

Planned Course: Yearbook	Course Number: E109AH	Department: English
Unit: 10- Production and Distribution	Grade Level: 9-12	
Estimated Time: 10 Days	Level/Track: Elective	Date Approved: August 27, 2018

PA Core Standards	Core Concepts (in question format) ● Skills/Knowledge	Activities/Strategies/Study Skills (identify some activities as remedial or enrichment activities)	Assessments (include types and topics)
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<p>15.4 Computer and Information Technologies 15.4.12.A. Apply the creative and productive use of emerging technologies for educational and personal success. 15.4.12.D. Evaluate emerging input technologies. 15.4.12.G. Create an advanced digital project using sophisticated design and appropriate</p> <p>1.5 Speaking and Listening CC.1.5.9–10.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. CC.1.5.9–10.B Evaluate a speaker’s perspective, reasoning, and use of evidence</p>	<p>How are pages submitted on Pictavo?</p> <p>When is a page ready to be submitted to Pictavo?</p> <p>What is the most efficient way to distribute Yearbooks?</p> <p>What is the best way to contact buyers who have yet to pick up their yearbook?</p> <p>Is the option to have the yearbook mailed home popular?</p>	<ul style="list-style-type: none"> ● Direct instruction ● Class discussions ● Small group work ● Review ways yearbooks were distributed in the past. ● Come up with the best way to distribute yearbooks. ● Try and contact previous buyers who have yet to pick up their yearbooks to schedule a time for yearbook pick up. ● Announce yearbook pick-up dates. ● Create a survey. 	<p>Final Project: Page Submission</p> <ul style="list-style-type: none"> ● Students will submit their pages for final review. Students will be assessed on all of the skills learned throughout the year. <p>Distribution Project:</p> <ul style="list-style-type: none"> ● Students will propose an idea for distribution of yearbooks. ● Students must include: <ul style="list-style-type: none"> ○ Flyer with distribution dates ○ A timeline for distribution ○ How to reach buyers from previous years who have yet to pick up their yearbooks. ○ What to do next year with all of the yearbooks that have been left over. ● Students must write a proposal for their distribution idea.
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<p>and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence CC.1.5.9–10.D Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task. CC.1.5.9–10.E Adapt speech to a variety of contexts and tasks. CC.1.5.9–10.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence CC.1.5.9–10.G Demonstrate command of the conventions of standard English when speaking based on Grades 9–10 level and content.</p>			
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<p>1.4 Writing CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience. CC.1.4.11–12.C Develop and analyze 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; include graphics and multimedia when useful to aiding comprehension. CC.1.4.11–12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions</p>			
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<p>and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension. CC.1.4.11–12.T 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. CC.1.4.11–12.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information. CC.1.4.11–12.V 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,</p>			
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<p>demonstrating understanding of the subject under investigation. CC.1.4.11–12.W Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. CC.1.4.11–12.X 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 discipline-specific tasks, purposes, and audiences.</p>			
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