Priority Standard:	PUB.1 - Create and edit **photographic works** with consideration for the task, purpose, and audience.
Learning Targets	• I can use a digital camera. • I can download photographs from a camera into digital editing software. • I can use editing features in a digital editing platform. • I can identify rules of composition (leading lines, natural framing, rule of thirds) and shot types (worm's eye view, bird's eye view, action shot, long shot, medium shot, close up shot) in a photo. • I can demonstrate rules of composition (leading lines, natural framing, rule of thirds) and shot types (worm's eye view, bird's eye view, action shot, long shot, medium shot, close up shot) in a photo. • I can take photos that demonstrate good use of lighting, color, contrast, and/or focus to capture an image.
Common Student Misconceptions/Mistakes	• Not taking the time to set up the camera correctly for various types of shots • Photographers must focus on the purpose of the photo - photos must represent the entire student body • Not taking photos that demonstrate a variety of rules of composition, shot types and subjects. • Relying heavily on posed photos instead of candid photos. • Taking photos in areas with bad lighting. • Taking photos that are out of focus. • Taking photos with bad or boring backgrounds, or backgrounds that don't enhance the subject. • Not taking enough photos to cover a subject/spread. • Not using the settings on the digital camera that best fit the shot type/setting. • Taking photos of backs of heads.

Meeting Expectations	Approaching Expectations	Beginning to Learn
A student who has mastered this standard can create and edit **photographic works** with consideration for the task, purpose, and audience. ● Uses the various features of the camera to take photos that are appropriate for subject, shot type, and setting. ● Demonstrates the rules of composition in their photographs ● Takes usable photographs of a variety of subjects and with a variety of shot types and features ● Recognizes when photos are not publishable and more photos need to be taken ● Edits photos with consideration of rules of composition and purpose of photo **independently and consistently**.	A student who is approaching mastery may ● Use some of the features of the camera appropriate to subject, shot type, and setting ● Identify rules of composition but not yet consistently demonstrate rules of composition in their own photographs ● Takes photographs with a variety of subjects or shot types ● Needs prompting to retake photos because photos are not publishable ● Demonstrate some basic photo editing or may meet the standard **inconsistently or with teacher assistance**	The Beginning to Learn student **may not yet** ● use the various features of the camera correctly for various types of shots ● take photos that demonstrate a variety of rules of composition, shot types or subjects. ● take photos that represent the entire student body ● take candid photos ● take photos in areas with good lighting and in focus ● take photos with backgrounds that enhance the subject ● take enough photos to cover a subject/spread ● take photos of faces instead of backs of heads ● submit edited photos
Evidence of Mastery	● A submitted photograph ● An edited photograph ● A digital art piece that uses photography ● Identify photography shot types and rules of composition within exemplar photos	
Previous Level what students who are struggling at a	● How to use the basic functions of a digital camera ● Review photography shot types and rules of composition	

Beginning level might need to revisit	● Review basic photo editing tools (crop, adjust lighting, saturation, remove background, etc.)
Next Level what students can do if they have consistently mastered the standard	● Use advanced editing tools on photo editing software ● Use manual settings of shutter speed, ISO, aperture, etc. to achieve a certain look or style of photography ● Use advanced in-camera techniques such as long exposure, double exposure, purposeful blur, etc.

Priority Standard: PUB.2 - Demonstrate the attributes of **design** in print/graphic format. (layout, aesthetics, theme, Rule of Thirds, etc)	
Learning Targets	● I can select and pair fonts that are appropriate for the design ● I can select a color palette that is appropriate for the design and uses appropriate proportions (dominant-60%, secondary-30%, accent-10%) ● I can create layouts with appropriate balance and spacing between design elements (ie. using rule of thirds, minimizing whitespace, etc.) ● I can choose images that have visual appeal and fit the purpose of the design ● I can maintain unity between design elements across a product for a consistent theme and aesthetic
Common Student Misconceptions/Mistakes	● May inappropriately place text, images, or design elements in the gutter of the spread or too close to the margin of the spread ● May use more than three typefaces in a design or only one typeface ● May select a font size that is unreadable in a design ● May use default font on a design platform ● May have too much or not enough whitespace in a design

