

Yearbook 12

District Name: **Mission**
District Number: 75

Developed by: Shelley Bryant
School Name: Heritage Park Secondary
Principal's Name: Kevin Kaardal

Board/Authority Approval Date: December 14, 2004

Board/Authority Signature: _____

Course Name: Yearbook
Grade Level of Course: 12
Number of Course Credits: 4
Number of Hours of Instruction: 120

Prerequisite: None;
suggested successful completion of English 10, Art 10, Photography 10 or Graphics10

Equipment required:

Computers (500 MHZ or higher), Adobe Photoshop, Adobe Illustrator, Adobe InDesign, Josten's Yeartech plug in, scanner, digital cameras/manual cameras, printer, CD-burner, and other small items that go with the above items

Course Synopsis:

This course specifically addresses the multi-faceted needs of beginning journalism students by introducing them to all phases of yearbook production. Students will demonstrate skills in the specific skills of journalism, including layout and design, photography and publishing. An integral part of this course will be the demonstrable production of newsletters and a school yearbook. These class-based activities are envisaged as providing students with experience in the actual journalism concerns of interviewing, reporting, meeting deadlines and producing a publication.

The course will include studies of the following units:

| | | | |
|----------------------------------|--------------------------|-------------------------------|--------------------|
| Concept Reporting and Writing | Coverage Basic Design | Photography Graphic Design | Desktop Publishing |
|----------------------------------|--------------------------|-------------------------------|--------------------|

Rationale:

This course is meant to allow students to develop and demonstrate the skills of journalism, communications and publishing. The course is closely related to the real-world experience of meeting deadlines by creating a product that must be sold and delivered. Students in this course will be required to demonstrate use of concepts, ideas and activities that will help them in their future endeavours. This course is designed around the production of a yearbook. As such students must demonstrate:

Personal Responsibility:

- Manifesting ownership of the aesthetic dimension of the book.

Motivation:

- Engaging in real-world experiences and compiling information about
- Related careers.

Co-operation

- Sharing economic and physical resources in a team project.

Participation:

- Operating in a school environment in a project designed to reflect that very environment.

Students will:

- experience different types of print communication
- practise the skills of investigative journalism in specific case studies, producing article(s) for a school yearbook
- operate a 35mm camera or a digital camera in the production of actual still photographs for a school yearbook
- critique and design various visual materials available in different media and produced for the yearbook
- demonstrate interpersonal skills in practising group dynamics as part of a team project
- analyse and explain the contributions of various persons and groups within the school
- produce articles, newsletters, schedules, agendas and other specific written materials through word-processing and desktop publishing facilities
- co-operate with others while manifesting responsibility, team work, commitment, journalistic integrity and accuracy
- meet deadlines for specific assignments undertake
- produce computer graphics using various software packages
- undertake fundamental business practices such as accounting and marketing

DEMONSTRABLE SKILLS

PERSONAL SKILLS:

1. Co-operates with others
2. Demonstrates personal responsibility
3. Manifests punctuality
4. Respects others in all social interactions
5. Exhibits determination
6. Helps others to complete tasks
7. Manages time well, both in-class and out-of class
8. Meets requirements in a reliable fashion

REPORTING SKILLS:

1. Researches information from all available news sources
2. Schedules and plans interviews in advance, having pre-prepared questions and potential supplementary questions
3. Uses effective interviewing skills, suitably engaging the subject(s) being interviewed while making them feel comfortable
4. Writes notes from interviews and files them in an organised way
5. Asks supplementary questions
6. Write articles as soon as possible after interviews
7. Manifests appropriate time-management: does not wait until the last minute and does not waste time in class

WRITING SKILLS:

1. Write articles with correct grammar, spelling and punctuation
2. Uses styles from books and other references
3. Employs proofreading symbols to edit work of peers
4. Write articles with a variety of lead styles
5. Analyses and demonstrates appropriate journalism story structures
6. Integrates transitions - such as quotes - as unifying elements in stories

Strategy:

- Students will examine past yearbooks and evaluate them based on a variety of criteria.
- Students will also examine yearbooks that won awards for thematic presentation.
- Each student will prepare a cover, front and back page, endsheet, which shows a specific theme which runs consistently throughout all the designs
- The student will explain how a consistent theme will run through copy and photographs in the student life, academics, organizations, sports and individual sections of the book.

