



Southern Lehigh School District

UbD Curriculum Template

Course: **Yearbook**
 Teacher Team: **Tocci**

Unit: Unit 1 Skill Building for the Year

Grades: **10-12**
 Date: April 2016

| Stage 1 – Desired Results | |
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| Established Goals | Enduring Understandings/Transfer |
| <p>1. What 21st Century Essentials included in the mission statement will this unit address?</p> <p><i>Effective Communication Skills</i> <i>Transfer of Learning</i> <i>Career Planning & Life Long Learning</i></p> <p>2. What content standards will this unit address?</p> <p>Standards:</p> <ul style="list-style-type: none"> • ELA PA Core State Standards http://www.pdesas.org/Standard/PACore <p>CC.1.4.11-12.B Write with a sharp, distinct focus identifying topic, task, and audience.</p> <ul style="list-style-type: none"> • Math PA Core State Standards • PA Content Standards | <p>Written as a declarative statement, an enduring understanding is a “big idea” that focuses on larger concepts, principles, and processes that go beyond discrete facts or skills. Enduring Understandings are applicable to new situations across content areas and <u>TRANSFERABLE</u> (the ability to learn in one context and apply to a new situation, particularly outside of the classroom) to the real world.</p> <p>3. List the Enduring Understanding(s):</p> <ul style="list-style-type: none"> • <i>Decisions made by the editorial staff become the guiding principals of the yearbook for the year.</i> • <i>Diligent planning and scheduling increases coverage of all students for the yearbook.</i> • <i>Basic elements of yearbook design always need to be implemented</i> <p>4. What do you want students to do with this knowledge or skill beyond this course? What is Transfer?</p> <ul style="list-style-type: none"> • <i>Students will determine the meaning of the theme for the year.</i> • <i>Students serving in editorial staff positions will communicate to peers the parameters for their work.</i> • <i>Students will work collaboratively on a timelines for tasks and on the focus for the whole of the yearbook.</i> • <i>Students will create a budget for a fiscally responsible yearbook.</i> |
| | Essential Questions |
| | <p>What thought-provoking questions will foster inquiry, meaning-making, and transfer?</p> <p>5. List the Essential Question(s) that students should ponder, wonder about or explain by the end of</p> |

Arts and Humanities

9.1. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts

A. Know and use the elements and principles of each art form to create works in the arts and humanities.

- Elements
- *Dance: energy/force – space time
- *Music: duration – intensity – Pitch – timbre
- *Theatre: scenario – script/text – set design
- *Visual Arts: color – form/shape – line – space – texture – value
- *Principles
- *Dance: choreography – form - genre improvisation- style - technique
- *Music: composition – form – genre – harmony – rhythm - texture
- *Theatre: balance – collaboration – discipline – emphasis – focus – intention – movement – rhythm – style – voice
- *Visual Arts: balance – contrast – emphasis/focal point – movement/rhythm- proportion/scale – repetition – unity/harmony

B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise

this unit:

- *How do we best represent the school through theme?*
- *How can we best use the chosen theme to encapsulate the year?*
- *What improvements can we make from the previous year?*
- *How can we use the elements of design to create a clean and cohesive book?*

Acquisition

Students will know...

6. What facts should students know and be able to use to gain further knowledge?

Writing skills

- *Concise summary of a season, organization, etc.*
- *Descriptive language that engages the reader into the sport, organization, etc.*
- *Inclusive summaries that focus on a wide range of experiences*

Photography Skills

- *Composition*
- *aperture*
- *Rule of thirds (cropping)*
- *Dynamic posing of participants*
- *Choosing appropriate lens for the activity being covered*

Essential elements of design

- *Gutter out design*
 - *Utilizing negative white space*
 - *Balance, symmetry, proportion, unity*
- Yearbook Terms*

Students will be skilled at... (be able to do)

9. What discrete skill and processes should students be able to demonstrate?

- *Students will be able to create a ladder - A page-by-page listing of the yearbook's contents. Yearbook staffs use the ladder to stay organized and to plan for deadlines.*

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| <p>original works in the arts.</p> <ul style="list-style-type: none"> *Dance: move – perform – read and notate dance – create and choreograph- improvise *Music: sing – play an instrument – read and notate music – compose and arrange – improvise *Theatre: stage productions- read and write scripts – improvise – interpret a role – design sets – direct *Visual Arts: paint – draw – craft – sculpt – print – design for an environment, communication, multi-media <p>9.2. Historical and Cultural Contexts</p> <p>... * Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.</p> | <p>7. What vocabulary should students know and be able to recall?</p> <p><i>Ladder, Three part design strategy, rule of thirds, negative white space, gutter out design, museum height, caption, copy, folio, pica, gridlines, typography</i></p> <p>8. What basic concepts should students know and be able to recall and apply?</p> <p><i>Ladder creation Implementation of design elements</i></p> | |
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| Stage 2 – Evidence | |
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| <p>NETS for Students http://www.iste.org/standards/nets-for-students/nets-student-standards-2007.aspx</p> | <p>PERFORMANCE TASK(S)—can include transfer tasks and Project-Based Learning</p> |
| <p>NETS—National Educational</p> | <p><i>Examples include but are not limited to:</i></p> |

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| <p>Technology Standards; i.e., the standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world.</p> <p><i>Communication and Collaboration</i> <i>Critical Thinking</i> <i>Digital Citizenship</i> <i>Technology Operations</i> <i>Creative & Innovation</i></p> | <p><i>Labs, open-ended essays, voice recordings, videos, presentations, discussion boards, graphic organizers, songs, skits, dioramas, visual projects (posters, dioramas)</i></p> <p>List the task(s), then explain how the student will demonstrate the transfer of knowledge or skill involved in the task(s) (reference Stage 1, Item #4):</p> <p><i>Creation of Ladder (breakdown and order of all of the pages for the yearbook)</i> <i>Photography schedule</i> <i>Photography Scavenger Hunt</i></p> <p>OTHER SUMMATIVE ASSESSMENTS—can include factual recall</p> <p><i>Examples include but are not limited to final projects, research papers, quizzes and tests.</i></p> <p>List the assessments: Opening Spread paragraph submissions Yearbook Terms Refresh Quiz First Assignment List</p> |
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| Stage 3 – Learning Plan | | |
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| NETS for Students | Learning Activities | Progress Monitoring/Formative Assessment |
| <p>NETS—National Educational Technology Standards; i.e., the standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world.</p> | <p>Questions to consider while planning:</p> <ul style="list-style-type: none"> • Are transfer and acquisition addressed in the learning plan? • Does the learning plan reflect principles of learning and best practices? • Is there tight alignment with Stages 1 and 2? • Is the plan likely to be engaging and effective for all students? | <ul style="list-style-type: none"> • How will you monitor students’ progress toward acquisition, meaning, and transfer during learning activities? This is perhaps the most direct instruction students will have in InDesign best practices and photography tips. Most of the teaching of this happens in context within the theme of the book. • What are potential rough spots and student misunderstandings? |

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| <p><i>Communication and Collaboration</i> <i>Critical Thinking</i> <i>Digital Citizenship</i> <i>Technology Operations</i> <i>Creative & Innovation</i></p> | | <p>Deciding upon a viewpoint for the book can be tricky as it needs to represent the whole student body and often times the looming first deadline for the book can quicken this process.</p> <ul style="list-style-type: none"> ● How will students get the feedback they need? Students will be receiving immediate feedback on their assessments and opening spread paragraphs. We will be sharing out as a whole class our ideas for the book this year. | |
| | <p>List planned activities <i>(examples include but are not limited to: experiments, guided reading, worksheets, discussions, note-taking, research, games):</i></p> <p>Look Book : These are provided by various companies and is a catalogue of all the current trends in yearbook design. This book is used as a resource to spark creativity and innovation within the students. It is a great resource to help students conceptualize. Photography Scavenger Hunt “Spotted” List for students who have already been photographed Keeping it 100 (collect</p> | <p>List resources required <i>(examples include but are not limited to: laptops, iPads, websites, digital cameras, magazines, Blackboard, textbooks, novels, primary source documents, other non-fiction text, lab equipment, maps, translator, calculators)</i> InDesign, Photoshop, Illustrator</p> | <p>FORMATIVE ASSESSMENTS—any non-graded, diagnostic assessment administered prior to or during a unit that reflects prior knowledge, skill levels, and potential misconceptions.</p> <p><i>Examples include but are not limited to: Pre-tests, clickers (CPS), mini whiteboards, entrance and exit tickets, CDTs, DIBELS, Aimsweb</i></p> <p><i>Creation of Ladder</i> <i>Photography schedule</i> <i>Photography Scavenger Hunt</i></p> |

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| | 100 student photos in the first 10 days of school that are normally not featured) | | |
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Southern Lehigh School District

