

Davison Community Schools
ADVISORY CURRICULUM COUNCIL
Phase II, 3-19-18

Yearbook	
Phase I: Course Essential Questions	
<ul style="list-style-type: none"> • How do you chronicle life in a school community? • What is the process of creating a publication? • What are the elements of an effective, contemporary print publication? 	
Phase II Curriculum	
Unit 1: Foundations of Yearbook	
<p style="text-align: center;">Essential Questions:</p> <ol style="list-style-type: none"> 1. What is the purpose of a yearbook? 2. What are the fundamental components of a yearbook? 3. What are the roles and responsibilities of people involved in creating a yearbook? 4. What does it take to work on a collaborative news staff? 5. What policies and procedures are necessary in a newsroom? 	<p style="text-align: center;">Essential Understanding:</p> <ol style="list-style-type: none"> 1. A yearbook tells a story. 2. The components of a yearbook include elements that chronicle the people and events covered throughout the year. 3. There are individual and staff responsibilities of coverage appropriate for the publication’s audience. 4. There are a set of qualities and skills necessary to plan and produce a publication. 5. There are journalistic ethics and standards and a responsibility to cover subjects of interest and importance to the audience.
Curriculum Standards- DOK noted where applicable with Standards	
<p>Speaking and Listening</p> <p>ELA- SL.9-12.1 Initiate and participate effectively in a range of collaborative discussions.</p> <p>ELA- SL.9-12.1a Come to discussions prepared, having read and researched.</p> <p>ELA- SL.9-12.1b Work with peers to promote civil, democratic discussions, set clear goals and deadlines, establish individual roles as needed.</p> <p>ELA- SL.9-12.1c Propel conversations by posing and responding to questions.</p> <p>ELA-9-12.1d Respond thoughtfully to diverse perspectives.</p> <p>ELA- SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media.</p> <p>ELA.SL.11-12.3 Evaluate a speaker’s point of view, reasoning and evidence.</p> <p>ELA- SL.9-12.4 Present information, findings and supporting evidence.</p> <p>ELA- SL.9-12.5 Make strategic use of digital media to enhance understanding.</p> <p>ELA-.SL.9-12.6 Adapt speech to a variety of contexts and tasks.</p>	

High School Content Expectations in Career Technical Education

CE 1.3.7 Participate collaboratively and productively in groups (e.g., response groups, work teams, discussion groups, and committees)—fulfilling roles and responsibilities, posing relevant questions, giving and following instructions, acknowledging and building on ideas and contributions of others to answer questions or to solve problems, and offering dissent courteously.

CE 2.1.1 Use a variety of pre-reading and previewing strategies (e.g., acknowledge own prior knowledge, make connections, generate questions, make predictions, scan a text for a particular purpose or audience, analyze text structure and features) to make conscious choices about how to approach the reading based on purpose, genre, level of difficulty, text demands and features.

CE 2.1.3 Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.

CE 2.1.4 Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.

CE 2.1.6 Recognize the defining characteristics of informational texts, speeches, and multimedia presentations (e.g., documentaries and research presentations) and elements of expository texts (e.g., thesis, supporting ideas, and statistical evidence); critically examine the argumentation and conclusions of multiple informational texts.

CE 2.1.7 Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.

CE 2.1.8 Recognize the conventions of visual and multimedia presentations (e.g., lighting, camera angle, special effects, color, and soundtrack) and how they carry or influence messages.

CE 2.1.9 Examine the intersections and distinctions between visual (media images, painting, film, and graphic arts) and verbal communication.

CE 2.1.10 Listen to and view speeches, presentations, and multimedia works to identify and respond thoughtfully to key ideas, significant details, logical organization, fact and opinion, and propaganda.

CE 2.1.12 Use a variety of strategies to enhance listening comprehension (e.g., monitor message for clarity and understanding, ask relevant questions, provide verbal and nonverbal feedback, notice cues such as change of pace or emphasis that indicate a new point is about to be made; and take notes to organize essential information).

CE 2.2.2 Examine the ways in which prior knowledge and personal experience affect the understanding of written, spoken, or multimedia text.

CE 2.3.1 Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.

CE 2.3.3 Critically read and interpret instructions for a variety of tasks (e.g., completing assignments, using software, writing college and job applications).

