

*Elizabethtown Area
School District*

Yearbook Production II

Course Number: 161

Length of Course: 1 Semester

Grade Level: 10-12

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:

In this course, students will learn how to implement concepts of yearbook production including concepts in photography, journalistic writing, and the law and ethics of journalism in hands on, authentic assessments. Emphasis will be placed on: the development of journalistic skills including interviewing and clear, concise writing; use of computer applications in graphic communications including Apple Bridge, Adobe InDesign, Adobe Illustrator and Adobe Photoshop. Beginning layout, design, and typography concepts will be discussed and utilized in the creation of project-based assessments.

Prerequisite: Intro to Publication - Yearbook

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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.

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II. Content
Major Areas of Study

List all units of study below: Yearbook Production II

<u>Unit</u>	<u>Estimated Time</u>	<u>Materials</u>
1. Taking Pictures That Tell a Story	2 weeks	-trade publications -digital cameras and computers
2. The Publishing Process and the <i>Elizabethan</i>	2 weeks	- trade publications -1,2,3 curriculum
3. The Principles of Layout and Design	4 weeks	-trade publications -digital cameras and computers
4. The Art of the Interview	2 weeks	- trade publications - digital cameras and computers -1,2,3 curriculum
5. Sales Techniques	2 weeks	- trade publications - digital cameras and computers -1,2,3 curriculum
6. Marketing Strategies	2 weeks	- trade publications - digital cameras and computers -1,2,3 curriculum
7. Caption Writing	1 week	- trade publications - digital cameras and computers -1,2,3 curriculum
8. Headlines and Leads	1 week	- trade publications - digital cameras and computers -1,2,3 curriculum
9. Feature Writing	2 weeks	- trade publications - digital cameras and computers -1,2,3 curriculum
10. Production of <i>Elizabethan</i>	ongoing	-trade publication - digital cameras and computers

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Name of Course: Yearbook Production II

Name of Unit: Taking Pictures That Tell a Story

Essential Question for the Unit: How does a photograph tell a story?

Unit Objectives/Key Questions	Priority	Aligned to Course Standard	Aligned to PA Standard
A. What is balanced coverage of an event?	E	A, B, U	1.1.A, 1.1.D
B. What elements help a picture to tell a story?	E	B, C, D, E, N, O, U, V	1.1.D, 1.1.F, 1.1.H, 1.2.A, 1.6C-E, 1.6.F
C. What is an extreme close-up?	E	C, E, N, O, U, V	1.1.F, 1.2.A, 1.6C-E, 1.6.F
D. What affect does angle have on an image? What is the affect on the viewer?	E	C, E, N, U, V	1.1.F, 1.2.A, 1.6.F
E. How does a photographer capture “the moment”?	E	C, E, N, U, V	1.1.F, 1.2.A, 1.6.F
F. What settings and considerations are there when taking pictures in various settings?	E	C,E,N,U,V	1.1.F, 1.2.A, 1.6.F
G. How does the composition of an image affect the viewer?	E	R, U	3.6 B.1
H. What is critical focus?	E	C	1.1 F
I. How does lighting affect picture quality?	E	C, R, U	1.1 F, 3.6 B.1
J. How do I compensate for poor lighting?	E	S, U	3.6 B.1
K. How do I use iPhoto to organize photos after the shoot?	E	S	3.6 C
L. How do I use a file management system to locate and arrange photos?	E	S	3.6 C

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Name of Course: Yearbook Production II

Name of Unit: The Publishing Process and the Elizabethan

Essential Question for the Unit: How does the printing process work?

Unit Objectives/Key Questions	Priority	Aligned to Course Standard	Aligned to PA Standard
A. How do I design a ladder?	E	B, C, D, E, V	1.1.D, 1.1.F, 1.1.H, 1.2.A
B. How do I make corrections on proofs?	E	C, V	1.1.F
C. What are the steps of the printing process? -What is CMYK? -What are negatives? -What are the different ways books can be bound?	E	B, C, D, E, V	1.1.D, 1.1.F, 1.1.H, 1.2.A
D. What is a signature and how does it affect the way we design and turn in deadlines?	E	A, C, N, V	1.1.A, 1.1.F, 1.6.C-E
E. What are the different occupations and jobs involved in the printing process?	E	P, Q	1.8 A-B, 1.8 C
F. How do deadlines effect production?	E	N	1.6 C-E
G. What are the causes of distortion in digital image reproduction in print publications?	E	R	3.6 B.1
H. How does resolution affect print quality?	E	R	3.6 B.1
I. How does color affect printing deadlines and cost?	E	C, N, V	1.1.F, 1.6.C-E

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Name of Course: Yearbook Production II

Name of Unit: The Principles of Layout and Design

Essential Question for the Unit: How do I design a professional quality layout for publication?