Resources:

1-2-3 Jostens Yearbook Curriculum

UNIT TWO**GOAL: STUDENTS WILL DEFINE THEIR OWN ROLE IN THE CURRICULUM****Specific Expectations:**

- The student will cooperate with others in developing a product representative of the school as a whole.
- The student will identify those tasks, which must be accomplished to complete the yearbook project: including concept, reporting, design, and production procedures.
- The student will take personal responsibility in terms of specific assignments with specific deadlines for parts of each of the various tasks to be completed within the project as a whole.

Strategy:

- The student will, in written form, identify the audience, function, and policies related to the production of the yearbook.
- The student will define the role and responsibility of the individual member.
- The student will identify those skills, which must be acquired to fulfil these roles.

UNIT THREE**GOAL: STUDENTS WILL PLAN THE FINANCING OF THE YEARBOOK****Specific Expectations:**

- The student will explain, either verbally or in written form, the financial commitment necessary to publish a yearbook and their personal obligations contingent upon that commitment.
- The student will identify the cost factors involved in the production of the yearbook given a set of pre-existing specifications.
- The student will plan a basic advertising campaign and a book sales campaign which will finance the yearbook, again taking into account the pre-existing set of specifications.
- The student will cooperate with others in ensuring a secure financial plan involving the advertising and book sales campaigns including pre-sales campaigns, actual transactions and all follow-up business procedures, including receipts, billing, posting of records and distribution procedures.

Strategy:

- The student will compile a set of specifications covering the details of the book.
- The student will prepare a cost analysis of the financial needs to budget the publication, based on the detailed set of specifications.
- The student will prepare a proposed budget based on the set of specifications.
- The student will devise a method for selling the book, maintaining records, and distributing the books when delivered.

- The student will submit the budget and planned method for evaluation.

Resources:

1-2-3 Jostens Yearbook Curriculum
Ad Mania

UNIT FOUR

GOAL: STUDENTS WILL PLAN AND PRODUCE PHOTOGRAPHS FOR THE YEARBOOK

Specific Expectations:

- The student will explain, orally or in written form, the importance of planning a systematic approach to photographic coverage.
- The student will identify specific examples of ways in which photographs are incorporated into yearbooks to have the most impact on storytelling.
- The student will take actual pictures.
- The student will explain through demonstration basic camera handling skills.
- The student will produce acceptable quality prints and explain either orally or in written form, what makes these prints suitable in terms of focus, contrast and composition.
- The students will crop and proportion actual prints, and explain - either orally or in written form - the photo editing skills that these procedures encompass.

Strategy:

- The student will be assigned a specific area of coverage and will be responsible for planning ideas for a series of photo opportunities, which will tell a specific story in an effective and comprehensive manner.
- The student will orally describe the composition techniques desired in the photo in detail.
- The student will be given a proof sheet and is required to choose a sub-series of photos to be used to tell the story most effectively.
- The student will write a brief commentary justifying the choices made.
- The student will take one roll of film to include photographs, which may be used in a specific section of the yearbook.
- The student will crop photos from a proof sheet.

Resources:

Kodak, *Pocket Guide to 35mm Photography*
1-2-3 Jostens Yearbook Curriculum

UNIT FIVE

GOAL: STUDENTS WILL REPORT AND WRITE FOR THE YEARBOOK

Specific Expectations:

- The student will identify the three sets of copy: including story, headlines and captions.
- The student will analyse the manner in which story copy provides a unifying element of the spread.
- The student will gather information through different approaches.
- The student will interview various individuals and/or representatives of organizations throughout the school.
- The student will critique various questionnaires in order to display understanding of appropriate guidelines for interviewing and subsequent incorporation of material into any story copy.
- The student will use direct quotes, partial quotes, paraphrased materials and effective.
- The student will identify the types of leads according to both content and structure.
- The student will write a basic feature with a quote-transition style.

- The student will proofread and edit existing copy for copy enhancement and preparation for production, including copy fitting.

Strategy:

- The student will write a basic feature story based on effective research and information-gathering techniques.
- The student will incorporate paraphrasing and direct, indirect and partial quotes into the story.
- The student will use effective transitions to give the story continuity.
- The student will write a variety of leads within both content and structural guidelines provided by the teacher.
- The student will self-edit so that the final manuscript is ready for submission to the printer.
- The student will use correct proofreading symbols, 'copy fit' the copy and key the copy to the layout in the prescribed manner.

