MADISON PUBLIC SCHOOLS

Yearbook

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I. OVERVIEW

Yearbook is a year long course offered at Madison High School. The course is open to 10, 11, and 12th grade students at MHS. Yearbook is a selective class. Students apply for the course, meet with the teacher to discuss their interests and abilities, and provide faculty references with whom the yearbook teacher can speak regarding their qualifications for the class. Students are chosen based on their writing, design, and photography skills, in addition to their abilities to be intrinsically motivated. Yearbook provides students a number of different skills and opportunities. In yearbook students learn to work in collaboration with others to create individual yearbook pages; to write in a creative and journalistic style; to do faculty and student interviews for the purpose of writing articles for the yearbook; to take dynamic and interesting photographs, and to choose and crop the appropriate photographs to tell a story; to write captions in a journalistic style; to design layouts for an entire book; to organize and deposit monies to help pay for the production of the book; and to work with a large group of people to achieve a common goal. The course will also require students to learn how to use the Adobe Creative Suite: Adobe InDesign, Illustrator, and Photoshop. These programs are the graphic design industry standards, which will allow students tremendous flexibility and creativity as they work to produce their yearbook spreads.

II.   RATIONALE

Yearbook will allow students who desire to be writers, photographers, and designers to work together to create a book that will be treasured by many members of the Madison High School community for years to come. Yearbook will focus on the importance of clear writing, time management, collaboration, personal responsibility and initiative, and attention to detail throughout the creative process. The course will allow students to expand their creativity and give them a solid foundation and a working knowledge of project management. This curriculum gives the students lessons that are currently applied in today's industry and will continue to apply, even as the technology changes. Students taking Yearbook will have a strong base upon which to expand their software knowledge in college, should they study writing, photography, graphic design, public relations, marketing or advertising. They will also have the means to enter the workplace in graphic design should they choose a related career directly after high school. Students who excel in this class are will have developed important and permanent leadership and problem solving skills that will serve them in both college and the workplace.

III.   STUDENT OUTCOMES (Linked to N.J. Core Curriculum Standards listed below)

- Identify the basic elements of art and principles of design in diverse types of artwork. (1.1)

- Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers. (1.4)

- Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of visual art. (1.4)

- Define technical proficiency, using the elements of the arts and principles of design. (1.4)

- Critique performances and exhibitions based on the application of the elements of the art form. (1.4)

- Develop criteria for evaluating art in a specific domain and use the criteria to evaluate one's personal work and that of their peers, using positive commentary for critique. (1.4)

- Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, multimedia arts for consumers, and creators around the world. (1.4)

- Make informed choices among technology systems, resources, and services in a variety of contexts. (8.1)

- Create and manipulate information, independently and/or collaboratively, to solve problems and design and develop products. (8.1)

- Integrate new information into an existing knowledge base and communicate the results in a project or presentation. (8.1)

- Describe how components of a technological product, system, or environment interact. (8.2)

- Demonstrate and explain how the design process is not linear. (8.2)

- Use hands on activities to analyze products and systems to determine how the design process was applied to create the solution. (8.2)

- Describe how variations in resources can affect solutions to a technological problem. (8.2)

- Analyze the factors that influence design of products, systems, and environments. (8.2)

- Determine an individual's responsibility for personal actions and contributions to group activities. (9.1)

- Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project. (9.1)

- Apply critical thinking and problem-solving strategies during structured learning experiences. (9.1)

- Determine when the use of technology is appropriate to solve problems. (9.1)

- Use data accessed on the Web to inform solutions to problems and the decision-making process. (9.1)

- Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience. (9.1)

- Research current advances in technology that apply to a selected occupational career cluster. (9.1)

- Participate in a structured learning experience that demonstrates interpersonal communication, teamwork, and leadership skills. (9.1)

- Describe and apply constructive responses to criticism. (9.2)

IV.   ESSENTIAL QUESTIONS AND CONTENT

Yearbook: Goals and Objectives
1. What is a yearbook?
2. How is it different from other books?
3. What is our intention for this year's book?
4. What is our theme?
5. Why does the theme matter?

6. How can you express the theme both in writing and in visual elements?

Writing: The key to an excellent yearbook
1. What is yearbook writing?
2. How is it different from other writing?
3. What are the elements of a good interview question?
4. How do you conduct an interview?
5. When do you conduct an interview?
6. How should a yearbook story start?
7. What makes a good lead sentence?
8. What are the journalistic standards to maintain for the yearbook? Why?
9. What is a caption?
10. How can you write a good caption?
11. What are the different styles for a caption?

