

Summit Public Schools
Summit, New Jersey
Grade 9-12 / Content Area: English
Length of Course: Full-Year

Yearbook and Publications

Course Description:

In this project-based class, students work collaboratively by using technology such as digital cameras, photo editing software and online design software to digitally produce *The Top*, Summit High School's yearbook. Through the development and application of skills associated with English standards, students use writing skills, communication skills and creativity to tell the story of the school community in an engaging way in the annual publication. Students demonstrate visual literacy with knowledge of graphic design and think creatively when organizing information within the yearbook. Students think critically to meet deadlines, track progress to achieve their production goals and utilize multimedia to market and disseminate information about the content, sale and distribution of the yearbook. Students will maintain the integrity of yearly design and theme choices through the editing process, while collaborating and communicating with their colleagues on the yearbook staff. The assignments in the course will demonstrate a student's ability to apply the principles of design and effectively communicate their message. Students will learn how to take and edit photographs with storytelling in mind. Students will write and rewrite routinely for a range of tasks and purposes; examine and analyze the structure of yearbook stories and photo captions in order to produce them in their own writing; learn concise and precise writing skills in order to convey information clearly and accurately; demonstrate command of the conventions of standard English grammar and usage; and demonstrate understanding of ethical responsibilities and communications related to yearbook production and distribution. This course will sharpen students' thinking and expression, widen their experience with people and communication, provide an environment for self-directed learning, and give them confidence in their ability to see their creative ideas to completion.

The content and pace of the course is as follows:

1. The intensive first part of the year (approx. 7 weeks) will focus on team building for students in the class and skill building in these areas:
 - yearbook basics: production cycle, vocabulary and photojournalism: skills for storytelling
 - writing: skills for interviewing, caption writing, surveys and storytelling
 - planning, including the yearly theme choice, and project management
 - design: planning and creating page layouts and editing for consistency
 - marketing and communication
2. After that, the class will be a continuous cycle of creating and gathering information, page production, feedback / proofing / editing, and submission across five major deadlines that the yearbook company (Jostens) sets for its customers. The entire class will run as a workshop with smaller deadlines along the way to keep us moving toward the major ones. During the creation cycle, students will regularly communicate with the SHS community to promote the yearbook's sales, cover school events and generate excitement for yearbook release. We will also continue to build our staff community through small student-planned and led activities meant to help get to know each other, unlock creativity, and manage

stress. After the final deadline and the submission of spring supplement pages, students will create, publicize and execute a plan for yearbook distribution. Staff will reflect on the year's production, select spreads for award consideration and make suggestions for improvement for the future.

Language Domain Anchor Statements: System and structure, effective use, and vocabulary

The Language anchor statements include the system and structure of English, but they also approach language as a matter of craft and informed choice among alternatives. The vocabulary standards focus on understanding words and phrases, their relationships, and their nuances and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases.

- **(RF) Foundational Skills: Reading Language:** By the end of grade 5, develop understanding and conceptual knowledge of, phonics, syllabication patterns, letter-sound correspondences, word analysis, morphology, and other basic conventions of written English.
- **(WF) Foundational Skills: Writing Language:** By the end of grade 5, develop understanding and conceptual knowledge of print, phonological processing, letter formation and handwriting, and other basic conventions of the English writing system.
- **(SS) System and Structure of Language:** By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.
- **(KL) Knowledge of Language:** By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- **(VL) Vocabulary Acquisition, Use and Literal Meaning:** By the end of grade 12, determine the meaning of unknown and multiple-meaning words using analysis of word parts (morphemes), word solving strategies, and consulting general and specialized reference materials, as appropriate.
- **(VI) Vocabulary Acquisition, Use and Interpretative Meaning:** By the end of grade 12, interpret figurative and connotative word meanings, including shades of meaning based on word relationships and context.

Reading Domain Anchor Statements: Text complexity and growth of comprehension

The Reading anchor statements place equal emphasis on the sophistication of what students read and the skill with which they read. They define a grade-by-grade "staircase" of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.

- **(CR) Close Reading of Text:** By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- **(CI) Central Ideas and Themes of Texts:** By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. • **(IT) Interactions Among Text Elements:** By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- **(TS) Text Structure:** By the end of grade 12, analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- **(PP) Perspective and Purpose in Texts:** By the end of grade 12, assess how perspective or purpose shapes the content and style of a text.
- **(MF) Diverse Media and Formats:** By the end of grade 12, synthesize content presented in diverse media and formats, including visually and quantitatively, as well as in words.

- **(AA) Analysis of an Argument:** By the end of grade 12, evaluate the argument and specific claims in a text, including the validity of the reasoning, the credibility and accuracy of each source as well as the relevance and sufficiency of the evidence.
- **(CT) Comparison of Texts:** By the end of grade 12, analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**Writing Domain Anchor Statements:
Text types, responding to reading, and research**

The Writing anchor statements acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives. They stress the importance of the writing-reading connection by requiring students to draw upon and write about evidence from literary and informational texts. Because of the centrality of writing to most forms of inquiry, research standards are prominently included in this strand, though skills important to research are infused throughout the document.

