

Perris Union High School District

Course of Study

A. COURSE INFORMATION

Course Title: <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;"> MS Yearbook Publication </div> <input type="checkbox"/> New <input checked="" type="checkbox"/> Revised	Subject Area: <input type="checkbox"/> Social Science <input type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Laboratory Science <input type="checkbox"/> World Languages <input checked="" type="checkbox"/> Visual or Performing Arts <input type="checkbox"/> College Prep Elective <input type="checkbox"/> Other	Grade Level <input type="checkbox"/> MS <input type="checkbox"/> HS <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Transcript Title/Abbreviation: <div style="border: 1px solid black; height: 20px; width: 100%;"></div> (To be assigned by Educational Services)	Is this classified as a Career Technical Education course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Transcript Course Code/Number: <div style="border: 1px solid black; height: 20px; width: 100%;"></div> (To be assigned by Educational Services)		
Required for Graduation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No - N/A	Credential Required to teach this course: <div style="border: 1px solid black; height: 20px; width: 100%;"></div> <p style="text-align: center; color: blue;"><i>To be completed by Human Resources only.</i></p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	
Meets UC/CSU Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No - N/A Was this course <i>previously approved by UC</i> for PUHSD? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No - N/A (Will be verified by Ed Services)	<div style="display: flex; justify-content: space-between;"> Signature Date </div>	
Meets "AP" Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No - N/A	Meets "Honors" Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No - N/A	
Submitted by: De Vicente, Jose Site: Pinacate Middle School Date: 11/08/16	Unit Value/Length of Course: <input type="checkbox"/> 0.5 (half year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other:	
Approvals	Name/Signature	Date
Director of Curriculum & Instruction	Julie Zierold	12/15/16
Asst. Superintendent of Educational Services	Marilyn Saucedo	12-17/16
Governing Board		

Prerequisite(s) (REQUIRED):
Students must meet district and site requirements for eligibility.
Corequisite(s) (REQUIRED):
Not applicable
Brief Course Description (REQUIRED):
The yearbook elective class allows students the opportunity to expand their academic, technological, and social skills while displaying and promoting school pride. The elective also allows student to work collaboratively to record the many events throughout the year.

B. COURSE CONTENT

Course Purpose (REQUIRED): <i>What is the purpose of this course? Please provide a brief description of the goals and expected outcomes. Note: More specificity than a simple recitation of the State Standards is needed.</i>
<u>Purpose</u> The yearbook club will introduce the many concepts that are involved in the creation and production of a yearbook. Students will address many of the Common Core standards through research, use of technology, writing, and editing. Students will also focus on digital citizenship, photography, marketing, sales, designing, and civic responsibility. See Outline for expected outcomes
Course Outline (REQUIRED): <i>Detailed description of topics covered. All historical knowledge is expected to be empirically based, give examples. Show examples of how the text is incorporated into the topics covered.</i>
Unit 1 - The production of the yearbook Outcomes <ul style="list-style-type: none"> ● Students will identify the role, functions, and production of a yearbook in the school environment.

Academic Topics:

- Identify the functions of a yearbook
- Understand effective ways to report the story of a school year
- Determine the importance of audience
- Basics of Photography
- Understand, practice and learn skills for effective leadership
- Understand the basics digital citizenship
- Recognize the importance of an open-minded attitude in leadership
- understand the ethical and legal aspects to planning, storytelling and production

Unit 2- Brainstorming theme, content, language, and coverage

Outcomes

- Students will develop a theme for the yearbook.
- Students will understand appropriate content and and visuals for the yearbook.
- Students will develop a plan of action for reporting on school events.

Academic Topics:

- Use critical thinking to determine a theme for the school year
- Identify brainstorming strategies
- Identify content appropriate for school environment
- Practice effective verbal formats
- Identify effective visual formats
- Develop effective format doe decision making
- Understanding effective coverage in a yearbook
- Identify organizational structures in reporting
- Identify roles of each team member

Unit 3- Reporting and Writing

Outcomes

- Students will interview and report on school events throughout the campus.
- Students will add captions to pictures in preparation for printing.

Academic Topics:

- Understand first person reporting
- Identify information gathering skills
- Identify and use question building skills
- Identify facts from fiction
- Prepare and practice interviewing skills
- Practice effective writing for copy
- Identify effective caption writing
- Practice writing effective headlines

Unit 4- Editing, Typography, and Design

Outcomes

- Students will edit, use appropriate fonts, and design yearbook pages in preparation for printing of yearbook.

