

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 review issues related to safety for computer use and specific issues related to in-field gathering of resources for publications.  Students will review and revise a safety plan for their student publication.	BES3 Know appropriate organizational and regulatory guidelines for area of work 4 Know appropriate guidelines for ensuring a safe work environment.			Students will be responsible for developing and implementing safety policies for members of a student publication.		Students learn to high standards .	5 hours
<b>Career Component</b> Students will presented with options for participation in several state, local, or national organizations related to print or multi-media publications and earn extra credit points for every five hours of participation.	<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.			Students can participate in organizations like TSA, Future Business Leaders of America, DECA, Journalsim Education Association, National Scholastic Press Association, National Press Photographers Association.	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 .	1 hour
<b>Ethics/Legal Component</b> Students will review copyright, libel, and slander laws as they apply to publications.  Students will review court cases related 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	<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	Identify when a legal or ethical aspect of publication arises. Analyze legal and ethical situations. Use available resources. Determine proper disposition of issues.	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. <b>Thinking Skills:</b>	Students learn to high standards .	9 hours

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<p>and create an annotated bibliography reviewing several court cases related to student and/or professional publications.</p> <p>Students will review practices of a school student publication and develop, review, and revise policies for a student publication to help insure that the student publication attempts to follow all legal requirements for student publications.</p>	<p>Rights <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. <b>NBEA Information Technology XVI. Level 3-4</b> Develop organizational policy for the legal and ethical use of information.</p>	<p>ideals of 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</p>	<p>Be able to justify your decisions using sound argument.</p>		<p><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>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.</p>		
<b>Computer Application Component I</b>	<b>NBEA Communication I. B.</b> Interpret information from	<b>Communications 2.5</b> Demonstrate sophisticated use of	Choose proper application software for task.	Students will be responsible for the training of other staff	<b>Hard Skills:</b> The skills acquired with the software are	Students learn to	30 hours

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<p>Students will teach new staff members the basics of using photo editing software to include selection tools, copying, resizing objects, altering colors, replacing graphic elements, and working with multiple layers.</p> <p>Students will also use their expertise to create exceptional graphic images and elements for a student publication.</p>	<p>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> 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.</p>	<p>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.</p>	<p>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.</p>	<p>members for a student publication.</p>	<p>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.</p> <p><b>SCANS:</b> <b>Technology B./C. 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. <b>Thinking Skills Creative Thinking:</b> Uses imagination freely, combines ideas or information in new ways, makes connections between seemingly</p>	<p>high standards</p>	

Course Planning Sheet

Course: Yearbook III (Publications III)  
Cip Code: 091001  
Approval Date: 2002

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					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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<p><b>Writing Component</b> Students will teach new staff members the basics of interviewing, journalistic story writing, proof-reading, caption writing, and headline writing. Students will be required to conduct interviews and create complete stories on a regular basis. Students will also be responsible for creating expanded captions for pictures used in publications. Students will also be responsible for writing headlines that relate to a theme in the content of a story.</p> <p>Students will also use their expertise to create exceptional stories, expanded captions, and headlines for a student publication.</p>	<p><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.</p>	<p><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</p>	<p>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.</p>	<p>Students will be responsible for the training of other staff members for a student publication.</p>	<p><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.</p> <p><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</p>	<p>Students learn to high standards</p>	<p>20 hours</p>

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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 teach basic and advanced of camera use and photography composition to new staff members.  Students will also use their		<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 forms	Learn and demonstrate proper operations of equipment. Evaluate conditions and decide on proper camera settings to result in good photos. Compare photos and justify selection of photos for inclusion in yearbook.	Students will be responsible for the training of other staff members for a student publication.	<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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expertise to create exceptional photographs for use in a student publication.		to communicate ideas and feelings.			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.		

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<p><b>Computerized Component II</b> Students teach the basics of desktop publishing.</p> <p>Students will also use their expertise to create exceptional design templates for a student publication.</p> <p>Students will be responsible for the implementation of consistent design elements for all text and graphic elements.</p> <p>Students will be responsible for completion of complete sections used for a student publication meeting deadlines.</p>	<p><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> 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.</p>	<p><b>Communications 2.2</b> Create a comprehensive and organized presentation with a clear sequencing of ideas and transitions</p> <p><b>Communications 2.5</b> Demonstrate sophisticated use of available technology to present ideas and concepts</p> <p><b>Mathematics 1.2</b> Understand and apply concepts and procedures from measurement.</p> <p><b>Mathematics 1.3</b> Understand and apply concepts and procedures from geometric sense.</p>	<p>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.</p>	<p>Students will be responsible for the training of other staff members for a student publication and for the a consistent design identity for a student publication.</p>	<p><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.</p> <p><b>SCANS:</b> <b>Technology B. /C. 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. <b>Thinking Skills Creative Thinking:</b> Uses imagination freely, combines ideas or information</p>	<p>Students learn to high standards</p>	<p>25 hours</p>



