Livermore Valley Joint Unified School District

Course Title:	Yearbook
Grade Level(s):	9-12
Length of Course:	Full year
Credit:	5 or 10 units
Prerequisite:	Must have passed 8th grade English with a D+ or higher.
Co-requisite:	None

Course Overview:

This is a project based course that will culminate in a professionally published annual yearbook that describes the "student experience" of an LVJUSD High School's student body. Students will learn the basics of photography, journalism, page design, and marketing and use those skills to design, promote, and sell their published product. Because this course is deadline driven, students will have required participation outside of regular class hours. Through the course students will act as employees of a book packaging company, working with a publisher, adhering to publishing deadlines and project budgets. Students will learn publishing technology that will ensure the quality of their annual meets industry standards.

Schools Offering:	Del Valle High School Granada High School Livermore High School Vineyard High School
Meets University of California Entrance Requirements:	Seeking "g" approval
Board Approval:	Pending Board Approval
Course Materials:	A designated yearbook publishing company
Supplemental Materials:	None

Yearbook

COURSE CONTENT

Unit 1: Yearbook- Staff Organization, Team building, Leadership, and Workplace Expectations
Essential Questions:
- How will I be evaluated in this course?
- How do I check out equipment?
- How do positive relationships within the workplace affect work ethic and teamwork?
- How will staff members construct and create a safe work environment?
- What expectations and procedures need to be in place to ensure all staff members take responsibility for their own work?

Summary of Key Assessments and/or Activities
Within the first two weeks we will focus on the expectations and objectives of Yearbook. The syllabus will provide students with information on: how they will be graded, deadlines of spreads, participating in yearbook discussions, and checking out equipment. Students will understand that the course is not just an "elective" course, but a small business; students will learn the various roles in the publishing industry and their responsibilities. Each staffer will be assigned a position. During this time, the staff will be establishing life skills with their fellow peers by constructing a healthy working environment and group culture through various collaborative activities.

Assignment: Students will create a "Workplace Rules and Regulation Employee Handbook" that will include: staff positions and duties, and workplace procedures and expectations. Students will use the information they have learned from workbook manuals whilst integrating the importance of teamwork they learned during their team building workshop.

Unit 2: Yearbook Design Software
Essential Questions:
- How do I use the designated yearbook publisher website to build a yearbook that is a positive and accurate representation of my school?
- How do I use the basics on the website and learn the shortcuts to add to the predesigned layouts?
- How do I submit a page?

Summary of Key Assessments and/or Activities
In this unit, students will be given direct instruction followed by modeled instruction on designated publisher design software. Students will then be given time to work with the system hands-on. We will go over the predesigned templates and model how to modify them to fit the needs of the page and/or subject of the page. There will be an emphasis on making sure the pages are matched to the theme and color scheme of the yearbook, as well as portraying a positive image of students' experiences at an LVJUSD High School.

Assignment 1: Students will create a sample spread on the computer, and then get feedback from their editor. After, the students will revise and then present to the class. The pictures the students will use will be from what they did over the summer. They will have to sift through the 100 pictures they took for their summer assignment to determine which pictures go together best, and which pictures describe who the students are. This project allows the students to test out the pre- designed layouts and work with the program in a safe, non-threatening way, while building rapport with their editor and peers, whom the

students will be working with all year long. The spreads will be printed and displayed on the walls of the classroom for everyone to see.

Assignment 2: Students will work with an adviser to create interview popins as templates to use throughout the book. They will have to choose the font family that mirrors the book theme as well as a color family. This will demonstrate mastery of the designated yearbook publisher software and demonstrate understanding of theme. Creating text and picture boxes, using the template save feature as well as page design will insure students can utilize all tools provided.

Unit 3: Researching & Covering your School
Essential Questions:
- How do we determine what topics to cover?
- How do we organize the yearbook?
- How do we determine a theme?
- What do we do to prepare for interviews?
- Whose permission do we need to interview?
- How do we properly conduct an interview?
- How do we use this information on our page?