Resources:

1-2-3 Jostens Yearbook Curriculum

411 Essential Information from Jostens – class worksheets

UNIT SIX

GOAL: STUDENTS WILL WRITE AND DESIGN HEADLINES FOR THE YEARBOOK

Specific Expectations:

- The student will interpret, either orally or in written form, the function and format of headlines, including both writing and design elements.
- The student will identify the four basic ways in which headlines can be written and presented.
- The student will write and count headlines with fit the four basic patterns and the allotted space.
- The student will proofread and edit headlines for enhancement and preparation for production.

Strategy:

- The student will write headlines for the feature story completed using counts and patterns supplied by the teacher.
- The student will write and count headlines in the four basic designs, including kicker, wicket, tripod and hammer.
- The student will clip examples of the four variations of headline designs from magazines and newspapers and incorporate these into a portfolio.
- The student will take one variation of each design and adapt it to the feature story and write four new headlines.
- The student will proof read and edit all headlines to ready them for publication.

UNIT SEVEN

GOAL: STUDENTS WILL WRITE AND DESIGN CAPTIONS FOR THE YEARBOOK

Specific Expectations:

- The student will analyse the important of the caption in fully developing the story concept of the photograph.
- The student will enhance and emphasise the specific details of the photograph by using information-gathering techniques.
- The student will explain in writing the content and structural approaches to caption writing.
- The student will write and design caption lead-ins, and then explain them orally to identify the design consistency they entail.

Strategy:

- The student will write seven captions for a set of seven related photographs.
- The student will utilise seven different grammatical beginnings.
- The student will use only one type of graphically distinctive lead-in for design consistency.
- The student will be evaluated on the basis of the comprehensiveness and completeness of reporting.

Resources:

1-2-3 Jostens Yearbook Curriculum
411 Essential Information from Jostens – class worksheets

UNIT EIGHT**GOAL: STUDENTS WILL DESIGN THE YEARBOOK****Specific Expectations:**

- The student will critique existing yearbooks with respect to their presentation of content in a logical manner and the degree to which they present a planned look.
- The student will critique existing yearbooks with reference to the basic essentials of effective design, including adequate and consistent internal and external margins, dominance, spread linkage and the incorporation of all the primary elements.
- The student will unify or separate content using the function of graphic enhancement.

Strategy:

- The student will design two different columnar layouts applying pre-stated basic concepts and elements of design.
- The student will take two basic designs and add graphics to them to show unity from one spread to another.
- The student will design a columnar spread with a secondary feature presentation and will incorporate a graphic, which sets that feature presentation apart from the rest of the content.
- The student will critique the designs of other students in the class and respond to the critique of his own design by his peers.

Resources:

1-2-3 Jostens Yearbook Curriculum
411 Essential Information from Jostens – class worksheets

UNIT NINE**GOAL: STUDENTS WILL PREPARE THE YEARBOOK FOR THE PRINTER****Specific Expectations:**

- The student will identify the terminology associated with the production of the yearbook in printer's terms.
- The student will identify and utilise work materials and submission forms provided by the printer for use in production.

Strategy:

- The student will actively participate in all of the processes which lead to the production and distribution of the yearbook.
- The student will identify the practical application of all the stated objectives associated with yearbook production and distribution.

- The student will write a test, which includes the terminology, and materials with which preparation of the yearbook for the printer is associated.

UNIT TEN (OPTIONAL)

TIME: 10-15 Hours

Step One

GOAL: STUDENTS WILL USE IBM-COMPATIBLE HARDWARE AND COMPATIBLE SOFTWARE PROGRAMS

Specific Expectations:

- The student will point, click, click and hold, double click and click and drag with a mouse.
- The student will navigate in a Windows environment.
- The student will access basic menu commands.
- The student will enter, retrieve files, edit files, save and exit within a word-processing program.
- The student will spell check, underline, italicise, enlarge or shrink text and construct tables and charts within a word-processing program.

Step Two

GOAL: STUDENTS WILL USE PageMaker SOFTWARE

Specific Expectations:

- The student will identify PageMaker menus and commands.
- The student will manipulate the paste-up board, rulers, and all other tools in the toolbox.
- The student will identify locations on the computer screen that correspond to co-ordinates on a blank layout sheet.
- The student will analyse the use of the template employed to create pages for a publication.
- The student will choose tools from the toolbox to select, draw and edit page and screen elements.
- The student will open, save and edit a file.

