

Note: The following units may not be covered exclusively in the order displayed; the nature of a yearbook course requires occasionally jumping around in order to meet the demands of photographing special events, factory deadlines, and other factors. For example, basic photography skills may be taught early on for a special event, but photography skills may be revisited later in the course, addressing different and more complex skills.

Yearbook

Unit 1 : Get Started - Beginnings / Foundations (3-4 weeks)

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
Welcome, Procedures, Expectations , & Wish list: 4 days	<ul style="list-style-type: none"> There are expectations and constraints for any real-world publication. 	<ul style="list-style-type: none"> What will we do in Yearbook? What are the audience's expectations for a yearbook? How will this course help construct the yearbook: what are our roles, options, constraints, resources, etc.? 	<ul style="list-style-type: none"> Expectations and stakes of a real-world publication that represents a school and community Class procedures for cameras and hall pass use Resources including Google Drive, company rep, Look Books, site builder, etc. 	<ul style="list-style-type: none"> Build relationships Introduce course, grading, & procedures Set expectations for professionalism, dedication, & work ethic 	<ul style="list-style-type: none"> Icebreakers Course syllabus Procedures & tech policies Past books Discuss: What students want and don't want in a yearbook Scenarios and problem-solving expectations activity 		<p>CC.1.2.11–12. C, D, E, G (analyze, evaluate how choices shape text; effectiveness; words shape meaning/tone; evaluate presentation)</p> <p>CC.1.4.11–12. V, W (research, gather information)</p> <p>CC.1.5.11–12. A, B, C, D (speaking & listening)</p>

Function of a Yearbook: 4 days	<ul style="list-style-type: none"> Yearbooks serve five main functions. 	<ul style="list-style-type: none"> What is the purpose of a yearbook? How do the skills learned in yearbook benefit real-world careers? 	<ul style="list-style-type: none"> The five basic functions of the yearbook. The history and evolution of yearbooks in the U.S. The standards set by the best contemporary yearbooks. 	<ul style="list-style-type: none"> Identify five basic functions of the yearbook: education, reference, memory, history, public relations Understand the history and evolution of yearbooks in the U.S. Understand the standards set by the best contemporary yearbooks. 	<ul style="list-style-type: none"> Handout/Exercises : 5 Functions of a Yearbook Article: "Yearbooks: A Historical Overview" Article: 'How Yearbook Signatures Have Changed Since the 1600s' Past books 		
Basic practices of journalism and immersion (scavenger hunt): 5 days	<ul style="list-style-type: none"> Journalism involves approaching, observing, conversing, and documenting the . 	<ul style="list-style-type: none"> What does it take to generate interesting content? 	<ul style="list-style-type: none"> What is meant by the 5Ws and 1H in interviewing Basics of photography: mugshots, medium shots, wide shots 	<ul style="list-style-type: none"> Build relationships Generate additional questions and tasks for the scavenger hunt together. Engage in the activity, adhering to procedural expectations. Obtain photos, identifying information, and content based on inquiries and interactions. Assemble best outcomes and share with peers. 	<ul style="list-style-type: none"> Scavenger hunt handout Hallway procedures 5Ws and 1H Basics of photography: mugshots, medium shots, wide shots 	<ul style="list-style-type: none"> 5Ws and 1H Basics of photography: mugshots, medium shots, wide shots 	

