Wall Township Public Schools	Board Approval Date:

Course Title: Yearbook Production 1,2,3, &4

Course Description:

Yearbook 1:

This course introduces students to page makeup and layout, graphic arts, photojournalism, and the function of computer technology in the production of a yearbook. Students work collaboratively towards the completion of the school yearbook and will work as assistant design, club, or sports editors, working with a senior editor on assigned tasks. Students may be asked to devote time outside of the school day to photograph events.

Yearbook 2:

This course reinforces basic concepts learned in Yearbook Production 1, and students are expected to take on additional responsibilities. Those students who display outstanding leadership qualities and proficiency in yearbook creation are expected to work as assistant design, club, or sports editors and will work with editors-in-chief on assigned tasks. Students may be asked to devote time outside of the school day to photograph events.

Yearbook 3:

This course reinforces basic concepts learned in Yearbook Production 2. Students are expected to take on additional responsibilities. Those students who display outstanding leadership qualities and proficiency in yearbook creation are expected to work as design, club, or sports editors, and staff, and will work with editors-in-chief

on assigned tasks. Students may be asked to devote time outside of the school day to photograph events.

Yearbook 4:
This course reinforces basic concepts learned in Yearbook Production 3. Students in this course who display outstanding leadership qualities and proficiencies in yearbook creation are expected to work as senior editors-in-chief and will work with design, club, or sports assistant editors, staff, and editors on assigned tasks. Editors-in-Chief are responsible for working with all staff members to create an inclusive culture that will produce a book that reflects the entire school community. Students may be asked to devote time outside of the school day to photograph events.

New Jersey Student Learning Standards

NJSLS: Performance Expectations

- -9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- Innovative ideas or innovation can lead to career opportunities.
- - 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).

Course Sequence & Pacing	
Unit Title	**Estimated Number of Instructional Periods**
Unit 01: Welcome to Yearbook - Building a Team	10
Unit 02: Introduction to Photography	9
Unit 03: Design: Thinking Made Visual	10
Unit 04: Commitment and Deadlines	10
Unit 05: Marketing our Yearbook	9
Unit 06: Diving Further into Photography	9
Unit 07: Telling a Story through Pictures	10
Unit 08: The Proof is in the Details	9
Unit 09: Making the Final Deadline!	8
Unit 10: Yearbook Distribution and Excitement	6

Unit 1

Desired Results

Unit 1 Title: Unit 01: Welcome to Yearbook - Building a Team (Lessons 1-2)

Unit Summary: Students will be able to identify the functions of a yearbook and learn how to work together as a team to create a visual yearbook.

Learning Standards

NJSLS: Performance Expectations

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). Innovative ideas or innovation can lead to career opportunities.
- 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
- ITEC.9-12.9.4.12.C.49 Employ leadership skills to accomplish goals and objectives
- ITEC.9-12.9.4.12.C.50 Employ organizational skills to foster positive working relationships and accomplish organizational goals
- ITEC.9-12.9.4.12.C.51 Employ teamwork skills to achieve collective goals and use team members' talents effectively

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

Creativity and Innovation 9.4

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).

Interdisciplinary Connections ELA, Math, VPA, etc

LANGUAGE

- ELA-Literacy.L.9-10.2c (11-12.2b) Spell correctly.
- ELA-Literacy.L.9-12.1, CCRA.L.1 Demonstrate command of grammar and usage when speaking or writing.
- ELA-Literacy.L.9-12.2, CCRA.L.2 Demonstrate command of capitalization, punctuation and spelling.
- CCRA.L.6 Acquire and use domain-specific words.
- ELA-Literacy.SL.9-12.1, CCRA.SL.1 Initiate and participate effectively in a range of collaborative discussions.
- ELA-Literacy.SL.9-12.1d Respond thoughtfully to diverse perspectives.
- ELA-Literacy.SL.9-12.5, CCRA.SL.5 Make strategic use of digital media to enhance understanding.

WRITING

- ELA-Literacy.W.9-12.2a Organize complex information. Include formatting like headlines and infographics when useful.

Digital Citizenship 9.4

- 9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content

Learning Targets

Unit Essential Questions:Unit Essential Questions: (*Open-ended*, *Higher-order*, *Thought Provoking)*	**Unit Enduring Understandings:**
• How do we work as a team with four levels of yearbook in one class? • How do we implement our theme across all sections of the yearbook? • What purpose does a yearbook serve?	• The Advisor and Editor-In-Chief (EIC) work together to supervise and assist students in multi-level assignments. • A yearbook theme should appear throughout all aspects of the publication and ties the book together both verbally and visually.

• What character and personality traits are required of an effective Editor-in-Chief?	• The yearbook serves a variety of purposes, but the most important one is a history of the year in the school. • Skilled writers and editors need to identify information important enough to capture in writing, and make that information accessible, understandable, and thought-provoking to a targeted audience.
Vocabulary: • Editor-in-Chief, Editors, Advisor, Staff, interview, copy, folio, signature, multiple, spread, caption, timeline, deadline, theme, production, proof, specification.	
Students will be able to: • Identify functions of a yearbook. • Recognize the importance of audience and readers' expectations. • Conduct a successful interview while completing projects for yearbook design. • Evaluate, critique, edit and revise work. • Assess production needs and establish appropriate production deadlines. • Evaluate staff in their ability to carry out our assignments. • Apply brainstorming techniques while completing yearbook assignments. • Apply the elements of yearbook themes and integrate our own school culture to establish a yearbook theme.	
Learning Activities & Differentiation: *(Amistad & Holocaust, Asian American & Pacific Islanders, Climate Change, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI])* ELA-Literacy.SL.9-12.1, CCRA.SL.1 Initiate and participate effectively in a range of collaborative discussions. • In each unit, students will focus on Diversity, Equity, and Inclusion as it is a goal to try to feature each student at	

least 3 times in the book. The yearbook aims to be inclusive of all students.
- Students receive staff positions and begin to work as a team.

Assessment Evidence

Formative Assessments:

- Photography worksheet
- Yearbook Avenue Design worksheet

Summative Assessments:

- Vocabulary quiz.

Summative: Transfer Tasks: Performance: Authentic Task

- Discussion of yearbook needs and assignments with students. Observation of student participation in yearbook creation. Demonstrate ability to utilize production software when designing yearbook pages. Demonstrate ability to define and meet yearbook production deadlines. Demonstrate their understanding of technical procedures and materials through completed yearbook concept assignments and vocabulary quizzes

Common Benchmark Assessments:

- Quiz on vocabulary

Alternative Assessments:

- Open book quiz for ELL students

Core Instructional & Supplemental Materials

- Access to level libraries diverse titles and representation
- Material and supplies:
- Google sheets on: Photography, Staff roles, Photojournalism, yearbook terms.
- Yearbook Avenue's Digital Classroom has specific lessons used throughout the year.

