**Name:**

**Period: Date: Content Area:** Yearbook **Grade: Duration:** One Day

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| **Standards & Benchmarks:** | CCSS.ELA-Literacy.L.9-10.3; CCSS.ELA-Literacy.L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.  CCSS.ELA-Literacy.SL.9-10.1; CCSS.ELA-Literacy.SL.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 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.  **If you have STATE STANDARDS that you also need to include, write them HERE: (examples)**  • Determine coverage and concepts for publications.  • Work cooperatively and collaboratively through a variety of staff assignments. |
| **Lesson’s Focus:** | At the conclusion of the class, students will be able to…  • write their own personal mission statement.  • recognize the importance of goal setting.  • learn how to build consensus and buy in within a large group. |
| **Resources & Materials:** | paper and pen or pencil (students)  large sheets of butcher paper |
| **Differentiation:** | Students will begin working independently  Work as one large group to create a mission statement for the publication. |
| **Preparing Students for the Lesson:**  **• Transitions**  **• Expected Behaviors** | Ask students to begin the Bell Assignment when entering the room. Each student will participate and contribute and answer questions. No student will dominate the conversation.  Students will be responsive, encouraging and involved in group discussions and activities. |
| **Teaching the Lesson**  **(Lesson Sequence/Activities):**  **• Motivation/Anticipatory Set**  **• Pre-Assessment/Activating**  **Background**  **• Teacher Input, Modeling &**  **Checking for Understanding** | **Bell Assignment:**  What are your goals for the future? Write five short-term goals (things you will accomplish in the next six months), three mid-term goals (things you will accomplish n the next year) and one long-term goal (something beyond a year). Why are these goals important to you?  *10 minutes*  Divide the students into pairs or groups of three giving them time to share their goals with each other and discuss them.  *Teacher*: What goals do you have for the yearbook? List three goals that you  agree on and that you feel are important.  *25 minutes*  Now break the small groups up, creating larger groups of 5-6 people. Make sure that these are entirely new groups. |

**• Guided Practice**

**• Closure**

*Teacher*: You are going to do the same thing you did in the smaller groups, but now you are going to narrow your goals down to five that everyone in the group can agree on. Take into consideration what your smaller groups wanted as well. Each goal needs to be written as a statement.

Depending on how many students you have in the class, you will have several large groups.

*Teacher*: Share ONE of your group’s goals.

Discuss the goal. Did other groups have the same or a similar goal? Does the entire group believe in this goal? If the majority of the students believe in this one, it should become part of the overall mission statement.

Continue this process going around the room, one group at a time, one goal at a time. In other words Group 1 shares one goal, then Group 2 shares one goal, then Group 3 shares one goal. Then Group 1 shares a second goal, Group 2, etc...

Repeat until all the goals have been discussed and either kept, altered or thrown out.

*10 minutes*

*Teacher*: Using the goal statements that are left, write a mission statement for the staff this year.

Once the mission statement is written and agreed upon, they should rewrite it in a large format and display it to keep it in mind throughout the year.

**Assessment:** creating personal and staff goals – formative assessment

**Notes & Reflections:**

**Name:**

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| **Lesson’s Focus:** | At the conclusion of the class, students will be able to…  • identify where they fit in with the staff.  • understand their roles and job responsibilities. |
| **Resources & Materials:** | Students will need paper and a pen or pencil  Handouts: “Sectional Organization” or “Functional Organization” (see pages 4-5 of curriculum) |
| **Differentiation:** | Students will initially work independently.  They will share their job descriptions with other staff members. |
| **Preparing Students for the Lesson:**  **• Transitions**  **• Expected Behaviors** | Ask students to begin the Bell Assignment when entering the room. Each student will participate and contribute and answer questions. No student will dominate the conversation.  Students will be responsive, encouraging and involved in group discussions and activities. |
| **Teaching the Lesson**  **(Lesson Sequence/Activities):**  **• Motivation/Anticipatory Set**  **• Pre-Assessment/Activating**  **Background**  **• Teacher Input, Modeling &**  **Checking for Understanding** | **Bell Assignment:**  What is your job on staff? Make a list of everything that YOU will do to help get the yearbook done. If you aren’t sure, that’s OK. Just write what you think you might be responsible for.  *10 minutes*  Distribute or project an organizational flow chart based on your staff’s configuration (Section 1 “Sectional Organization” or “Functional Organization” handouts.)  Introduce the concept of an organizational flow chart. Talk about how successful organizations work and how there is a work flow. On the yearbook staff, students are the leaders. |

**• Guided Practice**

**• Independent Practice**

**• Closure**

*20 minutes*

Model the bellwork by listing everything that you do as an adviser.