CE 2.3.5 Engage in self-assessment as a reader, listener, and viewer, while monitoring comprehension and using a variety of strategies to overcome difficulties when constructing and conveying meaning.

CE 2.3.6 Reflect on personal understanding of reading, listening, and viewing; set personal learning goals; and take responsibility for personal growth.

<p align="center">Knowledge/Content I Know ... (includes academic vocabulary)</p>	<p align="center">Skills/Processes I Can ...</p>
<ul style="list-style-type: none"> • a yearbook tells a story chronicling the people and events involved. • the components of a yearbook include: cover, Table of Contents, title pages, dividers, sections, closing, index, and endsheets. • the roles include: editor in chief, business manager, copy editor, photography editor, production editor, section editors, and staffers-reporters, writers and photographers. • an editor supervises the development of a yearbook. • a business manager plans and records the financial aspects of a publication. • the copy editor checks grammar and 	<ul style="list-style-type: none"> • identify the components of a yearbook. • explain the importance of the components of a yearbook. • identify the roles of the yearbook staff • define individual roles and expectations of working on a collaborative staff. • fulfill individual roles and meet expectations to create a publication.

monitors student coverage.

- the photography editor presents educational information on how to take photos to staffers including uploading images, handling equipment, etc.
- the production editor assists in designing spreads and checks pages for production accuracy.
- section editors assists in designing specific spreads such as team coverage, portraits, etc. and checks pages for production accuracy.
- staffers are those who are out in the field covering events, photographing and writing about them.
- producing a yearbook is an order of operations in which each role has a responsibility to complete their tasks in a timely and orderly fashion to meet deadlines.
- all yearbook staff follows important legal and ethical guidelines of journalism.

Academic Vocabulary

Table of Contents

title page

divider

sections

closing

index

endsheets

editors-production, photography, copy, section

business manager

staffer

libel

copyright

trademark

- meet deadlines.
- work collaboratively with others.
- demonstrate the understanding of why there are legal and ethical guidelines.
- follow legal and ethical guidelines.

**Phase II Curriculum
Unit 2: Equipment**

Essential Questions:

1. What equipment is necessary to create a yearbook publication?
2. How does specific equipment enhance the creation of a yearbook publication?
3. What skills are necessary to use equipment for producing a yearbook?

Essential Understanding:

1. Technology is an integral part of creating a yearbook.
2. There are many options when choosing which piece of equipment is most appropriate for a given task.
3. Training is necessary to gain knowledge of how to manipulate equipment in order to get a desired outcome.

Curriculum Standards- DOK noted where applicable with Standards

Writing

ELA 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.

ELA 9-10 W.8

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.

High School Content Expectations in Career Technical Education

CE 1.3.7 Participate collaboratively and productively in groups fulfilling roles and responsibilities, posing relevant questions, giving and following instructions, acknowledging and building on ideas and contributions of others to answer questions or to solve problems, and offering dissent courteously.

CE 1.5.4 Use technology tools (e.g. word processing, presentation and multimedia software) to produce polished written and multimedia work (e.g., literary and expository works, proposals, business presentations, advertisements).

CE 1.5.5 Respond to and use feedback to strengthen written and multimedia presentations (e.g., clarify and defend ideas, expand on a topic, use logical arguments, modify organization, evaluate effectiveness of images, set goals for future presentations).

CE 2.3.1 Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.

CE 2.3.3 Critically read and interpret instructions for a variety of tasks (e.g., completing assignments, using software, writing college and job applications).

CE 2.3.5 Engage in self-assessment as a reader, listener, and viewer, while monitoring comprehension and using a variety of strategies to overcome difficulties when constructing and conveying meaning.

CE 2.3.6 Reflect on personal understanding of reading, listening, and viewing; set personal learning goals; and take responsibility for personal growth.

Knowledge/Content

I Know ... (includes academic vocabulary)

- there are many different types of equipment that can be used to create a yearbook or publication.
- computers, cameras, publication software, scanners, printers, etc. can be used to produce parts of a yearbook.

Skills/Processes

I Can ...

