



Unit 1: Building Background: Review of Skills

Draft Date	Course	Duration	Grades	Subjects	Team
06-01-2026	HS Advanced Yearbook Publications	1 Week(s)	9, 10, 11, 12	English Language Arts	Katie Fake, Shaun Karli, Janae Lapp, Connie Martin, Ashley Johnston, Brittany Haines

Focus

To start the course, we will work as a group to create classroom norms for yearbook production and spend time reviewing the background knowledge built in the Yearbook Publications course.

Stage 1: Learning Goals

Established Goals	Transfer	
Standards	Long-Term Transfer Goals	
ISTE Standards ISTE Standards: 1 ■ Apply existing knowledge to generate new ideas, products, or processes (<i>ISTE.1.1.a</i>) ■ Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media (<i>ISTE.2.1.a</i>) ■ Communicate information and ideas effectively to multiple audiences using a variety of media and formats (<i>ISTE.2.1.b</i>) ■ Identify and define authentic problems and significant questions for investigation (<i>ISTE.4.1.a</i>) ■ Plan and manage activities to develop a solution or complete a project (<i>ISTE.4.1.b</i>)	What kinds of long-term, independent accomplishments are desired? Students will be able to independently use their learning to... ■ Reading Informational Text / Reading Literature: Read to gain knowledge, build critical thinking skills, and spark curiosity and interest. (<i>T1</i>) ■ Writing: Communicate information and ideas clearly to address task, purpose, and intended audience. (<i>T2</i>) ■ Writing: Apply knowledge of vocabulary to communicate effectively in a variety of contexts using appropriate conventions (<i>T3</i>) ■ Speaking and Listening: Effectively utilize appropriate speaking techniques (volume, inflection, pace, etc.) and vocabulary in a variety of settings to clearly communicate ideas and information. (<i>T4</i>)	
	Meaning	
	Understandings	Essential Questions
	What specifically do you want students to understand? What inferences should they make? Students will understand that... ■ Strategic researchers gather information from a variety of reliable	What thought-provoking questions will foster inquiry, meaning making, and transfer? Students will keep considering... ■ How do I find reliable and useful sources for my research? How do I

Profile of a CV Learner

- Collaboration: Students will be able to independently engage and meaningfully contribute to a team to reach a common goal, through mutual reflection, feedback, and shared responsibility. (PCVL.CO)
- Communication: Students will be able to independently and confidently adapt their writing and speaking in relation to audience, task, and purpose, as well as practice active listening to understand other perspectives, viewpoints, and cultures. (PCVL.CM)

- resources to answer a specific research question or explore a topic. (U1)
- Strategic researchers participate in independent and collaborative research to better understand the content that they are researching. (U2)
 - Engaging in collaborative discussions allows students to learn from each other, deepen their understanding of topics, and gain new perspectives. (U3)
 - Adapting speech to different contexts and tasks allows students to communicate more effectively so that others can understand and respond. (U4)
 - Including accurate facts and relevant, descriptive details in oral reports and storytelling enhances the credibility, depth, and focus of communication. (U5)
 - Structuring reports and stories in a clear and organized manner helps students convey information logically, enabling their audience to follow along easily and grasp the main points being communicated. (U6)
 - Multimedia components and visual aids (i.e. pictures, charts, PowerPoints, etc.) are powerful tools that can significantly enhance the development, credibility and communication of main ideas and themes in presentations. (U7)

compare information that I have found from multiple sources to figure out what is accurate? (Q1)

- As I am reading my research, how do I deepen and challenge my thinking? (Q2)
- How do I learn from others in group discussions? How do I build on others' ideas? How do I share my thoughts clearly? How do I show others I am listening? (Q3)
- How can I create a positive and respectful discussion that encourages everyone to share their ideas? How effective is the strategy that I am using, and what changes might be needed? (Q4)
- How do I integrate diverse media when speaking to improve my credibility? (6-12) (Q5)
- How can I use appropriate volume, pace, articulation, and pronunciation to speak clearly? (Q6)
- How can using media help the audience understand my message? (Q7)

Acquisition of Knowledge & Skill	
Knowledge	Skills
What facts and basic concepts should students know and be able to recall? Students will know... ■ Collaboration skills (K1) ■ Time and task management skills (K2) ■ Elements of civil discourse and how to use it to work together effectively in a group (K3) ■ The knowledge and skills learned in previous yearbook class, including theme, photography, writing copy, advertising, and graphic design (K4) ■ Effective communication skills (K5)	What discrete skills and processes should students be able to use? Students can... ■ I can collaborate and communicate effectively with a team. (S1) ■ I can manage time and tasks effectively so that all group members have significant work to complete and all assignments are finished by the deadline. (S2) ■ I can respectfully contribute ideas, encourage others, and participate in a group. (S3) ■ I can apply all relevant knowledge and skills learned in previous yearbook class, coupled with additional research, to create a unique presentation that enhances and deepens my knowledge. (S4)