- **(AW) Argumentative Writing:** By the end of grade 12, write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- **(IW) Informative and Explanatory Writing:** By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- **(NW) Narrative Writing:** By the end of grade 12, write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- **(WP) Writing Process:** By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
- **(WR) Writing Research:** By the end of grade 12, conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
- **(SE) Sources of Evidence:** By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.
- **(RW) Range of Writing:** By the end of grade 12, 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.

**Speaking and Listening Anchor Statements:
Flexible communication and collaboration**

Including but not limited to skills necessary for formal presentations, the Speaking and Listening anchor statements require students to develop a range of broadly useful oral communication and interpersonal skills. Students must learn to work together, express and listen carefully to ideas, integrate information from oral, visual, quantitative, and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task.

- **(PE) Participate Effectively:** By the end of grade 12, 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.
- **(II) Integrate Information:** By the end of grade 12, integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- **(ES) Evaluate Speakers:** By the end of grade 12, evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- **(PI) Present Information:** By the end of grade 12, present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

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- **(UM) Use Media:** By the end of grade 12, make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- **(AS) Adapt Speech:** By the end of grade 12, adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Unit 1: The Basics of Yearbook/ Photography as Visual Storytelling

Big Ideas: Course Objectives / Content Statement(s)

1. Understand the purpose of a yearbook
2. Analyze the different skills needed to create a yearbook page spread
3. Practice team building and understand the need for a strong staff and the expectations for yearbook staff inside and outside of the classroom
4. Understand the vocabulary of the yearbook/ basic terms, including the production cycle
5. Understand and practice the basic elements of photojournalism

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

Enduring Understandings

What will students understand about the big ideas?

• What is the purpose of a yearbook? • What makes a compelling yearbook photo? How can photographs tell the story of the school year? • How can we use our individual talents, interests and strengths collectively to build a single product for a schoolwide and community audience?	Students will understand that... • a yearbook is a historical document, not a scrapbook • Photography in yearbook page spreads should be clear, dynamic and balanced among action, reaction and emotion. There can also be intentional composition (posed) photos, but these should not be the majority of photos. • It takes an entire staff of committed people with specific sets of skills to create a yearbook that meets the demands of the production cycle
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Students will:	Instructional Focus: Purpose of the yearbook
L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking. A. Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested. B. Observe hyphenation conventions. C. Recognize spelling conventions. L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	<u>Example/Assessment #1</u>: Use the “Why yearbook?” video from Jostens to show students what the course is about and how they can personally connect and contribute to the staff. After watching, ask students what they think the book is for and what is most exciting to them about taking the class.

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A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.

B. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.

C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

B. Identify and correctly use patterns of word changes that indicate different meanings or

parts of speech (e.g., conceive, conception, conceivable).

C. Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.

D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

B. Analyze nuances in the meaning of words with similar denotations.

C. Analyze how the meaning of a key term or

Example/Assessment #2: In pairs or trios, students read a sample yearbook page spread and discuss what kinds of skills are needed to create each labeled section. Then they will compare notes with each other in a full class conversation about their observations and ideas.

Example/Assessment #3: Give them a survey for HW that asks about their current skills, interests, and commitments.

Instructional Focus: Photojournalism

Example/Assessment #1: After watching a video about photography basics (such as “the rule of thirds” in composition), students will analyze photos -- what makes a “good” yearbook photo and why using Jostens photo contest winners.

Example/Assessment #2: Watch Jostens Video: How to use your camera, even a cell-phone camera, effectively. Work with the settings on your phone and practice in class and get feedback, then do a scavenger hunt activity outside of class/ for HW. Critique the results/ save the good ones for possible inclusion in the earliest spread of the book.

Instructional Focus: Yearbook Terms

Example/Assessment #1: Scavenger hunt through yearbooks (SHS and samples) to determine what content and student coverage is typically included in a yearbook. Use Jostens’ resources such as a virtual tour of the printing facility to explain the working vocabulary and the production cycle that students will need to know in order to work on the yearbook. Students will take a quiz to demonstrate understanding of these terms.

Example/Assessment #2: Using the lessons students have used on terms, coverage and

terms develops or is refined over the course of a text.

D. Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.

photojournalism, students examine completed yearbooks to discuss where those books succeed and where they fall short. (Use “The

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RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.

RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.

RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

RL.IT.11–12.3. Analyze the impact of the author's choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RI.IT.11–12.3. Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.

RL.TS.11–12.4. Evaluate the author's choices concerning the structure and the effectiveness of specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.

RI.TS.11–12.4. Evaluate the author's choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

Good, the Bad and the Ugly" chart). Exit ticket: what do we want to emulate this year and what do we want to avoid?

Instructional Focus: Team Building and understanding staff expectations

Example/Assessment #1: Small group team building activities such as building a balloon tower or duplicate drawing. One team member should focus exclusively on taking photos of the event. Debrief with students -- what did they learn about their styles of communication, leadership, collaboration and problem solving? How might these things apply to student work on the yearbook?

Example/Assessment #2: Review checklist of staff expectations for being a member of the yearbook staff and contents of the staff manual. For example: explain procedures for camera checkout and return and ask students to model this procedure. When new items are added to the staff manual as new skills and needs are introduced, students will read the items and know how to use them for the appropriate task.

Technology Integration

- Using digital cameras
- Using Google Drive to save and organize photos using specific naming conventions

Media Literacy Integration

- Interpreting and evaluating photography

Global Perspectives

- Taking a variety of photos that cover a diverse range of students

RL.PP.11–12.5.

