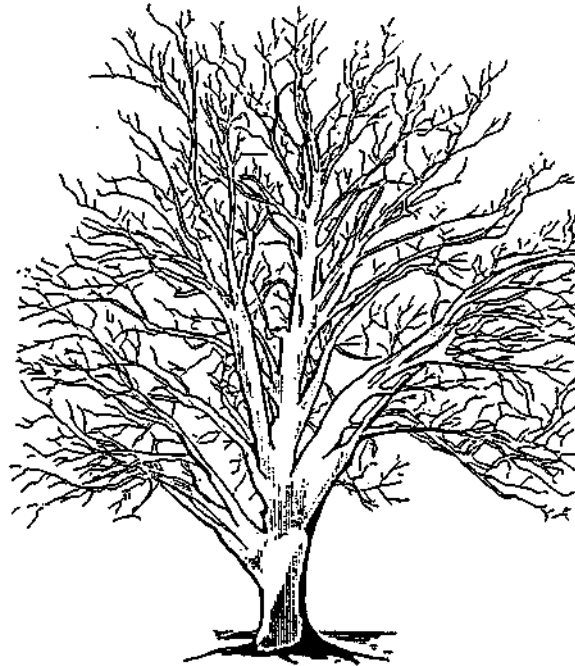# Monroe Township Schools

Curriculum Management System

The Total Experience: Creating the Yearbook

Grade 9-12

July 2007

Table of Contents

MONROE TOWNSHIP SCHOOL DISTRICT

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Acknowledgments

The following individuals are acknowledged for their assistance in the preparation of this Curriculum Management System:

Monroe Township Schools
Mission and Goals

Mission

The mission of the Monroe Township School District, a unique multi-generational community, is to collaboratively develop and facilitate programs that pursue educational excellence and foster character, responsibility, and life-long learning in a safe, stimulating, and challenging environment to empower all individuals to become productive citizens of a dynamic, global society.

Goals

To have an environment that is conducive to learning for all individuals.

To have learning opportunities that are challenging and comprehensive in order to stimulate the intellectual, physical, social and emotional development of the learner.

To procure and manage a variety of resources to meet the needs of all learners.

To have inviting up-to-date, multifunctional facilities that both accommodate the community and are utilized to maximum potential.

To have a system of communication that will effectively connect all facets of the community with the Monroe Township School District.

To have a staff that is highly qualified, motivated, and stable and that is held accountable to deliver a safe, outstanding, and superior education to all individuals.

INTRODUCTION, PHILOSOPHY OF EDUCATION, AND EDUCATIONAL GOALS

Philosophy

The goal of the Monroe Township High School Language Arts program is to develop and to enhance students' ability to communicate effectively for varied purposes and audiences. Probably the single most important attribute of academic and career success, effective communication is based on the components of reading, writing, speaking, listening, and thinking.

A successful high school English program develops these components through an integrated approach to the language arts. This includes instruction in and practice of the support skills underlying each of these processes. For example, in the writing component, students write regularly, in a variety of modes and for a variety of audiences, using writing activities designed to appeal to students' interests and needs. Students learn strategies for prewriting and revising - in essence, skills for critical thinking such as analysis, synthesis, problem-solving and evaluation. They also share their writing with others and keep records of their writing development and samples of their writing in a portfolio. Frequent formal and informal assessment of the student's writing provides the teacher, the student and the parents with information about the student's areas of strength and the areas that need improvement.

Educational Goals

The purpose of this course is to help students develop an appreciation of different educational opportunities; such as journalistic writing, photography, and computer skills. This course will help students to focus their ideas into common themes, promote leadership, and foster teamwork abilities through effective collaboration and communication. Through this course, students will be able to capture the memories of the year, the students, and the faculty through the creation of the yearbook. By the end of this course, students will have developed responsibility, teamwork, and leadership through collaboration and communication. Students will also have developed a yearbook that they can respect and appreciate as a result of all of their hard work.

A note about Language Arts Standards and Cumulative Progress Indicators.

The revised standards for language arts literacy, along with the vision statement, offer a framework for classroom instruction and curriculum development in our schools. While this is a powerful challenge to students, teachers, principals, and parents, it can be met through a united commitment. The singular goal of increasing student achievement through effective instruction in the skills required to live and work in a 21st century global community is the driving force of this challenge and these standards. The primary grades are building blocks that lay the foundation for learning and skill development so that each succeeding grade builds on the foundation achieved by all students in their efforts to become fluent readers, writers, speakers, listeners, and viewers. As language arts skills spiral and become increasingly sophisticated, students progress through the grades with increased confidence and proficiency in oral and written language, comprehension, and critical thinking skills. Language skills are essential to furthering learning, communication, career development, and the human spirit.

A complete copy of the new Core Curriculum Content Standards for Language Arts may also be found at:
http://www.state.nj.us/education/cccs/s3_lal.htm

	Curriculum Management System	Topic: The Yearbook
Suggested days of Instruction Sept-April	**Grade Level/Subject:** **Yearbook 9-12**	**Goal 1:** The student will be able to define the role of the yearbook in the student environment.
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions** **Sample Conceptual Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**

	Objectives / Cluster Concepts / CPI's	Essential Questions / Sample Conceptual Understandings	Instructional Tools / Materials / Technology
	1.1. Identify the functions of the yearbook. 1.2. Recognize the most effective ways to report the story of a school year. 1.3. Recognize the importance of audience and readers' expectations Cumulative Progress Indicators: • 3.1.H.1 • 3.2.A.2 • 3.2.B.11 • 3.2.C.1, 2, 5, 6 • 3.2.D.1, 5 • 3.3.A.1, 3 • 3.3.B.1, 2, 3, 7 • 3.3.D.1 2, 3, 4 • 3.4.A.1 • 3.4.B.1, 3	• How is the yearbook personally important to me? • How is creating a yearbook instrumental to our school? • How is the yearbook a memory keeper for years to come? • How is the yearbook going to capture the year's most important events? • How can the yearbook capture the most important events in the students' lives? Sample Conceptual Understanding: 1. What are the important components of the yearbook? • Senior Section • Students • Faculty/Staff/Administration • Candids • Athletics • Clubs ****Capstone Project: "My Year in Review"** **Throughout the year, students will work on putting together a personal yearbook to demonstrate their understanding of the skills learned and a reflection of their year using the Jostens program.**	**NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, *it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).*** **Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.** 1. "The Personal Touch": Students use interview form to practice writing skills and interview techniques. 2. "Good, Better, Best": Evaluation of last year's book; what was good, bad, and can be reworked. 3. "You Never Known Until You Ask": Survey to be distributed to the student body and reviewed by the yearbook staff. 4. "Something For Everyone": Yearbook Improvement Outline. 5. "Reader Survey": Establishing goals and timelines, writing questions, and composing the survey for the student population. Assessment: • Quiz on material presented and learned. • Results of surveys distributed. • Text: *1,2,3 Student Yearbook Guide*