Unit 2: Collaborative Creation: Yearbook Production

Draft Date 06-01-2026	Course HS Advanced Yearbook Publications	Duration 7 Week(s)	Grades 9, 10, 11, 12	Subjects English Language Arts	Team Connie Martin, Katie Fake, Shaun Karli, Janae Lapp, Ashley Johnston, Brittany Haines, Connie Martin
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Focus

For the majority of our course, we will apply the knowledge and skills we have learned and built upon to work with others to create elements of the school's yearbook. We will apply our knowledge to propose ideas for future yearbooks to create our school's history.

Stage 1: Learning Goals

Established Goals	Transfer	
Standards	Long-Term Transfer Goals	
ISTE Standards ISTE Standards: 1 ■ Apply existing knowledge to generate new ideas, products, or processes (<i>ISTE.1.1.a</i>) ■ Create original works as a means of personal or group expression (<i>ISTE.1.1.b</i>) ■ Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media (<i>ISTE.2.1.a</i>) ■ Communicate information and ideas effectively to multiple audiences using a variety of media and formats (<i>ISTE.2.1.b</i>) ■ Contribute to project teams to produce original works or solve problems (<i>ISTE.2.1.d</i>) ■ Plan and manage activities to develop a solution or complete a project (<i>ISTE.4.1.b</i>)	What kinds of long-term, independent accomplishments are desired? Students will be able to independently use their learning to... ■ Writing: Communicate information and ideas clearly to address task, purpose, and intended audience. (<i>T1</i>) ■ Speaking and Listening: Effectively utilize appropriate speaking techniques (volume, inflection, pace, etc.) and vocabulary in a variety of settings to clearly communicate ideas and information. (<i>T2</i>) ■ Speaking and Listening: Demonstrate interest in and acknowledgement of diverse perspectives by asking probing questions and providing respectful verbal and non-verbal feedback. (<i>T3</i>)	
	Meaning	
	Understandings	Essential Questions
	What specifically do you want students to understand? What inferences should they make? Students will understand that... ■ Meeting a common goal often requires flexibility, compromise, and a	What thought-provoking questions will foster inquiry, meaning making, and transfer? Students will keep considering... ■ What makes a group effective? How are we working together right now? How

- Advocate and practice safe, legal, and responsible use of information and technology (*ISTE.5.1.a*)
- Understand and use technology systems (*ISTE.6.1.a*)
- Select and use applications effectively and productively (*ISTE.6.1.b*)
- Troubleshoot systems and applications (*ISTE.6.1.c*)
- Transfer current knowledge to learning of new technologies (*ISTE.6.1.d*)

Profile of a CV Learner

- Collaboration: Students will be able to independently engage and meaningfully contribute to a team to reach a common goal, through mutual reflection, feedback, and shared responsibility. (*PCVL.CO*)
- Communication: Students will be able to independently and confidently adapt their writing and speaking in relation to audience, task, and purpose, as well as practice active listening to understand other perspectives, viewpoints, and cultures. (*PCVL.CM*)
- Innovative Problem Solving: Students will be able to independently use their learning to approach new problems with curiosity and creativity while consistently seeking growth through self-reflection and a willingness to accept constructive feedback. (*PCVL.IPS*)

willingness to accept constructive feedback. (*U1*)

- Teams work efficiently and effectively when members share leadership and decision-making responsibilities. (*U2*)
- Effective writers make deliberate and strategic choices when considering purpose and audience to convey information clearly about a topic. (*U3*)
- Effective writers understand there are multiple points of view/opinions. (*U4*)
- Effective writers choose organizational structures to logically sequence ideas and events. (*U5*)
- Effective writers strengthen their writing through the process of revising and editing. (*U6*)
- Effective writers effectively use a variety of digital tools to collaborate, produce, and publish their writing. (*U7*)
- Strategic researchers gather information from a variety of reliable resources to answer a specific research question or explore a topic. (*U8*)
- Engaging in collaborative discussions allows students to learn from each other, deepen their understanding of topics, and gain new perspectives. (*U9*)
- Adapting speech to different contexts and tasks allows students to communicate more effectively so that others can understand and respond. (*U10*)

can we continue to improve to meet a common goal? (*Q1*)

