



## Curriculum Map- Scope and Sequence: Yearbook

### Saddlebrook Preparatory School

Purpose of Planning	Unit One Q1 W1	Unit Two Q1 W2	Unit Three Q1 W3-9	Unit Four Q2 W1-2	Unit Five Q2 W3-4
<b>Unit Topic and Overview:</b>	Theme and Design	Photography	Senior Pages and Ads; Class Pages	Superlatives	Academies' Staff
<b>Prerequisite Student Knowledge</b> *What should students have previously mastered prior to this unit?	Upon entering the Yearbook class, students should have some familiarity with layout and design features of websites and print journals from their own experiences using the Internet, operating systems, and watching television.	Students should have some familiarity with the concept of photography and their own ideas of what makes a photograph "good."	Students will use what they have learned in the first two weeks of the class to create each section of the yearbook. They will also use their English language skills to edit and revise their own pages as well as those of their peers.	Students will use what they have learned in the first two weeks of the class to create each section of the yearbook. They will also use their English language skills to edit and revise their own pages as well as those of their peers.	Students will use what they have learned in the first two weeks of the class to create each section of the yearbook. They will also use their English language skills to edit and revise their own pages as well as those of their peers.
<b>Essential Knowledge &amp; Student Expectations</b> *What are the anticipated learning outcomes for students?	Students will develop a design and layout that will be used consistently throughout the yearbook.  Essential Question(s): <ul style="list-style-type: none"> <li>How is presenting the events and activities from the year best accomplished?</li> <li>What are the characteristics of a well-taken photo?</li> </ul>	Students will apply the principles of sound photography to their photographic assignments throughout the year.  Essential Question: <ul style="list-style-type: none"> <li>What are the best techniques for taking high quality and interesting photographs?</li> </ul>	Students will incorporate the layout and design they chose during the first week to create class pages and senior ads.  Essential Question: <ul style="list-style-type: none"> <li>How are photographs, copy, layout, and design integrated to create a yearbook of the highest quality?</li> </ul>	Students will work together to define this year's superlatives, conduct the voting process, and construct the superlative pages according to the design structure established in the first week.  Essential Question: <ul style="list-style-type: none"> <li>Which superlatives should be included in this year's version of the yearbook, and what is the most effective way to take the photos (setting and poses)?</li> </ul>	Students will photograph the faculty and staffs at the school, the golf academy, the tennis academy, and the fitness program, and construct the faculty pages according to the design structure established in the first week.  Essential Question: <ul style="list-style-type: none"> <li>What can be done to make the staff pictures and pages more interesting?</li> </ul>



