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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 |