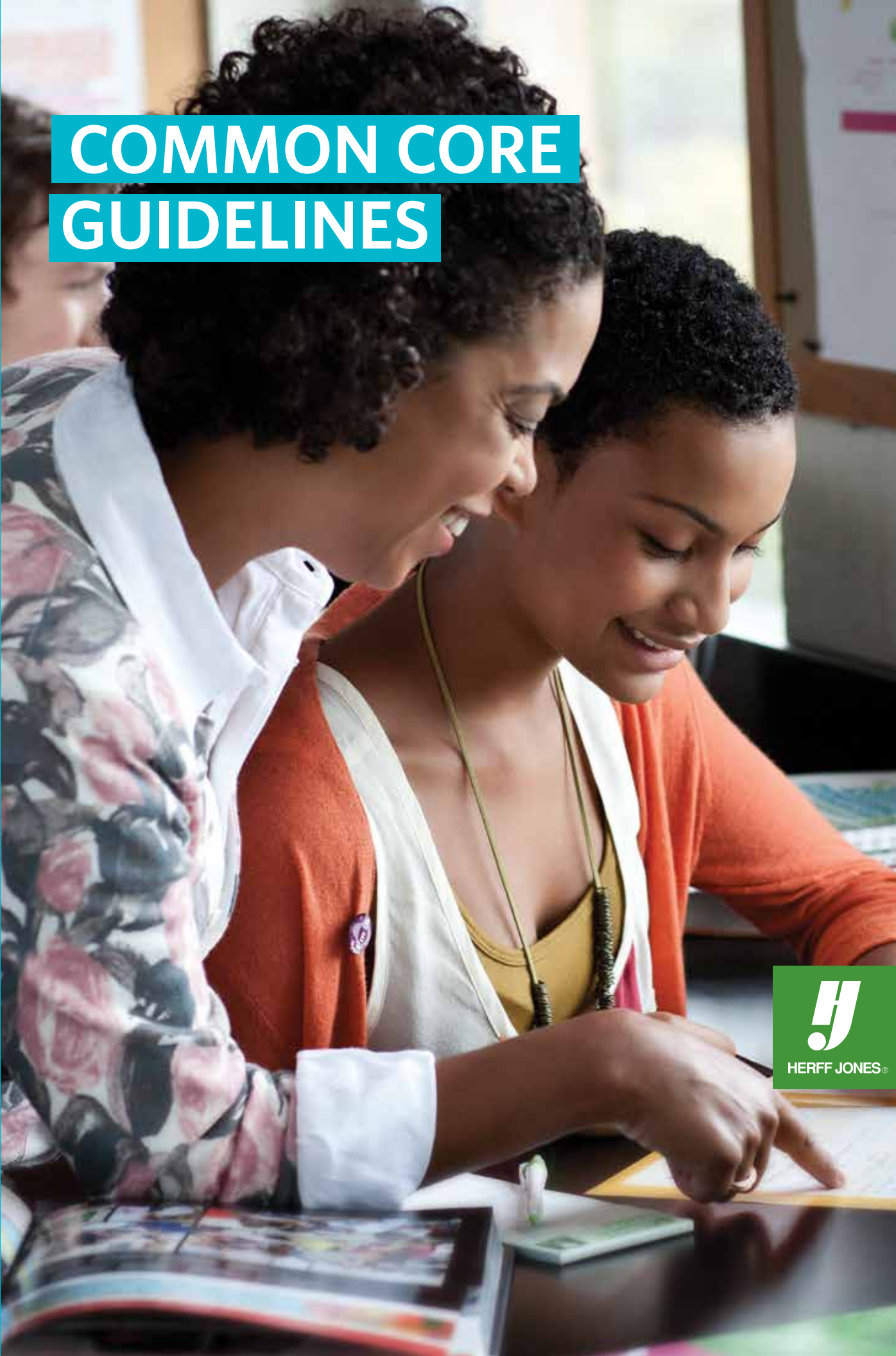


COMMON CORE GUIDELINES



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APPLYING COMMON CORE STANDARDS TO TEACHING YEARBOOK JOURNALISM

There is wide-ranging practice of Common Core Standards in both the English Language Arts (ELA) and Literacy in History/Social Studies, Science, and Technical Subjects (HST) for students enrolled in academic yearbook classes.

Reading **Literature Standards** are put into use when yearbook staff members analyze each others' work on theme packets, copy, captions and headlines.

Reading Informative Texts comes into play by reading various printed and digital resources for design, copy and photography ideas.

ELS Standard 10 — 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 — is at the heart of actual yearbook production.

Various **Speaking and Listening Standards** have students reviewing multiple-source references and then sharing materials in small and large group settings. Book and ad sales require students to prepare and deliver presentations to other students, parents and community groups.

Language Standards are the norm in writing for publication and most yearbook programs utilize a proofing system that involves a method for self and peer checking of student work to be printed in the yearbook.

In addition to the English Language Arts Standards, yearbook students also strive for mastery of many **Literacy in History/Social Studies**, Science, and Technical Subjects. **Yearbooks are history books!** Students study previous yearbooks from their own school, in addition to those from other schools to generate ideas for their ultimate task — to write the history of their school for the current year.

Technical Subjects involves students learning and successfully using photography and computer skills as part of their online publishing experience.

This brief overview of the myriad possibilities to learn and achieve mastery in Common Core Standards is meant simply to highlight how the yearbook class is really the ultimate laboratory of the Common Core Standards put into practice in the classroom setting.

Before the yearbook can be produced by students, they must be trained in every aspect of yearbook production and publishing. The following detailed outline should serve as a guide as to how the Herff Jones curriculum, *Teaching Yearbook Journalism* (including *Skill Set Cards*) activities directly relate to the areas of **Reading, Writing, Speaking and Listening** and **Language** areas of the English Language Arts Common Core Standards. The standards targeted here are for grades 11-12, with the understanding that lower grade-level students may have a somewhat lower degree of mastery in any particular standard.

