

<b>Course Title</b>	<b>Publications: Yearbook and Newspaper</b>
<b>Standards Taught</b>	<p>Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>9-10.W.1b Develop and supply evidence for claim(s) and counterclaims, while pointing out the strengths and limitations of both.* 9-10.W.1c Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. 9-10.W.1d Establish a style and tone relevant to the discipline in which they are writing.*</p> <p>9-10.W.1f Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.*</p> <p>9-10.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>9-10.W.2b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples.*</p> <p>9-10.W.6 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.</p> <p>9-10.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 9-10.L.1a* Use parallel structure. 9-10.L.1b Use various types of phrases and clauses to convey specific meanings and add variety and interest to writing or presentations.* 9-10.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 9-10.L.2a Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. 9-10.L.2b Use a colon to introduce a list or quotation or</p>

	<p>present information related to the sentence's first clause.* 9-10.L.2c Spell correctly.</p> <p>9-10.L.3a Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing mode.*</p> <p>9-10.SL.4 Present information, findings, and supporting evidence clearly, concisely, and logically, so listeners can follow the line of reasoning; ensure that the organization, development, substance, and style are appropriate to purpose, audience, and task.*</p>
<b>Instruction Materials Referenced</b>	Laptops, DSLR cameras, Adobe Creative Cloud software Indesign, Photoshop licensed for two laptops, two Mac Mini's, Two Macbook laptops, one a Macbook Air the other an older Macbook Pro
<b>Content Outline</b>	
<b>Week 1</b>	<ul style="list-style-type: none"> <li>● Introduction to creating a yearbook and the Billie Bulletin</li> <li>● What are the basics of Journalism?</li> <li>● What are the ethics of Journalism?</li> <li>● How to take pictures using DSLR</li> <li>●</li> </ul>
<b>Week 2</b>	<ul style="list-style-type: none"> <li>● Introduction to Edesign &amp; Herff Jones website where we build the yearbook</li> <li>● Assigning stories for the Billie Bulletin (3 weeks) submitted on Classroom</li> <li>● How to interview students</li> <li>● Who are you, self sharing</li> </ul>
<b>Week 3</b>	<ul style="list-style-type: none"> <li>● Basics of Design lesson</li> <li>● Students create own design with standards</li> </ul>
<b>Week 4</b>	<ul style="list-style-type: none"> <li>● Introduction of Vocabulary and Usage notes weekly with Kahoot and then quiz</li> <li>● Planning how to write your Billie Bulletin</li> </ul>
<b>Week 5</b>	<ul style="list-style-type: none"> <li>● Practice pictures</li> <li>● Tutorial on how to upload and edit photos</li> <li>● Assign yearbook pages with December Deadline</li> </ul>
<b>Week 6</b>	<ul style="list-style-type: none"> <li>● Billie Bulletin stories due then edited by teacher</li> <li>● students rewrite</li> <li>● How to write headlines</li> </ul>
<b>Week 7</b>	<ul style="list-style-type: none"> <li>● Creating layouts for Edesign</li> <li>● Basics of layout and design</li> </ul>

<b>Week 8</b>	<ul style="list-style-type: none"> <li>● Continuing with Vocab and Usage tips notes</li> <li>● Practical Skills: avoiding online scams and internet thieves</li> <li>● New assignment: 10 pictures due each month</li> <li>● Billie Bulletin done, students edit</li> </ul>
<b>Week 9</b>	<ul style="list-style-type: none"> <li>● Evaluate Billie Bulletin, feedback</li> <li>● Conspiracy Theories and disinformation</li> <li>● New Billie Bulletin stories assigned</li> </ul>
<b>Week 10</b>	<ul style="list-style-type: none"> <li>● Vocab, Usage, Practical skills taught with notes</li> <li>● Creating Google Forms for each class to acquire quotes for yearbook</li> </ul>
<b>Week 11</b>	<ul style="list-style-type: none"> <li>● Work on Layouts, share with class</li> <li>● Critiquing layouts</li> </ul>
<b>Week 12</b>	<ul style="list-style-type: none"> <li>● Designing with typography, using letters to make art</li> <li>● Billie Bulletin Stories due, edited then rewritten</li> <li>● Billie Bulletin laid out, submitted for student edits</li> </ul>
<b>Week 13</b>	<ul style="list-style-type: none"> <li>● Complete layouts and submit for evaluation</li> <li>● Billie Bulletin reaction</li> <li>● Stories for the Holidays-what they tell us about ourselves</li> </ul>
<b>Week 14</b>	<ul style="list-style-type: none"> <li>● Homecoming/Spirit week photography</li> <li>● Evaluation of photos, what to upload and what to delete</li> </ul>
<b>Week 15</b>	<ul style="list-style-type: none"> <li>● Practice interviewing each other</li> <li>● Exciting guests (vary from year to year) to share their stories with class</li> <li>● Continued vocabulary and usage notes with kahoots</li> </ul>
<b>Week 16</b>	<ul style="list-style-type: none"> <li>● Final yearbook pages due</li> <li>● Covering big and controversial issues for the Billie Bulletin</li> </ul>
<b>Week 17</b>	<ul style="list-style-type: none"> <li>● Work week</li> <li>● Assigning new stories for February Billie Bulletin</li> </ul>
<b>Week 18</b>	<ul style="list-style-type: none"> <li>● Evaluation of class</li> <li>● Share best accomplishments</li> </ul>
<b>How will students demonstrate the learning?</b>	Students will demonstrate skills in design, writing, photography and journalism by writing stories for the Billie Bulletin and creating yearbook pages for the Hepta, the yearbook.