	Curriculum Management System <u>Grade Level/Subject:</u> **Yearbook 9-12**	**Topic: Teamwork**
		<u>**Goal 2:**</u> **The student will be able to understand, practice, and learn skills for effective leadership at all levels of an organization**

Suggested days of Instruction Sept-April	**Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)** **The student will be able to:**	**Essential Questions** **Sample Conceptual Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**

	2.1. Recognize the value of self-knowledge, awareness, and clear communication in effective leadership.
	
	2.2. Recognize the value of consistency, goal setting, and feedback in effective leadership.
	
	2.3. Recognize the value of a positive, open-minded attitude in effective leadership.
	
	Cumulative Progress Indicators:
	• 3.2.A.3, 4, 5
	• 3.2.B.4, 8
	• 3.2.C.1, 2, 8
	• 3.2.D.1
	• 3.3.A.3
	• 3.3.B.2, 7
	• 3.3.D.1, 2, 3
	• 3.4.A.1, 2, 3
	• 3.4.B.1, 2
		• How will teamwork make me a more well-rounded student?
		• How do other's ideas relate to my life?
		• How does setting goals and objectives help make me a more organized student?
		• How can I learn to be a leader?
		• How can leadership help me accomplish my goals in life?
		• How does communication affect my life?
		
		Sample Conceptual Understanding:
		1. How can I incorporate teamwork into the yearbook?
		    • Collaboration of themes
		    • Collaboration of ideas
		    • Revising and editing written work
		    • Group work
		    • Collaboration of putting photographs into layouts
			1. "Put it in Writing": Assign job descriptions for each staff member specifically outlined in writing.
			2. "Goal Tending": Write goals and objectives for the staff and for the yearbook.
			3. "Team Yearbook": Establish the roles of Coach, Cheerleader, Counselor, Manager, and Trainer, and describing when each staff members would have to wear the different hats.
			4. "Drama in Real Life": Take five yearbook scenarios, analyze them, and elaborate how to handle each one (see Activity 2.4).
			(Analysis, Synthesis)
			Assessment:
			• Quiz on material presented in class.
			• Evaluation of class participation.
			• Evaluation of work completed.
			• Text: *1,2,3 Student Yearbook Guide*

Suggested days of Instruction Sept-April	Curriculum Management System Grade Level/Subject: **Yearbook 9-12**	Topic: Responsibility	
		Goal 3: The student will be able to understand, practice, and learn skills for applying ethical and legal considerations to planning, storytelling, and production.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions** **Sample Conceptual Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**
	3.1. Identify the rights and responsibilities (fairness, accuracy, and good taste) provided by the First Amendment and scholastic-specific court decisions. 3.2. Recognize libel as a type of unprotected speech and how to avoid it. 3.3. Recognize the restrictions that copyright and trademark production may place on the publication of material belonging to others. Cumulative Progress Indicators: • 3.1.D.1, 3 • 3.1.G.1, 10 • 3.1.H.1, 3, 4, 5, 6 • 3.2.A.1, 2, 3, 4, 5 • 3.2.B.2, 6, 7 • 3.2.C.1, 2, 8 • 3.2.D.1	• What is responsibility? • How can responsibility affect my life in and out of school? • How can learning about the law ultimately impact my life in and out of school? • Why is it important to learn about copyright when writing articles and creating a yearbook? Sample Conceptual Understanding: 1. How is responsibility important to the yearbook? • Meeting deadlines to the plant • Meeting deadlines for written work • Meeting deadlines for photographs • Making sure that all important aspects of the school are covered in the yearbook	1. "Put it in Writing": Writing clear and explicit policies for instances such as; portraits, book sales, and advertising. 2. "You be the Judge": Evaluate five potential yearbook scenarios and assess how to handle them in a lawful and ethical manner. 3. "A Legal Briefing": Research the Hazlewood School District vs. Kuhlmeier and write a report on the Supreme Court's decision. 4. "Seeking Outside Help": Research the SPLC and write a report on student press law and when a student would need the assistance of the SPLC. (Comprehension, Application, Analysis) Assessment • Quiz on material presented in class. • Evaluation of writing skills. • Text: *1,2,3 Student Yearbook Guide*

	Curriculum Management System	Topic: Brainstorming
Suggested days of Instruction Sept-April	**Grade Level/Subject:** Yearbook 9-12	**Goal 4:** The student will be able to understand, practice, and learn skills for generating ideas.
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions** **Sample Conceptual Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**

	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)	Essential Questions / Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model

	4.1. Recognize the value of collective brainstorming to develop a complete set of ideas for all aspects of the yearbook.
	
	 4.2. Identify and apply the steps in the brainstorming process.
	
	 4.3. Identify specific brainstorming techniques and strategies.
	
	 Cumulative Progress Indicators:
	 • 3.2.A.2, 4
	 • 3.2.C.1, 2, 6, 8
	 • 3.2.D.1, 3, 7
	 • 3.3.A.2, 3
	 • 3.3.B.2, 3, 7
	 • 3.3.D.1, 2, 3
	 • 3.4.A.1, 3
	 • 3.4.B.1
		• How can brainstorming keep me on track with my goals?
		 • How can brainstorming organize my writing?
		 • How does my brainstorming help others spawn ideas?
		 • How does brainstorming help me become a better thinker?
		
		 Sample Conceptual Understanding:
		 1. Why is brainstorming important to creating the yearbook?
		    • Managing time
		    • Allocating the proper space to the book
		    • Putting the book in order before beginning the project
		    • Getting all ideas on paper to ensure that nothing is left out of the book
			1. "Turn Brainstorms into Thunderstorms": Use sticky notes to label different topics for the yearbook. Use adjectives to describe the feelings associated with one topic. Save the notes for potential ideas for headlines or surveys in the book.
			
			 2. "Shopping for Ideas": Have students take a trip to the mall to look for theme, story, photo, and graphic design ideas. Jot notes in a journal to be collected.
			
			 3. "In a Flash": DO NOW idea for creating creative caption lead-ins for photos. Repeat as necessary when a deadline is approaching.
			
			 4. "Creative Brainstorming": Use a beach ball to be tossed around in class to each staff member to contribute ideas quickly for a new concept.
			
