

Fall Yearbook / 11-12/ Unit #1

Course/Subject:
Fall Yearbook

Grade:
11-12

Unit 1: Leadership

Suggested Timeline:
5 class/42 minutes each

Grade Level Summary

This course will teach skills necessary to produce the school yearbook. Students will study publishing including layout and design, writing/editing copy, headlines, and captions. This course requires the practice of gathering and analyzing information, interviewing, note taking and photography. Students will learn strategies of planning, marketing and distribution of the yearbook. Students will learn proofing strategies and work independently with photographers. Students will learn good work habits and are responsible for the beginning phases of yearbook publication.

Grade Level Units

Unit 1: Leadership
Unit 2: Photography
Unit 3: Coverage
Unit 4: Program Basics
Unit 5: Design

Unit Title

Leadership

Unit Summary

Students will learn the importance of setting goals and working as part of a team.

Unit Essential Questions:

1. What practices do organizations use to ensure smooth operations among multiple team members?
2. How do journalists set short and long term goals for a large publication?

Key Understandings:

1. Understanding personal roles and responsibilities and how they impact the success of a team is essential to the success of a group publication.
2. Long term projects must be broken into smaller segments with short and long term goals.

Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
CCSS.ELA-Literacy.SL1 1-12.1	Initiate and participate effectively in a range of collaborative discussions with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively

Important Standards Addressed in the Unit:

VA:Cr3.1.1a	Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.
VA:Cn10.1.1a	Document the process of developing ideas from early stages to fully elaborated ideas.

Misconceptions:	Proper Conceptions:
1. Yearbooks are a collection of photos	1. Yearbooks document all aspects of a school year through photos, articles, and interviews.
2. Staff members serve in one position	2. Staff members must understand all aspects of production.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Goal setting is essential to success Building consensus and knowing one's role on a team leads to effective teamwork Understand the qualities of leadership 	<ul style="list-style-type: none"> Create a personal mission statement Make informed decisions to support team members 	<ul style="list-style-type: none"> Critical thinking Human Lens - connection to previous learning Language Lens - subject specific vocabulary

Academic Vocabulary:		
<ul style="list-style-type: none"> Editor-in-Chief Layout Editor 	<ul style="list-style-type: none"> Photo Editor Copy Editor 	<ul style="list-style-type: none"> Page Designer Photographer Writer

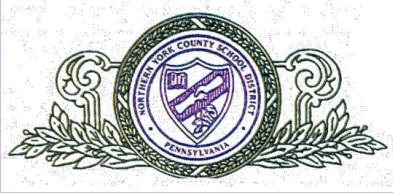
Evidence: Assessments and Performance Task(s)
<ul style="list-style-type: none"> Personal Goal Statement Staff Goal Statement Written Job Description Problem Scenario Resolution

Differentiation:
<ul style="list-style-type: none"> Students will work in small groups of varying experience levels Skill/Interest assessment will allow students to identify the most appropriate staff position

Interdisciplinary Connections:
<ul style="list-style-type: none"> ELA - basics of journalism

Additional Resources:
<ul style="list-style-type: none"> Paper Pencil/Pen PowerPoint Presentations Projector/Computer Teacher generated handouts and worksheets

Created By:
Jennifer L Brink



Fall Yearbook / 11-12/ Unit #2

Course/Subject:
Fall Yearbook

Grade:
11-12

Unit 2: Photography

Suggested Timeline:
5 class/42 minutes each

Grade Level Summary

This course will teach skills necessary to produce the school yearbook. Students will study publishing including layout and design, writing/editing copy, headlines, and captions. This course requires the practice of gathering and analyzing information, interviewing, note taking and photography. Students will learn strategies of planning, marketing and distribution of the yearbook. Students will learn proofing strategies and work independently with photographers. Students will learn good work habits and are responsible for the beginning phases of yearbook publication.

Grade Level Units

Unit 1: Leadership
Unit 2: Photography
Unit 3: Coverage
Unit 4: Program Basics
Unit 5: Design

Unit Title

Photography

Unit Summary

Students will learn the basics of photography and how to use a professional camera in a variety of situations to capture publication-quality images.