Academic Topics

- Identify basic design principles
- Understand use of fonts, types of fonts, and size
- Identify visual enhancements
- Practice creating different types of pages
- Practice use of design software
- Understand uploading, downloading of images to software
- Understand basic computer principles
- Identify and revise writing and typography

Unit 5- Financing, Advertising, and Campaigning

Outcomes

- Students will gain full understanding of production costs, sales, and advertising.

Academic Topics

- Understand cost of production
- Identify cost, sales, purchasing and money in business
- Identify basic sales, taxes, and shipping costs
- Understand different types of advertising
- Identify fallacies in advertising
- Practice writing ads
- Practice producing advertisements
- Promote sales of the yearbook

Unit 6- Distribution, Fundraising, and Publishing

Outcomes

- Students will determine final publication for print, plan distribution, signing events, and fundraising events for yearbook club.

Academic Topics

- Finalize pages for print
- Decide on final designs for print
- Plan a strategy for distribution
- Plan yearbook signing event
- Plan fundraising for End of Year activities
- Practice team building
- Reflect on Academic year
- Reflect on Production of the yearbook

Writing Assignments (REQUIRED):

Give examples of the writing assignments and the use of critical analysis within the writing assignments.

- Caption Writing - Students will create caption that capture the attention of the reader.
- Figurative Language Scripts - Students will use figurative language for superlative writing.
- Reporting - Interviews - Student will take notes and prepare short summaries for reporting on events and new staff.
- Question Building - Students will work together to create questions for reporting.
- Summary Writing - Students will write summaries to demonstrate understanding of concepts.
- Persuasive Essay - Students will write a persuasive essay on a critical issue facing students.
- Reflection Writing - Students will reflect on concepts learned and events occurring at the present time.
- Current Event Summaries - Students will write summaries to report on a variety of current event.
- Expository Writing - Students will write an expository essay to share a personal point of interest.

INSTRUCTIONAL MATERIALS (REQUIRED)

Textbook #1- Online materials will vary depending on teacher and vendor.

Title:	Edition:
Author:	ISBN:
Publisher:	Publication Date:
Usage: <input type="checkbox"/> Primary Text <input type="checkbox"/> Read in entirety or near	

Textbook #2 - N/A

Title:	Edition:
Author:	ISBN:
Publisher:	Publication Date:
Usage: N/A <input type="checkbox"/> Primary Text <input type="checkbox"/> Read in entirety or near	

Supplemental Instructional Materials *Please include online, and open source resources if any.*

All assignments are teacher created based on standard.

Estimated costs for classroom materials and supplies (REQUIRED). *Please describe in detail.*
 If more space is needed than what is provided, please attach backup as applicable.

Cost for class set of textbooks:	Description of Additional Costs: Vendor for software publication will vary year by year. Cameras needed yearly due to wear and tear.
Additional costs: <ul style="list-style-type: none"> ● \$300- \$500 Software This will vary by site and available vendor <ul style="list-style-type: none"> ● \$400 - Cameras 	
Total cost per class set of instructional materials:	\$700- \$900

Key Assignments (REQUIRED):

Please provide a detailed description of the Key Assignments including tests, and quizzes, which should incorporate not only short answers but essay questions also. How do assignments incorporate topics? Include all major assessments that students will be required to complete

- Google forms as formative assessments
 - Unite assessments every six weeks.
 - Presentations to show mastery of concepts
 - Campaigning
 - Fundraising
 - Create a theme for the yearbook
 - Create a specialized pages in the yearbook
- Assessments will be teacher created and thus will vary by site and teacher. Assignments will address the concepts outlined in this course of study. Please see pacing guide and use as a guideline to create assignments.

Instructional Methods and/or Strategies (REQUIRED):

Please list specific instructional methods that will be use.

Collaboration - Writing Strategies - Group work - Revising - Bell work

Cornell notes - Brainstorming - Community Building Activities - Critical Reading

Costa's Levels of Thinking - Critical Reading Process - Rehearsal and Revision

Fishbowl - Focused Note Taking - Graphic Organizers - Inside/Outside Circles - Jigsaw - Sequencing

Groups - KWL - Learning Logs - Note-Checking Pairs - Four Corners - Parking Lot - Philosophical

Chairs - Reciprocal Teaching - Socratic Seminar - Stand & Deliver - Storytelling - Think-Pair-Share -

Total Physical Response - Domino Effect - 10-2-2 - Presentation Model - Academic Language

Scripts - Chants - Choral Response - Create Context/Engage Prior Knowledge - Process

Gradual Release of Responsibility - Modeling - Non-Linguistic Representations Sentence Frames -

Vocabulary Building - Academic and Content Questions Stems

Assessment Methods and/or Tools (REQUIRED):

Please list different methods of assessments that will be used.