- explain the purpose of specific pieces of equipment used to publish a yearbook.
- choose the appropriate piece of equipment in

<ul style="list-style-type: none"> • how to appropriately use specific equipment to fulfill a role on the staff. • each piece of equipment has a specific purpose/role in helping to produce parts of a yearbook. • technology continues to change and the importance of staying informed in order to keep current. <p><u>Academic Vocabulary</u> publication software</p>	<p>accordance with role.</p> <ul style="list-style-type: none"> • use equipment appropriately and effectively.
--	---

**Phase II Curriculum
Unit 3: Photography**

<p style="text-align: center;">Essential Questions:</p> <ol style="list-style-type: none"> 1. What is the purpose of photos in a yearbook? 2. How do photographers capture stories in pictures? 3. What techniques do photographers use? 	<p style="text-align: center;">Essential Understanding:</p> <ol style="list-style-type: none"> 1. Photos tell who, what, where, when, why and how. 2. Photos contribute information to a story. 3. Photographers have an eye for composition techniques. 4. Specific elements add to photo composition.
--	--

Curriculum Standards- DOK noted where applicable with Standards

Speaking and Listening
ELA- SL.9-12.1 Initiate and participate effectively in a range of collaborative discussions.
ELA- SL.9-12.1a Come to discussions prepared, having read and researched.
ELA- SL.9-12.1b Work with peers to promote civil, democratic discussions, set clear goals and deadlines, establish individual roles as needed.
ELA- SL.9-12.1c Propel conversations by posing and responding to questions.
ELA-9-12.1d Respond thoughtfully to diverse perspectives.
ELA- SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media.
ELA.SL.11-12.3 Evaluate a speaker’s point of view, reasoning and evidence.
ELA- SL.9-12.4 Present information, findings and supporting evidence.
ELA- SL.9-12.5 Make strategic use of digital media to enhance understanding.
ELA-.SL.9-12.6 Adapt speech to a variety of contexts and tasks.

Writing
ELA 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.
ELA 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.

High School Content Expectations in Career Technical Education
CE 1.2.1 Write, speak, and use images and graphs to understand and discover complex ideas.

updated 3/2018

CE 1.2.2 Write, speak, and visually represent to develop self-awareness and insight (e.g., diary, journal writing, portfolio self-assessment).

CE 1.2.3 Write, speak, and create artistic representations to express personal experience and perspective (e.g., personal narrative, poetry, imaginative writing, slam poetry, blogs, webpages).

CE 1.3.5 From the outset, identify and assess audience expectations and needs; consider the rhetorical effects of style, form, and content based on that assessment; and adapt communication strategies appropriately and effectively.

CE 1.3.6 Use speaking, writing, and visual presentations to appeal to audiences of different social, economic, and cultural backgrounds and experiences (e.g., include explanations and definitions according to the audience’s background, age, or knowledge of the topic; adjust formality of style; consider interests of potential readers).

CE 1.3.7 Participate collaboratively and productively in groups (e.g., response groups, work teams, discussion groups, and committees)—fulfilling roles and responsibilities, posing relevant questions, giving and following instructions, acknowledging and building on ideas and contributions of others to answer questions or to solve problems, and offering dissent courteously.

CE 1.3.8 Evaluate own and others’ effectiveness in group discussions and formal presentations (e.g., considering accuracy, relevance, clarity, and delivery; types of arguments used; and relationships among purpose, audience, and content).

CE 1.3.9 Use the formal, stylistic, content, and mechanical conventions of a variety of genres in speaking, writing, and multimedia presentations.

CE 1.5.1 Use writing, speaking, and visual expression to develop powerful, creative and critical messages.

CE 1.5.3 Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).

CE 1.5.4 Use technology tools (e.g., word processing, presentation and multimedia software) to produce polished written and multimedia work (e.g., literary and expository works, proposals, business presentations, advertisements).

CE 1.5.5 Respond to and use feedback to strengthen written and multimedia presentations (e.g., clarify and defend ideas, expand on a topic, use logical arguments, modify organization, evaluate effectiveness of images, set goals for future presentations).

CE 2.1.7 Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.

CE 2.1.8 Recognize the conventions of visual and multimedia presentations (e.g., lighting, camera angle, special effects, color, and soundtrack) and how they carry or influence messages.

CE 2.1.9 Examine the intersections and distinctions between visual (media images, painting, film, and graphic arts) and verbal communication.

CE 2.3.3 Critically read and interpret instructions for a variety of tasks (e.g., completing assignments, using software, writing college and job applications).

CE 2.3.8 Develop and apply personal, shared, and academic criteria to evaluate own and others’ oral, written, and visual texts.

