

Crook County School District

where students dream, learn, & succeed



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<u>Course</u> : Yearbook		<u>Email</u> : amy.duke@crookcountyschools.org
☒	Trimester #1	<u>Phone</u> : 541-416-6900 ext 3142 <u>Methods for Communicating with Families</u> : parentsquare
☒	Trimester #2	
☒	Trimester #3	

Course Description:

- Students are involved in creating the yearbook for CCHS (Spurs). The production involves: layout, design, photography (outside of class), ad sales, book sales, interviewing, writing stories, copywriting, proofing, editing, and publishing. Students will be learning the basics of digital photography. The yearbook is produced entirely by **students** in the Yearbook class in a **learning situation and runs similar to a business**, with an advisor to guide them. Students are responsible for layout, copy, and picture selection on each page. Unlike a lot of schools, our pages are sent to the publisher "camera ready," which means that all photos, copy, captions, and headlines are done at school or as homework; our publisher's website may be accessed from any computer with internet access. Given the limitations of time and budget, it is our goal to give fair and equal coverage to all aspects of school life, September through March, which is our final deadline for a May/June delivery. Additional coverage for the supplement will cover events from April through June.

Learning Standards/Targets:

Vocabulary / Conventions

- Increase word knowledge through vocabulary development as related to the production of the yearbook.
- Spelling – demonstrate knowledge of spelling, grammar, punctuation, and capitalization.

Text Types and Purposes

- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Instructional Materials:

- Core Texts:
- Films, Videos/Other Electronic Media:
 - <https://yearbookdiscoveries.com/>
 - https://www.youtube.com/watch_popup?v=lpEuYp4_iSg&t=44s
 - https://www.youtube.com/watch_popup?v=VMI_kdPC2MI
 - https://www.youtube.com/watch_popup?v=10lKVagFwaw
 - https://www.youtube.com/watch_popup?v=rLFpQbRWgJE
 - https://www.youtube.com/watch_popup?v=3eVjUrY9a9c
 - https://www.youtube.com/watch_popup?v=SCo81YyO2p4
 - https://www.youtube.com/watch_popup?v=30CPmgVQNks&list=PLXIKX8eOJ-2JZ4snQBin3cmXvi-0bhwUZ&index=3&t=16s
 - https://www.youtube.com/watch_popup?v=aB-irPRer2Y
 - https://www.youtube.com/watch_popup?v=nKM3jkEOpuE&t=29s
 - https://www.youtube.com/watch_popup?v=VArlSvUuyr0&t=78s
 - https://www.youtube.com/watch_popup?v=LQgd3qDzT7c&t=99s
 - https://www.youtube.com/watch_popup?v=5lduZiVHlNQ&t=2s
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- Novels: n/a
- Other Supplementary Curriculum (Articles, etc.)

All Instructional Materials must comply with CCSD School Board [Policy IIA](#) & [Policy IIA-AR](#). A copy of core and supplemental curriculum will be available in the curriculum office for review.

A classroom teacher receiving a complaint regarding instructional materials shall try to resolve the issue informally through the discussion of the original assignment or the opportunity for an alternative assignment.

Notification of the Right to Object to the Use of Material:

Any resident of the district may raise objection to instructional materials used in the district's educational program despite the fact that the individuals selecting such materials were duly qualified to make the selection and followed the proper procedure and observed the criteria for selecting such material.

The first step in expressing objection to materials is consultation with the classroom teacher or library staff and providing a written complaint. The district official or staff member initially receiving a complaint shall explain to the complainant the district's selection procedure, criteria and qualifications of those persons selecting the material. A classroom teacher receiving a complaint regarding instructional materials shall try to resolve the issue informally through the discussion of the original assignment or the opportunity for an alternative assignment. The materials shall remain in use unless removed through the procedure in section 4. F. (2) of this regulation.

The teacher or library staff receiving the initial complaint shall advise the principal of the initial contact within 24 hours, whether or not the complainant has apparently been satisfied by the initial contact. A written record of the contact shall be maintained by the principal and sent to the superintendent's office.

In the event that the person making an objection to material is not satisfied with the initial explanation or an alternative assignment, the person raising the questions will meet with a building administrator who will provide a Request for Reconsideration form.