	● May use too many colors in a design ● May use colors, typefaces, or design elements that don't pair well together ● May use colors disproportionately within a design ● May not have a dominant photo or may not select a photo that has the characteristics of a good dominant photo ● May not choose images with visual appeal or that fit the purpose of the design ● May not follow design guidelines agreed upon by class for design unity

Meeting Expectations	Approaching Expectations	Beginning to Learn
A student who has mastered this standard can demonstrate the attributes of **design** in print/graphic format. (layout, aesthetics, theme, Rule of Thirds, etc) by ● selecting and pairing fonts that are appropriate for the design ● selecting a color palette that is appropriate for the design and using appropriate proportions (dominant-60%, secondary-30%, accent-10%) ● creating layouts with appropriate balance and spacing between design elements (ie. using rule of thirds, minimizing whitespace, etc.) ● choosing images that have visual appeal and fit the purpose of the design ● maintaining unity between design elements across a product for a	A student who is approaching mastery may . . . ● Select or pair some fonts that are appropriate for the design ● Create a color palette that is somewhat appropriate for the design or slightly out of proportion ● Create a design where some elements on a page are balanced and/or evenly spaced ● Select some images that have visual appeal or some images that fit the purpose of the design ● Use some design elements that need to fit more consistently with the theme or aesthetic . . .or may meet the standard **inconsistently or with teacher assistance**	The Beginning to Learn student **may not yet . . .** ● select and pair fonts that are appropriate for the design ● select a color palette that is appropriate for the design ● use appropriate color proportions (dominant-60%, secondary-30%, accent-10%) ● create layouts with appropriate balance and spacing between design elements (ie. using rule of thirds, minimizing whitespace, etc.) ● choose images that have visual appeal and fit the purpose of the design ● maintain unity between design elements across a product for a consistent theme and aesthetic

consistent theme and aesthetic **independently and consistently**.	

Evidence of Mastery	• Create visually appealing ads • Create visually appealing yearbook layouts • Create visually appealing posters
Previous Level what students who are struggling at a Beginning level might need to revisit	• Review principles of design • Review color theory • Analyze magazines, newspapers, and other exemplars for principles of design
Next Level what students can do if they have consistently mastered the standard	• Seek out opportunities to publish designs • Take on additional opportunities to create designs for yearbook • Study and emulate specific design skills and techniques • Mentor peers in design creating and editing

Priority Standard: **PUB.3** - Create and implement a **marketing plan** to drive yearbook sales. Create a and implement a marketing plan for a specific product and audience.	
Learning Targets	• I can identify a target audience • I can analyze the target audience(s) and other data to design a marketing plan. • I can develop a marketing campaign to sell a product. • I can use a variety of marketing techniques appropriate to the target audience. • I can implement the marketing campaign to drive sales. • I can collaborate with a team to create and implement a marketing campaign

Common Student Misconceptions/Mistakes	● May design a marketing plan with no consideration to the target audience(s). ● May not implement marketing strategies in a campaign. ● May overly rely on one marketing technique to sell a product. ● May use a marketing technique that is inappropriate for the target audience. ● May not collaborate with a team to implement the marketing strategy. ● May not utilize the coverage report or other sales data to identify target customers	
Meeting Expectations	**Approaching Expectations**	**Beginning to Learn**
A student who has mastered this standard can ● Identify and analyze the target audience and other data to drive a marketing campaign ● Design a plan featuring a variety of marketing strategies to reach the target audience ● Work with a team to create and implement a marketing campaign . . . **independently and consistently**.	A student who is approaching mastery may . . . ● Identify a target audience but use strategies that are ineffective for that target audience ● Need prompting to work with a team to create and implement a marketing campaign . . .or may meet the standard **inconsistently or with teacher assistance**	The Beginning to Learn student **may not yet**. . . ● identify a target audience ● analyze the target audience(s) and other data to design a marketing plan. ● develop a marketing campaign to sell a product. ● use a variety of marketing techniques appropriate to the target audience. ● implement the marketing campaign to drive sales. ● collaborate with a team to create and implement a marketing campaign
Evidence of Mastery	● Create a yearbook marketing plan ● Design a print or video advertisement ● Identify a marketing strategy used within a sample print or video advertisement ● Identify the target audience of a print or video advertisement	
Previous Level	● Review good teamwork skills and outline how to work well collaboratively	

