



## Spokane Public Schools Yearbook and Journalism

<b>Course: Publishing: Yearbook/Journalism</b>	<b>Total Framework Hours up to: 360</b>
<b>CIP Code: 100303</b> <input type="checkbox"/> Exploratory <input checked="" type="checkbox"/> Preparatory	<b>Date Last Modified: 4/16/2015</b>
<b>Career Cluster: Arts, AV Tech and Communications</b>	<b>Cluster Pathway: Print Technology</b>

### COMPONENTS AND ASSESSMENTS

**Performance Assessments:** Recognize and change tone in media and describe how the choice of color, background, and word choice changes the message of the presentation.

**Leadership Alignment:** The 21<sup>st</sup> Century Leadership skills are met in this course when students:

- **Think Creatively**  
Students team on yearbook sections to agree on design elements (review magazines, catalogs, past yearbooks, other school's yearbooks, websites for media styles) and develop each section's yearbook pages. Students work in Photoshop individually and in teams to create new graphics that align the current yearbook theme. Students evaluate templates through carousel of learning model. Second year student constantly analyze and critique first year students' products. Students brainstorm obstacles and solutions.
- **Work Creatively with Others**  
Students communicate new ideas to others with learned communication skills to improve product. Student model open and responsive perspectives of thematic and design issues, collaborate on problem-solving issues. Communication skills are practiced for productivity and solution through design layout practices. Yearbook students contact industry experts to set up teaching clinic demonstrations for their class ie: Dorian for PhotoShop clinic, Photography clinic, and Pictavo Design training.
- **Implement Innovations**  
Students will act on creative ideas to make a tangible and useful contribution to the field in which the innovation occur by creating an original yearbook.
- **Solve Problems**  
Students will apply safety practices, self-reflection and personal interviews, as a team approach to complete section pages. Yearbook students assign, design and critique every yearbook spread with the hierarchy of responsibility established at the beginning of each year. The Editorial Team meets on a regular basis to review and critique the various parts of the yearbook. They plan additional training and contact the respective trainers to address problems they identify.
- **Assess & Evaluate Information**  
Students will access information efficiently and effectively: writing up interview notes and copy, citing quotes, and researching information. Yearbook students contact Administrators, Counselors, and Faculty Advisers for each class to obtain Student Spotlight candidates, and the conduct interviews with students and write a copy for use in the yearbook. Section leaders and editors evaluate the interview copies, and give recommendations for improvement.
- **Use & Manage Information**  
Students will use and manage information by identifying and honoring privacy issues, and collect information to accurately portray events. Yearbook students are made aware that any information obtained to locate or identify students is confidential and anything printed must be destroyed immediately. In addition, students are required to sell yearbook ads to the community. This means that students will contact industry and merchant groups for advertising purposes.

- **Analyze Media**  
Students will analyze media by identifying biases, recognizing points of view, and applying ethical and legal standard through interviews and data collection.
- **Create Media Products**  
Students will create media products with pictavo and Photoshop to create design layouts, as well as learn other media products from industry models. Students attend to diversity by ensure multicultural representation is present in product completion. Yearbook students will research different types of media like QR codes, advertising techniques, and distribution methods. Students will study new media for ideas that may be appropriate to include in the yearbook. Students who sell ads for the yearbook collaborate with the customer to create the ad—these must contain certain perimeters and specifications to satisfy the needs of the yearbook as well as the needs of the customer.

**Standards and Competencies**

**Standard/Unit: C-1 Visual Media Literacy**

**Competencies**

**Total Learning Hours for Unit: 20 Hours**

- C-1.1 Demonstrate a knowledge of color theory (e.g. light, pigment, transparent/opaque color)
- C-1.2 Demonstrate a working knowledge of color organization and the color wheel (e.g. primary, secondary, tertiary, neutrals)
- C-1.3 Define the elements of design ( e.g. line, form, color, space, texture, value, shape)
- C-1.4 Define the principles of design (e.g. emphasis, unity, balance, proportion, rhythm)
- C-1.5 Identify elements of composition
- C-1.6 Combine text, images, and graphics by incorporating information from a wide range of media (e.g. films, newspapers, magazine, online information, television, videos, and electronic media-generated images)
- C-1.7 Select an appropriate medium for audience and presentation elements

**Aligned Washington State Standards**

<b>Arts</b>	
<b>Educational Technology</b>	
<b>Health and Fitness</b>	
<b>Language</b>	
<b>Math</b>	
<b>Reading</b>	RST 11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
<b>Science</b>	
<b>Social Studies</b>	
<b>Speaking and Listening</b>	SL11-12.1a-d Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

	<p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>
<b>Writing</b>	<p>WHST 11-12.2 a-e Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p>e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p> <p>WHST 11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST 11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>WHST 11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>WHST 11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>WHST 11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>

### COMPONENTS AND ASSESSMENTS

**Performance Assessments:**

Create a presentation illustrating how reality may be manipulated in media.

**Leadership Alignment:** The 21<sup>st</sup> Century Leadership skills are met in this course when students:

- Think Creatively  
Students team on yearbook sections to agree on design elements (review magazines, catalogs, past yearbooks, other school's yearbooks, websites for media styles) and develop each section's yearbook pages. Students work in Photoshop individually and in teams to create new graphics that align the current yearbook theme. Students evaluate templates through carousel of learning model. Second year student constantly analyze and critique first year students' products. Students brainstorm obstacles and solutions.
- Implement Innovations  
Students will act on creative ideas to make a tangible and useful contribution to the field in which the innovation occur by creating an original yearbook.

Yearbook students apply skills taught by industry experts to enhance the design and visual effect of the yearbook.

- Reason Effectively  
Student model open and responsive perspectives of thematic and design issues, collaborate on problem-solving issues.
- Access and Evaluate Information  
Students will access information efficiently and effectively: writing up interview notes and copy, citing quotes, and researching information. Yearbook students contact Administrators, Counselors, and Faculty Advisers for each class to obtain Student Spotlight candidates, and the conduct interviews with students and write a copy for use in the yearbook. Section leaders and editors evaluate the interview copies, and give recommendations for improvement.
- Use and Manage Information  
Students will use and manage information by identifying and honoring privacy issues, and collect information to accurately portray events. Yearbook students are made aware that any information obtained to locate or identify students is confidential and anything printed must be destroyed immediately. In addition, students are required to sell yearbook ads to the community. This means that students will contact industry and merchant groups for advertising purposes.
- Create Media Products  
Students will create media products with pictavo and Photoshop to create design layouts, as well as learn other media products from industry models. Students attend to diversity by ensure multicultural representation is present in product completion. Yearbook students will research different types of media like QR codes, advertising techniques, and distribution methods. Students will study new media for ideas that may be appropriate to include in the yearbook. Students who sell ads for the yearbook collaborate with the customer to create the ad —these must contain certain perimeters and specifications to satisfy the needs of the yearbook as well as the needs of the customer.

