

Technology

Stonington Public Schools



Publications

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Publications

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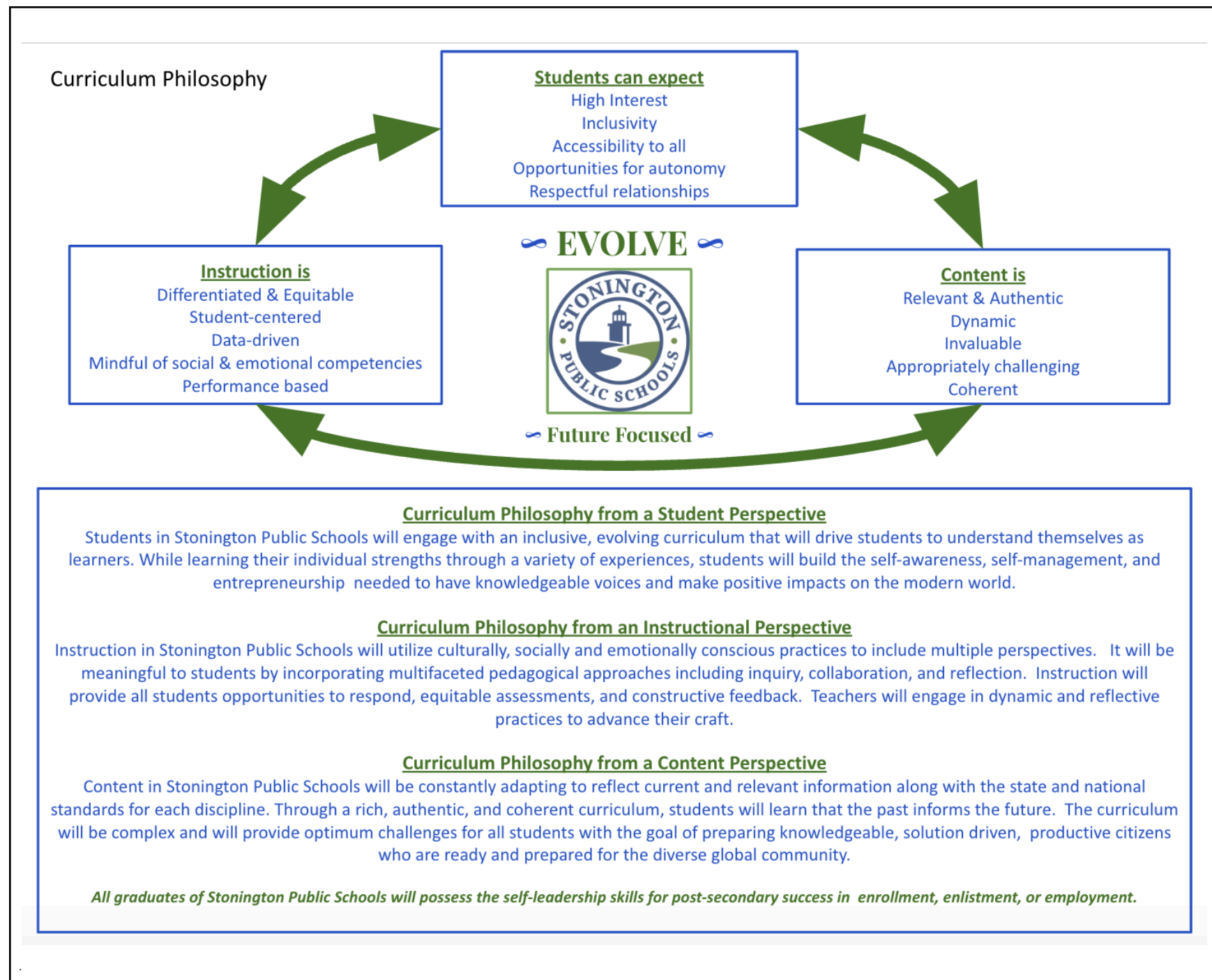
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Subject philosophy

The curriculum in the English Department offers a variety of courses in which students can gain insights into themselves as well as an understanding of literature and composition. Through our classes, students understand that questions raised in literature are often also questions about enduring political, cultural, and ethical issues. Students will develop an understanding of literary techniques in both fiction and non-fiction texts. They will write for different purposes and use evidence from a variety of reliable sources to support arguments. Students will become familiar with multi-media communication and its impact on wider cultural and ethical landscapes.





