

**CAREER AND LIFE SKILLS EDUCATION
RENTON SCHOOL DISTRICT #403**

Renton, Washington



YEARBOOK 1-4
Curriculum Guide

Approved by the Board: June 8, 2005

If you have special needs which require this document to be provided in an alternative format, please contact the school principal (or program director) or Kay Hermann, ADA/509 Compliance Coordinator, 425-204-2421, 300 S.W. 7th St., Renton, WA 98055-2307.

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RENTON SCHOOL DISTRICT #403

Renton, Washington

A Philosophy of Education for the Renton Public Schools

A basic function and duty of a free society is the education of its children, youth and adults.

It is the responsibility of the schools to provide each student with the opportunities necessary to develop the scholarship, skills and attitudes which will enable the student to achieve mental, physical, emotional and social maturity.

Further, each student should, as a result of the school experience, be able to make decisions and to accept responsibility for those decisions.

POLICY: 6001

ADOPTED: February 3, 1977

Renton School District No. 403

Renton, Washington

Renton School District #403 recognizes the need for every graduate to have acquired job entry skills or at least to possess a level of knowledge and skills permitting continued training after high school.

RENTON SCHOOL DISTRICT #403
Renton, Washington

General Instructional Goals
Policy 6010

The Renton School District fosters an educational process which helps all students achieve at their highest potential.

The Renton School District:

LEARNING

- Offers a curriculum which prepares our students for the future.
- Emphasizes that diversity contributes positively to the individual and to the community.
- Provides learning experiences matched to the needs, interests, and abilities of our diverse student population.
- Extends learning opportunities beyond the school.

INSTRUCTION

- Offers a variety of high quality instructional resources and services to students, staff, and community.
- Supports multiple instructional strategies.
- Provides resources and opportunities for continuing professional development of our staff.
- Conducts ongoing evaluations of our instructional programs.
- Maintains safe and inviting facilities that are conducive to learning.

COMMUNITY

- Creates partnerships which involve students, parents, staff and other community members and organizations.
- Promotes effective communication.
- Values and encourages development of a spirit of community service.
- Respects the rights and responsibilities of all.

As a result of the educational process in Renton, students will understand and apply:

Language skills including reading, writing and communication, with opportunities to learn world languages.

Mathematics skills including concepts, procedures, problem solving, reasoning, and mathematical language.

Science Skills including concepts, principles, and the scientific process.

Social studies skills, concepts, and processes - emphasizing history, geography, economics, international perspectives, multiculturalism, and participatory democracy.

Arts and humanities skills, concepts, and processes to create, perform, and solve problems and respond effectively.

Health and physical education skills, concepts, and processes to promote lifelong physical, mental and social well being.

In order to strengthen the above curricular areas, Renton students will understand and apply:

Thinking skills including the ability to - gather and analyze information, think logically, critically and creatively, integrate experience and knowledge in making reasoned judgments, and solve problems.

Career and life skills necessary for successful and responsible participation in family, work and community.

Technological skills to support learning, problem solving, and communication.

Skills necessary to be a lifelong learner and a contributor to the general welfare and the quality of life for all.

EVALUATION: The Renton School District regularly reviews, evaluates and modifies these General Instructional Goals to meet the changing needs of students, staff and community.

CAREER AND LIFE SKILLS EDUCATION
RENTON SCHOOL DISTRICT #403
Renton, Washington

Program Goals

GOAL 1: PROVIDE HIGH QUALITY CAREER AND LIFE SKILLS EDUCATION PROGRAMS AND SERVICE

Objectives:

- A. Assure that students completing Career and Life Skills Education programs have technical and behavioral competencies and basic skills sufficient to succeed in the workplace or higher education.
- B. Establish course and/or program transferability and articulation processes among K-12, community and technical colleges, private schools, colleges and universities, industry, apprentice-related training, and military training.
- C. Establish and regularly review standards for all Career and Life Skills Education programs.
- D. Evaluate Career and Life Skills programs based on standards, objectives, placements, job performance, costs, and community/industry acceptance.
- E. Utilize global, national, state, regional, and local data and advisory committee recommendations to identify appropriate curriculum and course offerings, program standards which meet the need of families, communities, business and industry.
- F. Provide facilities, equipment and instructional programs which meet the needs of a changing workplace.
- G. Revise or discontinue these programs that no longer meet the needs of students, business, labor, industry, and/or the community.
- H. Provide qualified instructors and administrators for Career and Life Skills Education based on relevant certification standards.
- I. Develop and utilize competency-based curricula for Career and Life Skills Education programs.