***Standards and Competencies***

**Standard/Unit: C-2 Copyright and Ethics: Know and observe copyright ethics**

**Competencies**

**Total Learning Hours for Unit: 20 hours**

- C-2.1 Explain fair use guidelines for different media
- C-2.2 Explain privacy issues in different media
- C-2.3 Describe ethics in computing (e.g. ACM code of ethics, acceptable use policies)
- C-2.6 Explain the concept of credibility in different media (e.g. context, fair and accurate representation, deception)
- C-2.7 Describe ethics in digital photography

***Aligned Washington State Standards***

<b>Arts</b>	
<b>Educational Technology</b>	
<b>Health and Fitness</b>	
<b>Language</b>	
<b>Math</b>	
<b>Reading</b>	RST 11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. RST 11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
<b>Science</b>	
<b>Social Studies</b>	

<b>Speaking and Listening</b>	
<b>Writing</b>	<p>WHST 11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST 11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>WHST 11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>

### COMPONENTS AND ASSESSMENTS

**Performance Assessments:**

Collaborate on a project plans and follow the plan to create and publish a products

**Leadership Alignment:** The 21<sup>st</sup> Century Leadership skills are met in this course when students:

- Think Creatively  
Students team on yearbook sections to agree on design elements (review magazines, catalogs, past yearbooks, other school's yearbooks, websites for media styles) and develop each section's yearbook pages. Students work in Photoshop individually and in teams to create new graphics that align the current yearbook theme. Students evaluate templates through carousel of learning model. Second year student constantly analyze and critique first year students' products. Students brainstorm obstacles and solutions.
- Work Creatively with others  
Students communicate new ideas to others with learned communication skills to improve product. Student model open and responsive perspectives of thematic and design issues, collaborate on problem-solving issues. Communication skills are practiced for productivity and solution through design layout practices. Yearbook students contact industry experts to set up teaching clinic demonstrations for their class ie: Dorian for PhotoShop clinic, Photography clinic, and Pictavo Design training.
- Implement Innovations  
Students will act on creative ideas to make a tangible and useful contribution to the field in which the innovation occur by creating an original yearbook. Yearbook students apply skills taught by industry experts to enhance the design and visual effect of the yearbook.
- Use Systems Thinking  
Team work through section planning, design layout, and timely page completion.
- Make Judgments and Decisions  
Team work through section planning, design layout, and timely page completion. Editors analyze and evaluate each section based on project planning and evaluation of needs.
- Solve Problems  
Students will apply safety practices, self-reflection and personal interviews, as a team approach to complete section pages. Yearbook students assign, design and critique every yearbook spread with the hierarchy of responsibility established at the beginning of each year. The Editorial Team meets on a regular basis to review and critique the various parts of the yearbook. They plan additional training and contact the respective trainers to address problems they identify. Students are issued field/floor passes to take sports pictures, and safety issues are addressed around personal and equipment safety.
- Communicate Clearly  
Students communicate clearly through practicing and applying interviewing skills, photo shoots, teamwork with design layout, through diverse environments students are modeling responsibility and leadership managing confidential information. Understanding and Documenting the Impact of Community Service. Yearbook students are encouraged to participate in, report on and photograph various community service programs and events held throughout the year.
- Collaborate with others  
Interviews with subjects, teams, and clubs. Students model flexibility by moving from one team to another to complete projects in a timely manner. Students

assume shared responsibility for collaborative work by managing projects through shared responsibilities. Understanding and Documenting the Impact of Community Service. Yearbook students are encouraged to participate in, report on and photograph various community service programs and events held throughout the year.

- **Access and Evaluate Information**  
Students will access information efficiently and effectively: writing up interview notes and copy, citing quotes, and researching information. Yearbook students contact Administrators, Counselors, and Faculty Advisers for each class to obtain Student Spotlight candidates, and the conduct interviews with students and write a copy for use in the yearbook. Section leaders and editors evaluate the interview copies, and give recommendations for improvement.
- **Use and Manage Information**  
Students will use and manage information by identifying and honoring privacy issues, and collect information to accurately portray events. Yearbook students are made aware that any information obtained to locate or identify students is confidential and anything printed must be destroyed immediately. In addition, students are required to sell yearbook ads to the community. This means that students will contact industry and merchant groups for advertising purposes.
- **Adapt to Change**  
Students adapt to change by working in groups, adjust schedules, and managing workloads to successfully complete page layouts.
- **Manage Goals and Time**  
Students manage goals and times through project planning that balances short-term and long-term goal in order to create a cohesive product.
- **Work Independently**  
Students work independently to complete various tasks related to design, theme, and production (interviews, photos, writing)
- **Work Effectively with Diverse Teams**  
Students will work effectively with diverse teams by collaborating with people from a range of social and cultural backgrounds to produce an innovative product (interviews, photography, page design)
- **Manage Projects**  
Students will manage projects through project planning, adjusting workload to meet deadlines, and prioritizing responsibilities.
- **Produce Results**  
Students will collaborate respectfully, produce timely work and participate responsibly through project management and completion of product.
- **Guide and Lead Others**  
Student will guide and lead other and act responsibly through section teamwork activities, interviews, and page completion. Self-evaluation, teamwork and group problem-solving of product design.
- **Be Responsible to Others**  
Student will guide and lead other and act responsibly through section teamwork activities, interviews, and page completion. Self-evaluation, teamwork and group problem-solving of product design.

