

Section 1: CORE UNITS

<p>Grade, Subject: Yearbook: 9-12th Grade, English Elective</p>	<p>Strand (Unit): Skills Review</p>
<p>Big Idea: By focusing on mastering yearbook skills through review and practice, students will be better equipped to produce a yearbook that showcases the best of their school community and creates a lasting record of memories for years to come.</p>	
<p>PA Core Standards:</p> <ul style="list-style-type: none"> ● CC.1.1.9-10.A - Determine a theme or central idea of a text and analyze in detail its development over the course of the text ● CC.1.2.9-10.D - Use precise language and domain-specific vocabulary to manage the complexity of the topic ● CC.1.4.9-10.A - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence ● VA.C.1.3.9-12 - Apply a variety of strategies to create and solve visual art problems and apply these in new contexts ● VA.C.2.3.9-12 - Use knowledge of structures and functions to create works of art that reflect personal style and are influenced by historical and cultural contexts ● VA.C.3.3.9-12 - Develop and refine skill in the use of tools, materials, and techniques in traditional and new media, reflecting personal style and an understanding of the strengths and limitations of the media ● ST.C.1.9-12.A - Apply technology to enhance learning, increase productivity, and promote creativity ● ST.C.1.9-12.B - Demonstrate knowledge and skills in the use of technology tools and resources for inquiry, problem-solving, and communication 	
<p>Essential Questions:</p> <p>Photography</p> <ol style="list-style-type: none"> 1. How can the use of composition, lighting, and framing affect the impact of a photograph? 2. What equipment and techniques can be used to capture high-quality yearbook photographs? 3. What should photographers focus on in regards to the variety of their photos? 4. Why should photographers create a comfortable and inclusive environment for students during a photo shoot? 5. What are the ethical considerations that photographers should keep in mind when taking photos for the yearbook? 6. How can photographers select and edit photos that accurately represent the events and people of the school year? 7. What role does collaboration between photographers, editors, 	<p>Concepts/Understandings (SWKT...):</p> <p>Photography</p> <ol style="list-style-type: none"> 1. Composition, lighting, and framing greatly impact the quality and impact of the image. 2. Various equipment and techniques, such as camera lenses of varying focal lengths, camera bodies, and technical settings including aperture and shutter speed can be used to capture high-quality yearbook photographs. 3. It's important to capture a variety of shots that represent the diverse student body and their experiences, and to ensure that everyone has an opportunity to be included in the yearbook. 4. Creating a comfortable and inclusive environment during photo shoots is important, and photographers should be sensitive to the needs and preferences of their subjects. 5. There are ethical considerations that photographers should keep in mind, such as obtaining consent from those being photographed and being mindful

and yearbook staff play in creating a successful yearbook?

8. How can yearbook photography capture the spirit and personality of the school community?

Interviewing & Writing

1. What are the key skills needed to conduct effective interviews for a high school yearbook, and how can they be developed?
2. How can the interview process be tailored to the specific subject or event being covered in the yearbook?
3. What are some effective strategies for developing questions that elicit meaningful and informative responses from interviewees?
4. How can interviewers create a comfortable and supportive environment for their subjects during the interview process?
5. What ethical considerations should be kept in mind when conducting interviews for the yearbook, and how can they be addressed?
6. What are the key elements of effective yearbook writing, and how can they be applied to different types of content?
7. How can the tone and style of writing be tailored to the specific audience and purpose of the yearbook section or article?
8. What strategies can be used to organize information and structure content in a clear and engaging way?
9. How can writers incorporate quotes, anecdotes, and other storytelling techniques to add depth and interest to their writing?
10. What are some common mistakes to avoid when writing for a high school yearbook, and how can they be addressed?

Layout

1. What are the key principles of effective yearbook layout and design, and how can they be applied to different types of content?

of cultural and religious practices.

