

Module 1: Yearbook 101

	<u>1.1</u>	<u>1.2</u>	<u>1.3</u>	<u>1.4</u>	<u>1.5</u>
Learning Target	SWBAT: Understand the yearbook advisor's expectations and the class structure	SWBAT: Locate key information in the syllabus related to grading, expectations, deadlines, and responsibilities.	SWBAT: Reflect on their personal strengths and interests related to team roles	SWBAT: Identify and define core yearbook design terms by analyzing real spreads.	SWBAT: Write specific, measurable, achievable, relevant, and time-bound (SMART) goals for the school year.
Bell Ringer	Select three emojis that represent different aspects of your life. Afterward, share your emojis with the class and explain your choices, providing insights into your personalities and experiences.	Describe five things you would put in a time capsule for yearbook students 10 years from now.	What role does the yearbook play in fostering a sense of community and collective identity within the school? How are you contributing?	Describe a class or subject that you initially didn't enjoy but ended up loving and why your perspective changed.	Share a book, movie, or song that profoundly impacted you and explain why it resonated with you. (If appropriate, you may want to create a yearbook team playlist for motivation, or when it's time to celebrate good times... come on!)
Activity	<p>Objective: Teacher Expectations</p> <p>Activity: Make a copy of our Yearbook Syllabus template to make it your own! As you begin the year with your students, share with them your syllabus and overall class guidelines.</p> <p>Separate Students into groups to answer "What if...Questions Worksheet" so that they can begin to visualize and understand how your team will operate through any and all circumstances.</p> <p>Teamwork is crucial to the success of your yearbook, choose from one of our 10 team bonding activities to get your students off on the right track. Team Bonding Activity:</p>	<p>Objective: Classroom Agreements</p> <p>Activity: Divide the students into groups and have them come up with responses to the following questions. Another idea is to take these questions and turn them into a <i>Gallery Walk</i> by posting them around the room and having students rotate through as they write their responses. This will encourage them to reflect on the year ahead and make sure that they are on the same page. You Make the Rules</p> <p>Extra time? Try our Syllabus Escape Room</p> <p>Team Bonding Activity: Choose from 1 here</p>	<p>Objective: Rubrics + Roles</p> <p>Activity: If it is necessary to provide grades for your students, we suggest reviewing your Class Grading Rubric with them. Don't forget to toggle at the bottom as we have one rubric for copy and a separate rubric for design.</p> <p>Now is a great time to review your yearbook roles with your class and have them take a quiz to see which role might be best for their unique skillset. Yearbook Roles What Yearbook Role is Right for You Quiz</p> <p>After discussing how your team will be compiled, encourage your students to share where they see themselves fitting into the puzzle with a Printable: Yearbook Staff Application Google Form: Yearbook Staff Application</p>	<p>Objective: Yearbook Terms 101</p> <p>Activity: Gather previous yearbooks or magazines and pass out List of Yearbook Terms Everyone Needs to Know + post-it notes. Have students in partners or groups go through the books/mags to label as many yearbook terms as they can.</p> <p>Use any extra time to reflect on your team's favorite aspects of previous books. Team Bonding Activity: Choose from 1 here</p>	<p>Objective: Calendars + Goal Setting</p> <p>Activity: Use this time to review your version of the Yearbook Planning Guide and begin to set up important dates and deadlines (<i>When are we going to begin selling yearbooks? When must we finish our recognition ad sales? When must we be all pages ready? When will we distribute our yearbooks?</i>) This is a great time to start looking at what you want to cover Make collective goals as a class for your yearbook for the week, month and year using the SMART method. Let's make SMART Goals</p> <p>Team Bonding Activity: Choose from 1 here</p>

			Editor Responsibility Contract Team Bonding Activity: Choose from 1 here		
Exit Ticket	<i>Reflect on what we have learned today and write a quiz question about the syllabus.</i>	<i>Share what policy makes the most sense to you or what would you change?</i>	<i>Rank your initial preference for yearbook roles.</i>	<i>Pick a vocab term that was new to you and explain it in your own words.</i>	Review these vocab terms + test your knowledge: How well do you know these yearbook terms? Quiz "What's one goal you have as a yearbook staffer?"
Add'l Activity	Rename the headers of the syllabus into more engaging titles. "Deadlines = Life!" instead of "Late Work Policy"	You can use these reflection questions to spark further discussion as a class. Syllabus Discussion Questions	Reflect about each of the yearbook roles: What does this editor do daily? What skills do they need? What tools or apps do they use? What problems do they solve?	Students create a written or digital representation of all the different terms + examples explored today..	Have students write a letter to their future selves– pen + paper or https://www.futureme.org/

Module 1 Standards (6th, 7th, 8th, 9-12th)

6th Grade Standards

Reading Informational Text (RI) RI.6.1 RI.6.4. RI.6.7

Writing (W) W.6.1 W.6.4 W.6.5 W.6.6

Speaking & Listening (SL) SL.6.1 SL.6.2 SL.6.4

Language (L) L.6.1 L.6.3

7th Grade Standards

Reading Informational Text (RI) RI.7.1 RI.7.4 RI.7.7

Writing (W) W.7.1 .W.7.4 W.7.5 W.7.6

Speaking & Listening (SL) SL.7.1 SL.7.2 SL.7.4

Language (L) L.7.1 L.7.3

8th Grade Standards

Reading Informational Text (RI) RI.8.1 RI.8.4 RI.8.7

Writing (W) W.8.1 W.8.4 W.8.5 W.8.6

Speaking & Listening (SL) SL.8.1 SL.8.2 SL.8.4

Language (L) L.8.1 L.8.3

High School 9-12 Standards

Reading Informational Text (RI) RI.9-10.1 / RI.11-12.1 RI.9-10.4 / RI.11-12.4 RI.9-10.7 / RI.11-12.7

Writing Standards (W) W.9-10.1 / W.11-12.1 W.9-10.4 / W.11-12.4 W.9-10.5 / W.11-12.5 W.9-10.6 / W.11-12.6

Speaking and Listening Standards (SL) SL.9-10.1 / SL.11-12.1 SL.9-10.2 / SL.11-12.2 SL.9-10.4 / SL.11-12.4

Language Standards (L) L.9-10.1 / L.11-12.1 L.9-10.3 / L.11-12.3