***Standards and Competencies***

**Standard/Unit: C-3 Project Planning**

**Competencies**

**Total Learning Hours for Unit: 40 hours**

- C-3.1 Understand design process workflow, understand project goals and requirements
- C-3.2 Apply research techniques to meet needs of projects, brainstorming, idea generation, doodles, idea elimination, and idea selection
- C-3.3 Apply research techniques to meet project requirements
- C-3.4 Understand the need for inventory control procedures in project management
- C-3.5 Apply problem solving techniques
- C-3.6 Identify project team roles necessary for different media (e.g. client representative, project manager, producer, graphic artist, writer, quality assurance)

***Aligned Washington State Standards***

**Arts**

<b>Educational Technology</b>	
<b>Health and Fitness</b>	
<b>Language</b>	
<b>Math</b>	
<b>Reading</b>	<p>RST 11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p> <p>RST 11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.</p> <p>RST 11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p>
<b>Science</b>	
<b>Social Studies</b>	
<b>Speaking and Listening</b>	<p>SL 11-12.1 A-D Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p>SL 11-12.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>SL 11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>
<b>Writing</b>	<p>WHST 11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>

### **COMPONENTS AND ASSESSMENTS**

**Performance Assessments:**

Create a Post-HS plan and a portfolio for a career in the Communications Career Cluster

**Leadership Alignment:** The 21<sup>st</sup> Century Leadership skills are met in this course when students:

- Work Creatively with others  
Students communicate new ideas to others with learned communication skills to improve product. Student model open and responsive perspectives of thematic and design issues, collaborate on problem-solving issues. Communication skills are practiced for productivity and solution through design layout practices. Yearbook students contact industry experts to set up teaching clinic demonstrations for class ie: Dorian for PhotoShop clinic, Photography clinic, and

- Pictavo Design training.
- Reason Effectively  
Student model open and responsive perspectives of thematic and design issues, collaborate on problem-solving issues.
- Communicate Clearly  
Students communicate clearly through practicing and applying interviewing skills, photo shoots, teamwork with design layout, through diverse environments students are modeling responsibility and leadership managing confidential information. Understanding and Documenting the Impact of Community Service. Yearbook students are encouraged to participate in, report on and photograph various community service programs and events held throughout the year.
- Access and Evaluate Information  
Students will access information efficiently and effectively: writing up interview notes and copy, citing quotes, and researching information. Yearbook students contact Administrators, Counselors, and Faculty Advisers for each class to obtain Student Spotlight candidates, and the conduct interviews with students and write a copy for use in the yearbook. Section leaders and editors evaluate the interview copies, and give recommendations for improvement.
- Apply Technology Effectively  
Students will create media products with pictavo and Photoshop to create design layouts, as well as learn other media products from industry models.
- Be Self-Directed Learners  
Students are self-directed learners through professional level expectations, mastery of product completion, and reflection of task and product.

***Standards and Competencies***

**Standard/Unit: C-4 Career Exploration**

**Competencies**

**Total Learning Hours for Unit: 20 hours**

- C-4.1 Use career resources to research educational requirements, salaries, and career ladder opportunities of careers in multimedia  
 C-4.2 Assess personal skills, abilities aptitudes, strengths, and weaknesses as they relate to career exploration in the field of multimedia

***Aligned Washington State Standards***

<b>Arts</b>	
<b>Educational Technology</b>	
<b>Health and Fitness</b>	
<b>Language</b>	
<b>Math</b>	
<b>Reading</b>	RST 11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
	RST 11-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
	RST 11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
	RST 11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
<b>Science</b>	
<b>Social Studies</b>	
<b>Speaking and Listening</b>	SL 11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

	<p>SL 11-12.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>SL 11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>
<b>Writing</b>	<p>WHST 11-12.2 a-e Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p>e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p>

**COMPONENTS AND ASSESSMENTS**

**Performance Assessments:**

Create a safety brochure, video, PSA, or other media message

**Leadership Alignment:** The 21<sup>st</sup> Century Leadership skills are met in this course when students:

- **Solve Problems**  
Students will apply safety practices, self-reflection and personal interviews, as a team approach to complete section pages. Yearbook students assign, design and critique every yearbook spread with the hierarchy of responsibility established at the beginning of each year. The Editorial Team meets on a regular basis to review and critique the various parts of the yearbook. They plan additional training and contact the respective trainers to address problems they identify. Students are issued field/floor passes to take sports pictures, and safety issues are addressed around personal and equipment safety.
- **Apply Technology Effectively**  
Students will create media products with pictavo and Photoshop to create design layouts, as well as learn other media products from industry models.

***Standards and Competencies***

**Standard/Unit: C-5 Safety**

**Competencies**

**Total Learning Hours for Unit: 20 hours**

- C-5.1 Apply workplace ergonomics
- C-5.2 Use personal protective equipment as setting requires
- C-5.3 Apply safety regulations to specific tasks and jobs in the occupational area
- C-5.4 Promote a safe working environment
- C-5.5 Demonstrate an understanding of safety risks and safety procedures for multimedia equipment and activities
- C-5.6 Demonstrate the safe use storage, and maintenance of every piece of equipment in the lab, shop, and classroom
- C-5.7 Apply safety practices when working around electricity

C-5.8	Apply proper workplace cleaning procedures
C-5.9	Identify practices used to avoid accidents
<b><i>Aligned Washington State Standards</i></b>	
<b>Arts</b>	
<b>Educational Technology</b>	
<b>Health and Fitness</b>	
<b>Language</b>	
<b>Math</b>	
<b>Reading</b>	<p>RST 11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p> <p>RST 11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <p>RST 11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p>
<b>Science</b>	
<b>Social Studies</b>	
<b>Speaking and Listening</b>	<p>SL 11-12.1a-b Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.</p>
<b>Writing</b>	

<b>COMPONENTS AND ASSESSMENTS</b>	
<b>Performance Assessments:</b>	
Integrate digital photography into a multimedia presentation	
<b>Leadership Alignment:</b> The 21 <sup>st</sup> Century Leadership skills are met in this course when students:	
<ul style="list-style-type: none"> <li>• Think Creatively Students team on yearbook sections to agree on design elements (review magazines, catalogs, past yearbooks, other school's yearbooks, websites for media styles) and develop each section's yearbook pages. Students work in Photoshop individually and in teams to create new graphics that align the current yearbook theme. Students evaluate templates through carousel of learning model. Second year student constantly analyze and critique first year students' products. Students brainstorm obstacles and solutions.</li> <li>• Communicate Clearly Students communicate clearly through practicing and applying interviewing skills, photo shoots, teamwork with design layout, through diverse environments students are modeling responsibility and leadership managing confidential information. Understanding and Documenting the Impact of Community Service. Yearbook students are encouraged to participate in, report on and photograph various community service programs and events held throughout the year.</li> <li>• Create Media Products Students will create media products with pictavo and Photoshop to create design layouts, as well as learn other media products from industry models.</li> </ul>	

Students attend to diversity by ensure multicultural representation is present in product completion. Yearbook students will research different types of media like QR codes, advertising techniques, and distribution methods. Students will study new media for ideas that may be appropriate to include in the yearbook. Students who sell ads for the yearbook collaborate with the customer to create the ad —these must contain certain perimeters and specifications to satisfy the needs of the yearbook as well as the needs of the customer.