1. **Convince:** Use critical thinking skills and a variety of relevant evidence to solve a problem, support a position, or present an idea.
2. **Communicate:** Use content area language clearly to convey ideas as an individual. Communicate with others in a way that facilitates a collaborative process.
3. **Consider:** Use all learning to develop innovative and/or creative options to solve challenging situations and/or problems.
4. **Connect:** Use technology to find, evaluate, create and/or share information, ethically and legally. Connect all learning to become a participative member in the social and civic community.

Vision of the Graduate

Publications

Critical Areas of Focus (Course Description)

Students in this course will be responsible for the design and publication of the Pawmystonian yearbook. They must have the ability to meet strict deadlines as they integrate skills in many areas. In the area of technology, they will use scanning and digital photography. They will take and crop photos; write captions and articles; edit and proof their pages. They will be involved in the process of marketing the book and be responsible for obtaining ads to defray the cost of the publication. They will interact with the school community and local businesses as well as an actual publishing company and a photography studio. Each student will be responsible for all aspects of design and creation of several yearbook pages. These responsibilities may require time during and after school.

Length 1 year, Credit 1

Pacing Guide (Year Course)

Unit 1	Unit 2	Unit 3
<u>Writing</u>	<u>Designing</u>	<u>Building Sales/Building Community</u>
The three units occur simultaneously throughout the year		

4C Assignments

Semester 1: Connect

Semester 2: Communicate

Publications

Overarching Essential Questions for the year

Which people in the school and larger community constitute our audience?

How do we create a yearbook that reflects the school community this year and serves to honor our experiences and history 40+ years from now?

Timeline for Yearbook Submissions

1 spread = 2 pages

January	12 spreads
April	68 spreads
May	32 spreads
	112 spreads/ 224 pages

Culminating Experiences

Mid-Term	Students receive a practice folder with pictures of a similar group (ex. Girl's basketball), a practice spread, and a list of expectations. The expectations should include the page layout requirements and who the student would contact to get the needed information. This experience tests the student skills from units 1 & 2. The layout that best meets the expectations will be used in the yearbook.
Final	Students will reflect on the completed yearbook, critiquing what can be improved for the following year. They will choose the theme and will plan the ladder for the upcoming year.

Unit 1

<u>Name of Unit:</u> Writing	<u>Length of unit:</u> Begins in the early fall and continues throughout the year
Content Standards Addressed in the Unit:	
<u>Common Core State Standards</u> English Language Arts <u>Writing</u> W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. W. 11-12.6 Use technology, including the internet, to produce and publish writing and to interact and collaborate with others. W. 11-12.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. W. 11-12.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. <u>Speaking and Listening</u> SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. <u>Language</u> L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing and speaking. L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing. L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	

<u>Big Ideas:</u> • Writers get their best information by designing proper interview questions. • Words can work as information and art. • There is a right style of storytelling that matches the chosen subject matter. • Writers must demonstrate the commands of the conventions of standard English.	<u>Essential Question(s):</u> • How do we design questions that bring out the best information from people? • How do we edit interviews to best represent the speakers' intentions? • How can words work as information and art? • How do words and pictures work together to tell a complete story? • What style of stories, captions, and quotes best fit my assigned pages and spreads? • What are my weaknesses and strengths when it comes to proofreading?
<u>Students will know:</u> • Interviewing Skills - The difference between closed- and open-ended questions. - That a strong initial questions list can create a productive interview. - That follow-up questions are important to gain valuable information. • Headlines/Captions ○ That well-chosen and crafted headlines and captions draw readers in and create meaning for photographs. • Styles of stories ○ The different types of stories used in yearbooks: feature, profile, observation, sport feature, narrative, observation, list, quote collection, question & answer.	<u>Students will be able to:</u> • Create initial questions before the interview and develop follow-up questions during the interview. • Create headlines and captions that quickly draw readers in and give meaning to images on the page. • Understand the styles of stories available for their pages and spreads and identify which are appropriate for their specific topics. • Use the steps of story writing to complete pages and page spreads that tell stories that capture the events and people in our school community.