<p align="center">Knowledge/Content I Know ... (includes academic vocabulary)</p>	<p align="center">Skills/Processes I Can ...</p>
<ul style="list-style-type: none"> • the purpose of photos is to tell who, what, where, when, why and how. • photography fills in the holes that text can't capture. • how to properly handle and use a camera. • the elements of a camera and how to use them: lenses, shutter speed and other settings. • make decisions on what to photograph in order to best tell the story. • guidelines of good composition for photography: fill the frame, control the background, and wait for the moment. • fill the frame is taking close ups of the subject. • control the background is being aware of what's going on behind the subject of your photo. 	<ul style="list-style-type: none"> • take photos that tell who, what, where, when, why and how. • take photos than enhance a story. • handle a camera and use settings, shutter speed and lenses appropriate for situation. • take thoughtful photos. • follow the guidelines of good composition for photography. • take pictures using the appropriate technique such as fill the frame, control the background and/or wait for the moment.

- wait for the moment is waiting for the right time to take a photo.
- composition techniques to enhance photographs include: center of interest, leading lines, repetition of patterns, framing, depth of field and rule of thirds.
- center of interest is when the subject is the focal point.
- leading lines are real or imaginary lines that direct attention to the subject.
- repetition of patterns show textures or lines repeating.
- framing is when the subject is surrounded by content that highlights the subject.
- depth of field is when a photographer consciously selects an area of focus.
- rule of thirds is when a photo is divided into thirds and the subject is in 1/3 of these.

- use appropriate composition techniques when taking photos such as center of interest, leading lines, repetition of patterns, framing, depth of field and/or rule of thirds.

Academic Vocabulary

composition

fill the frame

control the background

leading lines

framing

rule of thirds

aperture

shutter speed

lenses

depth of field

Phase II Curriculum
Unit 4: Reporting, Interviewing and Writing

Essential Questions:

1. To what extent does audience affect what and how you write?
2. What is the importance of good oral, written and interpersonal skills?
3. How do I conduct thoughtful interviews?
4. How can we use the writing process to communicate our stories for a specific audience?

Essential Understanding:

1. A yearbook is comprised of stories depicting a year's events important to a particular group.
2. Communication skills are important in order to effectively pull and tell a story.
3. Engaging in the writing process is essential in producing an effective piece.

Curriculum Standards- DOK noted where applicable with Standards

Speaking and Listening

- ELA- SL.9-12.1** Initiate and participate effectively in a range of collaborative discussions.
- ELA- SL.9-12.1a** Come to discussions prepared, having read and researched.
- ELA- SL.9-12.1b** Work with peers to promote civil, democratic discussions, set clear goals and deadlines, establish individual roles as needed.
- ELA- SL.9-12.1c** Propel conversations by posing and responding to questions.
- ELA-9-12.1d** Respond thoughtfully to diverse perspectives.
- ELA- SL.11-12.2** Integrate multiple sources of information presented in diverse formats and media.
- ELA.SL.11-12.3** Evaluate a speaker's point of view, reasoning and evidence.
- ELA- SL.9-12.4** Present information, findings and supporting evidence.
- ELA- SL.9-12.5** Make strategic use of digital media to enhance understanding.
- ELA-.SL.9-12.6** Adapt speech to a variety of contexts and tasks.

Language

ELA 9-12.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Use parallel structure.* b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

ELA 9-12.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly. Knowledge of Language

ELA 9-12.3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Write and edit work so that it conforms to the guidelines in a style manual

ELA 9-12.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

ELA 9-12.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations. 6.

ELA 9-12.6

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase

important to comprehension or expression.

Writing

Text Types and Purposes

ELA 9-12.2

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

ELA 9-12.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing

ELA 9-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

ELA 9-12.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 54.) (W.9-10.5)

ELA 9-12.6

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.

Research to Build and Present Knowledge

ELA 9-12.7

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.

ELA 9-12.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

ELA 9-12.10

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

High School Content Expectations in Career Technical Education

CE 1.1.1 Demonstrate flexibility in using independent and collaborative strategies for planning, drafting, revising, and editing complex texts.

CE 1.1.2 Know and use a variety of prewriting strategies to generate, focus, and organize ideas (e.g., free writing, clustering/mapping, talking with others, brainstorming, outlining, developing graphic organizers, taking notes, summarizing, paraphrasing).