what students who are struggling at a Beginning level might need to revisit	• Review propaganda techniques • Review how to identify a target audience (not "everyone")
Next Level what students can do if they have consistently mastered the standard	• Implement a marketing plan within the community • Assist in implementing marketing plan at school events outside of class • Mentor peers in creating and implementing marketing plan

Priority Standard: PUB.4 - Create, revise, and edit **written** works with consideration for the task, purpose, and audience.	
Learning Targets	• I can use the writing process to produce succinct writing. • I can integrate factual research and cite my sources correctly. • I can grab my audience's attention with an effective opening and closure. • I can follow the inverted pyramid writing style. • I can maintain objectivity as a journalist. • I can reflect on my writing to make editing and revision decisions to publish a factual written work. • I can differentiate between revision and editing. • I can write a properly formatted headline (5-10 words, attention-grabbing, written in the present tense, simple sentence, capitalize important words, avoid articles "a", "an", "the", substitute conjunctions with commas). • I can write a properly formatted caption (includes a kicker, present tense sentence, past tense sentence, and quote for the photo).
Common Student Misconceptions/Mistakes	• Skip portions of the writing process to move through to the final draft • Frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression • Uses irrelevant/unreliable sources • Uses the first source found • Misquoting sources

	Lacks hook and/or clincher Does not follow the inverted pyramid writing style Does not cover the 5 W's Incorporates bias into writing Confuses editing with revision Does not spell check or proofread writing Writes headlines that are too short/fragments or too long/run-ons/compound sentences, past tense, include unnecessary words Writes captions that are missing components	
Meeting Expectations	**Approaching Expectations**	**Beginning to Learn**
A student who has mastered this standard can - use the writing process to produce succinct writing. - integrate factual research and cite sources correctly. - grab the audience's attention with an effective opening and closure. - follow the inverted pyramid writing style. - maintain objectivity as a journalist. - reflect on writing to make editing and revision decisions to publish a factual written work. - differentiate between revision and editing. - write a properly formatted headline (5-10 words, attention-grabbing, written in the present tense, simple sentence, capitalize important words,	A student who is approaching mastery may . . . - Complete most of the writing process. - Integrate research and cite sources. - Include an opening and closure. - Attempt to follow the inverted pyramid writing style. - Needs feedback to make editing and revision decisions. - Writes a headline with most of the elements. - Writes a caption with most of the elements.	The Beginning to Learn student **may not yet**... - use the writing process to produce succinct writing. - integrate factual research and cite sources correctly. - grab the audience's attention with an effective opening and closure. - follow the inverted pyramid writing style. - maintain objectivity as a journalist. - reflect on writing to make editing and revision decisions to publish a factual written work. - differentiate between revision and editing. - write a properly formatted headline (5-10 words, attention-grabbing, written in the present tense, simple

