

# Unit 4: Coverage

Content Area: **TEMPLATE**  
Course(s):  
Time Period: **Full Year**  
Length: **4 Weeks**  
Status: **Published**

## **General Overview, Course Description or Course Philosophy**

---

In this course, students communicate in a variety of forms for a variety of audiences and purposes. Yearbook is journalistic in nature and allows students to participate in the production of the school yearbook. Students in this course are required to learn the basics of yearbook journalism including layout design, theme, coverage, copy-writing, graphic design, photography, finance, and advertising. Students are expected to plan, draft, and complete written and/or visual compositions on a regular basis, carefully examining their copy for clarity, engaging language and the correct use of the conventions and mechanics of written English. Students will learn the importance of working as a team to complete tasks successfully and on time. Individual responsibility is essential toward the completion of assignments for deadlines. Students will also have the opportunity to accept leadership positions and develop new skills as they build the yearbook.

## **OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS**

---

**Objective:** In this unit, students will learn the purpose of any yearbook is to be a historical chronicle of the year. Students will learn how to be a “yearbook ambassador”, the importance of featuring every student in the school at least three times in the yearbook, and brainstorm ideas to ensure the staff meets the “three times” rule.

**Essential Questions:** How do we cover it all? Why is it important that everyone is featured at least three times? How do we capture the various events during the school year and make sure to portray them in a positive light?

**Enduring Understanding:** Coverage is a crucial part of portraying the school community and creating a comprehensive yearbook.

## **CONTENT AREA STANDARDS**

---

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of

reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

## **RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)**

---

11-12.SL.1.A: Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

TT.AB.I.3: Students will recognize that peoples' multiple identities interact and create unique and complex individuals.

## **STUDENT LEARNING TARGETS**

---

### **Declarative Knowledge**

---

Students will understand that:

- Proper coverage of the school includes every student being incorporated at least three times.
- Identifying the steps to running a proper staff meeting and apply the concepts to yearbook staff meetings is crucial to collaboration and yearbook production.
- Developing the various sections of the yearbook and determining how each student will be presented in the overall layout increases coverage.
- Organization and using a spreadsheet to chart the various activities and events that need to be represented in the yearbook and calculate how many students will be include in thee publication is key in yearbook production.
- Using various on-line resources to collaborate and create various portions of the yearbook to be inserted into the yearbook program platform is important.

### **Procedural Knowledge**

---

Students will be able to:

- Utilize the tagging feature in Yearbook Avenue to insure accuracy of coverage
- Use organizational strategies to communicate with staff members in a timely and accurate manner
- Utilize technology to research, plan, and create yearbook sections
- Conduct short as well as more sustained research to answer a question (including a self-generated question) or solve a problem.
- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on other's ideas and expressing their own clearly and persuasively
- Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations
- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone
- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively.

## **EVIDENCE OF LEARNING**

---

### **Formative Assessments**

---

Teacher Observation

Teacher Feedback and Discussions

Peer Rubrics

Practical Exercises

Group Presentations

Oral/Written Assessments

Exit Tickets

### **Summative Assessments**

---

Coverage Development Collaborative Project

Test and quizzes

Yearbook Portfolio/Notebook

Mid Deadline Evaluations

Final Deadline Assessment

Group Presentations

Self Evaluation

Oral/written assessments

Yearbook Portfolio/Notebook

---

## **RESOURCES (Instructional, Supplemental, Intervention Materials)**

[Edesign](#)

[Herff Jones](#)

Google Docs

Google Slides

Yearbook Samples

Previous publications of Pegasus

Google Sheets

Photo Unloader

Cameras

USB Cards

---

## **INTERDISCIPLINARY CONNECTIONS**

Students understanding of technology, 21st Century Life and Career standards such as critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership will lead to a cross-cultural understanding, global awareness, civic literacy, and interpersonal communication. In addition, journalistic aspects of ethical coverage as well as proper writing techniques are incorporated into the unit and across the course. Aspects of graphic design are also used in creating layouts as well as math such as the use of geometric lines, angles etc. which are both critical components of yearbook publication and are infused in this unit and within the course.

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

---

Modify instructional approach and/or assignments and evaluations as needed based for students with IEPs, 504s, ELLs and gifted and talented students including but not limited to:

- Extended time
- Enrichment activities
- Preferential seating
- Online visuals and audio for individual lessons
- Pairing students for activities
- Teacher modeling
- Differentiated written and verbal responses
- Additional graphic organizers and outlines for writing assignments
- Audio versions of texts
- Integration of higher order thinking processes, creative and critical thinking activities, problem-solving, and open-ended tasks
- Higher level direct questioning
- Opportunities for cross curricular activities
- Flipped Classroom
- Small cooperative groups