However, the goal of producing the best possible yearbook for the school, will seemingly dictate that everyone on the yearbook staff is striving to attain the highest level of success in every Common Core Standard.

READING STANDARDS

FOR LITERATURE STUDENTS GRADE 11-12

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters/archetypes are introduced and developed).
4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Some, if not all CC Reading Standards for Literature apply to the following *Teaching Yearbook Journalism* lessons:

YEARBOOK BASICS:

Theme 3, Voice 1, Voice 2, The Complete Package, Evaluating a Theme, Brainstorming Coverage for Your Sections, Varied Coverage Formats, Step-by-Step Ladder Planning

COPY:

Identifying the Angle, Writing Headlines

ADDITIONAL PROJECTS:

Spread Overhaul

NOTE:

Teaching Yearbook Journalism is an informational text and not a work of literature. However, yearbook students are practicing and working to achieve mastery of certain Reading Standards for Literature when they analyze each others' work.

Some, if not all CC Reading Standards for Literature apply to the following Skill Set Cards:

YEARBOOK BASICS:

Making Visual/Verbal Connections, Truly, The Only Permanent Record, Poster Project, Can You Tell a Book by its Cover?, Adding Inclusionary Devices

WRITING

Brainstorming Fresh Angles, Favorite Dessert, Changing Passive to Active, Writing Tight, Using Power Verbs, Imitate That Writer, My Room, Developing Effective Conclusions

WRITING/LEADS

Kinds of Leads, Writing the Lead, Developing Strong Leads

WRITING/CAPTIONS

Include Complete Information

DESIGN

Defend a Design, Working with Columns, Working with Grids, Projected Design Gallery, Layers of Coverage, Small Group Design Critiques

AD DESIGN

Effective Ad Design, Business Ad Design

STRESS RELIEF

Brainstorm or Deadline Haiku

READING STANDARDS

FOR INFORMATIONAL TEXTS STUDENTS GRADE 11-12

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis and provide an objective summary of the text.
3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
 - a. Analyze the use of text features (e.g., graphics, headers, captions) in public documents.
6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Some, if not all CC Reading Standards for Informational Texts apply to the following *Teaching Yearbook Journalism* lessons:

YEARBOOK BASICS:

Theme 1, Theme 2, Traditional Coverage, Other Coverage Plans, Looking for Coverage Options, Step-by-Step Ladder Planning

COPY:

Guidelines for the Formal Interview, Identifying Sources & Interview Questions, Writing Leads, Transition & Quote Attribution, Top 10 Tips for Writing Copy, Twelve-step Reporting Process, Copy Scoring Rubric, Copy Alternatives, Writing Captions

DESIGN:

Column Design, Correcting Common Design Mistakes, Student Checklist for Column Design, Column Design Rubric, Graphic Elements, Type Treatments, Designing with Type, Identifying Graphic Elements & Type Treatments, Graphics Notebook, Grid Design, Student Checklist for Grid Design, Grid Design Rubric, Grid Design with Layers of Coverage, Student Checklist for Layered Coverage, Grid Design with Layered Coverage, Analyzing Award-winning Design

PHOTOGRAPHY:

Handling Your Camera, Lighting, Photo Selection, Photo Selection Checklist, Photo Composition, Photo Composition Worksheet, Photo Composition Practice, Digital Camera Basics, Troubleshooting

ADDITIONAL PROJECTS:

Production To-do List, Setting Goals for Next Year, Developing Leadership Skills, Create Your Own Magazine, Analyze a Magazine, Magazine Group Review, Magazine Peer Review, Magazine Group Evaluation, Magazine Scoring Rubric, Photo Essay Introduction, Photo Essay Brainstorming a Topic, Photo Essay Creating a Storyboard, Photo Essay Peer Review

Some, if not all CC Reading Standards for Informational Texts apply to the following *Skill Set Cards*:

YEARBOOK BASICS:

Making Visual/Verbal Connections, Five Minutes To Win It, Truly, The Only Permanent Record, Poster Project

THEME DEVELOPMENT:

Can You Tell a Book by its Cover?, Kinds of Themes

WRITING:

Brainstorming Fresh Angles, Finding an Angle

WRITING/LEADS:

Kinds of Leads, Writing the Lead

WRITING/CAPTIONS:

Using Various Patterns

WRITING/INTERVIEWING:

Open-Ended Questions

WRITING STANDARDS

STUDENTS GRADE 11-12

1. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content.
 - 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.
 - b. Develop the topic thoroughly by selecting the most significant and relevant fact, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
 - 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.
 - f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
 - a. Engage and orient the reader by setting out a problem, situation or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
 - b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

Some, if not all CC for Writing Standards apply to the following *Teaching Yearbook Journalism* lessons:

YEARBOOK BASICS:

Theme Packet, Expanded Coverage, Step-by-Step Ladder Planning

COPY:

Writing Interview Questions, Characteristics of a Feature Story, Characteristics of a Personal Profile, Characteristics of a Sports Story, Identifying Sources & Interview Questions, Writing the Lead, Lead Writing, Prewriting Worksheet, Peer Review Checklist, Writing Headlines Activity, Caption Shuffle, Captivating Captions, Caption Peer Review

DESIGN:

Layers of Coverage

ADDITIONAL PROJECTS:

Production To-do List, Setting Goals for Next Year, Developing Leadership Skills, Create Your Own Magazine, Analyze a Magazine, Magazine Group Review, Magazine Peer Review, Magazine Group Evaluation, Magazine Self Evaluation, Magazine Scoring Rubric, Photo Essay Introduction, Photo Essay Brainstorming a Topic, Photo Essay Creating a Storyboard, Photo Essay Peer Review, Photo Essay Final Presentation, Spread Overhaul, Spread Overhaul, Staff Scrapbook, Letter to Future Staff Members

- c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
 - d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
 - e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
 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.
 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.
 7. 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.
 8. 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.