UbD Curriculum Template

Course: **Yearbook**
Teacher Team: **Tocci**

Unit: Unit 2 Deadline One: Academics, Table of Contents

Grades: **10-12**
Date: April 2016

| Stage 1 – Desired Results | |
|---|--|
| Established Goals | Enduring Understandings/Transfer |
| <p>1. What 21st Century Essentials included in the mission statement will this unit address?</p> <p><i>Effective Communication Skills</i> <i>Transfer of Learning</i> <i>Career Planning & Life Long Learning</i></p> <p>2. What content standards will this unit address?</p> <p>Standards:</p> <ul style="list-style-type: none"> • ELA PA Core State Standards <p>CC.1.4.11-12.B Write with a sharp, distinct focus identifying topic, task, and audience.</p> <ul style="list-style-type: none"> • Math PA Core State Standards | <p>Written as a declarative statement, an enduring understanding is a “big idea” that focuses on larger concepts, principles, and processes that go beyond discrete facts or skills. Enduring Understandings are applicable to new situations across content areas and TRANSFERABLE (the ability to learn in one context and apply to a new situation, particularly outside of the classroom) to the real world.</p> <p>3. List the Enduring Understanding(s):</p> <ul style="list-style-type: none"> • <i>Decisions made by the editorial staff become the guiding principles of the yearbook for the year.</i> • <i>Diligent planning and scheduling increases coverage of all students for the yearbook.</i> • <i>Basic elements of yearbook design always need to be implemented</i> <p>4. What do you want students to do with this knowledge or skill beyond this course? What is Transfer?</p> <ul style="list-style-type: none"> • <i>Students will work as part of a unified staff under a leadership of peers.</i> • <i>Students will take dynamic photography of classrooms.</i> • <i>Students will summarize in a concise manner complex subjects.</i> |
| | Essential Questions |
| | <p>What thought-provoking questions will foster inquiry, meaning-making, and transfer?</p> <p>5. List the Essential Question(s) that students should ponder, wonder about or explain by the end of this unit:</p> <ul style="list-style-type: none"> • <i>How do we best represent the school through theme?</i> • <i>How can we best use the chosen theme to encapsulate the year?</i> |

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| <ul style="list-style-type: none"> • PA Content Standards | <ul style="list-style-type: none"> • <i>What improvements can we make from the previous year?</i> • <i>How can we use the elements of design to create a clean and cohesive book?</i> • <i>What is the best way to liven up the academics spread to diversify them from year to year?</i> • <i>What are the essential experiences of each high school subject?</i> | |
| <p>Arts and Humanities</p> <p>9.1. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts</p> <p>A. Know and use the elements and principles of each art form to create works in the arts and humanities.</p> <ul style="list-style-type: none"> *Elements *Dance: energy/force – space -time *Music: duration – intensity – Pitch – timbre *Theatre: scenario – script/text – set design *Visual Arts: color – form/shape – line – space – texture – value *Principles *Dance: choreography – form -genre – improvisation- style - technique *Music: composition – form – genre – harmony – rhythm -texture *Theatre: balance – collaboration – discipline – emphasis – focus – intention – movement – rhythm – style – voice *Visual Arts: balance – contrast – emphasis/focal point – | Acquisition | |
| | <p>Students will know...</p> <p>6. What facts should students know and be able to use to gain further knowledge?</p> <p><i>Writing skills</i></p> <ul style="list-style-type: none"> • <i>Concise summary of a season, organization, etc.</i> • <i>Descriptive language that engages the reader into the sport, organization, etc.</i> • <i>Inclusive summaries that focus on a wide range of experiences</i> <p><i>Photography Skills</i></p> <ul style="list-style-type: none"> • <i>Composition</i> • <i>aperture</i> • <i>Rule of thirds (cropping)</i> • <i>Dynamic posing of participants</i> • <i>Choosing appropriate lens for the activity being covered</i> <p><i>Essential elements of design</i></p> <ul style="list-style-type: none"> • <i>Gutter out design</i> • <i>Utilizing negative white space</i> • <i>Balance, symmetry, proportion, unity</i> <p><i>Yearbook Terms</i></p> <p>7. What vocabulary should students know and be</p> | <p>Students will be skilled at... (be able to do)</p> <p>9. What discrete skill and processes should students be able to demonstrate?</p> <ul style="list-style-type: none"> • <i>Students will be able to write with a sharp distinct focus to capture the experience of various academic subjects.</i> • <i>Students will be able to use the rule of thirds to best choose dominant and supplementary photos.</i> • <i>Students will be able to make edits on pages given to them by their editorial staff.</i> • <i>Students will use InDesign to create well-balanced design spaces.</i> |

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| <p>movement/rhythm- proportion/scale – repetition – unity/harmony</p> <p>B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.</p> <p>*Dance: move – perform – read and notate dance – create and choreograph- improvise</p> <p>*Music: sing – play an instrument – read and notate music – compose and arrange – improvise</p> <p>*Theatre: stage productions-read and write scripts – improvise – interpret a role – design sets – direct</p> <p>*Visual Arts: paint – draw – craft – sculpt print – design for an environment, communication, multi-media</p> <p>9.2. Historical and Cultural Contexts</p> <p>... *Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.</p> | <p>able to recall?</p> <p><i>Three part design strategy part (repeating varying elements of design three times on a spread to create unity), rule of thirds, negative white space, gutter out design, museum height, caption, copy, folio, pica, gridlines, typography</i></p> <p>8. What basic concepts should students know and be able to recall and apply?</p> <p><i>Implementation of design elements</i></p> <p><i>Copy regulations</i></p> <p><i>Photography basics</i></p> | |
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Stage 2 – Evidence

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| <p><u>NETS for Students</u> http://www.iste.org/standards/nets-for-students/nets-student-standards-2007.aspx</p> | <p>PERFORMANCE TASK(S)—can include transfer tasks and Project-Based Learning</p> |
| <p>NETS—National Educational Technology Standards; i.e., the</p> | <p><i>Examples include but are not limited to: Labs, open-ended essays, voice recordings, videos, presentations, discussion boards, graphic organizers, songs,</i></p> |

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| <p>standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world.</p> <p><i>Communication and Collaboration</i> <i>Critical Thinking</i> <i>Digital Citizenship</i> <i>Technology Operations</i> <i>Creative & Innovation</i></p> | <p><i>skits, dioramas, visual projects (posters, dioramas)</i></p> <p>List the task(s), then explain how the student will demonstrate the transfer of knowledge or skill involved in the task(s) (reference Stage 1, Item #4):</p> <p><i>Pre Interview Document - For this stage students write 10 questions they would ask to student participants and 10 questions they would ask to staff member participants of a given activity. Students submit these questions to me before heading out to do interviews.</i></p> <p><i>Quote Sheet – Students must record their responses from the interviews and submit them to me for approval.</i></p> <p><i>Copy Submission to the copy editor - Copy is submitted to the editor with their predetermined guidelines to be edited and resubmitted back to the staff.</i></p> <p><i>Photography Request Forms – While awaiting their copy edits students submit this form to the photography editor. Students go through the catalogue of photos for a given event and then request to use the photos they think fit best on the page. The photography editor then returns this with any suggestions for editing to the photos that must be accomplished.</i></p> <p><i>Deadline One Attempt One – After the copy and photography stage students are now ready to design the page. The first attempt is given to the editors to look over and send back with the feedback. Students will work on these before submitting them to the company.</i></p> <p><i>Deadline One Attempt Two (post proof docs) - The company will send us large proof docs of the pages. Students will have another attempt to correct mistakes at this time before the final submission for print.</i></p> <tr> <td colspan="2" data-bbox="604 1015 1967 1052" style="background-color: #cccccc;"> <p>OTHER SUMMATIVE ASSESSMENTS—can include factual recall</p> </td> </tr> <tr> <td colspan="2" data-bbox="604 1052 1967 1089"> <p><i>Examples include but are not limited to final projects, research papers, quizzes and tests.</i></p> </td> </tr> <tr> <td colspan="2" data-bbox="604 1089 1967 1195"> <p>List the assessments: Completion and submission of their deadline one page to Herff-Jones (our yearbook company)</p> </td> </tr> | <p>OTHER SUMMATIVE ASSESSMENTS—can include factual recall</p> | | <p><i>Examples include but are not limited to final projects, research papers, quizzes and tests.</i></p> | | <p>List the assessments: Completion and submission of their deadline one page to Herff-Jones (our yearbook company)</p> | |
| <p>OTHER SUMMATIVE ASSESSMENTS—can include factual recall</p> | | | | | | | |
| <p><i>Examples include but are not limited to final projects, research papers, quizzes and tests.</i></p> | | | | | | | |
| <p>List the assessments: Completion and submission of their deadline one page to Herff-Jones (our yearbook company)</p> | | | | | | | |

| Stage 3 – Learning Plan | | |
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| NETS for Students http://www.iste.org/standards/nets-for-students/nets-student- | Learning Activities | Progress Monitoring/Formative Assessment |
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| standards-2007.aspx | | |
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| <p>NETS—National Educational Technology Standards; i.e., the standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world.</p> <p><i>Communication and Collaboration</i> <i>Critical Thinking</i> <i>Digital Citizenship</i> <i>Technology Operations</i> <i>Creative & Innovation</i></p> | <p>Questions to consider while planning:</p> <ul style="list-style-type: none"> • Are transfer and acquisition addressed in the learning plan? • Does the learning plan reflect principles of learning and best practices? • Is there tight alignment with Stages 1 and 2? • Is the plan likely to be engaging and effective for all students? | <ul style="list-style-type: none"> • How will you monitor students' progress toward acquisition, meaning, and transfer during learning activities? Students will be monitored throughout the various stages of creating their page. Each component is submitted to the corresponding editor, checked, and then sent back to the student before I see it. Students will be given constant feedback via this system. • What are potential rough spots and student misunderstandings? The academics spreads can be challenging because students oftentimes do not know the most dynamic way to capture these experiences. • How will students get the feedback they need? Our editing system is tiered so that students have several layers of editing and feedback before the final submission to the company. For photography, copy, and their design of the pages students will receive feedback from the photography editor, copy editor, and design editors respectively. Students will also receive feedback from me and then finally their head editor. Due to our tiered process there are many checks for the quality of each staff member's work. |