			 (Comprehension, Application, Analysis)
			
			 Assessment:
			 • Quiz on material presented in class.
			 • Evaluation of class participation.
			 • Evaluation of quality of ideas.
			 • Text: *1,2,3 Student Yearbook Guide*

	Curriculum Management System **Grade Level/Subject:** **Yearbook 9-12**	**Topic: Content**	
		Goal 5: The student will be able to understand, practice, and learn skills for developing content with verbal and visual elements.	
Suggested days of Instruction Sept-April	**Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)** **The student will be able to:**	**Essential Questions** **Sample Conceptual Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**

	5.1. Identify a variety of effective verbal formats for developing content.
	5.2. Identify effective visual elements for developing content.
	5.3. Identify effective strategies for making decisions about content.
	
	Cumulative Progress Indicators:
	• 3.1.D.1, 2, 3
	• 3.1.G.1
	• 3.2.A.2, 5
	• 3.2.B.2
	• 3.2.C.1, 2, 8
	• 3.2.D.3
	• 3.3.A.1, 2, 3, 4
	• 3.3.B.2, 3, 6, 7
	• 3.3.C.1
	• 3.3.D.1, 2, 3, 5
	• 3.4.A.1, 3
	• 3.4.B.1
	• 3.5.A.1, 3
	• 3.5.B.2
	• 3.5.C.2, 3
		• Why are pictures a good representation of life without words?
		• How do pictures tell the story of our lives in and out of school?
		• How do words make up the story of the year?
		• How can stories evoke images of past occurrences during the year?
		• How can my decisions force the content of the yearbook?
		• How important is it to determine what content most importantly tells the story of our year?
		
		Sample Conceptual Understanding:
		1. What content is considered important to be included in the yearbook?
		  • Seniors
		  • Superlatives
		  • Faculty and Staff
		  • Administration/Board of Education
		  • Underclass pictures
		  • Events such as Battle of the Bands and Homecoming
		  • Clubs
		  • Athletics (team shots and candids)
			1. "A Yearbook To-Do List": In groups, identify as many tasks as possible represented on a sample yearbook spread. Focus on pictures and text. Share ideas with the class.
			2. "Verbal Clip File": Look at magazines or newspapers for appealing verbal content based on the following categories: figures, facts, opinions, time, and interactive. Label each example and explain why it is appealing.
			3. "Visual Clip File": Look at magazines or newspapers for appealing visual content based on the following categories: single shot, series, montage, COB, and mortise. Label each example and explain why it is appealing.
			Assessment:
			• Quiz on material presented.
			• Evaluation of written material.
			• Evaluation of class participation.
			• Text: *1,2,3 Student Yearbook Guide*

Suggested days of Instruction Sept-April	Curriculum Management System Grade Level/Subject: Yearbook 9-12	Topic: Coverage
		Goal 6: The student will be able to understand, practice, and learn skills for planning and placing content in the yearbook.
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	6.1. Identify the factors that determine effective coverage. 6.2. Recognize traditional and unique section approaches to organizing activities, events and issues (student life, academics, organizations, sports, and people). 6.3. Recognize the organizational and management contribution of a systematic ladder diagram. Cumulative Progress Indicators: • 3.2.A.2, 3, 5 • 3.2.B.1, 8 • 3.2.C.1, 2, 6, 8 • 3.2.D.1, 3, 5, 7	• How does thinking about the different stages of the day help me to organize my thoughts? • How is being knowledgeable about coverage in a yearbook important to the student body? • How does creating outlines help to ensure that all important aspects of student life are documented? • Why is it important to ensure that I keep an open mind and open ear when going through the day? Sample Conceptual Understanding: 1. What are some important events that need coverage? • Homecoming • Battle of the Bands • Athletic events (including any state/county tournaments) • First day of school candids • Educational settings • Hallway candids • Senior and Junior Proms	1. "Climb the Ladder of Success": Have students create a ladder of how to outline the pages of the yearbook with what content belongs on each page. 2. "Coverage Around the Clock": Have students divide into the following groups: morning, noon, night, and weekend. Have students brainstorm as many events of a typical day as possible and record them for each category to prepare for possible ideas and coverage. (Application, Analysis) 3. "Take a Hike": Have students silently tour the halls of the school looking for sights, smells, and sounds. Use vivid adjectives and descriptive language to describe what is seen. 4. "The Beat Goes On": Assign "beats" (areas of coverage) to staff members and have them focus on their beats to prepare for their coverage in the yearbook. Assessments: • Quiz on the material presented in class. • Evaluation of the material written. • Evaluation of participation. • Text: *1,2,3 Student Yearbook Guide*

	Curriculum Management System	Topic: Concept
Suggested days of Instruction Sept-April	**Grade Level/Subject:** **Yearbook 9-12**	**Goal 7:** The student will be able to understand, practice, and learn skills for developing the unifying idea for the yearbook.
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions** **Sample Conceptual Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**

	7.1. Recognize the function of a theme as a verbally and visually unifying and personalizing concept.
	
	7.2. Recognize the verbal elements that contribute to theme development.
	
	7.3. Recognize the visual techniques available to unify the theme.
	
	Cumulative Progress Indicators:
	• 3.2.A.2, 3, 5
	• 3.2.B.1, 8
	• 3.2.C.1, 2, 6, 8
	• 3.2.D.1, 3, 5, 7
	• 3.3.A.2, 3, 4
	• 3.3.B.1, 2, 3, 7
	• 3.4.A.1
	• 3.4.B.1
	• 3.5.A.2, 3
	• 3.5.C.1, 3
		• How is a theme important to my life?
		• What themes would define me?
		• Why is it important to identify themes in the school?
		• Will other students agree with the themes of the school?
		
		Sample Conceptual Understanding:
		1. What are some themes that I can apply to the yearbook?
		   • Friendship
		   • Courage
		   • Pride
		   • School Spirit
		   • Honesty
		   • Integrity
		   • Love
		   • Academic Pride
		   • Community Ties
			1. "Getting Into the Swing of Themes": Brainstorm in small groups different themes or ideas for the book. Brainstorm facts, adjectives, and characteristics unique to the school in the form of a slogan. (Analysis)
			2. "Sounds Like a Theme to Me": Generate a list of specific information that can be used in the stories on the opening, dividers, and closing spreads. Generate a list of photo ideas that visually report a theme. (Application)
			3. "Sit and Spin": Take 6 themes and write direct and indirect spin-offs to expand the thematic content into other sections of the book.
			(Analysis, Synthesis)
			4. "Music to Your Eyes": Bring a CD to class and analyze the notes and CD label for a unifying theme, words and phrases, typography, and graphic design techniques that could be appealing for a concept. Write an analysis of the CD packaging.
			Assessment:
			• Quiz on the material presented in class.
			• Evaluation of writing.
			• Evaluation of working within groups.
			• Evaluation of class participation.
			• Text: *1,2,3 Student Yearbook Guide*

Suggested days of Instruction Sept-April	Curriculum Management System Grade Level/Subject: Yearbook 9-12	Topic: Production	
		Goal 8: The student will be able to understand, practice, and learn skills for preparing the yearbook for plant production.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions** **Sample Conceptual Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**

	8.1. Recognize the ways that technology increases page creation and submission options.
	8.2. Recognize the procedures for submission of photos.
	8.3. Identify methods for effective and efficient proofing of pages and quick return to the printer.
	