SPEAKING AND

LISTENING STANDARDS

STUDENTS GRADE 11-12

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

4. Present information, findings, and supporting evidence (e.g., reflective, historical investigation, response to literature presentations), conveying a clear and distinct perspective and a logical

argument, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. Use appropriate eye contact, adequate volume, and clear pronunciation.

- a. Plan and deliver a reflective narrative that: explores the significance of a personal experience, event, or concern; uses sensory language to convey a vivid picture; included appropriate narrative techniques (e.g., dialogue, pacing, description); and draws comparisons between the specific incident and broader themes.

5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

6. Adapt speech to a variety of context and tasks, demonstrating a command of formal English when indicated or appropriate.

Some, if not all CC Speaking and Listening Standards apply to the following *Teaching Yearbook Journalism* lessons:

YEARBOOK BASICS:

Evaluating a Theme, Theme Packet

COPY:

Writing Leads, Peer Review Checklist, Caption Shuffle, Caption Peer Review

DESIGN:

Revising Column Designs, Identifying Graphic Elements & Type Treatments, Layers of Coverage, Student Checklist for Layered Coverage

PHOTOGRAPHY:

Photo Composition Worksheet, Photo Composition Practice, Taking Yearbook Photos

ADDITIONAL PROJECTS:

Create Your Own Magazine, Analyze a Magazine, Magazine Initial Sketch, Magazine Group Review, Magazine Group Evaluation, Magazine Scoring Rubric, Photo Essay Peer Review, Photo Essay Final Presentation, Spread Overhaul, Spread Overhaul Rubric

LANGUAGE STANDARDS

STUDENTS GRADE 11-12

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
 - b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.
 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Observe hyphenation conventions.
 - b. Spell correctly.
 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.
 - a. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
 - a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology.
 - c. Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual dictionaries, glossaries, thesauruses), both print and digital to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
 - d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
 - b. Analyze nuances in the meaning of words with similar denotations.
 6. Acquire and use accurately general academic domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Some, if not all CC Language Standards apply to the following *Teaching Yearbook Journalism* lessons:

YEARBOOK BASICS:

Vocabulary for Yearbook Basics, Types of Themes, Voice 1, Evaluating a Theme, Theme Packet, Traditional Coverage, Other Coverage Plans, Varied Coverage Formats

COPY:

Vocabulary for Copy, Guidelines for the Formal Interview, Identifying Sources & Interview Questions, Types of Leads, Lead Writing, Transition & Quote Attribution, Twelve-step Reporting Process, Prewriting Worksheet, Copy Scoring Rubric, Style Sheet, Style Sheet Practice, Copy Alternatives, Writing Headlines, Writing Headlines Activities, Writing Captions, Caption Shuffle, Captivating Captions

DESIGN:

Vocabulary for Design, Column Design, Revising Column Design, Graphic Elements, Type Treatments, Designing with Type, Grid Design, Grid Design with Layers of Coverage

PHOTOGRAPHY:

Vocabulary for Photography, Photo Composition, Digital Camera Basics

ADDITIONAL PROJECTS:

Analyze a Magazine, Photo Essay Creating a Storyboard, Photo Essay Final Presentation, Staff Scrapbook, Letter to Future Staff Members

APPLYING COMMON CORE STANDARDS TO TEACHING SKILL SET CARDS

There is wide-ranging practice of Common Core Standards in both the English Language Arts (ELA) and Literacy in History/Social Studies, Science, and Technical Subjects (HST) for students enrolled in academic yearbook classes.

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Reading Informative Texts comes into play by reading various printed and digital resources for design, copy and photography ideas.

ELS Standard 10 — 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 — is at the heart of actual yearbook production.

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This brief overview of the myriad possibilities to learn and achieve mastery in Common Core Standards is meant simply to highlight how the yearbook class is really the ultimate laboratory of the Common Core Standards put into practice in the classroom setting.

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However, the goal of producing the best possible yearbook for the school, will seemingly dictate that everyone on the yearbook staff is striving to attain the highest level of success in every Common Core Standard.

WRITING STANDARDS

STUDENTS GRADE 11-12

2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content.
 - 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.
 - b. Develop the topic thoroughly by selecting the most significant and relevant fact, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
 - 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.
 - f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
 - a. Engage and orient the reader by setting out a problem, situation or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
 - b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

Some, if not all CC for Writing Standards apply to the following Skill Set Cards:

YEARBOOK BASICS

Survey Says, Making Visual/Verbal Connections, Five Minutes To Win It, Truly, The Only Permanent Record, Poster Project

THEME DEVELOPMENT

Can You Tell a Book by its Cover?, Kinds of Themes, More Layers of Theme Development, Your Theme Affects the Coverage, Adding Inclusionary Devices

WRITING

Brainstorming Fresh Angles, Finding an Angle, Favorite Dessert, Changing Passive to Active, Writing Tight, Using Power Verbs, Six-Word Stories, Descriptive Writing, Imitate That Writer, My Room, Developing Effective Conclusions

WRITING/LEADS

Kinds of Leads, Writing the Lead, Developing Strong Leads

WRITING/CAPTIONS

Using Various Patterns, Include Complete Information, Photo Comes to Life, Researching Captions

WRITING/HEADLINES

Visual-Verbal Connection, Very Punny

WRITING/INTERVIEWING

Expected Questions, First, Simply Observe, Open-Ended Questions, Five-Minute Bios, Last Picture You Took

DESIGN

Defend a Design, Create a Mod, Layers of Coverage, Small Group Design Critiques

AD DESIGN

Effective Ad Design, Business Ad Design

- c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
 - d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
 - e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
 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.
 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.
 7. 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.
 8. 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.

