Yearbook Design and Publication

Unit 2- Theme Development and Design Production
**Course Philosophy**

*Yearbook Design and Publication* consists of reading, writing, speaking, listening and media literacy skills. During instruction students will learn to use reading strategies that help them become effective readers. Some of these strategies include questioning the author, inferring, visualizing, synthesizing and learning multiple strategies to help students learn to monitor their reading comprehension. The media literacy skills will educate students in creating a variety of graphic designs as well as an emphasis on terminology. The *Yearbook Design and Publication* course is designed to provide an opportunity for students to learn about the publishing process by designing, building and marketing. Students will work on developing skills in: graphics, desktop publishing, computer design, photography, and marketing. They will be challenged to graphically capture important moments in the school year. They will research, organize, and verify information for accuracy and relevancy. They will develop creative ideas to present this information, and organize their work to meet deadlines. They will also market their publication in the school and in the larger community. The course is planned around universal themes and essential questions to encourage students to engage in deep meaningful discussions to socialize intelligence. The workshop model is employed so that all students can improve their skills and voice as writers. The teachers are trained and will instruct students using the workshop model philosophy with the use of the *“I DO, WE DO, YOU DO”* method of instruction. The Standards are designed to provide a clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young learners need for success in college and careers. It is our goal to establish a community of learners to become productive citizens in society striving towards pursuing their life-long goals. Through an enriching and rigorous education and with ongoing support our students will be fully prepared for the future and compete successfully in the global economy.

http://www.state.nj.us/education/modelcurriculum/ela/
## Methods of Instruction

**Teacher Coaching**

- Individual and collaborative problem-solving & decision-making

**Individual Instruction**

- Small group instruction

- Peer tutoring

- Guest Speakers

**Training manuals and Online tutorials**

- Writing to learn

- Making thinking visible

- Note-taking

**Establishing metacognitive reflection & articulation as a regular pattern in learning**

- Diagrams, charts, visuals and graphs

**Model (I Do), Guided Practice (We Do), Independent Practice (You Do)**
## Pacing Chart – Unit 2

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>List of interview questions often asked and ones that applicants can ask.</td>
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<td>--------------------------------------------------</td>
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<tr>
<td><a href="http://www.ccd.me.edu/careerprep/CareerPrepCurriculum_LP-6.pdf">http://www.ccd.me.edu/careerprep/CareerPrepCurriculum_LP-6.pdf</a></td>
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<tr>
<th>Manual on Imovie:</th>
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<tr>
<th>Youtube tutorial on Imovie</th>
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<tr>
<td><a href="http://www.youtube.com/watch?v=lFx0ptAA10Q">http://www.youtube.com/watch?v=lFx0ptAA10Q</a></td>
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Educational Technology Standards


- **Technology Operations and Concepts**
  - Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
  - Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

- **Creativity and Innovation**
  - Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

- **Communication and Collaboration**
  - Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

- **Digital Citizenship**
  - Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
  - Evaluate consequences of unauthorized electronic access and disclosure, and on dissemination of personal information.
  - Compare and contrast policies on filtering and censorship both locally and globally.

- **Research and Information Literacy**
  - Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

- **Critical Thinking, Problem Solving, Decision Making**
  - Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.
# Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

<table>
<thead>
<tr>
<th>CRP1. Act as a responsible and contributing citizen and employee</th>
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<tbody>
<tr>
<td>Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.</td>
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<tr>
<th>CRP2. Apply appropriate academic and technical skills.</th>
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<tbody>
<tr>
<td>Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.</td>
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<tr>
<th>CRP3. Attend to personal health and financial well-being.</th>
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<tbody>
<tr>
<td>Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.</td>
</tr>
</tbody>
</table>
**Career Ready Practices**

**CRP4. Communicate clearly and effectively and with reason.**
Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others’ time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

**CRP5. Consider the environmental, social and economic impacts of decisions.**
Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

**CRP6. Demonstrate creativity and innovation.**
Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

**CRP7. Employ valid and reliable research strategies.**
Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
<table>
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<tr>
<th>Career Ready Practices</th>
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</table>
| **CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**
Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

**CRP9. Model integrity, ethical leadership and effective management.**
Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others’ action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management’s actions and attitudes can have on productivity, morals and organizational culture.