- https://yearbookavenue.jostens.com/yba/home/main.html

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:
Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support English Language Learners
English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans
Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.

504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students
It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 2

Desired Results

Unit 2 Title: Unit 02: Introduction to Photography (Lessons 3-4)

Unit Summary: Students will learn to use a Canon DSLR camera and understand framing rules as photography is an essential part of the design of the yearbook.

Learning Standards

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

Creativity and Innovation 9.4

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- 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).

Digital Citizenship 9.4

- 9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a)

Computer Science & Design Thinking *(CS & DT)*:

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Interdisciplinary Connections ELA, Math, VPA, etc

LANGUAGE

- ELA-Literacy.L.9-10.2c (11-12.2b) Spell correctly.
- ELA-Literacy.L.9-12.1, CCRA.L.1 Demonstrate command of grammar and usage when speaking or writing.
- ELA-Literacy.L.9-12.2, CCRA.L.2 Demonstrate command of capitalization, punctuation and spelling.

WRITING

- ELA-Literacy.W.9-12.2a Organize complex information. Include formatting like headlines and infographics when useful.
- ELA-Literacy.W.9-12.2d Use precise language and domain-specific vocabulary.
- ELA-Litearcy.W.9-12.4, CCRA.W.4 Produce clear and coherent writing that is appropriately organized.
- ELA-Literacy.W.9-12.5, CCRA.W.5 Plan, revise, edit, rewrite or try a new approach. ELA-Literacy.W.9-12.6, CCRA.W.6 Use technology to produce and publish shared writing products.
- ELA-Literacy.W.9-12.8, CCRA.W.8 Gather information from a variety of sources and integrate into writing.

SPEAKING & LISTENING

- ELA-Literacy.SL.9-12.1, CCRA.SL.1 Initiate and participate effectively in a range of collaborative discussions.
- ELA-Literacy.SL.9-12.1b Work with peers to promote civil, democratic discussions. ELA-Literacy.SL.9-12.1b Work with peers to set clear goals and deadlines.
- ELA-Literacy.SL.9-12.1b Work with peers to establish individual roles as needed.

- ELA-Litearcy.SL.9-12.1d Respond thoughtfully to diverse perspectives.

MARKETING

- 9.3.MK.2
  Implement marketing research to obtain and evaluate information for the creation of a marketing plan.
- 9.3.MK-MGT.1
  Plan, organize and lead marketing staff to achieve business goals.

Learning Targets

Unit Essential Questions:

- How do I use photography to communicate?
- What is the role of digital photography in the world today and how do composition, color theory, and lighting work to create a compelling photograph?
- What are the basics of digital photography and image manipulation?

Unit Enduring Understandings:

- Digital Photography is a visual form of communication.
- Equipment, techniques, and processes are needed and must be used properly when creating effective photographs
- There are different levels of taking and editing photographs and our Yearbook 3 and 4 students will mentor the newer staff members.

Vocabulary:

- Photography terms: f-stop, manual, SD card, white balance, rule of thirds, close-up, long shot, camera mode, birds eye view, low angle.

Students will be able to:

- Demonstrate an understanding of Canon cameras and SD cards to create technically pleasing photographs for use in the yearbook
- Identify the role of the individual sections of the yearbook.

- Develop knowledge of proper terms when communicating in the yearbook.
- Demonstrate an understanding of the contribution of a systematic, sectional approach to the coverage of the yearbook.
- Apply knowledge of camera operations to create properly exposed and focused photographs.
- Critique and revise work.
- Show how to identify and create a quality photo in terms of traditional photo standards and content.

Learning Activities & Differentiation: *(Amistad & Holocaust, Asian American & Pacific Islanders, Climate Change, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI])*

ELA-Literacy.SL.9-12.1, CCRA.SL.1 Initiate and participate effectively in a range of collaborative discussions.

- In each unit, students will focus on Diversity, Equity, and Inclusion as it is a goal to try to feature each student at least 3 times in the book. The yearbook aims to be inclusive of all students.
- Students work on photography projects in groups allowing the more senior staff members to mentor the newer ones.
- Students will collaborate to analyze a variety of solutions to climate change and how we can, as a yearbook staff create a yearbook with as little negative effect on our environment as possible.

Assessment Evidence

Formative Assessments:

- Vocabulary worksheet.
- Camera Practical practice & worksheet
- Practice Pages in Yearbook Avenue
- Photography scavenger hunt

Summative Assessments:

- Summative: Transfer Tasks: Performance: Authentic Task

- Other: Photography Quiz
- Demonstrate their understanding of technical procedures and materials through completed yearbook concept assignments and vocabulary quizzes.
- Summative: Transfer Tasks: Performance: Authentic Task
- Discussion of yearbook needs and assignments with students. Observation of student participation in yearbook creation. Demonstrate ability to utilize production software when designing yearbook pages. Demonstrate ability to define and meet yearbook production deadlines

Common Benchmark Assessments:

- Google form test on yearbook terms

Alternative Assessments:

- Open book test for ELL

Core Instructional & Supplemental Materials

- **Yearbook Avenue** https://yearbookavenue.jostens.com/yba/home/main.html

- Material and supplies:
- Google sheets on: Photography, Staff roles, Photojournalism, yearbook terms.
- Yearbook Avenue's Digital Classroom has specific lessons used throughout the year
- Canva to create social media posts and fliers

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:
Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to

the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

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Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 3

Desired Results

Unit 3 Title: Design Rules to Live By - Lessons 5-6

Unit Summary: Students will be able to choose designs, themes, fonts, and colors to incorporate into spreads, multiples, and signatures.

Learning Standards

NJSLS:

- 9-12.9.4.12.C.15 Employ critical thinking skills (e.g. analyze, synthesize, and evaluate) independently solve problems and make decisions.
- 9-12.9.4.12.C.16 Employ critical thinking and interpersonal skills to remove conflicts.
- 9-12.9.4.12.C.19 Employ technological tools to expedite workflow.
- 9-12.9.4.12.C.20 Operate electronic mail applications to communicate.
- 9-12.9.4.12.C.21 Operate Internet applications to perform tasks

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

Creativity and Innovation 9.4

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).

