

# Unit 1: Team Building

Content Area: **TEMPLATE**  
Course(s):  
Time Period: **Full Year**  
Length: **2 Weeks**  
Status: **Published**

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

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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**

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**Objective:** In this unit, the yearbook staff will work on team-building exercises to learn that it takes a dedicated staff to produce a yearbook that the consumer wants to buy. Through these team-building exercises, the new yearbook staff will learn ways to work together to complete tasks and to see what can be accomplished by working as a unit and not just as individuals.

**Essential Questions:** How does collaboration expand and affect the creative process? What skills are needed to work collaboratively to complete tasks? How can we communicate effectively to complete tasks and accomplish goals?

**Enduring Understanding:** To understand the importance of teamwork in school and beyond.

## **CONTENT AREA STANDARDS**

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NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

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

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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.

## **STUDENT LEARNING TARGETS**

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### **Declarative Knowledge**

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Students will understand that:

- Collaboration is critical for creating a yearbook and can expand and affect the creative process positively
- Creative exploration and risk taking is welcomed and encouraged.
- Collaboration includes preparing for and participating effectively in a range of conversations and collaborations with diverse partners building on other's ideas and expressing their own clearly and persuasively

### **Procedural Knowledge**

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Students will be able to:

- Identify the skills needed to work collaboratively to complete tasks.
- Assess the importance of teamwork in school and beyond.
- Communicate effectively to complete tasks and accomplish goals
- 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
- Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

## **EVIDENCE OF LEARNING**

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## **Formative Assessments**

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Teacher Observation

Teacher Feedback and Discussions

Peer Rubrics

Practical Exercises

Collaborative Games/Exercises

Group Presentations

Oral/Written Assessments

Exit Tickets

## **Summative Assessments**

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Teacher Rubrics

Yearbook Portfolio/Notebook

Mid Deadline Evaluations

Final Deadline Assessment

Group Presentations

Self Evaluation

Critiques

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

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[Edesign](#)

## [Herff Jones Collaborative Games](#)

Google Docs

Google Slides

Yearbook Samples

Online team building activities

Previous publications of Pegasus

## **INTERDISCIPLINARY CONNECTIONS**

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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.

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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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