- Apply Technology Effectively  
Students will create media products with pictavo and Photoshop to create design layouts, as well as learn other media products from industry models.
- Be Self-Directed Learners  
Students are self-directed learners through professional level expectations, mastery of product completion, and reflection of task and product.

***Standards and Competencies***

**Standard/Unit: C-6 Digital Photography**

**Competencies**

**Total Learning Hours for Unit: 40 hours**

- C-6.1 Identify standard parts of a digital camera and explain each function
- C-6.2 Identify photo editing software, and basic features of different brands of software
- C-6.3 Apply knowledge of camera operations to create properly exposed and focused photographs
- C-6.5 Apply knowledge of shutter speeds to demonstrate stopped and blurred motion
- C-6.6 Apply photographic elements of composition
- C-6.7 Download files from storage to a computer
- C-6.8 Select appropriate resolution for application
- C-6.11 Apply knowledge of light to capture correct exposure
- C-6.12 Use software to perform standard alterations to digital images (e.g. auto correct, correct exposure, adjusting tone, levels, correcting color, cropping, rotating, and sharpening)
- C-6.14 Use software to retouch digital images (e.g. dust removal, selections, layers, blend, dodge and burn, blur, remove backgrounds, remove object, composite)

***Aligned Washington State Standards***

<b>Arts</b>	<ul style="list-style-type: none"> <li>1.1.2 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</li> <li>1.1.3 Remembers, applies, and creates the element value when producing a work of art.</li> <li>1.1.4 Remembers, applies, and creates the element texture when producing a work of art.</li> <li>1.1.6 Remembers, applies, and creates the element color when producing a work of art.</li> <li>1.1.7 Remembers, applies, and creates repetition/pattern in a work of art.</li> <li>1.2.1 Remembers and applies the skills and techniques of visual arts to create original works of art in two and/or three dimensions. <ul style="list-style-type: none"> <li>• Explores the tools and processes of visual arts.</li> <li>• Uses a step-by-step process to produce two- and/or three dimensional objects and artworks.</li> <li>• Uses a variety of tools to explore ways of making lines and textures.</li> </ul> </li> <li>2.1.1 Applies a creative process to visual arts. <ul style="list-style-type: none"> <li>• Demonstrates a creative process:</li> <li>• Explores the elements of visual arts to create, experience, and discover multiple visual arts media.</li> <li>• Uses ideas, skills, foundations, and techniques to create works of art.</li> <li>• Presents works of visual art to others in the school and community.</li> </ul> </li> <li>2.2.1 Applies a performance and/or presentation process to visual arts.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Demonstrates a presentation process: <ul style="list-style-type: none"> <li>o Creates artworks through exploration and problem-solving.</li> <li>o Explores artistic resources and materials in order to create and present artworks.</li> <li>o Produces, presents, and shares an artwork that represents a personal experience.</li> </ul> </li> </ul> <p>3.1.1 Remembers that visual arts are used to express feelings and present ideas and applies this understanding when creating and considering artworks.</p> <ul style="list-style-type: none"> <li>• Recognizes and explains how feelings are expressed in his/her artworks and the artworks of others.</li> <li>• Creates (with teacher's support and direction) visual artworks in a variety of media to express and present personal feelings and ideas.</li> <li>• Expresses and/or represents in works of art/design what is perceived and experienced through the senses (seen, felt, smelled, tasted, and/or heard).</li> </ul> <p>3.2.1 Remembers that visual artworks communicate for a specific purpose and applies this understanding when creating and considering artworks.</p> <ul style="list-style-type: none"> <li>• Describes and/or discusses (with teacher's support and direction) visual artworks that communicate for a given purpose.</li> <li>• Uses a variety of media to create (with teacher's support and direction) visual artworks that communicate for a selected purpose.</li> </ul> <p>4.1.1 Remembers skills, concepts, and vocabulary that the discipline of visual arts has in common with other arts disciplines.</p> <ul style="list-style-type: none"> <li>• Explores and discovers attributes of art in multiple arts disciplines.</li> <li>• Uses common vocabulary to describe artworks in multiple arts disciplines.</li> </ul> <p>4.3.1 Remembers how visual arts impact personal choices.</p> <ul style="list-style-type: none"> <li>• Recognizes examples of visual arts in the: <ul style="list-style-type: none"> <li>o Family/home</li> <li>o Classroom</li> <li>o School</li> </ul> </li> </ul> <p>4.4.1 Remembers specific attributes of a work of visual art that reflect its cultural and historical context.</p> <ul style="list-style-type: none"> <li>• Recognizes and identifies attributes of: <ul style="list-style-type: none"> <li>o A specific artwork in the classroom.</li> <li>o Artworks in the school.</li> </ul> </li> </ul> <p>4.5.1 Remembers that the knowledge, skills, and work habits of visual arts are used in the world of work, including careers in visual arts.</p> <ul style="list-style-type: none"> <li>• Explores and practices the productive work habits and safety procedures needed to create art; for example, the student uses materials safely.</li> <li>• Explores different careers in the arts and associated work habits.</li> </ul>
<b>Educational Technology</b>	
<b>Health and Fitness</b>	
<b>Language</b>	
<b>Math</b>	
<b>Reading</b>	<p>RST 11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p> <p>RST 11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p>
<b>Science</b>	
<b>Social Studies</b>	

<b>Speaking and Listening</b>	SL 11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
	SL 11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
<b>Writing</b>		