Digital Citizenship 9.4

- 9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a)

Computer Science & Design Thinking *(CS & DT)*:

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Interdisciplinary Connections:

LANGUAGE

- ELA-Literacy.L.9-10.2c (11-12.2b) Spell correctly.
- ELA-Literacy.L.9-12.1, CCRA.L.1 Demonstrate command of grammar and usage when speaking or writing.
- ELA-Literacy.L.9-12.2, CCRA.L.2 Demonstrate command of capitalization, punctuation, and spelling.

WRITING

- ELA-Literacy.W.9-12.2a Organize complex information. Include formatting like headlines and infographics when useful.
- ELA-Literacy.W.9-12.2d Use precise language and domain-specific vocabulary.
- ELA-Literacy.W.9-12.4, CCRA.W.4 Produce clear and coherent writing that is appropriately organized.
- ELA-Literacy.W.9-12.5, CCRA.W.5 Plan, revise, edit, rewrite or try a new approach. ELA-Literacy.W.9-12.6, CCRA.W.6 Use technology to produce and publish shared writing products.
- ELA-Literacy.W.9-12.8, CCRA.W.8 Gather information from a variety of sources and integrate it into writing.

SPEAKING & LISTENING

- ELA-Literacy.SL.9-12.1, CCRA.SL.1 Initiate and participate effectively in a range of collaborative discussions.
- ELA-Literacy.SL.9-12.1b Work with peers to promote civil, democratic discussions. ELA-Literacy.SL.9-12.1b Work with peers to set clear goals and deadlines.
- ELA-Literacy.SL.9-12.1b Work with peers to establish individual roles as needed.
- ELA-Litearcy.SL.9-12.1d Respond thoughtfully to diverse perspectives.

MARKETING

- 9.3.MK.2
  Implement marketing research to obtain and evaluate information for the creation of a marketing plan.
- 9.3.MK-MGT.1
  Plan, organize and lead marketing staff to achieve business goals.

Learning Targets

Unit Essential Questions:

- What design principles can I use to create a yearbook that both students and faculty will appreciate?
- What makes a good yearbook?
- How can observation and critique enhance your knowledge of what is around you?
- How does describing and analyzing the mass media deepen one's understanding of our culture & consumerism?
- What is my experience with graphic design?
- Why should media be fair, accurate, and unbiased?

Unit Enduring Understandings:

- The graphic artist must communicate with both words and pictures as graphic design evokes meaning.
- The theme concept is carried out verbally and visually on the cover, title page, opening section, dividers and the closing section.
- Describing and critiquing layouts using the appropriate nomenclature develops a critical response, and allows for interpretation and evaluation.
- Describing and analyzing the mass media will raise awareness of its common myths and misconceptions.
- Advanced staff members mentor newer members with design choices.

	• Media should be fair, accurate, and unbiased to maintain public trust, support informed decision-making, and uphold democratic values.

Vocabulary:

- Page, spread, gutter, spine, theme, copy, angle, captions, layout, eye line, pica, bleed/trim lines, white space, trapped captions, internal margins, rail, cover, end sheets, divider, secondary copy, graphics, folio, headline package, page ladder. Type design, styles, grids, columns, body, template, copy, dominant photo, student life, organizations, academics, community, index pages, leading, contrast, balance.

Students will be able to:

- Develop master designs for each section, create a workable ladder, fonts, and graphic elements for each section, determine story ideas, and determine photo ideas for the successful creation of the yearbook.
- Demonstrate an understanding of Jostens Yearbook Avenue software to complete the production of the yearbook.
- Apply knowledge of yearbook design techniques and elements to create original designs that follow the established rules of design and our own yearbook theme.
- Critique and revise work.
- Synthesize information gained from research and interviews to produce yearbook articles that are of publication quality.
- Editor-In-Chief will assist to train and supervise staff members in the use of materials and production tools.

Learning Activities & Differentiation: *(Amistad & Holocaust, Asian American & Pacific Islanders, Climate Change, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI])*

ELA-Literacy.SL.9-12.1, CCRA.SL.1 Initiate and participate effectively in a range of collaborative discussions.

- In each unit, students will focus on Diversity, Equity, and Inclusion as it is a goal to try to feature each student at least 3 times in the book. The yearbook aims to be inclusive of all students.

Assessment Evidence

Formative Assessments:

- Formative: Transfer Tasks: quiz
- Design quiz

Summative Assessments:

- Summative: Transfer Tasks: Practical
- Performance: Authentic Task
- Discussion of yearbook needs and assignments with students. Observation of student participation in yearbook creation. Demonstrate ability to utilize production software when designing yearbook pages. Demonstrate ability to define and meet yearbook production deadlines. Demonstrate their understanding of technical procedures and materials through completed yearbook concept assignments and vocabulary quizzes.

- Summative: Transfer Tasks: Other
- Practical: Design Quiz
- Practical: Yearbook spreads

Common Benchmark Assessments:

- Yearbook spreads aligned with a rubric.

Alternative Assessments:

- Yearbook spreads in pairs with a more senior member helping the ESL or IEP studdent

Core Instructional & Supplemental Materials

- **Yearbook Avenue** https://yearbookavenue.jostens.com/yba/home/main.html
- Material and supplies:
- Google sheets on: Photography, Ladder Photojournalism, design terms.
- Yearbook Avenue's Digital Classroom has specific lessons used throughout the
- Canva.com to create social media posts and fliers

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

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Unit 4

Desired Results

Unit 4 Title: Commitment and Deadline

Unit Summary:

Students will be able to create schedules and deadlines as they create the Yearbook.

Learning Standards

NJSLS:

- 9-12.9.4.12.C.15 Employ critical thinking skills (e.g. analyze, synthesize, and evaluate) independently solve problems and make decisions.
- 9-12.9.4.12.C.16 Employ critical thinking and interpersonal skills to remove conflicts.
- 9-12.9.4.12.C.19 Employ technological tools to expedite workflow.
- 9-12.9.4.12.C.20 Operate electronic mail applications to communicate.
- 9-12.9.4.12.C.21 Operate Internet application to perform tasks

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

Creativity and Innovation 9.4

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- ELA-Literacy.W.9-12.2d Use precise language and domain-specific vocabulary.
- ELA-Literacy.W.9-12.4, CCRA.W.4 Produce clear and coherent writing that is appropriately organized.
- ELA-Literacy.W.9-12.5, CCRA.W.5 Plan, revise, edit, rewrite or try a new approach. ELA-Literacy.W.9-12.6, CCRA.W.6 Use technology to produce and publish shared writing products.
- ELA-Literacy.W.9-12.8, CCRA.W.8 Gather information from a variety of sources and integrate it into writing.

