



Brecksville-  
Broadview Heights  
City School District

# Brecksville-Broadview Heights City School District

## Curriculum Framework

Brecksville-Broadview Heights City Schools  
6638 Mill Rd  
Brecksville, Ohio 44141

## Yearbook & Advanced Yearbook 2026-2027

### District Leadership

Superintendent of Schools :: Jeff Harrison  
Assistant Superintendent of Schools :: Brian Wycuff  
Director of Teaching and Learning :: Dr. David Martin

### Board of Education

Mark Dosen :: President  
Ellen Kramer :: Vice President  
Lisa Galek  
Tish Kwiatkowski  
Eva O'Mara

## **Acknowledgment**

This document represents a strong effort on the part of the following individuals:

- Deanna Jordan

# Instructional & Curricular Philosophy

The curriculum and instruction of the Brecksville Broadview Heights City School District will provide an educational program to assist all students to realize their potential to make a positive impact as contributing members of a global society. Both the curriculum and the instructional process reflect that each student is a unique individual and learner.

Students are prepared for their futures through strong curriculum and instructional practices that cultivate the Attributes of a Bee: Emotionally-Prepared, Future-Ready, Globally-Responsible, and Self-Reliant. Rooted in the district's mission, these competencies reflect our commitment to rigorously **educate** every student to the highest standards, boldly **empower** our school family with inspiring learning experiences, and collaboratively **engage** our community in shaping productive citizens for a global society.

Students are at the center of all we do in the Brecksville Broadview Heights City School District. We practice standards-driven curriculum and instruction in all content areas:

- We anchor all learning in Ohio's learning standards.
- We utilize data-driven, evidence-based instruction and decision making.
- We utilize assessments directly aligned to Ohio's learning standards to collect data on student growth and mastery, adjusting and adapting instruction to meet the learning needs of all students.
- We foster a culture of continuous growth in learning for both students and staff.
- We believe that learning is a lifelong pursuit and that everyone has the capacity to grow and continually learn.
- We provide supportive learning environments that encourage active engagement, curiosity, exploration, and rigorous levels of learning.



who we are. where we are going. what we value.

## OUR MISSION

The **BBHCSD** exists to rigorously educate our students to the highest standards, to boldly empower our school family with exciting learning experiences, and to collaboratively engage our community to cultivate productive future citizens of a global society.

## OUR VISION

The **BBHCSD** will be the destination district by pushing the boundaries of academic excellence and expanding innovative opportunities for students, while advocating for all, in a safe and accountable educational environment.

## OUR VALUES

- We value academic excellence and providing innovative learning opportunities for all
- We value the finest educators and staff to empower our students
- We value school safety and security in protocol, thought, and action to create a welcoming school climate
- We value transparent, engaging, and collaborative communications
- We value responsible stewardship of the dynamic resources in the BBHCSD
- We value the comprehensive preparedness of our students' future success

## OUR CULTURE

The **BBHCSD** will encourage all to Bee Your Best, Bee The Future, and Bee One Community, and will accomplish this by building safety, sharing vulnerability, and establishing a shared purpose with the values above.

Together, we will ***Protect the Banner of the BBHCSD.***

# Yearbook

## District Overview of Content

This two level course structure in yearbook journalism has two primary objectives:

- (1) To teach students the skills required to create the book and
- (2) to produce a book which reflects journalistic standards.

Students will be responsible for the production, design, and publication of the school yearbook. This product based course requires both in class and after school time. This is a wonderful opportunity for members of the team to exercise their creativity, while developing new skills in computer design, photography, copywriting, and project management. Creating the yearbook is a fun process and the end result of all the effort is a product for the entire school district to enjoy.

All of these skills are taught through the framework of the Ohio English Language Arts standards as this is an English Elective. Students practice writing standards, communication standards, as well as literature and informational standards as students study and examine high quality examples of each unit's content. In this elective, students learn to take English Language Arts skills and use and present them in a practical and career driven way. These skills directly relate to a variety of professions that are creative, journalistic, business related and more.

To accomplish these objectives, the yearbook journalism students will devote their time to the following:

Learning their rights and responsibilities as student journalists

- Gaining proficiency in desktop publishing in Yearbook avenue
- Incorporating advanced design principles such as grid design and use of layered coverage into the yearbook
- Learning and using journalistic writing techniques
- Developing student leadership and decision-making skills
- Finding ways to include every student and staff member in the yearbook
- Creating and executing marketing plans to sell the yearbook senior ads in the volume
- And most importantly, producing a yearbook the staff, the school and the community can enjoy

## Materials

Students will work extensively with an online publication site by Jostens called Yearbook Avenue (YBA). They will also become familiar with the Adobe Creative Suite 4 design application Photoshop.

## Assessments

Review of Assigned Pages:

- Story and Spread Production
- Develop a theme, create a design layout, and designate section assignments, through a theme packet project
- Effectively communicate our messages to our audience.

- Apply criteria for evaluating yearbooks to improve the quality of pictures, copy and layout/design in our yearbook
- Gather accurate, interesting information for our articles and captions.
- Use effective editing and proofing skills

## Scope and Sequence of Knowledge and Skills to Be Learned

### **First Quarter: Fall Sports & Events**

#### **Program Area 1: Advanced Graphic Design**

Students will be introduced to advanced graphic design and create the layouts for the yearbook.

#### **Program Area 2: Advanced Equipment & Software Instruction**

Students will use multimedia elements to create the yearbook with graphic design software. Students will instruct the first year students introducing the equipment and software.

#### **Program Area 3: Elements and Principles of Design**

Students will learn about design elements through production of a finished yearbook. Students will learn about color, shape, space, balance, eyelines, contrast, variety, emphasis/dominance, harmony, repetition/pattern, and unity. Students will also instruct the first year students on the introductory elements of design.