### COMPONENTS AND ASSESSMENTS

**Performance Assessments:**

Design layouts for print, photo, and graphic elements

**Leadership Alignment:** The 21<sup>st</sup> Century Leadership skills are met in this course when students:

- **Think Creatively**  
Students team on yearbook sections to agree on design elements (review magazines, catalogs, past yearbooks, other school's yearbooks, websites for media styles) and develop each section's yearbook pages. Students work in Photoshop individually and in teams to create new graphics that align the current yearbook theme. Students evaluate templates through carousel of learning model. Second year student constantly analyze and critique first year students' products. Students brainstorm obstacles and solutions.
- **Implement Innovations**  
Students will act on creative ideas to make a tangible and useful contribution to the field in which the innovation occur by creating an original yearbook. Yearbook students take skills taught by industry experts and use them to enhance the design and visual effect of the yearbook.
- **Reason Effectively**  
Student model open and responsive perspectives of thematic and design issues, collaborate on problem-solving issues.
- **Make Judgments and Decisions**  
Team work through section planning, design layout, and timely page completion. Editors analyze and evaluate each section based on project planning and evaluation of needs.
- **Solve Problems**  
Students will apply safety practices, self-reflection and personal interviews, as a team approach to complete section pages. Yearbook students assign, design and critique every yearbook spread with the hierarchy of responsibility established at the beginning of each year. The Editorial Team meets on a regular basis to review and critique the various parts of the yearbook. They plan additional training and contact the respective trainers to address problems they identify. Students are issued field/floor passes to take sports pictures, and safety issues are addressed around personal and equipment safety.
- **Collaborate with others**  
Interviews with subjects, teams, and clubs. Students model flexibility by moving from one team to another to complete projects in a timely manner. Students assume shared responsibility for collaborative work by managing projects through shared responsibilities. Understanding and Documenting the Impact of Community Service. Yearbook students are encouraged to participate in, report on and photograph various community service programs and events held throughout the year.
- **Access and Evaluate Information**  
Students will access information efficiently and effectively: writing up interview notes and copy, citing quotes, and researching information. Yearbook students contact Administrators, Counselors, and Faculty Advisers for each class to obtain Student Spotlight candidates, and the conduct interviews with students and write a copy for use in the yearbook. Section leaders and editors evaluate the interview copies, and give recommendations for improvement.
- **Use and Manage Information**  
Students will use and manage information by identifying and honoring privacy issues, and collect information to accurately portray events. Yearbook students are made aware that any information obtained to locate or identify students is confidential and anything printed must be destroyed immediately. In addition, students are required to sell yearbook ads to the community. This means that students will contact industry and merchant groups for advertising purposes.
- **Create Media Products**

Students will create media products with pictavo and Photoshop to create design layouts, as well as learn other media products from industry models. Students attend to diversity by ensure multicultural representation is present in product completion. Yearbook students will research different types of media like QR codes, advertising techniques, and distribution methods. Students will study new media for ideas that may be appropriate to include in the yearbook. Students who sell ads for the yearbook collaborate with the customer to create the ad —these must contain certain perimeters and specifications to satisfy the needs of the yearbook as well as the needs of the customer.

- Apply Technology Effectively  
Students will create media products with pictavo and Photoshop to create design layouts, as well as learn other media products from industry models.
- Be Self-Directed Learners  
Students are self-directed learners through professional level expectations, mastery of product completion, and reflection of task and product.
- Manage Projects  
Students will manage projects through project planning, adjusting workload to meet deadlines, and prioritizing responsibilities.

***Standards and Competencies***

**Standard/Unit: C-7 Layout and Design**

**Competencies**

**Total Learning Hours for Unit: 70 hours**

- C-7.1 Identify the components of a newspaper’s layout: headlines, copy, photos, illustrations, graphics, captions, advertisements, etc.
- C-7.2 Analyze newspaper layout guidelines
- C-7.3 Design a page for readability
- C-7.5 Write and evaluate headlines, cut lines, copy and captions
- C-7.6 Choose appropriate photographs: composition, cropping, page placement
- C-7.7 Practice layout using a design program
- C-7.8 Research managing a publication: management structure, positions on a staff and their responsibilities
- C-7.9 Research a timeline for a publication: deadlines, etc.
- C-7.10 Research what determines content, form, format, budget and circulation within editorial goals and policies
- C-7.11 Understand advertising, fundraising and sales campaigns
- C-7.12 Work cooperatively to develop and achieve editorial goals and policies
- C-7.13 Understand the standard word processing and publishing programs needed for journalistic jobs
- C-7.20 Analyze and evaluate strengths and weaknesses of one’s own communications or writing focus
- C-7.21 Use tools for transferring video to the computer and know the limitations of older media
- C-7.23 Practice and use the different effects and effect attributes to creatively enhance a project

***Aligned Washington State Standards***

<b>Arts</b>	<ul style="list-style-type: none"> <li>1.1.5 Remembers, applies, and creates the element space when producing a work of art.</li> <li>1.1.6 Remembers, applies, and creates the element color when producing a work of art.</li> <li>1.1.7 Remembers, applies, and creates repetition/pattern in a work of art.</li> <li>1.2.1 Remembers and applies the skills and techniques of visual arts to create original works of art in two and/or three dimensions. <ul style="list-style-type: none"> <li>• Explores the tools and processes of visual arts.</li> <li>• Uses a step-by-step process to produce two- and/or three dimensional objects and artworks.</li> <li>• Uses a variety of tools to explore ways of making lines and textures.</li> </ul> </li> <li>2.1.1 Applies a creative process to visual arts. <ul style="list-style-type: none"> <li>• Demonstrates a creative process:</li> <li>• Explores the elements of visual arts to create, experience, and discover multiple visual arts media.</li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>• Uses ideas, skills, foundations, and techniques to create works of art.</li> <li>• Presents works of visual art to others in the school and community.</li> </ul> <p>2.2.1 Applies a performance and/or presentation process to visual arts.</p> <ul style="list-style-type: none"> <li>• Demonstrates a presentation process: <ul style="list-style-type: none"> <li>o Creates artworks through exploration and problem-solving.</li> <li>o Explores artistic resources and materials in order to create and present artworks.</li> <li>o Produces, presents, and shares an artwork that represents a personal experience.</li> </ul> </li> </ul> <p>3.2.1 Remembers that visual artworks communicate for a specific purpose and applies this understanding when creating and considering artworks.</p> <ul style="list-style-type: none"> <li>• Describes and/or discusses (with teacher’s support and direction) visual artworks that communicate for a given purpose.</li> <li>• Uses a variety of media to create (with teacher’s support and direction) visual artworks that communicate for a selected purpose.</li> </ul> <p>4.1.1 Remembers skills, concepts, and vocabulary that the discipline of visual arts has in common with other arts disciplines.</p> <ul style="list-style-type: none"> <li>• Explores and discovers attributes of art in multiple arts disciplines.</li> <li>• Uses common vocabulary to describe artworks in multiple arts disciplines.</li> </ul> <p>4.3.1 Remembers how visual arts impact personal choices.</p> <ul style="list-style-type: none"> <li>• Recognizes examples of visual arts in the: <ul style="list-style-type: none"> <li>o Family/home</li> <li>o Classroom</li> <li>o School</li> </ul> </li> </ul> <p>4.4.1 Remembers specific attributes of a work of visual art that reflect its cultural and historical context.</p> <ul style="list-style-type: none"> <li>• Recognizes and identifies attributes of: <ul style="list-style-type: none"> <li>o A specific artwork in the classroom.</li> <li>o Artworks in the school.</li> </ul> </li> </ul> <p>4.5.1 Remembers that the knowledge, skills, and work habits of visual arts are used in the world of work, including careers in visual arts.</p> <ul style="list-style-type: none"> <li>• Explores and practices the productive work habits and safety procedures needed to create art; for example, the student uses materials safely.</li> <li>• Explores different careers in the arts and associated work habits.</li> </ul>
<b>Educational Technology</b>	
<b>Health and Fitness</b>	
<b>Language</b>	
<b>Math</b>	<p>HSN-Q.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.</p> <p>HSN-Q.2 Define appropriate quantities for the purpose of descriptive modeling.</p> <p>HSN-Q.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p>
<b>Reading</b>	<p>RST 11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p> <p>RST 11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.</p> <p>RST 11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p>RST 11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</p>

