

CARLISLE AREA SCHOOL DISTRICT
Carlisle, PA 17013

Yearbook and Publications

Grades 10-12

Date of Board Approval: **September 21, 2006**

CARLISLE AREA SCHOOL DISTRICT PLANNED INSTRUCTION COVER PAGE

Title of Course: Yearbook Subject Area: _____ Grade Level: 10-12

Course Length: (Semester/Year): Year Duration: 50 minutes Frequency: 5 periods a week

Prerequisites: None Credit: 1 Level: Not Applicable

Course Description/Objectives: The primary focus of Yearbook and Publications is to produce the Oracle. Towards this end, students need to understand that the yearbook's function is an historical record of events, trends, activities and memories of the students of Carlisle High School. Their responsibility is to collect information and photos about students, academics, sports, activities and various other events, select important information and photos and include a broad range of the student body in the book in order to produce a final book. Students graphically design through digital technology the selected information so that the final book is organized into a functional design, unified and makes a visually attractive document.

Major Text(s)/Resources:

None

Curriculum Writing Committee:

Melissa Gallagher

Yearbook		Grade: 10-12
Goals	Performance Indicators	Assessments
A. Students will define their potential roles as members of the staff.	<ul style="list-style-type: none"> Recognize the need to work together to develop a product that represents the work of the entire staff. 	<ul style="list-style-type: none"> Design a double page spread all about you (the student) that takes students through the various jobs and steps of page production.
A. Students will define their potential roles as members of the staff.	<ul style="list-style-type: none"> Identify and help plan the necessary tasks to produce the yearbook, including financing and marketing, developing a concept, reporting and writing, design and production procedures. 	<ul style="list-style-type: none"> Participate in class and/or small group ladder planning discussions. Record time management through daily record keeping.
A. Students will define their potential roles as members of the staff.	<ul style="list-style-type: none"> Practice time management skills that fulfill job responsibilities. 	<ul style="list-style-type: none"> Complete assignments and page spreads that meet various publication and/or assignment deadlines.
B. Student will understand, practice and learn skills necessary to finance the yearbook.	<ul style="list-style-type: none"> Identify costs involved in producing a yearbook. Recognize and explain the financial structure and the staff's obligation in managing the yearbook's financial stability. 	<ul style="list-style-type: none"> Participate in class or small group advertising and budgeting discussions.
B. Student will understand, practice and learn skills necessary to finance the yearbook.	<ul style="list-style-type: none"> Plan basic advertising and marketing campaigns to finance the yearbook. 	<ul style="list-style-type: none"> Participate in the sale of advertising and senior ads Participate in the design of these ads.

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B. Student will understand, practice and learn skills necessary to finance the yearbook.	<ul style="list-style-type: none"> Practice approved advertising and book sales campaign skills including participation in the sales process and business procedures (handling receipts, billing, posting, and distributing the yearbook). 	<ul style="list-style-type: none"> Plan and/or participate in the distribution of yearbooks. Participate in the sale of advertising and senior ads.
C. Students will plan, practice, and learn skills necessary to cover a year's worth of activities for the yearbook.	<ul style="list-style-type: none"> Recognize the philosophy of the yearbook's function as a historical record and a memory book. 	<ul style="list-style-type: none"> Participate in class and/or small group ladder and page planning discussions.
C. Students will plan, practice, and learn skills necessary to cover a year's worth of activities for the yearbook.	<ul style="list-style-type: none"> Identify and organize activities and events into sections such as: activities (student life and clubs), academics, sports, advertising/community events/landmarks. 	<ul style="list-style-type: none"> Design a practice, double page spread. Complete page planning worksheets for double page spreads.
C. Students will plan, practice, and learn skills necessary to cover a year's worth of activities for the yearbook.	<ul style="list-style-type: none"> Identify basic journalistic procedures required to record the year's events in writing and photographs. 	<ul style="list-style-type: none"> Participate in small group planning of assigned yearbook pages.
D. Student will understand, practice, and learn the skills necessary to report and write copy for yearbook.	<ul style="list-style-type: none"> Identify the three basic types of copy: story/feature/body copy, headlines, and picture captions. 	<ul style="list-style-type: none"> Participate in small group planning of copy, headlines and captions for assigned yearbook pages.