SPEAKING & LISTENING

- ELA-Literacy.SL.9-12.1, CCRA.SL.1 Initiate and participate effectively in a range of collaborative discussions.
- ELA-Literacy.SL.9-12.1b Work with peers to promote civil, democratic discussions. ELA-Literacy.SL.9-12.1b Work with peers to set clear goals and deadlines.
- ELA-Literacy.SL.9-12.1b Work with peers to establish individual roles as needed.
- ELA-Litearcy.SL.9-12.1d Respond thoughtfully to diverse perspectives.

MARKETING

- 9.3.MK.2 Implement marketing research to obtain and evaluate information for the creation of a marketing plan.
- 9.3.MK-MGT.1 Plan, organize and lead marketing staff to achieve business goals.

Learning Targets

Unit Essential Questions:

- What could result if the media is not fair, accurate and unbiased?
- How do I organize, evaluate, and present my own work to meet deadlines?
- How do I go about deciding what is successful coverage of the school year?

Unit Enduring Understandings:

- There are legal implications when a yearbook is not fair, accurate, and unbiased.
- Prioritize tasks, plan ahead, budget time effectively, and minimize distractions.
- The completion of a large production such as a yearbook requires active participation and commitment by all members of the staff.

Students will know:

Vocabulary:

- Horizontal, vertical, serif, typeface, points, text wrap, reverse type, lead, body, conclusion, composition, analog, digital, focal length, megapixel, resolution, ISO.

Students will be able to:

- Identify the three basic types of copy: body, headline, and caption.
- Define information gathering techniques.
- Display proper technique in uploading digital images from cameras yearbook avenue
- Display successful skills when creating spread and page layouts inYearbook Avenue.
- Edit and revise work.

- Develop master designs for each section, create a workable ladder, fonts and graphic elements for each section, determine story ideas, and determine photo ideas for successful creation of the yearbook.
- Demonstrate proficiency in editing of copy and preparation for production, including copy fitting.
- Display body copy that has incorporated the 5 W's and H.
- Achieve each production deadline.
- Editor-In-Chief will assist to train and supervise staff members in the use of materials and production tools.

Learning Activities & Differentiation: *(Amistad & Holocaust, Asian American & Pacific Islanders, Climate Change, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI])*

ELA-Literacy.SL.9-12.1, CCRA.SL.1 Initiate and participate effectively in a range of collaborative discussions.

- In each unit, students will focus on Diversity, Equity, and Inclusion as it is a goal to try to feature each student at least 3 times in the book. The yearbook aims to be inclusive of all students.

Assessment Evidence

Formative Assessments:

Formative: Transfer Tasks: Other

- Pre-production work for fall Sports Spreads

Summative Assessments: Summative: Transfer Tasks: Performance: Authentic Task

- Discussion of yearbook needs and assignments with students. Observation of student participation in yearbook creation. Demonstrate ability to utilize production software when designing yearbook pages. Demonstrate ability to define and meet yearbook production deadlines. Demonstrate their understanding of technical procedures and materials through completed yearbook concept assignment
- Practical - Yearbook spreads-Fall Sports

Common Benchmark Assessments:

- Each team has different spreads to work on but the rubric is similar.

Alternative Assessments:

- Open book quiz

Core Instructional & Supplemental Materials

- Google sheets on: Photography & Photojournalism,
- Yearbook Avenue's Digital Classroom has specific lessons used throughout the year.
- Canon cameras, SD cards, card readers, Google drive, and Google photos
- Canva.com to create social media posts and fliers

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling -

Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 5

Desired Results

Unit 5 Title: Unit 05: Marketing our Yearbook

Unit Summary: Students will come up with many ideas to reach our goal of selling all our ordered yearbook.

Learning Standards

NJSLS:

- 9-12.9.4.12.C.15 Employ critical thinking skills (e.g. analyze, synthesize, and evaluate) independently solve problems and make decisions.
- 9-12.9.4.12.C.16 Employ critical thinking and interpersonal skills to remove conflicts.
- 9-12.9.4.12.C.19 Employ technological tools to expedite workflow.
- 9-12.9.4.12.C.20 Operate electronic mail applications to communicate.
- 9-12.9.4.12.C.21 Operate Internet application to perform tasks

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

Creativity and Innovation 9.4

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).

Digital Citizenship 9.4

- 9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a)

Computer Science & Design Thinking *(CS & DT)*:

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Interdisciplinary Connections ELA, Math, VPA, etc

LANGUAGE

- ELA-Literacy.L.9-10.2c (11-12.2b) Spell correctly.
- ELA-Literacy.L.9-12.1, CCRA.L.1 Demonstrate command of grammar and usage when speaking or writing.
- ELA-Literacy.L.9-12.2, CCRA.L.2 Demonstrate command of capitalization, punctuation, and spelling.

WRITING

- ELA-Literacy.W.9-12.2a Organize complex information. Include formatting like headlines and infographics when useful.
- ELA-Literacy.W.9-12.2d Use precise language and domain-specific vocabulary.
- ELA-Literacy.W.9-12.4, CCRA.W.4 Produce clear and coherent writing that is appropriately organized.
- ELA-Literacy.W.9-12.5, CCRA.W.5 Plan, revise, edit, rewrite or try a new approach. ELA-Literacy.W.9-12.6, CCRA.W.6 Use technology to produce and publish shared writing products.
- ELA-Literacy.W.9-12.8, CCRA.W.8 Gather information from a variety of sources and integrate it into writing.

SPEAKING & LISTENING

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- ELA-Literacy.SL.9-12.1b Work with peers to establish individual roles as needed.
- ELA-Literacy.SL.9-12.1d Respond thoughtfully to diverse perspectives.

MARKETING

- 9.3.MK.2 Implement marketing research to obtain and evaluate the information for the creation of a marketing plan.
- 9.3.MK-MGT.1 Plan, organize and lead marketing staff to achieve business goals.

Learning Targets

Unit Essential Questions:

- What kind of advertising can help promote our product?
- How do we achieve our staff marketing goals?
- In order to create a yearbook that the majority of students want to purchase, how should we break down coverage?

Unit Enduring Understandings:

- Social Media has been an integral part of our advertising, especially Instagram.
- Achieving marketing goals requires planning and cooperation by all members of the team.
- Yearbook coverage should be: Student Life 25%, Organizations 12-15%, People 25-30%, Academics 12-15%, Sports 15-18%, Community 5%.

Vocabulary:

- Depth of field, focus, symmetry, asymmetry, focal point, positive and negative space, file formats, tagging, flowing files, headings, subheadings, lead-in, import.