Unit Objectives/Key Questions	Priority	Aligned to Course Standard	Aligned to PA Standard
A. What is a double-page spread?	E	C, N, O, S, V	1.1.F, 1.6.C-E, 1.6.F, 3.6 C
B. How do I do thumbnail sketches?	E	O, V	1.6.F
C. What is white space and how do I use it in design?	E	C, N, O, S, V	1.1.F, 1.6.C-E, 1.6.F, 3.6 C
D. What are leading lines?	E	C, N, O, S, V	1.1.F, 1.6.C-E, 1.6.F, 3.6 C
E. What is columnar design?	E	C, N, O, S, V	1.1.F, 1.6.C-E, 1.6.F, 3.6 C
F. What is modular design?	E	C, N, O, S, V	1.1.F, 1.6.C-E, 1.6.F, 3.6 C
G. How do I create graphics and add depth to my designs using Adobe InDesign?	E	C, N, O, S, V	1.1.F, 1.6.C-E, 1.6.F, 3.6 C
H. How does good design affect the viewer?	E	C, N, O, S, V	1.1.F, 1.6.C-E, 1.6.F, 3.6 C
I. How does my audience affect my design?	E	K	1.5 E-F
J. How does the purpose for the publication affect design?	E	K	1.5 E-F

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Name of Course: Yearbook Production II

Name of Unit: The Art of the Interview

Essential Question for the Unit: How do I conduct an effective interview?

Unit Objectives/Key Questions	Priority	Aligned to Course Standard	Aligned to PA Standard
A. How do I prepare for an interview?	E	L, M, N, P	1.5 G, 1.6 A-B, 1.6 C-E, 1.8 A-B
B. What are open questions?	E	L, M, N, P	1.5 G, 1.6 A-B, 1.6 C-E, 1.8 A-B
C. What are closed questions?	E	L, M, N, P	1.5 G, 1.6 A-B, 1.6 C-E, 1.8 A-B
D. What are leading questions?	E	L, M, N, P	1.5 G, 1.6 A-B, 1.6 C-E, 1.8 A-B
E. How do I conduct myself during an interview?	E	L, M, N, P	1.5 G, 1.6 A-B, 1.6 C-E, 1.8 A-B
F. How do I take notes during an interview?	E	L, M, N, P	1.5 G, 1.6 A-B, 1.6 C-E, 1.8 A-B
G. How do I record direct quotes during an interview?	E	L, M, N, P	1.5 G, 1.6 A-B, 1.6 C-E, 1.8 A-B
H. How does the purpose of an interview affect the questions you ask?	E	K	1.5 E-F
I. What are follow up questions?	E	L, M, N, P	1.5 G, 1.6 A-B, 1.6 C-E, 1.8 A-B
J. How do I decide who my best sources are?	E	L, M, N, P	1.5 G, 1.6 A-B, 1.6 C-E, 1.8 A-B
K. What essential information has to be obtained?	E	L, M, N, P	1.5 G, 1.6 A-B, 1.6 C-E, 1.8 A-B
L. How do I research a story or event before I cover it?	E	L, M, N, P	1.5 G, 1.6 A-B, 1.6 C-E, 1.8 A-B
M. How do I organize my notes after an interview or story?	E	L, M, N, P	1.5 G, 1.6 A-B, 1.6 C-E, 1.8 A-B

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Name of Course: Yearbook Production II

Name of Unit: Sales Techniques

Essential Question for the Unit: How do I effectively sell advertising for publication?

Unit Objectives/Key Questions	Priority	Aligned to Course Standard	Aligned to PA Standard
A. How do we organize and track <u>Elizabethan funds</u> ?	E	A, N, V	1.1.A, 1.6.C-E
B. Why does the <u>Elizabethan</u> sell advertising to area businesses and parents?	E	K	1.5 E-F
C. How does the <u>Elizabethan</u> sell advertising? -How do I keep contacts active with businesses from year to year?	E	A, B, C, D, E, M, N, V	1.1.A, 1.1.D, 1.1.F, 1.1.H, 1.2.A, 1.6.A-B, 1.6.C-E
D. How do we effectively communicate with the community to advertise sales events and important dates?	E	N, V	1.6.C-E
E. How do I dress appropriately for a sales meeting?	E	L, V	1.5 G
F. How do I conduct an effective sales call?	E	K, L, N, V	1.5 E-F, 1.5 G, 1.6 C-E
G. How do I design effective promotional material?	E	A, B, C, D, E, M, N, V	1.1.A, 1.1.D, 1.1.F, 1.1.H, 1.2.A, 1.6.A-B, 1.6.C-E
H. What are the most effective ways to sell to businesses?	E	K	1.5 E-F
I. What are the most effective ways to sell advertising to parents?	E	K	1.5 E-F

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Name of Course: Yearbook Production II

Name of Unit: Marketing Strategies

Essential Question for the Unit: What marketing strategies do successful companies employ to sell their products?