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<p><b>Anchor Text and Supplemental Texts</b> *Illustrate texts used, and how students' knowledge builds across units.</p>	<p>Anchor Text: Tate, C. Dow., and Sherri Taylor. <i>Scholastic Journalism</i>. 12th ed. Iowa State UP, 2014. Print.</p> <p>Supplementary Materials: Scoggins, Marilyn. <i>The Yearbook Yearbook</i>. Balfour Yearbooks, Dallas.</p>	<p>Anchor Text: Tate, C. Dow., and Sherri Taylor. <i>Scholastic Journalism</i>. 12th ed. Iowa State UP, 2014. Print.</p> <p>Supplementary  <ul style="list-style-type: none"> <li>• <i>The Yearbook Yearbook</i></li> <li>• <i>Time: The Illustrated History of the World's Most Influential Magazine</i></li> <li>• <i>Saturday Shrines</i></li> <li>• <i>Game Day USA</i></li> <li>• <i>smart</i></li> <li>• Various magazines</li> </ul> </p>	<p>Anchor Text: Tate, C. Dow., and Sherri Taylor. <i>Scholastic Journalism</i>. 12th ed. Iowa State UP, 2014. Print.</p> <p>Supplementary Materials: <i>The Yearbook Yearbook</i></p>	<p>Anchor Text: Tate, C. Dow., and Sherri Taylor. <i>Scholastic Journalism</i>. 12th ed. Iowa State UP, 2014. Print.</p> <p>Supplementary Materials: <i>The Yearbook Yearbook</i></p>	<p>Anchor Text: Tate, C. Dow., and Sherri Taylor. <i>Scholastic Journalism</i>. 12th ed. Iowa State UP, 2014. Print.</p> <p>Supplementary Materials: <i>The Yearbook Yearbook</i></p>
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<p><b>Multi-Media Links:</b> *Videos, presentations, any and all supplemental online material.</p>	<p><a href="#">Clichés</a> News Organizations including:</p> <ul style="list-style-type: none"> <li>• <a href="#">CNN</a></li> <li>• <a href="#">Fox News</a></li> <li>• <a href="#">NBC News</a></li> <li>• <a href="#">ABC News</a></li> <li>• <a href="#">CBS News</a></li> <li>• <a href="#">ESPN</a></li> </ul> <p>Magazines including:</p> <ul style="list-style-type: none"> <li>• <a href="#">National Geographic</a></li> <li>• <a href="#">Smithsonian</a></li> <li>• <a href="#">Bloomberg</a></li> <li>• <a href="#">Sports Illustrated</a></li> </ul> <p>Colleges and Universities Design Forums/Pages</p> <ul style="list-style-type: none"> <li>• <a href="#">Chris Creamer’s Sports Logos</a></li> <li>• <a href="#">Smashing Magazine</a></li> <li>• <a href="#">AWWWARDS</a></li> <li>• <a href="#">Flat Design</a></li> <li>• <a href="#">Skeuomorphism</a></li> </ul> <p>Typography</p> <ul style="list-style-type: none"> <li>• <a href="#">DaFont</a></li> <li>• <a href="#">Fontscape</a></li> </ul> <p>Design Ideas</p> <ul style="list-style-type: none"> <li>• <a href="#">Creative Blog</a></li> <li>• <a href="#">Designspiration</a></li> <li>• <a href="#">Pinterest</a></li> </ul> <p>Color Palettes</p> <ul style="list-style-type: none"> <li>• <a href="#">Color Hex</a></li> <li>• <a href="#">Design Seeds</a></li> </ul>	<p>Photography Tips</p> <ul style="list-style-type: none"> <li>• <a href="#">Photoventure</a></li> <li>• <a href="#">Photography Life – Composition and Visualization</a></li> <li>• <a href="#">National Geographic</a></li> </ul> <p>Outstanding Photos</p> <ul style="list-style-type: none"> <li>• <a href="#">National Geographic</a></li> <li>• <a href="#">The Atlantic</a></li> <li>• <a href="#">NPR</a></li> <li>• <a href="#">Time</a></li> <li>• <a href="#">Buzzfeed</a></li> </ul> <p>Writing Text</p> <ul style="list-style-type: none"> <li>• <a href="#">Poynter Institute</a></li> <li>• <a href="#">Northwest Scholastic Press</a></li> <li>• <a href="#">Nine Commandments of Caption Writing</a></li> <li>• <a href="#">Lifetouch Yearbooks</a></li> </ul>	<p>Photography Tips</p> <ul style="list-style-type: none"> <li>• <a href="#">Photoventure</a></li> <li>• <a href="#">Photography Life – Composition and Visualization</a></li> <li>• <a href="#">National Geographic</a></li> </ul> <p>Outstanding Photos</p> <ul style="list-style-type: none"> <li>• <a href="#">National Geographic</a></li> <li>• <a href="#">The Atlantic</a></li> <li>• <a href="#">NPR</a></li> <li>• <a href="#">Time</a></li> <li>• <a href="#">Buzzfeed</a></li> </ul> <p>Writing Text</p> <ul style="list-style-type: none"> <li>• <a href="#">Poynter Institute</a></li> <li>• <a href="#">Northwest Scholastic Press</a></li> <li>• <a href="#">Nine Commandments of Caption Writing</a></li> <li>• <a href="#">Lifetouch Yearbooks</a></li> </ul>	<p>Photography Tips</p> <ul style="list-style-type: none"> <li>• <a href="#">Photoventure</a></li> <li>• <a href="#">Photography Life – Composition and Visualization</a></li> <li>• <a href="#">National Geographic</a></li> </ul> <p>Outstanding Photos</p> <ul style="list-style-type: none"> <li>• <a href="#">National Geographic</a></li> <li>• <a href="#">The Atlantic</a></li> <li>• <a href="#">NPR</a></li> <li>• <a href="#">Time</a></li> <li>• <a href="#">Buzzfeed</a></li> </ul> <p>Writing Text</p> <ul style="list-style-type: none"> <li>• <a href="#">Poynter Institute</a></li> <li>• <a href="#">Northwest Scholastic Press</a></li> <li>• <a href="#">Nine Commandments of Caption Writing</a></li> <li>• <a href="#">Lifetouch Yearbooks</a></li> </ul>	<p>Photography Tips</p> <ul style="list-style-type: none"> <li>• <a href="#">Photoventure</a></li> <li>• <a href="#">Photography Life – Composition and Visualization</a></li> <li>• <a href="#">National Geographic</a></li> </ul> <p>Outstanding Photos</p> <ul style="list-style-type: none"> <li>• <a href="#">National Geographic</a></li> <li>• <a href="#">The Atlantic</a></li> <li>• <a href="#">NPR</a></li> <li>• <a href="#">Time</a></li> <li>• <a href="#">Buzzfeed</a></li> </ul> <p>Writing Text</p> <ul style="list-style-type: none"> <li>• <a href="#">Poynter Institute</a></li> <li>• <a href="#">Northwest Scholastic Press</a></li> <li>• <a href="#">Nine Commandments of Caption Writing</a></li> <li>• <a href="#">Lifetouch Yearbooks</a></li> </ul>
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<b>Instructional Practices:</b> * Various Instructional Modalities, including Technology used	<ul style="list-style-type: none"> <li>• Brainstorming groups</li> <li>• Viewing print online examples</li> <li>• Employing online tools and devices</li> <li>• Technology tutorials</li> <li>• Ladder edits</li> <li>• Circle edits</li> <li>• Group and individual work</li> <li>• Discuss the year's theme and layout, make a decision, and begin putting together page assignments</li> </ul>	<ul style="list-style-type: none"> <li>• Brainstorming groups</li> <li>• Viewing print online examples</li> <li>• Employing online tools and devices</li> <li>• Technology tutorials</li> <li>• Ladder edits</li> <li>• Circle edits</li> <li>• Group and individual work</li> <li>• Discuss the characteristics of a well-taken photograph</li> </ul>	<ul style="list-style-type: none"> <li>• Brainstorming groups</li> <li>• Viewing print online examples</li> <li>• Employing online tools and devices</li> <li>• Technology tutorials</li> <li>• Ladder edits</li> <li>• Circle edits</li> <li>• Group and individual work</li> <li>• Discuss how to create a well-designed yearbook</li> </ul>	<ul style="list-style-type: none"> <li>• Brainstorming groups</li> <li>• Viewing print online examples</li> <li>• Employing online tools and devices</li> <li>• Technology tutorials</li> <li>• Ladder edits</li> <li>• Circle edits</li> <li>• Group and individual work</li> <li>• Discuss which superlatives will go into the yearbook and how to vote on them</li> </ul>	<ul style="list-style-type: none"> <li>• Brainstorming groups</li> <li>• Viewing print online examples</li> <li>• Employing online tools and devices</li> <li>• Technology tutorials</li> <li>• Ladder edits</li> <li>• Circle edits</li> <li>• Group and individual work</li> <li>• Discuss new and out-of-the-box ideas for the staff pages</li> </ul>
<b>Assessments:</b> *Types and Measurements of Mastery	<ul style="list-style-type: none"> <li>• Informal observation</li> <li>• Ladder editing</li> <li>• Circle edits</li> <li>• Finalized page(s)</li> </ul>	<ul style="list-style-type: none"> <li>• Informal observation</li> <li>• Ladder editing</li> <li>• Circle edits</li> <li>• Finalized page(s)</li> </ul>	<ul style="list-style-type: none"> <li>• Informal observation</li> <li>• Ladder editing</li> <li>• Circle edits</li> <li>• Finalized page(s)</li> </ul>	<ul style="list-style-type: none"> <li>• Informal observation</li> <li>• Ladder editing</li> <li>• Circle edits</li> <li>• Finalized page(s)</li> </ul>	<ul style="list-style-type: none"> <li>• Informal observation</li> <li>• Ladder editing</li> <li>• Circle edits</li> <li>• Finalized page(s)</li> </ul>
<b>Interdisciplinary Lessons &amp; Projects:</b> *State additional content areas and title all lesson(s) and project(s)	<p>Students will devise the theme and create the layout and design elements of this year's yearbook.</p> <ul style="list-style-type: none"> <li>• Art</li> <li>• Graphic Design</li> </ul>	<p>Students will learn and use the skills needed to take high-level and interesting photographs.</p> <ul style="list-style-type: none"> <li>• Photography</li> </ul>	<p>Students will integrate photography skills, design and layout ideas, and narrative storytelling to complete a physical and digital yearbook. Students will also contact parents of seniors to sell Senior Ads.</p> <ul style="list-style-type: none"> <li>• Photography</li> <li>• Graphic Design</li> <li>• Business</li> </ul>	<p>Students will integrate photography skills, design and layout ideas, and narrative storytelling to complete a physical and digital yearbook.</p> <ul style="list-style-type: none"> <li>• Photography</li> <li>• Graphic Design</li> </ul>	<p>Students will integrate photography skills, design and layout ideas, and narrative storytelling to complete a physical and digital yearbook.</p> <ul style="list-style-type: none"> <li>• Photography</li> <li>• Graphic Design</li> </ul>



