

Elizabethtown Area School District

Yearbook Production IV

Course Number: 163

Length of Course: 1 Semester

Grade Level: 12

Total Clock Hours: 124

Length of Period: 80 minutes

Date Written: 11/08

Periods per Week/Cycle: 5

Written By: Thomas Kaufmann

Credits (if app.): 1.0

Course Description:

The course is dedicated to the development and implementation of individual leadership and management skills and will include personality profiles of each individual student as well as tests to determine what type of leadership style and environment for which each student is best suited. Students will be asked to put management and motivational plans in place to help the group to best utilize their individual gifts and talents in a group setting. Students will mentor younger staff members to foster collaboration and teamwork. Project based learning and authentic assessment will be utilized throughout the course.

Course Prerequisite: Yearbook Production III

Elizabethtown Area School District

I. Overall Course/Grade Level Standards

Students will KNOW and be able TO DO the following as a result of taking this course.

A. 1.1.A Locate various texts, media, and traditional resources for assigned and independent projects.

B. 1.1.D Identify, describe, evaluate, and synthesize the essential ideas in text. Analyze the effectiveness of the selected reading strategies.

C. 1.1.F Understand the meaning of and apply key vocabulary across various subject areas.

D. 1.1.H Demonstrate fluency and comprehension in reading.

E. 1.2.A Read and understand essential content of informational texts and documents in all academic areas.

F. 1.2.B Use and understand a variety of media and evaluate the quality of material produced.

G. 1.2.C Produce work in at least one literary genre that follows the conventions of the genre.

H. 1.3.C Analyze the effectiveness, in terms of literary quality, of the author's use of literary devices.

I. 1.5.A Write with a sharp, distinct focus identifying topic, task, and audience.

J. 1.5.B-D Write using well developed content appropriate for the topic; write with controlled and/or subtle organization; write with a command of the stylistic aspects of composition.

K. 1.5.E-F Revise writing to improve style, word choice, sentence variety, and subtlety of meaning after rethinking how questions of purpose, audience, and genre have been addressed; edit writing using the conventions of language.

L. 1.5.G Present and/or defend written work for publication when appropriate.

M. 1.6.A-B Listen to others and to selections of literature.

N. 1.6.C-E Speak using skills appropriate to formal speech situations; contribute to discussions; participate in small and large group discussions and presentations.

O. 1.6.F Use media for learning.

P. 1.8.A-B Select and refine a topic for research and locate information using appropriate sources and strategies.

Q. 1.8.C Organize, summarize, and present the main ideas from research.

R. 3.6 B.1 Apply and analyze advanced information techniques to produce a complex image that effectively conveys a message (e.g., desktop publishing, audio and/or video production).

S. 3.6 C Apply basic computer operations and concepts.

- Identify solutions to basic hardware and software problems.
- Apply knowledge of advanced input devices.
- Apply knowledge of hardware setup.
- Describe the process for basic software installation and demonstrate it.
- Analyze and solve basic operating system's problems.
- Apply touch keyboarding skills and techniques at expectable speed and accuracy.
- Demonstrate the ability to perform basic software installation.

T. 3.6 D Utilize computer software to solve specific problems.

- Identify legal restrictions in the use of software and the output of data.
- Apply advanced graphic manipulation and desktop publishing techniques.
- Apply basic multimedia applications.
- Apply advanced word processing, database and spreadsheet skills.
- Describe and demonstrate how two or more software applications can be used to produce an output.
- Select and apply software designed to meet specific needs.

U. Learn the basics of good photographic composition and how to execute that understanding in your own photos.

V. Have a basic understanding of all skills necessary to publish The Elizabethan.

W. 11.2 C. Analyze teamwork and leadership skills and their application in various family and work situations.

Elizabethtown Area School District

II. Content Major Areas of Study

List all units of study below: Yearbook Production IV

| <u>Unit</u> | <u>Estimated Time</u> | <u>Materials</u> |
|---------------------------------------------------------------------------|-----------------------|------------------------------------------------------------------------------|
| 1. Leadership Styles - What Kind of Leader Am I? | 3 weeks | - trade publications - digital cameras and computers -1,2,3 curriculum |
| 2. Concepts in Management - Organizational Strategies for Running a Staff | 3 weeks | - trade publications - digital cameras and computers -1,2,3 curriculum |
| 3. Running the Meeting | 3 weeks | - trade publications - digital cameras and computers -1,2,3 curriculum |
| 4. Motivational Techniques to Increase Performance | 3 weeks | - trade publications - digital cameras and computers -1,2,3 curriculum |
| 5. Public Speaking- Techniques That Work | 3 weeks | - trade publications - digital cameras and computers -1,2,3 curriculum |
| 6. Group Dynamics and Team Building | 3 weeks | - trade publications - digital cameras and computers -1,2,3 curriculum |
| 7. Production of <u>The Elizabethan</u> | Ongoing | - trade publications - digital cameras and computers -1,2,3 curriculum |

Elizabethtown Area School District

Name of Course: Yearbook Production IV

Name of Unit: Leadership Styles

Essential Question for the Unit: What kind of leader am I?