PHOTOGRAPHY

A Challenge a Day, “My School”

STRESS RELIEF

Brainstorm or Deadline Haiku, “Me” Time

ICEBREAKER

I Am

TEAM BUILDING

Qualities of a Great Staffer, #itsmyjob, Putting Up a Good Fight, Finding the Facts

MORALE/MOTIVATION

Give Yourself a Hand, One Word

BUSINESS/BOOK SALES

“You’re in the Book”

BUSINESS/FUNDRAISING

Beyond Book and Ad Sales

SPEAKING AND LISTENING STANDARDS

STUDENTS GRADE 11-12

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
 - a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 - b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
 - c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
 - d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Some, if not all CC for Writing Standards apply to the following Skill Set Cards:

YEARBOOK BASICS

Survey Says, Making Visual/Verbal Connections, Five Minutes To Win It, Truly, The Only Permanent Record, Poster Project

THEME DEVELOPMENT

Can You Tell a Book by its Cover?, Kinds of Themes, More Layers of Theme Development, Your Theme Affects the Coverage, Adding Inclusionary Devices

WRITING

Brainstorming Fresh Angles, Finding an Angle, Favorite Dessert, Changing Passive to Active, Writing Tight, Using Power Verbs, Six-Word Stories, Descriptive Writing, Imitate That Writer, My Room, Developing Effective Conclusions

WRITING/LEADS

Kinds of Leads, Writing the Lead, Developing Strong Leads

WRITING/CAPTIONS

Using Various Patterns, Include Complete Information, Photo Comes to Life, Researching Captions

WRITING/HEADLINES

Visual-Verbal Connection, Very Punny

WRITING/INTERVIEWING

Expected Questions, First, Simply Observe, Open-Ended Questions, Five-Minute Bios, Last Picture You Took

DESIGN

Defend a Design, Create a Mod, Layers of Coverage, Small Group Design Critiques

AD DESIGN

Effective Ad Design, Business Ad Design

4. Present information, findings, and supporting evidence (e.g., reflective, historical investigation, response to literature presentations), conveying a clear and distinct perspective and a logical argument, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. Use appropriate eye contact, adequate volume, and clear pronunciation.
- a. Plan and deliver a reflective narrative that: explores the significance of a personal experience, event, or concern; uses sensory language to convey a vivid picture; included appropriate narrative techniques (e.g., dialogue, pacing, description); and draws comparisons between the specific incident and broader themes.
5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
6. Adapt speech to a variety of context and tasks, demonstrating a command of formal English when indicated or appropriate.

PHOTOGRAPHY

A Challenge a Day, "My School"

STRESS RELIEF

Brainstorm or Deadline Haiku, "Me" Time

ICEBREAKER

I Am

TEAM BUILDING

Qualities of a Great Staffer, #itsmyjob, Putting Up a Good Fight, Finding the Facts

MORALE/MOTIVATION

Give Yourself a Hand, One Word

BUSINESS/BOOK SALES

"You're in the Book"

BUSINESS/FUNDRAISING

Beyond Book and Ad Sales

LANGUAGE STANDARDS

STUDENTS GRADE 11-12

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
 - b. Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Observe hyphenation conventions.
 - b. Spell correctly.
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.
 - a. Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
 - a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology.

Some, if not all CC Language Standards apply to the following Skill Set Cards:

YEARBOOK BASICS:

Survey Says, Making Visual/Verbal Connections, Five Minutes To Win It, Truly, The Only Permanent Record

THEME DEVELOPMENT

Can You Tell a Book by its Cover?, Kinds of Themes, More Layers of Theme Development, Your Theme Affects the Coverage, Adding Inclusionary Devices

WRITING

Brainstorming Fresh Angles, Finding an Angle, Favorite Dessert, Changing Passive to Active, Writing Tight, Using Power Verbs, Six-Word Stories, Descriptive Writing, Imitate That Writer, My Room, Developing Effective Conclusions

WRITING/LEADS

Kinds of Leads, Writing the Lead, Developing Strong Leads

WRITING/CAPTIONS

Using Various Patterns, Include Complete Information, Photo Comes to Life, Researching Captions

WRITING/HEADLINES

Visual-Verbal Connection, Very Punny

WRITING/INTERVIEWING

Expected Questions, First, Simply Observe, Open-Ended Questions, Last Picture You Took

DESIGN

Defend a Design, Working with Columns, Working with Grids, Projected Design Gallery, Create a Mod

AD DESIGN

Effective Ad Design, Business Ad Design

PHOTOGRAPHY

Environmental Portraits, All About Me!, A Challenge a Day, "My School", Photo Scavenger Hunt

STRESS RELIEF

Brainstorm or Deadline Haiku, This is Too Much!!!, Asking POPS for Help, "Me" Time

- c. Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual dictionaries, glossaries, thesauruses), both print and digital to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
 - d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
 - b. Analyze nuances in the meaning of words with similar denotations.
6. Acquire and use accurately general academic domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

ICEBREAKER

I Am, Do You Know Me?

TEAM BUILDING

It Made Yearbook Better When..., I Like People Who..., My New Job Title, In Your Shoes, Each Deadline is Everyone's Job, Catch, The Line Up, Qualities of a Great Staffer, #itsmyjob, Putting Up a Good Fight, Finding the Facts

MORALE/MOTIVATION

Give Yourself a Hand, One Word

BUSINESS/BOOK SALES

"You're in the Book"

BUSINESS/FUNDRAISING

Beyond Book and Ad Sales

COMMON CORE STANDARDS USED IN: TEACHING YEARBOOK JOURNALISM

YEARBOOK BASICS

VOCABULARY FOR YEARBOOK BASICS

L6

THEME 1

RI4, RI5, RI5a

THEME 2

RI4, RI5, RI5a

THEME 3

RL3

TYPES OF THEMES

L6

VOICE 1

RL1, RL3, L6

VOICE 2

RL1, RL3

THE COMPLETE PACKAGE

RL4, RL5

EVALUATING A THEME

RL3, SL1, SL1a, SL1b, SL1c, SL1d, SL6, L1, L1a, L1b, L2, L2a, L2b, L3, L3a, L4, L4a, L4b, L4c, L4d, L5, L5a, L5b, L6