CE 1.1.3 Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story).

CE 1.1.6 Reorganize sentence elements as needed and choose grammatical and stylistic options that provide sentence variety, fluency, and flow.

CE 1.1.7 Edit for style, tone, and word choice (specificity, variety, accuracy, appropriateness, conciseness) and for conventions of grammar, usage and mechanics that are appropriate for audience.

CE 1.2.1 Write, speak, and use images and graphs to understand and discover complex ideas.

CE 1.2.2 Write, speak, and visually represent to develop self-awareness and insight (e.g., diary, journal writing, portfolio self-assessment).

CE 1.3.2 Compose written and spoken essays or work-related text that demonstrate logical thinking and the development of ideas for academic, creative, and personal purposes: essays that convey the author's message by using an engaging introduction (with a clear thesis as appropriate),

well-constructed paragraphs, transition sentences, and a powerful conclusion.

CE 1.3.7 Participate collaboratively and productively in groups (e.g., response groups, work teams, discussion groups, and committees)—fulfilling roles and responsibilities, posing relevant questions, giving and following instructions, acknowledging and building on ideas and contributions of others to answer questions or to solve problems, and offering dissent courteously.

CE 1.4.1 Identify, explore, and refine topics and questions appropriate for research.

CE 1.4.2 Develop a system for gathering, organizing, paraphrasing, and summarizing information; select, evaluate, synthesize, and use multiple primary and secondary (print and electronic) resources.

CE 1.4.4 Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications.

CE 1.4.5 Develop organizational structures appropriate to the purpose and message, and use transitions that produce a sequential or logical flow of ideas.

CE 1.4.7 Recognize the role of research, including student research, as a contribution to collective knowledge, selecting an appropriate method or genre through which research findings will be shared and evaluated, keeping in mind the needs of the prospective audience. (e.g., presentations, online sharing, written products such as a research report, a research brief, a multi-genre report, I-Search, literary analysis, news article).

CE 1.5.2 Prepare spoken and multimedia presentations that effectively address audiences by careful use of voice, pacing, gestures, eye contact, visual aids, audio and video technology.

CE 1.5.3 Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).

CE 1.5.4 Use technology tools (e.g. word processing, presentation and multimedia software) to produce polished written and multimedia work (e.g., literary and expository works, proposals, business presentations, advertisements).

CE 1.5.5 Respond to and use feedback to strengthen written and multimedia presentations (e.g., clarify and defend ideas, expand on a topic, use logical arguments, modify organization, evaluate effectiveness of images, set goals for future presentations).

CE 2.1.1 Use a variety of pre-reading and previewing strategies (e.g., acknowledge own prior knowledge, make connections, generate questions, make predictions, scan a text for a particular purpose or audience, analyze text structure and features) to make conscious choices about how to approach the reading based on purpose, genre, level of difficulty, text demands and features.

CE 2.1.2 Make supported inferences and draw conclusions based on informational print and multimedia features (e.g., prefaces, appendices, marginal notes, illustrations, bibliographies, author's pages, footnotes, diagrams, tables, charts, maps, timelines, graphs, and other visual and special effects) and explain how authors and speakers use them to infer the organization of text and enhance understanding, convey meaning, and inspire or mislead audiences.

CE 2.1.12 Use a variety of strategies to enhance listening comprehension (e.g., monitor message for clarity and understanding, ask relevant questions, provide verbal and nonverbal feedback, notice cues such as change of pace or emphasis that indicate a new point is about to be made; and take notes to organize essential information).

CE 2.2.2 Examine the ways in which prior knowledge and personal experience affect the understanding of written, spoken, or multimedia text.

CE 2.3.3 Critically read and interpret instructions for a variety of tasks (e.g., completing assignments, using software, writing college and job applications).

CE 2.3.4 Critically interpret primary and secondary research-related documents (e.g., historical and government documents, newspapers, critical and technical articles, and subject-specific books).

CE 2.3.5 Engage in self-assessment as a reader, listener, and viewer, while monitoring comprehension and using a variety of strategies to overcome difficulties when constructing and conveying meaning.

CE 2.3.6 Reflect on personal understanding of reading, listening, and viewing; set personal learning goals; and take responsibility for personal growth.

