

# Unit 9: Sales & Distribution

Content Area: **TEMPLATE**  
Course(s):  
Time Period: **Full Year**  
Length: **5 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 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 learn to maintain professional and ethical standards of sales/management to sell the book throughout the year, keep accurate records of sales, and distribute the book to the student body when completed. Students come up with a distribution and feedback plan for their publication. They adhere to their editorial/staff roles and all contribute ideas to promotion, sales, distribution, evaluation and reader feedback.

**Essential Questions:** How will students advertise sales of the publication at the end year? How will students utilize effective and ethical sales management? How will students manage the distribution of the book at publication?

**Enduring Understanding:** Ethical sales management/distribution is a critical component of yearbook publication.

## **CONTENT AREA STANDARDS**

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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.

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.

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

9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

9.4.12.G.7 Demonstrate use of the concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication.

9.4.12.G.9 Evaluate and use information resources to accomplish specific occupational tasks.

9.4.12.G.14 Develop and interpret tables, charts, and figures to support written and oral communications.

9.4.12.G.26 Employ technological tools to expedite workflow.

9.4.12.G.33 Employ collaborative/groupware applications to facilitate group work.

9.4.12.G.34 Employ computer operations applications to manage tasks

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

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

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 - GLOBAL COLLABORATOR.7.B: Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.

## **STUDENT LEARNING TARGETS**

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### **Declarative Knowledge**

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Students will understand:

- Methods of advertisement in student publications such as social media, student newspapers, flyers, and bulletins.
- The creation of posters and visuals to advertise will help boost sales.
- Using database for sales is crucial for organization, sales and distribution.
- That editing and revision of data is necessary for accurate counts.
- The set-up of sales locations and staff assignments is strategic and that collaboration is key in sales and distribution.
- That the division of staff and editors for distribution is a task that all staff members must participate in.
- How to organize and manage the distribution of books in addition to promoting end of the year sales.

### **Procedural Knowledge**

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Students will be able to:

- Identify methods of advertisement in student publications such as social media, student newspapers, flyers, and bulletins.
- Determine needs and create posters and visuals to advertise.
- Create and maintain a database for sales and lists such as nameplates.
- Edit and revise data as necessary for accurate counts.
- Set-up sales locations and staff assignments.
- Create assignments to group and count books on arrival.
- Divide staff and editors for distribution.
- Determine locations and times for distribution.
- Create ways to promote end of the year sales.

## **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

Distribution Participation

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

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[Edesign](#)

[Herff Jones](#)

Google Docs

Google Slides

Google Sheets

Posters

Social Media

## **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