Evaluate perspectives/lenses from two or more texts on related topics and justify them more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).

RI.PP.11–12.5. Analyze an author's purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.

RL.MF.11–12.6. Synthesize complex information across

multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author's message).

RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).

RI.AA.11–12.7. Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.

RL.CT.11–12.8. Demonstrate knowledge of, analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics.

RI.CT.11–12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.



W.AW.11–12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound	
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reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

C. Use transitions (e.g., words, phrases, 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.

D. 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.

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

W.IW.11–12.2. 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 so that each new

element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

B. Develop the topic thoroughly by selecting the most significant and relevant 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 and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

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| <p>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.</p> <p>F. Provide a concluding paragraph or section that supports the argument presented (e.g.,</p> | |
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articulating implications or the significance of the topic).

W.NW.11–12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.WR.11–12.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. 🌱

W.SE.11–12.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of

the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and	
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following a standard format for citation (MLA or APA Style Manuals). W.RW.11–12.7. 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.	21st Century Skills: • Creativity and Innovation • Critical Thinking and Problem Solving
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SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
- C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.II.11–12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.ES.11–12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SL.PI.11–12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.UM.11–12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. 🌱 SL.AS.11–12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	• Communication and Collaboration • Information Literacy • Media Literacy • Life and Career Skills 21st Century Themes (as applies to content area): • Financial, Economic, Business, and Entrepreneurial Literacy • Civic Literacy • Health Literacy • S.T.E.A.M
The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	

Unit 2: Writing for Yearbook- interviewing, caption writing, headlines, and features

Big Ideas: Course Objectives / Content Statement(s) 1. Review the purpose, content and organization of yearbook writing categories: photo captions, headlines, event coverage, feature stories, profile pieces, infographics 2. Determine a story idea's worthiness for inclusion in the yearbook 3. Gather information through observation, research and interview 4. Write, proofread and edit headlines, stories, photo captions and infographics 5. Understand and adhere to copyright law 6. Use classroom resources to become self-reliant	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>

• Why do yearbooks need strong writing? • How do we find the stories that are “hidden in plain sight” for the yearbook? • What kinds of writing should be included in the yearbook and why? • How is yearbook writing similar to news writing, and how is it different? • Is there a standard form that is used for correctness and consistency for writing copy in the yearbook? • How do we know what we can and cannot use in our storytelling according to copyright law? • How do we find the resources we need to become self-reliant yearbook staff writers and editors?	• Yearbooks are meant to be enjoyed at first read, but then they are meant to become meaningful over time to the people who attended SHS. It’s important that the stories are an accurate reflection of the year in which they are created. • Not everyone in a 1200 student school knows everyone else, and no student reacts exactly the same way to events or has the same hobbies and passions. Yearbook staff need to be curious about the people at school. Asking questions invites interesting stories. • Certain events need coverage in the yearbook each year, but there is room in the book for features, profiles and unforeseen school happenings.
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	• Students will adhere to yearbook standards for caption writing, to the book’s selected theme for headline choices, and to AP style for story copy • Copyright laws protect the creations of writers and artists, allowing them to benefit from their work. Students need permission before printing these creations, unless the creations fall under “fair use.” • Students will use resources in a shared drive, the staff manual, the AP style guide, the school and district website, and archived copies of <i>The Top</i> in order to become more self-reliant in writing and editing their work.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Students will	Instructional Focus: Research, Observation, Polls and Surveys and Interviewing for storytelling

L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking. A. Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested. B. Observe hyphenation conventions. C. Recognize spelling conventions. L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level. B. Vary syntax for effect, apply an understanding of syntax to the study of complex texts. C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies. A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position	<u>Example/Assessment #1:</u> Watch J-Class video on interviewing skills, then practice with classmates first to work on the skills using the 24 Things activity. Students practice recording and transcribing the interview for reference and saving it to Google Drive when it is time to write. <u>Example/Assessment #2:</u> Students create interview questions about summertime activities and “back to school” and then interview 2 students outside of class to further develop their skills. The goal is to develop these interviews into usable copy for the opening spreads of the yearbook. Students will submit their interviews for feedback before starting to write. <u>Example/Assessment #3:</u> Using Jostens resources on surveys as a starting point, students write surveys to learn about student preferences, ideas or to gather quotes, synthesize survey data, and create infographics using text to illustrate the relationship between people and ideas. Instructional Focus: Caption Writing
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or function in a sentence) as a clue to the meaning of a word or phrase.

- B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
- C. Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.
- D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
- E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

- A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- B. Analyze nuances in the meaning of words with similar denotations.
- C. Analyze how the meaning of a key term or terms develops or is refined over the course of a text.
- D. Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.

Example/Assessment #1: Using the “I Love Captions” presentation, students visualize what kind of photo an existing caption would reveal, then show them actual strong captions/ photo pairs. Students learn the necessary elements for accurate caption writing and connect interviewing skills with photojournalism. Caption-writing skills using Jostens Digital Classroom activity “Expanding Captions with Interviews” PDF.

Example/Assessment #2: Students extend caption writing skill by using their photos from the first days of school. If students have great photos but insufficient information for captions, they plan to interview the subject of the photo about the photo. Students submit their best photo and caption for feedback.

