

Please print local district goals on a separate sheet and attach to this framework for your files. If modifying this document, please add rows for new information.

Sample Performance Task/ Assessments <i>Estimated hours of student learning time</i>	Standards & Competencies (Exploratory = pre-industry content standard Preparatory = industry standard)	Essential Academic Learning Requirements Benchmark 3 Washington State Goals 1 & 2	Integrating Analytical, Logical, & Creative Thinking Washington State Goal 3	Leadership Skills and Corresponding Activity	Employability Skills	Relevance to Work Washington State Goal 4
30 hours Organization <ul style="list-style-type: none"> Class selection and structure mirror business-like environment Publicize job opening for positions within the program. Organize class into departments with clear lines of reporting and responsibility. Create job descriptions for each student. Jobs include: Editor-in-Chief, Business Manager, Marketing/Advertising Manager, Section Team Leaders Students will recognize individual roles and responsibilities and the need to cooperate with others to set goals and develop a product that represents the best work of the entire staff. Students will be organized into departments and teams to address task needs (photography, layout, and writing) and section needs (Student Life, Academics, Athletics, Activities, People). Class will hold weekly meetings to monitor and evaluate progress, problem solve, and gain an understanding of where each team is at and how everyone can best meet weekly and long-term goals 	<ul style="list-style-type: none"> Assess and analyze strengths and weaknesses relative to a variety of career options and formulate and implement a plan to address identified weaknesses. Enhance identified strengths related to selected career options. Monitor progress and restructure the plan as needed to manage identified weaknesses. Demonstrate appropriate interpersonal skills for working with and for others. Explain the importance of maintaining professionalism in work relationships. Identify techniques for encouraging others to enhance their performance Demonstrate how behavior influences the actions of coworkers. Formulate strategies for working effectively with coworkers of varying age groups, cultures, and mental or physical abilities. Demonstrate effective interpersonal skills in a work relationship. And Develop skills to give and receive constructive criticism. Demonstrate project planning and management skills. Apply team skills in a business environment. Plan, organize, and conduct meetings to achieve identified purposes. Seek opportunities to practice leadership techniques. 	Communications 3 Use communication strategies and skills to work effectively with others. 3.2 Participate in a group to write, work toward consensus, propose solutions, or achieve results.		FBLA provides leadership activities that correlate with this framework. Example activities can be found in the Core Leadership Skills document at www.k12.wa.us/coreareartech/clasapproval.aspx . A corresponding activity to help student achieve this skill should be identified on the local level.	Resources A. Time—Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules. D. Human Resources—Assesses skills and distributes work accordingly, evaluates performance and provides feedback. Interpersonal A. Participates as a member of a team—contributes to group effort D. Exercises leadership--communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies	Learn to successfully run and participate in cross-departmental meetings for the benefit of the organization as a whole.

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<ul style="list-style-type: none"> Meetings will be initially be run by editor-in-chief, but all managers and team leaders will have opportunities to run sections of meetings to communicate their information to the rest of the class. 	<ul style="list-style-type: none"> Demonstrate appropriate interpersonal skills for working with and for others. Explain the importance of maintaining professionalism in work relationships. Identify the appropriate leadership style for a given situation. Identify effective communication skills for the business environment. 				<p>E. Negotiates--works toward agreements involving exchanges of resources, resolves divergent interests</p> <p>F. Works with Diversity--Works with men and women from diverse backgrounds.</p> <p>Systems</p> <p>A. Understands Systems--Knows how social, organizational, and technological systems work and operates effectively with them.</p>	

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5 Hours <ul style="list-style-type: none"> Describe appropriate time management techniques and their application in the workplace. Demonstrate techniques for responding to and working with individuals under stress. Describe activities that may be used to bring about a balance between personal and career interests. Discuss the impact of time management practices on one's personal and professional image. Design and implement a time management schedule as a result of a time management analysis 	Time Management <ul style="list-style-type: none"> 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, efficient people. Students will learn time management strategies and techniques and work to incorporate them into their daily lives. Students will identify planning and assignment strategies to guarantee complete activity and event coverage. 		<ul style="list-style-type: none"> 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. 	FBLA provides leadership activities that correlate with this framework. Example activities can be found in the Core Leadership Skills document found at www.k12.wa.us/careertech/classapproval.aspx . A corresponding activity to help students achieve this skill should be identified on the local level.		Learn to successfully run and participate in cross-departmental meetings for the benefit of the organization as a whole.