- Story Writing
 - In order to create pages and page spreads that capture the events and people in our school community, students must use the steps of story writing: Brainstorm, research, write questions, interview, determine story focus, write a first draft, check and proof, ask for critiques, and continue to revise.

Significant tasks:

Significant Tasks 1-5 are taught and focused on heavily in the fall and are used throughout the course.

Significant task 1: Interviews

Students will understand the difference between open-ended and closed questions. They will then create a series of questions to interview a fellow classmate or another student about the start of the school year or another area of interest for the student. Students will practice coming up with follow-up questions as the interview continues. The students will then write a short paragraph summarizing the most important things they learned from the interview. The students will then present their questions, the interviewee's answers, and the write-up to another class member or the whole class and discuss the effectiveness of the summaries.

Timeline: ~4 classes @ 80 minutes

Significant task 2: Captions and Headlines

Students will learn the 5 styles of captions (standard, group, identification, quotes, expanded captions) often used in yearbooks. Students will look at photos from past yearbooks and determine what questions they would ask the participants in the photos in order to create proper captions to capture the moment and the meaning of the moment.

Students will also identify successful and unsuccessful captions in past yearbooks and present their findings to the class. The

discussion will include rewriting the unsuccessful captions.

Similar activities will be used to reflect on the best use of headlines in the yearbook. Students will learn the main functions of headlines (hook reader interest, guide them into the words and pictures, and tell them what the story is about). Students will discuss whether past headlines have succeeded in these efforts and suggest ways to rewrite those that do not. Students will also learn some of the tools of headline writing (key words, rhymes, synonyms, alliteration, and cliché/pun) and practice using these tools. Students will also practice writing concise headlines—using the fewest words that will still do the work of a solid headline.

Timeline: ~2 classes @ 80 minutes

Significant task 3: Story Styles

Students will learn the 8 types of stories often used in yearbooks (feature, profile, observation, quote collection, sports feature, narrative, list, and Q&A). They will look through past yearbooks to identify successful and unsuccessful uses of these styles. Students will read teacher-provided samples and identify which of the styles of writing the samples represent. Students will also identify which types of stories they are most comfortable with as a way of determining which will be the first pages assigned for yearbook completion.

Timeline: ~2 classes @ 80 minutes

Significant task 4: Drafting

As students are assigned pages and spreads for the current yearbook, they will determine whether they will need to interview students or staff, decide what styles of captions are likely to be used, and choose the style(s) of storytelling that will appear on the page(s).

Timeline: ongoing

Significant task 5: Editing

Once a page or page spread is through its first draft, students will proof the document and then ask for feedback from the

editor, other class members, and the adviser, noting what common mistakes they make so they can watch for them in their writing in the future.

Timeline: ongoing

Common Learning Experiences:

- Opportunities to Respond (active engagement)
- Executive functioning skills
- Use of a digital yearbook platform (Jostens)
- Class discussions
- Critical thinking
- Speaking and listening skills (interviews)
- 1:1 conferencing with editor and adviser
- Peer feedback
- Multimedia modalities

Key vocabulary:

- Types of stories used in yearbooks: feature, profile, observation, sport feature, narrative, observation, list, quote collection, question & answer
- Closed questions and open-ended questions
- Headline Tools: key words, rhymes, synonyms, alliteration, and cliché/pun
- Steps of story writing—Brainstorm, research, write questions, interview, determine story focus, write a first draft, check and proof, ask for critiques, and continue to revise.

