Washington Office of Superintendent of PUBLIC INSTRUCTION

Career & Technical Education
Curriculum Framework
Required Form

Course Information		
Course: Publications (I – IV)		**Total Framework Actual Hours:** 180
CIP Code: 091001	☐ **Exploratory** ☒ **Preparatory** *Preparatory courses are best built with a min. of 140 hours.*	**Date Last Modified:** 05.2016
Career Cluster: Arts, /V Technology & Communications		**Cluster Pathway:** Journalism and Publishing
Course Summary: Click or tap here to enter text.		

Industry-Recognized Certificates:

Work-Based Learning:

Unit Information	
Unit: Layout and Design	**Total Learning Hours for Unit:** 80
Unit Summary:	

Components and Assessments
Performance Assessments:

Assessments used include:
- Grid page layout techniques
- Color theory exploration and final project
- Identifying the elements of art and principles of design for graphic building and photo work
- Composition techniques and emphasis for layout
- Typography use

Leadership Alignment:

Students create page layouts individually and in collaborative groups to produce a career portfolio.

Students design and create custom senior ads using commercial graphics or self-built graphics. These are communicated through presentations 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.

Industry Standards and/or Competencies

Name of standards: Click or tap here to enter text.	**Website:** Click or tap here to enter text.

- Aesthetics of Layout & Design
- 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
- Graphic Elements and Communication
- Use graphics to enhance the effectiveness of communication
- Select quality images that flow with 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
- Hardware Components and Use
- 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
- Project Planning and Organization
- Synthesize organization techniques for project planning
- Analyze audience and design for that audience
- Choose correct publication type(s)
- Organize graphic elements
- Create documents using appropriate aesthetics
- Assess visual communication needs
- Publication Types
- Define various types of publications (e.g., book, newspaper, yearbook, magazine, business publications, billboards)
- Discuss importance of target audience when choosing publication type

Aligned Washington State Learning Standards

Arts	Arts 1. The student understands and applies arts knowledge and skills. 1.1 Understands and applies arts concepts and vocabulary. 1.2 Develops arts skills and techniques. 1.3 Understands and applies arts genres and styles from various artists, cultures, and times.

	1.4 Understands and applies audience conventions in a variety of arts settings and performances. **Lesson Examples:** Color theory assignment, Elements of art and principles of design page layout project, Design theme project (exploration of current trends and artistic genres). <u>Arts 2. The student demonstrates thinking skills using artistic processes.</u> Identifies audience and purpose. Explores, gathers, and interprets information from diverse sources. Uses ideas, foundations, skills, and techniques to develop visual art. Implements choices of arts elements, principles, foundations, skills, and techniques in a creative work. Peer editing and self-reflection on designs. Develops art works and/or performances using a creative process working towards independence with teacher mentoring. 2.2 Applies a performance process in the arts (dance, music, theatre and visual arts): Identifies audience and purpose of the work and/or performance. Selects artistic resources, materials and/or repertoire to create, perform and present. Analyzes the structure, context and/or aesthetics of the work. Rehearses, adjusts, and refines through evaluation, reflection and problem solving. Presents, exhibits, and produces work and/or performance for others. **Lesson Examples:** Magazine spread project (identifying a client), Last years' yearbook review assignment, Review and analysis of aesthetics of other yearbooks. <u>Arts 3. The student communicates through the arts.</u> 3.1 Uses the arts to express and present ideas and feelings. 3.2 Uses the arts to communicate for a specific purpose. 3.3. Develops personal aesthetic criteria to communicate artistic choices. **Lesson Examples:** Caption writing assignment, Typography use assignment (expression and feelings of fonts), Presentation on capturing the schools year through design. <u>Arts 4. The student makes connections within and across the arts to other disciplines, life, cultures and work.</u> 4.2. Demonstrates and analyzes the connections between the arts and other content areas. 4.5. Understands how arts knowledge and skills are used in the world of work including careers in the arts. **Lesson Examples:** Career unit, ASB poster assignment, academic class spreads.
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.

	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.
Social Studies	5.4.2 (9-10) Creates strategies to avoid plagiarism and respects intellectual property when developing a paper or presentation.

Unit Information	
Unit: Photojournalism	**Total Learning Hours for Unit:** 45
Unit Summary: Click or tap here to enter text.	

Components and Assessments

Performance Assessments:
- Assessment Rubric of Digital Photography including basic photo terms and concepts, use of the elements of art and principals of design for photography, camera controls and features, camera shooting techniques, photographer and camera safety practices appropriate to journalistic photography

Leadership Alignment:
Students maintain a portfolio of best photographic work as part of comprehensive career portfolio.
Student portfolio is presented to an industry audience.
Guest speakers talk to students about professional work, training, and steps to job success in photography
Student work in groups to complete journalism portfolio.

Industry Standards and/or Competencies	
Name of standards: Click or tap here to enter text.	**Website:** Click or tap here to enter text.