Step Three

GOAL: STUDENTS WILL PLACE ELEMENTS IN COLUMNS

Specific Expectations:

- The student will establish six-column layout and ruler guides on the blank yearbook template.
- The student will create a horizontal eye line and other guides to ensure the attractive, organised design of elements.
- The student will lock columns and guides in place once they have been properly aligned on the spread.
- The student will save the file, using both the 'save' and 'save as' functions.

Step Four

GOAL: STUDENTS WILL DRAW PHOTO BLOCKS FROM HAND-DRAWN LAYOUTS

Specific Expectations:

- The student will create solid black boxes on the spread to represent photo areas.
- The student will resize the solid black boxes using guides and columns to ensure that the boxes conform precisely to the pre-designed, hand-drawn layout.

- The student will transfer the arrangement of photos from the pre-designed, hand-drawn layout to the electronic spread.
- The student will exactly align the hand-drawn design with the black boxes in conformity with Jostens or the printer's guidelines.

Step Five

GOAL: STUDENTS WILL ENTER TEXT THROUGH PAGEMAKER SOFTWARE

Specific Expectations:

- The student will enter captions for the photos created in step Four.
- The student will enter text using PageMaker's story editor mode.
- The student will place the finished text in the proper location according to the hand-drawn layout.
- The student will spell check to verify and correct errors in the copy.
- The student will copy and paste a finished text block to locations corresponding to the hand-drawn layout.
- The student will replace existing copy block text with new text.

Step Six

GOAL: STUDENTS WILL FLOW LONGER BLOCKS OF COPY INTO THE LAYOUT

Specific Expectations:

- The student will add the body copy to the spread-using Step Five's procedure for creating captions.
- The student will drag and place copy into a column.
- The student will flow copy into a second column.

Step Seven

GOAL: STUDENTS WILL SET HEADLINES AND PRINT DOCUMENTS

Specific Expectations:

- The student will create a bounding box that spans two columns on the spread.
- The student will select multiple type attributes using the 'type specifications' dialogue box.
- The student will create a two-line headline that sits directly above the body copy added in Step Six.
- The student will align text blocks according to the hand-drawn layout.
- The student may, at this point, print the document.

Step Eight

GOAL: STUDENTS WILL CREATE AND EDIT PAGEMAKER GRAPHICS

Specific Expectations:

- The student will create graphics with PageMaker's tools.
- The student will place graphic artwork that was created in an external graphics program.
- The student will size and crop the graphic to fit the space allowed on the spread.
- The student will create and place text to accompany the graphic using the story editor.

Step Nine

GOAL: STUDENTS WILL PROOF, EDIT AND PRINT COMPLETE PAGES

Specific Expectations:

- The student will print and proffered the text using the 'Print' command and dialogue boxes.
- The student will critique the positioning and alignment of page elements.
- The student will correct and adjust all complete pages to ready them for final submission.

Resources:

Making it Click
Yeartech – Getting started
InDesign – lessons for beginners

EVALUATION

Evaluation is based on the four ministry achievement categories of **Knowledge and Understanding, Thinking/Inquiry, Communication, and Application/Creation.**

A single evaluation may include one or more of the following categories for which a mark will be entered. The nature of the achievement categories and recommended percentage breakdowns for each are:

| ACHIEVEMENT CATEGORIES | MARK DISTRIBUTION (%) |
|---|------------------------------|
| <i>Knowledge and Understanding</i> <ul style="list-style-type: none">• assignments• tests | 15 |
| <i>Thinking/Inquiry</i> <ul style="list-style-type: none">• self-evaluations• planning for the yearbook: i.e. ladder diagram, section layout choice• research• organising yearbook work• brainstorming sheets | 20 |
| <i>Communication</i> <ul style="list-style-type: none">• written articles• conveying theme• graphic design• photography• group work and section development• marketing and advertisement | 15 |
| <i>Application/Creation</i> <ul style="list-style-type: none">• book layout design• photography• graphic design | 20 |
| <i>SUMMATIVE FINAL FORMAL EVALUATION</i> <ul style="list-style-type: none">• portfolio evaluation• final exam | 30 |
| TOTAL | 100 |

Learning skills expectations: The following learning skills will be taught and assessed throughout the course and rated on the report card:

- * Independent work habits
- * Team work skills
- * Initiative
- * Organizational skills
- * Work habits/homework

These skills will not be included in the final numeric mark unless they are part of the provincial curriculum expectations for the course. However, it is important to remember that the development of these skills is critical to academic achievement and does have a direct bearing on the final mark.