Evidence of Understanding - Common Assessments

- Class participation
- Interview Activity (questions, answers, summary)
- Caption Activity
- Headline Activity

- Checkpoints for progress monitoring (assigned pages)
 - 1:1 conferencing with editor and adviser

Teacher notes:

- Resources:
 - [Jostens Yearbook Avenue](#)
 - Jostens Representative for class support
- Anticipated Student Misconceptions:
 - [Design myths](#)
- Differentiation Strategies:
 - [Tier 1 Universal Strategies](#)
 - [Tier 2 Targeted Strategies](#)
 - [Tier 3 Intensive Strategies](#)
 - Assign students to pages of interest
- Safety Considerations: N/A
- Prior Knowledge:
 - Some students have taken Digital Photography and/or Journalism.
 - Students have the opportunity to take Publications over multiple years.
- Interdisciplinary Connections:
 - English courses (writing, editing, speaking)
 - Connections with the entire school community
 - SEL Competencies
 - Self Awareness: Recognizing strengths, Self-confidence, Self-efficacy
 - Social Awareness: Respect for Others, Appreciating diversity
 - Responsible Decision-Making: Identifying problems, Analyzing situations, Evaluating, Reflecting
 - Self-Management: Stress management, Self-discipline, Self-motivation, Goal setting, Organizational Skills
 - Relationship Skills: Communication, Teamwork

Unit 2

<u>Name of Unit:</u>	<u>Length of unit: (number of classes/minutes per meeting)</u>
Designing	Begins in the early fall and continues throughout the year
Content Standards Addressed in the Unit:	
<u>ISTE Standards</u> International Society for Technology Education <u>1.1 Empowered Learner</u> Students: 1.1a articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes. 1.1c use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways. <u>1.2 Digital Citizen</u> Students: 1.2a cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world. 1.2b engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices. 1.2c demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property. <u>1.4 Innovative Designer</u> Students: 1.4a know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems. 1.4b select and use digital tools to plan and manage a design process that considers design constraints and calculated risks. 1.4c develop, test and refine prototypes as part of a cyclical design process. 1.4d exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended questions.	

1.6 Creative Communicator

Students:

1.6a choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.

1.6 b create original works or responsibly repurpose or remix digital resources into new creations.

1.6c communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.

1.6d publish or present content that customizes the message and medium for their intended audiences.

1.7 Global Collaborator

Students:

1.7b use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.

1.7c explore local and global issues and use collaborative technologies to work with others to investigate solutions.

National Core Art Standards

Visual Arts

CREATING

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

Anchor Standard 2: Organize and develop artistic ideas and work.

Anchor Standard 3: Refine and complete artistic work.

PRESENTING

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

RESPONDING

Anchor Standard 7: Perceive and analyze artistic work

Anchor Standard 9: Apply criteria to evaluate artistic work.

CONNECTING

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

<u>Big Ideas:</u> ● A yearbook's page layouts can be unique while also complementing the whole book design and theme. ● The purpose of color, graphics, and other elements of design is to please and engage the reader. ● Taking photographs that capture the moment—focus on the activity and feature students—is essential for a quality yearbook. ● Photographs chosen for a page must capture “the moment” but also work as a design element on the page.	<u>Essential Question(s):</u> ● How can pages and spreads complement the whole book design and theme while still feeling fresh and unique? ● How and where can color, graphics, and other design elements create interest and meaning for readers? ● What skills will help me take photographs that will enhance the quality of the yearbook? ● What makes a photograph the right one for a page/spread?
<u>Students will know:</u> ● A yearbook's sections must have their own style/format and must also fit the overall design and theme of the book. ● Readers will enjoy pages more and will find a yearbook more valuable if the design pages allow them to obtain ideas easily and identify people and actions quickly. ● Basic skills for using phones and automatic cameras for capturing quality yearbook photographs. ● Photographs in a yearbook must serve two purposes: capture “the moment” and fit the design of the page.	<u>Students will be able to:</u> ● Use a style guide and sample page layouts to determine how best to design their individual spreads/pages. ● Use the various tools available in the yearbook program—colors, fonts, shapes, alignment, etc.--so that the spreads and pages are both pleasing to see and informative. ● Use phones and automatic cameras to capture quality yearbook photographs. ● Choose photographs that capture the focus of the spread/page and format/place the photographs so they fit the overall design.