	Cumulative Progress Indicators:
	• 3.2.A.2, 3, 5
	• 3.2.B.1, 8
	• 3.2.C.1, 2, 6, 8
	• 3.4.A.1
	• 3.4.B.1
		• How does production effectively demonstrate our understanding of the school?
		• How can the production of the yearbook make it marketable to other students?
		• How does knowing the essential components of production make me more knowledgeable about what is important to our book?
		• How does knowledge of the computer program help to ensure a complete yearbook to treasure?
		
		Sample Conceptual Understanding:
		1. What are the steps of production?
		   • Brainstorming
		   • Planning Ladder
		   • Organizing
		   • Writing Headlines
		   • Taking Photos
		   • Writing Stories
		   • Revising and Editing
		   • Layout in the program
		   • Submission to the plant
			1. "YearTech Online": Using the Template Builder screen, locate each of the key items to learn where the important functions are.
			Assessment:
			• Quiz on the material presented in class.
			• Evaluation of class participation.
			• Evaluation of written material.
			• Text: *1,2,3 Student Yearbook Guide*

	Curriculum Management System **Grade Level/Subject:** **Yearbook 9-12**	**Topic: Reporting**	
Suggested days of Instruction Sept-April		**Goal 9:** The student will be able to understand, practice, and learn skills for reporting.	
	Objectives / Cluster Concepts / **Cumulative Progress Indicators** **(CPI's)** **The student will be able to:**	**Essential Questions** **Sample Conceptual Understandings**	**Instructional Tools / Materials / Technology /** **Resources / Learning Activities /** **Interdisciplinary Activities / Assessment Model**

	9.1. Identify and master information-gathering skills, recognize the importance of first person observation, conducting research and interviewing sources as vital techniques.
	
	9.2. Identify options for researching background material and conducting original research for use as facts and figures in stories.
	
	9.3. Recognize the guidelines for preparing questions and for interviewing sources as well as using interview information in stories.
	
	Cumulative Progress Indicators:
	• 3.1.D.1, 2, 3
	• 3.1.H.1, 5
	• 3.2.A.2, 4, 5
	• 3.2.C.2, 2, 6, 8
	• 3.2.D.1, 7
	• 3.3.A.1, 4
	• 3.3.B.1, 2, 3
	• 3.3.D.1, 2, 3, 5
		• Why is reporting the facts important to me as a journalist?
		• How does reporting the important issues in the school create an interesting yearbook?
		• Why is including key issues found in the school important to include?
		• Why should interviews be conducted with the student body?
		• How can close observations make me a more cognizant student?
		
		Sample Conceptual Understanding:
		1. What are the journalistic qualities that I need to be cognizant of when writing for the yearbook?
		    • Reporting the facts
		    • Including all sides of a story
		    • Making sure that sources check out
		    • Not adding personal opinions
		    • Spending the time doing research to ensure proper reporting
			1. "Good Question": Choose a story topic that is planned for the yearbook. Research the topic prior to generating sample questions for each category. Indicate the source of the information. Create multiple choice, rating, close-ended, and open-ended questions to discuss. (Comprehension, Analysis)
			2. "Hit the Halls": Create interview questions for different hot topics in the school. Take the surveys to the students to find out their reactions. (Application)
			3. "The Survey Says…": Take the information that was gleaned from the interviews and write an analysis of the results.
			4. "Secret Source": Prepare 5 open-ended and 5 close-ended questions to ask a secret person on the yearbook staff. Learn as much about the person as possible through the questions. (Application)
			
			Assessment:
			• Quiz on material presented in class.
			• Evaluation of written materials.
			• Evaluation of interview techniques.
			• Evaluation of class participation.
			• Evaluation of thinking skills.
			• Text: *1,2,3 Student Yearbook Guide*

Suggested days of Instruction Sept-April	Curriculum Management System Grade Level/Subject: Yearbook 9-12	Topic: Writing
		Goal 10: The student will be able to understand, practice, and learn skills for writing stories.
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	10.1. Recognize the importance of notes in focusing and organizing a story. 10.2. Identify the variety of writing approaches for putting information in a human context including the quote-transition story and quick read collections. 10.3. Identify the traits of good writing essential in yearbook copy. Cumulative Progress Indicators: • 3.2.A.2, 3, 4, 5, 7 • 3.2.B.1, 4, 8, 9, 10, 11 • 3.2.C.1, 2, 3, 4, 5, 6, 7, 8 • 3.2.D.1, 3, 5, 7	• How does writing effectively communicate the issues present in the school? • How is writing a way of effectively communicating my thoughts and feelings? • How does getting my ideas on paper give others a clue of what is important to me? • How can writing be a more effective communicator than talking? • How is effective writing a marketable school for after high school? Sample Conceptual Understanding: 1. What aspects of the writing process do I need to focus on when writing the stories for the yearbook? • Brainstorming • Organizing • Making Notes • Rough Draft • Revising and Editing • Peer Editing • Final Copy	1. "Show and Tell": Pick two different story formats (feature stories, quick reads/infographs) for telling a story in a visual way. Write a story angle, format, and why it was selected to be shown in a visual format. (Application, Analysis, Synthesis) 2. "Hit the Highlights": Add color to the stories and pictures that will be used in the yearbook. Using highlighters, organize the pictures and stories by color to keep all information in order. 3. "Take the Lead": Take story ideas and practice writing different kinds of story leads such as: one word, contrast, astonisher, punch, quotation, question, sequential, sights & sounds, and summary. (Application) 4. "The Write Stuff": After completing the organizing of the stories and pictures and writing successful leads, begin writing rough drafts of the stories that will be included in the yearbook. Assessment: • Quiz on material presented in class. • Evaluation of succinct, clear, writing styles. • Evaluation of story writing. • Evaluation of organization techniques. • Text: *1,2,3 Student Yearbook Guide*

		Topic: Headlines
Suggested days of Instruction Sept-April	**Curriculum Management System** **Grade Level/Subject:** **Yearbook 9-12**	**Goal 11:** The student will be able to understand, practice, and learn skills for writing headlines.
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions** **Sample Conceptual Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**

11.1. Identify the function and format of primary, secondary, and subordinate headlines that contribute to reporting a story.
 	