Cameras/ Photo-Media Software

Formative assessments - In class

Exit Tickets

Chromebooks

Google Forms

Haiku - Learning Management Systems

Google Classroom

Infinite Campus

COURSE PACING GUIDE AND OBJECTIVES (REQUIRED)

Day(s)	Objective	Standard(s)	Reference
1-30	Unit 1- Introduction to Publications Objective: Students will identify the role, functions, and production of a yearbook in the school environment. SWBAT..... <ul style="list-style-type: none">● Agree to abide by the constitution of the Yearbook class● Identify Personality Traits● Review responsibilities of the Yearbook staff	RL1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. RL2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	Materials: Online resources will vary according to yearbook company used

	<ul style="list-style-type: none"> ● Review the meaning of representing the school as Yearbook staff ● Complete “Digital Citizenship” assignment ● Complete notes on “Functions of the Yearbook” ● Research the history of the yearbook ● Complete “Attention Grabbers” assignment ● Complete “Team building” activity ● Complete “Reporting 101” ● Review the history of reporting ● Brainstorm “Who is the audience” ● Research the Basics of Photography ● Research the history of photography ● Learn the basics of picture taking ● Practice effective picture taking ● Reflect on picture taking skills ● Learn effective leadership skills for middle school ● Practice skits on leadership skills ● Complete project on Effective Leadership ● Research and present on the ethical and legal aspects in producing a yearbook 	<p>RL4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>RI3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events</p> <p>RI4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>RI5a. Analyze the use of text features (e.g., graphics, headers, captions) in consumer materials</p> <p>W2. Write informative/explanatory texts, including career development documents (e.g., simple business letters and job applications), To examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>W3 d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences</p>	
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		and events.	
31-60	<p>Unit 2 - Objective: Brainstorming theme, content, language, and coverage</p> <p>SWBAT...</p> <ul style="list-style-type: none"> ● Complete “Team building” activities ● Complete notes on “Themes” for yearbook ● Brainstorm possible themes for the year ● Discuss and decide on theme for the school year ● Begin design of cover page that identifies theme ● Apply several brainstorming techniques ● Identify uses of figurative language ● Practice language using idioms ● Identify effective designs ● Identify appropriate designs ● Understand setting for theme ● Identify quality pictures ● Create an effective selection method ● Create and elect a board for decision making ● Apply norms to decision making ● Organize a calendar of events ● Plan assignments for all team members ● Practice team building activity ● Create media passes ● Plan a course of action with school staff ● Identify basics of reporting ● Understand responsibility of reporter ● Understand appropriate actions 	<p>RL1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>RL4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>RI3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events</p> <p>RI4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>RI5a. Analyze the use of text features (e.g., graphics,</p>	<p>Materials: Online resources will vary according to yearbook company used</p>

	<p>of reporting</p> <ul style="list-style-type: none"> ● Review all team members responsibility and role as yearbook member 	<p>headers, captions) in consumer materials. W2. Write informative/explanatory texts, including career development documents (e.g., simple business letters and job applications), To examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. W3 d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p>	
61-90	<p>Unit 3 - Reporting and Writing</p> <p>SWBAT...</p> <ul style="list-style-type: none"> ● Identify first person writing ● Identify third person writing ● Practice writing first/third person ● Identify headline writing ● Practice writing to capture audience ● Practice note taking for reporting ● Identify different types of note taking ● Revise notes for clarity and validity ● Identify basics of journalism ● Understand reporting with social media ● Understand social media policies ● Understand information gathering and archiving ● Practice question building for interviews 	<p>RL1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. RL2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. RL4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. RI3. Analyze how a text makes</p>	<p>Materials: Online resources will vary according to yearbook company used</p>

	<ul style="list-style-type: none"> ● Prepare and role play interviewing skills through skits ● Plan campus interviews with staff and students ● Identify what is a fact and opinion ● Practice using persuasive techniques for copy writing ● Understand persuasive writing ● Identify direct quotations ● Identify indirect quotations ● Identify the components of good captions ● Understand the importance of good caption writing ● Write effective captions that identify the people and actions in pictures ● Identify a clear headline ● Identify ambiguous or confusing headlines ● Review and revise headlines for clarity 	<p>connections among and distinctions between individuals, ideas, or events</p> <p>RI4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>RI5a. Analyze the use of text features (e.g., graphics, headers, captions) in consumer materials.</p>	
91-120	<p>Unit 4 - Editing, Typography, and Design</p> <p>SWBAT...</p> <ul style="list-style-type: none"> ● Identify the six principles of design ● Identify the elements of design ● Understand form and function in design ● Create focal points for design ● Identify the art of typography ● Understand the use of fonts in writing ● Identify the emphasis of different types of fonts ● Identify typography that conveys information ● Identify many types of 	<p>RL1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>RL4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative</p>	<p>Materials: Online resources will vary according to yearbook company used</p>