Summary of Key Assessments and/or Activities
In this unit students will develop a unified theme to create a cohesive publication by thinking critically about what is unique about their school. They will also become familiar with coverage in an annual publication. Theme and coverage both extend through the publication in writing and visuals. Students will constantly respond to the varying demands of the audience by listening, writing and speaking with awareness of self, others and context; and adapting their communication to audience, task, purpose, genre and discipline. To properly respond to their audience, students will be engaging with their student body to assess their opinions and ideas. Students will ask provocative questions, collect and document factual evidence.

Assignment 1: Students will learn to maintain the integrity of the section design of a template's personality and consistency by looking to professional designers for inspiration as they visit websites and begin a visual idea file of color schemes, fonts and graphics they think would work well in the yearbook while asking questions about what colors are popular, what fonts or type treatments, and layout design elements they notice. Students will collaborate by sharing their ideas with the rest of the class and discussing them, the class will choose the top two or three concepts they feel are most workable and students will continue their creative planning by sketching ideas for the design for the cover, end sheets, title page, opening, dividers, closing and parting pages. Students will understand the purpose and development of theme and that brainstorming can yield fresh ideas on a variety of topics and should be done often.

Assignment 2: Students will examine the process of interviewing and will think creatively and critically about how to successfully interview and develop polls and surveys for the use in their publication. Students will prepare a list of interview questions that explore the 5W's and 1H (who, what, where, when, why and how) of the potential story where they also perform basic, background research.

Unit 4: Photography and Captions
Essential Questions:
- How do I use an DSLR camera?
- How do I choose the best photos for a yearbook spread?

- How do we tell the student story through pictures?
- What are the principles of photo composition?

Summary of Key Assessments and/or Activities
In this unit students will be trained on the technical aspects of photography: learning the manual modes of the camera, proper equipment use, and safety, along with all essential elements of photographic composition. They will be instructed on photographic elements like: rule of thirds, framing, pattern, angles, dead space, leading lines and leading space. Students will focus on the importance of including a caption for each photo, as well as the importance of action and reaction photos. Students will learn how to upload photos to the designated yearbook publisher image uploader team drive. They will organize, save, and tag photos by topic, key words, and student names. Students will be assessed on the key elements of photography and correct organization and tagging of photos.   Students will be assessed based on the quality of their photography and how it enhances the visual interest of the page. They will have a mini scavenger hunt, where they have to take pictures using specific features on the camera, and come back to present their pictures. As the students do this, they will rank the pictures and discuss which ones are the best to put in the yearbook, how they can tell the student story with just a picture and why they chose the pictures they did.

Assignment 1: Students will use magazines and social media to distinguish an "interesting" photo. The students will provide examples of ad campaigns. They will identify what is eye catching about that ad/photo, what they think they are selling, and who they are marketing to. The student will create a write up discussing what our yearbook is selling (ie student experience) and how we can capture interesting moments.

Assignment 2: Students will take pictures using various features on the cameras, and then put them together in a presentation for their classmates to review. The students will also identify and explain which features should be used in which situations on their slides. At the end of their presentation, they will have used all of the functions on the camera and should be able to use them when they are photographing events for the yearbook. The objective is for them to be able to take clear and interesting pictures in any situation that can be used in the Yearbook.

Assignment 3: Students will critically analyze their photography skills and utilize technical and compositional techniques to communicate more effectively by compiling a mock spread with a minimum of 10 quality photos. Students need to think critically about what photos are needed for a high quality spread and demonstrate this by including photos that must be clear and crisp, of high resolution, have appropriate lighting for the situation so they are not grainy or pixilated. A fellow staff member could easily use these photos on their page, each photo tells a story about the event that was photographed, photos are candid, and no student is pictured more than once total in all of the photos.

Unit 5: Sales and Promotion
Essential Questions:
- Why is meeting deadlines essential?
- Why is it important to get ads, and how are we going to get them?

Summary of Key Assessments and/or Activities
In this unit, students will formulate a sales and marketing plan for both publication and advertisement sales, which will include creating advertisements and announcements on social media, print, and school and local

broadcasts. They will think critically about effective marketing practices to use in the real-world application of selling advertisements and sponsorships. Students will also collaborate with one another to creatively innovate new sales ideas. They will examine past sales patterns in order to improve revenue and assist the adviser with sales order input, organization of ads, and implementation of creating ads in the book as well as distribution of ads and books at the end of the year. Through this exploration, students will develop listening and speaking skills specific to sales and marketing and understand and fulfill the business related responsibilities of a successful and financially successful publication.