avoid articles "a", "an", "the", substitute conjunctions with commas). ● write a properly formatted caption (includes a kicker, present tense sentence, past tense sentence, and quote for the photo). . . . **independently and consistently**.	. . .or may meet the standard **inconsistently or with teacher assistance**	sentence, capitalize important words, avoid articles "a", "an", "the", substitute conjunctions with commas). ● write a properly formatted caption (includes a kicker, present tense sentence, past tense sentence, and quote for the photo).
Evidence of Mastery	● Outline an inverted pyramid for a classic fairytale ● Written article ● Write a caption for a photo ● Write a headline for a news story	
Previous Level what students who are struggling at a Beginning level might need to revisit	● Use a graphic organizer or detailed outline to write an article ● Use sentence stems to write article ● Review difference between editing and revising ● Study example and non-examples of objectivity in journalism (fact vs. opinion) ● Review the steps of the writing process	
Next Level what students can do if they have consistently mastered the standard	● Seek to publish an article, interview, or news story. ● Mentor peers in writing, revising, and editing articles	

Priority Standard: PUB.5.A- **Create videographic** works with consideration for the task, purpose, and audience. (Pub 5.a and 5.b combine to form standard 5 on the report card)

Learning Targets	• I can plan and use a storyboard to guide my video creation. • I can demonstrate the basic functionality of the camera equipment. • I can adjust camera settings to the environment/activity to enhance the footage. • I can demonstrate framing- long shot, medium shot, medium close up, close up, extreme close up, point of view, subjective shot, reaction shot • I can demonstrate camera viewpoints- low angle (worm's eye), high angle (bird's eye), oblique angle. • I can demonstrate camera moves- zoom in, zoom out, pan left, pan right, tilt up, tilt down, action within a frame, follow the action. • I can demonstrate proper lighting- exposure, three point lighting- key light, fill light, back light, guerilla lighting, white balance
Common Student Misconceptions/Mistakes	• Try to get everything in one take instead of going to edit. • Video footage is out of focus. • Student may not use a tripod when necessary. • Camera settings may not fit the intended scene's lighting or style. • Student may not include buffer footage at the beginning and end of a clip to allow for transition use during the editing process. • Not filming with the correct orientation (filming vertically instead of horizontally) • Student may rely on a single frame type, view point, or camera movement technique. • Not using the green screen correctly. • Not checking what the camera shot looks like before recording. • Not considering the background of the shot. • Not using a quiet place to record (distracting sounds in the background). • Creates an overly detailed storyboard that the student relies too heavily on/reads verbatim. • Creates a storyboard that is not detailed enough, which causes the student to have large gaps of dead air or unsophisticated improvisation. • Creates a video that is too brief.

Meeting Expectations	Approaching Expectations	Beginning to Learn

A student who has mastered this standard can . . .	A student who is approaching mastery may . . .	The Beginning to Learn student **may not yet . . .**
- Plan and use a storyboard to guide my video creation. - Demonstrate the basic functionality of the camera equipment. - Adjust camera settings to the environment/activity to enhance the footage. - Demonstrate framing- long shot, medium shot, medium close up, close up, extreme close up, point of view, subjective shot, reaction shot - Demonstrate camera viewpoints- low angle (worm's eye), high angle (bird's eye), oblique angle. - Demonstrate camera moves- zoom in, zoom out, pan left, pan right, tilt up, tilt down, action within a frame, follow the action. - Demonstrate proper lighting- exposure, three point lighting- key light, fill light, back light, guerilla lighting, white balance . . . **independently and consistently.**	- Create a storyboard that is too detailed or not detailed enough - Uses most of the basic functions of the camera equipment - Attempt to adjust camera settings to the environment/activity - Attempt to demonstrate framing, viewpoints, moves, and/or lighting, but appropriate variety is not yet demonstrated. - Use video editing tools, but still needs time to refine technique - Integrate background music or sound effects, but need to work on selecting audio that is more appropriate for purpose and tone. - Use sound editing tools, but still needs time to refine technique . . .or may meet the standard **inconsistently or with teacher assistance**	- Plan and use a storyboard to guide my video creation. - Demonstrate the basic functionality of the camera equipment. - Adjust camera settings to the environment/activity. - Demonstrate framing- long shot, medium shot, medium close up, close up, extreme close up, point of view, subjective shot, reaction shot - Demonstrate camera viewpoints- low angle (worm's eye), high angle (bird's eye), oblique angle. - Demonstrate camera moves- zoom in, zoom out, pan left, pan right, tilt up, tilt down, action within a frame, follow the action. - Demonstrate proper lighting- exposure, three point lighting- key light, fill light, back light, guerilla lighting, white balance
Evidence of Mastery	- Record a video interview - Record footage of an event	

