Yearbook

Content Area: **ELA**
Course(s):
Time Period: **Marking Period 1**
Length: **3-4 weeks**
Status: **Published**

Course Pacing Guide

Yearbook asks students to apply the journalism and photojournalism skills in a setting where staff and editors make the decisions regarding the day- to-day operation of the publication and meeting deadlines.

Unit	MP	Weeks
Theme and Design	1	3
Photography	1-3	30
Layout	1-3	30
Gathering, Writing, Editting	1-3	30
Publication and Production	1-3	30
Supplemental Design and Publication	4	8

Unit Overview

Students will continually gather information from a variety of sources through interviewing and research and translate that information to journalistic writing.

Students will proceed through the writing process as a writer/creator and/or editor. They will make ethical and legal decisions about what content will eventually be published, edit for style and tone and critique/revise based on feedback from editors and/or adviser.

Students learn how to use design and photo software and hardware. They apply those learned skills to production of content and publications. Following completion of production, students distribute and seek feedback on their publication.

Enduring Understandings

- Students will use a variety of primary sources (people) and secondary sources (research) in order to secure balanced, credible information for their pieces.
- Students will conduct thorough research to verify their source material and establish rapport with interview subjects based on credibility as an interviewer.
- Students will translate information from research and interviews by choosing the most important information, ordering it based on journalistic structure/standards of the genre and looking for quotes that convey the subject's personality and thoughts.
- Student will adhere to consistent style and tone to present the publication in a professional manner.
- Student will use critiquing and commenting to garner feedback, compare work to others and get specific ways in which to continually improve their production of content.
- Students will ensure that design and theme concepts are established and consistent throughout the publication.
- Student will make deadlines for production in order to get their publication delivered on time and not incur additional printing costs.

Essential Questions

How is presenting the events and activities from the year best accomplished?

How do student writers and editors translate information from research and interviews into coherent writing pieces?

Why is important for student jounalists to adhere to consistent style and tone?

How does critiquing and commenting improve student journalism?

How are photographs, copy, layout, and design integrated to create a yearbook of the highest quality?

How do student journalists use technology (software and hardware) to assist in the production of their publication?

Why is it important for student journalists to make deadlines for production?

How can student journalists ensure production before deadline?

Why is it important to seek feedback from the audience following publication?

New Jersey Student Learning Standards (No CCS)

LA.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.
LA.W.11-12.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.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.
LA.W.11-12.2.D	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

LA.W.11-12.2.E	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.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.)
LA.W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
LA.W.11-12.6	Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LA.L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Amistad Integration

Holocaust/Genocide Education

Interdisciplinary Connections

VPA.1.3.12.D.2	Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.
VPA.1.3.12.D.CS1	How individuals manipulate the elements of art and principles of design results in original portfolios that reflect choice and personal stylistic nuance.
VPA.1.3.12.D.CS3	The artist's understanding of the relationships among art media, methodology, and visual statement allows the artist to use expressionism, abstractionism (nonobjective art), realism/naturalism, impressionism, and other genre styles to convey ideas to an audience.
VPA.1.4.12.B.CS2	The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist's technical proficiency as well as by the manner and physical context in which it is performed or shown.

Technology Standards

TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.A.2	Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
TECH.8.1.12.A.CS1	Understand and use technology systems.

21st Century Themes/Careers

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
CRP.K-12.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

Financial Literacy Integration

PFL.9.1.12.B.6	Design and utilize a simulated budget to monitor progress of financial plans.
PFL.9.1.12.F.3	Analyze how citizen decisions and actions can influence the use of economic resources to achieve societal goals and provide individual services.
PFL.9.1.12.G.1	Analyze risks and benefits in various financial situations.

Instructional Strategies & Learning Activities

- consistent layout design
- photography principles
- effective research strategies to locate information
- clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience
- civil, democratic discussions and decision-making
- set clear goals and deadlines
- establish individual roles as needed
- accuracy, perspective, credibility and relevance of information, media, data or other resources
- feedback that informs and improves their practice

Differentiated Instruction

- Tiered Learning Targets
- Meaningful Student Voice & Choice
- Relationship-Building & Team-Building
- Self-Directed Learning
- Goal-Setting & Learning Contracts
- Grouping
- Learning Through Workstations
- Concept Attainment
- Mentoring
- Assessment Design & Backwards Planning
- Student Interest & Inventory Data

Formative Assessments

- Brainstorm sessions
- Immediate feedback sessions
- Class discussion and critique

Summative Assessment

- Published spreads
- Deadlines met
- Book published and distributed at end of year

Benchmark Assessments

- Published spreads
- Deadlines met
- Book published and distributed at end of year

Alternate Assessments

- Students select spreads
- Students select teams to work on
- Students choose to work on photography or writing

Resources & Technology

Balfour StudioWorks program for design and publication

PhotoShop

BOE Approved Texts

Closure

- Submit rough draft for critique
- Projects
- Submitted spreads

ELL

- Extended Time
- Teacher Modeling

Special Education

- Provide visual aids.
- Go over directions orally.
- Permit as much time as needed to finish tests.
- Divide tests into small sections of similar questions or problems.
- Give progress reports instead of grades.
- Grade spelling separately from content.

- Allow take-home.
- Show a model of the end product of directions (e.g., a completed math problem or finished quiz).
- Permit a student to rework missed problems for a better grade.
- Use a pass-fail or an alternative grading system when the student is assessed on his or her own growth.

504

- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- behavior management support
- adjusted class schedules or grading
- excused lateness, absence, or missed classwork
- pre-approved nurse's office visits and accompaniment to visits

At Risk

- Concrete examples
- Use of a study carrel
- Assistance in maintaining uncluttered space
- Peer or scribe note-taking
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task
- Adjusted assignment timelines
- Visual daily schedule
- Immediate feedback
- Pass/no pass option
- Cue/model expected behavior
- Use de-escalating strategies
- Use peer supports and mentoring

Gifted and Talented

Focus on effort and practice

Offer the Most Difficult First

Offer choice

Speak to Student Interests

Allow G/T students to work together

Encourage risk taking