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D. Student will understand, practice, and learn the skills necessary to report and write copy for yearbook.	<ul style="list-style-type: none"> Recognize the role of story/feature copy as one of the unifying design elements of a double page spread. 	<ul style="list-style-type: none"> Complete and/or contribute to writing a feature story, headlines and captions for a page spread. Participate in planning the layout of a page spread and where the copy and headlines will be placed.
D. Student will understand, practice, and learn the skills necessary to report and write copy for yearbook.	<ul style="list-style-type: none"> Demonstrate information gathering skills, recognizing the roles of research and interviewing as techniques to completing the story. 	<ul style="list-style-type: none"> Complete and/or contribute to collecting information for body copy and captions for a page spread. Complete and/or contribute to an alternative copy concept.
D. Student will understand, practice, and learn the skills necessary to report and write copy for yearbook.	<ul style="list-style-type: none"> Prepare story copy that includes quotes, partial quotes, paraphrases, and/or background information. 	<ul style="list-style-type: none"> Complete and/or contribute to writing a feature story for a page spread. Complete and/or contribute to writing captions and/or alternative copy.
D. Student will understand, practice, and learn the skills necessary to report and write copy for yearbook.	<ul style="list-style-type: none"> Practice editing, proofreading, and copy-fitting skills to enhance copy and prepare it for production. 	<ul style="list-style-type: none"> Participate in editing and proofreading page spread assignments before submitting to editors.
E. Students will understand, practice, and learn skills necessary to write headlines for the yearbook.	<ul style="list-style-type: none"> Identify the function and format of headlines. Identify techniques for writing and designing headlines. 	<ul style="list-style-type: none"> Complete and/or contribute to writing headlines. Participate in editing and proofreading.

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E. Student will understand, practice, and learn skills necessary to write headlines for the yearbook.	<ul style="list-style-type: none"> • Create effective headlines that communicate ideas, fit allotted space, and contain no unintended grammatical or spelling errors. 	<ul style="list-style-type: none"> • Complete and/or contribute to writing headlines. • Participate in editing and proofreading.
F. Students will understand, practice, and learn skills necessary to write captions for the yearbook.	<ul style="list-style-type: none"> • Recognize the importance of a caption in developing the story told in the photograph. 	<ul style="list-style-type: none"> • Complete and/or contribute to writing captions for photos • Participate in editing and proofreading.
F. Students will understand, practice, and learn skills necessary to write captions for the yearbook.	<ul style="list-style-type: none"> • Identify information gathering skills essential to getting details about the photograph. 	<ul style="list-style-type: none"> • Complete and/or contribute to writing captions for photos • Participate in editing and proofreading.
F. Students will understand, practice, and learn skills necessary to write captions for the yearbook.	<ul style="list-style-type: none"> • Prepare effective captions that identify people, do more than state the obvious action and contain no unintended grammatical or spelling errors. 	<ul style="list-style-type: none"> • Complete and/or contribute to writing captions for photos • Participate in editing and proofreading
G. Students will understand, practice, and learn skills necessary to design the yearbook.	<ul style="list-style-type: none"> • Recognize the function of graphic design is to organize and direct readers on a page spread throughout the yearbook by organizing design elements logically and consistently on each page spread. 	<ul style="list-style-type: none"> • Design a practice page spread.