	- Record a video commercial - Record stock footage - Record a news report/announcements
Previous Level what students who are struggling at a Beginning level might need to revisit	- Use more detailed script instead of a storyboard - Review video examples and create a storyboard of the videos - Watch professional video examples of various videography techniques - Watch professional video advertisement examples
Next Level what students can do if they have consistently mastered the standard	- Use lighting and manual camera settings to create an intended mood for a scene or production. - Experiment with different framing, viewpoints and camera moves. - Provide feedback to peers

Priority Standard: PUB.5.B - **Edit** and publish **videographic** works with consideration for the task, purpose, and audience. (Pub 5.a and 5.b combine to form standard 5 on the report card)	
Learning Targets	- I can plan and use a storyboard to guide my video creation. - I can use technology to adjust exposure and color correct video. - I can combine multiple videos and/or images into one cohesive piece of media by using transitions. - I can use background music, sound effects, and/or voiceover to enhance a video. - I can appropriately use text elements while editing a video. - I can use technology to adjust sound levels within a video. - I can publish videos without losing video/audio quality.
Common Student	- Instead of editing, try to get everything in one take. - Video footage is out of focus.

Misconceptions/Mistakes	- Inappropriate editing choices with green screen - May not use transitions, or rely on a single type of transition, or cut into footage too much when using transitions. - Selecting background music or sound effects that do not fit the purpose or tone. - Getting way too close to the microphone so that it muffles the voiceover, or too far away from the microphone where it is difficult to hear/understand the voiceover. - Not checking the video's sound levels with and without headphones before submitting. - Drowning out the voiceover with background music and/or sound effects. - Using the default font when adding text to the video or not considering the font color with the background - Not exporting/finalizing a video correctly. - Creates an overly detailed storyboard that the student relies too heavily on/reads verbatim. - Creates a storyboard that is not detailed enough, which causes the student to have large gaps of dead air or unsophisticated improvisation. - Creates a video that is too brief.

Meeting Expectations	Approaching Expectations	Beginning to Learn
A student who has mastered this standard can . . . - Plan and use a storyboard to guide my video creation. - Use technology to adjust exposure and color correct video to enhance the video. - Combine multiple videos and/or images into one cohesive piece of media by using transitions. - Use background music, sound	A student who is approaching mastery may . . . - Create a storyboard that is too detailed or not detailed enough - Use video editing tools, but still needs time to refine technique - Integrate background music or sound effects, but need to work on selecting audio that is more appropriate for purpose and tone.	The Beginning to Learn student **may not yet . . .** - Plan and use a storyboard to guide my video creation. - Use technology to adjust exposure and color correct video. - Combine multiple videos and/or images into one cohesive piece of media by using transitions. - Use background music, sound effects, and/or voiceover to

effects, and/or voiceover to enhance a video. ● Appropriately use text elements while editing a video. ● Use technology to adjust sound levels within a video. ● Publish videos without losing video/audio quality. . . . **independently and consistently**.	● Use sound editing tools, but still needs time to refine technique . . .or may meet the standard **inconsistently or with teacher assistance**	enhance a video. ● Appropriately use text elements while editing a video. ● Use technology to adjust sound levels within a video. ● Publish videos without losing video/audio quality.
Evidence of Mastery	● Documentary ● Video advertisement ● Video performance (music video, talent, etc.) ● Short film	
Previous Level what students who are struggling at a Beginning level might need to revisit	● Review video editing tools within WeVideo and how to navigate the dashboard- stock media, importing media, text tools, transitions, backgrounds, etc. ● Watch and discuss professional video editing examples ● Use only pictures to create a video	
Next Level what students can do if they have consistently mastered the standard	● Published finished videos to a public forum ● Use advanced video editing tools to enhance footage, audio, and transitions ● Mentor peers with video editing tools and techniques	

Priority Standard: PUB.6- Create and edit **audiographic** works with consideration for the task, purpose, and audience.