<b>Science</b>	
<b>Social Studies</b>	
<b>Speaking and Listening</b>	<p>SL 11-12.1a-d Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p>SL 11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>
<b>Writing</b>	<p>WHST 11-12.1a-e Write arguments focused on discipline-specific content.</p> <p>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from or supports the argument presented.</p> <p>WHST 11-12.2 a,b,d Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic</p> <p>d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p>

**COMPONENTS AND ASSESSMENTS**

**Performance Assessments:**

Research and report on events for publication

**Leadership Alignment:** The 21<sup>st</sup> Century Leadership skills are met in this course when students:

- **Make Judgments and Decisions**  
Team work through section planning, design layout, and timely page completion. Editors analyze and evaluate each section based on project planning and evaluation of needs.
- **Solve Problems**  
Students will apply safety practices, self-reflection and personal interviews, as a team approach to complete section pages. Yearbook students assign, design and critique every yearbook spread with the hierarchy of responsibility established at the beginning of each year. The Editorial Team meets on a regular basis to review and critique the various parts of the yearbook. They plan additional training and contact the respective trainers to address problems they identify. Students are issued field/floor passes to take sports pictures, and safety issues are addressed around personal and equipment safety.
- **Communicate Clearly**  
Students communicate clearly through practicing and applying interviewing skills, photo shoots, teamwork with design layout, through diverse environments students are modeling responsibility and leadership managing confidential information. Understanding and Documenting the Impact of Community Service. Yearbook students are encouraged to participate in, report on and photograph various community service programs and events held throughout the year.
- **Collaborate with others**  
Interviews with subjects, teams, and clubs. Students model flexibility by moving from one team to another to complete projects in a timely manner. Students assume shared responsibility for collaborative work by managing projects through shared responsibilities. Understanding and Documenting the Impact of Community Service. Yearbook students are encouraged to participate in, report on and photograph various community service programs and events held throughout the year.
- **Use and Manage Information**  
Students will use and manage information by identifying and honoring privacy issues, and collect information to accurately portray events. Yearbook students are made aware that any information obtained to locate or identify students is confidential and anything printed must be destroyed immediately. In addition, students are required to sell yearbook ads to the community. This means that students will contact industry and merchant groups for advertising purposes.
- **Analyze Media**  
Students will analyze media by identifying biases, recognizing points of view, and applying ethical and legal standard through interviews and data collection. Yearbook students are trained to identify and rectify any and all biased reporting in the yearbook. Yearbook students track the number of times each student appears in the yearbook and makes every attempt to ensure that all students are represented in an equitable manner.
- **Create Media Products**  
Students will create media products with pictavo and Photoshop to create design layouts, as well as learn other media products from industry models. Students attend to diversity by ensure multicultural representation is present in product completion.
- **Apply Technology Effectively**  
Students will create media products with pictavo and Photoshop to create design layouts, as well as learn other media products from industry models.
- **Interact Effectively with Others**  
Student interact effectively with others through teamwork, interviews for stories, cross-cultural awareness applying listening and speaking skills.
- **Be Responsible to Others**  
Student will guide and lead other and act responsibly through section teamwork activities, interviews, and page completion. Self-evaluation, teamwork and group problem-solving of product design.

***Standards and Competencies***

**Standard/Unit: C-8 Reporting**

**Total Learning Hours for Unit: 60 hours**

<b>Competencies</b>	
C-8.1	Use digital recording devices
C-8.2	Select hardware to perform audio tasks
C-8.3	Access and document from a variety of sources
C-8.4	Understand that the purpose of the media is to inform
C-8.5	Identify the types, characteristics and purposes of print and non-print media
C-8.6	Recognize the importance of truthfulness, fairness, accuracy, objectivity in writing and reporting
C-8.7	Analyze the implications and limitations to a free press: libel, slander, defamation, privacy, plagiarism, copyright
C-8.8	Understand that news is relevant, appropriate and newsworthy: Timeliness, prominence, proximity, conflict, impact, human interest
C-8.9	Identify how news writers differentiate between fact and opinion
C-8.10	Understand that news contains the who, what, when, where, why and how
C-8.11	Use proofreading symbols to edit for grammar, spelling, punctuation, usage
C-8.12	Revise writing for appropriate format and content
C-8.13	Define and identify the importance of reporting and interviewing
C-8.14	Conduct background research and write questions
C-8.15	Conduct an interview with positive rapport and accurate note-taking
C-8.16	Write with accuracy in quotations and paraphrasing, attributing information
C-8.17	Evaluate sources according to authority, bias
C-8.18	Recognize the importance of and write editorial, opinion, feature, and news stories
C-8.19	Recognize the importance of accuracy and develop protocols for quality assurance in all aspects of visual communication

***Aligned Washington State Standards***

<b>Arts</b>		
<b>Educational Technology</b>		
<b>Health and Fitness</b>		
<b>Language</b>		
<b>Math</b>		
<b>Reading</b>	RST 11-12.1	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
	RST 11-12.8	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
	RST 11-12.9	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
<b>Science</b>		
<b>Social Studies</b>		
<b>Speaking and Listening</b>	SL 11-12.3	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
	SL 11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
	SL11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

	SL 11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
<b>Writing</b>	<p>WHST 11-12.2 a-e Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p>e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p> <p>WHST 11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST 11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>

