



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

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DEPARTMENT English

COURSE Digital Publishing

Curriculum Development Timeline

School: Ocean Township High School

Course: Digital Publishing

Department: English

Board Approval	Supervisor	Notes
August 2018	Ian Schwartz	Born Date
August 2019	Ian Schwartz	Review
August 2022	Ian Schwartz	Alignment to Standards
August 2024	Ian Schwartz	Updated to include New State Mandates

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DEPARTMENT English

COURSE Digital Publishing

Township of Ocean Pacing Guide			
Week	Marking Period 1	Week	Marking Period 3
1	Introduction to Digital Publishing	11	Photography & Digital Imaging
2	Introduction to Digital Publishing	12	Photography & Digital Imaging
3	Introduction to Digital Publishing	13	Photography & Digital Imaging
4	Introduction to Digital Publishing	14	Journalistic Writing
5	Introduction to Digital Publishing	15	Journalistic Writing
Week	Marking Period 2	Week	Marking Period 4
6	Introduction to Digital Publishing	16	Journalistic Writing
7	Typography	17	Planning a Publication
8	Typography	18	Planning a Publication
9	Typography	19	Design and Creation: Putting it All Together
10	Photography & Digital Imaging	20	Expanding to Various Outlets

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COURSE Digital Publishing

Core Instructional & Supplemental Materials including various levels of Texts

Yearbookave.com by Jostens
Canva
MSNBC, CNN, FOX, BBC
Various design blogs
Bookseller.com
Jostens Journalism Presentations
Hatch Show Prints
Edward Tufte - edwardtufte.com
Piktographs

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DEPARTMENT English

COURSE Digital Publishing

Time Frame	Weeks 1-6
Topic	
Introduction to Digital Publishing	
Alignment to Standards	
W.IW.9-10.2 Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension. B. Develop 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. C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. D. Use precise language and domain-specific vocabulary to manage the complexity of the topic. E. 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. F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic). W.WP.9-10.4 Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. W.RW.9-10.7 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	
Learning Objectives and Activities	
SWBAT answer the following questions: • What is digital publishing?	

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COURSE Digital Publishing

- What are the various outlets and career opportunities of desktop publishing?
- How important is digital citizenship and digital footprint?

SWBAT demonstrate understanding of the following:

- Students will evaluate the purposes, features, and function of desktop publishing.
- Students will demonstrate organizational and professional skills.
- Students will be introduced to and demonstrate basic elements and knowledge of publication management. An understanding of the elements and principles of publishing is essential to the creative process.

Learning Activities:

- Establish the basic elements of publishing by defining terminology.
- Recognize the various leadership roles and communication that are industry specific.
- Examine the creation process: press room, imaging, printing and binding.

Assessments

Formative:

- Course Rubric established; preparation, punctuality, effort, timelines

Alternative:

- Class Discussion/ group critique/instructor feedback
- Observation/Demonstration of unit skills

Summative:

- Test/quiz assessing students' understanding of publishing terminology, industry roles, and the creative process.

Interdisciplinary Connections

Career Readiness, Life Literacies, and Key Skills

Students will explore journalism/digital publishing/AV career pathways and preparation:

9.3.12.AR.5 Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways.

9.3.12.AR-JB.1 Describe the diversity of functions within the Journalism & Broadcast

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COURSE Digital Publishing

career pathway.

Technology Integration

Students will use a range of software and web-based programs in order to synthesize and present information, reflect on their learning progress, and extend learning.

Students will consider the appropriateness of the digital tool for the task.

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

Career Education

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

Time Frame

Weeks 7-9

Topic

Typography

Alignment to Standards

RI.TS.9-10.4 Analyze in detail the author's choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

W.WP.9-10.4 Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.RW.9-10.7 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Learning Objectives and Activities

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DEPARTMENT English

COURSE Digital Publishing

SWBAT answer the following questions:

- Why should the student care about typography and fonts?
- What is the history of fonts?
- How do you create headlines and captions with impact?

SWBAT demonstrate understanding of the following:

- Students will learn the historical foundations of typography.
- Students will gain an understanding of the structure and use of type (typography).
- Students will demonstrate skills regarding headlines and captions.
- Students will be introduced to typography and its function in publishing, as well as its impact on titles.

Learning Activities:

- Research historical aspects of font creation.
- Create headlines and captions with visual appeal and content.
- Analyze fonts, font families and alignment.