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| | <p>List planned activities <i>(examples include but are not limited to: experiments, guided reading, worksheets, discussions, note-taking, research, games):</i></p> <p>Pre Interview Document Quote Sheet Copy Submission to the copy editor Photography Request Forms Deadline One Attempt One Deadline One Attempt Two (post proof docs)</p> | <p>List resources required <i>(examples include but are not limited to: laptops, iPads, websites, digital cameras, magazines, Blackboard, textbooks, novels, primary source documents, other non-fiction text, lab equipment, maps, translator, calculators)</i></p> <p>InDesign, Photoshop, Illustrator</p> | <p>FORMATIVE ASSESSMENTS—any non-graded, diagnostic assessment administered prior to or during a unit that reflects prior knowledge, skill levels, and potential misconceptions.</p> <p><i>Examples include but are not limited to: Pre-tests, clickers (CPS), mini whiteboards, entrance and exit tickets, CDTs, DIBELS, Aimsweb</i></p> <p>Editor Check Ins</p> |
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Southern Lehigh School District

UbD Curriculum Template

Course: **Yearbook**
 Teacher Team: **Tocci**

Unit: Unit 3 Deadline Two: Fall Sports & Events

Grades: **10-12**
 Date: April 2016

| Stage 1 – Desired Results | |
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| Established Goals | Enduring Understandings/Transfer |
| <p>1. What 21st Century Essentials included in the mission statement will this unit address?</p> <p><i>Effective Communication Skills</i> <i>Transfer of Learning</i> <i>Career Planning & Life Long Learning</i></p> <p>2. What content standards will this unit address?</p> <p>Standards:</p> <ul style="list-style-type: none"> • ELA PA Core State Standards <p>CC.1.4.11-12.B Write with a sharp, distinct focus identifying topic, task, and audience.</p> <ul style="list-style-type: none"> • Math PA Core State Standards | <p>Written as a declarative statement, an enduring understanding is a “big idea” that focuses on larger concepts, principles, and processes that go beyond discrete facts or skills. Enduring Understandings are applicable to new situations across content areas and <u>TRANSFERABLE</u> (the ability to learn in one context and apply to a new situation, particularly outside of the classroom) to the real world.</p> <p>3. List the Enduring Understanding(s): <i>Decisions made by the editorial staff become the guiding principles of the yearbook for the year.</i> <i>Diligent planning and scheduling increases coverage of all students for the yearbook.</i> <i>Basic elements of yearbook design always need to be implemented.</i> <i>Yearbook elements for the theme must be held consistently throughout the book.</i></p> <p>4. What do you want students to do with this knowledge or skill beyond this course? What is Transfer?</p> <ul style="list-style-type: none"> • <i>Students will work as part of a unified staff under a leadership of peers</i> • <i>Students will take dynamic photography of classrooms.</i> • <i>Students will summarize in a concise manner complex subjects.</i> |
| | Essential Questions |
| | <p>What thought-provoking questions will foster inquiry, meaning-making, and transfer?</p> <p>5. List the Essential Question(s) that students should ponder, wonder about or explain by the end of this unit: <i>How do we best represent the school through theme?</i> <i>How can we best use the chosen theme to encapsulate the year?</i></p> |

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| <ul style="list-style-type: none"> ● PA Content Standards <p>Arts and Humanities</p> <p>9.1. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts</p> <p>A. Know and use the elements and principles of each art form to create works in the arts and humanities.</p> <ul style="list-style-type: none"> *Elements *Dance: energy/force – space -time *Music: duration – intensity – Pitch – timbre *Theatre: scenario – script/text – set design *Visual Arts: color – form/shape – line – space – texture – value *Principles *Dance: choreography – form -genre – improvisation- style - technique *Music: composition – form – genre – harmony – rhythm -texture *Theatre: balance – collaboration – discipline – emphasis – focus – intention movement – rhythm – style – voice *Visual Arts: balance – contrast – emphasis/focal point – movement/rhythm- proportion/scale – repetition – unity/harmony <p>B. Recognize, know, use and demonstrate a variety of appropriate arts elements and</p> | <p><i>What improvements can we make from the previous deadline?</i></p> <p><i>How can we use the elements of design to create a clean and cohesive book?</i></p> <p><i>What is the best way to represent as many students as possible from the fall events?</i></p> <p><i>How do we capture the essence of each team and organization?</i></p> | |
| | Acquisition | |
| | <p>Students will know...</p> <p>6. What facts should students know and be able to use to gain further knowledge?</p> <p><i>Writing skills</i></p> <ul style="list-style-type: none"> ● <i>Concise summary of a season, organization, etc.</i> ● <i>Descriptive language that engages the reader into the sport, organization, etc.</i> ● <i>Inclusive summaries that focus on a wide range of experiences</i> <p><i>Photography Skills</i></p> <ul style="list-style-type: none"> ● <i>Composition</i> ● <i>aperture</i> ● <i>Rule of thirds (cropping)</i> ● <i>Dynamic posing of participants</i> ● <i>Choosing appropriate lens for the activity being covered</i> <p><i>Essential elements of design</i></p> <ul style="list-style-type: none"> ● <i>Gutter out design</i> ● <i>Utilizing negative white space</i> ● <i>Balance, symmetry, proportion, unity</i> <p><i>Yearbook Terms</i></p> <p>7. What vocabulary should students know and be able to recall?</p> | <p>Students will be skilled at... (be able to do)</p> <p>9. What discrete skill and processes should students be able to demonstrate?</p> <ul style="list-style-type: none"> ● <i>Students will be able to write with a sharp distinct focus to capture the experience of various academic subjects</i> ● <i>Students will be able to use the rule of thirds to best choose dominant and supplementary photos.</i> ● <i>Students will be able to make edits on pages given to them by their editorial staff.</i> ● <i>Students will use InDesign to create well-balanced design spaces.</i> |

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| <p>principles to produce, review and revise original works in the arts.</p> <ul style="list-style-type: none"> *Dance: move – perform – read and notate dance – create and choreograph- improvise *Music: sing – play an instrument – read and notate music – compose and arrange – improvise *Theatre: stage productions- read and write scripts – improvise – interpret a role – design sets – direct *Visual Arts: paint – draw – craft – sculpt – print – design for an environment, communication, multi-media <p>9.2. Historical and Cultural Contexts</p> <p>...* Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.</p> | <p><i>Three part design strategy part (repeating varying elements of design three times on a spread to create unity), rule of thirds, negative white space, gutter out design, museum height, caption, copy, folio, pica, gridlines, typography</i></p> <p>8. What basic concepts should students know and be able to recall and apply?</p> <p><i>Implementation of design elements</i> <i>Copy regulations</i> <i>Photography basics</i></p> | |
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| Stage 2 – Evidence | |
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| <p>NETS for Students http://www.iste.org/standards/nets-for-students/nets-student-standards-2007.aspx</p> | <p>PERFORMANCE TASK(S)—can include transfer tasks and Project-Based Learning</p> |
| <p>NETS—National Educational Technology Standards; i.e., the</p> | <p><i>Examples include but are not limited to: Labs, open-ended essays, voice recordings, videos, presentations, discussion boards, graphic organizers, songs, skits,</i></p> |

