

Source of Standards National Standards for Business Education, Ethics, Leadership, Safety, Teamwork Alignment to Essential Learnings; Columbia Scholastic Press Association, Journalism Education Association, National Scholastic Press Association, & National Press Photographers Association, Inc.

Performance Tasks/ Assessments	Standards & Competencies (Exp. = pre-industry content standard Prep.= industry standard)	Essential Academic Learning Requirements (EALRs) Goals 1 & 2	Integrating Analytical, Logical, & Creative Thinking (Thinking Skills) Goal 3	Leadership Skills and activity	Employability Skills Relevance to Work Goal 4	Local District Goals	Hours Spent on This Major Unit of Study
<b>Safety Component</b> Students will understand safety issues related to desktop publishing and complete a skills checklist demonstrating understanding of those issues.	<b>BES3</b> Know appropriate organizational and regulatory guidelines for area of work <b>4</b> Know appropriate guidelines for ensuring a safe work environment.					Students learn to high standards.	2 hours
<b>Career Component I</b> Students will identify employment opportunities, salary ranges, and training paths for careers relating to desktop publishing. WOIS and guest speakers may be used as resources.	<b>NBEA Career Development I. A. Level 3</b> Compare personal skills and aptitudes with various career options <b>NBEA Career Development I. A. Level 3</b> Correlate personal characteristics with the requirements of specific jobs within career clusters. <b>NBEA Career Development I. A. Level 3</b> Identify transferable competencies and job- specific skills related to				Highlighting for students the opportunities and relevance to work of the skills they've learned. Identifying areas of skill improvement or additional skill acquisition needed for careers.	Students learn to high standards.	2 hours

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	career and job options. <b>NBEA Career Development III. A. Level 3</b> Illustrate how personal qualities transfer from school to the workplace.						
<b>Career Component II</b> Students will presented with options for participation in several state, local, or national organizations related to print or multi-media publications and earn credit their participation.	<b>NBEA Career Development I. A. Level 3</b> Compare personal skills and aptitudes with various career options			Students can participate in organizations like TSA, Future Business Leaders of America, DECA, Journalsim Education Association, National Scholastic Press Association, National Press Photographers Association.	<ul style="list-style-type: none"><li>Highlighting for students the opportunities and relevance to work of the skills they've learned.</li><li>Identifying areas of skill improvement or additional skill acquisition needed for careers.</li></ul>	Students learn to high standards.	1 hour
<b>Legal/Ethical Component</b> Students will understand the basics of copyright, libel, and slander laws as they apply to publications.	<b>NBEA Business Law I.A. Level 3</b> Identify consequences of unethical and illegal conduct. <b>NBEA Business Law I.B. Level 3</b> Identify the basic freedoms guaranteed by the Bill of Rights	<b>Civics 1.1</b> Understand and interpret the major ideas of foundational documents such as the Declaration of Independence, the Constitution, and other foundational documents <b>Civics 1.2</b> Examine key ideals of	Identify when a legal or ethical aspect of publication arises. Analyze legal and ethical situations. Use available resources. Determine proper disposition of issues. Be able to justify your decisions using sound	Students will have the opportunity to both research and contact experts (e.g. at the Student Press Law Center) regarding issues that arise related to First Amendment rights and issues such as copyright laws.	<b>SCANS Basic Skills A. /C.</b> Locate, understand, and interpret written information to perform tasks; Identify relevant details, facts, and specifications. <u>Thinking Skills:</u> <b>Problem Solving:</b>	Students learn to high standards.	4 hours

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	<b>NBEA Communication III. Level 3</b> Address the ethical issues regarding ownership and use of electronically generated information. <b>NBEA Communication V. E. Level 3</b> Discuss the importance of taking responsibility for all oral and written communication and actions taken.	U.S. democracy such as individual human dignity, liberty, justice, equality, and the rule of law <b>Civics 2.2</b> Understand the function and effect of law <b>Communications 3.1</b> Use language to interact effectively and responsibly with others. <b>Reading 2.3</b> Think critically and analyze authors' use of language, style, purpose, and perspective	argument.		Recognizes that a problem exists, identifies possible reasons for the discrepancy, and devises and implements a plan of action to resolve it. Evaluates and monitors progress, and revises plan as indicated by findings. <b>Reasoning:</b> Discovers a rule or principle underlying the relationship between two or more objects that applies it in solving a problem. <u>Personal Qualities:</u> <b>Integrity/Honesty A. /B. /C. /D.:</b> Can be trusted; Recognizes when faced with making a decision or exhibiting behavior that may break with commonly-held personal or societal values; Understands the impact of violating these beliefs and codes on an organization, self, and others; Chooses an ethical course of action.		

