exhibit a tolerance for ambiguity, perseverance, and the capacity to work with open-ended problems.</p> <p>Creative Communicator</p> <p>6.a. Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.</p> <p>6.b. Students create original works or responsibly repurpose or remix digital resources into new creations.</p> <p>6.c. Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations.</p> <p>6.d. Students publish or present content that customizes the message and medium for their intended audiences.</p>
English Language Arts	<p>SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>W.9-10.1c Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>W.9-10.2a Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p>

Unit Information	
Unit: Journalistic Writing	Total Learning Hours for Unit: 25
Unit Summary: Students will develop stories that will be included in a produced publication.	
Components and Assessments	
<p>Performance Assessments:</p> <p>Assessments used include:</p> <p>Feature Story for Yearbook Spread</p> <ul style="list-style-type: none"> • Inverted Pyramid writing technique • Appropriate journalistic writing grammar and spelling • Understanding a lead, body and conclusion 	

- Using reliable sources
- Legality of permission to quote in publication

Leadership Alignment:

Feature writing comprises part of a larger career portfolio.

Students are encouraged to compete in national writing competitions

21st Century Skills

3.A.1 Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts

3.B.1 Demonstrate ability to work effectively and respectfully with diverse teams

3.B.3 Assume shared responsibility for collaborative work, and value the individual contributions made by each team member

8.B.1 Monitor, define, prioritize, and complete tasks without direct oversight

10.A.1 Set and meet goals, even in the face of obstacles and competing pressures

12.A.2 Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts

Industry Standards and/or Competencies

Name of standards: Walsworth Publishing's

Website: <https://www.walsworth.com/>

Ethical and Legal Issues

- Communicate in a clear; complete; concise; correct, and courteous manner on personal & professional levels
- Address the ethical issues regarding ownership and use of digitally generated information including plagiarism and copyright issues
- Follow policies for managing ethical and legal issues in organizations and in a technology-based society
- Discuss copyright rules and regulations
- Explain plagiarism and its consequences

Human Relations and Interpersonal Skills

- Apply basic social communication skills in both personal and professional settings
- Use courtesy and tact when communicating with others
- Use basic etiquette and manners in social and business situations
- Initiate conversations with people outside one's inner circle
- Apply team skills in a business environment
- Respect the rights and feelings of others
- Demonstrate respect for authority
- Work cooperatively with peers and authority figures
- Practice tact and courtesy in relationships with peers and authority figures

Written Communication

- Communicate in a clear; complete; concise; correct, and courteous manner on personal & professional levels
- Discuss the importance of correct spelling, grammar, word and number usage, punctuation, and formatting

- Edit and revise written work
- Use acceptable standards for grammar, punctuation, and word and number usage
- Document properly both print and digital sources to avoid plagiarism
- Proofread documents to ensure correct grammar, spelling, and punctuation
- Identify factors affecting the readability of text
- Apply a variety of specific proofreading techniques to identify and correct errors
- Compare drafts to final documents and make editorial changes
- Proofread business documents to ensure that they are clear, correct, concise, complete, consistent, and courteous
- Compose appropriate messages for specific audiences
- Edit business documents to improve content and effectiveness

Aligned Washington State Learning Standards

Educational Technology

Digital Citizen

2.b. Students engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices

2.c. Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.

Innovative Designer

4.a. Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems

4.b. Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.

4.c. Students develop, test and refine prototypes as part of a cyclical design process.

4.d. Students exhibit a tolerance for ambiguity, perseverance, and the capacity to work with open-ended problems.

Creative Communicator

6.a. Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.

6.b. Students create original works or responsibly repurpose or remix digital resources into new creations.

6.c. Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations.

6.d. Students publish or present content that customizes the message and medium for their intended audiences.

English Language Arts

SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

W.9-10.1c Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

	W W.9-10.2a Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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