Assessments

Formative:

- Course Rubric established; preparation, punctuality, effort, timelines
- Daily writing

Alternative:

- Class Discussion/ group critique
- Performance/Demonstration of unit skills
- Instructor feedback
- A scale of assessment criteria that accurately reflects the learning outcomes demonstrated by the task.

Summative:

- Font/Typeface assessment

Interdisciplinary Connections

Consider elements of design criteria and evaluation when developing and choose fonts for media arts.

1.2.12prof.Cr1d: Apply aesthetic criteria in developing, refining and proposing media arts artwork.





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COURSE Digital Publishing

Career Readiness, Life Literacies, and Key Skills

Students will explore journalism/digital publishing/AV career pathways and preparation:

9.3.12.AR.5 Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways.

9.3.12.AR-JB.1 Describe the diversity of functions within the Journalism & Broadcast career pathway.

9.3.IT-WD.10 Comply with intellectual property laws, copyright laws and ethical practices when creating Web/digital communications.

Technology Integration

Students will select and evaluate the media platform which best suits their project needs. **9.4.12.IML.2:** Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

Career Education

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

Time Frame

Weeks 10-13

Topic

Photography & Digital Imaging

Alignment to Standards

RI.TS.9-10.4 Analyze in detail the author's choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

W.WP.9-10.4 Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style

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COURSE Digital Publishing

manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.RW.9-10.7 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Learning Objectives and Activities

SWBAT answer the following questions:

- How can a photograph tell a story?
- How can a photograph portray conflict, character, and/or energy?
- What are the basics of using Adobe Photoshop CS3?
- How do graphics and photo treatments affect design and message?

SWBAT demonstrate understanding of the following:

- Students will gain an understanding of photography and photo editing.
- Students will learn the basic principles of combining digital elements and graphics with photography to create effect.
- Students will be introduced to and demonstrate basic knowledge needed to for photography and digital imaging. The learner will understand the major skills needed to edit and customize photographs and digital images for publication.

Learning Activities:

- Demonstrate an understanding of the basic characteristics of a digital camera: storage media, uploading, resolution, and zoom.
- Identify the functions and techniques of photography (angles, light, etc).
- Recognize the various effects of photography including energy, conflict, and story.
- Work in groups to experiment with photography.
- Demonstrate the process needed to photoshop and edit photos.
- Edit and manipulate graphics using the following features: rotate, crop, flip, color, resize, frame, and shadow.
- Recognize and express various forms and techniques of photo editing.
- Demonstrate importing graphics from file to clip art.

Assessments

Formative:

- Course Rubric established; preparation, punctuality, effort, timelines
- Journal writing
- Class Discussion/ group critique

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Alternative:

- Performance/Demonstration of unit skills
- Instructor feedback
- A scale of assessment criteria that accurately reflects the learning outcomes demonstrated by the task.

Summative:

- Photoshop assessment

Interdisciplinary Connections

Introduction to photography and digital image processing:

1.2.12prof.Cr2b: Critique plans, prototypes and production processes considering purposeful and expressive intent.

1.2.12prof.Cr3a: Understand the deliberate choices in organizing and integrating content, stylistic conventions, and media arts principles such as emphasis and tone.

1.2.12prof.Pr4a: Integrate various arts, media arts forms and content into unified media arts productions, considering the reaction and interaction of the audience, such as experiential design.

1.2.12prof.Pr5c: Demonstrate adaptation and innovation through the combination of tools, techniques and content to communicate intent in the production of media artworks.

Career Readiness, Life Literacies, and Key Skills

21st-Century Life and Careers

9.3.12.AR.5 Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways.

9.3.12.AR-JB.1 Describe the diversity of functions within the Journalism & Broadcast career pathway.

9.3.12.AR-JB.2 Demonstrate writing processes used in journalism and broadcasting.

9.3.12.AR-JB.3 Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).

9.3.IT-WD.10 Comply with intellectual property laws, copyright laws and ethical practices when creating Web/digital communications.

Technology Integration

Introduction to photography and digital image processing:

9.4.12.TL.1: Assess digital tools based on features such as accessibility options,

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COURSE Digital Publishing

capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).

Career Education

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP11. Use technology to enhance productivity.

Time Frame

Weeks 14-16

Topic

Journalistic Writing

Alignment to Standards

RI.TS.9-10.4 Analyze in detail the author's choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

W.IW.9-10.2 Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.

