



Park Hill School District

Building Successful Futures • Each Student • Every Day

High School Yearbook Curriculum

Course Description: Students who enroll in Yearbook apply the skills they learned in Journalism or Photojournalism in a setting where staff and editors make the decisions regarding the day- to-day operation of the publication. Because of the deadlines, working nights is essential. This course may be repeated for additional credit. This course counts as 1 practical art credit.

Scope and Sequence:

Timeframe	Unit	Instructional Topics
ongoing	News Gathering	Topic 1: Research and Interviews Topic 2: Writing
ongoing	Editing and Revising	Topic 1: Editorial Decision Making Topic 2: Style and Tone Topic 3: Revision and Critiques
ongoing	Publication Production	Topic 1: Using Technology Topic 2: Distribution and Feedback

Unit 1: News Gathering

Subject: Yearbook

Grade: 10-12

Name of Unit: News Gathering

Length of Unit: Ongoing

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

Priority Standards for unit:

- ISTE - KNOWLEDGE COLLECTOR.3.A: Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
- 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.
 - Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.
 - Word Choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
 - Conventions of Standard English and usage: Demonstrate a command of the conventions of Standard English grammar and usage, including spelling and punctuation.
 - Use a variety of appropriate transitions to clarify relationships and connect ideas, claims, and signal time shifts.
 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- 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.

Supporting Standards for unit:

- TT.AB.I.3: Students will recognize that peoples' multiple identities interact and create unique and complex individuals.
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
effective research strategies to locate information and other resources for their intellectual or creative pursuits.	Plan	Apply	2
effective research strategies to locate information and other resources for their intellectual or creative pursuits.	Employ	Apply	2
a writing process	Follow	Understand	1
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	Produce	Create	3
the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic	Develop	Apply	2
clearly for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals	Communicate	Analyze	3
civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed	Promote	Analyze	3

Essential Questions:

1. How do journalists gather necessary and credible information for their writing pieces?

2. Why is it important for journalists to conduct thorough research before engaging in the writing process?
3. How do journalists translate information from research and interviews into coherent writing pieces?

Enduring Understanding/Big Ideas:

1. Journalists use a variety of primary sources (people) and secondary sources (research) in order to secure balanced, credible information for their pieces.
2. Journalists must conduct thorough research to verify their source material, and in order to establish rapport with interview subjects based on credibility as an interviewer.
3. Journalists 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.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Interview Writing Process Research News Sports Opinion Sources	Primary Source Secondary Source Open-Ended Question Closed-Ended Question Lead Nut Graf Kicker Direct Quote Indirect Quote Partial Quote Feature Profile Pitch Story Idea Angle

Topic 1: Interviewing & Research

Engaging Experience 1

Title: Interviewing & Research

Suggested Length of Time: 3-5 days

Standards Addressed

Priority:

- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- 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.
- ISTE - KNOWLEDGE COLLECTOR.3.A: Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

Supporting:

- TT.AB.I.3: Students will recognize that peoples' multiple identities interact and create unique and complex individuals.
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

Detailed Description/Instructions: Students will conduct research using databases, websites and other credible sources; write open-ended questions; conduct interviews with primary and secondary sources; and write and organize notes based on those interviews and research. They were trained in this in the prerequisite course.

Bloom's Levels: Apply

Webb's DOK: 2

Topic 2: Writing

Engaging Experience 1

Title: Pitch/Planning Process

Suggested Length of Time: 1 day

Standards Addressed

Priority:

- 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.
 - Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.
 - Word Choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
 - Conventions of Standard English and usage: Demonstrate a command of the conventions of Standard English grammar and usage, including spelling and punctuation.
 - Use a variety of appropriate transitions to clarify relationships and connect ideas, claims, and signal time shifts.
 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Supporting:

- TT.AB.I.3: Students will recognize that peoples' multiple identities interact and create unique and complex individuals.
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

Detailed Description/Instructions: Students brainstorm ideas for stories individually and in groups and use technology site (i.e. Trello or Google Drive) to organize ideas into sections/topics. As a class/editorial board, students discuss which stories are best fit for publication at this time and brainstorm sources, angles and research opportunities.

Bloom's Levels: Apply, Evaluate

Webb's DOK: 2, 3

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Students translate information from interviews and research to write an article that fits the angle and story idea assigned to them in the pitch process, and also follows journalistic structure, style and tone according to the journalistic genre their piece fits into.

