



MIDDLE SCHOOL COURSE OUTLINE

Department	English/Language Arts				
Course Title	Yearbook	Course Code	4228		
Abbreviation	Yrbk	Grade Level	6-8		
Course Length	1 or 2 semesters	Required	No	Elective	Yes

COURSE DESCRIPTION:

This course is designed to teach students how to create and produce a school yearbook. Students will focus on the elements of the purpose of a yearbook, developing a theme, creating layouts and designs, photography, writing, and editing. Students will also participate in the marketing and sales of the yearbook.

GOALS:

Students will:

- Develop skills in organization, design and layout for the yearbook.
- Develop leadership skills.
- Work cooperatively with others as a staff and complete individual responsibilities.
- Understand the purpose of a yearbook and develop a theme based on current trends.
- Plan in detail to meet schedule deadlines.
- Develop marketing strategies and skills to promote the yearbook.
- Work with the public, i.e., school population, community businesses, community service organizations.
- Learn photography skills and be able to plan and determine quality photos for the yearbook.
- Write appropriate copy, headlines, and captions for assigned pages and demonstrate editing and revision skills.

CONTENT STANDARDS:

Grade Six English-Language Content Standards

Reading Comprehension

- 2.1 Identify the structural features of popular media (e.g., newspapers, magazines, online information) and use the features to obtain information.

Writing Strategies

- 1.4 Use organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate information.

- 1.5 Compose documents with appropriate formatting by using word-processing skills and principles of design (e.g., margins, tabs, spacing, columns, page orientation).
- 1.6 Revise writing to improve the organization and consistency of ideas within and between paragraphs.

Writing Applications

- 2.1 Write narratives.
- 2.2 Write expository compositions (e.g., description, explanation, comparison and contrast, problem and solution).
- 2.5 Write persuasive compositions.

Written and Oral English Language Conventions

- 1.1 Use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts.
- 1.4 Use correct capitalization.
- 1.5 Spell frequently misspelled words correctly (e.g., *their*, *they're*, *there*).

Grade Seven English-Language Content Standards

Writing Strategies

- 1.1 Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.
- 1.2 Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.
- 1.3 Use strategies of note taking, outlining, and summarizing to impose structure on composition drafts.
- 1.4 Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.

DISTRICT PERFORMANCE STANDARD:

The Long Beach Unified School District has established criteria for students to succeed. In addition to assessments such as tests, quizzes, and projects, students must be proficient in the areas listed below to receive a **C** or better in this course.

PERFORMANCE CRITERIA

	Advanced Proficient		Proficient		Partially Proficient	Not Proficient
	A	B	C		D	F
Exams & Quizzes	At least 75%	50 –74%			35 – 49%	Below 35%
Completion of Daily Assignments	All daily class assignments are complete and the majority receive a $\checkmark +$	All daily class assignments are completed and at least 1/3 receive a $\checkmark +$.	All daily class assignments are completed		From 80% to 99% of daily class assignments are completed.	Less than 80% of daily class assignments are complete.
Assigned Section or Pages)	Meets deadlines with complete, error-free, exemplary pages	Meets deadlines with complete, above-satisfactory pages	Meets deadlines with complete, satisfactory pages		Does not meet deadlines <u>on time</u>	Does not meet deadlines
Teamwork and Participation	Always works in groups effectively. Contributions lead to positive results.	Usually works in groups effectively. Contributions lead to satisfactory results.	Sometimes works in groups effectively. Contributions usually lead to satisfactory results.		Seldom works in groups effectively.	Never works in groups effectively.

OUTLINE OF CONTENT AND SUGGESTED TIME ALLOTMENT:

Yearbook 1-2, Grades 6-8				
September/October	November/ December	January/February	March/April	May/June
Purpose of yearbook and guidelines Selection of theme, dedication, and cover design Photography instruction Determine site and content of yearbook Assign pages/sections to students	Layout instruction Elements of design Practice layout and pages Determine photos for pages Headlines and copy instruction	Deadline checks Yearbook promotion and marketing Yearbook pre-sales Complete page design and choice of photos Write copy and headlines for pages	Revise and edit copy and page layouts Turn in final yearbook Final sales promotion and marketing Proofreading of yearbook proofs	Yearbook distribution Yearbook post-sales

GUIDELINES AND REGULATIONS:

The function of the school yearbook or newspaper is to serve as a historical document, a memory book, an educational tool, and a reference.

Teacher Responsibilities

Teachers who advise student publications are responsible for supervising the production and the student staff and should:

- Practice ethics every day; make that practice a part of your routine.
- Create a code of ethics as a guide for making wise ethical decisions.
- Be sensitive to conflict of interest, plagiarism, distasteful or offensive content, privacy, bias, and inaccuracy.
- Encourage students to do thorough research and verify the accuracy of their information.
- Avoid discrimination against or favoritism to any group.
- Will strive to ensure students adhere to the guidelines and student responsibilities.

Student Responsibilities

- Students will strive to produce a publication based upon professional standards of accuracy, objectivity, and fair play.
- Students will review material to improve journalistic style, sentence structure, grammar, spelling, and punctuation.
- Students will avoid discrimination against or favoritism to any group.
- Students will adhere to rules of the staff by keeping all pictures, CD's, and information (layouts and articles) at school. Students do not have permission to make copies or release/give pictures to anyone. It is the property of the yearbook or journalism class.
- Students will revise their pages or articles until they meet the qualities and technique standards required by the production.