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Honors Course Differentiation(s):	N/A	N/A	N/A	N/A	N/A
<b>Integrated Common Core or NGSSS Standards (List):</b> *See Below for Links	Students will: <ul style="list-style-type: none"> <li>• demonstrate entry-level skills in telling stories and packaging them across the platforms/mediums of print, multimedia, online, and broadcast/radio; and</li> <li>• demonstrate fundamental skills in layout design, organization/ management skills, and use of technology for the successful production of journalistic media.</li> </ul>	Students will: <ul style="list-style-type: none"> <li>• demonstrate entry-level skills in telling stories and packaging them across the platforms/mediums of print, multimedia, online, and broadcast/radio; and</li> <li>• demonstrate fundamental skills in layout design, organization/ management skills, and use of technology for the successful production of journalistic media.</li> </ul>	Students will: <ul style="list-style-type: none"> <li>• demonstrate entry-level skills in telling stories and packaging them across the platforms/mediums of print, multimedia, online, and broadcast/radio; and</li> <li>• demonstrate fundamental skills in layout design, organization/ management skills, and use of technology for the successful production of journalistic media.</li> </ul>	Students will: <ul style="list-style-type: none"> <li>• demonstrate entry-level skills in telling stories and packaging them across the platforms/mediums of print, multimedia, online, and broadcast/radio; and</li> <li>• demonstrate fundamental skills in layout design, organization/ management skills, and use of technology for the successful production of journalistic media.</li> </ul>	Students will: <ul style="list-style-type: none"> <li>• demonstrate entry-level skills in telling stories and packaging them across the platforms/mediums of print, multimedia, online, and broadcast/radio; and</li> <li>• demonstrate fundamental skills in layout design, organization/ management skills, and use of technology for the successful production of journalistic media.</li> </ul>
<b>Integrated CCSS Writing Standards (List):</b> *See Below for Links	<ul style="list-style-type: none"> <li>• <a href="#">CCSS.ELA-Literacy.W.11-12.2</a></li> <li>• <a href="#">CCSS.ELA-Literacy.W.11-12.3</a></li> <li>• <a href="#">CCSS.ELA-Literacy.W.11-12.4</a></li> <li>• <a href="#">CCSS.ELA-Literacy.W.11-12.5</a></li> <li>• <a href="#">CCSS.ELA-Literacy.W.11-12.6</a></li> <li>• <a href="#">CCSS.ELA-Literacy.W.11-12.9</a></li> <li>• <a href="#">CCSS.ELA-Literacy.W.11-12.10</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">CCSS.ELA-Literacy.W.11-12.2</a></li> <li>• <a href="#">CCSS.ELA-Literacy.W.11-12.3</a></li> <li>• <a href="#">CCSS.ELA-Literacy.W.11-12.4</a></li> <li>• <a href="#">CCSS.ELA-Literacy.W.11-12.5</a></li> <li>• <a href="#">CCSS.ELA-Literacy.W.11-12.6</a></li> <li>• <a href="#">CCSS.ELA-Literacy.W.11-12.9</a></li> <li>• <a href="#">CCSS.ELA-Literacy.W.11-12.10</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">CCSS.ELA-Literacy.W.11-12.2</a></li> <li>• <a href="#">CCSS.ELA-Literacy.W.11-12.3</a></li> <li>• <a href="#">CCSS.ELA-Literacy.W.11-12.4</a></li> <li>• <a href="#">CCSS.ELA-Literacy.W.11-12.5</a></li> <li>• <a href="#">CCSS.ELA-Literacy.W.11-12.6</a></li> <li>• <a href="#">CCSS.ELA-Literacy.W.11-12.9</a></li> <li>• <a href="#">CCSS.ELA-Literacy.W.11-12.10</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">CCSS.ELA-Literacy.W.11-12.2</a></li> <li>• <a href="#">CCSS.ELA-Literacy.W.11-12.3</a></li> <li>• <a href="#">CCSS.ELA-Literacy.W.11-12.4</a></li> <li>• <a href="#">CCSS.ELA-Literacy.W.11-12.5</a></li> <li>• <a href="#">CCSS.ELA-Literacy.W.11-12.6</a></li> <li>• <a href="#">CCSS.ELA-Literacy.W.11-12.9</a></li> <li>• <a href="#">CCSS.ELA-Literacy.W.11-12.10</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">CCSS.ELA-Literacy.W.11-12.2</a></li> <li>• <a href="#">CCSS.ELA-Literacy.W.11-12.3</a></li> <li>• <a href="#">CCSS.ELA-Literacy.W.11-12.4</a></li> <li>• <a href="#">CCSS.ELA-Literacy.W.11-12.5</a></li> <li>• <a href="#">CCSS.ELA-Literacy.W.11-12.6</a></li> <li>• <a href="#">CCSS.ELA-Literacy.W.11-12.9</a></li> <li>• <a href="#">CCSS.ELA-Literacy.W.11-12.10</a></li> </ul>