THEME PACKET

W2, W2a, W2b, W2c, W2d, W2f, W4, W5, W6, SL1, SL1a, SL1b, SL1c, SL1d, SL2, SL4, SL4a, SL5, SL6, L1, L1a, L1b, L2, L2a, L2b, L3, L3a, L4b, L4c, L4d, L5, L5a, L5b

TRADITIONAL COVERAGE

RI1, RI3, RI4, L6

OTHER COVERAGE PLANS

RI1, RI3, RI4, L6

BRAINSTORMING COVERAGE FOR YOUR SECTIONS

RL1, RL3, RL4

VARIED COVERAGE FORMATS

RL1, RL3, RL5, L6

LOOKING AT COVERAGE OPTIONS

RI3

EXPANDED COVERAGE

W2, W2a, W2b

STEP-BY-STEP LADDER PLANNING

RL5, RL6, RI3, RI5, RI7, W6, W7

COPY

VOCABULARY FOR COPY

L6

WRITING INTERVIEW QUESTIONS

W2

GUIDELINES FOR THE FORMAL INTERVIEW

RI3, L6

CHARACTERISTICS OF A FEATURE STORY

W3, W3a, W3b, W3c, W3d, W3e, W4, W5, W6

CHARACTERISTICS OF A PERSONAL PROFILE

W3, W3a, W3b, W3c, W3d, W3e, W4, W5, W6

CHARACTERISTICS OF SPORTS COPY

W2, W2a, W2b, W2c, W2d, W2e, W2f, W4, W5, W6

IDENTIFYING THE ANGLE

RL3, RL4, RL5, L6

IDENTIFYING SOURCES & INTERVIEW QUESTIONS

RI3, RI7, W3a, L6

WRITING THE LEAD

W3c, W4, W5

TYPES OF LEADS

L6

LEAD WRITING

W3c, W3d, L1, L1a, L1b, L2, L2a, L2b, L3, L3a, L4, L4b, L4c, L4d, L5, L5b, L6

WRITING LEADS

RI1, RI2, RI3, RI4, RI5, RI6, SL1, SL1b, SL1c, SL1d, SL6

TRANSITION & QUOTE ATTRIBUTION

RI3, RI4, RI5, L6

TOP 10 TIPS FOR WRITING COPY

RI1, RI3, RI4, RI5

TWELVE-STEP REPORTING PROCESS

RI1, RI2, RI3, RI4, RI5, RI6, RI7, L6

PREWRITING WORKSHEET

W2, W2a, W2b, W5, L1, L1a, L1b, L2, L2a, L2b, L3, L3a, L4, L4b, L4c, L4d, L5, L5b, L6

PEER REVIEW CHECKLIST

W5, SL1, SL1b, SL1c, SL1d, SL2

COPY SCORING RUBRIC

RI3, L1, L1a, L1b, L2, L2a, L2b, L3, L3a, L4, L4a, L4b, L4c, L4d, L5, L5a, L5b, L6

STYLE SHEET

L1, L1a, L1b, L2, L2a, L2b, L3, L3a, L4, L4a, L4b, L4c, L4d, L5, L5a, L5b, L6

STYLE SHEET PRACTICES

L1, L1a, L1b, L2, L2a, L2b, L3, L3a, L4, L4a, L4b, L4c, L4d, L5, L5a, L5b, L6

RL - Reading Standards for Literature
RI - Reading Standards for Informational Texts
W - Writing Standards
SL - Speaking and Listening Standards
L - Language Standards

COPY ALTERNATIVES

RI3, RI4, RI5, RI6, L6

WRITING HEADLINES

RL1, RL2, RL3, RL4, RL5, RL6, L6

WRITING HEADLINES ACTIVITY

W2, W2a, W2b, W2d, W2e, W3d, W4, W5, W6, W7, W8, L1, L1a, L1b, L2, L2a, L2b, L3, L3a, L4, L4a, L4b, L4c, L4d, L5, L5a, L5b, L6

WRITING CAPTIONS

RI1, RI2, RI3, RI4, RI5, L6

CAPTION SHUFFLE

W2, W2a, W2b, W2c, W2d, W2e, W2f, SL1, SL1b, SL1c, SL1d, SL2, SL4, SL5, SL6, L1, L1a, L1b, L2, L2a, L2b, L3, L3a, L4, L4a, L4b, L4c, L4d, L5, L5a, L5b, L6

CAPTIVATING CAPTIONS

W2, W2a, W2b, W2c, W2d, W2e, W2f, L1, L1a, L1b, L2, L2a, L2b, L3, L3a, L4, L4a, L4b, L4c, L4d, L5, L5a, L5b, L6