Students will be able to:

- Develop awareness of the broad profile of the reader audience in order to market the yearbook properly.
- Demonstrate proficiency in editing of copy and preparation for production, including copy fitting.
- Display body copy that has incorporated the 5 W's and H.
- Achieve each production deadline.
- Develop master designs for each section, graphic elements for each section, determine story ideas, and determine photo ideas for successful creation of the yearbook.

- Train, supervise, and assist staff members in the use of materials and production tools with the support of the Editor-In-Chief and Design Editor.

Learning Activities & Differentiation: *(Amistad & Holocaust, Asian American & Pacific Islanders, Climate Change, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI])*
ELA-Literacy.SL.9-12.1, CCRA.SL.1 Initiate and participate effectively in a range of collaborative discussions.

- In each unit, students will focus on Diversity, Equity, and Inclusion as it is a goal to try to feature each student at least 3 times in the book. The yearbook aims to be inclusive of all students.

Assessment Evidence

Formative Assessments:

- Formative: Transfer Tasks: Other:
  Mid-Term review

Summative Assessments:

- Mid term exam

Common Benchmark Assessments:

- Mid term exam

Alternative Assessments:

- Open book mid-term for ESL & MD students

Core Instructional & Supplemental Materials

- Google sheets on: Photography & Photojournalism,
- Yearbook Avenue's Digital Classroom has specific lessons used throughout the year.
- Canon cameras, SD cards, card readers

- Google drive, and Google photos
- Canva.com to create social media posts and fliers

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans
Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students
It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.
-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 6

Desired Results

Unit 6 Title: Unit 06: Diving Further into Photography

Unit Summary: Students will be able to take pictures of all extra-curricular clubs and create spreads for the Yearbook

Learning Standards

NJSLS:

- 9-12.9.4.12.C.15 Employ critical thinking skills (e.g. analyze, synthesize, and evaluate) independently solve problems and make decisions.
- 9-12.9.4.12.C.16 Employ critical thinking and interpersonal skills to remove conflicts.
- 9-12.9.4.12.C.19 Employ technological tools to expedite workflow.
- 9-12.9.4.12.C.20 Operate electronic mail applications to communicate.
- 9-12.9.4.12.C.21 Operate Internet application to perform tasks

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

- 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).

Digital Citizenship 9.4

- 9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a)

Computer Science & Design Thinking *(CS & DT)*:

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Interdisciplinary Connections:

- **Interdisciplinary Connections ELA, Math, VPA, etc Keep Here**

LANGUAGE

- ELA-Literacy.L.9-10.2c (11-12.2b) Spell correctly.
- ELA-Literacy.L.9-12.1, CCRA.L.1 Demonstrate command of grammar and usage when speaking or writing.
- ELA-Literacy.L.9-12.2, CCRA.L.2 Demonstrate command of capitalization, punctuation, and spelling.

WRITING

- ELA-Literacy.W.9-12.2a Organize complex information. Include formatting like headlines and infographics when useful.
- ELA-Literacy.W.9-12.2d Use precise language and domain-specific vocabulary.
- ELA-Literacy.W.9-12.4, CCRA.W.4 Produce clear and coherent writing that is appropriately organized.
- ELA-Literacy.W.9-12.5, CCRA.W.5 Plan, revise, edit, rewrite or try a new approach. ELA-Literacy.W.9-12.6, CCRA.W.6 Use technology to produce and publish shared writing products.
- ELA-Literacy.W.9-12.8, CCRA.W.8 Gather information from a variety of sources and integrate it into writing.

SPEAKING & LISTENING

- ELA-Literacy.SL.9-12.1, CCRA.SL.1 Initiate and participate effectively in a range of collaborative discussions.

- ELA-Literacy.SL.9-12.1b Work with peers to promote civil, democratic discussions. ELA-Literacy.SL.9-12.1b Work with peers to set clear goals and deadlines.
- ELA-Literacy.SL.9-12.1b Work with peers to establish individual roles as needed.
- ELA-Litearcy.SL.9-12.1d Respond thoughtfully to diverse perspectives.

MARKETING

- 9.3.MK.2 Implement marketing research to obtain and evaluate the information for the creation of a marketing plan.
- 9.3.MK-MGT.1 Plan, organize and lead marketing staff to achieve business goals.

Learning Targets

Unit Essential Questions:

- What visual and written methods may be used to successfully tie a theme to a yearbook?
- Why does the staff brainstorm ideas for each yearbook instead of following a generic trends?
- How do symmetry and asymmetry design affect a page layout?

Unit Enduring Understandings:

- Endsheets, fonts, colors, typography, graphic elements, & photo treatments help to successfully tie a theme to a yearbook.
- Brainstorming and Concept Development: Gather ideas about your school's identity, recent events, student experiences, and the overall mood of the year. Consider traditions, location, mascot, trends, etc.
- Symmetrical layouts create a sense of order and formality, while asymmetrical layouts offer dynamism and visual interest.

Vocabulary:

- Elements of Design, line, shape, value, texture, space, form, color, Principles of Composition, contrast, unity, rhythm, movement, balance, emphasis, pattern, and proportion.

Students will be able to:

- Display an understanding of the importance of a caption for each photograph in the yearbook.
- Display proficiency in the use of various headline styles.
- Demonstrate proficiency in writing and counting headlines to fit allotted space.
- Recognize the importance of a caption as a unifying element of a spread.
- Demonstrate photography editing skills in preparation for production.
- Develop master designs for each section, graphic elements for each section, determine story ideas, and determine photo ideas for successful creation of the yearbook.

Learning Activities & Differentiation: *(Amistad & Holocaust, Asian American & Pacific Islanders, Climate Change, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI])*

ELA-Literacy.SL.9-12.1, CCRA.SL.1 Initiate and participate effectively in a range of collaborative discussions.

- In each unit, students will focus on Diversity, Equity, and Inclusion as it is a goal to try to feature each student at least 3 times in the book. The yearbook aims to be inclusive of all students.

Assessment Evidence

Formative Assessments:

- Formative: Transfer Tasks: Other:
  Yearbook pages & spreads
- Vocabulary worksheets

Common Benchmark Assessments:

- Portrait spreads

Alternative Assessments:

- Open book quiz for ESL L& MD students

Core Instructional & Supplemental Materials

- Google sheets on: Photography & Photojournalism,
- Yearbook Avenue's Digital Classroom has specific lessons used throughout the year.
- Canon cameras, SD cards, card readers, Google drive, and Google photos
- Yearbook Avenue
- Canva.com to create social media posts and fliers

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 7

Desired Results

Unit 7 Title: Telling a Story through Pictures

Unit Summary: Students will display a systematic approach to photographic coverage for a spread.

