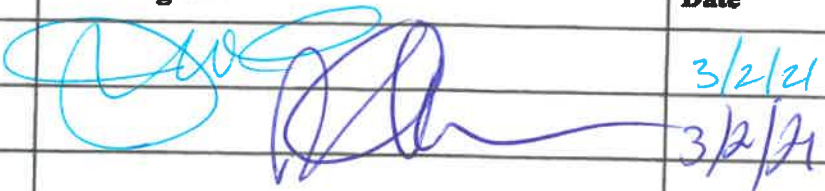


Perris Union High School District Course of Study

A. COURSE INFORMATION

Course Title: <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Yearbook</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 type="checkbox"/> Visual or Performing Arts <input checked="" 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 type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
If revised previous course name if changed <div style="border: 1px solid black; padding: 2px;">Yearbook Publication 1</div>	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; padding: 2px;">107181/107182</div> (To be assigned by Educational Services)		
Required for Graduation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Credentials Required to teach this course: <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;"><i>Single Subject English or Art</i></div> <u>To be completed by Human Resources only.</u>	
Meets UC/CSU Requirements? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;"><i>Spik R. Kitter 3-02-2021</i></div> Signature Date	
Was this course <i>previously approved by UC</i> for PUHSD? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (Will be verified by Ed Services)	Meets "Honors" Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Meets "AP" Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	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:	
Submitted by: Julie Zierold Site: Educational Services Date: 03/02/2021		
Approvals	Name/Signature	Date
Director of Curriculum & Instruction		3/2/21
Asst. Superintendent of Educational Services		3/2/21
Governing Board		

13. Pre-Requisites

- C or better in previous English Course
- Teacher Recommendation

14. Co-Requisites

- Photography – Recommended
- Art 1 – Recommended

15. Brief Course Description

Yearbook Publication 1 is a year-long course designed to allow students to explore and create print media (newspaper, magazines, etc). After studying history of graphic design, students will then develop the following skills: writing and editing copy, captions and headlines, layout and design techniques, photography, communication skills (interviews), independent skills, and responsibility. With in groups, students will learn and apply strategies for project planning with a year-long project to demonstrate their skills and knowledge.

B. COURSE CONTENT

16. Course Purpose:

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.

Yearbook Publication 1 is a two-semester course, combining mastery of the high-level critical thinking, reading and writing skills of print journalism with an introduction to the artistic, creative and aesthetic skills of the visual and graphic arts. Students master the writing and editing of the most common forms of journalistic stories; read and analyze relevant literature through expository writing; learn and practice the basics of design and layout; analyze and evaluate images based on a set of given values; learn communication, management, and evaluation skills for individuals and small teams; use of state-of-the-art word processing and design software including the Adobe Creative Suite (InDesign, Photoshop, Illustrator); and demonstrate knowledge and understanding of ethical responsibilities and communications law. This course will sharpen students thinking and expression, widen their experience with people and communication, provide an environment for self-directed learning and give them confidence in their ability to see their creative ideas to completion. Units will be revisited each deadline to ensure that student are meeting the expectations of publications.

17. Course Outline

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.

Unit 1: Yearbook Staff Organization, Time Management, and Team

Essential Questions:

- a. How do I work best and how can understanding this help my success as a Yearbook Staffer and help the yearbook program.
- b. What can I do to work better with others to insure we succeed as a class, not just individually?
- c. What does the editorial, publication and evaluative process look like and what role do I play in this publication process?

Unit Objectives:

Students will be briefed on the editorial process and the specific job duties of each editor, as well as the student staffers. Each student will identify their talents, behavioral traits, and learning styles. Students will receive direct instruction on time management skills, balancing academic loads with personal time and how that interplays with yearbook demands. Students will be introduced to the planners we use (binder planner and class visual whiteboard planner- both of which are bi-weekly). Students will be given a more in depth explanation as to what Mini Deadlines, Comprehensive Evaluations and Final Spread Submissions are and what the purpose of these evaluations tools look like, for the yearbook students and the student editors, as well as the advisor. We will discuss the importance and use of evaluations (both self and from others) and the importance of feedback in this course specifically. How publication is affected by deadlines and what the role of the yearbook students play in relation to publication dates will be addressed in this unit as well. Modeled instruction will take place to show the students how to set themselves up for success with these evaluations and what the entire process looks like, start to finish. Lastly, teamwork and peer collaboration is imperative to the yearbook being published. As a class, we will discuss this, what teamwork means, how we can work together, what happens when we do and what the editors and the advisor will do to ensure an environment of team work in this course. At this stage of the unit, students will receive their Course Outline and Contract, along with their Equipment Permission Slip.