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| <p>standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world.</p> <p><i>Communication and Collaboration</i> <i>Critical Thinking</i> <i>Digital Citizenship</i> <i>Technology Operations</i> <i>Creative & Innovation</i></p> | <p><i>dioramas, visual projects (posters, dioramas)</i></p> <p>List the task(s), then explain how the student will demonstrate the transfer of knowledge or skill involved in the task(s) (reference Stage 1, Item #4):</p> <p><i>Pre Interview Document - For this stage students write 10 questions they would ask to student participants and 10 questions they would ask to staff member participants of a given activity. Students submit these questions to me before heading out to do interviews.</i></p> <p><i>Quote Sheet – Students must record their responses from the interviews and submit them to me for approval.</i></p> <p><i>Copy Submission to the copy editor - Copy is submitted to the editor with their predetermined guidelines to be edited and resubmitted back to the staff.</i></p> <p><i>Photography Request Forms – While awaiting their copy edits students submit this form to the photography editor. Students go through the catalogue of photos for a given event and then request to use the photos they think fit best on the page. The photography editor then returns this with any suggestions for editing to the photos that must be accomplished.</i></p> <p><i>Deadline Two Attempt One – After the copy and photography stage students are now ready to design the page. The first attempt is given to the editors to look over and send back with the feedback. Students will work on these before submitting them to the company.</i></p> <p><i>Deadline Two Attempt Two (post proof docs) - The company will send us large proof docs of the pages. Students will have another attempt to correct mistakes at this time before the final submission for print.</i></p> <p><i>Quarterly Photography Assignment – Each yearbook staff member must photograph one school event per quarter to aid in our photography catalogue.</i></p> <p>OTHER SUMMATIVE ASSESSMENTS—can include factual recall</p> <p><i>Examples include but are not limited to final projects, research papers, quizzes and tests.</i></p> <p>List the assessments: Completion and submission of their deadline one page to Herff-Jones (our yearbook company)</p> |
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| Stage 3 – Learning Plan | | |
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| NETS for Students http://www.iste.org/standards/nets-for- | Learning Activities | Progress Monitoring/Formative Assessment |

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| students/nets-student-standards-2007.aspx | | |
| <p>NETS—National Educational Technology Standards; i.e., the standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world.</p> <p><i>Communication and Collaboration</i> <i>Critical Thinking</i> <i>Digital Citizenship</i> <i>Technology Operations</i> <i>Creative & Innovation</i></p> | <p>Questions to consider while planning:</p> <ul style="list-style-type: none"> • Are transfer and acquisition addressed in the learning plan? • Does the learning plan reflect principles of learning and best practices? • Is there tight alignment with Stages 1 and 2? • Is the plan likely to be engaging and effective for all students? | <ul style="list-style-type: none"> • How will you monitor students’ progress toward acquisition, meaning, and transfer during learning activities? Students will be monitored throughout the various stages of creating their page. Each component is submitted to the corresponding editor, checked, and then sent back to the student before I see it. Students will be given constant feedback via this system. • What are potential rough spots and student misunderstandings? With the Fall Sports Deadline it can be easy to focus on the major players for each team. Our goal is always to be inclusive and this time can be best achieved through our mods (extra content on the page). • How will students get the feedback they need? Our editing system is tiered so that students have several layers of editing and feedback before the final submission to the company. For photography, copy, and their design of the pages students will receive feedback from the photography editor, copy editor, and design editors respectively. Students will also receive feedback from me and then finally their head editor. Due to our tiered process there are many checks for the quality of each staff member’s work. |

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| | <p>List planned activities <i>(examples include but are not limited to: experiments, guided reading, worksheets, discussions, note-taking, research, games):</i></p> <p>Pre Interview Document Quote Sheet Copy Submission to the copy editor Photography Request Forms Deadline Two Attempt One Deadline Two Attempt Two (post proof docs)</p> | <p>List resources required <i>(examples include but are not limited to: laptops, iPads, websites, digital cameras, magazines, Blackboard, textbooks, novels, primary source documents, other non-fiction text, lab equipment, maps, translator, calculators)</i></p> <p>InDesign, Photoshop, Illustrator</p> | <p>FORMATIVE ASSESSMENTS—any non-graded, diagnostic assessment administered prior to or during a unit that reflects prior knowledge, skill levels, and potential misconceptions.</p> <p><i>Examples include but are not limited to: Pre-tests, clickers (CPS), mini whiteboards, entrance and exit tickets, CDTs, DIBELS, Aimsweb</i></p> <p>Editor Check Ins</p> |
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Southern Lehigh School District

UbD Curriculum Template

Course: **Yearbook**
 Teacher Team: **Tocci**

Unit: **Unit 4 Deadline Three: Portraits and Specialty Pages**

Grades: **10-12**
 Date: **April 2016**

| Stage 1 – Desired Results | |
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| Established Goals | Enduring Understandings/Transfer |
| <p>1. What 21st Century Essentials included in the mission statement will this unit address?</p> <p><i>Effective Communication Skills</i> <i>Transfer of Learning</i> <i>Career Planning & Life Long Learning</i></p> <p>2. What content standards will this unit address?</p> <p>Standards:</p> <ul style="list-style-type: none"> ● ELA PA Core State Standards <p>CC.1.4.11-12.B Write with a sharp, distinct focus identifying topic, task, and audience.</p> <ul style="list-style-type: none"> ● Math PA Core State Standards | <p>Written as a declarative statement, an enduring understanding is a “big idea” that focuses on larger concepts, principles, and processes that go beyond discrete facts or skills. Enduring Understandings are applicable to new situations across content areas and <u>TRANSFERABLE</u> (the ability to learn in one context and apply to a new situation, particularly outside of the classroom) to the real world.</p> <p>3. List the Enduring Understanding(s): <i>Decisions made by the editorial staff become the guiding principals of the yearbook for the year.</i> <i>Diligent planning and scheduling increases coverage of all students for the yearbook.</i> <i>Basic elements of yearbook design always need to be implemented.</i> <i>Student portrait sessions are an excellent time to include “extra” content.</i> <i>Yearbook elements for the theme must be held consistently throughout the book.</i></p> <p>4. What do you want students to do with this knowledge or skill beyond this course? What is Transfer?</p> <ul style="list-style-type: none"> ● <i>Students will work as part of a unified staff under a leadership of peers.</i> ● <i>Students will take dynamic photography of classrooms.</i> ● <i>Students will summarize in a concise manner complex subjects.</i> |
| | Essential Questions |
| | <p>What thought-provoking questions will foster inquiry, meaning-making, and transfer?</p> <p>5. List the Essential Question(s) that students should ponder, wonder about or explain by the end of this unit: <i>How do we best represent the school through theme?</i></p> |

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| <ul style="list-style-type: none"> ● PA Content Standards <p>Arts and Humanities</p> | <p><i>How can we best use the chosen theme to encapsulate the year?</i> <i>What improvements can we make from the previous deadline?</i> <i>How can we use the elements of design to create a clean and cohesive book?</i> <i>How do we best capture the essence of a class in the portrait section?</i> <i>What are ways to add meaningful content to the portrait sections?</i> <i>What elements of the high school experience can be best conveyed through the specialty pages?</i></p> | |
| <p>9.1. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts</p> <p>A. Know and use the elements and principles of each art form to create works in the arts and humanities.</p> <p>*Elements</p> <ul style="list-style-type: none"> *Dance: energy/force – space time *Music: duration – intensity – Pitch – timbre *Theatre: scenario – script/text – set design *Visual Arts: color – form/shape – line – space – texture – value <p>*Principles</p> <ul style="list-style-type: none"> *Dance: choreography – form -genre – improvisation- style - technique *Music: composition – form – genre – harmony – rhythm texture *Theatre: balance – collaboration – discipline – emphasis – focus – intention movement – rhythm – style – voice *Visual Arts: balance – contrast – emphasis/focal point movement/rhythm- proportion/scale – repetition – unity/harmony | Acquisition | |
| | <p>Students will know...</p> <p>6. What facts should students know and be able to use to gain further knowledge?</p> <p><i>Writing skills</i></p> <ul style="list-style-type: none"> ● <i>Concise summary of a season, organization, etc.</i> ● <i>Descriptive language that engages the reader into the sport, organization, etc.</i> ● <i>Inclusive summaries that focus on a wide range of experiences</i> <p><i>Photography Skills</i></p> <ul style="list-style-type: none"> ● <i>Composition</i> ● <i>aperture</i> ● <i>Rule of thirds (cropping)</i> ● <i>Dynamic posing of participants</i> ● <i>Choosing appropriate lens for the activity being covered</i> <p><i>Essential elements of design</i></p> <ul style="list-style-type: none"> ● <i>Gutter out design</i> ● <i>Utilizing negative white space</i> ● <i>Balance, symmetry, proportion, unity</i> <p><i>Yearbook Terms</i></p> <p>7. What vocabulary should students know and be</p> | <p>Students will be skilled at... (be able to do)</p> <p>9. What discrete skill and processes should students be able to demonstrate?</p> <ul style="list-style-type: none"> ● <i>Students will be able to write with a sharp distinct focus to capture the experience of various academic subjects</i> ● <i>Students will be able to use the rule of thirds to best choose dominant and supplementary photos.</i> ● <i>Students will be able to make edits on pages given to them by their editorial staff.</i> ● <i>Students will use InDesign to create well-balanced design spaces.</i> |