*Teacher*: As a class, write a job description for me, the adviser. Think about what I

do and don’t do.

*15 minutes*

Modeling the adviser job description and using the list they made during the bell assignment, students will write their own detailed job descriptions.

*Homework*

Finish writing your job description.

*Teacher*: You need to know how you fit in. Knowing your role will help the staff work in a cooperative and efficient manner.

**Assessment:** writing a job description – cumulative assessment

**Notes & Reflections:**

**Name:**

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| **Standards & Benchmarks:** | CCSS.ELA-Literacy.L.9-10.3; CCSS.ELA-Literacy.L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.  CCSS.ELA-Literacy.SL.9-10.1; CCSS.ELA-Literacy.SL.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 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.  **If you have STATE STANDARDS that you also need to include, write them HERE: (examples)**  • Determine coverage and concepts for publications.  • Work cooperatively and collaboratively through a variety of staff assignments. |
| **Lesson’s Focus:** | At the conclusion of the class, students will...  • make informed decisions and solve problems on staff.  • better understand the qualities of leadership.  • gain practice working together in the face of adversity. |
| **Resources & Materials:** | Handout: “Leadership Scenarios”  Students will need paper and pen or pencil |
| **Differentiation:** | Students will initially work independently.  Then create groups to form a solution to each problem.  There are six scenarios, so they will need to be divided into six groups. The groups will mix skill levels. |
| **Preparing Students for the Lesson:**  **• Transitions**  **• Expected Behaviors** | Ask students to begin the Bell Assignment when entering the room. Each student will participate and contribute and answer questions. No student will dominate the conversation.  Students will be responsive, encouraging and involved in group discussions and activities. |
| **Teaching the Lesson**  **(Lesson Sequence/Activities):**  **• Motivation/Anticipatory Set**  **• Pre-Assessment/Activating**  **Background** | **Day 3:**  **Bell Assignment:**  How do you handle conflict? Describe a situation that caused conflict in your life. How did you deal with it? Looking back on it now, what would you change?  Allow the students time to reflect and write about the prompt. Then open a discussion how to handle conflict and what causes it.  *15 minutes*  Assign each student one of the scenarios from the “Leadership Scenarios”  handout.  *Teacher*: Work independently and write a response to the prompt. |

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| **• Teacher Input, Modeling &**  **Checking for Understanding**  **• Guided Practice**  **• Closure** | *30 minutes*  Group the students together based on the scenario they were given.  *Teacher*: Share what you wrote with the other members of the group. Then, as a group, discuss the possibilities and come to consensus on how to handle the issue. Prepare a statement in response to the scenario that describes how you would handle it and why you decided on that particular course of action. Use specific examples from any staff policies or legal information if applicable. (Some scenarios may require a little bit of research homework.) Be prepared to share your answer with the class tomorrow.  **DAY 4:**  **Bell Assignment**:  What did you learn from working with you group on the scenario you were given yesterday? How did the group’s final response differ from your initial response?  *50 minutes*  Group Presentations  *Teacher*: Today each group will present its scenario and its response.  Give each student a copy of the scenarios handout with all of the scenarios so they can follow along and take notes as needed.  *Teacher*: Each group will read its scenario and what it would do.  Then lead the class in a discussion about how they handled the scenario. The teacher will offer feedback about their answers and look for teachable moments related to leadership, staff policies and legal and ethical issues.  *Teacher*: Yearbooks are an investment of time and money. The investment is real. How we handle disruptions to the production of the yearbook must be addressed as part of a standard operating procedure. |
| **Assessment:** | thorough examination of a problem and a viable solution – formative assessment |
| **Notes & Reflections:** |  |