GOAL 2: CONTRIBUTE TO THE ECONOMIC DEVELOPMENT OF THE STATE

Objectives:

- A. Facilitate cooperation between public and private sector entities.
- B. Establish new Career and Life Skills programs based on existing and projected employment needs/demands and entrepreneurial opportunities.
- C. Work cooperatively with the public and private sectors, economic development organizations, labor, and educational institutions to provide creative, targeted programs that meet the needs of youth in economically depressed areas.
- D. Provide family life education programs which serve to strengthen families and contribute to the effectiveness of workers in managing their consumer and family roles and in their careers.
- E. Strengthen management skills for those seeking employment in worker owned and managed businesses.
- F. Create a stronger working partnership with Team Washington and other economic agencies and the associate development organizations.

GOAL 3: ASSURE ALL INDIVIDUALS EQUAL ACCESS TO CAREER AND LIFE SKILLS EDUCATION PROGRAMS, SERVICES, AND ACTIVITIES

Objectives:

- A. Provide Career and Life Skills programs, services, and activities that are free from racial, socio-economic, age, ethnic or sex bias, discrimination or stereotyping.
- B. Provide access to barrier-free Career and Life Skills Education programs.
- C. Actively recruit under-represented groups to all aspects of Career and Life Skills Education.
- D. Provide supportive services which promote entrance and success in Career and Life Skills programs.

GOAL 4: PROVIDE/UTILIZE AN INTEGRATED STATE PLANNING PROCESS

Objectives:

- A. Involve business, industry, agriculture, labor and other governmental and educational agencies in the planning processes at the state and local levels to ensure that establishment of delivery objectives and budget priorities.
- B. Identify instructional area/programs based on demand, placements, training needs, program costs, and follow-up.

- C. Utilize local, regional, state, national and global employment data, trends and advisory committees/organizations in identifying program offerings.

GOAL 5: PROVIDE AND MARKET CAREER AND LIFE SKILLS EDUCATION

Objectives:

- A. Increase public awareness, understanding, and acceptance of Career and Life Skills Education.
- B. Actively involve students, parents, community leaders, legislators, labor representatives, business organizations, industry, representatives, and other decision-makers from state and local arenas in Career and Life Skills Education program events and issues.

GOAL 6: PROVIDE INDIVIDUALS WITH CAREER DEVELOPMENT PROGRAMS AND EXPERIENCES

Objectives:

- A. Provide career orientation, exploration, occupational information, self-appraisal, and educational planning.
- B. Provide instruction in job search, job retention and job change skills and further education pursuits.
- C. Assure that Career and Life Skills Education programs encompass demands of today's workplace and include attitudinal, employability, leadership, basic interpersonal, and job specific skills.

GOAL 7: ASSURE A QUALITY STAFF DEVELOPMENT PROGRAM

Objectives:

- A. Provide appropriate channels for advisory committee recommendations in the program and policy-making process.
- B. Provide in-service training opportunities for local advisory committee members.
- C. Provide in-service training for administrators and Career and Life Skills instructors regarding the effective use of advisory committees.

CAREER AND LIFE SKILLS EDUCATION

RENTON SCHOOL DISTRICT #403

Renton, Washington

Program Description

Renton School District #403 operates a comprehensive Career and Life Skills Education Program through its three comprehensive high schools and two alternative programs. The district also participate a countywide Tech Prep consortium with local community, technical colleges as well as universities. This partnership allows students to earn college credit while still enrolled in high school programs. Secondary and post-secondary curricula are coordinated and students master and achieve skills, concepts, and technical competencies in high school that articulate with college programs. Students earn credit towards high school graduation and college technical programs at their home high schools.

The focus has changed in recent years from an emphasis on only job preparation to one of career exploration and support of core academic skill development. While skill development and employment readiness is still a primary goal, emphasis has been placed on career exploration, career pathway preparation, and post-secondary articulation.

The **Family and Consumer Science Education Program** is offered at Hazen, Lindbergh, Renton, Black River High Schools, and Sartori Education Center. The program is comprised of the following: American Sign Language 1-6; Careers in Education; Child Development; Culinary Arts 1-4; Design; Health; Independent Living; Leadership in Family and Employment (L.I.F.E. 101); and Personal Fitness. School district and community sites provide applied work-based learning opportunities for program students.