This begins the writing process that continues in the next unit.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Interviewing & Research	Interview & Research	Students will conduct research using databases, websites and other credible sources; write open-ended questions; conduct interviews with primary and secondary sources; and write and organize notes based on those interviews and research. They were trained in this in the prerequisite course, Journalism/Mass Media.	3-5 days
Writing	Pitch/Plan Day	Students brainstorm ideas for stories individually and in groups and use technology site (i.e. Trello or Google Drive) to organize ideas into sections/topics. As a class/editorial board, students discuss which stories are best fit for publication at this time and brainstorm sources, angles and research opportunities.	1 day

Unit 2: Editing & Revising

Subject: Yearbook

Grade: 10-12

Name of Unit: Editing & Revising

Length of Unit: Ongoing

Overview of Unit: Following completion of rough drafts, 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.

Priority Standards for unit:

- 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.
 - Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.
 - Word Choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
 - Conventions of Standard English and usage: Demonstrate a command of the conventions of Standard English grammar and usage, including spelling and punctuation.
 - Use a variety of appropriate transitions to clarify relationships and connect ideas, claims, and signal time shifts.
 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- 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.

Supporting Standards for unit:

- 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.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
a writing process	Follow	Understand	1
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	Produce	Create	3
a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing	Establish	Apply	2
the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic	Develop	Apply	2
the accuracy, perspective, credibility and relevance of information, media, data or other resources	Evaluate	Evaluate	4
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	Recognize	Analyze	3

Essential Questions:

1. How do student journalists apply legal and ethical standards to their decision making?
2. Why is important for student journalists to adhere to consistent style and tone?
3. How does critiquing and commenting improve student journalism?

Enduring Understanding/Big Ideas:

1. Student journalists apply legal and ethical standards learned in previous courses to choosing which stories can and should be published.
2. Student journalists must adhere to consistent style and tone to present the publication in a professional manner.
3. Student journalists use critiquing and commenting to garner feedback, compare work to others and get specific ways in which to continually improve their production of content.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Style Tone Critique Comment Feedback Edit Law Ethics First Amendment Audience	AP Style Publication-specific Style Editorial Board Hazelwood Standard Tinker Standard Newsworthiness

Topic 1: Editorial Decision Making

Engaging Experience 1

Title: Story Verification

Suggested Length of Time: 1 day

Standards Addressed

Priority:

- 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.

Supporting:

- 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.

Detailed Description/Instructions: Editors/editorial board analyze story ideas and/or drafts for appropriateness in terms of adherence to ethics and law. They additionally focus on interest of audience and purpose of journalistic writing piece.

Bloom's Levels: Apply, Analyze, Evaluate

Webb's DOK: 3, 4

Topic 2: Style & Tone

Engaging Experience 1

Title: Draft Editing

Suggested Length of Time: 2-3 days

Standards Addressed

Priority:

- 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.
 - Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.
 - Word Choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
 - Conventions of Standard English and usage: Demonstrate a command of the conventions of Standard English grammar and usage, including spelling and punctuation.
 - Use a variety of appropriate transitions to clarify relationships and connect ideas, claims, and signal time shifts.
 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- ISTE - KNOWLEDGE COLLECTOR.3.B: Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.

Supporting:

- 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.

Detailed Description/Instructions: Writing pieces are edited through peer review, editor review and adviser review. Editors/peers/adviser look specifically at structure, AP style and tone, which were all learned in the prerequisite course. They provide specific feedback for revision.

Bloom's Levels: Analyze, Evaluate

Webb's DOK: 3, 4

Topic 3: Critique & Revision

Engaging Experience 1

Title: Critique Day

Suggested Length of Time: 1 day

Standards Addressed

Priority:

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

Supporting:

- TT.AB.I.3: Students will recognize that peoples' multiple identities interact and create unique and complex individuals.
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

Detailed Description/Instructions: Students will load drafts of stories, mods/infographics, pages and/or photos onto Team Drive. Editors/adviser will choose (randomly or strategically) several examples of each to discuss as a class. Students will look for both what the writer/photographer/designer has done well, and what specifically they can improve and discuss in large group format. Students then take all feedback and translate to final revisions.