### COMPONENTS AND ASSESSMENTS

**Performance Assessments:**

Create graphics for a specific purpose

**Leadership Alignment:** The 21<sup>st</sup> Century Leadership skills are met in this course when students:

- **Think Creatively**  
Students team on yearbook sections to agree on design elements (review magazines, catalogs, past yearbooks, other school's yearbooks, websites for media styles) and develop each section's yearbook pages. Students work in Photoshop individually and in teams to create new graphics that align the current yearbook theme. Students evaluate templates through carousel of learning model. Second year student constantly analyze and critique first year students' products. Students brainstorm obstacles and solutions.
- **Work Creatively with others**  
Students communicate new ideas to others with learned communication skills to improve product. Student model open and responsive perspectives of thematic and design issues, collaborate on problem-solving issues. Communication skills are practiced for productivity and solution through design layout practices. Yearbook students contact industry experts and set up teaching clinic demonstrations for class ie: Dorian for PhotoShop clinic, Photography clinic, and Pictavo Design training.
- **Implement Innovations**  
Students will act on creative ideas to make a tangible and useful contribution to the field in which the innovation occur by creating an original yearbook. Yearbook students take skills taught by industry experts and use them to enhance the design and visual effect of the yearbook.
- **Reason Effectively**  
Student model open and responsive perspectives of thematic and design issues, collaborate on problem-solving issues.
- **Use Systems Thinking**  
Team work through section planning, design layout, and timely page completion.
- **Solve Problems**  
Students will apply safety practices, self-reflection and personal interviews, as a team approach to complete section pages. Yearbook students assign,

design and critique every yearbook spread with the hierarchy of responsibility established at the beginning of each year. The Editorial Team meets on a regular basis to review and critique the various parts of the yearbook. They plan additional training and contact the respective trainers to address problems they identify. Students are issued field/floor passes to take sports pictures, and safety issues are addressed around personal and equipment safety.

- Collaborate with others
  - Interviews with subjects, teams, and clubs. Students model flexibility by moving from one team to another to complete projects in a timely manner. Students assume shared responsibility for collaborative work by managing projects through shared responsibilities. Understanding and Documenting the Impact of Community Service. Yearbook students are encouraged to participate in, report on and photograph various community service programs and events held throughout the year.
- Create Media Products
  - Students will create media products with pictavo and Photoshop to create design layouts, as well as learn other media products from industry models. Students attend to diversity by ensure multicultural representation is present in product completion. Yearbook students will research different types of media like QR codes, advertising techniques, and distribution methods. Students will study new media for ideas that may be appropriate to include in the yearbook. Students who sell ads for the yearbook collaborate with the customer to create the ad —these must contain certain perimeters and specifications to satisfy the needs of the yearbook as well as the needs of the customer. Communicate and Interact with Community Businesses. Students will make direct contact with area businesses in an effort to sell business advertisements that would be published in the yearbook. Communicating the audience the ad would reach and the benefits it may have for the business would be required. Students are encouraged to participate in, report on and photograph various community service programs and events held throughout the year.
- Apply Technology Effectively
  - Students will create media products with pictavo and Photoshop to create design layouts, as well as learn other media products from industry models.

***Standards and Competencies***

**Standard/Unit: C-10 Graphics**

**Competencies**

**Total Learning Hours for Unit: 40 hours**

- C-10.1 Identify graphics software, and basic features of different brands of software
- C-10.2 Compare/Contrast graphic file types (e.g. GIF, JPEG, TIFF, PICT, BMP, TGA, PNG)
- C-10.3 Compare/contrast vector and raster graphics
- C-10.4 Perform basic editing functions (e.g. recoloring, dithering, cropping, anti-aliasing, resizing)
- C-10.5 Use graphic tools in software
- C-10.6 Work with layers
- C-10.7 Perform drawing techniques (e.g. points, joining, path operation, tracing, strokes, fills)
- C-10.8 Transform objects
- C-10.9 Select and group objects
- C-10.11 Create basic shapes
- C-10.12 Combine various types of images
- C-10.13 Use effects (e.g. watercolor, airbrush, pencil)

***Aligned Washington State Standards***

<b>Arts</b>	1.1.3	Remembers, applies, and creates the element value when producing a work of art.
	1.1.4	Remembers, applies, and creates the element texture when producing a work of art.
	1.1.7	Remembers, applies, and creates repetition/pattern in a work of art.

	<p>1.2.1 Remembers and applies the skills and techniques of visual arts to create original works of art in two and/or three dimensions.</p> <p>2.1.1 Applies a creative process to visual arts.</p> <ul style="list-style-type: none"> <li>• Demonstrates a creative process: <ul style="list-style-type: none"> <li>- Explores the elements of visual arts to create, experience, and discover multiple visual arts media.</li> <li>- Uses ideas, skills, foundations, and techniques to create works of art.</li> <li>- Presents works of visual art to others in the school and community.</li> </ul> </li> </ul> <p>2.2.1 Applies a performance and/or presentation process to visual arts.</p> <ul style="list-style-type: none"> <li>• Demonstrates a presentation process: <ul style="list-style-type: none"> <li>- Creates artworks through exploration and problem-solving.</li> <li>- Explores artistic resources and materials in order to create and present artworks.</li> <li>- Produces, presents, and shares an artwork that represents a personal experience.</li> </ul> </li> </ul> <p>3.1.1 Remembers that visual arts are used to express feelings and present ideas and applies this understanding when creating and considering artworks.</p> <ul style="list-style-type: none"> <li>• Recognizes and explains how feelings are expressed in his/her artworks and the artworks of others.</li> <li>• Creates (with teacher's support and direction) visual artworks in a variety of media to express and present personal feelings and ideas.</li> <li>• Expresses and/or represents in works of art/design what is perceived and experienced through the senses (seen, felt, smelled, tasted, and/or heard).</li> </ul> <p>3.2.1 Remembers that visual artworks communicate for a specific purpose and applies this understanding when creating and considering artworks.</p> <ul style="list-style-type: none"> <li>• Describes and/or discusses (with teacher's support and direction) visual artworks that communicate for a given purpose.</li> <li>• Uses a variety of media to create (with teacher's support and direction) visual artworks that communicate for a selected purpose.</li> </ul> <p>4.2.1 Remembers skills, concepts, and vocabulary that the discipline of visual arts has in common with other content areas.</p> <ul style="list-style-type: none"> <li>• Recognizes and explores the ways that arts concepts and attributes occur in other content areas.</li> </ul> <p>4.5.1 Remembers that the knowledge, skills, and work habits of visual arts are used in the world of work, including careers in visual arts.</p> <ul style="list-style-type: none"> <li>• Explores and practices the productive work habits and safety procedures needed to create art; for example, the student uses materials safely.</li> <li>• Explores different careers in the arts and associated work habits.</li> </ul>
<b>Educational Technology</b>	
<b>Health and Fitness</b>	
<b>Language</b>	
<b>Math</b>	
<b>Reading</b>	
<b>Science</b>	
<b>Social Studies</b>	
<b>Speaking and Listening</b>	<p>SL 11-12.1a-b Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange</p>