**CRP10. Plan education and career paths aligned to personal goals.**
Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

**CRP11. Use technology to enhance productivity.**
Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
### Career Ready Practices

<table>
<thead>
<tr>
<th>CRP12. Work productively in teams while using cultural global competence.</th>
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<tbody>
<tr>
<td>Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.</td>
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</table>
Enrichment

The goal of Enrichment is to provide learners the opportunity to participate in extension activities that are differentiated and augment the district’s curriculum. Teachers are to accommodate based on student individual needs.

### Seeking to build each learner’s capacity to do the following:

- Show a high degree of intellectual, creative and/or artistic ability and demonstrate this ability in multiple ways.
- Pose questions and exhibit sincere curiosity about principles and how things work.
- The ability to grasp concepts and make real world and cross-curricular connections.
- Generate theories and hypotheses and pursue methods of inquiry.
- Produce products that express insight, creativity, and excellence.
- Possess exceptional leadership skills.
- Evaluate vocabulary
- Elevate Text Complexity
- Inquiry based assignments and projects
- Independent student options
- Tiered/Multi-level activities
- Purposeful Learning Center

### Enrichment Activities

- Open-ended activities and projects
- Form and build on learning communities
- Providing pupils with experiences outside the ‘regular’ curriculum
- Altering the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level.
- A higher quality of work than the norm for the given age group.
- The promotion of a higher level of thinking and making connections.
- The inclusion of additional subject areas and/or activities (cross-curricular).
- Using supplementary materials in addition to the normal range of resources.
# Differentiated Instruction

**Accommodate Based on Students Individual Needs: Strategies**

<table>
<thead>
<tr>
<th>Time/General</th>
<th>Processing</th>
<th>Comprehension</th>
<th>Recall</th>
</tr>
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<tbody>
<tr>
<td>- Extra time for assigned tasks</td>
<td>- Extra Response time</td>
<td>- Precise step-by-step directions</td>
<td>- Teacher-made checklist</td>
</tr>
<tr>
<td>- Adjust length of assignment</td>
<td>- Have students verbalize steps</td>
<td>- Short manageable tasks</td>
<td>- Use visual graphic organizers</td>
</tr>
<tr>
<td>- Timeline with due dates for reports and projects</td>
<td>- Repeat, clarify or reword directions</td>
<td>- Brief and concrete directions</td>
<td>- Reference resources to promote independence</td>
</tr>
<tr>
<td>- Communication system between home and school</td>
<td>- Mini-breaks between tasks</td>
<td>- Provide immediate feedback</td>
<td>- Visual and verbal reminders</td>
</tr>
<tr>
<td>- Provide lecture notes/outline</td>
<td>- Provide a warning for transitions</td>
<td>- Small group instruction</td>
<td>- Graphic organizers</td>
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<tr>
<td></td>
<td>- Reading partners</td>
<td>- Emphasize multi-sensory learning</td>
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</tbody>
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<thead>
<tr>
<th>Assistive Technology</th>
<th>Tests/Quizzes/Grading</th>
<th>Behavior/Attention</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Computer/whiteboard</td>
<td>- Extended time</td>
<td>- Consistent daily structured routine</td>
<td>- Individual daily planner</td>
</tr>
<tr>
<td>- Tape recorder</td>
<td>- Study guides</td>
<td>- Simple and clear classroom rules</td>
<td>- Display a written agenda</td>
</tr>
<tr>
<td>- Spell-checker</td>
<td>- Shortened tests</td>
<td>- Frequent feedback</td>
<td>- Note-taking assistance</td>
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<tr>
<td>- Audio-taped books</td>
<td>- Read directions aloud</td>
<td></td>
<td>- Color code materials</td>
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Interdisciplinary Connections

