

# Unit 8: Publication Production & Revision

Content Area: **TEMPLATE**  
Course(s):  
Time Period: **Full Year**  
Length: **On Going (8 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, students will put into practice what they have learned about layout, visual elements, copy, and a cohesive product that ultimately tells a story. Furthermore, students will create a product that is both visually and aesthetically pleasing, but more importantly, highly marketable. Students will also revise and edit their own pages as well as that of other staff members. Students learn how to use design and photo software and hardware. They apply those learned skills to the production of content and publications. Following completion of production, students distribute and seek feedback on their publications.

**Essential Questions:** How do yearbook staffers use technology (software and hardware) to assist in the production of their publication? Why is it important for staff members to make deadlines for production? How can we ensure production before deadline? Why is it important to seek feedback from other staff members following the creation of layouts and the final publication? How do you meet the standards of professional layout design and graphics? How can you develop techniques for page and spread design? How can students design column grids for the placement of text and photo blocks? How can students flow names to the index from text boxes? How can students create panel mirrors, folio tabs and a master list?

**Enduring Understanding:** Learning technology software and hardware are key for publication production as most design and photo editing is done this way. 21st Century journalists are required for college and career to have skills in technology production. It is essential for student journalists to make deadlines for production in order to get their publication delivered on time and not incur additional printing costs. Making deadlines is also a key job skill necessary for success beyond high school. Student journalists should always have a Plan A, B, and C in case a story idea falls through or production gets delayed. Soliciting feedback from the other staff members shows readers that student journalists are interested in their opinions and suggestions and provides invaluable opportunity for improvement.

## **CONTENT AREA STANDARDS**

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NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are

appropriate to task, purpose, and audience.

W.11-12.2E. 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.

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

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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.

9-10.W.2.A: Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

9-10.W.3.A: Review, revise, and edit writing with consideration for the task, purpose, and audience.

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.

8.1.12.A The use of digital tools and media-rich resources enhances creativity and the construction of knowledge

8.1.12.B The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.

8.1.12.C Digital tools and environments support the learning process and foster collaboration in solving local or global issues and problems.

8.1.12.D Technological advancements create societal concerns regarding the practice of safe, legal, and ethical behaviors.

8.1.12.E Effective use of digital tools assists in gathering and managing information.

8.1.12.F Information accessed through the use of digital tools assists in generating solutions and making decisions.

G-CO.A.1 Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.

G-CO.D.12 Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.).

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

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ISTE-EMPOWERED LEARNER.1.C: Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.

ISTE - KNOWLEDGE COLLECTOR.3.B: Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.

ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

## **STUDENT LEARNING TARGETS**

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## **Declarative Knowledge**

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Students will understand:

- Personal writing style is important in reporting events throughout the book.
- Tone and theme as critical aspects of the publication.
- How to use first and third person when appropriate and will demonstrate the author's purpose in covering each story.
- That including supporting details when covering stories will make the story more compelling.
- Making judgments on what should be included in the book is an important skill for staff members.
- How to use specific jargon for the various sections of the book (sports, academic, student life), etc.
- Students will understand the following journalistic Principles and will include them throughout the book
  - Credits to sources and staff
  - Credits to interview sources
  - Judgments on unbiased, fair and correct text
  - Limitations of opinions
  - Facts
  - Sequence of events.
  - Chronological events in sections.
  - Changes within a school year.
  - Inclusion of the entire student body in activities and events.
- How to use technology to create visual and verbal components of the yearbook.
- Editing and revising is crucial and requires multiple staff members and the advisor to accomplish so that the final publication is acceptable and desirable to the community.

## **Procedural Knowledge**

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Students will be able to:

- Identify personal writing style.
- Establish tone.
- Distinguish between first and third person.
- Relate to personal experiences.
- Determine tone to match theme.
- Determine author's purpose.
- Find supporting details.
- Make judgments.
- Identify jargon for sections (sports, academics, student life), etc.
- Credit sources and staff and interview sources.
- Make judgments on unbiased, fair and correct text.
- Recognize sequence of events.
- Determine chronological events in sections.
- Utilize technology to create a final product.
- Create layouts and spreads using mathematical principles.

- Edit and peer review to create a polished final product.

## **EVIDENCE OF LEARNING**

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### **Formative Assessments**

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Teacher Observation

Teacher Feedback and Discussions

Peer Rubrics

Practical Exercises

Oral/Written Assessments

Group and whole class discussion questions

Debates

Do Nows and Exit Tickets

Group work/projects

### **Summative Assessments**

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Completion of Assigned Pages

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)**

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[Edesign](#)

[Herff Jones](#)

Google Docs

Google Slides

Yearbook Samples

Previous publications of Pegasus

Google Sheets

Photo Unloader

Cameras

USB Cards

## **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. In addition, journalistic aspects of ethical coverage as well as proper writing techniques are incorporated into the unit and across the course. Aspects of Social Studies are also present in this unit such as: civic literacy, social relationships among people, social justice, ethics and aspects of historical research.

## **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