Learning Targets	● I can use technology to adjust sound levels for overlaying and transition audio tracks. ● I can plan and use a storyboard to guide my podcast creation. ● I can prepare and position microphones for quality audio. ● I can use effective enunciation, expression, rhythm, pacing, and tone that is appropriate to the subject matter of my podcast. ● I can include an attention grabbing introduction to pull in my audience and introduce the topic of my podcast. ● I can create content that follows a particular podcast style/format (ie. interview, conversational, storytelling, investigative, etc.) ● I can include an outro that wraps up my podcast in a satisfying way and includes a call to action. ● I can insert background music and sound effects that enhance my podcast topic.
Common Student Misconceptions/Mistakes	● Selecting background music or sound effects that do not fit the purpose or tone. ● Not using a quiet place to record (distracting sounds in the background). ● Getting way too close to the microphone so that it muffles the voiceover, or too far away from the microphone where it is difficult to hear/understand the voiceover. ● Creating an overly detailed storyboard that the student relies too heavily on/reads verbatim. ● Creating a storyboard that is not detailed enough, which causes the student to have large gaps of dead air or unsophisticated improvisation. ● Podcast lacks structure/focus and does not follow a discernible order/organization. ● Creating a podcast that is too brief. ● Speaking too quickly, too slowly, or too monotone or using a tone that is inappropriate to the subject matter of the podcast. ● Including material in the intro or outro that is too specific to a single podcast episode, rather than the entire series. ● Not using transitions between sounds, such as fading in or out of background

	music/sound effects.	
Meeting Expectations	**Approaching Expectations**	**Beginning to Learn**
A student who has mastered this standard can . . . • Use technology to adjust sound levels for overlaying and transition audio tracks. • Plan and use a storyboard to guide my podcast creation. • Prepare and position microphones for quality audio. • Use effective enunciation, expression, rhythm, pacing, and tone that is appropriate to the subject matter of the podcast. • Include an attention grabbing introduction to pull in my audience and introduce the topic of the podcast. • Create content that follows a particular podcast style/format (ie. interview, conversational, storytelling, investigative, etc.) • Include an outro that wraps up my podcast in a satisfying way and includes a call to action. • Insert background music and sound effects that enhance my podcast topic. . . . **independently and consistently**.	A student who is approaching mastery may . . . • Use sound editing tools, but more time is needed to refine technique with adjusting sound levels. • Create a storyboard that is too detailed or not detailed enough • Have moments in audio recording where audio quality needs improvement • Use enunciation, expression, rhythm, pacing, and tone that is mostly appropriate to the subject matter of the podcast. • Includes an intro and outro • Inserts background music and/or sound effects . . .or may meet the standard **inconsistently or with teacher assistance**	The Beginning to Learn student **may not yet . . .** • Use technology to adjust sound levels for overlaying and transition audio tracks. • Plan and use a storyboard to guide my podcast creation. • Prepare and position microphones for quality audio. • Use effective enunciation, expression, rhythm, pacing, and tone that is appropriate to the subject matter of my podcast. • Include an attention grabbing introduction to pull in my audience and introduce the topic of my podcast. • Create content that follows a particular podcast style/format (ie. interview, conversational, storytelling, investigative, etc.) • Include an outro that wraps up my podcast in a satisfying way and includes a call to action. • Insert background music and sound effects that enhance my podcast topic.