Resources:

- <http://www.collegesuccessfoundation.org/file/WCAN/A2A/HS/WS/5.pdf>
- Student Planner

Sample Assignment:

Students will participate in a one period time management workshop that will “introduces students to the types of general time management and study skills they will need to be successful in high school and college.” By the end of workshop student teams will use their planners to begin planning for their first deadline.

Unit 2: Introduction, Overview, and Terminology

Essential Questions:

- a. What key yearbook terminology do I need to learn to build a base knowledge off of?
- b. Why are deadlines necessary?
- c. How does all our work come together and what is the process for the culmination of

work that creates our publication?

- d. What processes and evaluations are in place to ensure my success?
- e. What is the history of journalism in America?

Unit Objectives:

In this unit, student will be introduced to the printing and publication process. They will learn what deadlines are and why meeting deadlines are vital for production. The terminology needed to understand the basics of the yearbook publication process will be taught in this unit. Students will also be given an overview of what the editorial evaluation assignments are, in the form of Mini Deadlines and Final Spread Submission. Students will evaluate the development of the history of journalism in America.

Resources:

- a. The Newspaper Designer's Handbook
- b. Glossary of Terms:
<http://bvsvd.org/curriculum/curriculumreview/Documents/CED%20Review%20-%20LA/High%20School%20-%20Electives/LE7%20LA.Yearbook.CED.pdf>

Sample Assignment:

Students will create a one-page template layout using at least 20 of the glossary terms from the above resource and label the parts that they used.

Unit 3: Adobe InDesign and Page Layouts

Essential Questions:

- a. Why do we use pre-laid out pages from our yearbook company?
- b. How do I do the "basics" on InDesign and what are the functions of the tool bar, along with the shortcuts?

Unit Objective: Students will be given direct instruction, modeled instruction and hands on time to learn and practice the basic functions of the InDesign program. This is the software we will be using daily to complete spreads. An explanation of the pre-laid out pages and why the jumpstarts are important for a professional and dynamic publication of our yearbook will be communicated to the students. Students will be shown how to access and use YBSquared.com.

Resources:

- a. The Newspaper Designer's Handbook
- b. YBSquared representative presentation

Sample Assignment: Students will use their templates from unit 1 and create a "yearbook" page using InDesign, students will make appropriate adjustments from their unit 1 template to meet the needs of a page in the yearbook. They must also identify/apply techniques learned in unit three and the glossary terms from unit 2.

Unit 4: Photography Elements, Organizing Photos, and Uploading Photos

Essential Questions:

- a. What are the elements of quality photography?
- b. What types of choices do we make as photographers and how do I make sure my photos and decisions are good for the yearbook?
- c. How do I organize all my photos?

- d. How do I upload my photos to access them through the spread on YBSquared.com?

Unit Objectives: Students will learn the essential elements of photographic composition. Students will be instructed about photography elements such as, rule of thirds, framing, pattern, angles, dead space, leading lines and leading space. Students will be shown how to upload photos to the yearbook local shared drive, as well as the yearbook company's webpage. Students will be instructed on how to organize and save photos by subject, event and date.

Resources:

- a. The Newspaper Designer's Handbook
- b. The Digital Photography by Scott Kelby

Sample Assignment: Adding on to the layout from units 1 and 3, students will be required to take photos for their pages. When taking photos, students must use different techniques (aperture, shutter speed, etc.). Students will then select at least four photos to add to the layout page. Each photo needs to demonstrate different photographic techniques. Students will label the specifications of each picture.

Unit 5: Legal and Ethical Journalism

Essential Questions:

- a. How do we determine what is "appropriate" and "inappropriate" in our coverage?

Unit Objectives: Students will be introduced to a variety of legal and ethical issues related to journalism. Some of the issues that will be distinguished as either "appropriate" or "inappropriate" are issues of libel, the right to privacy, balance and accurate reporting, copyright and trademark usage and obscenity. A discussion will also be held about stakeholders and representation of the school. This course will cover landmark US Supreme Court cases and well as educational guidelines and Constitutional expectations. Students will be using a text or supplemental materials for this unit of study.

Resources:

- a. <https://www.spj.org/pdf/ethicscode.pdf>
- b. http://www.nytc.com/wp-content/uploads/NYT_Ethical_Journalism_0904-1.pdf
- c. <http://jeasprc.org/yearbook-ethics-guidelines/>

Sample Assignment: Based on the readings, students will create ethic guidelines for the class. This process will begin with each student creating his or her own "list," similar to the one found on the spj.com page. Then as a team, they will create a group list of ethics, finally, the Editor in Chief will lead the class to take the group ones to create a class ethic guidelines for the class. Each student will be given a copy of the guidelines in addition to the poster being made for the class.

Unit 6: Interviewing Preparation and Process

Essential Questions:

- a. What do we do to prepare for interviews?
- b. How do we properly conduct an interview?
- c. How do we use this information on our page?
- d. Where do we put interviews after completion?

Unit Objectives: Students will learn a variety of techniques for questioning, listening,

appropriate use of tone, and how to portray a professional image. Students will focus on listening and speaking Anchor Standards during this unit of study. As a class, we will discuss the purpose of interviews, how students can prepare for interviews and how to organize the new information that was gathered at the interview. We will also spend time addressing the “dos” and don’ts” of interviewing. In order to prepare for an interview, the students must learn how to collect pre-interview information, prepare relevant and leading questions, and how to make an appointment with their interviewee. Students will receive direct instruction on how to conduct an interview and then put their skills to practice. Students will practice their interviewing skills in class as an assignment. Students will also practice on a subject outside of class, both adult and peer. Following the interview, students will be instructed on the basics of how to find angles in interviews and how the interview can direct their writing based on the interview itself. Here, students will be selecting a list of angles that could be drawn from the interview. Students will then be shown how to file and preserve all interview notes for any discrepancies or other issues. Students will be utilizing supplemental materials and possible a text for this instructional unit.

Resources:

- a. The Newspaper Designers Handbook
- b. The Radical Write
- c. <https://owl.english.purdue.edu/owl/resource/560/01/>
- d. The Little Brown Handbook

Sample Assignment: Each student will create a list of 10 questions to ask a freshman about their first few weeks of high school. Students will be assigned a freshman buddy from another class and will ask and take notes of from the interview. Students will also take a picture(s) of the student (the will use this in unit 7). Once back in class, students will rate their questions on a 1-10 scale (1 being a bad question, 10 being a great question) identifying which gathered the most information about that freshman. Students will then pick one top question and one bottom question to add to the class poster. As a class, students will engage in a Socratic Seminar on the success/failure questions.

Unit 7: Writing Skills, Story Telling

Essential Questions:

- a. How can our program (as well as individual Student Staffers) improve upon our writing skills?
- b. How do you select a story angle?
- c. How do we integrate our research and facts into our story telling writing?
- d. How do I write and gather evaluations to completé my Comprehensive Evaluation?

Unit Objectives: Students learn a variety of writing skills as they pertain to the Common Core State Anchor Standards for English. Students will complete a range of writing tasks including expository, analytical and short stories based on facts and research. The major focus of the student writing will include: voice, audience, purpose, tone, diction, style and awareness of any personal bias. These are the integral elements of writing that take journalistic writing to the next level as professional, reliable and enjoyable to read. Students will refine their writing skills through several focused writing units and assignments, such as expository writing, personal narrative and creative nonfiction. Along with each writing unit, student will receive reoccurring grammar instruction appropriate to the type of writing and needs of the class. Student will be working with peers and the advisor to obtain feedback on the writing produced. Students will be given direct instruction on how to use and gather facts in their copy and captions while maintaining a

story like flow. All copy, captions, and stories must be approved by the editing staff and advisor before being added to the yearbook page. Students will be directed and coached on how to revise their writing. The students will complete a Reflection Evaluation, which will include answering questions and writing a one page reflective essay at the end of their deadline. The Reflection Evaluation will focus on students recognizing their strengths and weakness of their writing for the deadline. Students will also add what changes in their writing they made from the last deadline. Staffers will be instructed on how to find the angle in the interview they conducted and how to shape that into “the story” they tell on the page through the main copy and other stylistic elements. Students will practice these writing skills throughout the course while they complete their spreads as well as foundational assignments at the start of the course. Students will be using a text or supplemental materials for this unit of study.

Resources:

- a. The Radical Write
- b. https://yearbookbesties.files.wordpress.com/2014/08/50-ways-to-tell-a-story_april-2015-final.pdf

Sample Assignment: Each student will be given the task of writing a story about a sports team on campus. Prior to writing the story, students will need to research the sport and take notes. Students then will create a list of questions to ask players (2) and coaches (1-2) – remembering the discussions and work from unit 6. After interviewing the players and coaches, students will write a story about the sport. They will need to include information about the sport and team. Students will also include at least three quotes gather from the interviews. The story should be 500-600 words in length. The story should demonstrate the writers understanding of the sport, the team, and the five W’s.

Unit 8: Graphics and Sidebars

Essential Questions:

- a. How do graphics enhance the “story” of the page?
- b. What facts are essential to the story vs space fillers?
- c. How can graphics and sidebars engage the readers of the page?
- d. How to find a balance between writing (the story, captions, etc.), photos, and informative graphics and sidebars

Unit Objectives: Students will create graphics that will support the story and photos on their page. Students will be able to recognize a balance between the writing, the photos, and the graphics/sidebars. Students will create several graphics that tell the same information, but have a different effect on the page. Students will interact with the layout to see the effect graphics have on the page (dominate vs. submissive placement). Students will learn the different types of graphics that can be used and the effects each have on the page: Fast-Fact Box, Q & A, Bio Box, Public Opinion Poll, List, Quite Collection, Glossary, Fever Chart, Checklist, Bar Chart, Quiz, Pie Chart, Table, Ratings, Timeline, Step-by-Step Guide, Diagram, Map.

Resources:

- The Newspaper Designers Handbook

Sample Assignment: Students will use the facts they learned in unit 7 to create at least four different types of graphics studied above. For each graphic, students will write an evaluation of the positive and negative effects it could have on the yearbook page. At the

end, students will write a reflection as to what graphic they would use on the page and explain why.

Unit 9: Reflection and Correction

Essential Questions:

- a. How do we keep improving, both individually and as a staff?
- b. What “take a-ways” did I get from this deadline?
- c. How do team leader and editor checks and mini deadlines help me stay on track?

Unit Objectives: Students will learn the importance of evaluation, reflection and then correction. The editors and team leaders will evaluate the works in progress which includes all stories, photos, design elements and organization of materials (photos, interview forms, etc). All yearbook students will complete a Reflective Evaluation worksheet that will include a one-page essay. Based on the student’s role in the team, Reflective Evaluation forms and essay will be altered. Students should review past Reflective Evaluation forms to see their progress on each deadline. The advisor will also add to the Reflective Evaluation form for critique and suggestions on how to improve work.

Resources:

- Reflection Evaluation Form

Sample Assignment: At the end of each deadline, all students will answer the following questions about their work on the deadline. Students must answer all questions in complete sentences and focus their answers to their contribution to the team, not others. Based on the role each student has within the group for that deadline, additional will be given to students to answer. Students will also need to write a one-page essay about their work for this deadline.

- Explain how cooperative you were within the team.
- Explain how you meet all the team and class deadlines for your task. Include strategies used.
- Explain how you were able to use your skills to help other teammates or other teams.
- Explain how you used peer feedback as means to improve your task.
- Explain they skills you evaluated in the last reflection that needed improving and how you worked to improve them for this deadline.
- Analyze the areas or concerns you had about your performance on this deadline.
- Essay: using the answer from above, reflect on how you evaluate your work, you work as part of a team, areas that need improvement and how you are going to improve upon those for the next deadline.

18. Writing Assignments

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

1. Understanding the Importance of Yearbooks in a School Community.
 - a. For many high schools, the yearbook is a time capsule for the year. Write a one-page response examining why yearbooks are important to school communities and it’s members (remember the variety of members). Evaluate how you and your classmates see yourself using the yearbook in twenty years.
2. Each unit, students will use their yearbook notebooks to take Cornell Notes on the topics to be

covered. At the end of each lesson, students will summarize their notes and list any questions they have for future lessons. At the end of each unit, students will use the notes for a as a study tool. Students will add to their notes any additional information acquired related to the topics, answer all the questions, and creating headings for sections. Students will also write 7-10 sentence summary evaluating the information and how they will use it on their spreads.

3. Based on the readings, students will create ethic guidelines for the class. This process will begin with each student creating his or her own "list," similar to the one found on the spj.com page. Then as a team, they will create a group list of ethics, finally, the Editor in Chief will lead the class to take the group ones to create a class ethic guidelines for the class. Each student will be given a copy of the guidelines in addition to the poster being made for the class.
4. Each student will create a list of 10 questions to ask a freshman about their first few weeks of high school. Students will be assigned a freshman buddy from another class and will ask and take notes of from the interview. Students will also take a picture(s) of the student (the will use this in unit 7). Once back in class, students will rate their questions on a 1-10 scale (1 being a bad question, 10 being a great question) identifying which gathered the most information about that freshman. Students will then pick one top question and one bottom question to add to the class poster. As a class, students will engage in a Socratic Seminar on the success/failure questions.
5. Each student will be given the task of writing a story about a sports team on campus. Prior to writing the story, students will need to research the sport and take notes. Students then will create a list of questions to ask players (2) and coaches (1-2) – remembering the discussions and work from unit 6. After interviewing the players and coaches, students will write a story about the sport. They will need to include information about the sport and team. Students will also include at least three quotes gather from the interviews. The story should be 500-600 words in length. The story should demonstrate the writers understanding of the sport, the team, and the five W's.

19 (A) Textbook #1

Title: The Newspapers Designer's Handbook

Edition: 7th

Publication Date: 2013

Publisher: McGraw-Hill

Author(s): Tim Harrower and Julie M. Elman

Usage: Primary Text Read in entirety or near entirety

19 (B) Supplemental Instructional Materials (please describe)

- <http://bvsvd.org/curriculum/curriculumreview/Documents/CED%20Review%20-%20LA/High%20School%20-%20Electives/LE7%20LA.Yearbook.CED.pdf>
- <http://www.collegesuccessfoundation.org/file/WCAN/A2A/HS/WS/5.pdf> - The workshop introduces students to the types of general time management and study skills they will need to be successful in high school and college.
- The Radical Write – Published by Jostens with an emphasis on good writing techniques for yearbook.
- Student Planner
- Glossary of Terms:
<http://bvsvd.org/curriculum/curriculumreview/Documents/CED%20Review%20-%20LA/High%20School%20-%20Electives/LE7%20LA.Yearbook.CED.pdf> - Terms that are used in the classroom on a regular basis. Students will be expected to use these terms in discussing yearbook pages.
- The Digital Photography by Scott Kelby
- <https://www.spj.org/pdf/ethicscode.pdf> - Code of Ethics for Journalism
- http://www.nytc.com/wp-content/uploads/NYT_Ethical_Journalism_0904-1.pdf - Code of Ethic for Journalism
- <http://jeasprc.org/yearbook-ethics-guidelines/> - Journalism Guidelines
- <https://owl.english.purdue.edu/owl/resource/560/01/> - APA guide to general writing and formatting
- The Little Brown Handbook – APA writing style
- <https://d3jc3ahdjad7x7.cloudfront.net/WQtcMXDz1RhJJK0sjXLQ6BclcpMpTOLPhgUbl70Mzrpx6D.pdf>
- https://yearbookbesties.files.wordpress.com/2014/08/50-ways-to-tell-a-story_april-2015-final.pdf - looking at different ways to think and tell a story
- Yearbooks – students will use past school yearbooks and neighboring school yearbooks to generate ideas that apply to this years yearbook.
- Newspapers – students will evaluate the writings, layouts, and photo selections of from the following newspapers:
 - The Sacramento Bee
 - The New York Times
 - The USA Today

19 (C) Estimated cost for classroom materials and supplies (please describe in detail)

If more space is needed than what is provided, please attach back-up as applicable.

ISBN #(s): The Newspaper Designer's Handbook 7th edition - 0073512044 (0-07-351204-4)

Cost per book: \$ 113.00

Other costs: \$ None

Description of other costs: Only copy is needed, but for a class set of 25 (students) plus 1 (instructor) would need to be purchased.

Total Cost: Class Set 26 copies = \$2825

20. Key Assignments

Detailed descriptions 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 assignments that students will be required to complete.

In addition to the assignments listed below, students will also be completing the assignments listed in #17 and #18.

1. End of First Semester Project – Students will create a “spread” in InDesign showcasing another yearbook staff member. Each spread must include the following:
 - a. Layout
 - i. Creative layout that shows various techniques
 - ii. Create photo and text boxes of various shapes, sizes, and color
 - iii. Layout should show the “story” of the student being featured.
 - b. Photos (minimum of 6)
 - i. Student must set up several photos shoots
 - ii. Having photos of various sizes
 - iii. Images with varying aperture and shutter speed
 - iv. Images with different perspectives and action
 - c. Captions
 - i. All photos must have a minimum three sentence caption “telling the story” of the image.
 - ii. Caption must also tell the story beyond the photo.
 - iii. At least two of the captions must include embedded quote.
 - d. Write a story about the student. The story must include the following:
 - i. 300-400 words
 - ii. Have at least two quotes from the student embedded within the story.
 - iii. Have least one quote from another class member about the student.
2. End of Year Essay – At the end of the year, students will review their unit reflections and write a minimum three page paper reflecting on their year, they role in production of the yearbook, and what they learned from this year.
 - a. Prompt: Now that the yearbook is completed, take a deep breath and reflect on your year. Your task is to review and evaluate your involvement in the book, explain what you’ve learned and where you’ll go from here with the tools and information learned this year. Use the following outline to write an essay about your experience in yearbook this year.
 - i. Describe your initial expectations of what you thought making a yearbook would involve. Give examples of how you expected to contribute to the work of creating the yearbook.
 - ii. How did your actual work on the book match and/or differ from your initial expectations? Give specific details.
 - iii. When you think about the book as a whole, in what way was your contribution reflected in the final product? Explain as specifically as you can where you can expect to say “I did this!” or “that was my idea” when we look at the finished book. Think beyond your assigned pages. You may open pages, look in work folders, or examine our temporary

21. Instructional Methods and/or Strategies

List specific instructional methods that will be used.

- Guest instructors will be invited to teach the following:
 - School Photo Company (ex: Lifetouch, Cherish Memories, etc)
 - YBSquared for Layout Design

22. Assessment Methods and/or Tools

List different methods of assessments that will be used.

23. Course Pacing Guide and Objectives:

Refer to unit explanations for objectives and teaching guide. Units will be reviewed and expanded upon multiples during the year as needed.

CC English Standards:

Throughout the units, students will utilize a variety of CC English standards which include but are not limited to:

- CCSS.ELA-LITERACY.W.11-12.1.C
Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons
- CCSS.ELA-LITERACY.W.11-12.1.D
Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- CCSS.ELA-LITERACY.W.11-12.2.A
Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- CCSS.ELA-LITERACY.W.11-12.2.B
Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- CCSS.ELA-LITERACY.W.11-12.2.D
Use precise language, domain-specific vocabulary
- CCSS.ELA-LITERACY.W.11-12.2.E
Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing
- CCSS.ELA-LITERACY.W.11-12.3.D
Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- CCSS.ELA-LITERACY.W.11-12.3.E
Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- CCSS.ELA-LITERACY.W.11-12.5
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- CCSS.ELA-LITERACY.W.11-12.6
Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

C. HONORS COURSES ONLY

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

D. BACKGROUND INFORMATION

25. Context for Course (optional)

26. History of Course Development (optional)