6. Selecting and editing photos for the yearbook involves choosing images that accurately represent the events and people of the school year, and that photos should not be altered in a way that changes their meaning or truthfulness.
7. Collaboration between photographers, editors, and yearbook staff is essential to creating a successful yearbook, as it allows for the sharing of ideas and ensures that everyone is working towards a common goal.
8. Yearbook photography should aim to capture the spirit and personality of the school community, and that this can be achieved through a variety of creative approaches and techniques.

Interviewing & Writing

1. Students will know that effective interviewing for a high school yearbook requires key skills such as active listening, clear communication, and the ability to adapt to different interviewees and situations. These skills can be developed through practice, research, and reflection on past experiences.
2. Students will know that the interview process should be tailored to the specific subject or event being covered in the yearbook, and that this involves considering the goals of the interview and the needs of the interviewee.
3. Students will know that effective questions for yearbook interviews should be open-ended, focused on the subject or event being covered, and designed to elicit meaningful and informative responses from interviewees. Students will also know that conducting background research and consulting with others can help in developing effective questions.
4. Students will know that creating a comfortable and supportive environment for interviewees is important, and that this can be achieved through strategies such as active listening, positive body language, and showing respect for the interviewee's time and privacy.
5. Students will know that ethical considerations when conducting interviews for the yearbook include obtaining informed consent from interviewees, being transparent about the goals of the interview and how the information will be used, and being mindful of any potential harm or negative impact that the interview or its publication may have on the interviewee. Students will know that these considerations can be addressed by developing clear ethical

2. How can design elements such as color, typography, and graphics be used to enhance the overall look and feel of the yearbook?
3. How can designers ensure that their layouts are easy to read and visually appealing, and what strategies can be used to balance text and images?
4. What are some common mistakes to avoid when designing for a high school yearbook, and how can they be addressed?
5. How can designers create a consistent visual identity for the yearbook, and what role does branding play in this process?
6. What are effective techniques for using white space to enhance the overall layout and design of the yearbook?
7. How can designers create visual hierarchy to guide the reader's attention and highlight important information?
8. What considerations should be kept in mind when designing for print vs. digital formats, and how can designers optimize their layouts for each?
9. What role does feedback play in the design process, and how can designers incorporate feedback effectively to improve their work?
10. How can a cohesive theme be carried throughout yearbook design?

Theme

1. What are the key elements of an effective yearbook theme?
2. How can a theme be chosen that resonates with the school community and reflects the year's events and experiences?
3. What design elements and color schemes work best with different types of themes?
4. How can the theme be incorporated into all aspects of the yearbook, including page layouts, cover design, and copywriting?

guidelines for the interview process and seeking guidance and support from trusted advisors.

6. Students will know that effective yearbook writing includes key elements such as a clear and concise message, attention to detail, and an engaging voice that reflects the tone and purpose of the piece. These elements can be applied to different types of content, such as news articles, features, and profiles.
7. Students will know that the tone and style of writing can be tailored to the specific audience and purpose of the yearbook section or article, and that this involves considering factors such as the intended tone, subject matter, and the audience's interests and preferences.
8. Students will know that effective strategies for organizing information and structuring content in a clear and engaging way include outlining key points, using subheadings and bullet points, and considering the flow of information for the reader. This can help ensure that the writing is easy to follow and holds the reader's attention.
9. Students will know that incorporating quotes, anecdotes, and other storytelling techniques can add depth and interest to their writing, as these techniques help to illustrate key points and create a connection with the reader. Students will also know that it is important to attribute quotes and other sources properly and to fact-check all information before including it in their writing.
10. Students will know that common mistakes to avoid when writing for a high school yearbook include spelling and grammatical errors, using cliches or overly generic language, and failing to research or fact-check information. These mistakes can be addressed by proofreading carefully, taking the time to revise and refine writing, and seeking feedback from peers and teachers.

Layout

1. What are the key principles of effective yearbook layout and design, and how can they be applied to different types of content?
2. How can design elements such as color, typography, and graphics be used to enhance the overall look and feel of the yearbook?
3. How can designers ensure that their layouts are easy to read and visually

5. What steps can be taken to ensure that the theme is consistent throughout the yearbook, while still allowing for creativity and individuality in each section?