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5 Hours Theme Development <ul style="list-style-type: none"> Create a theme that unifies the book visually and verbally. Identify the tone of the book as a reflection of the school and year and sets a definitive direction for the book to follow. Unify the theme with graphic and typographic techniques. Students will understand the function of a theme as a verbally and visually unifying concept. Students will identify the basic parts of the yearbook that contribute to the development of the theme including cover, end sheets, title page, opening section, dividers, and closing. 	<p>Discuss the importance of vision, mission, and goal setting within the context of the business environment.</p>	<p>Communications 2.2 Create a comprehensive and organized presentation with a clear sequencing of ideas and transitions</p> <p>Arts 1.1 Apply different multimedia forms used to produce and present works of art: graphics, photography. 1.2 Purposefully organize arts elements for a specific application. 3.3 Select and combine graphics and text and select appropriate technologies to create, organize, and communicate ideas and feelings clearly.</p>	<p>Create original ideas.</p> <ul style="list-style-type: none"> Synthesize ideas into a unifying concept. Evaluate aspects of the school to incorporate into a theme. Produce a coherent, unifying theme. Choose among alternatives presented. Evaluate positive and negative components to justify theme selection. Construct methods to incorporate theme into book. 	<p>FBLA provides leadership activities that correlate with this framework. Example activities can be found in the Core Leadership Skills document found at www.k12.wa.us/careertech/classapproval.aspx.</p> <p>A corresponding activity to help students achieve this skill should be identified on the local level.</p>	<p>Interpersonal A. Participates as a member of a team—contributes to group effort D. Exercises Leadership--communicates ideas to justify position, persuades others, responsibly challenges existing procedures and policies</p> <p>Information B. Organizes and maintains information.</p>	<p>Learn to successfully run and participate in cross-departmental meetings for the benefit of the organization as a whole.</p>

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10 Hours <ul style="list-style-type: none"> Students will recognize and create graphic and typographic techniques available to unify the theme. Coverage <ul style="list-style-type: none"> Determine content and coverage of school activities. Students will identify and organize activities, events, and issues into sections of the book covering the five main areas: for student life, academics, sports, organizations, people Students will understand the organizational and managerial contributions of developing a ladder with content percentages that result in adequate coverage of all areas of the school. Students will recognize the value of developing story ideas with human-interest angles. 		Writing 2.1 Identify, analyze, describe, and meet the needs of a chosen audience	<ul style="list-style-type: none"> Examine school for areas that need to be covered. Analyze areas of needs identified. Evaluate and prioritize needs, select proper coverage percentages. Using coverage percentages selected as your justification, devise a ladder that provides adequate coverage. 	FBLA provides leadership activities that correlate with this framework. Example activities can be found in the Core Leadership Skills document found at www.k12.wa.us/careertech/classapproval.aspx . A corresponding activity to help students achieve this skill should be identified on the local level.	Information A. Acquires and evaluates information B. Organizes and maintains information C. Interprets and communicates information. Resources B. Money—Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives. C. Materials and Facilities—Acquires, stores, allocates, and uses materials or space efficiently	Learn to successfully run and participate in cross-departmental meetings for the benefit of the organization as a whole.

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5 Hours Legal/Ethical Guidelines <ul style="list-style-type: none"> Students will understand, practice, and learn skills necessary to apply ethical and legal considerations to the planning and production stages of the process. Students will understand the rights and responsibilities provided by the First Amendment and scholastic-specific court decisions as they relate to fairness, accuracy, and good taste. Students will demonstrate the ethical responsibility of truthfulness, fairness, accuracy, and objectivity. Students will identify common concerns facing yearbook staffs including libel, legally protected and copyrighted materials. 	<ul style="list-style-type: none"> Identify consequences of unethical and illegal conduct. Identify the basic freedoms guaranteed by the Bill of Rights Exhibit professional and ethical behavior in the work environment. Address the ethical issues regarding ownership and use of electronically generated information. Discuss the importance of taking responsibility for all oral and written communication and actions taken. Develop organizational policy for the legal and ethical use of information. Implement organizational policies and procedures for 	Civics 1.1 Understand and interpret the major ideas of foundational documents such as the Declaration of Independence, the Constitution, and other foundational documents 1.2 Examine key ideals of U.S. democracy such as individual human dignity, liberty, justice, equality, and the rule of law 2.2 Understand the function and effect of law Communications 3.1 Use language to interact effectively and responsibly with others. Reading 2.3 Think critically and analyze authors' use of language, style, purpose, and perspective	<ul style="list-style-type: none"> 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 argument. 	FBLA provides leadership activities that correlate with this framework. Example activities can be found in the Core Leadership Skills document found at www.k12.wa.us/careertech/classapproval.aspx . A corresponding activity to help students achieve this skill should be identified on the local level.		Learn to successfully run and participate in cross-departmental meetings for the benefit of the organization as a whole.