| Unit Objectives/Key Questions | Priority | Aligned to Course Standard | Aligned to PA Standard |
|----------------------------------------------------------------------------------------------------------------------------|-----------------|-----------------------------------|-------------------------------|
| A. What are the components of quality leadership? | E | B, C, D, E, V | 1.1.D, 1.1.H, 1.2.A |
| B. Who are some famous leaders that I admire and respect? What traits did they exhibit that I want to emulate as a leader? | E | V, W | 11.2 C |
| C. How do I develop a personal vision statement? | E | V, W | 11.2 C |
| D. What are my own strengths and weaknesses as a leader? | E | V, W | 11.2 C |
| E. What stress management tools can I use in a leadership position that will work for me? | E | V, W | 11.2 C |
| F. How do leadership roles effect relationships? | E | V, W | 11.2 C |
| G. What goals do I have as a leader for personal growth? | E | V, W | 11.2 C |
| H. What goals do I have to accomplish with the staff in my leadership role? | E | B, C, D, E, V | 1.1.D, 1.1.H, 1.2.A |
| I. What is my vision as a leader for a quality end result? | E | V, W | 11.2 C |

Elizabethtown Area School District

Name of Course: Yearbook Production IV

Name of Unit: Concepts in Management - Organizational Strategies for Running Staff

Essential Question for the Unit: How do I manage and lead a successful staff?

| Unit Objectives/Key Questions | Priority | Aligned to Course Standard | Aligned to PA Standard |
|------------------------------------------------------------------------------------------------------------------------|-----------------|-----------------------------------|-------------------------------|
| A. What makes a successful staff? | E | B, C, D, E, V | 1.1.D, 1.1.H, 1.2.A |
| B. What tools are available to help identify a staff member's talents? | E | V | |
| C. How do I motivate a staff? | E | A,B,D,V | 1.1.A, 1.1.D, 1.1.H |
| D. How do I manage my time and the staff's time to effectively complete deadlines in a timely and professional manner? | E | V | 1.1.A, 1.1.D, 1.1.H |
| E. How do I run a staff meeting? | E | V | 1.1.A, 1.1.D, 1.1.H |
| F. How do I identify my staff's individual talents and gifts? | E | V | 1.1.A, 1.1.D, 1.1.H |
| G. What is parliamentary procedure and how can it help me as a leader? | E | B, C, D, E, V | 1.1.D, 1.1.H, 1.2.A |
| H. Why is planning vital to the success of this publication? | E | V, W | 11.2 C |
| I. What are some tools I can use to resolve conflict in a group? | E | V, W | 11.2 C |

***Elizabethtown Area
School District***

Name of Course: Yearbook Production IV

Name of Unit: Running the Meeting

Essential Question for the Unit: How do I run an effective meeting?

| Unit Objectives/Key Questions | Priority | Aligned to Course Standard | Aligned to PA Standard |
|-------------------------------------------------------------------------------------------------|-----------------|-----------------------------------|-------------------------------|
| A. What makes a good meeting? | E | B, C, D, E, V | 1.1.D, 1.1.H, 1.2.A |
| B. How can a basic understanding of parliamentary procedure help facilitate effective meetings? | E | V, W | 11.2 C |
| C. How do I run an effective brainstorming session? | E | V, W | 11.2 C |
| D. Why is long-range planning an important part of every meeting? | E | V, W | 11.2 C |
| E. What are three effective strategies for starting a meeting? | E | V, W | 11.2 C |
| F. How do I lead a group decision making session? | E | V, W | 11.2 C |
| G. How do I create consensus in a meeting? | E | V, W | 11.2 C |
| H. How do I build a positive environment in meetings? | E | B, C, D, E, V | 1.1.D, 1.1.H, 1.2.A |

Elizabethtown Area School District

Name of Course: Yearbook Production IV

Name of Unit: Motivational Techniques to Increase Performance

Essential Question for the Unit: What motivational tools can we use to increase staff performance?

| Unit Objectives/Key Questions | Priority | Aligned to Course Standard | Aligned to PA Standard |
|----------------------------------------------------------|-----------------|-----------------------------------|-------------------------------|
| A. What is intrinsic motivation? | E | B, C, D, E, V | 1.1.D, 1.1.H, 1.2.A |
| B. What is extrinsic motivation? | E | V, W | 11.2 C |
| C. What reward systems encourage sales and performance? | E | V, W | 11.2 C |
| D. How does visualization help motivation? | E | V, W | 11.2 C |
| E. What team building activities help motivate students? | E | V, W | 11.2 C |
| F. How does goal setting increase motivation? | E | V, W | 11.2 C |
| G. How can we overcome our fear of failure? | E | V, W | 11.2 C |

Elizabethtown Area School District

Name of Course: Yearbook Production IV

Name of Unit: Public Speaking - Techniques That Work

Essential Question for the Unit: How do I effectively communicate in front of a group?