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<b>Writing Component</b> Students will learn and apply the basics of interviewing, journalistic story writing, proof-reading, caption writing, and headline writing.	<b>NBEA Career Development III. D. Level 3</b> Develop effective oral communication skills that include listening, active listening, and nonverbal skills. <b>NBEA Career Development III. D. Level 3</b> Demonstrate correct grammar, spelling, and technical writing skills. <b>NBEA Communication I. C. Level 3</b> Identify factors affecting the readability of text. <b>NBEA Communication I. C. Level 3</b> Compose appropriate messages for specific audiences.	<b>Communications 1.2</b> Listen and observe to gain and interpret information <b>Communications 4</b> Analyze and evaluate the effectiveness of formal and informal communication <b>Writing 4</b> Analyze and evaluate the effectiveness of written work <b>Communications 4.3</b> Analyze mass communication <b>Writing 2.4</b> Write for career applications <b>History 2.1</b> Investigate and research use sources of information such as eyewitness accounts, photos, to investigate and understand historical occurrences <b>Writing 3</b> Understand and use the steps of the writing process <b>Writing 3.1</b> Pre-write – generate ideas and gather information <b>Writing 3.2</b> Draft – elaborate on a topic and supporting ideas <b>Writing 1.2</b> Use style appropriate to the audience and purpose	Develop relevant questions prior to interviews. Summarize interviewee comments and accurately record quoted information. Apply journalistic writing techniques to stories and captions. Employ acceptable formatting for text in terms of grammar, sentence structure, etc. Evaluate information to include and highlight important concepts.	Students will have the opportunities to become section leaders or copy editors based on skills and interests in these areas.	<b>Hard Skills:</b> Journalistic writing skills, which is distinctive from other forms of writing students learn in English classes, are directly relate to an entire field of employment opportunities.  <b>SCANS:</b> <u>Basic Skills C.</u> Identifies relevant details, facts and specifications <u>Writing A:</u> Communicates thoughts, ideas, information and messages in writing. <u>Writing B.:</u> Records information completely and accurately. <u>Writing D:</u> Uses language, style, organization, and format appropriate to the subject matter, purpose, and audience. <u>Writing E:</u> Includes supporting documentation and attends to level of detail, checks, edits, and revises for correct information, appropriate emphasis, form, grammar, spelling, and punctuation. <u>Speaking F/G:</u> Understands and responds to	Students learn to high standards.	40 hours

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					listener feedback; Asks questions when needed. <u>Listening A:</u> Receives, attends to, and responds to verbal messages and other cues such as body language in ways that are appropriate to the purpose. Personal Qualities: <u>Self Esteem B/C:</u> Demonstrates knowledge of own skills and abilities; Is aware of impact on others. <u>Sociability B/C/D/E:</u> Asserts self in familiar and unfamiliar social situations; Relates well to others; Responds appropriately as the situation requires; Takes an interest in what others say and do. <u>Self-Management D/E:</u> Exhibits self-control and responds to feedback unemotionally and non-defensively; Is a "self-starter."		
<b>Photography Component</b> Students will learn and apply the basics of camera use and photography composition. Students will learn beginning features		<b>Communications 2.5</b> Effectively use action, sound, and/or images to support presentations. Communicate messages through graphic presentation <b>Arts 3</b> Use at least one of the art	Learn and demonstrate proper operations of equipment. Evaluate conditions and decide on proper camera settings to result in good photos. Compare photos and	Much photography will be done outside of class and some outside of school hours. Students will have the opportunity to take leadership roles in assuring that necessary	<b>Hard Skills:</b> Photography skills directly relate to an entire field of employment opportunities.  <b>Organization of Materials:</b> Proper sorting, filing, and retrieval of digital files are	Students learn to high standards.	20 hours