	<p>enhancement for picture</p> <ul style="list-style-type: none"> ● Use software to enhance photos ● Understand enhancement and cropping ● Identify photo enhancement versus photo alteration ● Select appropriate designs for pages ● Place pictures in design pages ● Add captions to pictures ● Review and revise designed pages ● Identify all uses of yearbook software ● Use software to design pages ● Take pictures and upload to appropriate files ● Document pictures in appropriate files ● Identify the difference between an upload and a download ● Identify basic computer components ● Understand hardware versus software 	<p>meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>RI3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events</p> <p>RI4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>RI5a. Analyze the use of text features (e.g., graphics, headers, captions) in consumer materials.</p> <p>W2. Write informative/explanatory texts, including career development documents (e.g., simple business letters and job applications), To examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>W3 d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p>	
121-150	Unit 5- Financing, Advertising, and Campaigning	<p>RL1. Cite the textual evidence that most strongly supports</p>	<p>Materials: Online resources will</p>

	<p>SWBAT...</p> <ul style="list-style-type: none"> ● Define opportunity cost ● Understand basic principles of economics ● Analyze supply and demand ● Evaluate trade-offs ● Understand factors of production ● Understand fixed/variable cost ● Understand the needs of customers ● Understand economic driven decisions ● Define process control ● Use data in decision making process ● Analyze a business ● Understand time value of money ● Understand break even points ● Determine net/gross profits ● Determine start up costs ● Define the types of marketing/advertising ● Understand marketing plan ● Build a marketing plan ● Understand target market ● Understand the many types of fallacies in writing ● Identify fallacies in advertising ● Create ads for publication ● Create a presentation identifying the many fallacies in advertising ● Understand basic sales principles ● Evaluate sales pitches ● Initiate contact with customers ● Complete sales/marketing campaign 	<p>an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>RL4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>RI3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events</p> <p>RI4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>RI5a. Analyze the use of text features (e.g., graphics, headers, captions) in consumer materials.</p> <p>W2. Write informative/explanatory texts, including career development documents (e.g., simple</p>	<p>vary according to yearbook company used</p>
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		<p>business letters and job applications), To examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. W3 d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p>	
151-180	<p>Unit 6 - Distribution, Fundraising, and Publishing</p> <p>SWBAT...</p> <ul style="list-style-type: none"> ● Understand the steps to finalizing pages ● Review and revise pages for print ● Collaborate to finalize pages for print ● Understand basic contracts ● Understand direct/indirect distribution ● Collaborate to plan distribution of yearbook ● Execute plan for distribution ● Collaborate to determine possible signing event(s) ● Determine signing event(s) ● Plan and organize signing event(s) ● Understand fundraising ● Fundraise for upcoming year ● Plan and organize fundraising opportunities ● Participate in team building activity ● Plan, organize and produce end of year event for the yearbook class 	<p>RL1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>RL4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>RI3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events</p> <p>RI4. Determine the meaning of words and</p>	<p>Materials: Online resources will vary according to yearbook company used</p>

	<ul style="list-style-type: none"> ● Reflect on school year ● Reflect on the process and production of the yearbook 	<p>phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>RI5a. Analyze the use of text features (e.g., graphics, headers, captions) in consumer materials.</p> <p>W2. Write informative/explanatory texts, including career development documents (e.g., simple business letters and job applications), To examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>W3 d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p>	
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C. HONORS COURSES ONLY

Indicate how much this honors course is different from the standard course.

D. BACKGROUND INFORMATION

Context for course (optional)

History of Course Development (optional)

Administrative Regulation Exhibit

Perris Union High School District

Course Development Approval Form

Instructions: Complete the information requested below (use additional sheets if necessary) and attach a proposed course outline. Submit Form A to Department Lead for signature. After signing the Department Lead will forward to the other Department Leads at sites that teach the same grade level. Form A will also then be submitted to the Director of Curriculum, and Instruction.