The **Business Education Program** is offered in the District's three comprehensive high schools and two alternative high school sites. The program consists of technical business related classes sequentially arranged into a course of instruction leading to a Certificate of Proficiency or Mastery to facilitate job placement or post secondary articulation. Industry and professional certifications are also a goal for participating students. These courses are as follows: Accounting 1-4; Business Communications; Business Law; Business Management; Computer Program Design 1-2; Electronic Math Applications; Introduction to Information Technology; Information Technology 1-2; Information Technology-MultiMedia; Information Technology-Project Management; Principles of Business; Recordkeeping; Web Site Development 1; and Yearbook. Several of the programs are often arranged and blocked with language arts programs to support program integration and technology use in the writing process.

A comprehensive **Work-based/Work-site Learning Program** is offered in all of the facilities in the Renton School District. This program couples on-the-job experience and related classroom training to prepare students for employment during and beyond high school. The **Marketing Education Program** which offers Introduction to Marketing 1-2, Advanced Marketing 1-2, Marketing-Entrepreneurship, Marketing Education Seminar 1-2, and **Career Choices Programs** provide students the opportunity to combine related classroom instruction and paid work experience to earn high school credit. These programs assist and support students as they make the transition from school to work.

Volunteer experiences, Internships, Job Shadows, and Service Learning are also strong components of this community based applied experiences.

The community also plays a vital role in other programs offered through the Renton School District. The **Athletic Trainer/Sports Medicine Programs** is reliant on clinical training stations and coordinated work experiences for students through local health and physical therapy facilities and community hospitals. This program is offered to all students in the Renton School District but operates only at Hazen High School and Sartori Education Center.

Technology Education Programs are offered at all three comprehensive high school facilities, and the Sartori Education Center. These programs are often integrated with the Science and Math departments to support applied learning and the development of technical skills and competencies for all students. Courses in this department are: Automotive Service Technician 1-2; Building Maintenance Technology 1-2; Computer Aided Design and Drafting 1-6; Computer Graphics 1-8; Construction and Manufacturing Technology 1-6; Fundamentals of Networking Technology 1-4; Jewelry Manufacturing 1-2; Light Duty Mechanics and Related Careers 1-2; Power Mechanics 1-2; Principles of Technology/Robotics 3-4; and Video Production 1-2.

Integrated instruction has been the focus of the Career and Life Skills Education instructional team for a number of years and the results can be seen throughout the program in each of the secondary schools. Several programs have been launched and are operating very successfully in all of the secondary sites. While these programs qualify for career and technical education funding, the District has made the commitment to operate them collaboratively with a related academic instructor. These **Applied Career and Technical Education Approved Programs** are titled: Applied Communications; Applied Mathematics; Material Science Technology 1-2; and Principles of Technology 1-2.

Renton School District has made a commitment to provide career and technical education instruction and job preparation opportunities for Special Needs students in addition to mainstreaming them, when appropriate. In order to have enough students to support several offerings, the district has entered into interdistrict cooperative agreements with surrounding school districts to accept students on a space available basis. There are three such **special programs**: **Building Maintenance** operates at the Sartori Education Center; the **Career Ladders/Community Classroom** is offered at Valley Medical Center; and the **Horticulture/Landscape Design 1-2 Program** is operated at Black River High School.

CAREER AND LIFE SKILLS EDUCATION
RENTON SCHOOL DISTRICT #403
Renton, Washington

Mission Statement

The mission of Career and Life Skills Education in the Renton School District #403 is to prepare all learners for successful roles in families, careers and communities.

THREE BELIEFS

A. Beliefs about individual needs

1. All learners have unique gifts and talents and can be successful.
2. All learners must develop self-esteem and personal confidence for productive roles in society.
3. All learners need to have and attain personal and career goals, arising from a lifespan approach to personal growth and career development.

B. Beliefs about society's expectations

1. All learners must be prepared to become ethical, responsible and contributing world citizens.
2. All learners must adapt to change and participate in lifelong learning.
3. All learners must prepare for family roles and to balance work and family responsibilities.
4. All learners must develop essential creative/critical thinking, problem solving and communication skills.
5. All learners must value and have an appreciation for diversity in their schools, communities and workplaces.
6. All learners must recognize the impact of productive work on our economy.