- What are some strategies I am using to check in and get feedback on my part? What are my next steps? (*Q2*)
- As I am speaking/writing... What am I trying to say? How do I explain my ideas or approach for a specific purpose and audience? What details are appropriate to include to clarify my message? How can I utilize accessibility tools to ensure diverse audiences can understand me? What adjustments do I need to make? (*Q3*)
- How does who I am writing for impact the way I am sharing information about the topic? (*Q4*)
- What is the best way to organize this information? (*Q5*)
- How do I choose relevant information to include in my writing? How does that help support my explanation? (*Q6*)
- How do I know if I communicated my point effectively? (*Q7*)
- How does using a digital tool strengthen writing ? (5-12) (*Q8*)
- How do I find reliable and useful sources for my research? How do I compare information that I have found from multiple sources to figure out what is accurate? (*Q9*)

Acquisition of Knowledge & Skill

Knowledge	Skills
What facts and basic concepts should students know and be able to recall? Students will know... ■ Collaboration skills (K1) ■ Time and task management skills (K2) ■ Elements of civil discourse and how to use it to work together effectively in a group (K3) ■ The knowledge and skills learned in previous yearbook class units, including theme, photography, writing copy, advertising, and graphic design (K4) ■ Effective communication skills (K5)	What discrete skills and processes should students be able to use? Students can... ■ I can collaborate and communicate effectively with a team. (S1) ■ I can manage time and tasks effectively so that all group members have significant work to complete and all assignments are finished by the deadline. (S2) ■ I can respectfully contribute ideas, encourage others, and participate in a group. (S3) ■ I can apply all relevant knowledge and skills learned in previous yearbook class units to create products for the yearbook. (S4)



Unit 3: Relevant Reflection: Creating a Portfolio

Draft Date 06-02-2026	Course HS Advanced Yearbook Publications	Duration 1 Week(s)	Grades 9, 10, 11, 12	Subjects English Language Arts	Team Katie Fake, Shaun Karli, Janae Lapp, Connie Martin, Ashley Johnston, Brittany Haines
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Focus

As a culmination of skills, students will work to choose, analyze, and reflect on artifacts that represent their growth as a yearbook staff member, making goals for their future growth as well.

Stage 1: Learning Goals

Established Goals	Transfer	
Standards	Long-Term Transfer Goals	
ISTE Standards ISTE Standards: 1 - Communicate information and ideas effectively to multiple audiences using a variety of media and formats (<i>ISTE.2.1.b</i>) - Evaluate and select information sources and digital tools based on the appropriateness to specific tasks (<i>ISTE.3.1.c</i>) - Process data and report results (<i>ISTE.3.1.d</i>) - Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity (<i>ISTE.5.1.b</i>) - Demonstrate personal responsibility for lifelong learning (<i>ISTE.5.1.c</i>)	What kinds of long-term, independent accomplishments are desired? Students will be able to independently use their learning to... - Writing: Communicate information and ideas clearly to address task, purpose, and intended audience. (<i>T1</i>) - Writing: Apply knowledge of vocabulary to communicate effectively in a variety of contexts using appropriate conventions (<i>T2</i>)	
	Meaning	
	Understandings	Essential Questions
	What specifically do you want students to understand? What inferences should they make? Students will understand that... - Effective writers make deliberate and strategic choices when considering purpose and audience to convey information clearly about a topic. (<i>U1</i>) - Effective writers create organizational structures to support their opinions. (<i>U2</i>)	What thought-provoking questions will foster inquiry, meaning making, and transfer? Students will keep considering... - How will I know if my learning was successful? What sources of data should I consider? (<i>Q1</i>) - What motivates me to keep learning? What do I still wonder about? How might I transfer what I have learned to another situation? (<i>Q2</i>)

Profile of a CV Learner

- Life-Long Learner: Students will be able to independently use their learning to analyze past and ongoing performance, adjust thinking processes to new contexts, and use information to make informed and conscientious decisions. (PCVL.LLL)

- Effective writers choose organizational structures to logically sequence ideas and events. (U3)
- Effective writers effectively use a variety of digital tools to collaborate, produce, and publish their writing. (U4)

- How do I choose relevant information to include in my writing? How does that help support my explanation? (Q3)
- What is the best way to organize this information? (Q4)
- How does using a digital tool strengthen writing ? (5-12) (Q5)

Acquisition of Knowledge & Skill

Knowledge

What facts and basic concepts should students know and be able to recall?
Students will know...

- Time and task management (K1)
- The knowledge and skills learned in previous yearbook class, including theme, photography, writing copy, advertising, and graphic design (K2)
- Effective communication skills (K3)

Skills

What discrete skills and processes should students be able to use? Students can...

- I can manage time and tasks effectively so that all group members have significant work to complete and all assignments are finished by the deadline. (S1)
- I can apply all relevant knowledge and skills learned in previous yearbook class, coupled with additional research, to create a unique presentation that enhances and deepens their knowledge. (S2)
- I can articulate accurate and evaluation of prior work to make goals for the future. (S3)