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7 Hours Brainstorming <ul style="list-style-type: none"> Teach creative, group problem-solving Use throughout the year to review deadlines, themes, content and coverage, and solve conflicts as they arise. Students will recognize the value of collective brainstorming to develop a complete set of ideas for all aspects of the yearbook. Students will identify and master specific brainstorming techniques and strategies. Students will explore resources available for brainstorming sessions 	<ul style="list-style-type: none"> Develop effective oral communication skills that include listening, active listening, and nonverbal skills. Participate in-group discussions for problem resolution. Organize and lead discussions. Demonstrate skills in leading a brainstorming session. 	Communications 3.2 Participate in a group to write, work toward consensus, propose solutions, or achieve results. 3.2 Encourage group members to offer ideas and points of view 3.3 Respect that a solution may require honoring other points of view and accept accountability for group results		FBLA provides leadership activities that correlate with this framework. Example activities can be found in the Core Leadership Skills document found at www.k12.wa.us/careertech/classapproval.aspx . A corresponding activity to help students achieve this skill should be identified on the local level.	Interpersonal A. Participates as a member of a team—contributes to group effort. E. Negotiates— works toward agreements involving exchanges of resources, resolves divergent interest.	Learn to successfully run and participate in cross-departmental meetings for the benefit of the organization as a whole.

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10 Hours Customer Service <ul style="list-style-type: none"> Plan coverage so that all consumers of the book are included. Do market research (surveys, questionnaires) to determine what customers want to see in the yearbook. Focus on positive interactions when dealing with customers through all aspects of yearbook production (selling, interviewing, distribution). 	<ul style="list-style-type: none"> Demonstrate appropriate employee and customer interactions in workplace situations. Demonstrate appropriate telephone and e-mail etiquette. Explain the importance of providing good customer service in the workplace. Differentiate between internal and external customers. Employ appropriate strategies for dealing with dissatisfied customers in face-to-face discussions, through electronic means, and in writing 	Writing 2.1 Identify, analyze, describe, and meet the needs of a chosen audience		FBLA provides leadership activities that correlate with this framework. Example activities can be found in the Core Leadership Skills document found at www.k12.wa.us/careertech/classapproval.aspx . A corresponding activity to help students achieve this skill should be identified on the local level.	Interpersonal C. Serve Clients/Customers-work to satisfy customers' expectations.	Learn to successfully run and participate in cross-departmental meetings for the benefit of the organization as a whole.

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10 Hours Photography Component <ul style="list-style-type: none"> Use photos to capture a story. Aspects of photography for action, stills, mugs. Students will understand camera equipment care. Students will master basic camera handling and shooting procedures as well as selection. Students will understand, practice, and learn the skills necessary to effective shoot photos. Students will understand the contribution of different photographic types and techniques. Students will record all relevant information (Who, what, when, where, and why) related to photos taken to assist in writing complete captions later. Students will implement a systematic approach to photographic recording, tracking, storage and filing resulting in effective photo retrieval. 		Communications 2.5 Effectively use action, sound, and/or images to support presentations. Communicate messages through graphic presentation Arts 3 Use at least one of the art forms to communicate ideas and feelings.		FBLA provides leadership activities that correlate with this framework. Example activities can be found in the Core Leadership Skills document found at www.k12.wa.us/careertech/classapproval.aspx . A corresponding activity to help students achieve this skill should be identified on the local level.	Resources B. Money —Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives C. Materials and Facilities --Acquires, stores, allocates, and uses materials or space efficiently.	Learn to successfully run and participate in cross-departmental meetings for the benefit of the organization as a whole.

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15 Hours Text Component <ul style="list-style-type: none"> Choose relevant stories to tell Write captions that include 5 W's and H, as well as background/follow-up information. Students will identify and master information-gathering skills, recognizing the roles of attending activities, conducting research and interviewing sources as vital techniques. Students will understand options for researching background material and conducting original research for use as facts and figures in copy. Students will understand the guidelines for preparing questions and for interviewing sources as well as using interview information in copy. Students will understand the variety of copywriting approaches including quote-transition story and quick read collections. Students will identify style guidelines, which will result in consistency in copywriting. Students will recognize the importance of a caption in developing the story and documenting details. Students will recognize the importance of accuracy to the integrity of the yearbook. Students will understand common writing problems and solutions. 	<ul style="list-style-type: none"> Develop effective oral communication skills that include listening, active listening, and nonverbal skills. Demonstrate correct grammar, spelling, and technical writing skills. Identify factors affecting the readability of text. Compose appropriate messages for specific audiences. 	Communications 1.2 Listen and observe to gain and interpret information 4 Analyze and evaluate the effectiveness of formal and informal communication 4.3 Analyze mass communication Writing 1.2 Use style appropriate to the audience and purpose 2.4 Write for career applications 3 Understand and use the steps of the writing process 3.1 Pre-write – generate ideas and gather information 3.2 Draft – elaborate on a topic and supporting ideas 4 Analyze and evaluate the effectiveness of written work		FBLA provides leadership activities that correlate with this Performance Tasks/Assessments (sample) framework. Example activities can be found in the Core Leadership Skills document found at www.k12.wa.us/careerteched/classapproval.aspx . A corresponding activity to help students achieve this skill should be identified on the local level.		Learn to successfully run and participate in cross-departmental meetings for the benefit of the organization as a whole.