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					in new ways, makes connections between seemingly unrelated ideas, and perhaps goals in ways that reveal new possibilities.		
<b>Leadership/Time Management Component</b> Students will recognize the importance of deadline planning to the successful on- time delivery of the yearbook.  Students will learn the characteristics and traits of effective people and apply these skills to meeting deadlines for the class.  Students will demonstrate a leadership role as a section editor and be responsible for monitoring and assisting with the successful meeting of deadlines by students working on pages for their section.	<b>NBEA Career Development III. A. Level 3</b> Describe appropriate time management techniques and their application in the workplace. <b>NBEA Career Development III. D. Level 3</b> Demonstrate techniques for responding to and working with individuals under stress.		Identify areas of student life that have time requirements Analyze and prioritize these time requirements. Apply learning about time management strategies to develop a plan. Assess and adjust plan as necessary.	Students will be held accountable for the successful completion of all work needed for the on-time publication of all content for their assigned section in a student publication.	SCANS Resources A. Time— Select goal-relevant activities, rank them, allocate time, and prepare and follow schedules. <u>SCANS Thinking Skills</u> <b>Decision Making:</b> Specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternatives. <b>Problem Solving:</b> Evaluates and monitors progress, and revises plan as indicated by findings. <u>Personal Qualities:</u> <b>Responsibility A:</b> Exert a high level of effort and perseverance towards goal attainment. <b>Responsibility C:</b> Displays high standards of attendance, punctuality,	Students learn to high standards .	20

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					enthusiasm, vitality, and optimism in approaching and completing tasks. <b>Self-Management B.</b> Set well-defined and realistic personal goals. <b>Self-Management C:</b> Monitor progress toward goal attainment and motivate self through goal achievement.		
<b>Leadership/Quality Control Component/Theme Development</b> Students will learn and apply proofreading skills to inspect, layout design, photo graphic images, computer file requirements for page assignments, and correct text for convention and formatting errors.  Students will demonstrate a leadership role as a section editor and be responsible for the quality of products created by other students for their section.	<b>NBEA Communication I. C. Level 3</b> Apply a variety of specific proofreading techniques to identify and correct errors. <b>NBEA Communication I. C. Level 3</b> Compare drafts to final documents and make editorial changes.	<b>Communications 4.1</b> Assess strengths and need for improvement <b>Communications 4.2</b> Seek and offer feedback; seek and use feedback to improve communication; offer suggestions and comments to others <b>Writing 3.3</b> Revise, collect input, and enhance text and style <b>Writing 3.4</b> Edit-Use resources to correct spelling, punctuation, grammar, and usage	Utilize proofreading and editing techniques. Examine all information for potential errors. Evaluate quality of products. Decide on necessary corrections.	All students will have the opportunity to be first-draft editors of others' work. All students will have the opportunity to be a part of the team that reviews the "proofs" returned by the publishing company.  Students will have the opportunity to become section editors or copy editors to do top-level reviews.	<b>SCANS:</b> <b>Basic Skills D.</b> Infers vocabulary, and judges the accuracy, appropriateness, style and plausibility of [work] of other writers. <b>Writing E:</b> Attends to level of detail, checks, edits, and revises for correct information, appropriate emphasis, form, grammar, spelling, and punctuation.	Students learn to high standards .	30 hours

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<b>Customer Service Component</b> Students will study methods for positive interaction with customers during distribution of student publications.  Students will conduct market research with student publication consumers regarding comments, criticisms, and recommendations for the coming year's publication.	<b>NBEA Career 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.	<b>Writing 2.1</b> Identify, analyze, describe, and meet the needs of a chosen audience	Evaluate the needs of customers. Predict possible problems and work for preventative solutions. Gather information. Evaluate information. Make decisions based on information evaluation.	Students will have the opportunity to be the Customer Service Liaison for the class, handling all incoming communications and overseeing outgoing communications with customers.	<u>SCANS</u> <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> Speaks clearly and communicates a message; Understands and responds to listener feedback; Asks questions when needed. <b>Personal Qualities:</b> <u>Sociability B. /C. /D. /E.:</u> Asserts self in familiar and unfamiliar social settings; Relates well to others; Responds appropriately as the situation requires; Takes	Students learn to high standards .	10 hours

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					an interest in what others say and do.		

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<b>Portfolio &amp; Presentation</b> Students will present a portfolio representing their best work in the areas of photography, writing, and layout design. Students will research professional expectations for portfolios and attempt to consult with a professional related to publications to mentor the development of the student's portfolio.	<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 career and job options. <b>NBEA Career Development III. A. Level 3</b> Illustrate how personal qualities transfer from school to the workplace. community service)	<b>Writing 2.1</b> Identify, analyze, describe, and meet the needs of a chosen audience  <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>Communications 4.2</b> Seek and offer feedback; seek and use feedback to improve communication; offer suggestions and comments to others	Utilize proofreading and editing techniques. Examine all information for potential errors. Evaluate quality of products. Decide on necessary corrections.		<u>SCANS</u> <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> Speaks clearly and communicates a message; Understands and responds to listener feedback; Asks questions when needed. <b>Personal Qualities:</b> <u>Sociability B. /C. /D. /E.:</u> 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.	Students learn to high standards .	10 hours

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