Assignment 1: Students will research different sales tactics that they can use to generate sales of the yearbook and senior ads. The students will work in pairs to create a sales plan that they will administer and track during book sales. They will have to provide a presentation of what they will be doing to sale books and ads, including a timeline, their target audience and how they will track the success of their plan.

Assignment 2: Students will work in groups of two or three to communicate and collaborate with the school community by creating two original advertisements, one for social media and the other for print advertisements, utilizing the principles of design. After creating an advertisement, students will engage in a peer editing activity to revise the project and improve it. Students will post their yearbook promotion on the yearbook's social media accounts and post the print adverts on campus as well as the school website and/or during an advisory period.

Unit 6: Design
Essential Questions:
- What will I be covering in the yearbook?
- Where can I find the information for my topic?
- Who must I speak to for my assigned spreads?
- How will I manage my time?
- What are our spread deadlines?

Summary of Key Assessments and/or Activities
Students will generate ideas and gather information on the LVJUSD High School activities, clubs, events, sports, and other related topics. As a staff they will come to a consensus on the theme such a title and colors as well as they typography elements such as the fonts we use, stroke on fonts, line spacing, letter size, font consistency, legibility, copy blocks and aesthetic appeal, all of which help unify and guide a reader. Students will complete the designated yearbook publisher ladder and then staff members will be assigned to topics. They will make strategic use of design principles to visually express information while using problem solving and time management skills. Students will use journalism design skills including elements such as photo boxes, feature stories, captions, using white space appropriately and applicable font choice for theme. They will complete their spreads by the deadlines given.

Assignment 1: Students will develop a to do list that will include their assignments, events, and due dates of spreads. Students will plan ahead, identifying days they must attend events, who to interview, where they need to go to get coverage. Their planner will help them build a strong work ethic by planning ahead and managing their time.

Assignment 2: Layout- Students will demonstrate their knowledge about layout and design by creating a digital mock-up of a layout to get to know the technical functions of the program as well as incorporating appropriate typography choices, modified text functions, placing photos logically and creatively to spark

reader interest and to promote an eye flow, keeping readers engaged in the spread by successfully incorporating the effective use of the principles of design and aesthetic qualities including white space, eye line and overall impact. Students will utilize knowledge of these fundamental design elements throughout the creation of their publication.

Unit 7: Revision Process
Essential Questions:
- What did I do well at this deadline, and what did I need to revise because I didn't do so well?
- How can I continue to improve, and assist my classmates in improving?
- Did I meet all of the all of the deadlines and mini-deadlines?

Summary of Key Assessments and/or Activities
This unit is essential because students will learn the importance of revision, reflection, and meeting deadlines, and their application for the class and their future jobs in the real world. If they can't manage to meet their deadlines, then they won't be able to have success in their future careers. Furthermore, the class will be centered upon the growth mindset and how to always improve from decisions that they have made. Nothing is perfect, and they can always seek feedback from either their editor, peers, or the teacher. Giving positive, congruent feedback to peers is also an essential skill in the workplace, as you will not always love your coworkers and you need to give them feedback on some of their work. As a part of a team, they also need to realize that their effort or lack of effort contributes directly to the overall success of the team.

Assignment 1: Students will write an essay in which they reflect on what they did well and/or poorly, and how to fix it, analyze how they can continue to improve individually and as a group member, and determine whether or not they met all their deadlines and the consequences of those choices. The students will be graded using a rubric, and this assignment is important for students to self-reflect on their work. These essays will constitute 30% of their grade, because the teacher should be able to see where they have made progress in their spreads and in their writing. Writing captions for pictures and the text in the yearbook is an essential part of their job, and having them write essays will increase their writing fluency.