CE 4.1.1 Use sentence structures and vocabulary effectively within different modes (oral and written, formal and informal) and for various rhetorical purposes.

CE 4.1.3 Use a range of linguistic applications and styles for accomplishing different rhetorical purposes (e.g., persuading others to change opinions, conducting business transactions, speaking in a public forum, discussing issues informally with peers).

CE 4.1.4 Control standard English structures in a variety of contexts (e.g., formal speaking, academic prose, business, and public writing) using language carefully and precisely.

CE 4.2.1 Understand how languages and dialects are used to communicate effectively in different roles, under different circumstances, and among speakers of different speech communities (ethnic communities, social groups, professional organizations).

CE 4.2.2 Understand the implications and potential consequences of language use (e.g., appropriate professional speech; sexist, racist, homophobic language).

CE 4.2.3 Recognize and appreciate language variety, understand that all dialects are rule-governed, and respect the linguistic differences of other speech communities.

CE 4.2.4 Understand the appropriate uses and implications of casual or informal versus professional language; understand, as well, the implications of language designed to control others and the detrimental effects of its use on targeted individuals or groups (e.g., propaganda, homophobic language, and racial, ethnic, or gender epithets).

CE 4.2.5 Recognize language bias in one's community, school, textbooks, the public press, and in one's own use of language.

Knowledge/Content I Know ... (includes academic vocabulary)	Skills/Processes I Can ...
<ul style="list-style-type: none"> • the intended audience. • in order to conduct personalized interviews, preplanning must take place. • interview techniques such as: open ended questions, closed ended questions, follow up questions, and note taking. • open ended questions are those that require an extended response. • close ended questions are those that can be answered with a yes or a no. • follow up questions are asked after an initial open or closed ended question. • direct quotes are using someone's exact words. • facts are essential in telling a story. • actively listening and maintaining objectivity allows the story to be told as accurately as possible. • objectivity means looking at just the facts without judgment or bias. • professional etiquette helps establish a trusting relationship between the interviewer and the subject. • how to proof and edit writing to make sure there are no errors. <p><u>Academic Vocabulary</u> open ended questions close ended questions follow up questions objectivity professional etiquette direct quote</p>	<ul style="list-style-type: none"> • identify the intended audience for a story. • preplan in order to conduct an effective interview. • use open ended questions, close ended questions and follow up questions when interviewing. • take accurate notes that include direct notes and facts. • actively listen and maintain objectivity while interviewing others. • retell a story as accurately as possible. • act in a professional manner to establish a trusting relationship with the subject of an interview. • proof and edit writing to make sure there are no errors.

Phase II Curriculum
Unit 5: Marketing and Promotion

Essential Questions:

1. How are yearbooks marketed and promoted?

2. How are yearbooks funded?

Essential Understanding:

1. Understanding the market audience is essential to the production of a yearbook.
2. Promoting a publication leads to greater sales.

3. There are a number of factors that go into financing the production of yearbooks.

Curriculum Standards- DOK noted where applicable with Standards

Speaking and Listening

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

ELA- SL.9-12.1a Come to discussions prepared, having read and researched.

ELA- SL.9-12.1b Work with peers to promote civil, democratic discussions, set clear goals and deadlines, establish individual roles as needed.

ELA- SL.9-12.1c Propel conversations by posing and responding to questions.

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

ELA- SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media.

ELA.SL.11-12.3 Evaluate a speaker’s point of view, reasoning and evidence.

ELA- SL.9-12.4 Present information, findings and supporting evidence.

ELA- SL.9-12.5 Make strategic use of digital media to enhance understanding.

ELA-.SL.9-12.6 Adapt speech to a variety of contexts and tasks.

Language

ELA 9-12.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Use parallel structure.* b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

ELA 9-12.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly. Knowledge of Language 3.

ELA 9-12.3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Write and edit work so that it conforms to the guidelines in a style manual

Writing

Production and Distribution of Writing

ELA 9-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

ELA 9-12.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 54.) (W.9-10.5)

ELA 9-12.6

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.

High School Content Expectations in Career Technical Education

CE 1.3.7 Participate collaboratively and productively in groups (e.g., response groups, work teams, discussion groups, and committees)—fulfilling roles and responsibilities, posing relevant questions, giving and following instructions, acknowledging and building on ideas and

contributions of others to answer questions or to solve problems, and offering dissent courteously.