#### **Program Area 4: Journalistic Writing**

Students will learn about journalistic writing (story and caption writing) through the production of a finished yearbook. Students will also instruct, edit, and guide first year students through the steps of story and caption writing.

#### **Program Area 5: Typography**

Students will maintain a consistent typographic theme throughout the yearbook production process. Students will learn about advanced typefaces, typographic measurement, typographic standards, typographic guidelines.

#### **Program Area 6: Creating and Editing Images for Print**

Students will learn when to use particular image formats for the yearbook. Students will learn about formats, resolution, ethics, and copyright laws. Students will learn advanced image editing, formats, resolution, ethics, and copyright laws. Students will also mentor first year students in these elements.

#### **Program Area 7: Leadership**

Students will participate in leadership activities such as: good attendance, school involvement, time management and organization, and will perform other leadership tasks within the classroom and school. In short, the advanced students will be role models and mentors to the first year students in quality yearbook production and team membership.

**Second Quarter: Winter Sports & Events, Clubs****Program Area 1: Advanced Graphic Design**

Students will be introduced to advanced graphic design and create the layouts for the yearbook.

**Program Area 2: Advanced Equipment & Software Instruction**

Students will use multimedia elements to create the yearbook with graphic design software. Students will instruct the first year students introducing the equipment and software.

**Program Area 3: Elements and Principles of Design**

Students will learn about design elements through production of a finished yearbook. Students will learn about color, shape, space, balance, eyelines, contrast, variety, emphasis/dominance, harmony, repetition/pattern, and unity. Students will also instruct the first year students on the introductory elements of design.

**Program Area 4: Journalistic Writing**

Students will learn about journalistic writing (story and caption writing) through the production of a finished yearbook. Students will also instruct, edit, and guide first year students through the steps of story and caption writing.

**Program Area 5: Typography**

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Students will participate in leadership activities such as: good attendance, school involvement, time management and organization, and will perform other leadership tasks within the classroom and school. In short, the advanced students will be role models and mentors to the first year students in quality yearbook production and team membership.

**Third Quarter: Finish Winter Sports & Events, Clubs, Start Spring****Program Area 1: Advanced Graphic Design**

Students will be introduced to advanced graphic design and create the layouts for the yearbook.

**Program Area 2: Advanced Equipment & Software Instruction**

Students will use multimedia elements to create the yearbook with graphic design software. Students will instruct the first year students introducing the equipment and software.

**Program Area 3: Elements and Principles of Design**

Students will learn about design elements through production of a finished yearbook. Students will learn about color, shape, space, balance, eyelines, contrast, variety, emphasis/dominance, harmony, repetition/pattern, and unity. Students will also instruct the first year students on the introductory elements of design.

**Program Area 4: Journalistic Writing**

Students will learn about journalistic writing (story and caption writing) through the production of a finished yearbook. Students will also instruct, edit, and guide first year students through the steps of story and caption writing.

**Program Area 5: Typography**

Students will maintain a consistent typographic theme throughout the yearbook production process. Students will learn about advanced typefaces, typographic measurement, typographic standards, typographic guidelines.

**Program Area 6: Creating and Editing Images for Print**

Students will learn when to use particular image formats for the yearbook. Students will learn about formats, resolution, ethics, and copyright laws. Students will learn advanced image editing, formats, resolution, ethics, and copyright laws. Students will also mentor first year students in these elements.

**Program Area 7: Leadership**

Students will participate in leadership activities such as: good attendance, school involvement, time management and organization, and will perform other leadership tasks within the classroom and school. In short, the advanced students will be role models and mentors to the first year students in quality yearbook production and team membership.

**Fourth Quarter: Finish Spring Sports, Events, and End of the Year Activities, Final Editing and Proofreading of the entire yearbook to be ready for upload.**

**Program Area 1: Advanced Graphic Design**

Students will be introduced to advanced graphic design and create the layouts for the yearbook.

**Program Area 2: Advanced Equipment & Software Instruction**

Students will use multimedia elements to create the yearbook with graphic design software. Students will instruct the first year students introducing the equipment and software.

**Program Area 3: Elements and Principles of Design**

Students will learn about design elements through production of a finished yearbook. Students will learn about color, shape, space, balance, eyelines, contrast, variety, emphasis/dominance,



harmony, repetition/pattern, and unity. Students will also instruct the first year students on the introductory elements of design.

#### **Program Area 4: Journalistic Writing**

Students will learn about journalistic writing (story and caption writing) through the production of a finished yearbook. Students will also instruct, edit, and guide first year students through the steps of story and caption writing.

#### **Program Area 5: Typography**

Students will maintain a consistent typographic theme throughout the yearbook production process. Students will learn about advanced typefaces, typographic measurement, typographic standards, typographic guidelines.

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#### **Program Area 7: Leadership**

Students will participate in leadership activities such as: good attendance, school involvement, time management and organization, and will perform other leadership tasks within the classroom and school. In short, the advanced students will be role models and mentors to the first year students in quality yearbook production and team membership.

### **Standards**

- W.11-12.10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
  - a. Establish a clear and thorough thesis to present and explain information.
  - b. Introduce a topic; 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 to aid comprehension, if needed.
  - c. 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.

- d. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- e. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- f. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- g. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- W.11-12.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
- W.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.
- SL.11-12.6 - Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)
- RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RI.11-12.2 Analyze informational text development.
  - a. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another.
  - b. Craft an informative abstract that delineates how the central ideas of a text interact and build on one another.
- RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- RI.11-12.6 Determine an author's perspective or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power,

persuasiveness, or beauty of the text.

- RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- 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.
- 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.