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<b>Links to CCSS/NGSSS Curriculum Standards:</b>	<p>The following links will be used to incorporate the CCSS and other applicable standards:</p> <ul style="list-style-type: none"> <li>• The <a href="#">Common Core State Standard</a> expectations in high school</li> <li>• The <a href="#">K-12 English LA and Content Area Writing Standards</a></li> <li>• The <a href="#">K-12 Reading Standards</a></li> <li>• The <a href="#">K-12 Mathematics Standards</a></li> <li>• The <a href="#">K-12 NGSSS Science &amp; Social Studies Standards</a></li> </ul>				
<b>Purpose of Planning</b>	<b>Unit Six Q2 W5-6</b>	<b>Unit Seven Q2 W7-8</b>	<b>Unit Eight Q1 W1 – Q2 W8</b>	<b>Unit Nine *Quarter/Weeks</b>	<b>Unit Ten *Quarter/Weeks</b>
<b>Unit Topic and Overview:</b>	Golf, Tennis, Fitness, and Boarding Pages	Organizations	Newspaper		
<b>Prerequisite Student Knowledge</b> *What should students have previously mastered prior to this unit?	Students will use what they have learned in the first two weeks of the class to create each section of the yearbook. They will also use their English language skills to edit and revise their own pages as well as those of their peers.	Students will use what they have learned in the first two weeks of the class to create each section of the yearbook. They will also use their English language skills to edit and revise their own pages as well as those of their peers.	Students should have a basic ideas as to the layout of a newspaper and its elements including: the title of the publication, headlines, and the column structure.		