4. What are some common mistakes to avoid when designing for a high school yearbook, and how can they be addressed?
5. How can designers create a consistent visual identity for the yearbook, and what role does branding play in this process?
6. What are some effective techniques for using white space to enhance the overall layout and design of the yearbook?
7. How can designers create visual hierarchy to guide the reader's attention and highlight important information?
8. What considerations should be kept in mind when designing for print vs. digital formats, and how can designers optimize their layouts for each?
9. What role does feedback play in the design process, and how can designers incorporate feedback effectively to improve their work?
10. Students will know that carrying a cohesive theme throughout the yearbook design is important in creating a professional and visually appealing publication. They will learn that this can be achieved by choosing a theme that represents the school and its community, and by using design elements such as typography, color, and imagery that are consistent with that theme. Students will also learn that they can use page templates, color palettes, and consistent design elements throughout the yearbook to reinforce the theme and create a cohesive look and feel. Finally, students will learn that attention to detail, such as using consistent margins and spacing, can further enhance the cohesive theme of the yearbook design.

Theme:

1. When choosing a theme, it's important to consider the unique aspects of your school and the year you're documenting. Your theme should be memorable, meaningful, and tie together all the different sections of the yearbook.
2. Brainstorming and researching themes is a great way to start. You can look for inspiration in past yearbooks, online, and in your school's culture and community. It's also helpful to gather feedback from classmates and advisors to ensure that your chosen theme resonates with your school community.
3. Design elements such as color schemes, font choices, and graphic elements should be consistent throughout the yearbook to reinforce your theme. For

	<p>example, if your theme is based on a sports metaphor, you might use athletic-inspired graphics and colors throughout the book.</p> <ol style="list-style-type: none"> Think about how your theme can be incorporated into page layouts, cover design, copywriting, and other elements of the yearbook. Make sure everyone working on the yearbook is aware of the theme and knows how to use it in their work. Encourage creativity and individuality within each section while still adhering to the overall theme. For example, if your theme is about exploring new horizons, you might have a section on travel that uses different design elements and color schemes than a section on academics, but still ties back to the main theme. 																																													
<p><u>Vocabulary:</u></p> <table border="0"> <tr> <td>1. Photo composition</td> <td>16. Tone</td> <td>31. White Space</td> </tr> <tr> <td>2. Rule of Thirds</td> <td>17. Writing Style</td> <td>32. Visual Hierarchy</td> </tr> <tr> <td>3. Framing</td> <td>18. Audience</td> <td>33. Eyeline</td> </tr> <tr> <td>4. Backlighting</td> <td>19. Anecdotes</td> <td>34. Dominant Photo</td> </tr> <tr> <td>5. Side lighting</td> <td>20. AP Style</td> <td>35. Feature Package</td> </tr> <tr> <td>6. Frontlighting</td> <td>21. Captions</td> <td>36. Mod (Modular Package)</td> </tr> <tr> <td>7. Aperture</td> <td>22. Inverted Pyramid</td> <td>37. Theme</td> </tr> <tr> <td>8. Shutter Speed</td> <td>23. Attribution</td> <td>38. Tagline</td> </tr> <tr> <td>9. ISO</td> <td>24. Informed Consent</td> <td>39. Spinoffs</td> </tr> <tr> <td>10. Photo Editing</td> <td>25. Voice</td> <td>40. Copywriting</td> </tr> <tr> <td>11. Interview</td> <td>26. Subheadings</td> <td>41. Theme Copy</td> </tr> <tr> <td>12. Subject</td> <td>27. Layout</td> <td>42. Chronological</td> </tr> <tr> <td>13. Coverage</td> <td>28. Typography</td> <td>43. Sectional/Traditional</td> </tr> <tr> <td>14. Quotable Quotes</td> <td>29. Balance</td> <td>44. Umbrella/Thematic</td> </tr> <tr> <td>15. Content</td> <td>30. Visual Identity</td> <td>45. Blended</td> </tr> </table>	1. Photo composition	16. Tone	31. White Space	2. Rule of Thirds	17. Writing Style	32. Visual Hierarchy	3. Framing	18. Audience	33. Eyeline	4. Backlighting	19. Anecdotes	34. Dominant Photo	5. Side lighting	20. AP Style	35. Feature Package	6. Frontlighting	21. Captions	36. Mod (Modular Package)	7. Aperture	22. Inverted Pyramid	37. Theme	8. Shutter Speed	23. Attribution	38. Tagline	9. ISO	24. Informed Consent	39. Spinoffs	10. Photo Editing	25. Voice	40. Copywriting	11. Interview	26. Subheadings	41. Theme Copy	12. Subject	27. Layout	42. Chronological	13. Coverage	28. Typography	43. Sectional/Traditional	14. Quotable Quotes	29. Balance	44. Umbrella/Thematic	15. Content	30. Visual Identity	45. Blended	<p><u>Competencies/Skills (SW...):</u></p> <ol style="list-style-type: none"> Review & reinforce essential yearbook skills Practice yearbook skills to improve mastery Learn new techniques for photography, interviewing, writing, layout, design, and theme development Apply skills to the chosen yearbook theme Create a cohesive, engaging, and creative yearbook
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<p><u>Assessments:</u></p> <ul style="list-style-type: none">● Photography Portfolio● Interviewing and Writing Portfolio● Layout & Design Portfolio● Yearbook Theme Presentation
<p><u>Resources:</u></p> <p>Exemplar Texts</p> <p>Supplemental Texts</p> <p>Additional</p>