Instructional Focus: Writing

Features/Profiles Example/Assessment #1:

Finding stories: Individual brainstorming activity for story ideas, followed by shared follow up where students add ideas to topics and consider what is known and is not known, what they would like to know, and how they could get more information from people involved.

Example/Assessment #2: Reading a sample yearbook feature story, students correctly identify the elements used: Lead, Quote, Transition cycles, Ending and then assess with a partner using a provided rubric.

Example/Assessment #3: Students write drafts of feature/ profile stories using evidence to explain something that happens at school or that is relevant to the students and submit them for feedback.

Instructional Focus: Writing Headlines

Example/Assessment #1: After doing Jostens “Heads Up!” Activity to break down ways to approach writing headlines, students write headlines that connect to the

RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain. RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text. RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.	content on a yearbook spread that they are working on. Instructional Focus:Editing/ Using AP style
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RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

RL.IT.11–12.3. Analyze the impact of the author's choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RI.IT.11–12.3. Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.

RL.TS.11–12.4. Evaluate the author's choices concerning the structure and the effectiveness of specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.

RI.TS.11–12.4. Evaluate the author's choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RL.PP.11–12.5. Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).

RI.PP.11–12.5. Analyze an author's purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.

RL.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author's message).

RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an

Example/Assessment #1: Students will learn and practice using AP style guide rules for capitalization and punctuation using Jostens resources.

Example/Assessment #2: With a partner, students will proofread and edit stories for accurate, engaging and relevant content first, and then for diction, grammar and AP style using a rubric.

Instructional Focus: Fair use/ copyright

Example/Assessment #1: After watching a video about copyright and fair use for photos and images, students will take a quiz to assess their learning.

Technology Integration

- Google suite for shared documents/ editing
- Google forms and sheets to collect and evaluate data
- Canva for education to create and edit images for infographics

Media Literacy Integration

- Knowing which sources are available to use for free images and which ones are not

Global Perspectives

- Writing a variety of stories that cover a diverse range of students

interpretation that	
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goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept). RI.AA.11–12.7. Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works. RL.CT.11–12.8. Demonstrate knowledge of, analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics. RI.CT.11–12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements. 	
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W.AW.11–12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. C. Use transitions (e.g., words, phrases, 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. D. Establish and maintain 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. E. Provide a concluding paragraph or section that supports the argument presented (e.g.,	
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articulating implications or the significance of the topic).

W.IW.11–12.2. 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 so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- B. Develop the topic thoroughly by selecting the most significant and relevant 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 and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy 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 argument presented (e.g., articulating implications or the significance of the topic).

W.NW.11–12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- B. Use narrative techniques, such as dialogue,

pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

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- C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.WR.11–12.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. 🌱

W.SE.11–12.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).

W.RW.11–12.7. 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.

SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or	
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issue to stimulate a thoughtful, well-reasoned exchange of ideas.

B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.

C. Propel conversations by posing and responding to questions that probe reasoning and

evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve

contradictions when possible; and determine what additional information or research is

required to deepen the investigation or complete the task.

SL.II.11–12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.ES.11–12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SL.PI.11–12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.UM.11–12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. 🌱

SL.AS.11–12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

21st Century Skills:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration
- Information Literacy
- Media Literacy
- Life and Career Skills

The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	
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	21st Century Themes (as applies to content area): • Financial, Economic, Business, and Entrepreneurial Literacy • Civic Literacy • Health Literacy • S.T.E.A.M
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Unit 3: Planning and Project management

Big Ideas: Course Objectives / Content Statement(s) 1. Determine the theme of the yearbook and decide which colors and fonts to add to the style guide for the current edition of the yearbook. 2. Using last year's book and the school calendar for reference, decide how to best organize the content of the yearbook on the page ladder. 3. Determine content of the yearbook spreads, balancing coverage between all of the sections on the yearbook and attempting to cover as many students as possible at least three times in the book. 4. Determine which spreads students are most interested in working on, and which jobs they are best suited for on those spreads. 5. Track progress and meet all small and large deadlines to move the book toward completion.	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>

• What's the purpose of the theme in a yearbook? • What are the different ways that we can choose to organize the content in the yearbook? • What's a page ladder for and how does it work? • How can we create the yearbook's content to be inclusive and reflective of our school's culture? What do we mean by coverage and how do we ensure we are doing it? • How do we manage our production workflow? • Where do we go for help when we are struggling with content, deadlines or how to complete a task in Layout Pro?	• Theme is the unifying element in the yearbook so that each year's book is cohesive in the way it uses verbal and visual storytelling for that year. • Students can choose to create traditional sections of the book, or to cover the year in small increments (weeks/ months) plus the traditional portrait sections. • A page ladder is the map of the yearbook and includes information on all of the spreads and content. The Layout Pro version of the page ladder is a "live" production document. • Coverage of all students matters because inclusion in the school's yearbook builds community • Time management for large projects is built on small steps that combine to create a complete whole. For yearbook spreads, the cycle is: brainstorm, gather information and take photos, draft, seek
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	feedback, create the spread, seek feedback, proofread and edit, submit. • Do not hesitate to seek help when needed because resources exist: staff manual, other yearbook staffers, the adviser/teacher, and Jostens employees
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Students will	Instructional Focus: Theme development <u>Example/Assessment #1:</u> After watching a video from Jostens, students can define themes and spin-offs and in a check for understanding, describe why a theme is important to a yearbook and list 5 ways that theme is presented in any yearbook. <u>Example/Assessment #2:</u> Pairs/ trios of

L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.