*Model interdisciplinary thinking to expose students to other disciplines.*

**Interdisciplinary Connections:**

*Yearbook Publication* has applications in Communications and Language Arts through the written, spoken and graphic means of communications needed to work with the variety of people involved in the publishing field. Business skills are involved in the book’s pricing, sale of advertising, the design of the book’s sales campaign, and the accounting procedures followed in handling the money and receipts. Fine Arts play a big role in the overall design of the book and its pages, in picture layout and composition, and color selections. The relations with Graphic Design are also seen here, including the measuring and gridding of page layouts, font specification, and material choices. Math is involved in the measuring of pages, font specification, proportional resizing of pictures, and financial accounting. Social Studies is involved in dealing with the perceived desires of the advertising and students/parent customers, the polling involved in securing dedications or class superlatives. The sense of the school’s history and traditions is also a big part of the design of a yearbook.
Methods of Assessment

Participation:

- brainstorming sessions
- critiques
- verification
- attendance at and reporting on school events

Performance assessments:

- Instructor’s observation of proper tool and material use
- Achievement of Civic and social standards through demonstrated workplace skills

Portfolio Assessment - Portfolio consists of:

- thumbnail assignments
- design rough drafts
- advertising sale documents
- Completed/proofed pages and spreads as assigned
- Completed departmental assignments, including, but not limited to, interviews, information sheets and planning guides
- any copy written for sections
<table>
<thead>
<tr>
<th>Essential Focus Questions</th>
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<tbody>
<tr>
<td>• What is theme?</td>
</tr>
<tr>
<td>• Explore how theme is developed within the spreads of the yearbook?</td>
</tr>
<tr>
<td>• Identify how the theme unifies the yearbook?</td>
</tr>
<tr>
<td>• What are design elements that are needed to create a layout that is appealing and effectively communicates ideas to the reader?</td>
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<thead>
<tr>
<th>Outcome</th>
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<tbody>
<tr>
<td>• Communicate clearly with the public (including publishing/graphics, professionals, photographers, customers, and advertisers).</td>
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<tr>
<td>• Use a variety of techniques to further develop a theme for publication.</td>
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<tr>
<td>• Understand and use terminology involved in creating a theme for a yearbook.</td>
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<tr>
<td>• Work together to organize and manage the processes needed to produce the yearbook.</td>
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<tr>
<td>• Take publishable pictures with a digital camera.</td>
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<tr>
<td>• Use different types of computer software, including desktop publishing, digital photography, word processing, and spreadsheet software.</td>
</tr>
<tr>
<td>• Use a variety of techniques to assess the success of the book’s design.</td>
</tr>
<tr>
<td>• Create the theme for the current yearbook, and plan how the theme is evident in each layout/section.</td>
</tr>
<tr>
<td>• Uses design elements to create a layout that is visually appealing and effectively communicates ideas to the reader.</td>
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<tr>
<td>• Use various graphic elements (typography, photographs, white space, copy and elements of art) to enhance the readability and attractiveness of the layout.</td>
</tr>
<tr>
<td>Student Learning Objectives</td>
</tr>
<tr>
<td>----------------------------</td>
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<tr>
<td><strong>CCSS:</strong></td>
</tr>
<tr>
<td>W.12.4 – 6</td>
</tr>
<tr>
<td>CPI.9.4.12.C.(2).1</td>
</tr>
<tr>
<td>Understand, practice and learn skills for developing theme and content for a yearbook.</td>
</tr>
<tr>
<td><strong>Student Learning Objectives</strong></td>
</tr>
<tr>
<td><strong>CCSS:</strong></td>
</tr>
<tr>
<td>RI.11-12.2-6</td>
</tr>
<tr>
<td>CPI.9.4.12.C.(2)3</td>
</tr>
<tr>
<td>Assume shared responsibility for collaborative work and value the individual contributions made by each team member in order to develop theme.</td>
</tr>
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</table>
### Student Learning Objectives