METHODS: A variety of instructional strategies will be utilized to accommodate all learning styles:

Lesson Design & Delivery: Teachers will incorporate these components of lesson design during direct instruction and inquiry activities. The order of components is flexible, depending on the teacher's vision for the individual lesson. For instance, the objective and purpose, while present in the teacher's lesson plan, are not made known to the students at the beginning of an inquiry lesson.

Essential Elements of Effective Instruction Model for Lesson Design Using Task Analysis	Anticipatory Set Objective Standard Reference Purpose Input Modeling Check for Understanding Guided Practice Closure Independent Practice
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Some components may occur once in a lesson, but others will recur many times. Checking for understanding occurs continually; input, modeling, guided practice and closure may occur several times. There may even be more than one anticipatory set when more than one content piece is introduced.

Active Participation: Teachers will incorporate the principles of active participation and specific strategies to ensure consistent, simultaneous involvement of the minds of all learners in the classroom. Teachers should include both covert and overt active participation strategies, incorporating cooperative learning structures and brain research. Some of the possible active participation strategies include:

COVERT	OVERT (Oral)	OVERT (Written)	OVERT (Gestures)
<ul style="list-style-type: none"> Recall 	<ul style="list-style-type: none"> Pair/Share 	<ul style="list-style-type: none"> Restate in Journals/ Notes 	<ul style="list-style-type: none"> Hand Signals
<ul style="list-style-type: none"> Imagine 	<ul style="list-style-type: none"> Idea Wave 	<ul style="list-style-type: none"> Response Boards 	<ul style="list-style-type: none"> Clapping
<ul style="list-style-type: none"> Observe 	<ul style="list-style-type: none"> Choral Response 	<ul style="list-style-type: none"> Graphic Organizers 	<ul style="list-style-type: none"> Stand up/ Sit down
<ul style="list-style-type: none"> Consider 	<ul style="list-style-type: none"> Give One, Get One 	<ul style="list-style-type: none"> Folded Paper 	<ul style="list-style-type: none"> Point to Examples
<ul style="list-style-type: none"> Visualize 	<ul style="list-style-type: none"> "Foggiest" point 	<ul style="list-style-type: none"> Ticket Out of Class 	
	<ul style="list-style-type: none"> Socratic Seminar 	<ul style="list-style-type: none"> Illustrate 	
	<ul style="list-style-type: none"> Cooperative Discussion Groups (i.e. Talking Chips) 		
	<ul style="list-style-type: none"> Role Play 		

Baldrige Quality Tools

- Affinity diagram
- Plus/Delta
- Flow Chart
- Consensogram
- Matrix/Diagram
- Scatter Diagram

Literacy and Differentiation Strategies

Learning styles and learning challenges of your students may be addressed by implementing combinations of the following:

<p><u>Reading Strategies in Language Arts</u></p> <ul style="list-style-type: none"> Learning Logs Pre-teaching Vocabulary Pre-reading Text Structures Trail Markers Reciprocal Teaching Functional Text Anticipation Guide Close Reading Literature Circles Hot Seat SSR/Independent Reading 	<p><u>Strategies for English Learners</u></p> <ul style="list-style-type: none"> Tapping/Building Prior Knowledge (Graphic Organizers, Schema) Grouping Strategies Multiple Intelligences Adapt the Text Interactive Learning (Manipulatives, Visuals) Acquisition Levels Language Sensitivity Lower the Affective Filter (including Processing Time) Home/School Connection (including Cultural Aspects) 	<p><u>Differentiation for Advanced Learners</u></p> <ul style="list-style-type: none"> Curriculum Compacting Tiered Assignments Flexible Grouping Acceleration Depth and Complexity Independent Study Literature Circles
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- Lecture and note-taking using EEEI format
- Individual and small group work
- In-class discussions
- Written work (headlines, copy for yearbook)

MATERIALS USED IN TEACHING THE COURSE: In addition to the basic text, a variety of instructional tools will be used to meet the needs of all students.

Basic Text: The Yearbook Course: Taylor Publishing Company
or
Josten's Yearbook Guide: Journalism Curriculum, 1998

Other Materials/Resources:

- Videotapes explaining layouts
- Past yearbooks, materials from publishing company, magazines

EVALUATION: Student achievement in this course will be measured using multiple assessment tools including but not limited to (a grading scale and/or rubric should be included):

- Classwork/homework
- Quizzes and exams
- Participation
- Leadership performance
- Meets deadlines

Suggested Grading Policy: A common grading policy ensures consistency between schools and classroom across the district.

- Daily Classwork 20%
- Warm-Ups 5%
- Yearbook Pages (meets deadlines, correct copy, creative and professional lay-out and photography) 50%
- Teamwork and Class Participation 25%

GRADING SCALE			
Letter grade		Percentage	Four Point Rubric score
Advanced Proficient	A	100 – 90%	Advanced Proficient 4
	B+	89 – 87%	
Proficient	B	86 – 80%	Proficient 3
	C	79 – 70%	
Partially Proficient	D	69 – 60%	Partially Proficient 2
Non or Limited Proficient	F	Below 60%	Non or Limited Proficient 1

*Teachers are encouraged to use plus and minus scores when using the four-point rubric

Submitted by: Stacy Casanave
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Mscourse/English/yearbook