| Unit Objectives/Key Questions | Priority | Aligned to Course Standard | Aligned to PA Standard |
|------------------------------------------------------------------------------------------------------------|-----------------|-----------------------------------|-------------------------------|
| A. How do first impressions shape the listener? | E | B, C, D, E, V | 1.1.D, 1.1.H, 1.2.A |
| B. How does body language impact the audience? | E | V, W | 11.2 C |
| C. How do I develop effective listening skills and use those as a leader? | E | V, W | 11.2 C |
| D. How does two-way communication work in a group setting? | E | V, W | 11.2 C |
| E. How do I develop good impromptu speaking skills? | E | V, W | 11.2 C |
| F. How do I always present my ideas and give advice and assignments in a positive way to increase success? | E | V, W | 11.2 C |
| G. How do I develop my own voice and style? | E | V, W | 11.2 C |

Elizabethtown Area School District

Name of Course: Yearbook Production IV

Name of Unit: Group Dynamics and Team Building

Essential Question for the Unit: How do we create a group dynamic that encourages trust, understanding, tolerance, and personal responsibility?

| Unit Objectives/Key Questions | Priority | Aligned to Course Standard | Aligned to PA Standard |
|------------------------------------------------------------------------------------------------|-----------------|-----------------------------------|-------------------------------|
| A. What are team building activities and how can they be used to help foster trust in a group? | E | B, C, D, E, V | 1.1.D, 1.1.H, 1.2.A |
| B. What skills can be developed through team building activities? | E | V, W | 11.2 C |
| C. What size groups work best? | E | V, W | 11.2 C |
| D. What is the difference between a closed group and an open group? Why is each one used? | E | V, W | 11.2 C |
| E. What personalities work best together? | E | V, W | 11.2 C |
| F. What personality type am I? | E | V, W | 11.2 C |
| G. How do you measure the successfulness of a group? | E | V, W | 11.2 C |
| H. How can tasks and goals be created and completed most effectively in a small group? | E | B, C, D, E, V | 1.1.D, 1.1.H, 1.2.A |
| I. How should groups be structured to be effective? | E | V, W | 11.2 C |

Elizabethtown Area School District

Name of Course: Yearbook Production IV

Name of Unit: Production of The Elizabethan

Essential Question for the Unit: How can we manage and utilize a staff to successfully create a quality publication?

| Unit Objectives/Key Questions | Priority | Aligned to Course Standard | Aligned to PA Standard |
|---------------------------------------------------------------------------------------------------------------------------------|-----------------|-----------------------------------|------------------------------------------------------------------|
| A. What should we cover? | E | U | 1.5G, 1.6D, 1.6F |
| B. Which students are best capable of reporting specific events and writing and taking pictures for specific sections? | E | U, V | 1.5G, 1.6D, 1.6F |
| C. How can a unified, cohesive environment be achieved for our yearbook staff? | E | U | 1.5G, 1.6D, 1.6F |
| E. How can the best revisions be achieved, while still permitting individual ownership of stories/photographs? | E | U | 1.1D, 1.5D, 1.6A 1.6D |
| F. What makes the most effective photos for yearbook publication, and how can our staff be trained to capture and produce them? | E | V | 1.2A, 1.2B, 1.3B 1.3C, 1.4D, 1.5E 1.5G, 1.6A, 1.6D 1.6F |
| G. What is the best layout and design for this yearbook? | E | U, V | 1.1D, 1.6A, 1.6D 1.6F |

Elizabethtown Area School District

III. Course Assessments

Check types of assessments to be used in the teaching of the course.
(Provide examples of each type.)

- | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input checked="" type="checkbox"/> Objective Tests/Quizzes <input type="checkbox"/> Constructed Responses <input checked="" type="checkbox"/> Essays <input checked="" type="checkbox"/> Reports <input checked="" type="checkbox"/> Projects <input checked="" type="checkbox"/> Portfolios <input checked="" type="checkbox"/> Presentations <input checked="" type="checkbox"/> Performance tasks | <input type="checkbox"/> Response Journals <input checked="" type="checkbox"/> Logs <input checked="" type="checkbox"/> Computer Simulations <input checked="" type="checkbox"/> Research Papers <input checked="" type="checkbox"/> Class Participation <input type="checkbox"/> Notetaking <input checked="" type="checkbox"/> Daily Assignments <input checked="" type="checkbox"/> Writing Samples <input checked="" type="checkbox"/> Additional writing assignments |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Provide copies of common assessments that will be utilized for all students taking this course. Overall course/grade level standards will be measured by a common course assessment. Unit objectives will be measured on an ongoing basis as needed by the classroom teacher to assess learning and plan for instruction. List common assessments below and recommended date/time frame for administration (at least quarterly).

| Name of Common Assessment | When given? |
|----------------------------------------------------------|------------------------------|
| 1. <u>The Elizabethan</u> - student critique of yearbook | Semester Performance Project |
| 2. Portfolio Collection | End of semester |
| 3. Writing, Design, and Photography for the Elizabethan | Ongoing |
| 4. Self-assessment and advisor assessment | Midterm and final |
| 5. Weekly performance journal | Ongoing |

Elizabethtown Area School District

IV. Expected levels of achievement

High School Grading Scale

-Students involved in Yearbook are expected to perform at a high proficiency level of 90% or above according to the high school grading scale to continue on to the next level. Dedication, skill, and basic foundations in the above areas are essential to create an excellent publication.