<table>
<thead>
<tr>
<th>CCSS:</th>
<th>Skills, Strategies &amp; Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td>SL.12.1</td>
<td>Students will work collaboratively in small group and large group settings to develop the theme of the current yearbook.</td>
</tr>
<tr>
<td>CPI.94.12.C.(2)</td>
<td>Students will recognize the value of self-knowledge, awareness, and clear communication in effective leadership.</td>
</tr>
<tr>
<td>Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal.</td>
<td>Students will recognize the value of consistency, goal setting, and feedback in collaborative work.</td>
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<table>
<thead>
<tr>
<th>CCSS:</th>
<th>Learn the following design terms:</th>
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<tbody>
<tr>
<td>RI.9.3</td>
<td>Students will be able to learn basic photography skills needed to record images that tell a story and explain how to use a camera effectively.</td>
</tr>
<tr>
<td>Understand, practice, and learn principles of good design</td>
<td>Students will utilize design principles and apply to the placement of content elements.</td>
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<td></td>
<td>Students will use theme concept to determine the look of page layouts.</td>
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<td></td>
<td>Students will use design software (yearbook company design software or Photoshop) to create spreads.</td>
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</tbody>
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### Skills, Strategies & Concepts

- **Layout**
- **Visual Balance**
- **Artwork**
- **Freestyle Design**
- **Photography**
- **Headline**
- **Lead**
- **Whitespace**
- **Captions**
- **Gutter**
- **Columns**
- **Dominant Photo**
- **Leading Lines**

**CPI 9.4.12.C.(2).6**

Demonstrate the ability to plan and create a layout to exhibit readiness for completing key functions in the design field.
RESOURCES FOR UNIT # 2


Theme Lesson: Before and After

1) You may work with a partner or by yourself.

2) Each person/group will choose a theme idea. This is your choice, so choose something you like or are interested in. You may use an idea that you have seen or come up with your own idea. BE CREATIVE!!!

3) Use the following pages to complete all parts of your theme. Follow the steps outlined on the next pages to create:

   a. Brainstorming ideas
   b. Theme idea
   c. A cover design/sketch – in color
   d. End sheet design
   e. List of the sections in your book and a title for each section (The title for each section must incorporate the theme.)
   f. Title page
   g. Opening section
   h. Division pages
   i. Coverage ideas for each of your sections
   j. Five suggestions that will incorporate the theme throughout the book and make the book unique
   k. A sample layout for each of your sections
PART ONE: PRE-WORK

First: Brainstorm

List important aspects of your school like…

   Mascot:
      School colors:
      Location:
      Special events:

Next: Write down the 3 answers that are most significant from the School Personality worksheet.

   1. 
   2. 
   3. 

Finally: Develop a theme/concept that conveys the message you want to the reader. Think of phrases, words and concepts that illustrate these ideas (develop three and circle the one you’ll use).

   1. 
   2. 
   3. 
**Now:**
Design a cover for your yearbook. Be sure to include the name of the book and the year. Include graphic elements and words that support your theme. Be creative and consider that it will have to be something the entire school will love.

![Back of cover](image1)
![Front of cover](image2)

**Then:**
Design your front end sheets.

- This is a good place to include your table of contents. Use your theme here to create spin-offs and connect to each of the sections in your book.

  Student Life:
  Clubs:
  Academics:
  Sports:
  People:
Now:
Design your title page. Make sure you relate it to your theme with graphic and verbal elements. Include the following details:

- Name of the book
- Year
- Theme elements
- Name of the school
- Address
- School phone number
- School website
- Enrollment
- Other vital info
PART THREE: THROUGH THE BOOK

Now:

Design your opening section of your book. These two pages set the tone for the book. Make sure you keep your theme in mind – if it’s a “rock and roll theme” make sure the design reflects that and hints to elements that will be carried throughout the book.

Then:

Design your division pages. These will remind people of the opener and will signal (visually and verbally) the change of the sections. Make sure you use the spin-offs you designed for your end sheets.
List all of the areas that must be covered in each section (be creative with your ideas, make sure you cover the standard things and then come up with some creative ones):

1. Student life (homecoming, dances, hallways, jobs, etc.)

2. Academics (list of all subject areas)

3. Sports

4. Clubs
PART FIVE: GETTING CREATIVE

Now:

Come up with 5 verbal or visual ways to creatively bring your theme through the book (for example: headline styles, folios, graphic pieces, etc).

1. 

2. 

3. 

4. 

5. 
**PART SIX: MAKING YOUR BOOK**

**Now:** Create layouts for each of your sections of your book.

1. **Student Life**

2. **Sports**

3. **Clubs**

4. **Academics**

5. **People**