Curriculum Map Summary
Course: Yearbook
Prerequisite:Computer 1
Dual Credit: Can be used as an elective credit or a technology credit.

Syllabus:

Course Summary:

Yearbook is a semester-long, one credit, technology class, that produces the school yearbook. This class will count towards one of the required technology credits. Members of the staff are expected to have a high level of maturity and the ability to work independently. Students will be responsible for the production, design, and publication of the school yearbook. This productionbased course requires both in class and after school time. This is a wonderful opportunity for members of the team to exercise their creativity, while developing new skills in computer design, photography, copy writing, and project management. Creating the yearbook is a fun process and the end result of all the effort is a product the students can be proud of.

Standards

A. Creativity and innovation
   a. Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
      i. Apply existing knowledge to generate new ideas, products, or processes
      ii. Create original works as a means of personal or group expression
B. Communication and collaboration
   a. Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
      i. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
      ii. Communicate information and ideas effectively to multiple audiences using a variety of media and formats
C. Research and information fluency
   a. Students apply digital tools to gather, evaluate, and use information.
      i. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media

ii.   Evaluate and select information sources and digital tools based on the appropriateness to specific tasks
D. Critical thinking, problem solving, and decision making
   a. Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
       i.   Identify and define authentic problems and significant questions for investigation
       ii.   Plan and manage activities to develop a solution or complete a project
E. Digital citizenship
   a. Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
       i.   a. Advocate and practice safe, legal, and responsible use of information and technology
       ii.   b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity
       iii.   c. Demonstrate personal responsibility for lifelong learning
       iv.   d. Exhibit leadership for digital citizenship
F. Technology operations and concepts
   a. Students demonstrate a sound understanding of technology concepts, systems, and operations.
       i.   a. Understand and use technology systems
       ii.   b. Select and use applications effectively and productively
       iii.   c. Troubleshoot systems and applications
       iv.   d. Transfer current knowledge to learning of new technologies

Key Learning Objectives:*(describe outcomes that are measurable)*

- ❏ Define and understand the purpose behind producing a yearbook.
  - ❏ Create a publication that reflects who MEHS students are and what they have accomplished throughout the school year.
- ❏ Collaborate and work cooperatively within time constraints (DEADLINES)
- ❏ Develop leadership skills.
- ❏ Design aesthetically pleasing layouts: placing the dominant photo and subordinate photos; establishing an eye line; placing headlines, story copy and captions; properly using white space; and enhancing layouts with the use of graphics.
- ❏ Understand, practice, and learn skills for developing the unifying idea for the yearbook.
- ❏ edit, proofread and evaluate their own and others' work •
- ❏ Understand, practice and learn skills essential in photoshop.
- ❏ Understand, practice and learn skills for writing captions for photographs.

❏ Reinforce, experience regularly, and increase proficiency of Adobe In-Design.
❏ Understand and employ the ethical decisions inherent in making a yearbook.

Key Learning Strategies

(...any action which you may have to take to solve a problem in learning, to help you make the most of your learning process, to speed up and optimize your cognitive, affective or social behaviour.)

- Problem-Based Learning
- Roundtable
- Background knowledge
- Collaborative
- Organize
- Design

Units	Description	Essential Question Key Concepts	Instructional Topics	Key Learning Objectives	Major projects/assessments
Purpose and Organization of a yearbook.	Define and understand the purpose behind producing a yearbook.	How does a school create a publication that reflects who they are and what they have accomplished throughout the school year.	Why do we have a yearbook? _____ Organizing Book	Recognize the importance of audience and reader's expectations. Recognize the most effective ways to report the story of a school year. Students will identify the four purposes of the yearbook. Description: 1. history 2. memories	Students will create a ladder identifying how they would organize their "perfect" yearbook. Students will evaluate past yearbooks and identify the different parts in the book. Students will identify the things that are unique about the year