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| <p>B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.</p> <ul style="list-style-type: none"> *Dance: move – perform – read and notate dance – create and choreograph- improvise *Music: sing – play an instrument – read and notate music – compose and arrange – improvise *Theatre: stage productions- read and write scripts – improvise – interpret a role – design sets – direct *Visual Arts: paint – draw – craft – sculpt – print – design for an environment, communication, multi-media <p>9.2. Historical and Cultural Contexts</p> <p>...* Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.</p> | <p>able to recall?</p> <p><i>Three part design strategy part (repeating varying elements of design three times on a spread to create unity), rule of thirds, negative white space, gutter out design, museum height, caption, copy, folio, pica, gridlines, typography</i></p> <p>8. What basic concepts should students know and be able to recall and apply?</p> <p><i>Implementation of design elements</i> <i>Copy regulations</i> <i>Photography basics</i></p> | |
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| Stage 2 – Evidence | |
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| <p>NETS for Students http://www.iste.org/standards/nets-for-students/nets-student-standards-2007.aspx</p> | <p>PERFORMANCE TASK(S)—can include transfer tasks and Project-Based Learning</p> |
| <p>NETS—National Educational</p> | <p><i>Examples include but are not limited to:</i></p> |

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| <p>Technology Standards; i.e., the standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world.</p> <p><i>Communication and Collaboration</i> <i>Critical Thinking</i> <i>Digital Citizenship</i> <i>Technology Operations</i> <i>Creative & Innovation</i></p> | <p><i>Labs, open-ended essays, voice recordings, videos, presentations, discussion boards, graphic organizers, songs, skits, dioramas, visual projects (posters, dioramas)</i></p> <p>List the task(s), then explain how the student will demonstrate the transfer of knowledge or skill involved in the task(s) (reference Stage 1, Item #4):</p> <p><i>Pre Interview Document - For this stage students write 10 questions they would ask to student participants and 10 questions they would ask to staff member participants of a given activity. Students submit these questions to me before heading out to do interviews.</i></p> <p><i>Quote Sheet – Students must record their responses from the interviews and submit them to me for approval.</i></p> <p><i>Copy Submission to the copy editor - Copy is submitted to the editor with their predetermined guidelines to be edited and resubmitted back to the staff.</i></p> <p><i>Photography Request Forms – While awaiting their copy edits students submit this form to the photography editor. Students go through the catalogue of photos for a given event and then request to use the photos they think fit best on the page. The photography editor then returns this with any suggestions for editing to the photos that must be accomplished.</i></p> <p><i>Deadline Three Attempt One – After the copy and photography stage students are now ready to design the page. The first attempt is given to the editors to look over and send back with the feedback. Students will work on these before submitting them to the company.</i></p> <p><i>Deadline Three Attempt Two (post proof docs) - The company will send us large proof docs of the pages. Students will have another attempt to correct mistakes at this time before the final submission for print.</i></p> <p><i>Quarterly Photography Assignment – Each yearbook staff member must photograph one school event per quarter to aid in our photography catalogue.</i></p> |
| | <p>OTHER SUMMATIVE ASSESSMENTS—can include factual recall</p> |
| | <p><i>Examples include but are not limited to final projects, research papers, quizzes and tests.</i></p> <p>List the assessments: Completion and submission of their deadline one page to Herff-Jones (our yearbook company)</p> |

| Stage 3 – Learning Plan | | |
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| NETS for Students http://www.iste.org/standards/nets-for-students/nets-student- | Learning Activities | Progress Monitoring/Formative Assessment |
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| standards-2007.aspx | | |
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| <p>NETS—National Educational Technology Standards; i.e., the standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world.</p> <p><i>Communication and Collaboration</i> <i>Critical Thinking</i> <i>Digital Citizenship</i> <i>Technology Operations</i> <i>Creative & Innovation</i></p> | <p>Questions to consider while planning:</p> <ul style="list-style-type: none"> • Are transfer and acquisition addressed in the learning plan? • Does the learning plan reflect principles of learning and best practices? • Is there tight alignment with Stages 1 and 2? • Is the plan likely to be engaging and effective for all students? | <ul style="list-style-type: none"> • How will you monitor students' progress toward acquisition, meaning, and transfer during learning activities? Students will be monitored throughout the various stages of creating their page. Each component is submitted to the corresponding editor, checked, and then sent back to the student before I see it. Students will be given constant feedback via this system. • What are potential rough spots and student misunderstandings? Specialty pages are often an exciting deadline for students because it stretches our creativity, however deciding the best content for these pages can be challenging. Portrait pages are also more complicated than what they may seem. Aside from diligently checking the names of each student we also have to build content that can supplement the portraits. • How will students get the feedback they need? Our editing system is tiered so that students have several layers of editing and feedback before the final submission to the company. For photography, copy, and their design of the pages students will receive feedback from the photography editor, copy editor, and design editors respectively. Students will also receive feedback from me and then finally their head editor. Due to our tiered process there are many checks for the quality of each staff member's work. |

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| | <p>List planned activities <i>(examples include but are not limited to: experiments, guided reading, worksheets, discussions, note-taking, research, games):</i></p> <p>Pre Interview Document Quote Sheet Copy Submission to the copy editor Photography Request Forms Deadline Three Attempt One Deadline Three Attempt Two (post proof docs)</p> | <p>List resources required <i>(examples include but are not limited to: laptops, iPads, websites, digital cameras, magazines, Blackboard, textbooks, novels, primary source documents, other non-fiction text, lab equipment, maps, translator, calculators)</i></p> <p>InDesign, Photoshop, Illustrator</p> | <p>FORMATIVE ASSESSMENTS—any non-graded, diagnostic assessment administered prior to or during a unit that reflects prior knowledge, skill levels, and potential misconceptions.</p> <p><i>Examples include but are not limited to: Pre-tests, clickers (CPS), mini whiteboards, entrance and exit tickets, CDTs, DIBELS, Aimsweb</i></p> <p>Editor Check Ins</p> |
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Southern Lehigh School District

UbD Curriculum Template

Course: **Yearbook**
Teacher Team: **Tocci**

Unit: **Unit 5 Deadline Four: Winter Sports & Events**

Grades: **10-12**
Date: **April 2016**

| Stage 1 – Desired Results | |
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| Established Goals | Enduring Understandings/Transfer |
| <p>1. What 21st Century Essentials included in the mission statement will this unit address?</p> <p><i>Effective Communication Skills</i> <i>Transfer of Learning</i> <i>Career Planning & Life Long Learning</i></p> <p>2. What content standards will this unit address?</p> <p>Standards:</p> <ul style="list-style-type: none"> • ELA PA Core State Standards http://www.pdesas.org/Standard/PACore <p>CC.1.4.11-12.B Write with a sharp, distinct focus identifying topic, task, and audience.</p> <ul style="list-style-type: none"> • Math PA Core State Standards http://www.pdesas.org/Standard/PACore | <p>Written as a declarative statement, an enduring understanding is a “big idea” that focuses on larger concepts, principles, and processes that go beyond discrete facts or skills. Enduring Understandings are applicable to new situations across content areas and TRANSFERABLE (the ability to learn in one context and apply to a new situation, particularly outside of the classroom) to the real world.</p> <p>3. List the Enduring Understanding(s): <i>Decisions made by the editorial staff become the guiding principals of the yearbook for the year.</i></p> <ul style="list-style-type: none"> • <i>Diligent planning and scheduling increases coverage of all students for the yearbook.</i> • <i>Basic elements of yearbook design always need to be implemented.</i> • <i>Yearbook elements for the theme must be held consistently throughout the book.</i> <p>4. What do you want students to do with this knowledge or skill beyond this course? What is Transfer?</p> <ul style="list-style-type: none"> • <i>Students will work as part of a unified staff under a leadership of peers</i> • <i>Students will take dynamic photography of classrooms.</i> • <i>Students will summarize in a concise manner complex subjects.</i> |
| | Essential Questions |
| | <p>What thought-provoking questions will foster inquiry, meaning-making, and transfer?</p> <p>5. List the Essential Question(s) that students should ponder, wonder about or explain by the end of this unit:</p> <ul style="list-style-type: none"> • <i>How do we best represent the school through theme?</i> • <i>How can we best use the chosen theme to encapsulate the year?</i> |

