



PISCATAWAY TOWNSHIP SCHOOLS

Dr. Frank Ranelli
Superintendent of Schools

Dr. William Baskerville
Assistant Superintendent

Yearbook Publishing

Content Area: English

Grade Span: 9-12

Revised by: Lenore Lupo

Title Teacher

Approval Date: August 2022

Members of the Board of Education

Tom Connors, President
Shantell Cherry, Vice President
Kimberly Lane
Ralph Johnson
Calvin Laughlin
Nancy Corradino
Zoe Scotto
Brenda Smith
Sarah Rashid

Piscataway Township Schools
1515 Stelton Road
Piscataway, NJ 08854-1332
732 572-2289, ext. 2561
Fax 732 572-1540
www.piscatawayschools.org

COURSE OVERVIEW

Description

Yearbook Publishing is a 2.5-credit course that is aligned with all Common Core reading, writing, speaking and listening, and language standards. An integration of these standards will be presented through a focus on the basic principles of yearbook production and will develop skills that include writing copy, captions and headlines; digital photography; desktop publishing and using appropriate technology tools for media production.

This course enables students to develop confidence and responsibility in the practice and application of the communication process. Students will apply their skills in a setting where staff and editors make the decisions regarding the day- to-day operation of the publication.

Goals

- To learn about censorship, copyright, libel, trademark, and fair use.
- To complete writing exercises including feature stories, opinion articles, polls / reviews, sports stories, etc.
- To develop strong research and note taking skills as they learn to become reporters.
- To strengthen their computer skills as they use various programs to create publication.
- To research the historic role of graphic design and photography in publication.
- To work together to design a theme for the yearbook.
- To design page layouts to visually support the theme.
- To learn to become a photojournalist. Students will learn the finer points of photography and writing as they capture captivating and narrative photos rather than mere candid photos.
- To take on various professional-type roles in production.
- To produce a 400-page yearbook in full color by the end of March.
- Learn about advertising and sales.
- To identify the use of different literary elements and their overall effect on the story.
- To meet deadlines, learn how to multitask and prioritize, and produce a finished, edited product quickly.

Scope and Sequence

Unit	Topic	Pacing
1	Working Together as School Representatives	ongoing
2	Establishing Purpose For and Organizing a Yearbook.	ongoing
3	Gathering Information	ongoing
4	Photography and Using Jostens Yearbook Avenue	ongoing

Resources

Core Text: *Jostens Advisor Guide*

Suggested Resources: Jostens Digital Classroom, Jostens Yearbook Avenue

UNIT 1: Working Together as School Representatives

Summary and Rationale

In this unit, students will learn to work as a team and represent themselves as team members and school representatives. Students will pre-plan the yearbook (theme and theme development, fonts, color selection, cover) and learn yearbook vocabulary terms.

Recommended Pacing

ongoing

State Standards

Standard

CPI #	Cumulative Progress Indicator (CPI)
11-12.SL.1.A:	Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.
11-12.SL.1.A:	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
TT.AB.I.3:	Students will recognize that peoples' multiple identities interact and create unique and complex individuals.

Standard

CPI #	Cumulative Progress Indicator (CPI)
ISTE-DIGITAL CITIZEN.2:	Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

Standard

CPI #	Cumulative Progress Indicator (CPI)
ISTE - KNOWLEDGE COLLECTOR.3.B:	Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.
CRP1	Act as a responsible and contributing citizen and employee
CRP4	Communicate clearly and effectively and with reason.

Instructional Focus

Unit Enduring Understandings

- Team members play varying roles that contribute to or detract from team effectiveness.
- Communication is a vital element of effective teams.

Unit Essential Questions

- Why is a yearbook an important document?
- What roles do people play within teams that lead to success?
- How do communication skills contribute to team effectiveness?

Objectives

Students will know:

1. The importance of a yearbook
2. The role of teamwork
3. Communication skills
4. How theme plays a vital role in yearbook cohesiveness
5. ethics and laws of copyright

Students will be able to:

1. apply legal and ethical standards learned in previous courses to choosing which stories can and should be published.
2. adhere to consistent style and tone to present the publication in a professional manner.
3. use critiquing and commenting to garner feedback, compare work to others and get specific ways in which to continually improve their production of content.

Resources**Core Text:** *Jostens Advisor Guide***Suggested Resources:** Jostens Digital Classroom, Jostens Yearbook Avenue**UNIT 2: Establishing Purpose For and Organizing a Yearbook.****Summary and Rationale**

In this unit, students will identify the various purposes for creating a yearbook and how to create a yearbook that effectively serves those purposes for their specific school year. Students will also learn methods for organizing a yearbook and determine how they would organize the yearbook they are creating.