				3. learning tool 4. References	so that they can be incorporated into the yearbook.
Units	**Description**	**Essential Question Key Concepts**	**Instructional Topics**	**Key Learning Objectives**	**Major projects/assessments**
Theme development and Concept	Define and understand the purpose behind producing a yearbook.	How does a school create a publication that reflects who they are and what they have accomplished throughout the school year.	1. Theme Who are we this year? 2. What do we stand for this year?	Recognize the function of a theme as a verbally and visually unifying and personalizing concept. Recognize the verbal elements that contribute to theme development. Recognize the visual techniques available to unify the theme.	Assessment: Brainstorming Class Discussion / Participation Students will analyze old yearbooks as to likes and dislikes and the appropriateness of the audience they are trying to reach and present their findings to the class.
Photography ● Settings ● Kodak Tips	Discuss proper use of camera. Camera Functions. Overall Design Expectations for pictures Photo manipulation for exposure and for publication aspects.	Understand, practice and learn skills essential in photojournalism.	1. Taking Photos 2. Picture Selection 3. Picture Manipulation 4. Photographers Responsibility 5. Media Manipulation Related to Photography	6. Students will understand the concepts of cropping, action pictures, lighting, angles, red eye as they choose the best pictures for their pages. 7. Students will use photo software to alter coloring,	Assessed on weekly photo assignments and editing of chosen photos for yearbook pages.

				contrast, resolution and size. Special effects will be applied.	
				8. Students will demonstrate the ability to take care of the camera equipment and follow class and school rules related to taking photographs.	
				9. Students will be able to upload pictures using a variety of media sources.	

Units	Description	Essential Question Key Concepts	Instructional Topics	Key Learning Objectives	Major projects/assessments
Using InDesign/ Designing Spreads	Students will spend two weeks going through the walsworth program and learning the basics of the InDesign program; while keeping in mind their newly created theme and yearbook layout.	How does a school create a publication that reflects who they are and what they have accomplished throughout the school year.	1. Basic techniques 2. Intermediate Techniques 3. Advance Techniques 4. **DAY 1** 5. **DAY 2 & 3**	Understand, practice and learn basic skills for designing yearbook pages and spreads.	Create two page spreads and five page spreads demonstrating acquired techniques.

Units	Description	Essential Question Key Concepts	Instructional Topics	Key Learning Objectives	Major projects/assessments
Captions	Understand, practice and learn skills for writing captions for photographs.		Audience What makes a good caption. What is in a good caption..	Recognize the importance of a caption in developing the story started by the photograph. Identify strategies for writing and designing a caption and its lead in.	
Using Photoshop Photo exploration and Text in photoshop ● Color B&W ● Cut-outs		How does a school create a publication that reflects who they are and what they have accomplished throughout the school year.	Photo exploration and Text in photoshop	1. Students will utilize and adjust image quality and image levels. 2. Students will utilize the layering in photoshop to design read posters. 3. Students will utilize photoshop styles and layers of headers for yearbook pages. 4. Students will utilize the basic crop and selection tools to manipulate photographs	1. Create READ posters 2. Creation of a text header. 3. Create a book cover

				5. Students will learn how to add text to a photo background and apply styles and effects with layering.	

Key Assessment Information and Measurement

❏ While not everything will be graded in this class, the students will use the work that we do to show their mastery of the standards we will cover.
❏ Grades are points-based and are NOT weighted.
❏ There are 4 categories that will be assessed throughout the year.
    ❏ Weekly Participation/Work Ethic:
        ❏ Meeting Deadlines
        ❏ Show initiative and independence.
        ❏ Show maturity and make ethical and responsible publishing decisions.
        ❏ Be proactive participation: Not waiting for the adviser to give every direction.
        ❏ Helping other students when her/his work is complete.
        ❏ Having good attendance and gettting to class on time.

❏ Daily Skills Practice:
    ❏ Development of your tech skills will be a major influence on a student's grade. The total points you receive for your work will be divided by the total points possible.

❏ Photos of the Week:
    ❏ Yearbook lives and breathes photos. It is what makes our yearbook great. The expectation is at least 50 photos of daily events and over 200+ photos of larger events. Students are expected to take photos several times a week.

Review of Assigned Pages;

- ❏ *Story and Spread Production
- ❏ *Develop a theme, create a design layout, and designate section assignments, through a theme packet project
- ❏ *Effectively communicate our messages to our audience.
- ❏ *Apply criteria for evaluating yearbooks to improve the quality of pictures, copy and layout/design in our yearbook.
- ❏ *Gather accurate, interesting information for our articles and captions.
- ❏ *Use effective editing and proofing skills

Supplementary Material Summary List:

- **RUBRIC:**
- **FINAL:**
- **Photo Essay:**