- Graphic Elements and Communication
- Use graphics to enhance the effectiveness of communication
- Select quality images and understanding what a quality image is
- Photo composition techniques
- 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
- Hardware Components and Use
- Identify hardware devices appropriate for specific tasks to develop visual communications
- Ethical and Legal Issues
- 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

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<td>Arts</td>
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<u>Arts 1 The student understands and applies arts knowledge and skills.</u>
1.1 Understands and applies arts concepts and vocabulary.
1.2 Develops arts skills and techniques.
1.4 Understands and applies audience conventions in a variety of arts settings and performances.
Lesson Examples: Introduction to sports photography (understanding movement and action), Camera vocabulary and test, Candid photography lesson.
<u>Arts 2 The student demonstrates thinking skills using artistic processes.</u>
Identifies audience and purpose.
Implements choices of arts elements, principles, foundations, skills, and techniques in a creative work.
Reflects for the purpose of self-evaluation and improvement of the creative work.
Refines work based on feedback, self-reflection, and aesthetic criteria.
Presents work to others in a performance, exhibition, and/or production.
Rehearses, adjusts, and refines through evaluation, reflection and problem solving.
Lesson Examples: Photoshop corrections and manipulation assignment, cropping image assignment for composition value, Capturing emotion assignment (selective focus, focal point).
<u>Arts 3. The student communicates through the arts.</u>
3.2 Uses the arts to communicate for a specific purpose.
Lesson Examples: First photo assignment (understanding how photography communicates an idea/thought), Focus on Photography lesson.
<u>Arts 4 The student makes connections within and across the arts to other disciplines, life, cultures and work.</u>
4.4. Understands how the arts influence and reflect culture/civilization, place and time.
4.5. Understands how arts knowledge and skills are used in the world of work including careers in the arts.
Lesson Examples: PowerPoint on cultural differences and equity found in our school, Career project.

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<td>English Language Arts</td>
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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.

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Unit Information	
Unit: Digital Image Processing	**Total Learning Hours for Unit:** 20
Unit Summary: Click or tap here to enter text.	

Components and Assessments
Performance Assessments: • Assessment rubrics based on photo adjustments, use of tools in Adobe Photoshop for composition edits, use of special effects and brushes to aid aesthetics and file organization
Leadership Alignment: Edited images are part of larger career portfolio. Community Service project--Octoberfest, Food Drive. Encourage students to submit to local, regional, state, and national photography competitions.

Industry Standards and/or Competencies	
Name of standards: Click or tap here to enter text.	**Website:** Click or tap here to enter text.

- Graphic Elements and Communication
- 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
- Introduction to Software Elements
- Use technology to enhance the effectiveness of communication
- Enhance documents through the use of advanced layout, design, and graphics production software and scanning hardware
- Project Planning and Organization
- 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	Arts 1. The student understands and applies arts knowledge and skills. 1.1 Understands and applies arts concepts and vocabulary. 1.2 Develops arts skills and techniques. **Lesson Examples:** Photoshop unit, Grad Ad designs. Arts 2. The student demonstrates thinking skills using artistic processes.

	2.1. Applies a creative process in the arts (visual arts): Identifies audience and purpose. Implements choices of arts elements, principles, foundations, skills, and techniques in a creative work. Reflects for the purpose of self-evaluation and improvement of the creative work. Refines work based on feedback, self-reflection, and aesthetic criteria. Develops art works and/or performances using a creative process working towards independence with teacher mentoring. 2.2 Applies a performance process in the arts (visual arts): Identifies audience and purpose of the work and/or performance. Selects artistic resources, materials and/or repertoire to create, perform and present. Rehearses, adjusts, and refines through evaluation, reflection and problem solving. **Lesson Example:** Yearbook brochure development project (Photoshop). <u>Arts 3 The student communicates through the arts.</u> 3.2 Uses the arts to communicate for a specific purpose. **Lesson Example:** Marketing plan project, <u>Arts 4 The student makes connections within and across the arts to other disciplines, life, cultures and work.</u> **Lesson Examples:** Career project (exploration for work).
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.

Unit Information	
Unit: Interview Methods and Recording Strategies	**Total Learning Hours for Unit:** 10
Unit Summary: Click or tap here to enter text.	
Components and Assessments	
Performance Assessments: Click or tap here to enter text.	
Leadership Alignment: Click or tap here to enter text.	
Industry Standards and/or Competencies	
Name of standards: Click or tap here to enter text.	**Website:** Click or tap here to enter text.

- 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
- Project Planning and Organization
- Analyze audience
- Assess written communication needs
- Ensure ethics and legal restrictions are followed
- 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
- Proofread documents to ensure correct grammar, spelling, and punctuation
- Compose appropriate messages for specific audiences

Aligned Washington State Learning Standards

Arts	Art 2.1: Applies a creative process to the arts 2.1.1 Explores and gathers information from diverse sources to create visual artworks. Art 3.1 Uses visual arts to express feelings and present ideas 3.1.1 Expresses and/or represents in works of art/design what is perceived and experienced through the senses (seen, felt, smelled, tasted, and/or heard) 3.1.1 Describes the use and misuse of the practice of appropriating (plagiarizing) copyrighted artworks and designs to communicate ideas and feelings.

	Art 3.2: Uses the art to communicate for a specific purpose 3.2.1 Uses (with teacher's guidance and mentoring) media, materials, and resources deliberately to communicate for a specific purpose.
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.

Unit Information	
Unit: Journalistic Writing	**Total Learning Hours for Unit:** 25

Unit Summary: Click or tap here to enter text.

Components and Assessments

Performance Assessments:
- Feature Story Assessment Rubric based on use of lead, completeness of story, writing and journalistic conventions, appropriateness of sources.

Leadership Alignment:
Feature writing comprises part of larger career portfolio.
Students are encouraged to compete in national writing competitions

Industry Standards and/or Competencies

Name of standards: Click or tap here to enter text.	**Website:** Click or tap here to enter text.

- 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
- <u>Written Communication</u>
- 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	
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.