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needed for successful operation of cameras. Students will learn the basics of photography composition and apply conventions like the rule of thirds to the capturing of images used for publications.		forms to communicate ideas and feelings.	justify selection of photos for inclusion in yearbook.	photo shoots are covered. In addition, management of photos, including formatting and storage in the appropriate server locations will offer opportunities for students to take leadership over these areas	transferable skills to any areas of work that incorporate material management.  <u>SCANS</u> <b>Resources:</b> <u>C. Material</u> --Acquires, stores, allocates, and uses materials or space efficiently.		
<b>Computer Application Component I</b> Students will learn the basics of using photo editing software (Photoshop 7.0) to include selection tools, copying, resizing objects, altering colors, replacing graphic elements, and working with multiple layers.	<b>NBEA Communication I. B.</b> Interpret information from manuals, computer printouts, and electronic sources. <b>NBEA Communication III. Level 3</b> Discuss and identify ways to keep business data secure from theft and destruction. <b>NBEA Communication III. Level 3</b> Enhance documents through the use of advanced layout, design, and graphics production software and scanning hardware. <b>NBEA Information Technology II. Level 3-4</b> Diagnose hardware and supportive software problems. <b>NBEA Information Technology V. Level 3</b>	<b>Communications 2.2</b> Create a comprehensive and organized presentation with a clear sequencing of ideas and transitions <b>Communications 2.5</b> Demonstrate sophisticated use of available technology to present ideas and concepts <b>Mathematics 1.2</b> Understand and apply concepts and procedures from measurement. <b>Mathematics 1.3</b> Understand and apply concepts and procedures from geometric sense.	Choose proper application software for task. Use functions and features of application software to create layouts following sound layout design rules. Problem solves software issues. Develop and follow guidelines to keep yearbook information confidential, safe, and secure.		<b>Hard Skills:</b> The skills acquired with the software are directly related to employment opportunities within desktop publishing fields and areas. The skills acquired from learning to utilize the features and functions of PageMaker and InDesign are transferable to many similar desktop publishing software programs.  <u>SCANS:</u> <u>Technology B. /C. B. Applies Technology to Task</u> --Understands overall intent and proper procedures for setup and operation of equipment. <b>C. Maintains and Troubleshoots Equipment</b> —	Students learn to high standards.	40 hours

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	Use application software reference materials (e.g. online help, vendor Web sites, tutorials, and manuals). <b>NBEA Information Technology V. Level 3</b> Use advanced features of common application software.				Prevents, identifies, and solves problems with equipment, including computers and other technologies. <b>Arithmetic A. /B.:</b> Performs basic computations; Uses basic numerical concepts such as whole numbers and percentages in practical situations. <b>Thinking Skills Creative Thinking:</b> Uses imagination freely, combines ideas or information in new ways, makes connections between seemingly unrelated ideas, and perhaps goals in ways that reveal new possibilities. <b>Decision Making:</b> Specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternatives. <b>Problem Solving:</b> Recognizes that a problem exists, identifies possible reasons for the discrepancy, and devises and implements a plan of action to resolve it. Evaluates and monitors progress, and revises plan as indicated by findings.		

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					<b>Seeing Things in the Mind's Eye A.</b> Organizes and processes symbols, pictures, graphs, objects or other information. <b>Personal Qualities:</b> <b>Responsibility A. /B.:</b> Exerts a high level of effort and perseverance towards goal attainment; Works hard to become excellent at doing tasks by setting high standards, paying attention to details, working well, and displaying a high level of concentration, even when assigned an unpleasant task. <b>Self-Management C. /E.:</b> Monitors progress toward goal attainment and motivates self through goal achievement; Is a "self-starter."		
<b>Computer Application Component II</b> Students will learn the basics of print publication software to develop complete layouts incorporating body text, captions, headlines, and graphic elements.	<b>NBEA Communication I. B.</b> Interpret information from manuals, computer printouts, and electronic sources. <b>NBEA Communication III. Level 3</b> Discuss and identify ways to keep business data secure from theft and destruction. <b>NBEA Communication III. Level 3</b> Enhance documents through	<b>Communications 2.2</b> Create a comprehensive and organized presentation with a clear sequencing of ideas and transitions <b>Communications 2.5</b> Demonstrate sophisticated use of available technology to present ideas and concepts <b>Mathematics 1.2</b> Understand and apply concepts and procedures from	Choose proper application software for task. Use functions and features of application software to create layouts following sound layout design rules. Problem solves software issues. Develop and follow guidelines to keep yearbook information confidential, safe, and secure.		<b>Hard Skills:</b> The skills acquired with the software are directly related to employment opportunities within desktop publishing fields and areas. The skills acquired from learning to utilize the features and functions of PageMaker and InDesign are transferable to many similar desktop publishing software	Students learn to high standards.	40 hours