Department:	Visual and Performing Arts	Title of Course:	Middle School Yearbook	Implementation Date: 8/10/16
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Why do we need this course? The yearbook elective class allows students the opportunity to expand their academic, technological, and social skills while displaying and promoting school pride. The elective also allows student to work collaboratively to record the many events throughout the year.

Explanation of how this course or course revisions will meet the students' needs. Attach major topics and student objectives. The yearbook club will introduce the many concepts that are involved in the creation and production of a yearbook.

- Students will address many of the Common Core standards through research, use of technology, writing, and editing while collaborating to produce the school's yearbook.
- Students will also focus on digital citizenship, photography, marketing, sales, fundraising, designing, and civic responsibility.

Estimated budget and funding source: \$300 Software - Studio 1 Publishing, \$400 Cameras
 Total budget- \$700.00 **Funding Source:**

Schools to Implement Course:
 Pinacate Middle School (Middle School Grades)
 California Military Institute - (Middle Grades)

Review Committee: _____ Date: _____

This course has been reviewed by the following school subject Department Leads:

Site: Pinacate Middle School	Department Lead: Lorrie Kardos	Date: 8/26/16
Site: CMI	Department Lead: Jessica Hamer	Date: 9-2-16
Site:	Department Lead:	Date:
Site:	Department Lead:	Date:

Recommended for Approval: Yes No

Rebecca Brown
 School Principal

Recommended for Approval: Yes No

[Signature]
 Director of Curriculum and Instruction/Date

Recommended for Approval: Yes No

[Signature]
 Assistant Superintendent of Educational Services/Date

Administrative Regulation Exhibit

Perris Union High School District

New/Revised Course Instructional Guideline

Course Title:	Yearbook - Middle School	Date Adopted:	8/10/16
Department:	Visual and Performing Arts	Length of Course:	1 Year
Pre-Requisites:	None	Co-Requisites:	None

Grade Levels:	Middle School	UC/USC:	Yes		No
Fulfills Graduation Requirement as:	N/A				
Course Submitted By:	De Vicente, Jose	Site:	Pinacate Middle School	Date:	8/26/16

I. Brief Description of Course:

The yearbook elective is a course that will introduce the many concepts that involve in the creation and production of a yearbook. Students will address many of the Common Core standards through research, use of technology, writing, and editing. Students will also focus on digital citizenship, photography, marketing, sales, designing, and civic responsibility. Students will work collaboratively while overseeing the production of the school's yearbook.

II. Rationale for Course:

The yearbook course will students to apply the many of the state's common core standards providing numerous opportunities for students to work collaboratively on common goals. Students will participate in every step of the production of the school's yearbook.

III. Student Performance Objectives and Standards. The student will...

- Students will identify the role, functions, and production of a yearbook in the school environment.
- Students will develop a theme for the yearbook.
- Students will understand appropriate content and and visuals for the yearbook.
- Students will develop a plan of action for reporting on school events.
- Students will interview and report on school events throughout the campus.
- Students will add captions to pictures in preparation for printing.
- Students will edit, use appropriate fonts, and design yearbook pages in preparation for printing of yearbook.
- Students will gain full understanding of production costs, sales, and advertising.
- Students will determine final publication for print, plan distribution, signing events, and fundraising events for the yearbook club.

Administrative Regulation Exhibit
Perris Union High School District
New/Revised Course Instructional Guideline

IV. Instructional Materials:

The course is designed to be completely online. All instruction and assignments will be completed online.

- Online software- Must be chromebook compatible
- Chromebooks
- Google Chrome/Drive
- Google Classroom
- Haiku Management Systems
- 36 week Instructional Pacing Guide

V. Course Exit Criteria. The Student will be able to... (must be measurable)

- Identify the functions of a yearbook
- Understand effective ways to report the story of a school year
- Determine the importance of audience
- Understand the basics of photography
- Understand, practice and learn skills for effective leadership
- Understand the basics digital citizenship
- Recognize the importance of an open-minded attitude in leadership
- Understand the ethical and legal aspects to planning, storytelling and production
- Use critical thinking to determine a theme for the school year
- Identify brainstorming strategies
- Identify content appropriate for school environment
- Practice effective verbal formats
- Identify effective visual formats
- Develop effective decision making
- Understanding effective coverage in a yearbook
- Identify organizational structures in reporting
- Identify roles of each team member
- Understand first person reporting
- Identify information gathering skills
- Identify and use question building skills
- Identify facts from fiction
- Prepare and practice interviewing skills
- Practice effective writing for copy
- Understand effective caption writing
- Practice writing effective headlines
- Identify basic design principles