

Section 1: CORE UNITS

<b>Grade, Subject:</b> 9-12 Introduction to Journalism/Yearbook 1	<b>Strand (Unit):</b> Journalism History, Literacy, Law, and Ethics
<b>Big Idea:</b> Journalists must have a solid knowledge of the First Amendment, unprotected speech, and student press rights, and apply ethical decision-making to their practice.	
<b>PA Core Standards:</b> <ul style="list-style-type: none"><li>● CCSS.ELA-Literacy.RI.9-10.9<ul style="list-style-type: none"><li>○ Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.</li></ul></li><li>● CCSS.ELA-Literacy.RI.11-12.8<ul style="list-style-type: none"><li>○ Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).</li></ul></li><li>● CCSS.ELA-Literacy.RI.11-12.9<ul style="list-style-type: none"><li>○ Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.</li></ul></li><li>● CCSS.ELA-Literacy.RI.9-10.4<ul style="list-style-type: none"><li>○ Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</li></ul></li><li>● CCSS.ELA-Literacy.W.9-10.2d<ul style="list-style-type: none"><li>○ Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</li></ul></li><li>● CCSS.ELA-Literacy.L.9-10.5<ul style="list-style-type: none"><li>○ Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</li></ul></li><li>● CCSS.ELA-Literacy.L.11-12.5b<ul style="list-style-type: none"><li>○ Analyze nuances in the meaning of words with similar denotations.</li></ul></li><li>● CCSS.ELA-Literacy.RI.11-12.7<ul style="list-style-type: none"><li>○ Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</li></ul></li><li>● CCSS.ELA-Literacy.SL.9-10.1c<ul style="list-style-type: none"><li>○ Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li></ul></li></ul>	

- CCSS.ELA-Literacy.SL.11-12.1
  - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
- CCSS.ELA-Literacy.SL.11-12.1b
  - Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- CCSS.ELA-Literacy.SL.11-12.1d
  - 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.

**Essential Questions:**

1. How has journalism changed over time, and what major events have shaped the way news is reported?
2. Why is journalism important in a democracy, and how does it help people stay informed?
3. How do journalists decide what stories to cover, and what challenges do they face in reporting with accuracy, fairness, and accountability?
4. How can we tell the difference between credible news and misinformation or bias?
5. How does the Journalism Code of Ethics help journalists make responsible decisions?
6. How does copyright law affect the use of photos, articles, and other media in journalism?
7. What is defamation, including libel, and how can journalists avoid legal liability?
8. How do the First Amendment, prior restraint, and prior review affect freedom of the press—especially for student journalists?

**Concepts/Understandings (SWKT...):**

Students will know that...

1. Journalism has evolved alongside technology, politics, and social change, with events such as wars, civil rights movements, and the rise of digital media shaping how and what news is reported.
2. A free press provides citizens with accurate, timely information, holds those in power accountable, and supports informed decision-making in a democratic society.
3. Journalists use news values, editorial judgment, and audience needs to choose stories, and they must overcome challenges such as limited access to information, deadlines, and pressure to avoid bias while staying accurate and fair.
4. Credible news comes from verified sources, is fact-checked, and presents multiple perspectives, while misinformation may contain errors, lack evidence, or be shaped by bias.
5. The Journalism Code of Ethics emphasizes truthfulness, minimizing harm, independence, and accountability, guiding journalists in making ethical choices about what and how to report.
6. Copyright protects the original work of creators, and journalists must follow laws for using others’ material, including seeking permission or using content that qualifies under fair use.