Significant tasks:

Significant Tasks 1-5 are taught and focused on heavily in the fall and are used throughout the course.

Significant task 1: Practice Page

Students are assigned a blank practice spread and asked to create a layout with the theme “All About Me.” Before this activity begins, teacher and editors give short lessons on how to use the yearbook platform including opening spreads, uploading photographs to proper folders, using text boxes and fonts, using colors and art elements. Students then create their spreads using their own photographs and decide what things about themselves they would like to share with the rest of the class. At the end of creation, students present their spreads on the overhead. Teacher and editors then give feedback—both positive and suggestions for people to think about in yearbook pages. Elements of style that work well for a personal presentation but that may or may not work in a yearbook should also be discussed.

Timeline: 2-3 classes @ 80 minutes

Significant task 2: Introducing the Style Guide and Page Ladder and Reviewing Past Yearbooks

Students are shown the page ladder in the yearbook program and are given the first draft of the style guide. The editor explains his/her vision for each section and students take time to get familiar with where to find the fonts, colors, etc. chosen for this year’s edition in the layout program.

Students then review past yearbooks—the most recent three and any from years past. Using what they’ve learned from discussions of Significant Task 1, students identify page spreads that please them and those that they do not feel work as well. Students discuss with the editor possible additions or adjustments they would like to see in this year’s edition. They and the editor decide what changes will be made to the style guide and page ladder.

Timeline: ~1-2 classes @ 80 minutes

Significant task 3: Using Phones and Automatic Cameras for Taking Yearbook Pictures

Students will learn—through Jostens classroom tools, teacher instruction, and instruction from others in the class who have taken Digital Photography or who have personal experience in photography—the basic settings used with phones and automatic cameras for action, still, dark environment, outdoor, and regular indoor photography. They will also learn about composing photos, the “rule of thirds,” keeping records of people and activities in their photos, and the idea of visual variety. Students will also learn about cropping and (when Photoshop is available to all) handling pictures with poor lighting. If Photoshop is only available to a few students, those particular students will have basic Photoshop lessons as well.

Students will be assigned a “scavenger hunt” topic in the school/school community to practice their picture-taking skills. While some of these pictures may turn out useful for the yearbook itself, the goal is to get students to take risks in taking photos and to learn the skills that will give them the confidence to take quality yearbook pictures.

Timeline: ~1-3 classes @ 80 minutes

Significant task 4: Identifying the Right Pictures

Students learn about the use of pictures in the yearbook: Capturing students and activities/moments; size and placement of group pictures (especially sports), showing a variety of students (grades, levels, social groups); and creating a visual effect on the page (eye line, movement around the page, good balance of individuals and groups, and different types of action/movement).

Students then use past yearbooks to determine where these concepts and skills were used well and where they can see room for improvement.

Timeline: ~1 class @ 80 minutes

Significant Task 5: Creation of the Current Yearbook

Students are assigned spreads and pages and use the design skills they are developing to finish those assignments. Teacher, editor, and other students help each student to develop skills and create layouts that work for each particular assignment. The requirement for the ethical use of others’ photography will also be covered—when it is necessary to ask permission to use a photograph the staff member has not taken his/herself. **4C Assignment: Communicate-** Final Yearbook pages/layout

Timeline: ongoing

Common Learning Experiences:

- Opportunities to Respond (active engagement)
- Executive functioning skills
- Use of a digital yearbook platform (Jostens)
- Class discussions
- Critical thinking
- Speaking and listening skills
- Reflection and critique
- 1:1 conferencing with editor and adviser
- Peer feedback
- Multimedia modalities

Key vocabulary:

Colophon, cut-out photo, divider, endsheet, folio, gutter, ladder, lead, pica, point, proof, spread, white space

[Jostens Yearbook Terms](#)