C. Beliefs about systems that care for and support learners

1. All learners must have equitable access to a quality education.
2. All learners deserve to participate in learning systems where programs are mutually reinforcing and interdependent and where learning is related to life applications.
3. All learners must discover that school is part of a broader set of community resources they must access for learning and for achieving success in life.
4. All school programs must be developed in cooperative with family, business, labor and community representatives.
5. All staff must be accountable to ensure that all learners have the opportunity to establish and reach their goals.

YEARBOOK 1-4

History of Course Development

Yearbook 1-4 is a two year long vocationally approved course for tenth, eleventh and twelfth grade students. It is an elective class that provides 2.0 credits, 1.0 credit for Yearbook 1-2 and 1.0 credit for Yearbook 3-4, towards graduation. This course may be used to partially fulfill the occupational education requirement for graduation. The recommended prerequisite for Yearbook 1-2 is Graphic Arts 1 and the recommended prerequisite for Yearbook 3-4 is Graphics Arts 1-2 and Yearbook 1-2.

Yearbook 1-2 is designed to provide students with an understanding and appreciation of the various aspects of producing a yearbook. Emphasis includes photography, computer layout and design, time management and team organization, journalistic writing, interviewing, and meeting deadlines. Yearbook 3-4 also will include emphasis on teamwork, leadership, management techniques, and time management.

By its very nature, yearbook production is an ideal class to present diverse student populations. The book itself is designed to be all-inclusive and represent the entire student body. This is best achieved when representatives from diverse student groups are included on the staff. In addition, the content of the book will thoroughly represent all aspects of the high school (student life, academics, athletics, student organizations, activities, people, etc.) Staff members will work on positive interactions with students from all backgrounds as they strive to produce a complete, accurate account of the school year.

YEARBOOK 1-4

Course Goals

Students completing the Yearbook program will have a solid foundation in all aspects in producing a professional publication. As a result of taking this course, students will better understand computer applications, yearbook production, visual communications, on-the job training, technical writing, business management, leadership, and marketing.

Students completing **Yearbook 1-2** will be able to:

- Apply basic design principles to layouts meeting journalistic standards
- Apply yearbook technology using professional software
- Describe and use tools used to produce a yearbook
- Understand elements of photography including digital photos and film photos
- Learn and practice interviewing techniques
- Understand copyright issues and ethics in journalism
- Use technical writing skills for editing and proofreading copy
- Use professional level photo editing software
- Apply time management skills in meeting deadlines
- Utilize communication skills in problem solving, team leadership, and customer service

Students completing **Yearbook 3-4** will be able to:

- Apply basic design principles to layouts meeting journalistic standards
- Apply yearbook technology using professional software
- Describe and use tools used to produce a yearbook
- Understand elements of photography including digital photos and film photos
- Learn and practice interviewing techniques
- Understand copyright issues and ethics in journalism
- Use technical writing skills for editing and proofreading copy
- Use professional level photo editing software
- Apply time management skills in meeting deadlines
- Utilize communication skills in problem solving, team leadership, and customer service
- Develop time management in meeting mini-deadlines and plant deadlines
- Participate in management techniques to build team rapport with the other students
- Develop leadership skills to motivate and develop the staff.
- Apply finance principles in managing the yearbook profit and loss
- Develop planning skills in creating the yearbook ladder and implementing it.
- Encourage all students to sell business ads to supplement yearbook income
- Be able to train new staff in layout, copy, and photography

YEARBOOK 1-4
Course Scope & Sequence

Yearbook 1-2

Unit 1: Organization

- Application process for students
- Organize students into departments to create a management hierarchy
- Create job descriptions for each student

Unit 2: Time Management

- Deadline planning
- Traits of effective and efficient workers

Unit 3: Theme Development

- Create a theme that unifies the yearbook visually and verbally
- Unify the theme with graphic and typographic techniques
- Students will identify the basic parts of the yearbook that contribute to the development of the theme including cover, endsheets, opening section dividers and closing.