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<ul style="list-style-type: none"> Students will recognize type as a design element related directly to content. Students will understand the terminology associated with the use of type and be able to identify type styles, fonts, faces, and their use for different copy treatments 		History 2.1 Investigate and research use sources of information such as eyewitness accounts, photos, to investigate and understand historical occurrences				

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40 Hours Computerized Layout Component <ul style="list-style-type: none"> Teach students to use PageMaker 6.5 software. Teach students steps of desktop layout and publishing techniques. Incorporate eye lines, dominance, eye flow, and use of positive white space, scatter story, and grid layout components. Students will recognize design principles to apply to the placement of content elements. Students will understand the measurements used in graphic design. Students will recognize the importance of creating columns to establish a consistent structural format. Students will identify content and design options available with a scatter story approach that integrates more photos and quick-ready copy formats. 	<ul style="list-style-type: none"> Identify the circumstances that constitute the violation of a computer program copyright. Interpret information from manuals, computer printouts, and electronic sources. Research information using the Internet and select appropriate materials for reports and presentations. Discuss and identify ways to keep business data secure from theft and destruction. Enhance documents through the use of advanced layout, design, and graphics production software and scanning hardware. Diagnose hardware and supportive software problems. Use application software reference materials (e.g. online help, vendor Web sites, tutorials, and manuals). Use the collaborative features of application software to complete simulated or real organizational tasks. Use advanced features of common application software 	<p>Communications 2.2 Create a comprehensive and organized presentation with a clear sequencing of ideas and transitions 2.5 Demonstrate sophisticated use of available technology to present ideas and concepts</p> <p>Mathematics 1.2 Understand and apply concepts and procedures from measurement. 1.3 Understand and apply concepts and procedures from geometric sense.</p>		<p>FBLA provides leadership activities that correlate with this framework. Example activities can be found in the Core Leadership Skills document found at www.k12.wa.us/careertech/classapproval.aspx.</p> <p>A corresponding activity to help students achieve this skill should be identified on the local level.</p>	<p>Technology B. /C. B. Applies Technology to Task— Understands overall intent and proper procedures for setup and operation of equipment. C. Maintains and Troubleshoots Equipment-- Prevents, identifies, and solves problems with equipment, including computers and other technologies.</p>	<p>Learn to successfully run and participate in cross-departmental meetings for the benefit of the organization as a whole.</p>

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15 Hours Quality Control <ul style="list-style-type: none"> Create structure for page review and corrections. Teach proofreading and editing techniques Students will master editing proofreading skills to enhance copy quality and to prepare for publication. Students will learn how to use proofreader marks to communicate changes in copy. Students will master the effective and efficient proofing of pages and quick return to the printer on official "page proofs." 	<ul style="list-style-type: none"> Apply a variety of specific proofreading techniques to identify and correct errors. Compare drafts to final documents and make editorial changes. 	Communications 4.1 Assess strengths and need for improvement 4.2 Seek and offer feedback; seek and use feedback to improve communication; offer suggestions and comments to others Writing 3.3 Revise, collect input, and enhance text and style 3.4 Edit-Use resources to correct spelling, punctuation, grammar, and usage		FBLA provides leadership activities that correlate with this framework. Example activities can be found in the Core Leadership Skills document found at www.k12.wa.us/careertech/classapproval.aspx . A corresponding activity to help students achieve this skill should be identified on the local level.		Learn to successfully run and participate in cross-departmental meetings for the benefit of the organization as a whole.