For more details, see [CCSD School Board Policy IIA-AR](#).

Citizenship, Classroom Rules, Behavior Expectations:

- *The Board expects student conduct to contribute to a productive learning climate. Students shall comply with the district's policies, administrative regulations, school and classroom written rules, pursue the prescribed course of study, submit to the lawful authority of teachers and school officials and conduct themselves in an orderly manner during the school day and during district-sponsored activities.*

Careful attention shall be given to procedures and methods whereby fairness and consistency without bias in discipline shall be assured to each student. The objectives of disciplining any student must be to help the student develop a positive attitude toward self-discipline, realize the responsibility of one's actions and maintain a productive learning environment.

- See [CCSD Board Policy JFC](#) for more details.

"NO CELL FROM BELL TO BELL"

- Students may use their cell phone before school starts, between classes, at lunch time, and after school.
- Students may not use their cell phone in any way during class time.
- Cell phones will be put in the pocket organizer at the front of the classroom or in the student's backpack.
- Students may not use headphones during class time. These should remain in the student's backpack unless otherwise noted in a student's 504 Plan or IEP*.
- If a parent/guardian has an urgent message for their student, please contact the main office (541-416-6900) and we will deliver the message to your student.
- In the case of a school emergency, students will be permitted to use their phones.

WHY?

To create a more focused and productive learning environment.

- Improve academic performance
- Increase classroom engagement and participation
- Reduce disruptions and distractions
- Enhance social interactions with peers
- Minimize cyberbullying
- Reduce behavior referrals

CONSEQUENCES

- If a student uses their cell phone during class time they will be directed by their teacher to take the phone to the office. When it is turned in, the office will write a receipt and the student will take that back to the teacher as proof that the phone was turned in.
- Phones taken to the office will remain there for the remainder of the school day. They can be picked up by the student at the end of their school day.
- Defiant students who choose to not turn in their phone will be referred to administration and will receive additional consequences.
- Multiple offenses of cell phone use during class time will also result in a referral to administration.

Restroom Pass

- Students will receive a hall pass with 5 times to use the restroom during class for the trimester.
- Students will need to leave their cell phone in the pocket organizer to leave the classroom.

Grading System:

- *The district's grading system shall be based on Board-adopted course content and is designed to enable the student and parent to clearly know how well the student is achieving course requirements at the student's current grade level or course content level, and be based on the student's progress toward mastery of a continuum of knowledge and skills outlined in Oregon State Standards. Absenteeism or misconduct shall not be the sole criterion for the reduction of students' grades. Behavioral performance shall be reported separately. The district will use letter grades (A,B,C,D,F) that can be converted into a 4 to 0 reporting system in grades 6-12. All AP courses are graded on a 5.0 grading scale.*
- *Grades will be based on many factors, such as: basic instructional assignments, both oral and written; results from various assessment instruments, including critical content short cycle assessments as well as quizzes and exams; class participation; special assignments; research; activities of various types of kinds and special contributions.*
- See CCSD School Board [Policy IKA](#), [Policy IK](#), & [Policy IK-AR](#) for more details.

Grading Scale:

- A+: 100-98 A: 97-93 A-: 92-90
- B+: 89-88 B: 87-83 B-: 82-80
- C+: 79-78 C: 77-73 C-: 72-70
- D+: 69-68 D: 67-63 D-: 60-62
- F: 59-0

Course Grading Criteria/Weighting

- Yearbook Pages, Projects, Assessments (stories for pages): 50%
- Use of class time, participation, and performance, Daily Homework (interviews, photography etc) & other assignments: 50%

****LATE WORK:** late work isn't acceptable, as this class creates a published book that has deadlines for the publisher and is associated with costs.

**[Policy IK-AR](#): Achievement of learning standards will be assessed separately from behavior.*

Parent Name _____

(Please Print)

Parent Signature _____

Date: _____

Student's Name: _____

(Please Print)

Parent Signature _____

Date: _____

**For all courses that articulate with a college or university, it is required that the syllabi match the accrediting institution, rather than the CCSD syllabus model.*