CAPTION PEER REVIEW

W5, SL1, SL1b, SL1c, SL1d

GRAPHICS NOTEBOOK

RI3, RI4, RI5

GRID DESIGN

RI3, L6

STUDENT CHECKLIST FOR GRID DESIGN

RI3, RI5

GRID DESIGN RUBRIC

RI3

GRID DESIGN WITH LAYERS OF COVERAGE

RI3, RI4, RI5, L6

LAYERS OF COVERAGE

W6, SL1, SL1a, SL1b, SL1c, SL1d, SL2, SL4, SL5

STUDENT CHECKLIST FOR LAYERED COVERAGE

RI3, RI4, RI5, SL1, SL1a, SL1b, SL1c, SL1d, SL2, SL5

GRID DESIGN WITH LAYERED COVERAGE

RI3

ANALYZING AWARD-WINNING DESIGN

RI3, RI4, RI5

DESIGN

VOCABULARY FOR DESIGN

L6

COLUMN DESIGN

RI3, L6

CORRECTING COMMON DESIGN MISTAKES

RI3, RI5

STUDENT CHECKLIST FOR COLUMN DESIGN

RI3, RI5

COLUMN DESIGN RUBRIC

RI3

REVISING COLUMN DESIGNS

SL1, SL1a, SL1b, SL1c, SL1d, L6

GRAPHIC ELEMENTS

RI3, RI4, RI5, L6

TYPE TREATMENTS

RI3, RI4, RI5, L6

DESIGNING WITH TYPE

RI3, RI4, RI5, L6

IDENTIFYING GRAPHIC ELEMENTS & TYPE TREATMENTS

RI3, RI4, RI5, SL1, SL1a, SL1b, SL1c, SL1d, SL2, SL4, SL5

PHOTOGRAPHY

VOCABULARY FOR PHOTOGRAPHY

L6

HANDLING YOUR CAMERA

RI4

LIGHTING

RI4

PHOTO SELECTION

RI4

PHOTO SELECTION CHECKLIST

RI3, RI5

PHOTO COMPOSITION

RI4, L6

PHOTO COMPOSITION WORKSHEET

RI3, RI5, SL1, SL1a, SL1b, SL1c, SL1d, SL2

PHOTO COMPOSITION PRACTICE

RI4, SL1, SL1a, SL1b, SL1c, SL1d, SL2, SL5

TAKING YEARBOOK PHOTOS

SL1, SL1a, SL1b, SL1c, SL1d, SL2, SL5

DIGITAL CAMERA BASICS

RI4, L6

TROUBLESHOOTING

RI4

RL - Reading Standards for Literature
RI - Reading Standards for Informational Texts
W - Writing Standards
SL - Speaking and Listening Standards
L - Language Standards

ADDITIONAL PROJECTS

PRODUCTION TO-DO LIST

RI3, W2, W2a, W2b, W2c, W2d, W2e, W2f, W4, W5, W6

SETTING GOALS FOR NEXT YEAR

RI3, W2, W2a, W2b, W2c, W2d, W2e, W2f, W4, W5, W6

DEVELOPING LEADERSHIP SKILLS

RI3, W2, W2a, W2b, W2c, W2d, W2e, W2f, W4, W5

CREATE YOUR OWN MAGAZINE

RI3, W2, W2a, W2b, W2c, W2d, W2e, W2f, W3, W3a, W3b, W3c, W3d, W3e, W4, W5, W6, SL1, SL1a, SL1b, SL1c, SL1d, SL2, SL5, SL6

ANALYZE A MAGAZINE

RI3, W2, SL1, SL1a, SL1b, SL1c, SL1d, SL2, L1, L1a, L1b, L2, L2a, L2b, L3, L3a, L4, L4a, L4b, L4c, L4d, L5, L5a, L5b, L6

MAGAZINE INITIAL SKETCH

SL1, SL1a, SL1b, SL1c, SL1d, SL2

MAGAZINE GROUP REVIEW

RI3, W2, W2a, W2b, W2c, W2d, W2e, W2f, SL1, SL1a, SL1b, SL1c, SL1d, SL2, SL5

MAGAZINE PEER REVIEW

RI3, W2, W2a, W2b, W2c, W2d, W2e, W2f

MAGAZINE GROUP EVALUATION

RI3, W2, W2a, W2b, W2c, W2d, W2e, W2f, SL1, SL1a, SL1b, SL1c, SL1d, SL2, SL5

MAGAZINE SELF EVALUATION

W4

MAGAZINE SCORING RUBRIC

RI3, W4, SL1, SL1a, SL1b, SL1c, SL1d, SL2, SL5

PHOTO ESSAY INTRODUCTION

RI3, W2, W4, W6, W7, W8

PHOTO ESSAY BRAINSTORMING A TOPIC

RI3, W2, W2a, W2b, W2c, W2d, W2e, W2f, 4, W5, W6, W7, W8

PHOTO ESSAY CREATING A STORYBOARD

RI3, W2, W2a, W2b, W2c, W2d, W2e, W2f, W4, W5, W6, W7, W8, L1, L1a, L1b, L2, L2a, L2b, L3, L3a, L4, L4a, L4b, L4c, L4d, L5, L5a, L5b, L6

PHOTO ESSAY PEER REVIEW

RI3, W2, W2a, W2b, W2c, W2d, W2e, W2f, SL1, SL1a, SL1b, SL1c, SL1d, SL2, SL5

PHOTO ESSAY FINAL PRESENTATION

RI3, W2, W2a, W2b, W2c, W2d, W2e, W2f, SL5, SL6, L1, L1a, L1b, L2, L2a, L2b, L3, L3a, L4, L4a, L4b, L4c, L4d, L5, L5a, L5b, L6

SPREAD OVERHAUL

RL1, RL3, RL4, RL5, RI2, W3, W3a, W3b, W3c, W3d, W3e, W3f, W4, W5, W6, W8, SL1, SL1a, SL1b, SL1c, SL1d, SL2, SL5, SL6

SPREAD OVERHAUL

W3, W3a, W3b, W3c, W3d, W3e, W4, W5, W6, W8, SL1, SL1a, SL1b, SL1c, SL1d, SL2, SL5, SL6

SPREAD OVERHAUL RUBRIC

RI3, SL1, SL1a, SL1b, SL1c, SL1d, SL2, SL5

STAFF SCRAPBOOK

RI3, W2, W2a, W2b, W2c, W2d, W2e, W2f, W3, W3a, W3b, W3c, W3d, W3e, W4, W5, W6, W7, W8, L1, L1a, L1b, L2, L2a, L2b, L3, L3a, L4, L4a, L4b, L4c, L4d, L5, L5a, L5b, L6

LETTER TO FUTURE STAFF MEMBERS

W2, W2a, W2b, W2c, W2d, W2e, W2f, W4, W5, W6, L1, L1a, L1b, L2, L2a, L2b, L3, L3a, L4, L4a, L4b, L4c, L4d, L5, L5a, L5b, L6