Learning Standards

NJSLS:

- 9-12.9.4.12.C.15 Employ critical thinking skills (e.g. analyze, synthesize, and evaluate) independently solve problems and make decisions.
- 9-12.9.4.12.C.16 Employ critical thinking and interpersonal skills to remove conflicts.
- 9-12.9.4.12.C.19 Employ technological tools to expedite workflow.
- 9-12.9.4.12.C.20 Operate electronic mail applications to communicate.
- 9-12.9.4.12.C.21 Operate Internet applications to perform tasks.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

Creativity and Innovation 9.4

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).

Digital Citizenship 9.4

- 9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a)

Interdisciplinary Connections:

LANGUAGE

- ELA-Literacy.L.9-10.2c (11-12.2b) Spell correctly.
- ELA-Literacy.L.9-12.1, CCRA.L.1 Demonstrate command of grammar and usage when speaking or writing.
- ELA-Literacy.L.9-12.2, CCRA.L.2 Demonstrate command of capitalization, punctuation, and spelling.

WRITING

- ELA-Literacy.W.9-12.2a Organize complex information. Include formatting like headlines and infographics when useful.
- ELA-Literacy.W.9-12.2d Use precise language and domain-specific vocabulary.
- ELA-Literacy.W.9-12.4, CCRA.W.4 Produce clear and coherent writing that is appropriately organized.
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- ELA-Literacy.W.9-12.8, CCRA.W.8 Gather information from a variety of sources and integrate it into writing.

SPEAKING & LISTENING

- ELA-Literacy.SL.9-12.1, CCRA.SL.1 Initiate and participate effectively in a range of collaborative discussions.
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- ELA-Literacy.SL.9-12.1b Work with peers to establish individual roles as needed.
- ELA-Litearcy.SL.9-12.1d Respond thoughtfully to diverse perspectives.

MARKETING

- 9.3.MK.2 Implement marketing research to obtain and evaluate the information for the creation of a marketing plan.
- 9.3.MK-MGT.1 Plan, organize and lead marketing staff to achieve business goals.

Learning Targets

Unit Essential Questions:

- What is the most important part of a Designers job?
- Why are special effects, contrast, balance, proportion, rhythm, and unity so important to consider when designing a yearbook?
- Why are different lenses and camera settings so important to understand before one takes event photos?
- What memories do we try to capture and why?

Unit Enduring Understandings:

- The designer's job is to take information collected and present it to the reader while considering concept, the tone and the mood being set.
- By carefully packaging information, a reader will be driven to dive into the details of the content.
- Knowledge of how the camera works and how and when to choose different settings is important for successful photo shoots.
- A yearbook aims to capture a comprehensive picture of the school year, including individual experiences and the community's collective spirit.

Vocabulary:

- Visual literacy, journalism, production, marketing, advertising, distribution, budget, positive cash flow.

Students will be able to:

- Develop and refine skill in the manipulation of digital imagery.
- Produce a publication that applies good design principles.
- Display a systematic approach to photographic coverage for a spread.
- Utilize photographs as unifying elements of a spread while selecting photographs that provide the most story-telling value.
- Develop master designs for each section, graphic elements for each section, determine story ideas, and determine photo ideas for successful creation of the yearbook.
- Editor-in-Chief and Design Editor will be able to train, supervise, and assist staff members.

Learning Activities & Differentiation: *(Amistad & Holocaust, Asian American & Pacific Islanders, Climate Change, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI])*

- ELA-Literacy.SL.9-12.1, CCRA.SL.1 Initiate and participate effectively in a range of collaborative discussions.
- In each unit, students will focus on Diversity, Equity, and Inclusion as it is a goal to try to feature each student at least 3 times in the book. The yearbook aims to be inclusive of all students.
- Yearbook spreads and pictures

Assessment Evidence

Formative Assessments:

- Formative: Transfer Tasks: Other:
  Marketing worksheet
- Photography Worksheet

Summative Assessments:

Summative: Transfer Tasks: Performance: Authentic Task

- Discussion of yearbook needs and assignments with students. Observation of student participation in yearbook creation. Demonstrate ability to utilize production software when designing yearbook pages. Demonstrate ability to define and meet yearbook production deadlines.

Summative: Transfer Tasks: Other:

- Layout Pro Vocabulary Quiz
- Demonstrate their understanding of technical procedures and materials through completed yearbook concept assignments and vocabulary quizzes.

Common Benchmark Assessments:

- Layout Pro vocabulary quiz

Alternative Assessments:

- vocabulary open book quiz

Core Instructional & Supplemental Materials

- Yearbook Avenue
- Google sheets on: marketing and distribution
- Yearbook Avenue's Digital Classroom has specific lessons used throughout the year.
- Canon cameras, SD cards, card readers, Google drive, and Google photo
- Canva.com for marketing posts

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

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Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 8

Desired Results

Unit 8 Title: The Proof is in the Details

Unit Summary:

Demonstrate proficiency in presenting the elements of page design in a logical manner to achieve a planned look when designing the yearbook.

Learning Standards

NJSLS:

- 9-12.9.4.12.C.15 Employ critical thinking skills (e.g. analyze, synthesize, and evaluate) independently solve problems and make decisions.
- 9-12.9.4.12.C.16 Employ critical thinking and interpersonal skills to remove conflicts.
- 9-12.9.4.12.C.19 Employ technological tools to expedite workflow.
- 9-12.9.4.12.C.20 Operate electronic mail applications to communicate.
- 9-12.9.4.12.C.21 Operate Internet applications to perform tasks

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

Creativity and Innovation 9.4

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).

Digital Citizenship 9.4

- 9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a)

Computer Science & Design Thinking *(CS & DT)*:

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Interdisciplinary Connections:

LANGUAGE

- ELA-Literacy.L.9-10.2c (11-12.2b) Spell correctly.
- ELA-Literacy.L.9-12.1, CCRA.L.1 Demonstrate command of grammar and usage when speaking or writing.
- ELA-Literacy.L.9-12.2, CCRA.L.2 Demonstrate command of capitalization, punctuation, and spelling.

WRITING

- ELA-Literacy.W.9-12.2a Organize complex information. Include formatting like headlines and infographics when useful.
- ELA-Literacy.W.9-12.2d Use precise language and domain-specific vocabulary.
- ELA-Literacy.W.9-12.4, CCRA.W.4 Produce clear and coherent writing that is appropriately organized.
- ELA-Literacy.W.9-12.5, CCRA.W.5 Plan, revise, edit, rewrite or try a new approach. ELA-Literacy.W.9-12.6, CCRA.W.6 Use technology to produce and publish shared writing products.
- ELA-Literacy.W.9-12.8, CCRA.W.8 Gather information from a variety of sources and integrate it into writing.