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<p><b>Essential Knowledge &amp; Student Expectations</b> *What are the anticipated learning outcomes for students?</p>	<p>Students will take photographs of each student at golf and tennis practice, fitness, in the boarding program, and at tournaments, and create these pages based on the design specifications from the first week.</p> <p>Essential Question:  <ul style="list-style-type: none"> <li>• What are the best settings to use on the camera for photographing action scenes?</li> </ul> </p>	<p>Students will photograph members of the National Honor Society, student council, and yearbook staff and create those pages based on the design specifications established during the first week.</p> <p>Essential Question:  <ul style="list-style-type: none"> <li>• What is the best and most interesting to lay out the organizations' pages?</li> </ul> </p>	<p>Students will continue to produce the student newspaper, taking on more responsibility in the decision-making process for themselves.</p> <p>Essential Question(s):  <ul style="list-style-type: none"> <li>• What are the elements of an organized newspaper layout?</li> <li>• What are the requirements of the AP Style Guide for writing articles?</li> </ul> </p>		
<p><b>Anchor Text and Supplemental Texts</b> *Illustrate texts used, and how students' knowledge builds across units.</p>	<p>Anchor Text: Tate, C. Dow., and Sherri Taylor. <i>Scholastic Journalism</i>. 12th ed. Iowa State UP, 2014. Print.</p> <p>Supplementary Materials: <i>The Yearbook Yearbook</i></p>	<p>Anchor Text: Tate, C. Dow., and Sherri Taylor. <i>Scholastic Journalism</i>. 12th ed. Iowa State UP, 2014. Print.</p> <p>Supplementary Materials: <i>The Yearbook Yearbook</i></p>	<p>Anchor Text: Tate, C. Dow., and Sherri Taylor. <i>Scholastic Journalism</i>. 12th ed. Iowa State UP, 2014. Print.</p>		