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L - Language Standards

COMMON CORE STANDARDS USED IN: SKILL SET CARDS

YEARBOOK BASICS

Survey Says

W6, W7, W8, SL1, SL1b, SL1c, SL1d, SL2, SL5, SL6, L1, L1a, L2, L2a, L2b, L3

Making Visual/Verbal Connections

RL3, RL4, RL6, RI2, RI3, RI4, RI7, W2a, W2b, W2d, W4, W5, W6, SL1, SL1a, SL1b, SL1c, SL1d, SL2, SL5, SL6, L1, L1a, L1b, L2, L2a, L2b, L3, L3a, L4b, L4c, L5, L5a, L5b, L6

Five Minutes To Win It

RI1, RI4, RI7, W7, W8, SL1, SL1b, SL1c, SL1d, SL2, SL5, SL6, L1, L1a, L1b, L3, L4, L4c, L4d, L6

Truly, The Only Permanent Record

RL3, RL5, RI3, RI5, RI5a, RI7, W7, SL1, SL1b, SL1c, SL1d, SL6, L1, L1a, L1b, L4, L6

Poster Project

RL1, RL3, RL4, RL5, RI1, RI4, RI5a, RI7, W2, W2a, W2d, W2e, W2f, W4, W7, W8

Changing Passive to Active

RL5, W4, W5, L1, L1a, L2, L2a, L2b, L3, L3a, L5

Writing Tight

RL3, RL4, RL5, W2, W2a, W2b, W2c, W2d, W2e, W2f, W4, W5, W6, SL1, SL1a, SL1b, SL1c, SL1d, SL5, SL6, L1, L1a, L1b, L2, L2a, L2b, L3, L3a, L4b, L4c, L5, L5a, L5b, L6

Using Power Verbs

RL5, W2d, W3d, W4, W5, W6, SL1, SL1a, SL1b, SL1c, SL1d, SL2, SL6, L1, L1a, L2, L2a, L2b, L3, L3a, L4b, L5

Six-Word Stories

W2, W2a, W2d, W3a, W3d, W4, W5, W6, W8, SL1, SL1a, SL1b, SL1c, SL1d, SL6, L1, L1a, L2, L2a, L2b, L3, L3a, L4a, L5

Descriptive Writing

W2, W2d, W3d, W4, W5, W6, SL1, SL1a, SL1b, SL1c, SL1d, SL6, L1, L2, L2a, L2b, L3

Imitate That Writer

RL3, RL4, RL5, W4, W5, W6, SL1, SL1a, SL1b, SL1c, SL1d, SL6, L1, L1a, L2, L2a, L2b, L3, L3a, L5, L5a, L5b

My Room

RL3, RL5, W2, W2b, W4, SL1, SL1a, SL1b, SL1c, SL1d, L1, L2

Developing Effective Conclusions

RL3, RL5, W2f, W3e, W4, W5, SL1, SL1a, SL1b, SL1c, SL1d, L1, L2, L2a, L2b, L3, L5

THEME DEVELOPMENT

Can You Tell a Book by its Cover?

RL1, RL3, RL4, RL5, RI3, RI4, RI5a, W3, W7, SL1, SL1a, SL1b, SL1c, SL1d, SL4, SL6, L1, L3, L5, L5b, L6

Kinds of Themes

RI7, W2, W2a, W2d, W4, W7, W8, SL1, SL1b, SL1c, SL1d, SL2, SL6, L1, L1a, L1b, L2, L2a, L2b, L3, L3a, L4c, L5, L5b, L6

More Layers of Theme Development

W2a, W2b, W2c, W2d, W8, SL1, SL1a, SL1b, SL1c, SL1d, SL2, L1, L1a, L1b, L2, L2a, L2b, L3, L3a, L4, L4a, L4b, L4c, L4d, L5, L5a, L5b, L6

Your Theme Affects the Coverage

W2, W2d, W4, W7, W8, L1, L2, L2a, L2b, L4b, L4c, L5

Adding Inclusionary Devices

RL1, RL3, RL5, RL6, W2, W2c, W2e, W4, W8, SL1, SL1a, SL1b, SL1c, SL1d, SL2, SL4, SL6, L1, L1a, L1b, L2, L2a, L2b, L3, L3a, L4d, L5, L6

WRITING - LEADS

Kinds of Leads

RL3, RL5, RI5, RI5a, W2a, W3a, W4, L1, L2, L2a, L2b, L3, L5

Writing the Lead

RL3, RL5, RI5, RI5a, W2a, W3a, W4, W5, L1, L2, L2a, L2b, L3, L5

Developing Strong Leads

RL3, RL5, W2a, W3a, W4, W5, SL1, SL1a, SL1b, SL1c, SL1d, L1, L2, L2a, L2b, L3, L5

WRITING

Brainstorming Fresh Angles

RL3, RL5, RI2, RI3, RI5, RI5a, RI7, W2, W2a, W4, W7, W8, SL1, SL1a, SL1b, SL1c, SL1d, SL2, SL4, SL5, SL6, L1, L2, L2a, L2b, L3, L3a, L5, L6

Finding an Angle

RI2, RI3, RI7, W3, W3a, W3c, W3d, W4, W7, W8, SL1, SL1a, SL1b, SL1c, SL1d, SL4, SL6, L1, L1a, L2, L2a, L2b, L3, L3a, L4b, L4c, L5, L5a, L5b, L6

Favorite Dessert

RL3, RL5, W2, W2a, W2b, W2d, W2e, W4, SL1, SL1a, SL1b, SL1c, SL1d, L1, L1a, L2, L4, L4a, L4d

WRITING - HEADLINES

Visual-Verbal Connection

W2, W2d, W2e, W2f, W4, W5, SL1, SL1a, SL1b, SL1c, SL1d, L1, L1a, L2, L2a, L2b, L3, L3a, L5, L5b