SPEAKING & LISTENING

- ELA-Literacy.SL.9-12.1, CCRA.SL.1 Initiate and participate effectively in a range of collaborative discussions.
- ELA-Literacy.SL.9-12.1b Work with peers to promote civil, democratic discussions. ELA-Literacy.SL.9-12.1b Work with peers to set clear goals and deadlines.
- ELA-Literacy.SL.9-12.1b Work with peers to establish individual roles as needed.

- ELA-Litearcy.SL.9-12.1d Respond thoughtfully to diverse perspectives.

MARKETING

- 9.3.MK.2 Implement marketing research to obtain and evaluate the information for the creation of a marketing plan.
- 9.3.MK-MGT.1 Plan, organize and lead marketing staff to achieve business goals.

Learning Targets

Unit Essential Questions:

- How can we use specific tools, techniques and materials to create a particular style?
- How can interest and energy be added to a layout through the use of headlines and sub headlines?
- How does having a concrete plan for yearbook deadlines help in achieving your final deadline?

Unit Enduring Understandings:

- The best designs are a perfect blending of your concept, design tools, creative ideas, content quality, and most importantly the benefit to the audience.
- Begin any project with a brainstorming session to determine who the audience is, what they want and need, and how to best relate your material to the reader.
- When work is broken down with enough planning and anticipation of problems, a final deadline should not be very difficult to achieve.

Vocabulary:

- Deadline, placement, focus, visual direction, cohesive, criticism versus critique.

Students will be able to:

- Apply organizational skills to meet all deadlines when creating the yearbook.
- Effectively relate text and image to each other to create a cohesive work.

- Demonstrate knowledge of guidelines for focus, contrast, and composition in order to produce prints of acceptable quality.
- Demonstrate proficiency in presenting the elements of page design in a logical manner to achieve a planned look when designing the yearbook.
- EIC and Design Editor will support, train, supervise, and assist staff members in the use of materials and production tools.

Learning Activities & Differentiation: *(Amistad & Holocaust, Asian American & Pacific Islanders, Climate Change, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI])*

ELA-Literacy.SL.9-12.1, CCRA.SL.1 Initiate and participate effectively in a range of collaborative discussions.

- In each unit, students will focus on Diversity, Equity, and Inclusion as it is a goal to try to feature each student at least 3 times in the book. The yearbook aims to be inclusive of all students.
- Final spreads including Blast From The Past.

Assessment Evidence

Formative Assessments:

Formative: Transfer Tasks: Other:

- Marketing vocabulary quiz

Summative Assessments:

- Performance: Authentic Task
- Discussion of yearbook needs and assignments with students. Observation of student participation in yearbook creation. Demonstrate ability to utilize production software when designing yearbook pages. Demonstrate ability to define and meet yearbook production deadlines.
  Summative: Transfer Tasks: Other: Quiz
- Demonstrate their understanding of technical procedures and materials through completed yearbook concept assignments and vocabulary quizzes.

Common Benchmark Assessments:

- Yearbook spreads

Alternative Assessments:

- open book quiz for ESL & MD students

Core Instructional & Supplemental Materials

- Google sheets on: Distribution
- Yearbook Avenue's Digital Classroom has specific lessons used throughout the year.
- Canon cameras, SD cards, card readers
- Google drive, and Google photos
- Canva.com

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit #9

Desired Results

Unit 9 Title: Making the Final Deadline!

Unit Summary: Students will display ability to work as a team in coordinating final edits to the yearbook.

Learning Standards

NJSLS:

- 9-12.9.4.12.C.15 Employ critical thinking skills (e.g. analyze, synthesize, and evaluate) independently solve problems and make decisions.
- 9-12.9.4.12.C.16 Employ critical thinking and interpersonal skills to remove conflicts.
- 9-12.9.4.12.C.19 Employ technological tools to expedite workflow.
- 9-12.9.4.12.C.20 Operate electronic mail applications to communicate.
- 9-12.9.4.12.C.21 Operate Internet applications to perform tasks

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

Creativity and Innovation 9.4

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).

Digital Citizenship 9.4

- 9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a)

Computer Science & Design Thinking *(CS & DT)*:

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Interdisciplinary Connections:

LANGUAGE

- ELA-Literacy.L.9-10.2c (11-12.2b) Spell correctly.
- ELA-Literacy.L.9-12.1, CCRA.L.1 Demonstrate command of grammar and usage when speaking or writing.
- ELA-Literacy.L.9-12.2, CCRA.L.2 Demonstrate command of capitalization, punctuation, and spelling.

WRITING

- ELA-Literacy.W.9-12.2a Organize complex information. Include formatting like headlines and infographics when useful.
- ELA-Literacy.W.9-12.2d Use precise language and domain-specific vocabulary.
- ELA-Literacy.W.9-12.4, CCRA.W.4 Produce clear and coherent writing that is appropriately organized.
- ELA-Literacy.W.9-12.5, CCRA.W.5 Plan, revise, edit, rewrite or try a new approach. ELA-Literacy.W.9-12.6, CCRA.W.6 Use technology to produce and publish shared writing products.
- ELA-Literacy.W.9-12.8, CCRA.W.8 Gather information from a variety of sources and integrate it into writing.

SPEAKING & LISTENING

- ELA-Literacy.SL.9-12.1, CCRA.SL.1 Initiate and participate effectively in a range of collaborative discussions.
- ELA-Literacy.SL.9-12.1b Work with peers to promote civil, democratic discussions. ELA-Literacy.SL.9-12.1b Work with peers to set clear goals and deadlines.
- ELA-Literacy.SL.9-12.1b Work with peers to establish individual roles as needed.
- ELA-Litearcy.SL.9-12.1d Respond thoughtfully to diverse perspectives.

MARKETING

- 9.3.MK.2- Implement marketing research to obtain and evaluate the information for the creation of a marketing plan.
- 9.3.MK-MGT.1 Plan, organize and lead marketing staff to achieve business goals.

Learning Targets

Unit Essential Questions:

- How can we take the lessons learned from this yearś yearbook to help create a theme for next year?
- Why are specific styles of fonts considered when using large bodies of text?
- Why is white space necessary when designing a layout?

