

Elizabethtown Area School District

Yearbook Production III

Course Number: 162

Length of Course: 1 Semester

Grade Level: 11-12

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 advanced concepts of yearbook production including advanced concepts of layout and design, sports and action photography, photo illustrations using Adobe Photoshop, beat reporting, graphic communication theme development and cover design. Emphasis will be placed on the development of sound journalistic practice in interviewing; clear, concise, and interesting writing; computer applications in graphic design; sales and marketing of the yearbook; and sports and action photography. Students will also develop leadership and management skills through project based learning and authentic assessment.

Course Prerequisite: Yearbook Production II

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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.
- W. 11.2 C. Analyze teamwork and leadership skills and their application in various family and work situations.

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II. Content Major Areas of Study

List all units of study below: Yearbook Production III

| <u>Unit</u> | <u>Estimated Time</u> | <u>Materials</u> |
|--|-----------------------|--|
| 1. Sports and Action Photography | 2 weeks | - trade publications - digital cameras and computers -1,2,3 curriculum |
| 2. Theme Development and Cover Design | 2 weeks | - trade publications - digital cameras and computers -1,2,3 curriculum |
| 3. Introduction to Leadership and Management | 2 weeks | - trade publications - digital cameras and computers -1,2,3 curriculum |
| 4. Advanced InDesign - Layout and Design in Action | 2 weeks | - trade publications - digital cameras and computers -1,2,3 curriculum |
| 5. Advanced Photoshop – The Photo Illustration | 2 weeks | - trade publications - digital cameras and computers -1,2,3 curriculum |
| 6. The ABC's of Coverage | 2 weeks | - trade publications - digital cameras and computers -1,2,3 curriculum |
| 7. Advanced Marketing and Sales Strategies | 3 weeks | - trade publications - digital cameras and computers -1,2,3 curriculum |
| 8. Beat Reporting | 3 weeks | - trade publications - digital cameras and computers -1,2,3 curriculum |
| 9. Production of <u>The Elizabethan</u> | Ongoing | - trade publications - digital cameras and computers -1,2,3 curriculum |

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Name of Course: Yearbook Production III

Name of Unit: Sports and Action Photography

Essential Question for the Unit: How does one take a good action photograph?

| Unit Objectives/Key Questions | Priority | Aligned to Course Standard | Aligned to PA Standard |
|--|-----------------|-----------------------------------|---|
| A. How do I prepare for a photography assignment? | E | A, B, U | 1.1.A, 1.1.D |
| B. What equipment should I use in different lighting situations? | 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 the f-stop and how does it effect lighting? | E | C, E, N, O, U, V | 1.1.F, 1.2.A, 1.6C-E, 1.6.F |
| D. What is the ISO and how does it effect picture quality and lighting? | E | C, E, N, U, V | 1.1.F, 1.2.A, 1.6.F |
| E. What shutter speed settings are appropriate to use in different settings and how does it effect the lighting? | E | C, E, N, U, V | 1.1.F, 1.2.A, 1.6.F |
| F. What does it mean to fill the frame? | E | C,E,N,U,V | 1.1.F, 1.2.A, 1.6.F |
| G. How can I control the background as a photographer? | E | R, U | 3.6 B.1 |
| H. What is the rule of thirds? | E | C | 1.1 F |
| I. How do leading lines and framing effect the viewer? | E | C, R, U | 1.1 F, 3.6 B.1 |
| J. What is critical focus? | E | S, U | 3.6 B.1 |
| K. How do I coordinate photograph assignments to make sure all important events get coverage? | E | S | 3.6 C |
| L. How do I manage a file-sharing system? | E | S | 3.6 C |

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Name of Course: Yearbook Production III

Name of Unit: Theme Development and Cover Design

Essential Question for the Unit: How do I choose a theme and carry it through the book visually and verbally?

| Unit Objectives/Key Questions | Priority | Aligned to Course Standard | Aligned to PA Standard |
|--|-----------------|-----------------------------------|-------------------------------|
| A. How is a theme integrated through a yearbook? | E | C, N, O, S, V | 1.1.F, 1.6.C-E, 1.6.F, 3.6 C |
| B. What is the visual/verbal connection? | E | O, V | 1.6.F |
| C. What is the graphic three-pete? | E | C, N, O, S, V | 1.1.F, 1.6.C-E, 1.6.F, 3.6 C |
| D. How do I integrate a headline package and design that correlates with the theme? | E | C, N, O, S, V | 1.1.F, 1.6.C-E, 1.6.F, 3.6 C |
| E. How can I integrate the folio design with the theme? | E | C, N, O, S, V | 1.1.F, 1.6.C-E, 1.6.F, 3.6 C |
| F. How does cover design effect the financing of a book? | E | C, N, O, S, V | 1.1.F, 1.6.C-E, 1.6.F, 3.6 C |
| G. How does the cover design set the tone for the entire book? | E | C, N, O, S, V | 1.1.F, 1.6.C-E, 1.6.F, 3.6 C |
| H. What elements are necessary on the cover to meet accepted journalistic standards? | E | C, N, O, S, V | 1.1.F, 1.6.C-E, 1.6.F, 3.6 C |
| I. What graphic techniques will correlate with the theme and draw reader's attention into the book? | E | K | 1.5 E-F |
| A. What are the different ways to make a cover unique? -What is foil stamping? -What is embossing? -What is relief text? -What is a matte finish? -What is a gloss finish? -What is a textured cover? -What are endsheets? -How are endsheets used to carry theme through in a yearbook? | E | C, V | 1.1 F |
| J. What planning and brainstorming techniques can I utilize to get creative ideas flowing? | E | C, N, O, S, V | 1.1.F, 1.6.C-E, 1.6.F, 3.6 C |