Very Punny

W2, W2d, W2e, W2f, W4, W5, W6, SL1, SL1b, SL1c, SL1d, SL2, SL5, SL6, L1, L1a, L1b, L2, L2a, L2b, L3, L3a, L5, L5b

WRITING - CAPTIONS

Using Various Patterns

RI3, RI5, W2, W2d, W4, W5, L1, L2, L2a, L2b, L3, L5, L5b

Include Complete Information

RL3, RL5, W2, W2d, W4, W5, SL1, SL1a, SL1b, SL1c, SL1d, L1, L2, L2a, L2b, L3, L5, L5b

Photo Comes to Life

W2, W2d, W2e, W4, W5, SL1, SL1a, SL1b, SL1c, SL1d, L1, L2, L2a, L2b, L3, L5, L5b

Researching Captions

W2, W2d, W2e, W4, W5, SL1, SL1b, SL1c, SL2, SL6, L1, L2, L2a, L2b, L3, L5, L5b

WRITING - INTERVIEWING

Expected Questions

W2, W2d, W4, W7, SL1, SL1a, SL1b, SL1c, SL1d, SL2, SL6, L1, L2, L2a, L2b, L3

First, Simply Observe

W7, SL1, SL2b, SL2c, SL2d, L1, L3

Open-Ended Questions

RI3, RI5, W2, W2d, W4, W5, L1, L2, L2a, L2b, L3

Kinds of Questions

SL1, SL1b, SL1c, SL2

Five-Minute Bios

W2, W2a, W2b, W2c, W2d, W2e, W2f, W4, W5, W7, SL1, SL6

Last Picture You Took

W2, SL1, SL1b, SL1c, SL2, SL5, SL6, L1

DESIGN

Defend a Design

RL3, RL5, W2, SL1, SL1a, SL1b, SL1c, SL1d, SL2, L1, L3

Working with Columns

RL3, RL5, SL1, SL1a, SL1b, SL1c, SL1d, L1

Working with Grids

RL3, RL5, SL1, SL1a, SL1b, SL1c, SL1d, L1

Projected Design Gallery

RL3, RL5, SL1, SL1b, SL1c, SL1d, SL2, SL5, L1, L3

Create a Mod

W2, W2a, W2b, W2c, W2d, W2e, W2f, W4, W5, W6, W7, W8, L1, L1a, L2, L2a, L2b, L3, L3a, L5, L5b, L6

Layers of Coverage

RL3, RL5, W2

Small Group Design Critiques

RL3, RL5, W2, SL1, SL1a, SL1b, SL6

AD DESIGN

Effective Ad Design

RL3, RL5, W2, W4, W6, SL1, SL1a, SL1b, SL1c, SL1d, SL6, L1, L1a, L2, L2a, L2b, L3, L3a, L5, L5b, L6

Business Ad Design

RL3, RL5, W2, W4, W6, W7, SL1, SL1b, SL1c, SL1d, SL5, SL6, L1, L1a, L1b, L2, L2a, L2b, L3, L3a, L5, L5b, L6

PHOTOGRAPHY

The Best Image

SL1, SL1b, SL1c, SL1d, SL2

Environmental Portraits

SL1, SL1a, SL1b, SL1c, SL1d, SL2, SL5, SL6, L6

All About Me!

SL1, SL1a, SL1b, SL1c, SL1d, SL2, SL5, SL6, L1, L6

A Challenge a Day

W2, W2a, SL1, SL1b, SL1c, SL1d, SL2, SL5, SL6, L1, L6

"My School"

W2, W2a, W7, SL1, SL1a, SL1b, SL1c, SL1d, SL2, SL5, SL6, L1, L6

Photo Scavenger Hunt

SL1, SL1b, SL1c, SL1d, SL2, SL5, SL6, L1, L6

STRESS RELIEF

Brainstorm or Deadline Haiku

RL3, RL5, W2, W2c, W2d, W2e, W4, W5, SL1, SL1a, SL1b, SL1c, SL1d, SL2, SL6, L1, L1a, L1b, L2, L2a, L2b, L3, L3a, L5, L5b, L6

Need a Break Now!

SL1

This is Too Much!!!

SL1, SL1b, SL1c, SL1d, SL6, L1, L6

Asking POPS for Help

SL1, SL1b, SL1c, SL1d, SL2, SL6, L1, L6

"Me" Time

W4, W7, SL1, SL1b, SL1c, SL1d, SL6, L1, L6

ICE BREAKER

Name Game

SL1, SL1b

I Am

W2, SL1, SL1b, L1

Do You Know Me?

SL1, SL1b, SL6, L1

TEAM BUILDING

It Made Yearbook Better When...

SL1, SL1b, SL1c, L1

I Like People Who...

SL1, L1

My New Job Title

SL1, L1

In Your Shoes

SL1, SL1b, SL1c, SL1d, SL2, SL6, L1, L6

Each Deadline is Everyone's Job

SL1, SL1b, L1

Catch

SL1, SL1b, SL1d, L1

The Line Up

SL1, SL1b, SL1c, SL2, L1

Qualities of a Great Staffer

W2, W2d, W4, SL1, SL1a, SL1b, SL1c, SL1d, SL6, L1, L6

#itsmyjob

W2, W2d, W4, SL1, SL1b, SL1c, SL1d, SL6, L1, L6

Putting Up a Good Fight

W2, W6, SL1, SL1b, SL5, SL6, L1

Finding the Facts

W2, W4, W7, SL1, SL1b, SL2, SL6, L1

BUSINESS - BOOK SALES

"You're in the Book"

W2, W4, W5, L1, L2, L2a, L2b, L3

BUSINESS - FUNDRAISING

Beyond Book and Ad Sales

W2, SL1, SL1b, SL1d, SL2, L1

MORALE - MOTIVATION

Give Yourself a Hand

W4, L1, L2

One Word

W4, SL1, SL1d, L1