<p><u>Grade, Subject:</u> Yearbook: 9-12th Grade, English Elective</p>	<p><u>Strand (Unit):</u> Teambuilding</p>
<p><u>Big Idea:</u> Collaboration and communication are key to a strong team and a great product.</p>	
<p><u>PA Core Standards:</u></p> <ul style="list-style-type: none">● CCSS.ELA-Literacy.SL.9-10.1 -Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.● CCSS.ELA-Literacy.SL.9-10.1d - Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.● CCSS.ELA-Literacy.SL.9-10.1.B - Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.● CCSS.ELA-Literacy.SL.9-10.2 - Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.● CCSS.ELA-Literacy.SL.9-10.4 - Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.● CCSS.ELA-Literacy.W.9-10.6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.	

- CCSS.ELA-Literacy.W.9-10.7 - 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.
- CCSS.ELA-Literacy.SL.9-10.1.C - 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.
- CCSS.ELA-Literacy.CCRA.W.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Essential Questions:

1. What is the value of ice breakers and what is their importance in building and bonding a publication staff?
2. How can journalists effectively navigate conflicts and disputes to produce fair, accurate, and balanced reporting while minimizing harm and promoting understanding?
3. How can a yearbook staff effectively manage conflicts and differences of opinion to produce a cohesive and high-quality yearbook that reflects the diverse experiences and perspectives of the student body?
4. What ethical considerations should guide our decisions as yearbook staff when selecting and editing photos and content for our publication?
5. When is it essential to employ staff bonding through engagement and validation?

Concepts/Understandings (SWKT...):

1. Ice breakers are activities or games designed to help people get to know each other better, build trust, and create a more relaxed and comfortable atmosphere. In a publication staff, ice breakers can be extremely valuable in building and bonding the team, and creating a positive and supportive working environment.
2. Journalists can resolve conflicts by ensuring that they present all sides of the story, fact-checking their information, and verifying the credibility of their sources. They can also approach their reporting with an open mind and a commitment to minimizing harm to all parties involved. Ultimately, their goal should be to promote understanding and provide accurate and unbiased information to their readers.
3. A yearbook staff can resolve conflicts and differences of opinion by promoting open communication, active listening, and respectful dialogue among team members. They can also establish clear guidelines for decision-making, incorporate diverse perspectives into their content, and work collaboratively towards a common goal. Additionally, utilizing conflict resolution techniques such as compromise and consensus-building can help the staff to navigate any disagreements that may arise.
4. Responses will vary year to year. For best practices, refer to ethical guidelines from previous years
5. When the tension has risen, it seems as no one is on the same page, it