- A. Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.
- B. Observe hyphenation conventions.
- C. Recognize spelling conventions.

L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
- B. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
- C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
- C. Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.
 - D. Consult general and specialized reference materials (e.g., dictionaries, glossaries,

students compare yearbooks from different schools and evaluate their themes with provided questions and then apply the same questions to ways that they would like to approach the current yearbook.

Example/Assessment #3: In small groups, students brainstorm ideas for the current yearbook's theme using resources provided, then each group pitches their theme to the whole class. By the end of the sequence, students vote for the year's theme.

Instructional Focus: Organizing content/ Coverage

Example/Assessment #1: Using the yearbook builder document, students will examine previous books to determine that book's structure (traditional/ chronological/ mixed) and number of pages used for each part of the book. Students will analyze the pros and cons of these structures and decide how they want to structure this year's book.

Example/Assessment #2: In pairs, students will determine the number of pages that will be needed to cover individuals, groups, events and feature spreads this year using the

thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

- E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

- A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- B. Analyze nuances in the meaning of words with similar denotations.
- C. Analyze how the meaning of a key term or terms develops or is refined over the course of a text.
- D. Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.

yearbook builder document. This total must equal the total available pages in the book. Students will choose the most accurate and comprehensive yearbook builder document and use this one to create the page ladder.

Instructional Focus: Page Ladder

Example/Assessment #1: Students will define the page ladder and identify its purpose, and using the yearbook builder document, create the working page ladder on paper for display in the classroom. Students will choose the pages they are most interested in working on, but will understand the need to have some of the pages assigned to them by the adviser. Using this graphic representation of the entire book gives students the opportunity to see potential gaps in coverage before moving the ladder to two digital formats (Google Sheets, Layout Pro).

Technology Integration

- Google sheets
- Layout Pro

Media Literacy Integration

- Students focus on how school and community news and events can be featured and reported

Global Perspectives

- Plan balanced coverage of a variety of groups and individuals

RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain. RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text. RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text. RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text. RL.IT.11–12.3. Analyze the impact of the author's choices as they develop ideas throughout the text regarding how to develop and relate elements of a story	
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ordrama(e.g., whereastory is set, howtheaction is ordered, howthecharactersare introducedand developed).

RI.IT.11–12.3. Analyzethe impactofanauthor'schoices astheydevelop ideasthroughoutthetextregardinga complexsetof ideasorsequenceofevents, andexplain howspecific individuals, ideas, orevents interactand develop.

RL.TS.11–12.4. Evaluatetheauthor'schoices concerningthestructureandtheeffectivenessof specificpartsofatext(e.g., thechoiceofwheretobeginorendastory, thechoicetoprovideacomedor tragicresolution)andhowtheycontribute to itsoverall structure and meaning, as well as its aesthetic impact.

RI.TS.11–12.4. Evaluate the author's choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, andengaging.

RL.PP.11–12.5. Evaluate perspectives/lensesfromtwo ormoretextsonrelatedtopicsandjustifythemore cogentviewpoint(e.g., differentaccountsofthesame eventor issue, useofdifferntmediaorformats).

RI.PP.11–12.5. Analyze an author's purpose in atext distinguishingwhat isdirectlystated inatextorthrough rhetoric, analyzinghowstyleandcontentconvey information and advance a point of view.

RL.MF.11–12.6. Synthesize complex informationacross multiplesourcesandformatstodevelop ideas, resolve conflicting information, ordevelopan interpretationthat goesbeyondexplicittext information(e.g., expressa personal pointofview, new interpretationoftheauthor's message).

RI.MF.11–12.6. Synthesizecomplex informationacross multiplesourcesandformatstodevelop ideas, resolve conflicting information, ordevelopan interpretationthat goesbeyondexplicittext information(e.g., expressa personal pointofview, new interpretationofthe concept).

RI.AA.11–12.7. Describeandevaluatethereasoning in seminal U.S. andglobal texts, andthepremises, purposes, and arguments in these works.

RL.CT.11–12.8. Demonstrate knowledge of, analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge)	
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documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics. RI.CT.11–12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements. 	
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W.AW.11–12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- C. Use transitions (e.g., words, phrases, 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.
- D. 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.
- E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.IW.11–12.2. 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 so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g.,

headings), graphics(e.g., figures, tables), and multimedia when useful to aiding comprehension.

- B. Develop the topic thoroughly by selecting the most significant and relevant 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 and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy 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 argument presented (e.g., articulating implications or the significance of the topic).

W.NW.11–12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- E. Provide a conclusion that follows from and reflects on what is experienced, observed, or

resolved over the course of the narrative.	
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W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.WR.11–12.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. 🌱

W.SE.11–12.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).

W.RW.11–12.7. 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.

SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed. C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.	
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D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. SL.II.11–12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. SL.ES.11–12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. SL.PI.11–12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience. SL.UM.11–12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. 🌱 SL.AS.11–12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	21st Century Skills: • Creativity and Innovation • Critical Thinking and Problem Solving • Communication and Collaboration • Information Literacy • Media Literacy • Life and Career Skills 21st Century Themes (as applies to content area): • Financial, Economic, Business, and Entrepreneurial Literacy • Civic Literacy • Health Literacy • S.T.E.A.M
The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	

Unit 4: Design: Page Layouts and Consistency

Big Ideas: Course Objectives / Content Statement(s)

1. Students learn the basic elements of layout and composition for strong design: proximity, white (negative) space, alignment, contrast and repetition.
2. Students choose colors and fonts for the theme and brainstorm ideas for the yearbook cover with Jostens design professionals.

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3. Students learn the design elements of a yearbook page layout, and how to manipulate these elements for variety and consistency.
4. Students learn how to use the page design features in Layout Pro: creating templates and modules, using or modifying premade templates as needed, adding, editing and tagging images, adding and manipulating text.
5. Students create pages using stories they have written, information they have gathered, and photos they have taken.
6. Students proofread and edit pages using consistency checklists, including the style sheet for the yearbook that contains the theme's approved fonts and colors.

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

Enduring Understandings

What will students understand about the big ideas?

- How do we think like designers?
- How can we best portray the yearbook's theme in the cover that we choose?
- How do we move our information and photos to page spreads for the most effective and appealing storytelling?
- How can we use resources we already have to be efficient as we create page spreads?
- At what point is a page spread ready for submission for production?

- Used correctly with content, layout and composition elements create readable and appealing pages. Content dictates design.
- How to have conversations with established design professionals
- Good design is consistent, flexible and repeatable and resources such as templates and modules exist to help us create them.
- Although there is always room for improvement, making production goals

matters and it is important to understand when a page spread is good enough to submit.

Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Students will L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking. A. Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested. B. Observe hyphenation conventions. C. Recognize spelling conventions. L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.	Instructional Focus: Layout and Composition <u>Example/Assessment #1:</u> Students will identify the basic elements of layout and composition in published yearbook covers and page spreads and analyze how effectively those elements have been used. Students will take a quiz to demonstrate their understanding of these terms. <u>Example/Assessment #2:</u> Given information to include on a page spread, students design a practice paper page that effectively uses the elements of layout and composition. Student practice spreads will be scored using a rubric, and the most effective ones may be created in Layout Pro as templates and modules to use in the yearbook.

Written: August, 2023

- B. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
- C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a

sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

- B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
- C. Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.
- D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
- E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

- A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- B. Analyze nuances in the meaning of words with similar denotations.
- C. Analyze how the meaning of a key term or terms develops or is refined over the course of a text.
- D. Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.

RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.

Instructional Focus: Colors, Fonts, Cover

Example/Assessment #1: Students consider the theme they have chosen and decide which colors and fonts are most appropriate to act as visual cues for this theme. Students then consult in a

RI.CR.11–12.1. Accurately cite a range of thorough evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

zoom meeting with a Jostens' design professional to discuss and view cover options. After receiving mock-ups from Jostens, students select the cover.

Instructional Focus: Layout Pro

Example/Assessment #1: Under teacher direction as a performance quiz, students demonstrate proficiency in using the basic tools of Layout Pro: placing and editing images on a page layout, tagging photos correctly, placing and editing text on a page, and using templates.

Example/Assessment #2: Students will use Layout Pro to create page spreads in the yearbook, using content they have previously created and saved. Students will follow the production cycle and all checklists for style and consistency before submitting their page spread for evaluation. Students will justify their design and content choices on page spreads. Teacher will use a rubric to evaluate page spreads.

NOTE: This is the heart of yearbook production, and will be the main source of student evaluation all year.

Technology Integration

- Canva for education (creating infographics)
- Layout Pro
- Google Drive for previously created text and images

Media Literacy Integration

- Students study the relationship between language and images in storytelling through publication

Global Perspectives

Written: August, 2023

- Execute balanced coverage of a variety

RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.

RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

RL.IT.11–12.3. Analyze the impact of the author's choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RI.IT.11–12.3. Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.

RL.TS.11–12.4. Evaluate the author's choices concerning the structure and the effectiveness of specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.

RI.TS.11–12.4. Evaluate the author's choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RL.PP.11–12.5. Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).

RI.PP.11–12.5. Analyze an author's purpose in a text distinguishing what is directly stated in a text or through

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rhetoric, analyzing how style and content convey information and advance a point of view.

RL.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve

conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author's message).

RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).

RI.AA.11–12.7. Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.

RL.CT.11–12.8. Demonstrate knowledge of, analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics.

RI.CT.11–12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.



W.AW.11–12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- C. Use transitions (e.g., words, phrases, 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.

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- D. Establish and maintain 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.
- E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.IW.11–12.2. 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 so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- B. Develop the topic thoroughly by selecting the most significant and relevant 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 and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy 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 argument presented (e.g., articulating implications or the significance of the topic).

W.NW.11–12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple

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point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

- B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.WR.11–12.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. 🌱

W.SE.11–12.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).

W.RW.11–12.7. 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.

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SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in

groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and

expressing their own clearly and persuasively.

- A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
- C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.II.11–12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.ES.11–12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SL.PI.11–12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.UM.11–12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.



21st Century Skills:

- Creativity and Innovation
- Critical Thinking and Problem Solving ●
- Communication and Collaboration
- Information Literacy
- Media Literacy

Written: August, 2023

SL.AS.11–12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.

- Life and Career Skills

21st Century Themes (as applies to content area):

- Financial, Economic, Business, and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- S.T.E.A.M

Unit 5: Marketing and Communication

Big Ideas: Course Objectives / Content Statement(s)

1. Students build and execute a marketing plan with existing resources from Jostens and with fresh ideas.
2. Students communicate effectively and professionally with peers and adults in the school to schedule interviews or obtain information or photos for use in the yearbook.
3. Students utilize multimedia, including responsible social media use, to market and disseminate information about the content, sale and distribution of the yearbook.
4. Students plan, publicize and execute a yearbook distribution event for the entire school community.

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

Enduring Understandings

What will students understand about the big ideas?

• What's a marketing plan and what makes a successful plan? • How can we use the tools of communication, such as social media, to increase yearbook sales? • How do I choose the most appropriate way to communicate with peers and staff to ask for information or make appointments? • How do we build excitement for the book throughout the whole school year, leading up to distribution at the end of the year?	• Successful marketing plans strategically reach target audiences in a variety of ways for their products/ services. The best yearbook programs create a quality book and give their communities reasons to buy a yearbook. • Surveys ask existing customers what they would like to see in the book and target new customers • The most effective communication for content generation is purposeful, polite, and professional. Yearbook staff will follow standard protocols for communication with students and school staff. • A variety of approaches and campaigns are needed in order to reach as many people as possible about the yearbook's content, sales and distribution
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments

Written: August, 2023

Students will	Instructional Focus: Building the Audience <u>Example/Assessment #1:</u> Students create and analyze the results of a simple survey to understand what their audience would like to see in the yearbook. <u>Example/Assessment #2:</u> Students create a video sales pitch for their peers, explaining why they should buy a yearbook. Goal is to post this video on social media. link it in the SHS announcements and played on the SHS news show. Instructional Focus:Effective Communication <u>Example/Assessment #1:</u> Students understand and follow a protocol for emailing
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L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.

- A. Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.
- B. Observe hyphenation conventions.
- C. Recognize spelling conventions.

L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
- B. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
- C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
- C. Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.
 - D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
- E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by

students and staff for a variety of situations, demonstrating understanding that email for yearbook business must be polite, professional, and purposeful. Email to administrators and high school staff must be approved by the advisor before it is sent. Quiz: proofread and edit a poorly written draft.

Example/Assessment #2: Students create and send social media posts for a variety of yearbook business in order to build excitement for the book, crowdsource photographs, connect regularly with the audience, and announce important information about purchases and events. All posts need to be formatted similarly to reinforce the book's style and theme. Social media posts must be approved by the advisor before they are sent.

Example/Assessment #3: In concert with social media posts, students plan and create in-school physical displays (for example, sales posters, photo walls showing actual work in progress or pictures that will be in the book) several times per year in order to build excitement for the book, connect regularly with the audience, and announce important information about purchases and events.

Instructional Focus: Event Planning

checking the inferred meaning in context or in a dictionary).	
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L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

- A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- B. Analyze nuances in the meaning of words with similar denotations.
- C. Analyze how the meaning of a key term or terms develops or is refined over the course of a text.
- D. Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.

Example/Assessment #1: After using the resources Jostens provides for inspiration, students will plan, advertise and execute a yearbook distribution and signing event for students. This project will involve managing a budget for extras such as decorations and food and all logistics for the event. Students will work closely with the teacher/advisor and the administrative staff during the whole process to ensure a smooth, fun and memorable event.

Technology Integration

- Google forms
- Video production (cell phones/ wevideo) • Canva for education (posters/ flyers) • Jostens Yearbook Avenue for resources and pre-made social media posts

Media Literacy Integration

- Social media communication tools

Global Perspectives

- Providing information to the SHS community in a variety of formats to a diverse group of people with different media consumption preferences

RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.

RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.

RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

RL.IT.11–12.3. Analyze the impact of the author's choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RI.IT.11–12.3. Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.

RL.TS.11–12.4. Evaluate the author's choices concerning the structure and the effectiveness of specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comic or tragic resolution) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.

RI.TS.11–12.4. Evaluate the author's choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RL.PP.11–12.5. Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).

RI.PP.11–12.5. Analyze an author's purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.

RL.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author's message).

RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).

RI.AA.11–12.7. Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.

RL.CT.11–12.8. Demonstrate knowledge of, analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics.

RI.CT.11–12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source	
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documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements. 	
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W.AW.11–12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- C. Use transitions (e.g., words, phrases, 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.
- D. 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.
- E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.IW.11–12.2. 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 so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- B. Develop the topic thoroughly by selecting the

most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	
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- C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy 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 argument presented (e.g., articulating implications or the significance of the topic).