Unit 4: Coverage

- Determine content and coverage of school activities
- Identify and organize activities, events, and issues into sections of the book covering the five main areas: student life, people, academics, sports, and clubs
- Develop page sequence utilizing a ladder
- Recognize the value of developing story ideas with human interest angles

Unit 5: Legal/Ethical Guidelines

- Identify common concerns facing yearbook staffs including libel, legally protected and copyrighted materials.
- Teach creative, group problem solving
- Use throughout the year to review deadlines, themes, content, and solve conflicts as they arise
- Use collective brainstorming to develop a complete set of ideas for all aspects of the yearbook
- Explore resources available for brainstorming sessions

Unit 6: Customer Service

- 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)

Unit 7: Photography Component

- Use photos to capture a story
- Aspects of photography for action, stills, and mugs
- Understand, practice, and learn the skills necessary to shoot action photos

- Understand the contribution of different photographic types and techniques
- Record all relevant information (who, what, where, when, and why) related to photos taken to assist in writing complete captions later
- Implement a systematic approach to photographic recording, tracking, storage, and filing resulting in effective photo retrieval

Unit 8: Text Component

- Write stories and captions that include 5-W's and H, as well as background/ follow-up information
- Understand the guidelines for preparing questions and for interviewing sources as well as using interview information in copy
- Identify style guidelines, which will result in consistency in copywriting
- Recognize the importance of accuracy to the integrity of the yearbook
- Recognize type as a design element related directly to content

Unit 9: Computer Layout Component

- Use PageMaker software
- Teach steps of desktop layout and publishing techniques
- Recognize design principles to apply to the placement of content elements

Unit 10: Quality Control

- Create structure for page review and corrections
- Use proofreading and editing techniques
- Master the effective and efficient proofing of pages and quick return to the printer on official "page proofs"

Unit 11: Financial Plan

- Understand the financial structure and the staff's obligation in managing the yearbook's financial stability

Unit 12: Marketing Plan

- Create ad contracts and develop an advertising campaign to sell book ads.
- Plan a basic advertising sales campaign

Unit 13: Leadership

- Careers
- Future Business Leaders of America/DECA

Yearbook 3-4

Unit 1: Organization

- Application process for students
- Organize students into departments to create a management hierarchy
- Create job descriptions for each student

Unit 2: Time Management

- Deadline planning
- Meeting all deadlines for staff and editors
- Meeting deadlines for ad sales
- Addressing and fixing problems as they arise

Unit 3: Theme Development

- Create a theme that unifies the yearbook visually and verbally
- Unify the theme with graphic and typographic techniques
- Students will identify the basic parts of the yearbook that contribute to the development of the theme including cover, endsheets, opening section dividers and closing.

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- Identify style guidelines, which will result in consistency in copywriting
- Recognize the importance of accuracy to the integrity of the yearbook
- Recognize type as a design element related directly to content

Unit 9: Computer Layout Component

- Use Adobe Indesign software
- Teach steps of desktop layout and publishing techniques
- Recognize design principles to apply to the placement of content elements

Unit 10: Quality Control

- Create structure for page review and corrections
- Use proofreading and editing techniques
- Master the effective and efficient proofing of pages and quick return to the printer on official "page proofs"

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- Understand the financial structure and the staff's obligation in managing the yearbook's financial stability

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- Create ad contracts and develop an advertising campaign to sell book ads.
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Unit 13: Leadership

- Careers
- Future Business Leaders of America/DECA

Unit 14: Team Management

- Recruit, interview, and train new staff
- Unify the staff using team building techniques

Unit 15: Management Strategies

- Recognize and develop strengths and weaknesses of the staff
- Communicate with staff regarding the production of the yearbook
- Communicate with staff using strong listening skills so staff feels comfortable in relating problems to you
- Identify and reward good work
- Identify and correct problems quickly
- Use delegation techniques
- Keeps the staff at a highly productive level
- Keeps the staff informed
- Keeps the staff involved in decision making and new ideas
- Establish weekly and monthly goals for the staff
- Establish criteria for monitoring the achievement of the staff goals.
- Is involved in long-term and short-term planning
- Models an honest and ethical management style

YEARBOOK 1-4
Course Evaluation & Assessment

The students may demonstrate proficiency through one or more of the following methods:

- By completing assignments within the deadline schedule
- Through classroom participation and interaction
- Self-evaluation
- Evaluation by the school body when the yearbook is distributed

YEARBOOK 1-4
Course Instructional Materials

Basic Course Text:

There is no basic course text for Yearbook. Instructional materials are provided by Yearbook publisher, Herff-Jones and/or Jostens.