Unit Essential Questions:

1. How do photographers compose photographs to create publication worthy images?
2. How are camera settings utilized in a wide variety of situations?

Key Understandings:

1. Understanding basic elements and principles of design leads to visually engaging photo compositions.
2. Photographers can manipulate the settings on a professional camera to capture quality images in a variety of situations.

Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
9.1.12.B	Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
9.1.12.G	Analyze the effect of rehearsal and practice sessions.

Important Standards Addressed in the Unit:

9.1.12.H	Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces.
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Misconceptions:	Proper Conceptions:
1. The auto setting on professional cameras are appropriate in all situations	1. Photographers adjust ISO, aperture, and shutter speed to ensure proper exposure for the situation.
2. Photographers can capture all necessary photos from one location.	2. Photographers make sure to photograph events from a variety of angles to ensure quality images.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Understanding lighting and subject speed is critical to capturing a quality photograph. Composition is vital to create a clear mood in photographs. 	<ul style="list-style-type: none"> Understand the relationship between ISO, aperture, and shutter speed and be able to effectively manipulate them in a variety of situations. Utilize a variety of compositional techniques Create a photo plan prior to attending an event to ensure capturing important moments. 	<ul style="list-style-type: none"> Critical thinking Human Lens - connection to previous learning Language Lens - subject specific vocabulary

Academic Vocabulary:

<ul style="list-style-type: none"> ISO Shutter speed Depth of field 	<ul style="list-style-type: none"> Aperture Composition F stop 	<ul style="list-style-type: none"> Rule of 3rd's White Balance
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Evidence: Assessments and Performance Task(s)

<ul style="list-style-type: none"> Demonstrating competency in ISO settings and white balance Demonstrating competency using a variety of shutter speeds and f stops Demonstrating competency cropping an image inside and outside of the camera Planning and executing a photo shoot

Differentiation:

<ul style="list-style-type: none"> Students will work in small groups of varying experience levels

Interdisciplinary Connections:

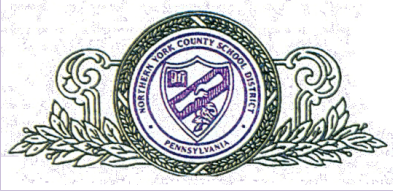
<ul style="list-style-type: none"> Science - understanding light quality to create photographs in a variety of situations
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Additional Resources:

<ul style="list-style-type: none"> Worksheets Cameras Memory cards Computer with editing software Tripods Variety of camera lenses White balance cards Calendar Event schedules
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- PowerPoint Presentations
 - Projector
 - Teacher generated handouts and worksheets
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Fall Yearbook / 11-12/ Unit #3

Course/Subject:
Fall Yearbook

Grade:
11-12

Unit 3: Coverage

Suggested Timeline:
5 class/42 minutes each

Grade Level Summary

This course will teach skills necessary to produce the school yearbook. Students will study publishing including layout and design, writing/editing copy, headlines, and captions. This course requires the practice of gathering and analyzing information, interviewing, note taking and photography. Students will learn strategies of planning, marketing and distribution of the yearbook. Students will learn proofing strategies and work independently with photographers. Students will learn good work habits and are responsible for the beginning phases of yearbook publication.

Grade Level Units

Unit 1: Leadership
Unit 2: Photography
Unit 3: Coverage
Unit 4: Program Basics
Unit 5: Design

Unit Title

Coverage

Unit Summary

Students will learn to plan before, during, and after event coverage including alternate coverage to craft a complete and meaningful publication.

Unit Essential Questions:

1. How do journalists prepare to cover a one-time event in a meaningful and successful way?
2. What aspects of coverage are essential to constructing a meaningful publication?
3. How do journalists craft a publication that equally represents a diverse population?

Key Understandings:

1. It is essential to plan event coverage thoroughly to ensure that important moments are captured successfully.
2. Journalists capture a variety of event aspects to tell a complete story.
3. Journalists cover a variety of groups to represent a wide population.

Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
9.1.12.B	Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
9.1.12.G	Analyze the effect of rehearsal and practice sessions.