Unit Objectives/Key Questions	Priority	Aligned to Course Standard	Aligned to PA Standard
A. What are the legal and ethical issues involved in a marketing campaign?	E	B, E	1.1 D, 1.2 A
B. What research should I do before marketing our book?	E	F, P, Q	1.2 B, 1.8 A-B, 1.8 C
C. How can focus groups and surveys help a marketing campaign?	E	F, P, Q	1.2 B, 1.8 A-B, 1.8 C
E. How does market research effect the layout, design, and content of the book?	E	F, P, Q	1.2 B, 1.8 A-B, 1.8 C
F. How do I overcome consumer's objections to buying the book?	E	F, P, Q	1.2 B, 1.8 A-B, 1.8 C
G. What communication tools can be used to communicate with the consumer?	E	F, P, Q	1.2 B, 1.8 A-B, 1.8 C
H. What is direct marketing?	I	C, F, P, Q	1.1 F, 1.2 B, 1.8 A-B, 1.8 C
I. What are some other sources for revenue besides student sales?	I	F, P, Q	1.2 B, 1.8 A-B, 1.8 C
J. How can we market book sales to the community?	I	F, P, Q	1.2 B, 1.8 A-B, 1.8 C

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Name of Course: Yearbook Production II

Name of Unit: Caption Writing

Essential Question for the Unit: Why are captions important in print publications?

Unit Objectives/Key Questions	Priority	Aligned to Course Standard	Aligned to PA Standard
A. What is the purpose of a caption?	E	H, L, M, N, U	1.3 C, 1.5G 1.6D, 1.6F
B. Who is the audience and how does this effect your writing?	E	G, K, L, U, V	1.2 C, 1.5 E-F, 1.5G, 1.6D, 1.6F
C. What information is essential to include in a caption?	E	G, K, L, U, V	1.2 C, 1.5 E-F, 1.5G, 1.6D, 1.6F
D. How is a caption written?	E	G, K, L, U, V	1.2 C, 1.5 E-F, 1.5G, 1.6D, 1.6F
E. What tense is the descriptive sentence written in and why?	E	G, K, L, U, V	1.2 C, 1.5 E-F, 1.5G, 1.6D, 1.6F
F. How does a good photographer act as a good reporter?	E	G, K, L, N, U, V	1.2 C, 1.5 E-F, 1.5G, 1.6 C-E, 1.6D, 1.6F
G. How are quotes and other background information used in caption writing?	E	G, K, L, U, V	1.2 C, 1.5 E-F, 1.5G, 1.6D, 1.6F
H. What is an identification caption?	E	C, G, K, L, U, V	1.1 F, 1.2 C, 1.5 E-F, 1.5G, 1.6D, 1.6F
I. What is a summary caption?	E	C, G, K, L, U, V	1.1 F, 1.2 C, 1.5 E-F, 1.5G, 1.6D, 1.6F
J. What is an expanded caption?	E	C, G, K, L, U, V	1.1 F, 1.2 C, 1.5 E-F, 1.5G, 1.6D, 1.6F
K. What is a group identification caption?	E	C, G, K, L, U, V	1.1 F, 1.2 C, 1.5 E-F, 1.5G, 1.6D, 1.6F
L. What is a collective caption?	E	C, G, K, L, U, V	1.1 F, 1.2 C, 1.5 E-F, 1.5G, 1.6D, 1.6F
M. How does the lead-in capture reader's attention and draw them into the caption?	E	C, G, K, L, U, V	1.1 F, 1.2 C, 1.5 E-F, 1.5G, 1.6D, 1.6F
N. Why are visual nouns and strong action verbs important in caption writing?	E	C, G, K, L, U, V	1.1 F, 1.2 C, 1.5 E-F, 1.5G, 1.6D, 1.6F

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Name of Course: Yearbook Production II

Name of Unit: Headlines and Leads

Essential Question for the Unit: How do I successfully capture a reader's attention?