	<p>is time to have students appreciate and validate one another. This team building activity is a worthwhile investment of time, as the kids will build each other up and remind them of what is important.</p>
<p><u>Vocabulary:</u></p> <ol style="list-style-type: none">1. Ice Breaker2. Ethics3. Bias4. Credibility5. Source6. Engagement7. Validation	<p><u>Competencies/Skills (SW...):</u></p> <ol style="list-style-type: none">1. Students will use research skills to find ice breakers that can be used in class, define the goal/purpose of their ice breaker, and will execute their ice breaker with the class and evaluate its effectiveness.2. Students will understand why it is important to maintain a positive work environment.3. Students will reflect on previous year(s) and what went well individually and as a staff.4. Students will reflect on previous year(s) and where they need to improve individually, and where the staff needs to make a focus.5. Students will create concise, realistic, measurable goal(s) for the next school year, as it pertains to their individual role on media staff.6. Students will collaborate and decide on collective, concise, realistic, measurable goal(s) for the media staff to improve during the next school year.7. Students will use the SMART goal strategy to help set them up for success.8. Students will work in small groups to act out prepared scenarios and solve conflicts.9. Students will create their own role playing scenario centered around a publication staff member conflict.10. Students will participate in a full-class discussion about the decisions that actors make in their presentations.11. Students will identify what makes a compliment authentic.12. Students will understand why it is important to maintain a positive work environment.13. Students will create authentic compliments for one another. They can think of something that pertains: to their job on staff, their job in the classroom, a story they wrote or photo they have taken. It can also be out of class or about their character.

1. **Assessments:**

- a. Ice Breaker Creation, Execution, and Evaluation
- b. Staff goals creation
- c. Ethical Guidelines Project

Resources:

Exemplar Texts

Supplemental Texts

Additional

Grade, Subject: Yearbook: Yearbook: 9-12th Grade, English Elective

Strand (Unit): Leadership Development

Big Idea: Effective Leadership involves a combination of personality traits, communication skills, and the ability to organize and motivate others towards a common goal.

PA Core Standards:

- CCSS.ELA-Literacy.SL.9-10.1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- CCSS.ELA-Literacy.SL.9-10.1d - Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- CCSS.ELA-Literacy.SL.9-10.2 - Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- CCSS.ELA-Literacy.SL.9-10.4 - Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- CCSS.ELA-Literacy.W.9-10.6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- CCSS.ELA-Literacy.W.9-10.7 - 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.
- CCSS.ELA-Literacy.W.9-10.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.

Essential Questions:

1. What makes a great publication (yearbook)?
2. What are the three personality groups of leaders?
3. What is an autocratic, participative, and delegative leadership style?
4. What is perception and how does it affect leadership?
5. What are common skills and common standards for leaderships?
6. What is power in leadership and what is the problem with it as a leadership style?
7. What is status in leadership and how can you get more status?
8. What are the qualities of a goal-orientated leader?
9. What are the qualities of a group-orientated leader?
10. What are the qualities of a competent leader?
11. What are the qualities of a caring leader?
12. Why is it important to know your leadership style?

Concepts/Understandings (SWKT...):

A great publication (yearbook) is made up of a great staff, vision, content and coverage, image, and a great leader.