 11.2. Recognize techniques for brainstorming and writing headlines.
 	
 11.3. Recognize techniques for making headlines visually appealing.
 	
 Cumulative Progress Indicators:
 	
 • 3.2.A.2, 3, 4, 5
 • 3.2.C.1, 2, 4, 6, 7, 8
 • 3.2.D.1, 7
 • 3.5.A.3
 • 3.5.C.3
	• How does an effective headline lure the readers to my story?
	
	 • How can writing succinct, effective headlines demonstrate my abilities as a writer?
	
	 • How does artistic ability help to create a marketable, eye-pleasing yearbook?
	
	 Sample Conceptual Understanding:
	
	 1. How do I create catch, attractive headlines for the readers?
	
	    • Practice writing leads with pictures and stories
	
	    • Use a thesaurus to find better adjectives and verbs to use
	
	    • Use the computer to add color, change shape, and change type
		1. "Heads Up": Brainstorm 10 key words that relate to the content on the page spread. Use a dictionary, rhyming dictionary, idiom dictionary, and thesaurus to elaborate on the key words into the following categories: rhyme, synonym, alliteration, and cliché/pun. Form a chart to be posted that will keep in mind different uses of common key words. (Comprehension)
		
		 2. "Two Heads are Better than One": To begin writing headlines for spreads, it is important to practice writing different types of headlines: hammer, kicker, tripod, and wicker. Using content stories and pictures, practice writing different kinds of headlines that will be used in the yearbook. (Synthesis)
		
		 3. "Designer Headlines": Taking usable headlines from the previous activity, sketch out the headlines that will use creative license such as: color, tints, shadows, rule line, clip art, and photographs. Sketch out the headlines before transferring them to the yearbook pages on the computer.
		
		 4. "Magazine Madness": Find 15 creative examples of headlines. Clip and attach headlines to notebook paper and write one sentence descriptions as to why each headline if effective.
		
		 Assessment:
		
		 • Quiz on material presented in class.
		
		 • Evaluation of creative ability.
		
		 • Text: *1,2,3 Student Yearbook Guide*

Suggested days of Instruction Sept-April	Curriculum Management System Grade Level/Subject: **Yearbook 9-12**	**Topic: Captions**	
		Goal 12: The student will be able to understand, practice, and learn skills for writing captions for photographs.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions** **Sample Conceptual Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**
	12.1. Recognize the importance of a caption in developing the story started by the photographs. 12.2. Identify the content and structural approaches to caption writing. 12.3. Identify strategies for writing and designing a caption and its lead-in. Cumulative Progress Indicators: • 3.2.A.2, 3, 4, 5 • 3.2.C.1, 2, 4, 6, 7, 8 • 3.2.D.1, 7 • 3.5.B.2	• How does varying my writing style demonstrate my writing capabilities? • How can my captions make the photos on the page come alive? • Why does practicing writing captions make sense? • Why should I practice writing questions using simplistic methods such as the 5 W's and H? • Why is it important to attach captions to the pictures on the page? Sample Conceptual Understanding: 1. Why should I include captions for the pictures on the pages? • To add flair to a picture • To add words to explain the picture • To add humor to pictures	1. "Questions and Answers": Use a photograph to make a list of the 5 W's and H questions to practice writing captions for the photos in the yearbook. (Comprehension, Synthesis) 2. "A Big Tease": Use a photograph to write lead-ins for the captions to draw the reader in to the photographs on the pages. (Comprehension, Synthesis) 3. "Write to the Point": After reviewing notes from the previous activities, write a summary caption and expanded captions for the photograph to prepare for the pictures that will be used in the book. 4. "Practice Makes Perfect": Use practice photographs and notes on a story to write captions for pictures. Focus on writing a variety of techniques such as: common nouns, adjectives, adverbs, and participles. (Comprehension, Synthesis) Assessment: • Quiz on material presented in class. • Evaluation of writing. • Text: *1,2,3 Student Yearbook Guide*

Suggested days of Instruction Sept-April	Curriculum Management System Grade Level/Subject: Yearbook 9-12	Topic: Editing
		Goal 13: The student will be able to understand, practice, and learn skills for improving writing.
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model

	13.1. Recognize the value of editor and writer working together during the entire process of writing a story.
	
	13.2. Recognize the importance of accuracy in establishing credibility in the yearbook.
	
	13.3. Recognize the importance of editing for style and establishing consistency.
	
	Cumulative Progress Indicators:
	• 3.2.A.3, 4, 7
	• 3.2.C.1, 2, 3, 5, 6, 7, 8
		• Why is it important to learn proper proofreading marks when editing papers?
		• Why is it important to use active verbs instead of passive verbs in my writing?
		• Why should I vary my word usage in my writings?
		• Why do I need to create different ideas before I start thinking about writing stories?
		• How can proper editing display my writing skills?
		• Why is editing an important component to writing?
		
		Sample Conceptual Understanding:
		1. Why is editing a key component to the writing process?
		   • To ensure proper documentation of sources
		   • To ensure correct spelling and punctuation
		   • To ensure correct grammatical usage
		   • To ensure the facts are reported properly
		   • To ensure the flow of the piece works
		   • To ensure that the point of the story has been delivered to the reader
			1. "The Name Game": Brainstorm synonyms for the following categories: students, members, players/athletes, and teachers to have a workable list of synonyms handy when writing stories. This will help to generate variety in stories throughout the book. (Comprehension, Application)
			2. "Action!": Take passive verbs in sentences and practice rewriting sentences with active verbs and then again with active and interesting verbs. (Application)
			3. "Ya Gotta Have Style": Take sample sentences and use a style manual to edit sentences for content and usage to prepare for editing stories. Use the proofreader's marks to learn how to properly edit pages.
			4. "A Smorgasbord of Stories": Create an idea book of writing ideas using the following categories: expressive quotes, exciting leads, fact-packed transitions, quote/transition feature stories, and quick-read story formats. (Application)
			Assessment:
			• Quiz on material presented in class.
			• Evaluation of verb usage.
			• Evaluation of ideas.
			• Evaluation of understanding of proofreading.
			• Text: *1,2,3 Student Yearbook Guide*

Suggested days of Instruction Sept-April	Curriculum Management System Grade Level/Subject: Yearbook 9-12	Topic: Photography
		Goal 14: The student will be able to understand, practice, and learn skills for planning, shooting, and editing photographs in photojournalism.
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model

	14.1. Recognize the different types of camera equipment and film options.
	
	14.2. Identify planning and organizational strategies to guarantee complete coverage, strong content, and organized production.
	