Important Standards Addressed in the Unit:

9.1.12.H	Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces.
9.1.12.D	Demonstrate specific styles in combination through the production or performance of a unique work of art

Misconceptions:

1. Photo event planning is not necessary
2. Effective coverage is only gained during an event

Proper Conceptions:

1. Photographers must plan event coverage to ensure all aspects are covered.
 2. Before, during, and after coverage is essential for complete and effective coverage of an event.
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Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none">• Understanding the various parts and functions of yearbook construction.• Effectively use data sheets to collect relevant information	<ul style="list-style-type: none">• Utilize a visual organization tool for in-depth exploration of a topic• Determine which aspects of an activity are best covered visually and which are best covered verbally• Plan complete before, during, and after coverage• Evaluate and select a section plan	<ul style="list-style-type: none">• Critical thinking• Human Lens - connection to previous learning• Language Lens - subject specific vocabulary

Academic Vocabulary:

<ul style="list-style-type: none">• Coverage• Ladder	<ul style="list-style-type: none">• Section plan	<ul style="list-style-type: none">• Master schedule
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Evidence: Assessments and Performance Task(s):

- Coverage brainstorming
 - Analyzing a subject for in-depth coverage
 - Before, during, and after event plan
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Differentiation:

- Students will work in small groups of varying experience levels
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Interdisciplinary Connections:


- ELA - effective journalistic writing
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Additional Resources:

- Worksheets/graphic organizers
 - Wall ladder
 - Cameras
 - Memory cards
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- Computer with editing software
 - Tripods
 - Variety of camera lenses
 - White balance cards
 - Calendar
 - Event schedules
 - PowerPoint Presentations
 - Projector
 - Teacher generated handouts and worksheets
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Created By:
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			Fall Yearbook / 11-12/ Unit #4
Course/Subject: Fall Yearbook	Grade: 11-12	Unit 4: Program Basics	Suggested Timeline: 5 class/42 minutes each

Grade Level Summary	This course will teach skills necessary to produce the school yearbook. Students will study publishing including layout and design, writing/editing copy, headlines, and captions. This course requires the practice of gathering and analyzing information, interviewing, note taking and photography. Students will learn strategies of planning, marketing and distribution of the yearbook. Students will learn proofing strategies and work independently with photographers. Students will learn good work habits and are responsible for the beginning phases of yearbook publication.
Grade Level Units	Unit 1: Leadership Unit 2: Photography Unit 3: Coverage Unit 4: Program Basics Unit 5: Design

Unit Title	Program Basics
Unit Summary	Students will learn to use the computer programs necessary to construct the yearbook publication.

Unit Essential Questions: 1. What basic computer skills are necessary to construct the yearbook? 2. How do artists manipulate images and text in digital form? 3. What steps are necessary to take a professional publication from concept to completion?	Key Understandings: 1. A variety of computer skills must be mastered to construct the yearbook. 2. Artists use basic computer skills to manipulate images and text in digital form. 3. It is necessary to follow specific steps in order to construct a professional publication from concept to completion.
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Focus Standards Addressed in the Unit:	
Standard Number	Standard Description
9.1.12.B	Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
15.3.12.A	Evaluate work product and make recommendations based on content
15.3.12.B	Analyze business documents for content and effectiveness.

Important Standards Addressed in the Unit:

9.1.12.H	Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces.
9.1.12.D	Demonstrate specific styles in combination through the production or performance of a unique work of art
15.3.12.W	Collaborate via electronic communication with peers, educators, and/or professionals to meet organizational goals.