Evidence of Understanding - Common Assessments

- Class participation
- Practice page “All About Me”
- Past yearbook critique
- Elements of Photography & Camera Formative Checks
- Checkpoints for progress monitoring (assigned pages)
 - 1:1 conferencing with editor and adviser
- Reflection of the final yearbook

Teacher notes:

- Resources:
 - Page ladder organization (assigned pages, font, style guides, templates) should be created by the editor/adviser before the yearbook is constructed.
 - [Jostens Yearbook Avenue](#)
 - Learn Photoshop: <https://creativecloud.adobe.com/learn>
 - [Visual Art Standards](#)
 - Jostens Representative for class support
- Anticipated Student Misconceptions:
 - [Design myths](#)
- Differentiation Strategies:
 - [Tier 1 Universal Strategies](#)
 - [Tier 2 Targeted Strategies](#)
 - [Tier 3 Intensive Strategies](#)
 - Assign students to pages of interest
- Safety Considerations: N/A
- Prior Knowledge:
 - Some students have taken Digital Photography and/or Journalism.
 - Students have the opportunity to take Publications over multiple years.
- Interdisciplinary Connections:
 - Art courses (visual arts, photography)
 - English courses (writing, editing, speaking)
 - Connections with the entire school community
 - SEL Competencies
 - Self Awareness: Recognizing strengths, Self-confidence, Self-efficacy
 - Social Awareness: Respect for Others, Appreciating diversity
 - Responsible Decision-Making: Identifying problems, Analyzing situations, Evaluating, Reflecting

- Self-Management: Stress management, Self-discipline, Self-motivation, Goal setting, Organizational Skills
- Relationship Skills: Communication, Teamwork

Unit 3

<u>Name of Unit:</u> Building Sales/Building Community	<u>Length of unit: (number of classes/minutes per meeting)</u> Begins in the early fall and continues throughout the year
Content Standards Addressed in the Unit:	
<u>Connecticut Career and Technical Education</u> Marketing Education CONTENT AREA— Marketing Education PERFORMANCE STANDARDS AND COMPETENCIES E. Promotion: Understand the concepts and strategies needed to communicate information about products, services, images, and/or ideas to achieve a desired outcome 24. Describe the use of public-relations activities to communicate with targeted audiences. F. Selling: Understand the concepts and sequences of addressing the needs of a market, leading to the movement of a product or service from producer to consumer. 25. Explain the nature and scope of selling, 26. Acquire product knowledge to communicate product benefits and to ensure appropriateness of product for the client or customer. 27. Explain sales processes and techniques to enhance customer relationships and to increase the likelihood of making sales. 28. Identify pre-sales activities to facilitate a sales presentation.	

<u>Big Ideas:</u> • The theme of a yearbook can enhance design and encourage sales. • Obtaining advertising revenue from local businesses is easier if we make them feel like part of our school community. • A yearbook representing students from all grades and interests will have better sales results.	<u>Essential Question(s):</u> • How does theme both enhance design and encourage sales? • How do we help business owners feel like a part of the school community through yearbook participation? • How can we include a majority of students in the yearbook to increase sales?
<u>Students will know:</u> • How to create a theme that is interesting enough to set design ideas and encourage sales. • How to make local businesses feel like part of the school community will enhance ad sales. • How to see their school as a whole—all grades, activities, and interests to increase book sales.	<u>Students will be able to:</u> • Create a theme that will allow for solid yearbook design and use it to encourage people to purchase the yearbook. • Present the idea of purchasing yearbook ads in a way that benefits the local businesses as well as making them feel like part of the school community. • Represent the entire school community as a way to honor the people and increase yearbook sales.

Significant tasks:

Significant Tasks 1-3 are taught and focused on heavily in the fall and are used throughout the course.

Significant task 1: Identify Theme and Sales Channels for the Yearbook

Students will create a theme for their yearbook that allows a clear thread through the pages and gives the book a visual completeness. This theme will also allow them to market the yearbook in a cohesive fashion. Students will then identify marketing channels and resources available to them in the school and online and create messaging using the theme. Students will then market

the book and keep track of results where possible to determine what channels are gaining the most attention from prospective buyers.