	14.3. Identify skills important to photo edition.
	
	14.4. Recognize strategies for incorporating photographs into the yearbook for strongest storytelling effect.
	
	14.5. Identify strategies used in photocomposition.
	
	14.6. Identify factory that contribute to the technical quality of photographs.
	
	Cumulative Progress Indicators:
	• 3.2.A.1, 4, 5
	• 3.2.B.1, 4, 10
	• 3.2.C.1, 2, 4, 8
	• 3.2.D.7
		• Why is it important to know about different types of cameras and camera functions?
		• Why should I be knowledgeable about different camera shots?
		• How can I become a better photographer?
		• Why is it important to make sure that pictures are the proper size and shape for the yearbook pages?
		• How can my photographs effectively tell the story of the school?
		• What photography techniques do I need to know to create an interesting layout?
		
		Sample Conceptual Understanding:
		1. What are the different kids of photographs that can be taken for the yearbook?
		   • Action shots
		   • Candids
		   • Headshots
		   • Posed shots
			1. "The Photographer's Tool": Identify the different types of cameras using different sample camera pictures. Write a one sentence description of each type, and one sentence explaining the benefit of that type of camera. (Application)
			
			2. "A Perfect Fit": Using a predetermined photo box size, find a photo that best fits into the box. Write an explanation as to why this is the best picture to fit in the box. Discuss elements such as cropping and sizing.
			
			3. "Photo Finish": Using sample photos, explain the dominant element or center of interest in the photos. Also, write a brief description discussing the composition techniques used by the photographer that makes the photo effective.
			
			4. "Snap Into Action": Carry a camera for an entire school day. Take only photojournalistic shots. Record the day at school using interesting composition techniques. Do not take more than one photo of the same students or the same action. Keep in mind the following elements: the human zone, easy does it, wait for the shot, bend your knees, up in the air, watch the light, and flip it.
			
			5. "Photo Check Up": Using your best photo taken, write specific answers to questions about the photo to analyze the usefulness of the photo.
			
			Assessment:
			• Quiz on material presented in class.
			• Evaluation of knowledge of different kinds and uses of cameras.
			• Evaluation of photographs taken.
			• Evaluation of writing as it relates to the photos.
			• Text: *1,2,3 Student Yearbook Guide*

	Curriculum Management System **Grade Level/Subject:** **Yearbook 9-12**	**Topic: Typography**
		Goal 15: The student will be able to understand, practice, and learn skills for choosing and working with reader-friendly typography.
Suggested days of Instruction Sept-April	**Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)** **The student will be able to:**	**Essential Questions** **Sample Conceptual Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**

	15.1. Recognize terminology associated with the use of type.
	
	15.2. Recognize type as a design element related directly to content.
	
	15.3. Identify factors important for type readability and visual appeal.
	
	Cumulative Progress Indicators:
	• 3.2.A.2, 3, 7
	• 3.2.C.1, 2, 8
	• 3.2.D.1, 7
	• 3.5.A.3
	• 3.5.B.2
		• Why should I vary my type styles?
		• What does the type style I use most say about my personality?
		• How can the type styles I choose make my pages come alive?
		
		Sample Conceptual Understanding:
		1. Why is altering type important to the yearbook?
		   • To give details to certain pages
		   • To alter the look of different sections
		   • To give personality to different pieces in the book.
			1. "What's Your Type?": Using a sample text with different forms of type, use the 20 different type terms to indicate the different uses in the text. This is to practice and become familiar with the different forms of type. (Application)
			
			2. "Hold Type for Ransom": Create a ransom note out of magazine words and letters. Focus on font, weight, size, capitalization, color, and special treatment.
			
			3. "Mix and Match": Make a portfolio of 5 headlines, story presentations, and caption styles that are attention-getting and appropriate for adaptation into the yearbook. Write an explanation of each sample and where it would belong in the yearbook. (Application)
			
			Assessment:
			• Quiz on material presented in class.
			• Evaluation of understanding of different forms of type and when to use each.
			• Evaluation of portfolio created.
			• Text: *1,2,3 Student Yearbook Guide*

		Topic: Design	
Suggested days of Instruction Sept-April	**Curriculum Management System** **Grade Level/Subject:** **Yearbook 9-12**	**Goal 16:** The student will be able to understand, practice, and learn basic skills for designing yearbook pages and spreads; the principles of content-focused design; and a modular design approach	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions** **Sample Conceptual Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**
	16.1. Identify the strategies used to enhance readability dominance, eyeflow, contrast, and hierarchy. 16.2. Identify strategies for combining verbal and visual elements for more complete storytelling. 16.3. Recognize the importance of the use of margin, gutter, column, and grid guides for consistency and organization. 16.4. Recognize the importance of dominance as an organizing element. 16.5. Recognize the importance of planned white space in adding unity, movement, and emphasis to a design. 16.6. Recognize the value of a template as a plan for ensuring consistency. 16.7. Recognize the ways in which modular design expands coverage and design options. 16.8. Identify the layers and strategies important in a modular design approach. 16.9. Recognize the strategies used in creating visual unity in a modular design approach.	• How does the design of the pages demonstrate my understanding of the pages? • How can my personality shine though with my design of the yearbook pages? • How can a design that flows demonstrate that I understand the different components of how to design spreads? • Why is it important to focus on the design portion of the yearbook? • When can a design element be used incorrectly and misinform the readers? • How can knowledge of design modules help me become more knowledgeable of how to create an eye-catching yearbook? Sample Conceptual Understanding: 1. How does the design of the yearbook relate to the school? • Choose themes that relate to the message of the school • Use colors throughout the book that are the school colors • Use the school's mascot either on the cover or throughout the book • Create a design that the kids can relate to	1. "Strategic Design": Use a sample page spread with headlines, pictures, and stories. Write a paragraph focusing on the following elements: dominance, eyeflow, contrast, and hierarchy. (Application) 2. "An Anatomy Lesson": Use a sample yearbook spread to identify the following key design elements: caption, content module, dominant photo, drop cap, eyeline, folio/folio tab, overline, primary headline, secondary headline, and story. (Comprehension) 3. "Design Elements": Use a sample yearbook spread to discuss verbal and visual content elements. Discuss in writing the answers to questions pertaining to the spread and design elements. (Comprehension) 4. "Design Makeover": Look at a sample spread. Find the design mistakes and note them in writing. Remake the design spread fixing all of the identified mistakes. (Application, Analysis) 5. "Eight is Enough": Sketch an eight-column design using the following design elements: captions, content modules, eyeline, primary headline, story, consistent interior spacing, exterior framing margin, photographs and secondary headline. 6. "Life-Sized Layout": Take the sketch from the above activity and recreate it on a full-sized practice layout sheet. Use photos and type from magazines that would be used on the spread.