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G. Students will understand, practice, and learn skills necessary to design the yearbook.	<ul style="list-style-type: none"> Practice principles of basic design, including use of columns and rows (grids), gutters and margins, vertical and horizontal eyelines, and dominant and secondary elements. 	<ul style="list-style-type: none"> Design a practice page spread.
G. Students will understand, practice, and learn skills necessary to design the yearbook.	<ul style="list-style-type: none"> Compose unified page spreads that use agreed upon primary design elements including page templates, tooling lines/elements and typography. 	<ul style="list-style-type: none"> Complete assigned page spreads using Indesign software and templates approved by editors. Complete assigned page spreads modifying templates to add variety or meet needs.
G. Students will understand, practice, and learn skills necessary to design the yearbook.	<ul style="list-style-type: none"> Demonstrate use of computer design software to design the pages of the yearbook. 	<ul style="list-style-type: none"> Design a practice page spreads. Complete assigned page spreads using Indesign software and templates approved by editors. Complete assigned page spreads modifying templates to add variety or meet needs.
H. Students will understand, practice, and learn skills necessary to plan photographs for the yearbooks.	<ul style="list-style-type: none"> Recognize the importance of a systematic approach to photographic coverage. 	<ul style="list-style-type: none"> Complete a page spread that has a dominate photo, secondary photo and supporting coverage photos. Select photos that tell stories versus posed/uninteresting photos.
H. Students will understand, practice, and learn skills necessary to plan photographs for the yearbooks.	<ul style="list-style-type: none"> Plan and select photographs to use in the yearbook. 	<ul style="list-style-type: none"> Complete a page spread that has a dominate photo, secondary photo and supporting coverage photos. Select photos that tell stories versus posed/uninteresting photos.

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H. Students will understand, practice, and learn skills necessary to plan photographs for the yearbooks.	<ul style="list-style-type: none"> • Demonstrate use of a digital camera and understanding of master focus, contrast, composition guidelines and other techniques as needed. 	<ul style="list-style-type: none"> • Shoot and download digital photos. • Prepare digital photos for use with yearbook software.
H. Students will understand, practice, and learn skills necessary to plan photographs for the yearbooks.	<ul style="list-style-type: none"> • Demonstrate use of photo editing skills, including proportioning, color adjusting and enhancing. 	<ul style="list-style-type: none"> • Prepare digital photos for use with yearbook software. • Prepare hardcopy photos and ad materials for use with yearbook software.
I. Students will understand, practice, and learn skills necessary to use computer software to produce the yearbook.	<ul style="list-style-type: none"> • Design and edit layouts utilizing computer software programs. • Demonstrate use of computer software programs necessary to write, edit and index copy. 	<ul style="list-style-type: none"> • Complete assigned page spreads using word processing and Adobe Creative Suite software and yearbook software.
I. Students will understand, practice, and learn skills necessary to use computer software to produce the yearbook.	<ul style="list-style-type: none"> • Demonstrate use of computer software programs necessary to enhance, edit and create artistic effects with photographs. 	<ul style="list-style-type: none"> • Prepare photos and art using Adobe Photoshop, Illustrator and yearbook software.
I. Students will understand, practice, and learn skills necessary to use computer software to produce the yearbook.	<ul style="list-style-type: none"> • Work with other students to logically organize a variety of files in a group work environment. 	<ul style="list-style-type: none"> • Organize and utilize digital files in folders on server. • Organize digital files for publication within yearbook software environment.

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J. Students will understand, practice, and learn skills necessary to use computer software to produce the yearbook.	<ul style="list-style-type: none"> Recognize the concepts of file linking and keep final page files organized and linked. 	<ul style="list-style-type: none"> Package and organize all files necessary for final printing.

Adaptations/Modifications for Students with I.E.P.s

Adaptations or modifications to this planned course will allow exceptional students to earn credits toward graduation or develop skills necessary to make a transition from the school environment to community life and employment. The I.E.P. team has determined that modifications to this planned course will meet the student's I.E.P. needs.

Adaptations/Modifications may include but are not limited to:

INSTRUCTION CONTENT

- Modification of instructional content and/or instructional approaches
- Modification or deletion of some of the essential elements

SETTING

- Preferential seating

METHODS

- Additional clarification of content
- Occasional need for one to one instruction
- Minor adjustments or pacing according to the student's rate of mastery
- Written work is difficult, use verbal/oral approaches
- Modifications of assignments/testing
- Reasonable extensions of time for task/project completion
- Assignment sheet/notebook
- Modified/adjusted mastery rates
- Modified/adjusted grading criteria
- Retesting opportunities

MATERIALS

- Supplemental texts and materials
- Large print materials for visually impaired students
- Outlines and/or study sheets
- Carbonless notebook paper
- Manipulative learning materials
- Alternatives to writing (tape recorder/calculator)