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	the use of advanced layout, design, and graphics production software and scanning hardware. <b>NBEA Information Technology II. Level 3-4</b> Diagnose hardware and supportive software problems. <b>NBEA Information Technology V. Level 3</b> Use application software reference materials (e.g. online help, vendor Web sites, tutorials, and manuals). <b>NBEA Information Technology V. Level 3</b> Use advanced features of common application software.	measurement. <b>Mathematics 1.3</b> Understand and apply concepts and procedures from geometric sense.			programs. <b>SCANS:</b> <u>Technology B. /C. B.</u> <b>Applies Technology to Task</b> --Understands overall intent and proper procedures for setup and operation of equipment. <b>C. Maintains and Troubleshoots Equipment</b> — Prevents, identifies, and solves problems with equipment, including computers and other technologies. <b>Arithmetic A. /B.:</b> Performs basic computations; Uses basic numerical concepts such as whole numbers and percentages in practical situations. <u>Thinking Skills Creative Thinking:</u> Uses imagination freely, combines ideas or information in new ways, makes connections between seemingly unrelated ideas, and perhaps goals in ways that reveal new possibilities. <b>Decision Making:</b> Specifies goals and constraints, generates alternatives, considers risks,		

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					and evaluates and chooses best alternatives. <b>Problem Solving:</b> Recognizes that a problem exists, identifies possible reasons for the discrepancy, and devises and implements a plan of action to resolve it. Evaluates and monitors progress, and revises plan as indicated by findings. <b>Seeing Things in the Mind's Eye A.</b> Organizes and processes symbols, pictures, graphs, objects or other information. Personal Qualities: <b>Responsibility A. /B.:</b> Exerts a high level of effort and perseverance towards goal attainment; Works hard to become excellent at doing tasks by setting high standards, paying attention to details, working well, and displaying a high level of concentration, even when assigned an unpleasant task. <b>Self-Management C. /E.:</b> Monitors progress toward goal attainment and motivates self through goal achievement; Is a "self-starter."		
Customer Service	NBEA Career	Writing 2.1	• Evaluate the needs of	Students will have the	SCANS	Students	10 hours

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<b>Component</b> Students will develop relationships with staff, student, or community members who represent consumers for the publication or publications being created by the students. Students will seek comments, concerns and recommendations to publication leadership and propose a plan to act on input from publication consumers.	<b>Development III. D. Level 4</b> Explain the importance of providing good customer service in the workplace.  <b>NBEA Communication V. A. Level 3</b> Employ appropriate strategies for dealing with dissatisfied customers in face-to-face discussions, through electronic means, and in writing.	Identify, analyze, describe, and meet the needs of a chosen audience	customers. <ul style="list-style-type: none"><li>Predict possible problems and work for preventative solutions.</li><li>Gather information.</li><li>Evaluate information.</li><li>Make decisions based on information evaluation.</li></ul>	opportunity to be the Customer Service Liaison for the class, handling all incoming communications and overseeing outgoing communications with customers.	<b>Interpersonal C:</b> Serve Clients/Customers--work to satisfy customers' expectations. <b>Writing D.</b> Use language, style, organization, and format appropriate to the subject matter, purpose, and audience. <b>Listening A.</b> Receives, attends to, interprets, and responds to verbal messages and other cues such as body language in ways that are appropriate to the purpose. <b>Speaking A. /C. /E. /F. /G.:</b> Organizes ideas and communicates oral messages appropriate to listeners and situations; Selects an appropriate medium for conveying a message; Speaks clearly and communicates a message; Understands and responds to listener feedback; Asks questions when needed. <b>Personal Qualities:</b> Sociability B. /C. /D. /E.:	learn to high standards.	

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					Asserts self in familiar and unfamiliar social settings; Relates well to others; Responds appropriately as the situation requires; Takes an interest in what others say and do.		
<b>Career Component III</b> Students will present an electronic portfolio showing examples of work they have created through the course of the semester, and reflect and illustrate what they have learned from the class. In their presentations, students will identify specific publishing employment skills they have gained.	<b>NBEA Career Development I. A. Level 3</b> Identify transferable competencies and job- specific skills related to career and job options. <b>NBEA Career Development III. A. Level 3</b> Illustrate how personal qualities transfer from school to the workplace.				Identifying areas of skill improvement or additional skill acquisition needed for careers.	Students learn to high standards.	20 hours