Photography: The story in pictures
1. How do you use the yearbook cameras?
2. How do you take a good photograph?
3. How do you choose a good photograph?
4. How do you use Bridge?
5. Can a mediocre photo be cropped into a good one?
6. How should the photos face?
7. What kinds of photos are acceptable for yearbook? Which are not acceptable?

Layout and Design: How the story looks.
1. How does a yearbook layout work?
2. What makes a good yearbook layout?
3. How do you space images on a spread?
4. What elements must be on every page? Why?
5. How do you choose good layouts?
6. How do you build a yearbook layout?

Production: Getting it all done.
1. What is a pica? How is related to an inch?
2. What is a point? How does it relate to fractions of an inch?
3. Why do we use picas and points?
4. What are the InDesign tools you need to know how to use?
5. How do you import a picture into InDesign?
6. How do you set type in InDesign?
7. How do you open a file in Photoshop?
8. How do you drop a photo in Photoshop?
9. What is CMYK? Why does it matter?
10. What is 300 dpi? Why does it matter?
11. How do you name a photo for the yearbook layout?
12. How do you save a photo for the yearbook layout?
13. What is a style sheet?
14. How do you use style sheets?
15. How do you package a file?
16. How do you properly name a spread?
17. When are the deadlines? How do we meet them?

V. STRATEGIES

Yearbook is a class that offers students many opportunities to learn real-world skills and to taken on significant and important leadership roles. Students are taught write thoughtful and interesting interview questions, and from these questions, which they are expected to use to interview many people involved in an event or sport, to write engaging stories and captions. Students are also expected to make sure they have sufficient photos for each of their pages. If they cannot take the pictures themselves or ask another students to do it, they are responsible to let the teacher or the Editors in Chief know that they need to have those pictures taken. Students are also expected to manage their time with regards to completing their work. Every set of pages requires the selection, cropping, placement and naming of photos, the writing and placing of stories and captions, and the application of all the style elements set in place at the beginning of the school year. In addition, all students in the class work in partnered pairs. As a result, students need to learn to work with their partners to execute the yearbook pages they are assigned, and to complete them in a timely manner. If a students finds that they have personality conflicts or work ethic concerns, they are asked to try to address them directly first, and if they cannot reach resolution, they are to speak to the teacher or the Editors in Chief.

Every aspect of the production of the yearbook requires students to take initiative, problem solve, learn cooperation and meet deadlines. All of these skills are crucial to succeeding in the 21st century work force, and are skills they must apply every day in yearbook class. In addition, every student in yearbook has the opportunity to be as involved in the production of the yearbook as he or she would like. Once a student has been accepted to the class, everyone is eligible to work towards and eventually become a part of the editorial team. Underclassmen who are accepted to yearbook can also work towards becoming an Editor-in-Chief. The Editors-in-Chief are the true leaders of the yearbook class and the production of the book.

VI. EVALUATION

Assessment may include:
- Writing assignments
- Layout and design assignments
- The timely and accurate completion of assigned yearbook pages
- Class Participation

VII. REQUIRED RESOURCES

Textbooks for course:
Because of the ever-changing nature of the technology and tools used for yearbook and graphic design, any books purchased to address this class would be almost immediately obsolete. Instead, the students will use on-line Internet resources, and perhaps some DVD tutorials as well.

VIII. SCOPE AND SEQUENCE

Writing: The true core of a yearbook. (2 weeks)
1. The purposes of a yearbook
2. How to write interview questions.
3. How to conduct an interview.
4. How to write a yearbook story.
5. How to write yearbook captions.
6. How to address the theme.

7. How to engage the reader.

The Yearbook Theme: How it all makes sense. (1 week)
1. How we choose a yearbook theme.
2. How we apply graphic elements to that theme.
3. How can the writing reflect the theme?

Yearbook Photography: The power of Images (1 week)
1. Using the yearbook cameras.
2. Practice taking and choosing photographs.
3. Uploading images to the server.
4. Using Bridge
5. Cropping photographs.
6. Photo orientation and usage.

Yearbook Layout and Design: Putting it on a page (1 week)
1. Elements of a yearbook layout.
2. Reviewing and assessing old layouts.
3. Creating layouts in InDesign.

Yearbook Production: putting it all together (4 yearbook deadlines, 302 pages: 31 weeks)
1. Yearbook units of measure.
2. Working in InDesign.
3. Working in Photoshop and Bridge.
4. Applying print production standards.
5. Naming spreads.
6. Packaging a file.
7. Managing time for deadlines.
8. Communicating with Editors in Chief.
9. Working with partners.
10. Double and triple-checking your work.
11. Deadline day: how it flows.