B. Develop 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.

C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

E. 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.

F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

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COURSE Digital Publishing

W.WP.9-10.4 Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.RW.9-10.7 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Learning Objectives and Activities

SWBAT answer the following questions:

- What are the responsibilities of good journalism?
- Why should the student be aware of copyrights and trademarks?
- How does voice create impact and style?

SWBAT demonstrate understanding of the following:

- Students will understand guidelines for researching and writing the stories and captions.
- Students will demonstrate ability to change style and voice of writing within different pieces to accommodate various themes.
- Students will understand journalism as a form of writing. The learner will acquire the skills necessary for responsible, fair, and accurate reporting.

Learning Activities:

- Analyze the differences between various forms of reporting such as open ended, close ended and follow-up.
- Working in groups to determine reporting opportunities.
- Identify the difference between concrete and abstract writing.
- Recognize and express narrative and active voice past tense.
- Demonstrate the ability to create copy for various topics and events.
- Demonstrate proofreading and editing skills.

Assessments

Formative:

- Course Rubric established; preparation, punctuality, effort, timelines
- Class Discussion/ group critique

Alternative:

- Performance/Demonstration of core unit skills/content

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COURSE Digital Publishing

- A rubric/scale of assessment criteria that accurately reflects the learning outcomes demonstrated by the task.

Summative:

- Journalistic Copy assessment

Interdisciplinary Connections

Career Readiness, Life Literacies, and Key Skills

21st-Century Life and Careers

9.3.12.AR-JB.1 Describe the diversity of functions within the Journalism & Broadcast career pathway.

9.3.12.AR-JB.2 Demonstrate writing processes used in journalism and broadcasting.

9.3.12.AR-JB.3 Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).

9.3.IT-WD.10 Comply with intellectual property laws, copyright laws and ethical practices when creating Web/digital communications.

Technology Integration

Students will select, assess, and use digital platforms for copy editing:

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

Career Education

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP11. Use technology to enhance productivity.

Time Frame

Weeks 17-18

Topic

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DEPARTMENT English

COURSE Digital Publishing

Planning a Publication

Alignment to Standards

W.WP.9-10.4 Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.RW.9-10.7 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Learning Objectives and Activities

SWBAT answer the following questions:

- How are publications planned and created?
- How does one create a theme and carry out in a publication?
- How does one integrate design and theme?
- What are the various forms of visual and written format?

SWBAT demonstrate understanding of the following:

- Students will implement planning strategies for theme, concept and message.
- Students will apply principles and techniques of publication design and layout.
- Students will demonstrate an understanding of integrated theme and design.
- Students will develop and demonstrate desktop publishing software skills.
- Students will demonstrate the knowledge they have acquired regarding planning large and small volumes of print.

Learning Activities:

- Planning content and scheduling timelines with ladders, multiples and signatures.
- Determining a unifying concept for the publication.
- Establishing theme, tone, and integration of design.
- Display ability to digitally organize materials and files.

Assessments

Formative:

- Course Rubric established; preparation, punctuality, effort, timelines
- Class Discussion/ group critique

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Alternative:

- Performance/Demonstration of key unit skills/content
- A scale of assessment criteria that accurately reflects the learning outcomes demonstrated by the task.

Summative:

- Integrated design/layout assessment

Interdisciplinary Connections

Career Readiness, Life Literacies, and Key Skills

Students will explore journalism/digital publishing/AV career pathways and preparation:

9.3.12.AR-JB.1 Describe the diversity of functions within the Journalism & Broadcast career pathway.

9.3.12.AR-JB.2 Demonstrate writing processes used in journalism and broadcasting.

9.3.12.AR-JB.3 Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).

9.3.IT-WD.10 Comply with intellectual property laws, copyright laws and ethical practices when creating Web/digital communications.

Technology Integration

Students will select, assess, and use digital platforms for online publication:

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

Career Education

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP11. Use technology to enhance productivity.

Time Frame

Week 19

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COURSE Digital Publishing

Topic

Design and Creation: Putting it All Together

Alignment to Standards

RI.MF.9-10.6 Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.

W.IW.9-10.2 Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.

B. Develop 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.

C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

E. 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.

F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.WP.9-10.4 Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.RW.9-10.7 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Learning Objectives and Activities

SWBAT answer the following questions:

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COURSE Digital Publishing

- What creates photo dominance and why is it needed?
- How do eye flow and white space affect the design and feel of a page?
- How can one create visual unity with content and graphics?