Timeline: ~1 class theme development @ 80 minutes then ongoing through the year.

Significant task 2: Selling Business Ads

Students will identify local businesses that have purchased ads in the last 3 yearbooks. They will also develop a list of businesses they have connections to through friends and family. Finally, they will look at the local community and identify businesses that have not yet purchased yearbook ads. As a group, they will develop a plan for connecting (or reconnecting) with these businesses to request they place ads in the new edition of the yearbook.

Students will also develop the “selling points” of these ads—overall how many families see the book, where the book can be found, and making specific connections between the business and the school community (who frequents them regularly, perhaps what the business has done for the school in the past and how that is appreciated).

Students will learn how much money Jostens requires us to raise in business ads sales and what percentage of that total they will be responsible for. They will then develop plans for how and when they will reach out to these businesses and reach their goals.

Timeline: ~1-2 classes @ 80 minutes for development of pitch and plan. Then ongoing.

Significant Task 3: Representing the School Community

Students will understand that the yearbook is sold 9-12 and students from every grade will purchase the book. Therefore, the book must represent the entire community. Once sports, clubs, and other “regular” activities are covered in the page ladder, students will discuss how they can be certain all grades receive as much coverage as possible. The yearbook does devote just under 20% of its pages to the senior class through portraits and other coverage. How can they use the remaining pages to show the full school community as much as possible? Review [Josten’s 3x coverage](#) (that at least 50% of the student body be represented in the book 3 times). Students will also discuss those groups of students who may be overlooked in the building (students who may not be involved in sports/arts/clubs) but who deserve to be seen in the yearbook. Students will create a written plan to place as many students and varied activities in the yearbook as possible and divide the work between themselves to make certain the plan is

completed. **4C: Connect:** Students will connect the school and the community by successfully representing both in the yearbook.

Timeline: ~1-2 classes @ 80 minutes for development of plan and assignments. Then ongoing.

Common Learning Experiences:

- Opportunities to Respond (active engagement)
- Executive functioning skills
- Use of a digital yearbook platform (Jostens)
- Class discussions
- Critical thinking
- Speaking and listening skills (solicitations)
- 1:1 conferencing with editor and adviser
- Peer feedback
- Multimedia modalities

Key vocabulary:

3x coverage, selling points, budget, sales plan, expense, advertisement, profits, revenue, tracking, bottom line

Evidence of Understanding - Common Assessments

- Selling/Promotion Plans
- Total dollar expectations divided between students
- Student Coverage Plan & Analysis
- Goal achievement (# of books sold, total revenue)
- Jostens Representative for class support
- Checkpoints for progress monitoring (assigned pages)
 - 1:1 conferencing with editor and adviser

Teacher notes:

- Resources:
 - [Jostens Yearbook Avenue](#)
 - [10 Tips to Promote Yearbook Sales](#)
 - Jostens Representative for class support
- Anticipated Student Misconceptions:
 - [Design myths](#)
- Differentiation Strategies:
 - [Tier 1 Universal Strategies](#)
 - [Tier 2 Targeted Strategies](#)
 - [Tier 3 Intensive Strategies](#)
- Safety Considerations:
 - Recommend students solicit businesses/community members with a partner or adult
- Prior Knowledge:
 - Some students have taken Marketing courses.
 - Students have the opportunity to take Publications over multiple years.
- Interdisciplinary Connections:
 - Marketing courses (sales, promotions)
 - English courses (speaking)
 - Connections with the entire school community
 - SEL Competencies
 - Self Awareness: Recognizing strengths, Self-confidence, Self-efficacy
 - Social Awareness: Respect for Others, Appreciating diversity
 - Responsible Decision-Making: Identifying problems, Analyzing situations, Evaluating, Reflecting
 - Self-Management: Stress management, Self-discipline, Self-motivation, Goal setting, Organizational Skills
 - Relationship Skills: Communication, Teamwork