Bloom's Levels: Understand, Apply, Evaluate

Webb's DOK: 2, 3

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Continuing the writing process from Unit 1, students will take all feedback from peers, student editors and adviser and revise their writing pieces to adhere to style, tone and legal/ethical guidelines. They will use critique feedback to make final improvements and ready their pieces for production/publication.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Editorial Decision Making	Story Verification	Editors/editorial board analyze story ideas and/or drafts for appropriateness in terms of adherence to ethics and law. They additionally focus on interest of audience and purpose of journalistic writing piece.	1 day
Style and Tone	Draft Editing	Writing pieces are edited through peer review, editor review and adviser review. Editors/peers/adviser look specifically at structure, AP style and tone, which were all learned in the prerequisite course. They provide specific feedback for revision.	2-3 days
Critique and Revision	Critique Day	Students will load drafts of stories, mods/infographics, pages and/or photos onto Team Drive. Editors/adviser will choose (randomly or strategically) several examples of each to discuss as a class. Students will look for both what the writer/photographer/designer has done well, and what specifically they can improve and discuss in large group format. Students then take all feedback and translate to final revisions.	1 day

Unit 3: Publication Production

Subject: Yearbook

Grade: 10-12

Name of Unit: Publication Production

Length of Unit: Ongoing

Overview of Unit: 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.

Priority Standards for unit:

- 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.
- 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: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - GLOBAL COLLABORATOR.7.A: Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.
- 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.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- ISTE - CREATIVE COMMUNICATOR.6.A: Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.
- ISTE - CREATIVE COMMUNICATOR.6.D: Students publish or present content that customizes the message and medium for their intended audiences.

Supporting Standards for unit:

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

- TT.AB.I.1: Students will develop positive social identities based on their membership in multiple groups in society.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed	Promote	Analyze	3
feedback that informs and improves their practice and to demonstrate their learning in a variety of ways	Seek	Apply	2
creative artifacts and make meaningful learning experiences for themselves and others	Produce	Create	3
with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning	Connect	Apply	3
issues and problems from multiple viewpoints	Examine	Analyze	3
clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals	Communicate	Apply	2
the appropriate platforms and tools for meeting the desired objectives of their creation or communication	Choose	Analyze	1
content that customizes the message and medium for their intended audiences	Publish	Create	4

Essential Questions:

1. How do student journalists use technology (software and hardware) to assist in the production of their publication?
2. Why is it important for student journalists to make deadlines for production?
3. How can student journalists ensure production before deadline?
4. Why is it important to seek feedback from the audience following publication?

Enduring Understanding/Big Ideas:

1. 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.

2. 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.
3. Student journalists should always have a Plan A, B, and C in case a story idea falls through or production gets delayed. Issue must be completed by printer deadline.
4. Soliciting feedback from the audience shows readers that student journalists are interested in their opinions and suggestions and provides invaluable opportunity for improvement.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Deadline Design Principles Photography Composition File Organization File Storage Distribution Feedback	Indesign Photoshop DSLR Lens Rule of Thirds Leading Lines Shared Drives Dominant Photo Double-page Spread MOD/Infographic Gutter Internal Margins External Margins Columns Folio Reader Survey Stroke Swatches Fonts Style Guide Byline Caption/Cutline Headline Ladder Single Page Design Interactive Graphic Pagination

Topic 1: Using Technology

Engaging Experience 1

Title: Applying Technology Skills to Production

Suggested Length of Time: 2-3 weeks

Standards Addressed

Priority:

- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - GLOBAL COLLABORATOR.7.A: Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- ISTE - CREATIVE COMMUNICATOR.6.A: Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.
- ISTE - CREATIVE COMMUNICATOR.6.D: Students publish or present content that customizes the message and medium for their intended audiences.

Supporting:

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

Detailed Description/Instructions: Students will work in their production teams to come up with design concepts and placement of elements on the spread/page. They will use technology skills (software and hardware) learned in the prerequisite class to create those elements, completing the final step in the production process as they focus on visual components (design, photo, graphics) to accompany writing content.

Bloom's Levels: Apply, Analyze, Create

Webb's DOK: 3, 4

Topic 2: Distribution and Feedback

Engaging Experience 1

Title: Distribution Planning

Suggested Length of Time: 1 week

Standards Addressed

Priority:

- 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.
- 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.

Supporting:

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

Detailed Description/Instructions: 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.

Bloom's Levels: Apply, Create

Webb's DOK: 3

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Students execute their plans for promotion and distribution. They solicit and then evaluate feedback from readers, teachers and staff members, and use that feedback to make recommendations for improvements and/or changes to future issues and processes.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Using Technology	Applying Technology Skills to Production	Students will work in their production teams to come up with design concepts and placement of elements on the spread/page. They will use technology skills (software and hardware) learned in the prerequisite class to create those elements, completing the final step in the production process as they focus on visual components (design, photo, graphics) to accompany writing content.	2-3 weeks
Distribution and Feedback	Distribution Planning	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.	1 week

Unit of Study Terminology

Appendices: All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

Assessment Leveling Guide: A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in the learning.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the unit.

Topic: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Unit Vocabulary: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.