SWBAT demonstrate understanding of the following:

- Students will apply principles and techniques of publication design and layout.
- Students will import, manipulate and integrate data and graphic images.
- Students will develop and demonstrate desktop publishing software skills.
- Students will demonstrate the knowledge they have acquired to create an actual publication. The learner will understand the major skills needed to create publications from beginning to end by expressing proficiency in developing a theme, integrated design, journalism, layouts and photography.

Learning Activities:

- Identify examples of basic design principles: balance, contrast, focal point, repetition, and unity.
- Identify examples of basic design elements: line, mass, shape, color, value and space.
- Demonstrate an understanding of generally accepted rules for design.
- Create single and double spreads that incorporate an eyeline to link facing pages.
- Express comprehension of eye flow, dominant elements, and white space.
- Create pages and sections that are integrated and demonstrate visual unity.
- Demonstrate ability to create pages – inserting templates, backgrounds, text, graphics, photos, captions, etc.

Assessments

Formative:

- Course Rubric established; preparation, punctuality, effort, timelines • Class Discussion/ group critique

Alternative:

- Performance/Demonstration of core unit skills/capacities
- A scale of assessment criteria that accurately reflects the learning outcomes demonstrated by the task.

Summative:

- Assessment demonstrating students' ability to create thematically unified multi-page document

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COURSE Digital Publishing

Interdisciplinary Connections

Career Readiness, Life Literacies, and Key Skills

Students will explore journalism/digital publishing/AV career pathways and preparation:

9.3.12.AR-JB.1 Describe the diversity of functions within the Journalism & Broadcast career pathway.

9.3.12.AR-JB.2 Demonstrate writing processes used in journalism and broadcasting.

9.3.12.AR-JB.3 Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).

9.3.IT-WD.10 Comply with intellectual property laws, copyright laws and ethical practices when creating Web/digital communications.

Technology Integration

Students will select, assess, and utilize digital platforms for creating page layouts according to the principles of design encountered in the unit:

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

Career Education

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP11. Use technology to enhance productivity.

Time Frame

Week 20

Topic

Expanding to Various Outlets

Alignment to Standards

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COURSE Digital Publishing

W.IW.9-10.2 Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.

B. Develop 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.

C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

E. 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.

F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.WP.9-10.4 Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.RW.9-10.7 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Learning Objectives and Activities

SWBAT answer the following questions:

- What are the various outlets in which desktop publishing can be expanded to?
- How does branding increase your marketability?
- How important is integrated marketing/design to the success of your publication?

SWBAT demonstrate understanding of the following:

- Students will apply knowledge of desktop publishing to create various materials.
- Students will demonstrate the ability to create their own publications.
- Students will demonstrate the knowledge they have acquired throughout the

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DEPARTMENT English

COURSE Digital Publishing

course to create a working press within the classroom. The class will experiment with company branding, magazines, business stationery, advertising, brochures, etc.

Learning Activities:

- Explore the various outlets and uses of desktop publishing.
- Combine learned skills of writing, photography, layout and typography to create a theme magazine within the class.
- Demonstrate the ability to create content.
- Work in groups to determine abilities and positions within the class “staff.”
- Create various pieces, including business stationery, brochures, ads, cd labels, and flyers.
- Demonstrate proofreading and editing skills.

Assessments

Formative:

- Course Rubric established; preparation, punctuality, effort, timelines • Class Discussion/ group critique

Alternative:

- Performance/Demonstration of core unit skills/competencies
- A scale of assessment criteria that accurately reflects the learning outcomes demonstrated by the task.

Summative:

- Assessment of business stationery, brochures, ads, cd labels, and flyers

Benchmark:

- Portfolio Update, demonstrating growth/reflection through the course

Interdisciplinary Connections

Career Readiness, Life Literacies, and Key Skills

Students will explore journalism/digital publishing/AV career pathways and preparation:

9.3.12.AR-JB.1 Describe the diversity of functions within the Journalism & Broadcast career pathway.

9.3.12.AR-JB.2 Demonstrate writing processes used in journalism and broadcasting.

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9.3.12.AR-JB.3 Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).

9.3.IT-WD.10 Comply with intellectual property laws, copyright laws and ethical practices when creating Web/digital communications.

Technology Integration

Students will use Google Sites to curate a portfolio demonstrating their learning, growth, and reflection throughout the course.

9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.

Career Education

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP11. Use technology to enhance productivity.

Modifications (ELL, Special Education, At-Risk Students, Gifted & Talented, & 504 Plans)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated

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DEPARTMENT English

COURSE Digital Publishing

- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

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