Suggested days of Instruction Sept-April	Curriculum Management System Grade Level/Subject: **Yearbook 9-12**	Topic: **Design**
		Goal 16: The student will be able to understand, practice, and learn basic skills for designing yearbook pages and spreads; the principles of content-focused design; and a modular design approach
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions** **Sample Conceptual Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**
	Cumulative Progress Indicators: • 3.2.A.2, 3, 4, 5 • 3.2.B.4, 7, 10 • 3.2.C.1, 2, 3, 4, 5, 6, 8 • 3.2.D.1, 7 • 3.5.B.2 • 3.5.C.3		7. "Design Checklist": Use the checklist when completing any spread for the yearbook to focus on: column structure, white space, photographs, captions, stories, headlines, content modules, and graphics/art. (Comprehension) 8. "Mod Design": Use a sample design template to clearly explain in writing the modular design elements. 9. "Modular to the Max": Use sample spreads to identify the following content modules: traditional, expanded, and maximized. In writing, explain each one. 10. "Building Blocks": Use a sketch space to design a content module that can then be used as a design mock-up on the computer. A story module or a photo module can be designed. (Application) Assessment: • Quiz on material presented in class. • Evaluation of design work ups. • Evaluation of knowledge of design concepts. • Evaluation of writing. • Text: *1,2,3 Student Yearbook Guide*

	Curriculum Management System **Grade Level/Subject:** **Yearbook 9-12**	**Topic: Graphics**
		Goal 17: The student will be able to understand, practice, and learn skills for using graphics to enhance readability to content.
Suggested days of Instruction Sept-April	**Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)** **The student will be able to:**	**Essential Questions** **Sample Conceptual Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**

	17.1. Recognize the graphic techniques that can effectively enhance readability.
	
	17.2. Identify strategies for using graphic design to organize content and direct readers through a yearbook page or spread.
	
	17.3. Identify tools and sources that impact graphic trends in yearbook design.
	
	Cumulative Progress Indicators:
	• 3.2.A.2, 3, 4, 5
	• 3.2.B.4, 7, 10
	• 3.2.C.1, 2, 3, 4, 5, 6, 8
	• 3.2.D.1, 6, 7
	• 3.3.A.2, 3, 4
	• 3.3.B.2, 3, 7
	• 3.4.A.1, 2, 3
	• 3.4.B.1
	• 3.5.A.3
	• 3.5.B.2
	• 3.5.C.1, 3
		• How can graphics more fully demonstrate my design?
		• Can I lose my goal with the graphics that I add?
		• How can graphics add personality to my pages?
		• How can the graphics demonstrate my personality?
		
		Sample Conceptual Understanding:
		1. Why are graphics key components of the yearbook?
		    • To elaborate the theme of the story
		    • To add pizzazz to the page
		    • To fill in blank spaces
		    • To illustrate the concepts
		    • To demonstrate the results of surveys (charts and graphs)
			1. "Seek and Find": In writing, discuss how adding graphics can emphasis and de-emphasize or add personality to a spread. (Comprehension)
			
			2. "It's in the Mail": Collect promotional mail such as: advertising mailers, catalogues, brochures, postcards, and magazine advertisements. Analyze the personality of the graphic techniques of the mailers. Share findings in a presentation. (Comprehension, Analysis)
			
			3. "Graphic U": Obtain college brochures, mailers, viewbooks, postcards, and announcements from the guidance department for different colleges and universities. In a brainstorming session, share and discuss the ideas, and how they could be adapted to the yearbook.
			
			Assessment:
			• Quiz on material presented in class.
			• Evaluation of class participation.
			• Evaluation of writing.
			• Text: *1,2,3 Student Yearbook Guide*

	Curriculum Management System **Grade Level/Subject:** **Yearbook 9-12**	**Topic: Yearbook Campaign**	
Suggested days of Instruction Jan-June		**Goal 18:** The student will be able to understand, practice, and learn skills for conducting a successful yearbook sales campaign.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions** **Sample Conceptual Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**
	18.1. Identify tactics for appealing to customers and overcoming objections to buying the product. 18.2. Identify marketing strategies for communicating the features and benefits of the yearbook product. 18.3. Identify the key factors of an effective sales campaign, identifying and communicating with potential buyers, and keeping complete and accurate records. Cumulative Progress Indicators: • 3.2.A.2, 5 • 3.2.C.1, 2, 8 • 3.3.A.2, 3, 4 • 3.3.B.2, 3, 7 • 3.4.A.1, 2, 3 • 3.4.B.1	• Why is it important that I be responsible for selling the yearbook? • Why is it important that all groups be targeted for maximum yearbook purchase? • What is the importance of a marketing campaign as it relates to a yearbook? • How can campaigning to sell a yearbook make me a better team player? • How can I become a better public speaker though this campaign? Sample Conceptual Understanding: 1. Why is it important to have a yearbook selling campaign? • To sell as many books as possible • To have as many students as possible want to purchase a yearbook • To create suspense on what the book is going to contain • To make the students proud of the yearbook	1. "Creative, Inc": List 5 ways to get the audience to notice the yearbook. List the ideas/strategies/tactics, and then reason why it would be successful in the school and the community. (Analysis, Evaluation) 2. "Plan-It Yearbook": Fill in a marketing planning guide outline to find the target audience, ways to draw in the consumer, dates, and materials needed for events. 3. "Features and Benefits": List features that can be used as part of a marketing campaign. List benefits that a reader will gain from purchasing the yearbook. Create a marketing campaign around these features and benefits. (Analysis, Synthesis) 4. "What Do You Mean, You Don't Want a Yearbook?": List tactics that can be used for each of the following groups to maximize sales and combat potential objections to the purchase of a yearbook: freshmen, first-time buyers, athletes, club members, marching band members, parents, community members, seniors. Assessment: • Quiz on material presented in class. • Evaluation of marketing ideas. • Evaluation of class participation. • Evaluation of successful marketing campaign. • Text: *1,2,3 Student Yearbook Guide*

Suggested days of Instruction Jan-June	Curriculum Management System Grade Level/Subject: **Yearbook 9-12**	Topic: Advertising and Distribution
		Goal 19: The student will be able to understand, practice, and learn skills for selling, designing advertising, and distribution of the yearbook product.
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions** **Sample Conceptual Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**

	19.1. Identify the strategies of an organizing advertising campaign.
	
	19.2. Recognize the strategies of a businesslike approach to selling advertising.
	
	19.3. Identify content elements and design principles important in creating advertising that interests readers and satisfies advertisers.
	