Recommended Pacing

ongoing

State Standards**Standard****CPI #** **Cumulative Progress Indicator (CPI)**

W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
-----------	--

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.
------------	---

SL.11-12.2-3	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain
--------------	---

Instructional Focus**Unit Enduring Understandings**

- How does a school create a publication that reflects who they are and what they have accomplished throughout the school year?

Unit Essential Questions

- Why do we have a yearbook?
- What is the terminology used in the publishing and journalism industry?
- How do you develop a page ladder?
- What are design elements that are needed to create a layout that is appealing and effectively communicates ideas to the reader?

Objectives**Students will know:**

- Recognize the importance of audience and reader's expectations.

- Recognize the most effective ways to report the story of a school year.

Students will be able to:

- identify the four purposes of the yearbook: 1. History 2. Memories 3. Learning Tool 4. References
- create a ladder identifying how they would organize their "perfect" yearbook.
- evaluate past yearbooks and identify the different parts in the book.
- identify the things that are unique about the year so that they can be incorporated into the yearbook.

Resources

Core Text: *Jostens Advisor Guide*

Suggested Resources: Jostens Digital Classroom, Jostens Yearbook Avenue

UNIT 3: Gathering Information

Summary and Rationale

In this unit, students will continually gather information from a variety of primary and secondary sources through interviewing and research and translate that information to journalistic writing.

Recommended Pacing

ongoing

State Standards

Standard

CPI #	Cumulative Progress Indicator (CPI)
W.11-12.4	Students will use literary devices in headlines. Students will recognize literary devices in captions and stories. Students will edit captions and stories for relevant-irrelevant information. Students will revise captions and stories. Students will write a story using evidence to explain something that happens at your school. Students will write captions using lead-in and a two sentence format.

Standard

CPI #	Cumulative Progress Indicator (CPI)
L.11-12.6 CPI.9.4.12.C.(2).1 CPI.9.4.12.C.(2).2	Learn essential terminology applicable to the yearbook, graphic design and journalism field.

Standard

CPI #	Cumulative Progress Indicator (CPI)
W.11-12.4	Develop a solid foundation in journalistic writing in order to enhance the production of the yearbook.

Instructional Focus

Unit Enduring Understandings

- Journalists use a variety of primary sources (people) and secondary sources (research) in order to secure balanced, credible information for their pieces.
- Journalists must conduct thorough research to verify their source material, and in order to establish rapport with interview subjects based on credibility as an interviewer.
- Journalists translate information from research and interviews by choosing the most important information, ordering it based on journalistic structure/standards of the genre

and looking for quotes that convey the subject's personality and thoughts.

Unit Essential Questions

- What is good journalism?
- How do journalists gather necessary and credible information for their writing pieces?
- Why is it important for journalists to conduct thorough research before engaging in the writing process?
- How do journalists translate information from research and interviews into coherent writing pieces?

Objectives

Students will know:

- How to plan effective research strategies to locate information and other resources for their intellectual or creative pursuits and employ a writing process to do so.
- How to apply the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- How to communicate clearly for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Students will be able to:

- Plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
- Produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques

Resources

Core Text: *Jostens Advisor Guide*

Suggested Resources: Jostens Digital Classroom, Jostens Yearbook Avenue

UNIT 4: Photography and Using Jostens Yearbook Avenue

Summary and Rationale

In this unit, students will discuss the proper use of cameras and their functions. They will also learn and demonstrate their understanding of overall design expectations for pictures and how to manipulate photos for exposure and for publication aspects.

Recommended Pacing

ongoing

State Standards

Standard

CPI #

Cumulative Progress Indicator (CPI)

ISTE - KNOWLEDGE COLLECTOR.3:	Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
ISTE GLOBAL COLLABORATOR.7.A:	Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.
Standard	
CPI #	Cumulative Progress Indicator (CPI)
ISTE - CREATIVE COMMUNICATOR.6.A:	Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> The proper use of cameras and their functions and the setting of overall design expectations for pictures contributes to their effectiveness. 	
Unit Essential Questions	
<ul style="list-style-type: none"> How does a school create a publication that reflects who they are and what they have accomplished throughout the school year? 	
Objectives	
<p>Students will know:</p> <ul style="list-style-type: none"> skills and techniques essential in photojournalism. basic skills for designing yearbook pages and spreads. <p>Students will be able to:</p> <ul style="list-style-type: none"> Take Photos. Select Pictures. Manipulate Pictures. Know Photographers' Responsibilities. demonstrate understanding of the concepts of cropping, action pictures, lighting, angles, red eye as they choose the best pictures for their pages. use photo software to alter coloring, contrast, resolution and size and apply special effects. demonstrate understanding of basic skills for designing yearbook pages and spreads. 	
Resources	
Core Text: <i>Jostens Advisor Guide</i>	
Suggested Resources: Jostens Digital Classroom, Jostens Yearbook Avenue	