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<p><b>Instructional Practices:</b> * Various Instructional Modalities, including Technology used</p>	<ul style="list-style-type: none"> <li>• Brainstorming groups</li> <li>• Viewing print online examples</li> <li>• Employing online tools and devices</li> <li>• Technology tutorials</li> <li>• Ladder edits</li> <li>• Circle edits</li> <li>• Group and individual work</li> <li>• Discuss how to take the best action shots for sports photos</li> </ul>	<ul style="list-style-type: none"> <li>• Brainstorming groups</li> <li>• Viewing print online examples</li> <li>• Employing online tools and devices</li> <li>• Technology tutorials</li> <li>• Ladder edits</li> <li>• Circle edits</li> <li>• Group and individual work</li> <li>• Discuss out-of-the-box ways to present the organizations</li> </ul>	<ul style="list-style-type: none"> <li>• Brainstorming groups</li> <li>• Book readings and discussions</li> <li>• Viewing print and online examples</li> <li>• Employing online tools and devices</li> <li>• Technology tutorials</li> <li>• Ladder edits</li> <li>• Group and individual work</li> <li>• Discuss the AP Style Guide and the elements of a newspaper</li> </ul>		





## Curriculum Map- Scope and Sequence: Yearbook

### Saddlebrook Preparatory School

<b>Assessments:</b> *Types and Measurements of Mastery	<ul style="list-style-type: none"> <li>• Informal observation</li> <li>• Ladder editing</li> <li>• Circle edits</li> <li>• Finalized page(s)</li> </ul>	<ul style="list-style-type: none"> <li>• Informal observation</li> <li>• Ladder editing</li> <li>• Circle edits</li> <li>• Finalized page(s)</li> </ul>	<ul style="list-style-type: none"> <li>• Informal observation</li> <li>• Ladder editing</li> <li>• Circle edits</li> <li>• Finalized article</li> </ul>		
<b>Interdisciplinary Lessons &amp; Projects:</b> *State additional content areas and title all lesson(s) and project(s)	Students will integrate photography skills, design and layout ideas, and narrative storytelling to complete a physical and digital yearbook. <ul style="list-style-type: none"> <li>• Photography</li> <li>• Graphic Design</li> </ul>	Students will integrate photography skills, design and layout ideas, and narrative storytelling to complete a physical and digital yearbook. <ul style="list-style-type: none"> <li>• Photography</li> <li>• Graphic Design</li> </ul>	Students will integrate photography skills, design and layout ideas, and several types of journalistic writing to produce a monthly newspaper. <ul style="list-style-type: none"> <li>• Photography</li> <li>• Journalism</li> <li>• Language Arts</li> <li>• Graphic Design</li> </ul>		
<b>Honors Course Differentiation(s):</b>	N/A	N/A	N/A		