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| <ul style="list-style-type: none"> ● PA Content Standards <p>Arts and Humanities</p> <p>9.1. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts</p> <p>A. Know and use the elements and principles of each art form to create works in the arts and humanities.</p> <ul style="list-style-type: none"> *Elements *Dance: energy/force – space – time *Music: duration – intensity – Pitch – timbre *Theatre: scenario – script/text – set design *Visual Arts: color – form/shape – line – space – texture – value *Principles *Dance: choreography – form genre – improvisation- style - technique *Music: composition – form – genre – harmony rhythm texture *Theatre: balance – collaboration – discipline – emphasis – focus – intention – movement rhythm – style – voice *Visual Arts: balance – contrast – emphasis/focal point – movement/rhythm- proportion/scale – repetition – unity/harmony <p>B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.</p> <ul style="list-style-type: none"> *Dance: move – perform – read and notate dance | <ul style="list-style-type: none"> ● <i>What improvements can we make from the previous deadline?</i> <p><i>How can we use the elements of design to create a clean and cohesive book?</i></p> <p><i>What is the best way to represent as many students as possible from the winter events?</i></p> <p><i>How do we capture the essence of each team and organization?</i></p> |
| Acquisition | |
| <p>Students will know...</p> <p>6. What facts should students know and be able to use to gain further knowledge?</p> <p><i>Writing skills</i></p> <ul style="list-style-type: none"> ● <i>Concise summary of a season, organization, etc.</i> ● <i>Descriptive language that engages the reader into the sport, organization, etc.</i> ● <i>Inclusive summaries that focus on a wide range of experiences</i> <p><i>Photography Skills</i></p> <ul style="list-style-type: none"> ● <i>Composition</i> ● <i>aperture</i> ● <i>Rule of thirds (cropping)</i> ● <i>Dynamic posing of participants</i> ● <i>Choosing appropriate lens for the activity being covered</i> <p><i>Essential elements of design</i></p> <ul style="list-style-type: none"> ● <i>Gutter out design</i> ● <i>Utilizing negative white space</i> ● <i>Balance, symmetry, proportion, unity</i> <p>7. What vocabulary should students know and be able to recall?</p> | <p>Students will be skilled at... (be able to do)</p> <p>9. What discrete skill and processes should students be able to demonstrate?</p> <ul style="list-style-type: none"> ● <i>Students will be able to write with a sharp distinct focus to capture the experience of various academic subjects</i> ● <i>Students will be able to use the rule of thirds to best choose dominant and supplementary photos.</i> ● <i>Students will be able to make edits on pages given to them by their editorial staff.</i> ● <i>Students will use InDesign to create well-balanced design spaces.</i> |

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| <p>–create and choreograph- improvise *Music: sing – play an instrument – read and notate music – compose and arrange –provisse *Theatre: stage productions- read and write scripts – improvise – interpret a role – design sets – direct *Visual Arts: paint – draw – craft – sculpt – print design for an environment, communication, multi-media</p> <p>9.2. Historical and Cultural Contexts</p> <p>... * Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.</p> | <p><i>Three peat design strategy peat (repeating varying elements of design three times on a spread to create unity), rule of thirds, negative white space, gutter out design, museum height, caption, copy, folio, pica, gridlines, typography</i></p> <p>8. What basic concepts should students know and be able to recall and apply?</p> <p><i>Implementation of design elements Copy regulations Photography basics</i></p> | |
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| Stage 2 – Evidence | |
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| <p><u>NETS for Students</u> http://www.iste.org/standards/nets-for-students/nets-student-standards-2007.aspx</p> | <p>PERFORMANCE TASK(S)—can include transfer tasks and Project-Based Learning</p> |
| <p>NETS—National Educational Technology Standards; i.e., the standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world.</p> <p><i>Communication and Collaboration Critical Thinking Digital Citizenship Technology Operations Creative & Innovation</i></p> | <p><i>Examples include but are not limited to: Labs, open-ended essays, voice recordings, videos, presentations, discussion boards, graphic organizers, songs, skits, dioramas, visual projects (posters, dioramas)</i></p> <p>List the task(s), then explain how the student will demonstrate the transfer of knowledge or skill involved in the task(s) (reference Stage 1, Item #4):</p> <p><i>Pre Interview Document - For this stage students write 10 questions they would ask to student participants and 10 questions they would ask to staff member participants of a given activity. Students submit these questions to me before heading out to do interviews.</i></p> <p><i>Quote Sheet – Students must record their responses from the interviews and submit them to me for approval.</i></p> <p><i>Copy Submission to the copy editor - Copy is submitted to the editor with their predetermined guidelines to be edited and resubmitted back to the staff.</i></p> |

Photography Request Forms – While awaiting their copy edits students submit this form to the photography editor. Students go through the catalogue of photos for a given event and then request to use the photos they think fit best on the page. The photography editor then returns this with any suggestions for editing to the photos that must be accomplished.

Deadline Four Attempt One – After the copy and photography stage students are now ready to design the page. The first attempt is given to the editors to look over and send back with the feedback. Students will work on these before submitting them to the company.

Deadline Four Attempt Two (post proof docs) - The company will send us large proof docs of the pages. Students will have another attempt to correct mistakes at this time before the final submission for print.

Quarterly Photography Assignment – Each yearbook staff member must photograph one school event per quarter to aid in our photography catalogue.

OTHER SUMMATIVE ASSESSMENTS—can include factual recall

Examples include but are not limited to final projects, research papers, quizzes and tests.

List the assessments:

Completion and submission of their deadline one page to Herff-Jones (our yearbook company)

Stage 3 – Learning Plan

| NETS for Students http://www.iste.org/standards/nets-for-students/nets-student-standards-2007.aspx | Learning Activities | Progress Monitoring/Formative Assessment |
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| <p>NETS—National Educational Technology Standards; i.e., the standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world.</p> | <p>Questions to consider while planning:</p> <ul style="list-style-type: none"> ● Are transfer and acquisition addressed in the learning plan? ● Does the learning plan reflect principles of learning and best practices? ● Is there tight alignment with Stages 1 and 2? ● Is the plan likely to be engaging and effective for all students? | <ul style="list-style-type: none"> ● How will you monitor students’ progress toward acquisition, meaning, and transfer during learning activities? <p>Students will be monitored throughout the various stages of creating their page. Each component is submitted to the corresponding editor, checked, and then sent back to the student before I see it. Students will be given constant feedback via this system.</p> |

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| <p>Communication and Collaboration Critical Thinking Digital Citizenship Technology Operations Creative & Innovation</p> | | | <ul style="list-style-type: none"> ● What are potential rough spots and student misunderstandings? With the Winter Sports Deadline, similar to the fall, it can be easy to focus on the major players for each team. Our goal is always to be inclusive and this time can be best achieved through our mods (extra content on the page). ● How will students get the feedback they need? Our editing system is tiered so that students have several layers of editing and feedback before the final submission to the company. For photography, copy, and their design of the pages students will receive feedback from the photography editor, copy editor, and design editors respectively. Students will also receive feedback from me and then finally their head editor. Due to our tiered process there are many checks for the quality of each staff member's work. |
| | <p>List planned activities <i>(examples include but are not limited to: experiments, guided reading, worksheets, discussions, note-taking, research, games):</i></p> <p>Pre Interview Document Quote Sheet Copy Submission to the copy editor Photography Request Forms</p> | <p>List resources required <i>(examples include but are not limited to: laptops, iPads, websites, digital cameras, magazines, Blackboard, textbooks, novels, primary source documents, other non-fiction text, lab equipment, maps, translator, calculators)</i> InDesign, Photoshop, Illustrator</p> | <p>FORMATIVE ASSESSMENTS—any non-graded, diagnostic assessment administered prior to or during a unit that reflects prior knowledge, skill levels, and potential misconceptions.</p> <p><i>Examples include but are not limited to: Pre-tests, clickers (CPS), mini whiteboards, entrance and exit tickets, CDTs, DIBELS, Aimsweb</i> Editor Check Ins</p> |

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| | Deadline Four Attempt One Deadline Four Attempt Two (post proof docs) | | |
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Southern Lehigh School District

UbD Curriculum Template

Course: **Yearbook**
Teacher Team: **Tocci**

Unit: **Unit 6 Deadline Five: Senior Ads, Index, and Closing Spread**

Grades: **10-12**
Date: **April 2016**

| Stage 1 – Desired Results | |
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| Established Goals | Enduring Understandings/Transfer |
| <p>1. What 21st Century Essentials included in the mission statement will this unit address?</p> <p><i>Effective Communication Skills</i> <i>Transfer of Learning</i> <i>Career Planning & Life Long Learning</i></p> <p>2. What content standards will this unit address?</p> <p>Standards:</p> <ul style="list-style-type: none"> ● ELA PA Core State Standards <p>CC.1.4.11-12.B Write with a sharp, distinct focus identifying topic, task, and audience.</p> <ul style="list-style-type: none"> ● Math PA Core State Standards ● PA Content Standards | <p>Written as a declarative statement, an enduring understanding is a “big idea” that focuses on larger concepts, principles, and processes that go beyond discrete facts or skills. Enduring Understandings are applicable to new situations across content areas and TRANSFERABLE (the ability to learn in one context and apply to a new situation, particularly outside of the classroom) to the real world.</p> <p>3. List the Enduring Understanding(s):</p> <ul style="list-style-type: none"> ● <i>Decisions made by the editorial staff become the guiding principals of the yearbook for the year.</i> ● <i>Diligent planning and scheduling increases coverage of all students for the yearbook.</i> ● <i>Basic elements of yearbook design always need to be implemented.</i> ● <i>Yearbook elements for the theme must be held consistently throughout the book.</i> <p>4. What do you want students to do with this knowledge or skill beyond this course? What is Transfer?</p> <ul style="list-style-type: none"> ● <i>Students will work as part of a unified staff under a leadership of peers</i> ● <i>Students will take dynamic photography of classrooms.</i> ● <i>Students will summarize in a concise manner complex subjects.</i> ● <i>Students will commission advertisement spaces from parents within the district.</i> |
| | Essential Questions |
| | <p>What thought-provoking questions will foster inquiry, meaning-making, and transfer?</p> |