CE 1.5.1 Use writing, speaking, and visual expression to develop powerful, creative and critical messages.

CE 1.5.2 Prepare spoken and multimedia presentations that effectively address audiences by careful use of voice, pacing, gestures, eye contact, visual aids, audio and video technology.

CE 2.3.3 Critically read and interpret instructions for a variety of tasks (e.g., completing assignments, using software, writing college and job applications).

CE 2.3.5 Engage in self-assessment as a reader, listener, and viewer, while monitoring comprehension and using a variety of strategies to overcome difficulties when constructing and conveying meaning.

CE 2.3.6 Reflect on personal understanding of reading, listening, and viewing; set personal learning goals; and take responsibility for personal growth.

CE 4.1.3 Use a range of linguistic applications and styles for accomplishing different rhetorical purposes (e.g., persuading others to change opinions, conducting business transactions, speaking in a public forum, discussing issues informally with peers).

CE 4.1.4 Control standard English structures in a variety of contexts (e.g., formal speaking, academic prose, business, and public writing) using language carefully and precisely.

Knowledge/Content I Know ... (includes academic vocabulary)	Skills/Processes I Can ...
<ul style="list-style-type: none"> • in order to sell yearbooks, it is essential to market them. • promoting is making people aware of your product. • planning a marketing campaign starts with listening to customers. • ad sales is the selling of business information or senior ads for profit. • a contract is an agreement between a seller and buyers. • an invoice is documentation of a commitment for a service that includes the agreed upon payment. • ad artwork includes images promoting either a business or a person. • deadlines need to be followed by set dates of production companies. • using data helps guide potential buyers. • there are various ways to promote products. • local businesses often help offset yearbook costs. • senior parents often purchase senior ads which helps cover yearbook costs. 	<ul style="list-style-type: none"> • explain the purpose of marketing and promoting yearbooks. • apply research findings to effectively market to target audience. • use many different methods to promote products. • explain the purpose of contracts and administer them in the selling of business ads. • explain the purpose of an invoice. • fill out an invoice in order to record agreements. • collect ad artwork from businesses and others as a way of generating money for yearbook costs. • meet a deadline. • use data to target buyers. • reach out to local businesses in order to get them to help fund yearbook costs. • contact senior parents regarding the purchasing of senior ads to help fund yearbook costs.

- yearbooks need to be sold and proper documentation must be kept.
- information concerning sales need to be recorded and sent to production company.
- planning the distribution of yearbooks to customers is the final process.
- yearbooks need to be distributed to customers.

- sell yearbooks and write receipts.
- keep accurate records of sales and communicate with production company.
- make a plan to distribute yearbooks.
- distribute yearbooks to buyers.

Academic Vocabulary

marketing
 promotions
 campaign
 profit
 business ad
 senior ad
 contract
 invoice
 receipt
 ad artwork

**Phase II Curriculum
 Unit 6: Theme, Design and Creation**

Essential Questions:

1. Why do themes exist for a yearbook?
2. How do visual and verbal elements work together to develop theme?
3. How is theme developed throughout a yearbook?
4. What are the elements and principals of design?
5. How do you apply these principals to create a cohesive design that incorporates the theme?
6. What makes an interesting layout?

Essential Understanding:

1. Theme and design create a cohesiveness throughout an entire publication.
2. Theme is developed through design and content.
3. Visual and verbal elements are designed to work together and enhance theme development.
4. Careful consideration is made when designing a layout using principles of design.

Curriculum Standards- DOK noted where applicable with Standards

Speaking and Listening

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

ELA- SL.9-12.1a Come to discussions prepared, having read and researched.

ELA- SL.9-12.1b Work with peers to promote civil, democratic discussions, set clear goals and deadlines, establish individual roles as needed.

ELA- SL.9-12.1c Propel conversations by posing and responding to questions.

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

ELA- SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media.

ELA.SL.11-12.3 Evaluate a speaker's point of view, reasoning and evidence.

ELA- SL.9-12.4 Present information, findings and supporting evidence.

ELA- SL.9-12.5 Make strategic use of digital media to enhance understanding.

ELA-.SL.9-12.6 Adapt speech to a variety of contexts and tasks.