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<p><b>Integrated Common Core or NGSS Standards (List):</b> *See Below for Links</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• demonstrate entry-level skills in telling stories and packaging them across the platforms/mediums of print, multimedia, online, and broadcast/radio; and</li> <li>• demonstrate fundamental skills in layout design, organization/ management skills, and use of technology for the successful production of journalistic media.</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• demonstrate entry-level skills in telling stories and packaging them across the platforms/mediums of print, multimedia, online, and broadcast/radio; and</li> <li>• demonstrate fundamental skills in layout design, organization/ management skills, and use of technology for the successful production of journalistic media.</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• demonstrate entry-level skills in telling stories and packaging them across the platforms/mediums of print, multimedia, online, and broadcast/radio; and</li> <li>• demonstrate fundamental skills in layout design, organization/ management skills, and use of technology for the successful production of journalistic media.</li> </ul>		
<p><b>Integrated CCSS Writing Standards (List):</b> *See Below for Links</p>	<ul style="list-style-type: none"> <li>• <a href="#">CCSS.ELA-Literacy.W.11-12.2</a></li> <li>• <a href="#">CCSS.ELA-Literacy.W.11-12.3</a></li> <li>• <a href="#">CCSS.ELA-Literacy.W.11-12.4</a></li> <li>• <a href="#">CCSS.ELA-Literacy.W.11-12.5</a></li> <li>• <a href="#">CCSS.ELA-Literacy.W.11-12.6</a></li> <li>• <a href="#">CCSS.ELA-Literacy.W.11-12.9</a></li> <li>• <a href="#">CCSS.ELA-Literacy.W.11-12.10</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">CCSS.ELA-Literacy.W.11-12.2</a></li> <li>• <a href="#">CCSS.ELA-Literacy.W.11-12.3</a></li> <li>• <a href="#">CCSS.ELA-Literacy.W.11-12.4</a></li> <li>• <a href="#">CCSS.ELA-Literacy.W.11-12.5</a></li> <li>• <a href="#">CCSS.ELA-Literacy.W.11-12.6</a></li> <li>• <a href="#">CCSS.ELA-Literacy.W.11-12.9</a></li> <li>• <a href="#">CCSS.ELA-Literacy.W.11-12.10</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">CCSS.ELA-Literacy.W.11-12.1</a></li> <li>• <a href="#">CCSS.ELA-Literacy.W.11-12.2</a></li> <li>• <a href="#">CCSS.ELA-Literacy.W.11-12.3</a></li> <li>• <a href="#">CCSS.ELA-Literacy.W.11-12.4</a></li> <li>• <a href="#">CCSS.ELA-Literacy.W.11-12.5</a></li> <li>• <a href="#">CCSS.ELA-Literacy.W.11-12.6</a></li> <li>• <a href="#">CCSS.ELA-Literacy.W.11-12.8</a></li> <li>• <a href="#">CCSS.ELA-Literacy.W.11-12.9</a></li> <li>• <a href="#">CCSS.ELA-Literacy.W.11-12.10</a></li> </ul>		



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**Links to CCSS/NGSSS  
Curriculum  
Standards:**

The following links will be used to incorporate the CCSS and other applicable standards:

- The [Common Core State Standard](#) expectations in high school
- The [K-12 English LA and Content Area Writing Standards](#)
- The [K-12 Reading Standards](#)
- The [K-12 Mathematics Standards](#)
- The [K-12 NGSSS Science & Social Studies Standards](#)