1. The three personality groups of leaders are passive, authoritative, and assertive.
2. In Autocratic leadership, the Leader determines what needs to be done, how it will be done, who will do it, and when it will be finished. In Participative leadership, the Leader facilitates the generation of ideas – all participate equally to determine the best route to success. In delegative leadership, the Leader assigns the problem to others who generate the solutions and execute the plan.
3. Perception is the way we all interpret our experiences. Having the right perception is significant skill for any effective leadership. Perceptions of leaders shapes the climate and effectiveness of the working environment.
4. Make your expectations clear. Consider a staff commitment contract, Create buy-in by seeking input from the group and creating a sense of community. Choose your words carefully – keep it about the behavior, not the person. Balance correction with praise.
5. Power is the ability to get people to do things they otherwise don't want to do. It usually involved punishment for bad behavior and rewards for good behavior. The problem with power is that people work just hard enough to avoid punishment or get reward, then they stop or they decide the punishment or reward isn't worth it and they do what they want to anyway.
6. Status is the ability to inspire people to want to help the group with its goals. You can't control your age, height and some other status characteristics, but you can control the big four categories: Goal oriented, Group oriented, Competent, Caring
7. A goal-orientated leader values the goal of the group and makes it a priority; encourages other team members to be goal oriented, too; makes sure the team goals are clear and something everyone believes in; sets high standards for work

	<ol style="list-style-type: none"> 8. A group orientated leader puts the team before their own concerns, thinks in terms of “we” instead of “me”, makes decisions as a group whenever possible, considers group feedback, and keeps other group members involved. 9. To be a competent leader, be good at what you do, look good at what you do, Produce high quality work, Always look for ways to improve your skills, and Be organized. 10. To be a caring leader, help others, be easy to approach and go out of your way to approach others, Listen, communicate constructively, control emotions, and show others you care.
<p><u>Vocabulary:</u></p> <ol style="list-style-type: none"> 1. Leader 2. Passive Leadership 3. Authoritative Leadership 4. Assertive Leadership 5. Autocratic Leadership 6. Participative Leadership 7. Delegative Leadership 8. Perception / Perception of Performance 9. One-Minute-Management 10. Power 11. Status 12. Goal Orientated 13. Group Orientated 14. Competent 15. Caring 16. Editor 	<p><u>Competencies/Skills (SW...):</u></p> <ol style="list-style-type: none"> 1. Students will identify the leadership personality groups and discuss the pros and cons of each. 2. Students will take leadership surveys individually and will interpret their leadership results and evaluate how these characteristics will affect them as leaders. 3. Students will participate in a presentation/discussion regarding their leadership types. 4. Students will collaborate to create editorial policies and job descriptions for yearbook editors. 5. Leaders will also reflect on their strengths and weaknesses as it pertains to how they should lead effectively.
<p><u>Assessments:</u></p> <ul style="list-style-type: none"> ● Presentation/Poster on personal leadership ● Personal reflection and List of individuals goals as a leader ● Creation of editorial policies and job descriptions for yearbook editors. 	

Resources:

Exemplar Texts

Supplemental Texts

- [Leadership Styles Presentation](#)
- [Power, Status, and Leadership Presentation](#)

Additional

Grade, Subject: Yearbook: 9-12th Grade, English Elective

Strand (Unit): Yearbook Creation - Ongoing

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><u>Essential Questions:</u></p> <ol style="list-style-type: none">1. How can we work collaboratively to create a cohesive and engaging yearbook that tells the story of the school year?2. How can we contribute our individual skills and ideas to the overall project?3. How can we balance independent assignments with team-based work?4. How can we use the yearbook creation process to build our skills and grow as individuals and team members?	<p><u>Concepts/Understandings (SWKT...):</u></p> <ol style="list-style-type: none">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.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.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.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.
<p><u>Vocabulary:</u></p> <ul style="list-style-type: none">● Collaboration● Cohesion● Assignments● Deadlines● Yearbook Avenue● Ladder	<p><u>Competencies/Skills (SW...):</u></p> <ol style="list-style-type: none">1. Tell the story of the school year through photos, writing, and layout design2. Show Collaboration and teamwork3. Show Individual skill-building and growth4. Create a Cohesive and engaging final product5. Complete Independent and team-based assignments

Assessments:

Weekly Work Log & Reflection
Participation & Process Rubric
Assignment Rubric

Resources:

Exemplar Texts

Supplemental Texts

Additional