Arts and Humanities

9.1. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts

A. Know and use the elements and principles of each art form to create works in the arts and humanities.

*Elements

*Dance: energy/force – space time

*Music: duration – intensity – Pitch – timbre

*Theatre: scenario – script/text – set design

*Visual Arts: color – form/shape – line – space – texture – value

*Principles

*Dance: choreography – form-genre – improvisation style - technique

*Music: composition – form – genre – harmony – rhythm texture

*Theatre: balance – collaboration – discipline – emphasis – focus – intention – movement – rhythm – style – voice

*Visual Arts: balance – contrast – emphasis/focal point – movement/rhythm- proportion/scale – repetition – unity/harmony

B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

*Dance: move – perform read and notate dance create and choreograph-improvise

*Music: sing – play an instrument – read and notate music – compose and arrange – improvise

*Theatre: stage productions- read and write scripts –

5. List the Essential Question(s) that students should ponder, wonder about or explain by the end of this unit:

How do we best represent the school through theme?

How can we best use the chosen theme to encapsulate the year?

What improvements can we make from the previous deadline?

How can we use the elements of design to create a clean and cohesive book?

What is the best way to design the index?

How do we best communicate the desires of parents for their ad space?

Acquisition

Students will know...

6. What facts should students know and be able to use to gain further knowledge?

Writing skills

- *Concise summary of a season, organization, etc.*
- *Descriptive language that engages the reader into the sport, organization, etc.*
- *Inclusive summaries that focus on a wide range of experiences*

Photography Skills

- *Composition*
- *aperture*
- *Rule of thirds (cropping)*
- *Dynamic posing of participants*
- *Choosing appropriate lens for the activity being covered*

Essential elements of design

- *Gutter out design*
 - *Utilizing negative white space*
 - *Balance, symmetry, proportion, unity*
- Yearbook Terms*

Students will be skilled at... (be able to do)

9. What discrete skill and processes should students be able to demonstrate?

- *Students will be able to write with a sharp distinct focus to capture the experience of various academic subjects*
- *Students will be able to use the rule of thirds to best choose dominant and supplementary photos.*
- *Students will be able to make edits on pages given to them by their editorial staff.*
- *Students will use **InDesign** to create well-balanced design spaces.*

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| <p>improvise – interpret a role – design sets – direct</p> <p>*Visual Arts: paint – draw – craft – sculpt – print – design for an environment, communication, multi media</p> <p>9.2. Historical and Cultural Contexts</p> <p>... * Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.</p> | <p>7. What vocabulary should students know and be able to recall?</p> <p><i>Threepeat design strategy peat (repeating varying elements of design three times on a spread to create unity), rule of thirds, negative white space, gutter out design, museum height, caption, copy, folio, pica, gridlines, typography</i></p> <p>8. What basic concepts should students know and be able to recall and apply?</p> <p><i>Implementation of design elements</i> <i>Copy regulations</i> <i>Photography basics</i></p> | |
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| Stage 2 – Evidence | |
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| <p><u>NETS for Students</u> http://www.iste.org/standards/nets-for-students/nets-student-standards-2007.aspx</p> | <p>PERFORMANCE TASK(S)—can include transfer tasks and Project-Based Learning</p> |
| <p>NETS—National Educational Technology Standards; i.e., the standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world.</p> <p><i>Communication and Collaboration</i> <i>Critical Thinking</i> <i>Digital Citizenship</i> <i>Technology Operations</i> <i>Creative & Innovation</i></p> | <p><i>Examples include but are not limited to:</i> <i>Labs, open-ended essays, voice recordings, videos, presentations, discussion boards, graphic organizers, songs, skits, dioramas, visual projects (posters, dioramas)</i></p> <p>List the task(s), then explain how the student will demonstrate the transfer of knowledge or skill involved in the task(s) (reference Stage 1, Item #4):</p> <p><i>Pre Interview Document - For this stage students write 10 questions they would ask to student participants and 10 questions they would ask to staff member participants of a given activity. Students submit these questions to me before heading out to do interviews.</i></p> <p><i>Quote Sheet – Students must record their responses from the interviews and submit them to me for approval.</i></p> <p><i>Copy Submission to the copy editor - Copy is submitted to the editor with their predetermined guidelines to be edited and resubmitted back to the staff.</i></p> <p><i>Photography Request Forms – While awaiting their copy edits students submit this form to the photography</i></p> |

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| | <p><i>editor. Students go through the catalogue of photos for a given event and then request to use the photos they think fit best on the page. The photography editor then returns this with any suggestions for editing to the photos that must be accomplished.</i></p> <p><i>Deadline Five Attempt One – After the copy and photography stage students are now ready to design the page. The first attempt is given to the editors to look over and send back with the feedback. Students will work on these before submitting them to the company.</i></p> <p><i>Deadline Five Attempt Two (post proof docs) - The company will send us large proof docs of the pages. Students will have another attempt to correct mistakes at this time before the final submission for print.</i></p> <p><i>Quarterly Photography Assignment – Each yearbook staff member must photograph one school event per quarter to aid in our photography catalogue.</i></p> <p><i>Senior Parent Ad Correspondence – Much of our ad revenue comes from the selling of senior ads to parents who would like to celebrate their son or daughter’s commencement. The ads are entirely designed by staff members who communicate frequently with parents to design the space.</i></p> <p><i>Index Design – During this deadline students complete the final design of the index for the yearbook. Although not the flashiest section it serves an important function.</i></p> <p><i>Closing Spread – The closing spread summarizes the year through a large high resolution photo and short paragraph that links back to the theme.</i></p> |
| | <p>OTHER SUMMATIVE ASSESSMENTS—can include factual recall</p> |
| | <p><i>Examples include but are not limited to final projects, research papers, quizzes and tests.</i></p> <p>List the assessments: Completion and submission of their deadline one page to Herff-Jones (our yearbook company)</p> |

| Stage 3 – Learning Plan | | |
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| NETS for Students http://www.iste.org/standards/nets-for-students/nets-student-standards-2007.aspx | Learning Activities | Progress Monitoring/Formative Assessment |
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| <p>NETS—National Educational Technology Standards; i.e., the standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world.</p> <p><i>Communication and Collaboration</i> <i>Critical Thinking</i> <i>Digital Citizenship</i> <i>Technology Operations</i> <i>Creative & Innovation</i></p> | <p>Questions to consider while planning:</p> <ul style="list-style-type: none"> • Are transfer and acquisition addressed in the learning plan? • Does the learning plan reflect principles of learning and best practices? • Is there tight alignment with Stages 1 and 2? • Is the plan likely to be engaging and effective for all students? | <ul style="list-style-type: none"> • How will you monitor students' progress toward acquisition, meaning, and transfer during learning activities? Students will be monitored throughout the various stages of creating their page. Each component is submitted to the corresponding editor, checked, and then sent back to the student before I see it. Students will be given constant feedback via this system. • What are potential rough spots and student misunderstandings? The parent deadline really challenges the students learned design abilities. Students have to be open and understanding to edits that come from the parents and follows these directions precisely. • How will students get the feedback they need? Our editing system is tiered so that students have several layers of editing and feedback before the final submission to the company. For photography, copy, and their design of the pages students will receive feedback from the photography editor, copy editor, and design editors respectively. Students will also receive feedback from me and then finally their head |
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| | | <p>editor. Due to our tiered process there are many checks for the quality of each staff member's work.</p> |
| | <p>List planned activities <i>(examples include but are not limited to: experiments, guided reading, worksheets, discussions, note-taking, research, games):</i></p> <p>Pre Interview Document Quote Sheet Copy Submission to the copy editor Photography Request Forms Deadline Five Attempt One Deadline Five Attempt Two (post proof docs) Senior Parent Correspondence Index Building Closing Spread</p> | <p>List resources required <i>(examples include but are not limited to: laptops, iPads, websites, digital cameras, magazines, Blackboard, textbooks, novels, primary source documents, other non-fiction text, lab equipment, maps, translator, calculators)</i> InDesign, Photoshop, Illustrator</p> |
| <p>FORMATIVE ASSESSMENTS—any non-graded, diagnostic assessment administered prior to or during a unit that reflects prior knowledge, skill levels, and potential misconceptions.</p> <p><i>Examples include but are not limited to: Pre-tests, clickers (CPS), mini whiteboards, entrance and exit tickets, CDTs, DIBELS, Aimsweb</i></p> <p>Editor Check Ins</p> | | |