Evidence of Mastery	- A podcast episode - A podcast series - An audio advertisement
Previous Level what students who are struggling at a Beginning level might need to revisit	- Review basic audio tool use before external microphones or sound boards are used. - Review podcast examples and outline the podcasts - Listening to professional podcast examples - Listening to professional audio advertisement examples - Practice speaking and listening skills
Next Level what students can do if they have consistently mastered the standard	- Provide feedback to other students to improve their podcasts - Publish a podcast episode or series in a public forum

Priority Standard: PUB.7- Prepare questions and conduct **interviews** with appropriate speaking/listening skills.	
Learning Targets	- I can plan an interview that uses a variety of question types (closed ended, open ended, follow up, rating, etc.) - I can select people to interview that are directly involved or closely associated with the activity, event, subject, or issue - I can ask questions and guide the interview to collect sufficient and unique/insightful answers - I can listen and respect the interviewee's time and answers, and determine an appropriate time to conduct an interview. - I can keep the focus on the interviewee and not the interviewer.

	● I can use appropriate speaking and listening skills (ie. eye contact, body language and posture, volume, pacing, etc.)
Common Student Misconceptions/Mistakes	● Using one type of question type or asking questions that do not elicit an interesting or sufficient response. ● Confusing open vs closed ended questions ● Moving on to the next question before exploring more about the question being discussed. ● Interviewing friends and/or students who are already frequently covered within the publication. ● Attempting to conduct an interview at an inconvenient time for the interviewee. ● Spotlight is on the interviewer instead of the interviewee ● Not maintaining eye contact, inappropriate body language/posture, mumbling, speaking too quickly, engaging in distracting behavior, etc.

Meeting Expectations	Approaching Expectations	Beginning to Learn
A student who has mastered this standard can . . . ● Plan an interview that uses a variety of question types (closed ended, open ended, follow up, rating, etc.) ● Select people to interview that are directly involved or closely associated with the activity, event, subject, or issue ● Ask questions and guide the interview to collect sufficient and unique/insightful answers	A student who is approaching mastery may . . . ● Plan an interview that uses unbalanced variety of question types ● Need prompting to ask follow-up questions to collect answers after the initial interview. ● Uses mostly appropriate speaking and listening skills (ie. eye contact, body language and posture, volume, pacing, etc.)	The Beginning to Learn student **may not yet . . .** ● Plan an interview that uses a variety of question types (closed ended, open ended, follow up, rating, etc.) ● Select people to interview that are directly involved or closely associated with the activity, event, subject, or issue ● Ask questions and guide the interview to collect sufficient and unique/insightful answers

● Listen and respect the interviewee's time and answers, and determine an appropriate time to conduct an interview. ● Keep the focus on the interviewee and not the interviewer. ● Use appropriate speaking and listening skills (ie. eye contact, body language and posture, volume, pacing, etc.) . . . **independently and consistently**.	. . .or may meet the standard **inconsistently or with teacher assistance**	● Listen and respect the interviewee's time and answers, and determine an appropriate time to conduct an interview. ● Keep the focus on the interviewee and not the interviewer. ● Use appropriate speaking and listening skills (ie. eye contact, body language and posture, volume, pacing, etc.)
Evidence of Mastery	● Conduct an interview for yearbook content ● Conduct video interview ● Conduct audio interview ● Conduct written interview ● Conduct photo caption interview	
Previous Level what students who are struggling at a Beginning level might need to revisit	● Revisit question types ● Review 5 W's of reporting ● Review appropriate and inappropriate times to conduct interview ● Review how to select an appropriate person to interview ● Review examples of appropriate speaking and listening skills	
Next Level what students can do if they have consistently mastered the standard	● Provide feedback to other students to help craft strong interview questions ● Conduct more extensive background research before conducting an interview. ● Provide feedback to other students to help develop their speaking and listening skills ● Practicing improvisational interview skills and questioning	