	<p>of ideas.</p> <p>b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>SL 11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>
<b>Writing</b>	<p>WHST 11-12.2d Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p>WHST 11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>

### COMPONENTS AND ASSESSMENTS

**Performance Assessments:**

Create a presentation for specific audiences and purposes, integrating other media into the presentation

**Leadership Alignment:** The 21<sup>st</sup> Century Leadership skills are met in this course when students:

- **Think Creatively**  
Students team on yearbook sections to agree on design elements (review magazines, catalogs, past yearbooks, other school's yearbooks, websites for media styles) and develop each section's yearbook pages. Students work in Photoshop individually and in teams to create new graphics that align the current yearbook theme. Students evaluate templates through carousel of learning model. Second year student constantly analyze and critique first year students' products. Students brainstorm obstacles and solutions.
- **Work Creatively with others**  
Students communicate new ideas to others with learned communication skills to improve product. Student model open and responsive perspectives of thematic and design issues, collaborate on problem-solving issues. Communication skills are practiced for productivity and solution through design layout practices. Yearbook students contact industry experts to set up teaching clinic demonstrations for class ie: Dorian for PhotoShop clinic, Photography clinic, and Pictavo Design training.
- **Implement Innovations**  
Students will act on creative ideas to make a tangible and useful contribution to the field in which the innovation occur by creating an original yearbook. Yearbook students take skills taught by industry experts and use them to enhance the design and visual effect of the yearbook.
- **Use Systems Thinking**  
Team work through section planning, design layout, and timely page completion.
- **Create Media Products**  
Students will create media products with pictavo and Photoshop to create design layouts, as well as learn other media products from industry models. Students attend to diversity by ensure multicultural representation is present in product completion. Yearbook students will research different types of media like QR codes, advertising techniques, and distribution methods. Students will study new media for ideas that may be appropriate to include in the yearbook. Students who sell ads for the yearbook collaborate with the customer to create the ad —these must contain certain perimeters and specifications to satisfy the needs of the yearbook as well as the needs of the customer.
- **Guide and Lead Others**  
Student will guide and lead other and act responsibly through section teamwork activities, interviews, and page completion. Self-evaluation, teamwork and group problem-solving of product design.
- **Be Responsible to Others**  
Student will guide and lead other and act responsibly through section teamwork activities, interviews, and page completion. Self-evaluation, teamwork and group problem-solving of product design.

**Standards and Competencies**

**Standard/Unit: C-11 Demonstrate knowledge of producing various types of reporting and print production**

**Competencies**

**Total Learning Hours for Unit: 30 hours**

- C11.1 Demonstrate knowledge of news production.
- C11.2 Demonstrate knowledge of documentary production.
- C11.3 Demonstrate knowledge of Commercial and PSA production.
- C11.4 Demonstrate knowledge of Sports and event production.
- C-11.5 Organize all content files into folder management
- C-11.6 Identify components of effective presentations
- C-11.7 Incorporate effective transitions
- C-11.8 Present a topic and focus that are appropriate for purpose, space constraints, and audience
- C-11.9 Apply pronunciation, grammar, and articulation, and makes exceptional use of vocal
- C-11.10 Use physical behaviors that support verbal message

**Aligned Washington State Standards**

<b>Arts</b>	
<b>Educational Technology</b>	
<b>Health and Fitness</b>	
<b>Language</b>	
<b>Math</b>	
<b>Reading</b>	RST 11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
	RST 11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
	RST 11-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
	RST 11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
	RST 11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
	RST 11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
<b>Science</b>	
<b>Social Studies</b>	
<b>Speaking and Listening</b>	<p>SL 11-12.1a-d Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>

	<p>b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p>SL 11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>SL 11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>SL 11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>SL 11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>SL 11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>
<b>Writing</b>	<p>WHST 11-12.1a Write arguments focused on discipline-specific content.</p> <p>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counter claims, reasons, and evidence.</p> <p>WHST 11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>WHST 11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.</p>

**21<sup>st</sup> Century Skills**

Check those that students will demonstrate in this course:

<b>LEARNING &amp; INNOVATION</b>	<b>INFORMATION, MEDIA &amp; TECHNOLOGY SKILLS</b>	<b>LIFE &amp; CAREER SKILLS</b>
<p>Creativity and Innovation</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Think Creatively</li> <li><input checked="" type="checkbox"/> Work Creatively with Others</li> <li><input checked="" type="checkbox"/> Implement Innovations</li> </ul> <p>Critical Thinking and Problem Solving</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Reason Effectively</li> <li><input checked="" type="checkbox"/> Use Systems Thinking</li> <li><input checked="" type="checkbox"/> Make Judgments and Decisions</li> <li><input checked="" type="checkbox"/> Solve Problems</li> </ul> <p>Communication and Collaboration</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Communicate Clearly</li> <li><input checked="" type="checkbox"/> Collaborate with Others</li> </ul>	<p><b>Information Literacy</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Access and /evaluate Information</li> <li><input checked="" type="checkbox"/> Use and Manage Information</li> </ul> <p><b>Media Literacy</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Analyze Media</li> <li><input checked="" type="checkbox"/> Create Media Products</li> </ul> <p><b>Information, Communications and Technology (ICT Literacy)</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Apply Technology Effectively</li> </ul>	<p>Flexibility and Adaptability</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Adapt to Change</li> <li><input checked="" type="checkbox"/> Be Flexible</li> </ul> <p>Initiative and Self-Direction</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Manage Goals and Time</li> <li><input checked="" type="checkbox"/> Work Independently</li> <li><input checked="" type="checkbox"/> Be Self-Directed Learners</li> </ul> <p>Social and Cross-Cultural</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Interact Effectively with Others</li> <li><input checked="" type="checkbox"/> Work Effectively in Diverse Teams</li> </ul> <p>Productivity and Accountability</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Manage Projects</li> <li><input checked="" type="checkbox"/> Produce Results</li> </ul> <p>Leadership and Responsibility</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Guide and Lead Others</li> <li><input checked="" type="checkbox"/> Be Responsible to Others</li> </ul>