Assignment 2: The students will create a theme package to help plan for the following year and demonstrate the tools that they have gained throughout the school year. The students will create a presentation that will be given in front of the class. They will have to create a page template that will include picture organization, font size/selection, color palate, headline package and pop-in interview template. They will also have to construct ideas for page and interview topics. The students will also have to present a cover design package that would include a title for the next year's book. As a class we will discuss what ideas we would like to see in the next year's book. The students will then compile a letter to future yearbook students providing tips and advice for surviving yearbook.

English Language Arts Standards: Writing

Text Types and Purposes:

CCSS.ELA-LITERACY.W.9-10.2
> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
> CCSS.ELA-LITERACY.W.9-10.2.A

Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
CCSS.ELA-LITERACY.W.9-10.2.C
Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
CCSS.ELA-LITERACY.W.9-10.2.D
Use precise language and domain-specific vocabulary to manage the complexity of the topic.
CCSS.ELA-LITERACY.W.9-10.2.E
Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
CCSS.ELA-LITERACY.W.11-12.2
Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
CCSS.ELA-LITERACY.W.11-12.2.A
Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
CCSS.ELA-LITERACY.W.11-12.2.B
Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
CCSS.ELA-LITERACY.W.11-12.2.C
Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
CCSS.ELA-LITERACY.W.11-12.2.D
Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
CCSS.ELA-LITERACY.W.11-12.2.E
Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Production and Distribution of Writing:

CCSS.ELA-LITERACY.W.9-10.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CCSS.ELA-LITERACY.W.9-10.5
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.)
CCSS.ELA-LITERACY.W.9-10.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
CCSS.ELA-LITERACY.W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CCSS.ELA-LITERACY.W.11-12.5
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.)
CCSS.ELA-LITERACY.W.11-12.6
Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge:

CCSS.ELA-LITERACY.W.9-10.8
Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
CCSS.ELA-LITERACY.W.11-12.8
Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

English Language Arts Standards: Speaking and Listening

Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.9-10.1
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CCSS.ELA-LITERACY.SL.9-10.1.A
Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CCSS.ELA-LITERACY.SL.9-10.1.B
Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
CCSS.ELA-LITERACY.SL.9-10.1.C

Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

CCSS.ELA-LITERACY.SL.9-10.1.D

Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

CCSS.ELA-LITERACY.SL.11-12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.SL.11-12.1.A

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CCSS.ELA-LITERACY.SL.11-12.1.B

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CCSS.ELA-LITERACY.SL.11-12.1.C

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

CCSS.ELA-LITERACY.SL.11-12.1.D

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

CCSS.ELA-LITERACY.SL.11-12.2

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Presentation of Knowledge and Ideas:

CCSS.ELA-LITERACY.SL.9-10.4

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

CCSS.ELA-LITERACY.SL.9-10.5

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CCSS.ELA-LITERACY.SL.9-10.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 here for specific expectations.)

CCSS.ELA-LITERACY.SL.11-12.4
Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
CCSS.ELA-LITERACY.SL.11-12.5
Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
CCSS.ELA-LITERACY.SL.11-12.6
Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 here for specific expectations.)

English Language Arts Standards: Language

Conventions of Standard English:

CCSS.ELA-LITERACY.L.9-10.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-LITERACY.L.9-10.1.B
Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CCSS.ELA-LITERACY.L.9-10.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-LITERACY.L.9-10.2.B
Use a colon to introduce a list or quotation.
CCSS.ELA-LITERACY.L.9-10.2.C
Spell correctly.
CCSS.ELA-LITERACY.L.11-12.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-LITERACY.L.11-12.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-LITERACY.L.11-12.2.B
Spell correctly.

Instructional Methods and/or Strategies

- Class discussion
- Student discussion
- Teacher guided practice

- Audio and video instruction followed by student practice

Assessment Methods and/or Tools

Students are assessed by the following means:
- Edesign spread practice
- Implementing sales, promotion, and yearbook position duties
- Attendance of outside events and pictures
- Time sheet that describes the tasks students completed throughout the 'workday' (in class)
- Completed yearbook spreads

Assessment Criteria

A+ > 99%	80% < B- < 82%	67% < D+ < 69%
93% < A < 99%	77% < C+ < 79%	63% < D < 66%
90% < A- < 92%	73% < C < 76%	60% < D- < 62%
87% < B+ < 89%	70% < C- < 72%	F < 59%
83% < B < 86%		