Misconceptions:

1. Professional publications are made on basic computer software.
2. The yearbook is produced by a professional company.

Proper Conceptions:

1. Publication software is highly specialized and requires specific skills.
 2. The yearbook staff is responsible for all aspects of design and writing.
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Knowledge & Concepts

- Understand the various steps necessary to design and publish a professional publication

Skills & Competencies

- Utilize highly specialized software to edit and construct a professional publication

Dispositions & Practices

- Critical thinking
 - Human Lens - connection to previous learning
 - Language Lens - subject specific vocabulary
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Academic Vocabulary:

- Bleed
- Content viewer

- Gutter
- Mark

- Place
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Evidence: Assessments and Performance Task(s):

- Page construction
 - Photo editing
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Differentiation:

- Students will work in small groups of varying experience levels
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Interdisciplinary Connections:


- Computer Science - learning new, specialized software
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Additional Resources:

- Worksheets/graphic organizers
 - One computer per student
 - Internet access
 - Adobe Photoshop Software
 - Adobe Bridge Software
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- StudioWorks Software
 - PowerPoint Presentations
 - Projector
 - Teacher generated handouts and worksheets
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Created By:
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		Fall Yearbook / 11-12/ Unit #5	
Course/Subject: Fall Yearbook	Grade: 11-12	Unit 5: Design	Suggested Timeline: 10 class/42 minutes each

Grade Level Summary	This course will teach skills necessary to produce the school yearbook. Students will study publishing including layout and design, writing/editing copy, headlines, and captions. This course requires the practice of gathering and analyzing information, interviewing, note taking and photography. Students will learn strategies of planning, marketing and distribution of the yearbook. Students will learn proofing strategies and work independently with photographers. Students will learn good work habits and are responsible for the beginning phases of yearbook publication.
Grade Level Units	Unit 1: Leadership Unit 2: Photography Unit 3: Coverage Unit 4: Program Basics Unit 5: Design

Unit Title	Design
Unit Summary	Students will learn the layout and design processes necessary to create a quality publication for purchase.

Unit Essential Questions: <ol style="list-style-type: none"> How do artists use the elements and principles of design to create visually appealing page layouts? How do artists use unity, dominance, contrast, and hierarchy to enhance visual readability in complex design? 	Key Understandings: <ol style="list-style-type: none"> Artists employ the elements and principles of design to create visually appealing page layouts. Artists use unity, dominance, contrast, and hierarchy to enhance visual readability in complex design.
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Focus Standards Addressed in the Unit:	
Standard Number	Standard Description
9.1.12.E	Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.
9.1.12.D	Demonstrate specific styles in combination through the production or performance of a unique work of art
9.1.12.J	Analyze and evaluate the use of traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.

Important Standards Addressed in the Unit:

9.1.12.H	Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces.
9.1.12.D	Demonstrate specific styles in combination through the production or performance of a unique work of art
15.3.12.W	Collaborate via electronic communication with peers, educators, and/or professionals to meet organizational goals.
9.1.12.B	Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

Misconceptions:

1. Different sections of a publication do not need to coordinate
2. Font style is not important when creating mood in design

Proper Conceptions:

1. It is essential for every section of the publication to have a consistent theme and design.
 2. Font style directly impacts the mood of a design
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Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none">• Understand the elements and principles involved in creating an effective layout• Understand the importance of visually and verbally tying layout to a theme	<ul style="list-style-type: none">• Create organized and visually pleasing design• Visually and verbally tie a module to a larger page design• Identify and utilize a family of fonts based on theme and readability	<ul style="list-style-type: none">• Critical thinking• Human Lens - connection to previous learning• Language Lens - subject specific vocabulary

Academic Vocabulary:

<ul style="list-style-type: none">• Margin• Eyeline• Axis point• Column• Serif• San Serif• Design Portfolio	<ul style="list-style-type: none">• Gutter• Pica• Grid• Point• Leading• Kerning• Master	<ul style="list-style-type: none">• Internal spacing• Caption• Bleed• Module• Tracking• End Sheet• Division Page
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Evidence: Assessments and Performance Task(s):

- Design Possibilities exercise
 - Design modules with theme tie-in
 - Font selection
 - Create theme design
 - Design division page
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Differentiation:

- Students will work in small groups of varying experience levels
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Interdisciplinary Connections:

- ELA - journalistic standards for stories and side bars

Additional Resources:

- Worksheets/graphic organizers
- 8-column design layout sheets
- Magazines
- Old yearbooks
- Font selection poster
- One computer per student
- Internet access
- Adobe Photoshop Software
- Adobe Bridge Software
- StudioWorks Software
- PowerPoint Presentations
- Projector
- Teacher generated handouts and worksheets

Created By:

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