Language

ELA 9-12.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Use parallel structure.* b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

ELA 9-12.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly. Knowledge of Language

ELA 9-12.3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Write and edit work so that it conforms to the guidelines in a style manual

ELA 9-12.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

ELA 9-12.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations. 6.

ELA 9-12.6

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Writing

Production and Distribution of Writing

ELA 9-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

ELA 9-12.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 54.) (W.9-10.5)

ELA 9-12.6

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.

Research to Build and Present Knowledge

ELA 9-12.7

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.

ELA 9-12.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

ELA 9-12.10

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

High School Content Expectations in Career Technical Education

CE 1.3.7 Participate collaboratively and productively in groups (e.g., response groups, work teams, discussion groups, and committees)—fulfilling roles and responsibilities, posing relevant questions, giving and following instructions, acknowledging and building on ideas and contributions of others to answer questions or to solve problems, and offering dissent courteously.

CE 2.1.1 Use a variety of pre-reading and previewing strategies (e.g., acknowledge own prior knowledge, make connections, generate questions, make predictions, scan a text for a particular purpose or audience, analyze text structure and features) to make conscious choices about how to approach the reading based on purpose, genre, level of difficulty, text demands and features.

CE 2.1.3 Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.

CE 2.1.4 Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.

CE 2.1.6 Recognize the defining characteristics of informational texts, speeches, and multimedia presentations (e.g., documentaries and research presentations) and elements of expository texts (e.g., thesis, supporting ideas, and statistical evidence); critically examine the argumentation and conclusions of multiple informational texts.

CE 2.1.7 Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.

CE 2.1.8 Recognize the conventions of visual and multimedia presentations (e.g., lighting, camera angle, special effects, color, and soundtrack) and how they carry or influence messages.

CE 2.1.9 Examine the intersections and distinctions between visual (media images, painting, film, and graphic arts) and verbal communication.

CE 2.1.10 Listen to and view speeches, presentations, and multimedia works to identify and respond thoughtfully to key ideas, significant details, logical organization, fact and opinion, and propaganda.

CE 2.1.12 Use a variety of strategies to enhance listening comprehension (e.g., monitor message for clarity and understanding, ask relevant questions, provide verbal and nonverbal feedback, notice cues such as change of pace or emphasis that indicate a new point is about to be made; and take notes to organize essential information).

CE 2.2.2 Examine the ways in which prior knowledge and personal experience affect the understanding of written, spoken, or multimedia text.

CE 2.3.1 Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.

CE 2.3.3 Critically read and interpret instructions for a variety of tasks (e.g., completing assignments, using software, writing college and job applications).

CE 2.3.5 Engage in self-assessment as a reader, listener, and viewer, while monitoring comprehension and using a variety of strategies to overcome difficulties when constructing and conveying meaning.

CE 2.3.6 Reflect on personal understanding of reading, listening, and viewing; set personal learning goals; and take responsibility for personal growth.

<p align="center">Knowledge/Content I Know ... (includes academic vocabulary)</p>	<p align="center">Skills/Processes I Can ...</p>
<ul style="list-style-type: none"> • a theme is the central idea or concept that gives the book personality. • to select a theme, it is important to examine many design techniques, principals and elements. • original designs should relate to the them 	<ul style="list-style-type: none"> • explain what a theme is in regards to yearbooks and its purpose. • examine various design techniques, principals and elements to determine those most applicable to the selected theme. • apply knowledge of yearbook design techniques and elements to create original designs that follow the established rules of design and how it relates to the selected theme.

- graphic design components enhance the creation of interesting design layouts.
- graphic design principles and applications: pica, margins, eyeline, gutter, folio, template, levels of spacing, mods, feature, color, etc.
- technology is used for designing spreads within the yearbook.
- typography is using various sizes and fonts to communicate content clearly and is used for design purposes.

Academic Vocabulary

theme
 graphic design
 layout
 spread
 typography
 pica
 margins
 eyeline
 gutter
 folio
 template
 levels of spacing
 mods
 features

- define graphic design vocabulary and terminology: pica, margins, eyeline, gutter, folio, template, levels of spacing, mods, feature, color, etc.
- use elements of graphic design: pica, margins, eyeline, gutter, folio, template, levels of spacing, mods, feature, color, etc.
- use available technology to design spreads within the yearbook.
- use various sizes and fonts to communicate content clearly and is used for design purposes.