	<ol style="list-style-type: none"> <li>7. Defamation is a false statement that harms someone’s reputation, with libel referring to defamation in written or published form. Journalists can avoid liability by verifying facts, avoiding falsehoods, and giving subjects a fair chance to respond.</li> <li>8. The First Amendment protects freedom of speech and the press, but in schools, prior restraint (blocking publication) and prior review (examining content before publication) can limit student journalists’ rights, depending on laws and school policies.</li> </ol>														
<p><b><u>Vocabulary:</u></b></p> <table border="0"> <tr> <td>Accountability</td> <td>First Amendment</td> </tr> <tr> <td>Accuracy</td> <td>Journalism Code of</td> </tr> <tr> <td>Bias</td> <td>Ethics</td> </tr> <tr> <td>Copyright</td> <td>Liability</td> </tr> <tr> <td>Credibility</td> <td>Libel</td> </tr> <tr> <td>Defamation</td> <td>Prior restraint</td> </tr> <tr> <td>Fairness</td> <td>Prior review</td> </tr> </table>	Accountability	First Amendment	Accuracy	Journalism Code of	Bias	Ethics	Copyright	Liability	Credibility	Libel	Defamation	Prior restraint	Fairness	Prior review	<p><b><u>Competencies/Skills (SW...):</u></b></p> <p>Students will be able to...</p> <ol style="list-style-type: none"> <li>1. Identify key historical events that influenced journalism practices, explain how technology and society have changed news reporting over time, and compare and contrast journalism from different time periods.</li> <li>2. Explain the role of a free press in a democratic society, provide examples of how journalism keeps citizens informed and holds leaders accountable, and discuss the consequences of limited or biased access to news.</li> <li>3. Apply news values to determine which stories are most newsworthy, evaluate how journalists work to maintain accuracy, fairness, and accountability, and analyze examples of reporting challenges to propose solutions.</li> <li>4. Evaluate news stories for credibility using specific criteria such as sources, evidence, and verification, identify signs of bias and misinformation in news reporting, and cross-check facts using multiple reputable sources.</li> <li>5. Summarize the main principles of the Journalism Code of Ethics, apply ethical guidelines to hypothetical or real-world reporting scenarios, and evaluate reporting decisions for ethical strengths and weaknesses.</li> <li>6. Explain basic copyright concepts and how they apply to journalism, determine when permission, licensing, or fair use</li> </ol>
Accountability	First Amendment														
Accuracy	Journalism Code of														
Bias	Ethics														
Copyright	Liability														
Credibility	Libel														
Defamation	Prior restraint														
Fairness	Prior review														

	<p>applies to media use, and properly credit sources while following copyright law in creating journalistic work.</p> <ol style="list-style-type: none"><li>7. Define defamation and libel in a journalistic context, evaluate a scenario for potential legal risks related to defamation, and apply best practices to avoid publishing false or harmful statements.</li><li>8. Explain how the First Amendment protects freedom of the press, distinguish between prior restraint and prior review in journalism, and analyze case studies to determine how legal protections apply to student journalists.</li></ol>
<p><b>Assessments:</b></p> <ol style="list-style-type: none"><li>1. History, Law, &amp; Ethics Test</li><li>2. Ethical Scenario Discussions</li></ol>	
<p><b>Resources:</b></p> <p>Exemplar Texts</p> <ul style="list-style-type: none"><li>• <a href="#">Student Press Law Center</a></li><li>• <a href="#">Journalism Education Association Curriculum</a></li><li>• <a href="#">NSPA Code of Ethics</a></li><li>• <a href="#">The First Amendment: U.S. Constitution</a></li></ul> <p>Supplemental Texts</p> <ul style="list-style-type: none"><li>• Various Articles</li><li>• Various Court Cases</li></ul>	

<p><b>Grade, Subject:</b> 9-12 Introduction to Journalism/Yearbook 1</p>	<p><b>Strand (Unit):</b> Photography &amp; Photojournalism</p>
<p><b>Big Idea:</b> By mastering composition, camera settings, lighting, editing, and ethical practices, photographers can create truthful, compelling images that capture moments, convey meaning, and preserve the history of their community.</p>	
<p><b>PA Core Standards:</b></p> <ul style="list-style-type: none"><li>• Standard 9.1: Production, Performance, and Exhibition of Visual Arts<ul style="list-style-type: none"><li>○ 9.1.12.A: Know and use the elements and principles of each art form to create works in the arts and humanities.</li><li>○ 9.1.12.B: Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts.</li><li>○ 9.1.12.C: Integrate and apply advanced vocabulary to the arts forms.</li><li>○ 9.1.12.E: Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.</li></ul></li></ul>	

- 9.1.12.H: Incorporate the effective and safe use of materials, equipment, and tools into the production of works in the arts at work and performance spaces.
- Standard 9.3: Critical Response
  - 9.3.12.A: Explain and apply the critical examination processes of works in the arts and humanities.
  - 9.3.12.B: Determine and apply criteria to a person's work and works of others in the arts.
- Standard 9.2: Historical and Cultural Contexts
  - 9.2.12.A: Explain the historical, cultural, and social context of an individual work in the arts.
  - 9.2.12.B: Relate works in the arts chronologically to historical events.

**Essential Questions:**

1. How can photographers use composition and perspective to create visually engaging and meaningful images?
2. How do camera settings affect the exposure, depth, and overall look of a photograph?
3. How can lighting direction and intensity shape the mood and clarity of a photograph?
4. How can editing improve a photograph without distorting its truth in a journalistic context?
5. What technical choices affect the sharpness, clarity, and overall quality of a photograph?
6. How do different shooting styles and equipment choices affect storytelling in photojournalism?

**Concepts/Understandings (SWKT...):**

Students will know that...

1. Strong composition uses techniques like the Rule of Thirds, leading lines, framing, and perspective to guide the viewer's eye and tell a story. Additionally, creative choices such as worm's eye and bird's eye views can dramatically change the impact of a photo, and feature photography focuses on human interest, emotion, or unique detail.
2. Aperture, shutter speed, and ISO work together as the Exposure Triangle to control light and influence depth of field, motion blur, and image clarity. Focal length changes composition and perceived subject distance.
3. Front, side, and back lighting each create different visual effects and emotional tones. Artificial light sources like flash can supplement natural light but must be used carefully to avoid harsh shadows or overexposure.
4. Cropping, color correction, exposure adjustment, and white balance enhance clarity and accuracy. Ethical editing maintains the integrity of the original scene and avoids misleading the viewer.
5. Resolution, focus, and background selection determine image clarity and readability, while noise can reduce quality in low-light conditions. Managing these factors creates professional, publication-ready images.
6. Candid shots capture authentic moments, while mug shots provide clear, posed identification of subjects. Burst mode

	<p>allows capturing rapid sequences, and card readers are essential for efficient workflow and file transfer.</p>						
<p><b><u>Vocabulary:</u></b></p> <table border="0"> <tr> <td data-bbox="121 318 380 386"> <p><b>Composition &amp; Creative Techniques</b></p> <ul style="list-style-type: none"> <li>• Composition</li> <li>• Rule of Thirds</li> <li>• Leading Lines</li> <li>• Worm’s Eye View</li> <li>• Bird’s Eye View</li> <li>• Natural Framing</li> <li>• Artificial Framing</li> <li>• Feature Photography</li> </ul> </td> <td data-bbox="449 318 720 386"> <p><b>Camera Settings &amp; Exposure Control</b></p> <ul style="list-style-type: none"> <li>• Aperture</li> <li>• Shutter Speed</li> <li>• ISO</li> <li>• Depth of Field</li> <li>• Exposure Triangle</li> <li>• Focal Length</li> </ul> </td> <td data-bbox="779 318 1050 349"> <p><b>Lighting Techniques</b></p> <ul style="list-style-type: none"> <li>• Front Lighting</li> <li>• Side Lighting</li> <li>• Back Lighting</li> <li>• Flash</li> </ul> </td> </tr> <tr> <td data-bbox="121 865 323 933"> <p><b>Editing &amp; Post-Processing</b></p> <ul style="list-style-type: none"> <li>• Cropping</li> <li>• Color Correction</li> <li>• Exposure</li> <li>• White Balance</li> </ul> </td> <td data-bbox="449 865 674 933"> <p><b>Image Quality &amp; Technical Factors</b></p> <ul style="list-style-type: none"> <li>• Resolution</li> <li>• Noise</li> <li>• Focus</li> <li>• Background</li> </ul> </td> <td data-bbox="779 865 1024 933"> <p><b>Shooting Styles &amp; Equipment Use</b></p> <ul style="list-style-type: none"> <li>• Candid Shot</li> <li>• Mug Shot</li> <li>• Burst</li> <li>• Card Reader</li> </ul> </td> </tr> </table>	<p><b>Composition &amp; Creative Techniques</b></p> <ul style="list-style-type: none"> <li>• Composition</li> <li>• Rule of Thirds</li> <li>• Leading Lines</li> <li>• Worm’s Eye View</li> <li>• Bird’s Eye View</li> <li>• Natural Framing</li> <li>• Artificial Framing</li> <li>• Feature Photography</li> </ul>	<p><b>Camera Settings &amp; Exposure Control</b></p> <ul style="list-style-type: none"> <li>• Aperture</li> <li>• Shutter Speed</li> <li>• ISO</li> <li>• Depth of Field</li> <li>• Exposure Triangle</li> <li>• Focal Length</li> </ul>	<p><b>Lighting Techniques</b></p> <ul style="list-style-type: none"> <li>• Front Lighting</li> <li>• Side Lighting</li> <li>• Back Lighting</li> <li>• Flash</li> </ul>	<p><b>Editing &amp; Post-Processing</b></p> <ul style="list-style-type: none"> <li>• Cropping</li> <li>• Color Correction</li> <li>• Exposure</li> <li>• White Balance</li> </ul>	<p><b>Image Quality &amp; Technical Factors</b></p> <ul style="list-style-type: none"> <li>• Resolution</li> <li>• Noise</li> <li>• Focus</li> <li>• Background</li> </ul>	<p><b>Shooting Styles &amp; Equipment Use</b></p> <ul style="list-style-type: none"> <li>• Candid Shot</li> <li>• Mug Shot</li> <li>• Burst</li> <li>• Card Reader</li> </ul>	<p><b><u>Competencies/Skills (SW...):</u></b></p> <p>Students will be able to...</p> <ol style="list-style-type: none"> <li>1. Apply the Rule of Thirds, leading lines, and framing to improve visual impact, experiment with different perspectives to create variety, and capture feature photos that convey a story or emotion.</li> <li>2. Adjust aperture, shutter speed, and ISO for different lighting conditions; control depth of field for creative effect; select focal lengths to achieve specific framing or perspective.</li> <li>3. Identify lighting direction in a scene; choose lighting setups that enhance the subject; use flash appropriately for indoor and outdoor photography.</li> <li>4. Crop for stronger composition; correct colors for natural appearance; adjust exposure for clarity; set white balance to match lighting conditions while preserving journalistic accuracy.</li> <li>5. Choose resolution settings appropriate for print; maintain sharp focus on the subject; control background distractions; minimize noise in low-light situations.</li> <li>6. Capture both candid and posed images for yearbook needs; use burst mode for action shots; transfer files using a card reader while maintaining organized photo storage.</li> </ol>
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<p><b><u>Assessments:</u></b></p> <ol style="list-style-type: none"> <li>1. Photo Composition &amp; Lighting Quiz</li> <li>2. Camera Settings Quiz and Hands-on Skill Check</li> <li>3. Independent Photo Portfolio</li> </ol>							

**Resources:**

Exemplar Texts

- Photojournalists Code of Ethics

Supplemental Texts

- Various Photography examples

**Grade, Subject:** 9-12 Introduction to Journalism/Yearbook 1

**Strand (Unit):** Copywriting

**Big Idea:** By mastering structure, story types, interviewing, and engaging writing techniques, student journalists can capture authentic voices, preserve memories, and create compelling narratives that connect with readers.

**PA Core Standards:**

- Writing Standards (CC.1.4.9)
  - CC.1.4.9.A: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
  - CC.1.4.9.B: Write with a sharp, distinct focus, identifying topic, task, and audience.
  - CC.1.4.9.C: Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.
  - CC.1.4.9.D: Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.
  - CC.1.4.9.E: Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
  - CC.1.4.9.L: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- Speaking & Listening (CC.1.5.9)
  - CC.1.5.9.A: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-appropriate topics, texts, and issues, building on others' ideas and expressing their own clearly.
  - CC.1.5.9.B: Work with peers to set rules for collegial discussions and decision-making.
  - CC.1.5.9.C: Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a focus on the topic, text, or issue; and clarify, verify, or challenge ideas and conclusions.
  - CC.1.5.9.D: Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding.

- CC.1.5.9.E: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

**Essential Questions:**

1. How do copywriters organize information to tell a clear, engaging story in a yearbook?
2. What are the different types of stories and copy used in yearbooks, and how does each serve the reader?
3. How do effective interviews contribute to accurate, engaging yearbook stories?
4. How do writers grab attention and maintain reader interest in yearbook copy?

**Concepts/Understandings (SWKT...):**

Students will know that...

1. Effective yearbook stories use a clear structure, including a headline, subheadline, lead (lede), nutgraf, transitions, and closing copy to guide the reader. Opening copy should grab attention, complementary information adds depth, and closing copy provides closure.
2. Feature stories, profile stories, ministories, and spinoffs each have a unique purpose in capturing moments, personalities, or events. Captions complement photographs and provide context, and copy can be adapted to different formats throughout the yearbook.
3. The subject, basic information, follow-up questions, and direct quotes are essential for creating authentic and engaging copy. Open-ended questions and follow-up ensure depth and accuracy in storytelling.
4. Attention grabbers, leads, and well-placed transitions help engage readers from the opening to the closing of a story. Balancing factual information with storytelling techniques increases reader interest.

**Vocabulary:**

Headline	Captions	Copy
Subheadline	Attention Grabber	Opening Copy
Nutgraf	Basic Information	Closing Copy
Lead (Lede)	Complementary	
Transitions	Information	
Spinoffs	Direct Quote	
Interviewing	Ministories	
Subject	Feature Story	
Follow-up Questions	Profile Stories	

**Competencies/Skills (SW...):**

Students will be able to...

1. Craft headlines, subheadlines, leads, nutgrafs, and closing copy that organize information clearly and engage the reader, while using transitions and complementary details to create smooth, coherent stories.
2. Write feature stories, profile stories, ministories, and spinoffs that convey meaningful information, craft captions that enhance photographs, and adjust copy style and tone to suit different story types.
3. Conduct interviews that gather key information, ask

	<p>follow-up questions to clarify or expand ideas, incorporate direct quotes accurately, and use gathered information to write compelling copy.</p> <p>4. Write attention-grabbing leads, use transitions effectively to maintain flow, and combine basic and complementary information to sustain reader engagement throughout a story.</p>
<p><b>Assessments:</b></p> <ol style="list-style-type: none"> <li>1. AP Style Quiz</li> <li>2. Caption Writing Quiz</li> <li>3. Interview Transcript &amp; Quote Identification</li> <li>4. Feature Story with Headline and Subheadline</li> <li>5. Profile Story with Headline and Subheadline</li> </ol>	
<p><b>Resources:</b></p> <p>Exemplar Texts</p> <ul style="list-style-type: none"> <li>● <i>Radical Write</i> by Bobby Hawthorne</li> <li>● <i>Copy That</i> by Bobby Hawthorne</li> </ul> <p>Supplemental Texts</p> <ul style="list-style-type: none"> <li>● Various Articles</li> </ul>	

<p><b>Grade, Subject:</b> 9-12 Introduction to Journalism/Yearbook 1</p>	<p><b>Strand (Unit):</b> Layout and Design for Media</p>
<p><b>Big Idea:</b> By mastering principles of alignment, balance, typography, color, and special design elements, students can create spreads that are not only visually appealing but also guide the reader, highlight important content, and reflect the spirit of the school year.</p>	
<p><b>PA Core Standards:</b></p> <ul style="list-style-type: none"> <li>● Standard 9.1: Production, Performance, and Exhibition             <ul style="list-style-type: none"> <li>○ 9.1.12.A: Know and use the elements and principles of each art form to create works in the arts and humanities.</li> <li>○ 9.1.12.B: Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works.</li> <li>○ 9.1.12.C: Integrate and apply advanced vocabulary to the arts forms.</li> <li>○ 9.1.12.E: Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.</li> <li>○ 9.1.12.H: Incorporate the effective and safe use of materials, equipment, and tools into the production of works in the arts.</li> </ul> </li> </ul>	
<p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. How do layout and spread design influence how a reader experiences a</li> </ol>	<p><b>Concepts/Understandings (SWKT...):</b></p> <p>Students will know that...</p>

<p>yearbook?</p> <ol style="list-style-type: none"> <li>How do typography and color choices affect the mood, readability, and style of a yearbook?</li> <li>How can designers use advanced techniques to create visually striking spreads?</li> </ol>	<ol style="list-style-type: none"> <li>A well-designed spread organizes text and images clearly, guiding the reader’s eye and emphasizing important elements. Alignment, balance, consistency, dominant elements, eyeline, whitespace, features, and modules contribute to readability and visual appeal.</li> <li>Typography—including font choice, size, and hierarchy—affects readability and tone. Color theory, pull-color, secondary colors, and cutout backgrounds influence visual emphasis, mood, and consistency across spreads.</li> <li>Showstoppers, folios, gutters, and other special elements add emphasis and style to spreads. Proper use ensures focal points, consistency, and both aesthetic and functional design.</li> </ol>																		
<p><b><u>Vocabulary:</u></b></p> <table border="0"> <tr> <td>Layout</td> <td>Pull-Color</td> <td>Mod</td> </tr> <tr> <td>Spread</td> <td>Dominant</td> <td>Secondary</td> </tr> <tr> <td>Feature</td> <td>Eyeline</td> <td>Cutout Background</td> </tr> <tr> <td>Alignment</td> <td>Folio</td> <td>Showstopper</td> </tr> <tr> <td>Balance</td> <td>Gutter</td> <td>Typography</td> </tr> <tr> <td>Consistency</td> <td>Whitespace</td> <td>Color Theory</td> </tr> </table>	Layout	Pull-Color	Mod	Spread	Dominant	Secondary	Feature	Eyeline	Cutout Background	Alignment	Folio	Showstopper	Balance	Gutter	Typography	Consistency	Whitespace	Color Theory	<p><b><u>Competencies/Skills (SW...):</u></b></p> <p>Students will be able to...</p> <ol style="list-style-type: none"> <li>Create balanced, aligned spreads with clear organization; design modules and features that structure content; use dominant elements, eyelines, and whitespace to guide reader attention.</li> <li>Select typography and color combinations that enhance readability and establish hierarchy; use pull-color and cutout backgrounds strategically; apply secondary colors and color theory to support the spread’s overall mood.</li> <li>Integrate showstoppers, folios, gutters, and other design elements into spreads; create visually striking pages while maintaining readability and layout consistency.</li> </ol>
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Balance	Gutter	Typography																	
Consistency	Whitespace	Color Theory																	
<p><b><u>Assessments:</u></b></p> <ol style="list-style-type: none"> <li>Label the Layout Quiz</li> <li>"Show Me How" Quiz</li> <li>Headline Design in Yearbook Avenue</li> <li>Showstopper plan assignment</li> <li>Spread Layout</li> </ol>																			

<p><b>Resources:</b></p> <p>Exemplar Texts</p> <ul style="list-style-type: none"><li>• NA</li></ul> <p>Supplemental Texts</p> <ul style="list-style-type: none"><li>• Layout and Design Examples</li></ul>
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<p><b>Grade, Subject:</b> 9-12 Introduction to Journalism/Yearbook 1</p>	<p><b>Strand (Unit):</b> Introduction to Yearbook</p>
<p><b>Big Idea:</b> The yearbook is a curated, creative record of a school year. By understanding its structure, theme, production process, and storytelling techniques, students can contribute meaningfully to a publication that reflects the community’s voice, style, and memories.</p>	
<p><b>PA Core Standards:</b></p> <ul style="list-style-type: none"><li>• CC.1.2.11-12.A:<ul style="list-style-type: none"><li>○ Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</li></ul></li><li>• CC.1.3.11-12.D:<ul style="list-style-type: none"><li>○ Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li></ul></li><li>• CC.1.4.11-12.A:<ul style="list-style-type: none"><li>○ Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</li></ul></li><li>• CC.1.5.11-12.A:<ul style="list-style-type: none"><li>○ Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</li></ul></li><li>• VA.C.1.9-12:<ul style="list-style-type: none"><li>○ Create art that demonstrates understanding of the elements and principles of art and the concept of composition.</li></ul></li><li>• VA.C.2.9-12:<ul style="list-style-type: none"><li>○ Apply creative and critical thinking skills to plan and conduct a visual arts project that reflects effective problem solving and decision making.</li></ul></li><li>• VA.C.3.9-12:<ul style="list-style-type: none"><li>○ Evaluate and defend the effectiveness of a presentation or performance based on an interpretation of audience and purpose.</li></ul></li><li>• TEC.1.9-12:<ul style="list-style-type: none"><li>○ Apply design principles to create a product or system.</li></ul></li><li>• TEC.3.9-12:<ul style="list-style-type: none"><li>○ Use digital tools and media to design and communicate information and ideas.</li></ul></li><li>• TEC.4.9-12:<ul style="list-style-type: none"><li>○ Use digital tools to design and develop a functional prototype or simulation of a product, system, or process.</li></ul></li></ul>	
<p><b>Essential Questions:</b></p>	<p><b>Concepts/Understandings (SWKT...):</b></p>

<ol style="list-style-type: none"> <li>1. What is a yearbook, and what are its key parts and terminology?</li> <li>2. How is a yearbook produced, and what roles and responsibilities ensure it runs smoothly?</li> <li>3. How does a theme unify the yearbook, and how can students apply it in their work?</li> <li>4. How can exploring other yearbooks inspire creativity and guide our own design and storytelling choices?</li> </ol>	<p>Students will know that...</p> <ol style="list-style-type: none"> <li>1. The yearbook is a structured publication made up of sections, spreads, and design elements; understanding key terminology is essential for effective communication and production.</li> <li>2. Producing a yearbook requires teamwork, clearly defined roles, deadlines, and rules to ensure the book is completed efficiently and accurately.</li> <li>3. A theme provides a unifying voice, style, and design for the yearbook, guiding coverage ideas, storytelling, and visual consistency across the book.</li> <li>4. Studying other yearbooks provides inspiration, shows best practices, and helps students understand how design, layout, and storytelling choices impact the reader's experience.</li> </ol>																		
<p><b><u>Vocabulary:</u></b></p> <table border="0"> <tr> <td>Yearbook</td> <td>Staff Roles</td> </tr> <tr> <td>Spread</td> <td>Editor</td> </tr> <tr> <td>Section</td> <td>Deadlines</td> </tr> <tr> <td>Ladder</td> <td>Storytelling</td> </tr> <tr> <td>Theme</td> <td>Consistency</td> </tr> <tr> <td>Voice</td> <td>Layout</td> </tr> <tr> <td>Style</td> <td>Feature</td> </tr> <tr> <td>Coverage</td> <td>Caption</td> </tr> <tr> <td></td> <td>Module</td> </tr> </table>	Yearbook	Staff Roles	Spread	Editor	Section	Deadlines	Ladder	Storytelling	Theme	Consistency	Voice	Layout	Style	Feature	Coverage	Caption		Module	<p><b><u>Competencies/Skills (SW...):</u></b></p> <p>Students will be able to...</p> <ol style="list-style-type: none"> <li>1. Identify and define key yearbook terms, sections, and parts of a spread.</li> <li>2. Describe the roles of yearbook staff members and explain how each contributes to the production process.</li> <li>3. Explain the yearbook production cycle, including deadlines and classroom rules, and follow them responsibly.</li> <li>4. Analyze the current year's theme and reflect on how voice, style, and design can be applied to coverage ideas.</li> <li>5. Brainstorm story ideas and plan coverage in a way that maintains consistency with the theme.</li> <li>6. Explore and evaluate other yearbooks, identifying effective design, layout, and storytelling techniques, and apply these insights to their own work.</li> </ol>
Yearbook	Staff Roles																		
Spread	Editor																		
Section	Deadlines																		
Ladder	Storytelling																		
Theme	Consistency																		
Voice	Layout																		
Style	Feature																		
Coverage	Caption																		
	Module																		
<p><b><u>Assessments:</u></b></p> <ol style="list-style-type: none"> <li>1. Quiz: Yearbook production cycle, deadlines, and classroom rules</li> <li>2. Theme Reflection Project</li> </ol>																			

**Resources:**

Exemplar Texts

- NA

Supplemental Texts

- Yearbooks from past years/other schools

**Section 2: Ongoing Units**

**Grade, Subject:** 9-12 Introduction to Journalism/Yearbook 1

**Strand (Unit):** Yearbook Creation

**Big Idea:** By focusing on creating a yearbook through collaborative and independent work, students will gain experience in both team-based and individual project management, hone their skills in different areas, and contribute to the creation of a lasting record of their school year.

**PA Core Standards:**

- CC.1.2.11-12.A:
  - Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- CC.1.3.11-12.D:
  - Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- CC.1.4.11-12.A:
  - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- CC.1.5.11-12.A:
  - Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- VA.C.1.9-12:
  - Create art that demonstrates understanding of the elements and principles of art and the concept of composition.
- VA.C.2.9-12:
  - Apply creative and critical thinking skills to plan and conduct a visual arts project that reflects effective problem solving and decision making.
- VA.C.3.9-12:
  - Evaluate and defend the effectiveness of a presentation or performance based on an interpretation of audience and purpose.
- TEC.1.9-12:
  - Apply design principles to create a product or system.
- TEC.3.9-12:
  - Use digital tools and media to design and communicate information and ideas.
- TEC.4.9-12:
  - Use digital tools to design and develop a functional prototype or simulation of a product, system, or process.

<p><b><u>Essential Questions:</u></b></p> <ol style="list-style-type: none"><li>1. How can we work collaboratively to create a cohesive and engaging yearbook that tells the story of the school year?</li><li>2. How can we contribute our individual skills and ideas to the overall project?</li><li>3. How can we balance independent assignments with team-based work?</li><li>4. How can we use the yearbook creation process to build our skills and grow as individuals and team members?</li></ol>	<p><b><u>Concepts/Understandings (SWKT...):</u></b></p> <ol style="list-style-type: none"><li>1. Students will know that creating a yearbook is a team effort, and that each team member plays an important role in the process. By working collaboratively, students will learn how to communicate effectively, delegate tasks, and contribute to a cohesive and engaging final product that tells the story of their school year.</li><li>2. Students will know that they each bring unique skills and ideas to the table, and that they can contribute to the yearbook creation process in different ways. By taking on individual assignments and sharing their ideas during team meetings, students will learn how to contribute their skills to the overall project and make meaningful contributions to the final product.</li><li>3. Students will know that creating a yearbook requires both independent and team-based work, and that striking a balance between the two is key to success. By managing their time effectively, prioritizing tasks, and communicating with their team members, students will learn how to balance their independent assignments with their team-based responsibilities.</li><li>4. Students will know that the yearbook creation process provides opportunities for personal and team growth, and that by participating in the process, they can hone their skills and develop new ones. By reflecting on their individual and team-based contributions, receiving feedback from their peers, and seeking out opportunities to learn and grow, students will become more skilled and confident as individuals and team members.</li></ol>
<p><b><u>Vocabulary:</u></b></p> <ul style="list-style-type: none"><li>● Collaboration</li><li>● Cohesion</li><li>● Assignments</li><li>● Deadlines</li><li>● Yearbook Avenue</li></ul>	<p><b><u>Competencies/Skills (SW...):</u></b></p> <ol style="list-style-type: none"><li>1. Tell the story of the school year through photos, writing, and layout design</li><li>2. Show Collaboration and teamwork</li><li>3. Show Individual skill-building and growth</li><li>4. Create a Cohesive and engaging final product</li><li>5. Complete Independent and team-based assignments</li></ol>

<ul style="list-style-type: none"><li>● Ladder</li></ul>	
<p><b><u>Assessments:</u></b></p> <ol style="list-style-type: none"><li>1. Weekly Work Log &amp; Reflections</li><li>2. Participation &amp; Process Rubrics</li><li>3. Assignment Rubrics</li></ol>	
<p><b><u>Resources:</u></b></p> <ul style="list-style-type: none"><li>● Exemplar Texts<ul style="list-style-type: none"><li>○ NA</li></ul></li><li>● Supplemental Texts<ul style="list-style-type: none"><li>○ Yearbooks</li><li>○ Writing and Photography Samples</li></ul></li></ul>	