	19.4. Recognize key elements in a carefully planned distribution.
	
	19.5. Recognize key factors important for creating the distribution event.
	
	19.6. Identify strategies for using distribution as an opportunity for recognizing the efforts of the yearbook staff.
	
	Cumulative Progress Indicators:
	• 3.2.A.2, 5
	• 3.2.C.1, 2, 8
	• 3.2.D.5, 6
	• 3.3.A.2, 3, 4
	• 3.3.B.2, 3, 7
	• 3.4.A.1, 2, 3
	• 3.4.B.1
		• Why is it important that I look for ads to support the yearbook?
		• Why should I want to distribute the yearbook?
		• How can wearing a t-shirt specifically made for the yearbook's distribution boost sales?
		• How can I prepare for speaking to local business owners to promote ad sales?
		• How can I guarantee sales of ads from friends and family?
		• Why is it important to have a distribution event?
		• Why is it important to have a set plan for how to distribute yearbooks?
		• How can being part of the planning process of the event and distribution make me more organized and responsible?
		
		Sample Conceptual Understanding:
		1. Why do I need to be part of the distribution?
		  • To have other students see that students created the book
		  • To raise enthusiasm about the book's distribution
		  • To show pride towards the finished product
		2. Why should there be advertising in the book?
		  • To show community support
		  • To raise money for distribution events
		  • To demonstrate pride in the finished product throughout the community
		  • To tie together the school and the community
			1. "Ad Designs to Go": Design a spec ad for potential businesses not already advertising in the yearbook. Check yellow pages or newspaper ads for business runs as a starting point. (Application)
			
			2. "Objection! (overruled)": Write responses to sample objections business owners may give so as to be prepared when looking for advertisers. (Application)
			
			3. "PDA Ads": Establish a plan for PDA ads that are purchased by friends and family members. Determine sizes, costs, deadlines, and how to promote sales. Use PDA ads checklist to ensure all aspects are covered.
			
			4. "Get it on Your Chest": Design t-shirts for staff members to wear during distribution to incorporate themes, colors, typography and graphics found in the yearbook to advertise to the student body. (Application, Synthesis)
			
			5. "Passing the Book": Work in teams to answer questions about previous distribution events and to plan for this year's distribution event.
			
			Assessment:
			• Quiz on the material presented.
			• Evaluation of class participation.
			• Evaluation of creative techniques.
			• Evaluation of writing.
			• Text: *1,2,3 Student Yearbook Guide*

Suggested days of Instruction Jan-June	Curriculum Management System Grade Level/Subject: Yearbook 9-12	Topic: "My Year In Review" Capstone Project
		Goal 20: The student will be able to put together a cumulative project to personally connect his/her life to the yearbook and to synthesize their learning of the skills.
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model

	20.1 demonstrate an understanding of all of the yearbook skills presented throughout the year.
	20.2 demonstrate an understanding of good writing and revising/editing skills.
	20.3 show his/her life throughout the year with photos and stories that personally reflect the important aspects of the school year.
	
	Cumulative Progress Indicators:
	
	• 3.2.A.1, 2, 3, 4, 5, 7
	• 3.2.C.1, 2, 6, 8
	• 3.2.D.1, 2, 5, 7, 8
	• 3.5.A.1, 3
	• 3.5.C.1, 3
		• How can I apply the skills learned throughout the year to a final project to demonstrate my understanding of the course?
		• What events during the year were significant to me?
		• How can I make my personal yearbook reflect my style and give readers an insight to my life?
		• How do my photographs give a reader insight to who I am?
		• What type styles am I going to use to relay my personality to the reader?
		• What personal reflections can I include to give the reader a view into what I am thinking?
		
		Sample Conceptual Understanding:
		1. How can I create a personal yearbook to demonstrate my understanding of the year, and to give the reader a clue as to who I am?
		   • Use personal photos
		   • Design a cover based on personal reflection
		   • Write personal reflections based on events that happened in the school
		   • Use yearbook production skills to make the book personal (typography, design, etc)
		   • Choose colors and a layout that is specific to me
			1. Gather photos throughout the year that are personal to the life of the student.
			2. Write stories/reflections throughout the year that are indicative of key events in the student's life.
			3. Use the skills presented using the Jostens program to create a personal yearbook. Focus on layout, typography, captions, coverage, design, headlines, reporting, and production. (Synthesis)
			
			Assessment:
			
			• Using a rubric, evaluate final project focusing on all of the concepts taught and the reflection of the student's year.

The Total Experience: Creating the Yearbook

COURSE BENCHMARKS

To create a yearbook that will forever capture the important events, students, faculty, themes, memories, and ideas of the school. The student will be able to demonstrate each of the benchmarks listed below through each deadline needed to be met to create the yearbook.

1. The student will be able to recognize the importance of the yearbook to the school.
2. The student will be able to write effective stories that will pair with the photographs or headlines in the book.
3. The student will be able to demonstrate effective reporting techniques as it relates to the facts gleaned from surveys, athletic statistics, and club information.
4. The students will be able to learn how to create effective headlines that are visually appealing and grab the reader's interest to the pages.
5. The student will be able to learn how different type settings effectively tell a story on a page.
6. The student will be able to learn how to place photographs on a page with the proper sizing and cropping effects.
7. The student will be able to learn how to vary verb usage to create more interesting text.
8. The student will be able to learn about the different cameras used and the importance of each one as it relates to certain photographs.
9. The student will be able to determine how an effective design spread makes an interesting yearbook.
10. The student will be able to learn how it takes a variety of ideas and teamwork to create an effective yearbook that captures the whole school year.
11. The student will be able to learn responsibility and how it relates to deadlines when creating something as important as the yearbook.
12. The student will be able to demonstrate how pictures come alive with captions.
13. The student will be able to determine which graphics are important to include in the yearbook to accentuate the pictures and the text already in place.
14. The student will be able to learn how to launch an effective yearbook selling campaign to maximize sales of the yearbook.
15. The student will be able to create an effective mission statement for why the yearbook exists, what is the process, what kind of product the yearbook is to be, and what the staff wants to accomplish in terms of product and marketing of the product.
16. The student will be able to create a final project called "My Year in Review" to demonstrate their understanding of the yearbook concepts, writing skills, and a personal reflection of their school year.