Southern Lehigh School District

UbD Curriculum Template

Course: **Yearbook**
 Teacher Team: **Tocci**
2016

Unit: **7: Theme Proposal for the Upcoming School Year**

Grades: **10-12**
 Date: **April,**

Stage 1 – Desired Results

| Established Goals | Enduring Understandings/Transfer |
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| <p>1. What 21st Century Essentials included in the mission statement will this unit address?</p> <p><i>Effective Communication Skills</i> <i>Transfer of Learning</i> <i>Career Planning & Life Long Learning</i></p> <p>2. What content standards will this unit address?</p> <p>Standards:</p> <ul style="list-style-type: none"> • ELA PA Core State Standards <p>CC.1.4.11-12.B Write with a sharp, distinct focus identifying topic, task, and audience.</p> <ul style="list-style-type: none"> • Math PA Core State Standards • PA Content Standards | <p>Written as a declarative statement, an enduring understanding is a “big idea” that focuses on larger concepts, principles, and processes that go beyond discrete facts or skills. Enduring Understandings are applicable to new situations across content areas and TRANSFERABLE (the ability to learn in one context and apply to a new situation, particularly outside of the classroom) to the real world.</p> <p>3. List the Enduring Understanding(s): <i>Typography, color palettes, and design space all contribute to communicating a theme for the yearbook.</i> <i>Design elements help to fully realize a concept.</i> <i>Fully realized concepts make for the most convincing presentations.</i></p> <p>4. What do you want students to do with this knowledge or skill beyond this course? What is Transfer?</p> <ul style="list-style-type: none"> • <i>Students will present complex information regarding a theme to classmates.</i> • <i>Students will determine a unifying concept to bring many elements cohesively together.</i> |
| | <p style="text-align: center;">Essential Questions</p> |
| | <p>What thought-provoking questions will foster inquiry, meaning-making, and transfer?</p> <p>5. List the Essential Question(s) that students should ponder, wonder about or explain by the end of this unit: <i>How do choices within typography and color palette help to communicate an overall theme?</i> <i>What areas of improvement can the staff work on for the next year?</i></p> |

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| <p>Arts and Humanities</p> <p>9.1. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts</p> <p>A. Know and use the elements and principles of each art form to create works in the arts and humanities.</p> <ul style="list-style-type: none"> *Elements *Dance: energy/force – space time *Music: duration – intensity –Pitch – timbre *Theatre: scenario – script/text – set design *Visual Arts: color – form/shape – line – space – texture – value *Principles *Dance: choreography – form -genre – improvisation- style - technique *Music: composition – form – genre – harmony – rhythm texture *Theatre: balance – collaboration – discipline – emphasis – focus – intention – movement – rhythm – style – voice *Visual Arts: balance – contrast –emphasis/focal point –movement/rhythm- proportion/scale – repetition – unity/harmony <p>B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.</p> <ul style="list-style-type: none"> *Dance: move – perform – read and notate dance – create and choreograph- improvise *Music: sing – play an instrument – read | <p><i>How do we best represent the high school experience?</i> <i>How can spatial choices effect the communication of a theme?</i></p> | |
| | Acquisition | |
| | <p>Students will know...</p> <p>6. What facts should students know and be able to use to gain further knowledge?</p> <p><i>Writing skills</i></p> <ul style="list-style-type: none"> • <i>Concise summary of a season, organization, etc.</i> • <i>Descriptive language that engages the reader into the sport, organization, etc.</i> • <i>Inclusive summaries that focus on a wide range of experiences</i> <p><i>Photography Skills</i></p> <ul style="list-style-type: none"> • <i>Composition</i> • <i>aperture</i> • <i>Rule of thirds (cropping)</i> • <i>Dynamic posing of participants</i> • <i>Choosing appropriate lens for the activity being covered</i> <p><i>Essential elements of design</i></p> <ul style="list-style-type: none"> • <i>Gutter out design</i> • <i>Utilizing negative white space</i> • <i>Balance, symmetry, proportion, unity</i> <p>7. What vocabulary should students know and be able to recall?</p> <p><i>Three peat (repeating varying elements of design three times on a spread to create unity), rule of thirds, negative white space, gutter out design,</i></p> | <p>Students will be skilled at... (be able to do)</p> <p>9. What discrete skill and processes should students be able to demonstrate?</p> <ul style="list-style-type: none"> • <i>Students will be able to create a cover that encompasses the theme they are proposing.</i> • <i>Students will be able to design yearbook spreads via in Design that effectively communicate their theme.</i> • <i>Students will be able to create multimedia presentations</i> • <i>Students will be able to evaluate proposed themes on two fronts; the effectiveness at which it represents the school and its aesthetic value.</i> |

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| <p>and notate music – compose and arrange – improvise</p> <p>*Theatre: stage productions - read and write scripts – improvise – interpret a role – design sets – direct</p> <p>*Visual Arts: paint – draw – craft – sculpt – print – design for an environment, communication, multi-media</p> <p>9.2. Historical and Cultural Contexts</p> <p>...*Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.</p> | <p><i>museum height, caption, copy, folio, pica</i></p> <p>8. What basic concepts should students know and be able to recall and apply?</p> <p><i>Gutter Out Design</i> <i>Balanced space (both symmetrically and asymmetrically)</i> <i>Dominant Photo choices</i> <i>Color palette</i></p> <p><i>Typography</i></p> | |
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| Stage 2 – Evidence | |
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| <u>NETS for Students</u> | PERFORMANCE TASK(S)—can include transfer tasks and Project-Based Learning |
| <p>NETS—National Educational Technology Standards; i.e., the standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world.</p> <p><i>Communication and Collaboration</i> <i>Critical Thinking</i> <i>Digital Citizenship</i> <i>Technology Operations</i> <i>Creative & Innovation</i></p> | <p><i>Examples include but are not limited to:</i> <i>Labs, open-ended essays, voice recordings, videos, presentations, discussion boards, graphic organizers, songs, skits, dioramas, visual projects (posters, dioramas)</i></p> <p>List the task(s), then explain how the student will demonstrate the transfer of knowledge or skill involved in the task(s) (reference Stage 1, Item #4):</p> <p>Final Project Check Ins Presentation of their Theme</p> <hr/> <p>OTHER SUMMATIVE ASSESSMENTS—can include factual recall</p> <p><i>Examples include but are not limited to final projects, research papers, quizzes and tests.</i></p> <p>List the assessments: Yearbook staff evaluation sheets – each staff member will provide in depth feedback for the fellow staff members before voting on the design aesthetic and thematic for the next year’s book. Rubric – students will be graded on their final project based upon their design techniques.</p> |

| Stage 3 – Learning Plan | | | |
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| NETS for Students | Learning Activities | | Progress Monitoring/Formative Assessment |
| <p>NETS—National Educational Technology Standards; i.e., the standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world.</p> <p><i>Communication and Collaboration</i> <i>Critical Thinking</i> <i>Digital Citizenship</i> <i>Technology Operations</i> <i>Creative & Innovation</i></p> | <p>Questions to consider while planning:</p> <ul style="list-style-type: none"> • Are transfer and acquisition addressed in the learning plan? • Does the learning plan reflect principles of learning and best practices? • Is there tight alignment with Stages 1 and 2? • Is the plan likely to be engaging and effective for all students? | <ul style="list-style-type: none"> • How will you monitor students’ progress toward acquisition, meaning, and transfer during learning activities? Students will have several check in points with me as they work on their final project presentation so I may aid in their ability to communicate their theme to the yearbook staff. • What are potential rough spots and student misunderstandings? Students spend so much time with the theme for the current year oftentimes it is hard to let go of those current concepts and create a unique design for the next school year. • How will students get the feedback they need? Students will conference with me throughout. After their presentation they will receive comment sheets from me as well as evaluation sheets from their classmates. | |
| | <p>List planned activities <i>(examples include but are not limited to: experiments, guided reading, worksheets, discussions, note-taking, research, games):</i></p> <p>Look Book: These are provided by various companies and is a</p> | <p>List resources required <i>(examples include but are not limited to: laptops, iPads, websites, digital cameras, magazines, Blackboard, textbooks, novels, primary source documents, other non-fiction text, lab equipment, maps, translator, calculators)</i></p> | <p>FORMATIVE ASSESSMENTS—any non-graded, diagnostic assessment administered prior to or during a unit that reflects prior knowledge, skill levels, and potential misconceptions.</p> <p><i>Examples include but are not limited to: Pre-tests, clickers (CPS), mini whiteboards, entrance and exit tickets, CDTs, DIBELS, Aimsweb</i></p> <p>Final Project Check Ins</p> |

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| | <p>catalogue of all the current trends in yearbook design. This book is used as a resource to spark creativity and innovation within the students. It is a great resource to help students conceptualize.</p> <p>Share Outs of Theme</p> | <p>InDesign, Photoshop, Illustrator</p> | |
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