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5 Hours Financial Plan <ul style="list-style-type: none"> Determine revenue sources and prepare a budget. Calculate required expenses. Decision-making process for optional expenditures Students will understand the financial structure and the staff's obligation in managing the yearbook's financial stability. Keep track of budget and actual revenue and expenses using an Excel spreadsheet. 	<ul style="list-style-type: none"> Prepare a budget for planning purposes Use spreadsheet for budget analysis Establish prices for products. Forecast sales in order to plan purchases. Plan purchases based on sales forecasts. Compare actual income and expenses to budgeted amounts for a specific period. 	Economics 1 Understand basic economic concepts and analyze the effect of economic systems on individuals, groups, and society. Mathematics 2 Use mathematical reasoning		FBLA provides leadership activities that correlate with this framework. Example activities can be found in the Core Leadership Skills document found at www.k12.wa.us/careertech/classapproval.aspx . A corresponding activity to help students achieve this skill should be identified on the local level.	Resources B. Money--use or prepare budgets, make forecasts, keep records, and make adjustments to meet objectives. Information A. Acquires and evaluates information B. Organizes and maintains information C. Interprets and communicates information D. Use computers to process information. Technology B. Apply Technology to Task-Understand overall intent and proper procedures for set-up and operation of equipment.	Learn to successfully run and participate in cross-departmental meetings for the benefit of the organization as a whole.

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7 Hours <ul style="list-style-type: none"> Explain how offer and acceptance can create contractual rights and duties Identify methods for evaluating the effectiveness of various forms of advertising. Identify the components of marketing plan. Identify the goals of marketing plan. 	Marketing Plan <ul style="list-style-type: none"> Create sales plan including reasons consumers should pre-purchase a yearbook. Determine best use of advertising time and money. Create ad contracts, business cards, and develop an advertising campaign to sell book ads. Students will identify tactics for selling to overcome customer objections. Students will carry out an approved yearbook-marketing plan including participating in the sales process and business procedures (handling receipts, tracking sales, and distributing yearbooks). Students will plan a basic advertising sales campaign to provide the basic financing for the yearbook. Students will identify and implement elements and design principles of advertising in creating an ad campaign directed at student purchases of the yearbook. 	Writing 2.1 Identify, analyze, describe, and meet the needs of a chosen audience		FBLA provides leadership activities that correlate with this framework. Example activities can be found in the Core Leadership Skills document found at www.k12.wa.us/careertech/classapproval.aspx . A corresponding activity to help students achieve this skill should be identified on the local level.	Interpersonal B. Teach others new skills. C. Serve Clients/Customers--Work to satisfy customers' expectations. E. Negotiate--Work toward agreements involving exchange of resources, resolves divergent interests.	Learn to successfully run and participate in cross-departmental meetings for the benefit of the organization as a whole.

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9 Hours Career Connections The yearbook is obviously completed before the end of the school year so that the publishing company can print it. Therefore, this unit will be completed at the end of the school year, after the yearbook is complete, prior to distribution. <ul style="list-style-type: none"> Students will become aware of career opportunities in fields related to skills they acquired in yearbook. Students will evaluate the personal skills they acquired and compare them with personal interests. Students will gain exposure to related fields in the professional world of work. Students will have the opportunity to interview and job shadow people in related fields. Students will have the opportunity to tour facilities and talk with professionals in related fields. 	NBEA Career Development I. A. Level 3 Compare personal skills and aptitudes with various career options NBEA Career Development I. A. Level 3 Correlate personal characteristics with the requirements of specific jobs within career clusters. NBEA Career Development I. A. Level 3 Identify transferable competencies and job-specific skills related to career and job options. NBEA Career Development III. A. Level 3 Illustrate how personal qualities transfer from school to the workplace. NBEA Career Development V. A. Level 3 Experience paid/unpaid work opportunities in one or more career clusters through various opportunities (job shadows, mentoring, community service)			FBLA provides leadership activities that correlate with this framework. Example activities can be found in the Core Leadership Skills document found at www.k12.wa.us/careertech/classapproval.aspx . A corresponding activity to help students achieve this skill should be identified on the local level.		Learn to successfully run and participate in cross-departmental meetings for the benefit of the organization as a whole.

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7 Hours Community Service <p>The yearbook is obviously completed before the end of the school year so that the publishing company can print it. In addition, there are "down-times" between certain deadlines. Therefore, this unit will be completed during those down times and at the end of the school year, after the yearbook is complete, prior to distribution.</p> <ul style="list-style-type: none"> ▪ Learn about the responsibility we all have as citizens to give back to our communities. ▪ Examine areas of need within our community. ▪ Develop a plan to give of our time, energy, and skills 				<p>FBLA provides leadership activities that correlate with this framework. Example activities can be found in the Core Leadership Skills document found at www.k12.wa.us/careertech/classapproval.aspx.</p> <p>A corresponding activity to help students achieve this skill should be identified on the local level</p>		<p>Learn to successfully run and participate in cross-departmental meetings for the benefit of the organization as a whole.</p>