Unit Objectives/Key Questions	Priority	Aligned to Course Standard	Aligned to PA Standard
A. Why are headlines important on a spread?	E	H, L, M, N, U	1.3 C, 1.5G 1.6D, 1.6F
B. How are headlines written to reveal the angle of a story?	E	G, K, L, U, V	1.2 C, 1.5 E-F, 1.5G, 1.6D, 1.6F
C. What is a primary headline?	E	G, K, L, U, V	1.2 C, 1.5 E-F, 1.5G, 1.6D, 1.6F
D. How are secondary headlines used in a spread?	E	G, K, L, U, V	1.2 C, 1.5 E-F, 1.5G, 1.6D, 1.6F
E. How are subheadlines used within a story?	E	G, K, L, U, V	1.2 C, 1.5 E-F, 1.5G, 1.6D, 1.6F
F. What patterns of headlines add the most visual and verbal interest to the reader?	E	G, K, L, N, U, V	1.2 C, 1.5 E-F, 1.6D, 1.6F
G. How are headlines tied to content and the overall theme?	E	G, K, L, U, V	1.2 C, 1.5 E-F, 1.5G, 1.6D, 1.6F
H. What kinds of word play can be used in designing headlines?	E	C, G, K, L, U, V	1.1 F, 1.2 C, 1.5 E-F, 1.5G, 1.6D, 1.6F
I. What guidelines should be followed in designing headlines?	E	G, K, L, U, V	1.2 C, 1.5 E-F, 1.5G, 1.6D, 1.6F
J. What typography elements draw attention to headlines?	E	C, G, K, L, U, V	1.1 F, 1.2 C, 1.5 E-F, 1.5G, 1.6D, 1.6F
K. What graphic elements draw attention to headlines?	E	C, G, K, L, U, V	1.1 F, 1.2 C, 1.5 E-F, 1.5G, 1.6D, 1.6F
L. What is a summary lead?	E	C, G, K, L, U, V	1.1 F, 1.2 C, 1.5 E-F, 1.5G, 1.6D, 1.6F
M. Who? What? When? Where? Why? How?	E	G, K, L, U, V	1.2 C, 1.5 E-F, 1.5G, 1.6D, 1.6F
N. How do I go beyond a summary lead to draw young readers into a story?	E	C, G, K, L, U, V	1.1 F, 1.2 C, 1.5 E-F, 1.5G, 1.6D, 1.6F
O. How does the audience effect the style, content, and tone of writing?	E	H, L, M, N, U	1.3 C, 1.5G 1.6D, 1.6F
P. What is the purpose?	E	G, K, L, U, V	1.2 C, 1.5 E-F, 1.5G, 1.6D, 1.6F

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Name of Course: Yearbook Production II

Name of Unit: Feature Writing

Essential Question for the Unit: How do I keep the reader's interest in writing for a student audience?

Unit Objectives/Key Questions	Priority	Aligned to Course Standard	Aligned to PA Standard
A. What research needs to be completed before writing a story?	E	H, L, M, N, U	1.3 C, 1.5G 1.6D, 1.6F
B. How do I choose an interesting angle for a story?	E	G, K, L, U, V	1.2 C, 1.5 E-F, 1.5G, 1.6D, 1.6F
C. What is the Fact/Quote Formula?	E	G, K, L, U, V	1.2 C, 1.5 E-F, 1.5G, 1.6D, 1.6F
D. What is a quick read?	E	G, K, L, U, V	1.2 C, 1.5 E-F, 1.5G, 1.6D, 1.6F
E. How do I write an effective lead?	E	G, K, L, U, V	1.2 C, 1.5 E-F, 1.5G, 1.6D, 1.6F
F. How do I transition between quotes and facts?	E	G, K, L, N, U, V	1.2 C, 1.5 E-F, 1.5G, 1.6 C-E, 1.6D, 1.6F
G. What is balanced coverage and how does it effect the writing of a story for publication?	E	G, K, L, U, V	1.2 C, 1.5 E-F, 1.5G, 1.6D, 1.6F
H. How do I write an effective conclusion?	E	C, G, K, L, U, V	1.1 F, 1.2 C, 1.5 E-F, 1.5G, 1.6D, 1.6F
I. How do I frame a story?	E	C, G, K, L, U, V	1.1 F, 1.2 C, 1.5 E-F, 1.5G, 1.6D, 1.6F
J. What is editorializing in writing and how do I avoid it?	E	C, G, K, L, U, V	1.1 F, 1.2 C, 1.5 E-F, 1.5G, 1.6D, 1.6F
K. Who is the audience?	E	C, G, K, L, U, V	1.1 F, 1.2 C, 1.5 E-F, 1.5G, 1.6D, 1.6F
L. What is the purpose?	E	C, G, K, L, U, V	1.1 F, 1.2 C, 1.5 E-F, 1.5G, 1.6D, 1.6F

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Name of Course: Yearbook Production II

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 pulication?

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 are the best methods of layout and design for this year's book?	E	U, V	1.1D, 1.6A, 1.6D 1.6F

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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 checked="" 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 checked="" 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 checked="" 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

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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.