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Name of Course: Yearbook Production III

Name of Unit: Introduction to Leadership and Management

Essential Question for the Unit: How do I successfully lead and manage a small group?

| Unit Objectives/Key Questions | Priority | Aligned to Course Standard | Aligned to PA Standard |
|---|-----------------|-----------------------------------|-------------------------------|
| A. What makes a successful staff? | E | B, C, D, E, V | 1.1.D, 1.1.H, 1.2.A |
| B. How can I distribute jobs to utilize individual talents? | E | V, W | 11.2 C |
| C. How do I clearly and effectively communicate ideas and assignments to group members? | E | V, W | 11.2 C |
| D. How do I set goals and manage time effectively? | E | V, W | 11.2 C |
| E. What are the different roles of a leader in any group or organization? | E | V, W | 11.2 C |
| F. What tools are necessary to create or use to manage time effectively, organize the group responsibly and equitably, and assess fairly? | E | V, W | 11.2 C |
| G. What motivational tools are available to help motivate a group? | E | V, W | 11.2 C |

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Name of Course: Yearbook Production III

Name of Unit: Advanced InDesign - Layout and Design in Action

Essential Question for the Unit: How do I manipulate objects to create interesting graphics, typography, and illustrations in InDesign?

| Unit Objectives/Key Questions | Priority | Aligned to Course Standard | Aligned to PA Standard |
|---|-----------------|-----------------------------------|-------------------------------------|
| A. How do I create texture and depth on a layout using layering techniques? | E | C, N, O, S, T, V | 1.1.F, 1.6.C-E, 1.6.F, 3.6 C, 3.6 D |
| B. How do I create visually appealing headline packages? | E | O, V | 1.6.F |
| C. What types of fonts work well together? | E | C, N, O, S, V | 1.1.F, 1.6.C-E, 1.6.F, 3.6 C |
| D. What role does contrast play in design and layout? | E | C, N, O, S, V | 1.1.F, 1.6.C-E, 1.6.F, 3.6 C |
| E. How does the eyeflow effect the reader? | E | C, N, O, S, V | 1.1.F, 1.6.C-E, 1.6.F, 3.6 C |
| F. How is dominance established on a layout? | E | C, N, O, S, V | 1.1.F, 1.6.C-E, 1.6.F, 3.6 C |
| G. What is an eyeline? | E | C, N, O, S, V | 1.1.F, 1.6.C-E, 1.6.F, 3.6 C |
| H. How can I use white space as a design element? | E | C, N, O, S, V | 1.1.F, 1.6.C-E, 1.6.F, 3.6 C |
| I. How can I use templates to promote consistency in design implementation? | E | K | 1.5 E-F |
| J. What is a serif and a san-serif font? | E | K | 1.5 E-F |
| K. Where should we look for design inspiration? | E | C, N, O, S, V | 1.1.F, 1.6.C-E, 1.6.F, 3.6 C |
| L. Who is the audience? | E | O, V | 1.6.F |
| M. What is the purpose? | E | C, N, O, S, V | 1.1.F, 1.6.C-E, 1.6.F, 3.6 C |

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Name of Course: Yearbook Production III

Name of Unit: Advanced Photoshop - the Photo Illustration

Essential Question for the Unit: How do I use Photoshop to create photo montages, cutouts, extract color, and create images with multiple layers?

| Unit Objectives/Key Questions | Priority | Aligned to Course Standard | Aligned to PA Standard |
|---|-----------------|-----------------------------------|---|
| A. How do I use the eraser tool in Photoshop? | E | A, B, U | 1.1.A, 1.1.D |
| B. How can I eliminate red eye in posed photographs? | 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. How do I layer images in Photoshop? | E | C, E, N, O, U, V | 1.1.F, 1.2.A, 1.6C-E, 1.6.F |
| D. How do I adjust lighting, color, and contrast? | E | C, E, N, U, V | 1.1.F, 1.2.A, 1.6.F |
| E. How do I crop and size an image to put on a layout? | E | C, E, N, U, V | 1.1.F, 1.2.A, 1.6.F |
| F. What is the relationship between Photoshop and InDesign? | E | C,E,N,U,V | 1.1.F, 1.2.A, 1.6.F |
| G. What are the legal and ethical considerations when changing the content of a photograph? | E | R, U | 3.6 B.1 |
| H. How do I overlap multiple images to create a photo montage? | E | C | 1.1 F |
| I. How do I use different filters to create dramatic graphic effects? | E | C, R, U | 1.1 F, 3.6 B.1 |
| J. How do I create graphics in Photoshop? | E | S, U | 3.6 B.1 |