Unit Enduring Understandings:

- As a staff we gather feedback and identify strengths and weaknesses of the previous book to help create a better theme next year.
- When dealing with large bodies of text, such as books, articles, or reports, the choice of font style is crucial for ensuring readability and reducing reader fatigue.
- A good designer has to understand what type of content is going to be used before a good design can begin, including white space to break up a design.

Vocabulary

- Highlight photos, distribution reports, wide-format printer, on-scale.

Students will be able to:

- Compile a subset of this year's yearbook photography to reflect highlights of the school year and prepare to make them into posters to replace last yearś posters.
- Edit "highlight" photos using Yearbook Avenue to conform to poster specifications.

- Document school year highlights through the creation of descriptions in Google documents.
- Display ability to work as a team in coordinating distribution of published yearbooks to students and faculty.
- Produce a collection of yearbook images that showcases the senior class for use in the senior video.
- Create reports of yearbook sales to assist in the distribution of printed yearbooks.

Learning Activities & Differentiation: *(Amistad & Holocaust, Asian American & Pacific Islanders, Climate Change, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI])*

ELA-Literacy.SL.9-12.1, CCRA.SL.1 Initiate and participate effectively in a range of collaborative discussions.

- In each unit, students will focus on Diversity, Equity, and Inclusion as it is a goal to try to feature each student at least 3 times in the book. The yearbook aims to be inclusive of all students.

Assessment Evidence

Formative Assessments:

- Formative: Transfer Tasks: Other:
  Group discussions/participation regarding yearbook distribution

Summative Assessments:

Performance: Authentic Task

- Discussion of yearbook needs and assignments with students. Observation of student participation in yearbook creation. Demonstrate their understanding of technical procedures and materials through completed yearbook concept assignments and vocabulary quizzes.

Common Benchmark Assessments:

- Practical design and critique
- Students will create the cover design and theme for the following year. They will create their own design and present to the class. Students will critique and choose the new theme.

Alternative Assessments:

Core Instructional & Supplemental Materials

- Yearbook Avenue's Digital Classroom has specific lessons used throughout the year.
- Canon cameras, SD cards, card readers, Google drive, and Google photos
- yearbookavenue.com
- Canva.com to assist in designing next year's cover

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

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- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling -

Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

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504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

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It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

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Unit #10

Desired Results

Unit 10 Title: Unit Distribution and Excitement!

Unit Summary: Students will participate in teamwork required to distribute and sell the remainder of the yearbooks.

Learning Standards

NJSLS:

- 9-12.9.4.12.C.15 Employ critical thinking skills (e.g. analyze, synthesize, and evaluate) independently solve problems and make decisions.
- 9-12.9.4.12.C.16 Employ critical thinking and interpersonal skills to remove conflicts.
- 9-12.9.4.12.C.19 Employ technological tools to expedite workflow.
- 9-12.9.4.12.C.20 Operate electronic mail applications to communicate.
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Interdisciplinary Connections

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Digital Citizenship 9.4

- 9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a)

Computer Science & Design Thinking ***(****CS & DT****)*:

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Interdisciplinary Connections:

Interdisciplinary Connections ELA, Math, VPA, etc Keep Here

LANGUAGE

- ELA-Literacy.L.9-10.2c (11-12.2b) Spell correctly.
- ELA-Literacy.L.9-12.1, CCRA.L.1 Demonstrate command of grammar and usage when speaking or writing.
- ELA-Literacy.L.9-12.2, CCRA.L.2 Demonstrate command of capitalization, punctuation, and spelling.

WRITING

- ELA-Literacy.W.9-12.2a Organize complex information. Include formatting like headlines and infographics when useful.
- ELA-Literacy.W.9-12.2d Use precise language and domain-specific vocabulary.
- ELA-Literacy.W.9-12.4, CCRA.W.4 Produce clear and coherent writing that is appropriately organized.
- ELA-Literacy.W.9-12.5, CCRA.W.5 Plan, revise, edit, rewrite or try a new approach. ELA-Literacy.W.9-12.6, CCRA.W.6 Use technology to produce and publish shared writing products.
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- ELA-Literacy.SL.9-12.1, CCRA.SL.1 Initiate and participate effectively in a range of collaborative discussions.
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- ELA-Literacy.SL.9-12.1b Work with peers to establish individual roles as needed.
- ELA-Litearcy.SL.9-12.1d Respond thoughtfully to diverse perspectives.

Marketing

- 9.3.MK.2 Implement marketing research to obtain and evaluate the information for the creation of a marketing plan.
- 9.3.MK-MGT.1 Plan, organize and lead marketing staff to achieve business goals.

Learning Targets

Unit Essential Questions:

- What events do we want to cover during the start of the next school year?
- How do we plan yearbook distribution to successfully sell our books and ensure the people who want a yearbook get one?
- What is the benefit of continuing in the Yearbook program?

Unit Enduring Understandings:

- There are new events at the beginning of each school year that may need to be highlighted in the yearbook.
- Create buyer lists, publicize distribution dates, collect payments, and organize a signing party. Utilize social media to build excitement and provide updates.

- Desktop publishing skills, understanding of how a business works, and the ability to meet deadlines are enhanced each year a student partakes in Yearbook Production. Having a few years of Yearbook on your resume helps build a strong portfolio which is good for college applications.

Vocabulary:

- Showcase, tradition, commencement, transition, slideshow, Google slides

Students will be able to:

- Participate in teamwork required to distribute the yearbook.
- Demonstrate proficiency in photo editing, printing, and display through printing and hanging photograph posters of the school years highlight photos.
- Demonstrate technical skills by compiling and presenting the senior slideshow to include visuals and sound.
- Determine needs for next year's yearbook.
- EIC will help supervise and assist staff members with the process of yearbook distribution.

Learning Activities & Differentiation: *(Amistad & Holocaust, Asian American & Pacific Islanders, Climate Change, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI])*

ELA-Literacy.SL.9-12.1, CCRA.SL.1 Initiate and participate effectively in a range of collaborative discussions.

- In each unit, students will focus on Diversity, Equity, and Inclusion as it is a goal to try to feature each student at least 3 times in the book. The yearbook aims to be inclusive of all students.

Assessment Evidence

Formative Assessments:

- Review of terms/vocabulary for Final

Summative Assessments:

- Performance: Authentic Task: Other
- All Yearbook staff will help coordinate yearbook distribution.

Common Benchmark Assessments:

- Final

Alternative Assessments:

- Open book Final

Core Instructional & Supplemental Materials

- Google sheets: Sales reports
- Distribution lists
- Yearbook Avenue's Digital Classroom has specific lessons used throughout the year.
- Canon cameras, SD cards, card readers, Google drive, and Google photos
- Canva.com

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

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Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

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-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning