

Course Name: Photo-Journalism and Yearbook II

Course#: H1592

Grades: 10-12

Level: 0

Semester: 5x

Credits: 2.5

Course Description:

This course is designed for students to create and implement all aspects of yearbook production. A range of essential skills are emphasized: advertising, marketing, sales, proofreading, art work, public relations, editing, layout, thematic development, photography, and yearbook delivery.

Course Proficiencies:

The following is a list of proficiencies that describes what the students are expected to know and be able to do as a result of successfully completing this course. The proficiencies are the basis of assessment of student achievement. The learner will demonstrate the ability to:

- Demonstrate command of the system and structure of the English language when writing or speaking. (NJSLS.LSS.9–10.1)
- Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. (NJSLS.LKL.9–10.2)
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies. (NJSLS.LVL.9–10.3)
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings. (NJSLS.LVI.9–10.4)
- Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.(NJSLS.RI.CR.9–10.1.).
- Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text. (NJSLS.RI.CI.9–10.2)
- Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. (NJSLS.RI.IT.9–10.3)
- Analyze in detail the author’s choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). (NJSLS.RI.TS.9–10.4)
- Determine an author’s purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose. (NJSLS.RI.PP.9–10.5.)

- Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem. (NJSLS.RI.MF.9–10.6)
- Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (NJSLS.W.IW.9–10.2)
- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (NJSLS.W.NW.9–10.3)
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (NJSLS.Such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. (NJSLS.W.WP.9–10.4)
- Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (NJSLS.W.WR.9–10.5)
- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (NJSLS.W.SE.9–10.6)
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (NJSLS.W.RW.9–10.7)
- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. (NJSLS.SL.PE.9–10.1)
- Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source. (NJSLS.SL.II.9–10.2)
- Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence. (NJSLS.SL.ES.9–10.3)
- Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience. (NJSLS.SL.PI.9–10.4)
- Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive

elements) in presentations to enhance findings, reasoning, and evidence and to add interest. (NJSLS.SL.UM.9–10.5)

- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English. (NJSLS.SL.AS.9–10.6)

Assessments:

The evaluation of student achievement in this class is based on the following:

- Individual and group projects
- Classroom discussion
- Performance based assessments
- All components relating to publication of the school yearbook