Required Computer Software:

Professional Publishing Software (ie: InDesign or equivalent)
Professional Photo Editing Software (ie: Photoshop or equivalent)

YEARBOOK 1-4
Leadership and Vocational Plan

LEADERSHIP AREAS	STUDENTS WILL:	VOCATIONAL ASPECTS	INTEGRATED INTO CURRICULUM
<p>Area 1: Introduction to Leadership Students will develop an understanding and demonstrate knowledge for the purpose of Student Leadership in vocational education.</p>	<ul style="list-style-type: none"> • Determine the skills that will help student function in family, community and work settings 	<ul style="list-style-type: none"> • Guest speaker from industry 	<ul style="list-style-type: none"> • Projects/deadlines met for producing the yearbook for the student body/community
<p>Area 2: Personal Qualities Students will demonstrate personal qualities necessary to function in a family, community and work setting.</p>	<ul style="list-style-type: none"> • Determine the importance of values and goals • Identify short and long term goals. • Write down necessary steps to carry out goal • Describe how personal values are reflected in work ethics 	<ul style="list-style-type: none"> • Code of Ethics • Work Ethic • Time Management & Goal Planning/Achievement 	<ul style="list-style-type: none"> • Meeting deadline goals • Achieve personal goals for each assigned page/independent responsibility
<p>Area 3: Interpersonal Skills Students will become aware of and demonstrate interpersonal skills needed to function in a global society.</p>	<ul style="list-style-type: none"> • Demonstrate how to work cooperatively with community members and classmates • Provide positive role models in actions, behaviors and attitudes in a stressful situation • Identify and write down goals for self • Determine whether goals are conceivable, achievable, and can be measured • Write down necessary steps to carry out each goal. Evaluate each step. • Manage and resolve positive stress and adversity in the work setting. 	<ul style="list-style-type: none"> • Working in a team environment • Communicate effectively with classmates/section members/editors • Goal Setting • Positive group problem solving skills/work place problem solving skills 	<ul style="list-style-type: none"> • Utilize proper behavior in work place setting • Work in team environment • Conduct classroom discussions/meetings • Meet deadlines early • Self-evaluation

<p>Area 4: Communication Skills Students will be able to communicate effectively in the community and work situations.</p>	<ul style="list-style-type: none"> • Will prepare formal and informal written materials. • Utilize industry standard vocabulary 	<ul style="list-style-type: none"> • Weekly staff meetings • Preparation of rough drafts, both written and layout • Communicating problems • Determining viable solutions • Utilizing people from the industry to help with problems 	<ul style="list-style-type: none"> • Compose copy • Communicate with editors and section editors • Utilize a checklist to incorporate all required elements to successfully complete project/make deadline • Utilize guest speakers from industry to discuss valid solutions to production problems.
<p>Area 5: Community Students will develop an understanding and demonstrate a knowledge of how to work effectively in the community using tools and skills learned in the classroom.</p>	<ul style="list-style-type: none"> • Recognize the values of communication skills and work ethic to enhance community support 	<ul style="list-style-type: none"> • Customer Service • Marketing • Positive school community outreach/representation 	<ul style="list-style-type: none"> • Demonstrate appropriate employee and customer interactions in workplace • Promoting and selling the yearbook • Covering all aspects of student body/school community in positive way
<p>Area 6: Personal and Tech Resources. Students will be able to utilize personal and technological resources to make decisions for the family, community and workplace.</p>	<ul style="list-style-type: none"> • Research and identify the use of technological tools • Develop computer literacy tools 	<ul style="list-style-type: none"> • Demonstrate desktop publishing skills • Demonstrate photo editing skills 	<ul style="list-style-type: none"> • Utilize Adobe PageMaker (or equivalent) • Utilize Adobe PhotoShop (or equivalent)
<p>Area 7: Group Dynamics Students will demonstrate organizational skills in large and small group situations.</p>	<ul style="list-style-type: none"> • Understand team skills. • Develop group facilitation skills • Conduct an effective small group meeting 	<ul style="list-style-type: none"> • Utilizing a management hierarchy (sections/departments) 	<ul style="list-style-type: none"> • Complete yearbook through team cooperation
<p>Area 8: Employability Skills Students will understand and demonstrate effective employability skills.</p>	<ul style="list-style-type: none"> • Identify behaviors to establish successful working relationships. • Identify means of dealing with conflict resolution in the workplace. • Identify and demonstrate proper work ethic. 	<ul style="list-style-type: none"> • Technology skills are enhanced due to professional standards • Develop portfolio of student work 	<ul style="list-style-type: none"> • Utilize classroom discussions to identify successful working relationships • Meeting deadlines