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Name of Course: Yearbook Production III

Name of Unit: The ABC's of Coverage

Essential Question for the Unit: How do I create a coverage plan and balanced coverage so that every student appears in the book and every important event is documented?

| Unit Objectives/Key Questions | Priority | Aligned to Course Standard | Aligned to PA Standard |
|---|-----------------|-----------------------------------|---|
| A. How does spring delivery effect our coverage plan? | E | H, L, M, N, U | 1.3 C, 1.5G 1.6D, 1.6F |
| B. How does tradition affect coverage? | E | G, K, L, U, V | 1.2 C, 1.5 E-F, 1.5G, 1.6D, 1.6F |
| C. How do I design a ladder? | E | G, K, L, U, V | 1.2 C, 1.5 E-F, 1.5G, 1.6D, 1.6F |
| D. How does the audience impact how we cover events? | E | G, K, L, U, V | 1.2 C, 1.5 E-F, 1.5G, 1.6D, 1.6F |
| E. How does the purpose impact how we cover events? | E | G, K, L, U, V | 1.2 C, 1.5 E-F, 1.5G, 1.6D, 1.6F |
| F. What journalistic standards need to be met in regards to coverage? | E | G, K, L, N, U, V | 1.2 C, 1.5 E-F, 1.6D, 1.6F |
| G. How can we design a coverage plan that gets each student into the book at least twice? | E | G, K, L, U, V | 1.2 C, 1.5 E-F, 1.5G, 1.6D, 1.6F |
| H. How can beat reporting aid in the coverage plan? | 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 III

Name of Unit: Advanced Sales and Marketing Strategies

Essential Question for the Unit: How do I effectively and creatively fund, market, and sell the yearbook?

| Unit Objectives/Key Questions | Priority | Aligned to Course Standard | Aligned to PA Standard |
|---|-----------------|-----------------------------------|--|
| A. How do we bill businesses for advertising revenue? | E | A, N, V | 1.1.A, 1.6.C-E |
| B. How do we create a budget for the year? | E | A, B, D, E, N, V | 1.1.A, 1.1.D, 1.1.H, 1.2.A, 1.6.C-E |
| C. How do we create a marketing plan for the school year? | E | A, B, C, D, E, N, V | 1.1.A, 1.1.D, 1.1.F, 1.1.H, 1.2.A, 1.6.C-E |
| D. How do we organize and advertise a successful yearbook sales campaign? | E | A,B, C, D, E, N, V | 1.1.A, 1.1.D, 1.1.F, 1.1.H, 1.2.A, 1.6.C-E |

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Name of Course: Yearbook Production III

Name of Unit: Beat Reporting

Essential Question for the Unit: How do I cover a beat?

| Unit Objectives/Key Questions | Priority | Aligned to Course Standard | Aligned to PA Standard |
|--|-----------------|-----------------------------------|----------------------------------|
| A. How do I communicate and keep in touch with sources? | E | L, M, N, P | 1.5 G, 1.6 A-B, 1.6 C-E, 1.8 A-B |
| B. Who? What? When? Where? Why? How? | E | L, M, N, P | 1.5 G, 1.6 A-B, 1.6 C-E, 1.8 A-B |
| C. What research do I need to conduct to properly cover my beat? | E | L, M, N, P | 1.5 G, 1.6 A-B, 1.6 C-E, 1.8 A-B |
| D. How do I get interesting, informative quotes from sources? | E | L, M, N, P | 1.5 G, 1.6 A-B, 1.6 C-E, 1.8 A-B |
| E. What is alternative coverage and how can I use it to cover my beat? | E | L, M, N, P | 1.5 G, 1.6 A-B, 1.6 C-E, 1.8 A-B |
| F. How do I determine what essential information needs to be included when covering my beat? | 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 III

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 publication?

| 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 is the best layout and design for this yearbook? | 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.)

- | | |
|--------------------------------------|---|
| <u> X </u> Objective Tests/Quizzes | <u> </u> Response Journals |
| <u> X </u> Constructed Responses | <u> X </u> Logs |
| <u> X </u> Essays | <u> X </u> Computer Simulations |
| <u> X </u> Reports | <u> X </u> Research Papers |
| <u> X </u> Projects | <u> X </u> Class Participation |
| <u> X </u> Portfolios | <u> X </u> Notetaking |
| <u> X </u> Presentations | <u> X </u> Daily Assignments |
| <u> X </u> Performance tasks | <u> X </u> Writing Samples |
| | <u> X </u> 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.