W.NW.11–12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and

audience.	
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Written: August, 2023

W.WR.11–12.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. 🌱 W.SE.11–12.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals). W.RW.11–12.7. 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.	
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SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed. C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. SL.II.11–12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually,	
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quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. SL.ES.11–12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. SL.PI.11–12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience. SL.UM.11–12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. 🌱 SL.AS.11–12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	21st Century Skills: • Creativity and Innovation • Critical Thinking and Problem Solving • Communication and Collaboration • Information Literacy • Media Literacy • Life and Career Skills 21st Century Themes (as applies to content area): • Financial, Economic, Business, and Entrepreneurial Literacy • Civic Literacy • Health Literacy • S.T.E.A.M
The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	

21 Century Life and Career Competencies

In addition to meeting the New Jersey Student Learning Standards for English / Language Arts, the yearbook program addresses curricular competencies for 21st Century Life and Career ready practices. These are “the career-ready skills that all educators in all content areas should seek to

develop in their students. They are practices that have been linked to increased college, career, and

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life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.” As the yearbook program prepares students to exercise the skills in writing and communication related to English and Media Literacy, it also enables students to explore the various career paths in 21st Century Media and introduces them to the responsibilities, roles and experiences that come with working in the publishing industry.

This addendum enumerates the 21st Century Life and Career competencies that are addressed throughout the Yearbook course including:

New Jersey’s 21 st Century standards, skills, and themes are as follows:

- Creativity and Innovation;
- Critical Thinking and Problem Solving;
- Communication and Collaboration;
- Information Literacy;
- Media Literacy;
- Life and Career Skills; and
- Economic, Business, and Civic Literacy..

21st Century Career Ready Practices

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

Students in the Yearbook Program:

- understand the obligations and responsibilities of writing for publication, and they demonstrate this understanding every day through their interactions with others.
- are conscientious of the impacts of their decisions on others and the environment around them. ● think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of the journalism program and newspaper staff.
- are reliable and consistent in going beyond the minimum expectation and in participating in the program to serve the greater good.

CRP2. Apply appropriate academic and technical skills.

Students in the Yearbook Program:

- readily access and use the knowledge and skills acquired through experience and education to be more productive.
- make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

CRP4. Communicate clearly and effectively and with reason.

Students in the Yearbook Program:

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- communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods.
- communicate in the classroom with clarity and purpose to make maximum use of their own and others' time.
- are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas.
- are skilled at interacting with others; they are active listeners and speak clearly and with purpose. • think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.

Students in the Yearbook Program:

- understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment.
- are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.

Students in the Yearbook Program:

- regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization.
- consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value.
- seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own classroom.
- take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.

Students in the Yearbook Program:

- are discerning in accepting and using new information to make decisions, change practices or inform strategies.
- use reliable research processes to search for new information.
- evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Students in the Yearbook Program:

- readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem.

- are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions.
- carefully consider the options to solve the problem; once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

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CRP9. Model integrity, ethical leadership and effective management.

Students in the Yearbook Program:

- consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace.
- have a clear understanding of integrity and act on this understanding in every decision.
- use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs.
- recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

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

Students in the Yearbook Program:

- take personal ownership of their own educational and career goals, and they regularly act on a plan to attain these goals.
- understand their own career interests, preferences, goals, and requirements related to publishing a yearbook.
- have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each.
- recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience.

CRP11. Use technology to enhance productivity.

Students in the Yearbook Program:

- find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems.
- are flexible and adaptive in acquiring new technology.
- are proficient with ubiquitous technology applications related to media and publishing.
- understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.

CRP12. Work productively in teams while using cultural global competence.

Students in the Yearbook Program:

- positively contribute as members of the yearbook staff, whether formal or informal.
- apply an awareness of cultural differences to avoid barriers to productive and positive interaction.
- find ways to increase the engagement and contribution of all team members.
- plan and facilitate effective team meetings.

9.2 CAREER AWARENESS, EXPLORATION, AND PREPARATION

CONTENT AREA: 21st CENTURY LIFE AND CAREERS STRAND C:

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Standard Statement: By the end of Grade 12, students will be able to:

- 9.2.12.C.1 Review career goals and determine steps necessary for attainment.
- 9.2.12.C.2 Modify Personalized Student Learning Plans to support declared career goals.
- 9.2.12.C.3 Identify transferable career skills and design alternate career plans.
- 9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education.
- 9.2.12.C.5 Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
- 9.2.12.C.6 Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.
- 9.2.12.C.7 Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
- 9.2.12.C.8 Assess the impact of litigation and court decisions on employment laws and practices.
- 9.2.12.C.9 Analyze the correlation between personal and financial behavior and employability.

Texts and Resources

Books:

Hawthorne, Bobby. *Copy That: Writing for Yearbook, a Guide for Beginners*, Jostens, Inc. 2021
Scott, Kristin. *Grow Your Know YRBK*, Jostens, Inc. 2018.

Course materials: Jostens Yearbook Avenue (YBA) Digital Classroom contains links, lesson plans, videos, handouts, assignments and assessments for teaching a yearbook class. It is continually updated, and teachers/advisers can choose from a variety of resources to meet their needs, or use these resources as a starting point to create their own lessons, handouts, and rubrics. [This folder](#) is a sample of useful items downloaded from the site and will be added and updated as the course progresses.

Sample syllabus for students: [Syllabus.pdf](#)

Sample/ template for staff manual: [8.4-Yearbook-Staff-Manual.pdf](#)

Technology Resources:

Recommended Interview Transcription App: Otter (this is free and recommended by educators)
Canva for education (infographics, marketing and communication tools)
Jostens Layout Pro for Yearbook
Jostens library of customizable social media content

Graphic Design Video (not Jostens):

Beginning Graphic Design: Layout and Composition

<https://www.youtube.com/watch?v=a5KYIHNKQB8>

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