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| **Unit** | **Assignment(s)** | **Formal (80%)** | **Learning Goal(s)** |
| **Informal (20%)** |
| Introduction to Publications | Life Goals Folder* Students learn about the skills taught within this class that can be applied to their lives beyond the classroom. They then create a graphic representation and explain how these skills will help them on a personal level.
 | Informal | * Apply acquired information, ideas and skills to different contexts as students, as workers, as citizens and as consumers
 |
| BINGO Board* Students learn about the four forms of publications and apply that knowledge in a unique and fun way to practice the new terms.
 | Informal | * To write and create effectively in various forms and types
 |
| Visual Publications (Photojournalism) | Caption Activity* Students will learn how to write an effective caption to accompany their photography
 | Formal | * Develop effective skills to analyze visual media
* Record relevant information using various strategies
 |
| Photography Research Project* Students will apply their knowledge of research to find the story behind a famous photograph and write a story that effectively captures all important information
 | Formal | * Evaluate the accuracy of information and the reliability of its sources
* To write and create effectively in various forms and types
 |
| Photography Scavenger Hunt* Students will apply knowledge of photography and visual publications to create high quality publications
 | Informal | * To write and create effectively in various forms and types
 |
| Print Publications (Journalism) | Journalism Basics* Students will learn how to create headlines, by lines, quotes, leads, and include all important information in an article
 | Informal | * Apply acquired information, ideas and skills to different contexts as students, as workers, as citizens and as consumers
* Organize data, information, and ideas into useful forms or presentations
 |
| Interview Article* Students will apply knowledge of writing an article to information gathered during an interview
 | Formal | * Record relevant information using various strategies
* Compose well developed text using 6+1 traits and appropriate editing resources
 |
| Article One* Students will brainstorm, research, draft, edit, and publish a polished piece of writing for use in the *Lakeview Lately*
 | Formal | * Develop and apply effective research skills
* Record relevant information using various strategies
* Compose well developed text using 6+1 traits and appropriate editing resources
 |
| Article Two* Students will brainstorm, research, draft, edit, and publish a polished piece of writing for use in the *Lakeview Lately*
 | Formal | * Develop and apply effective research skills
* Record relevant information using various strategies
* Compose well developed text using 6+1 traits and appropriate editing resources
 |
| Electronic Publications (Yearbook and Graphic Design) | Yearbook Ladder Project* Students will use a graphic organizer to create an organized plan and layout for the school’s yearbook that includes all parts of student life
 | Formal | * Organize data, information, and ideas into useful forms or presentations
* Record relevant information using various strategies
 |
|  | Yearbook Theme Project* Students will create a theme for the school’s yearbook with corresponding details and defend their decisions
 | Formal | * Develop effective skills to analyze media
* Organize data, information, and ideas into useful forms or presentations
 |
|  | Graphic Design* Students will create a two page layout for consideration for the school’s newspaper utilizing the graphic design concepts covered in class including: gutters, text box, picture box, backgrounds, borders, and color scheme
 | Formal | * Organize data, information, and ideas into useful forms or presentations
* To write and create effectively in various forms and types
* Compose well developed text—6+1 and appropriate editing resources
 |
| Visual Publications (Advertising) | Five Advertisements* Students will assess five print advertisements of their choice to identify the product, purpose, perspective, and audience
 | Informal | * Record relevant information using various strategies
* Develop effective skills to analyze visual media
 |
| Recreate an Advertisement* Students will change the audience and perspective of an advertisement while keeping the purpose intact
 | Formal | * Record relevant information using various strategies
* Develop effective skills to analyze visual media
* Apply acquired information ideas and skills to different contexts as students, as workers, as citizens, and as consumers
 |
| New Product Infomercial* Students will invent a new product and advertise it using persuasive technique(s)
 | Formal | * Apply acquired information, ideas, and skills to different contexts as students, as workers, as citizens, and as consumers
* To write and create effectively in various forms and types
* Work cooperatively in a group to produce a presentation
 |
| Broadcast Publications | Yearbook Commercial * Students will create a broadcast from brainstorm, to script writing, to storyboarding, to filming, to editing and producing utilizing past knowledge of advertising and design
 | Formal | * To write and create effectively in various forms and types
* Work cooperatively in a group to produce a presentation
* Use appropriate media and technology to produce a broadcast
 |
| Plot Graphing* Students will apply the idea of plot to a broadcast in preparation of creating a broadcast
 | Informal | * Develop effective skills to analyze visual media
* Record relevant information using various strategies
 |
| Broadcast Scripting* Students will brainstorm, write, edit, produce, film, and edit a complete broadcast television show that pulls on their knowledge of visual (set design), journalism (a newsbreak), advertising (commercials), and broadcasting.
 | Formal | * To write and create effectively in various forms and types
* Work cooperatively in a group to produce a presentation
* Use appropriate media and technology to produce a broadcast
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