The parts of a book & construction of one: 3 days	<ul style="list-style-type: none"> Yearbooks are a long-established genre with semi-standard features. 	<ul style="list-style-type: none"> What are the parts of a typical yearbook, and what are they for? 	<ul style="list-style-type: none"> The parts and function of the parts of the yearbook (bedsheets, portraits, student life, dividers, etc.) and how much space each generally is allocated. Know how a yearbook is typically organized: chronological, by section, etc. The construction of a yearbook: printed in eight-page flats and 16-page signatures 	<ul style="list-style-type: none"> Identify, understand, and explain the function of the parts of the yearbook List the suggested percentages given to each portion of the yearbook. 	<ul style="list-style-type: none"> Terms list and quiz Past books Analyze past books: Reverse outline activity, differentiate between journalistic-style books and scrapbook-type books 	<ul style="list-style-type: none"> End sheet title page dividers section gutter spread spine Portrait pages, feature pages, etc. Flats signatures 	<p>CC.1.2.11–12. C, D, E, G (analyze, evaluate how choices shape text; effectiveness; words shape meaning/tone; evaluate presentation)</p> <p>CC.1.5.11–12.A, B, C, D (speaking & listening)</p>
Intro to online book building site and tools (4 days)	<ul style="list-style-type: none"> Yearbooks are built online in this era. 	<ul style="list-style-type: none"> How do I upload and place pictures? How do I insert and move text? What other tools exist? 	<ul style="list-style-type: none"> Yearbook spread construction involves placing photos and text into preconstructed templates. 	<ul style="list-style-type: none"> Log in to building site Upload and access images Construct a spread about Carlynton student life based on the scavenger hunt activity 	<ul style="list-style-type: none"> Yearbooks site videos and how tos 		

Unit 2: Set a Vision - Theme-Based Designing & Creating (2 or more weeks)

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
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Theme development : 3-4 days	<ul style="list-style-type: none"> • A theme unifies a book's content and distinguishes it from other years' books. 	<ul style="list-style-type: none"> • How can a yearbook convey the events and activities from the year? • What should our theme be? • What should we cover? 	<ul style="list-style-type: none"> • Theme is conveyed on: Cover & end sheets, Title page, Divider spreads, and elsewhere • Themes are also reinforced via photos, design elements, copy, captions, etc. • A book will need to consider an audience and reader's expectations. • Certain events will be unique and important to document in the coming year. 	<ul style="list-style-type: none"> • Analyze theme & design features in other books and even magazines • Identify and analyze verbal and visual elements that complement theme • Choose theme & design features • Generate verbal and visual elements that complement theme • Apply brainstorming techniques to generate ideas: theme, coverage ideas, angles. • Recognize the importance of audience and reader's expectations. • Create a visual representation of the theme for the cover 	<ul style="list-style-type: none"> • Teach the components of a basic theme by analyzing components of a theme using models in books and magazines • Review past and other book themes and features • Model good theme development vs bad theme development • Herff Jones' master theme list (yearbooks.biz > FAQs > Theme/Coverage > Themes) • Magazine with theme-driven issues • Theme planning worksheets • Free-association and other brainstorming activities 	<ul style="list-style-type: none"> • theme 	CC.1.2.11–12. C, D, E, G (analyze, evaluate how choices shape text; effectiveness; words shape meaning/tone; evaluate presentation) CC.1.5.11–12.A, B, C, D (speaking & listening)
Principles of design: time varies based on needs and deadlines (3-5 days)	<ul style="list-style-type: none"> • A theme is reinforced through effective design. • Effective design is the 	<ul style="list-style-type: none"> • What pages and spreads require designs to be created? 	<ul style="list-style-type: none"> • Principles and guidelines of design • Consistency throughout a yearbook is achieved by 	<ul style="list-style-type: none"> • Apply principles and guidelines of design to layouts in the yearbook that reinforce the theme. • Recognize and use a variety of font 	<ul style="list-style-type: none"> • Checklists • What's your storyline handout • Terms list 	<ul style="list-style-type: none"> • dominance • font • layout • template 	CC.1.2.11–12. C, D, E, G (analyze, evaluate how choices shape text; effectiveness; words shape meaning/tone; evaluate presentation)

intermittently)	result of careful consideration of certain aesthetic principles.		incorporating modular design	categories and typographical effects, including type combinations	<ul style="list-style-type: none"> • Past books and magazines • design elements quiz • design test 	<ul style="list-style-type: none"> • white space • Design terms like symmetry and more 	CC.1.4.11–12. V, W (research, gather information)
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Unit 3: Get Organized - Assign & Plan Coverage (1-week direct instruction, various workshop weeks)

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
Ladder and book deadlines (2 days)	A well-planned and adhered-to ladder are instrumental in meeting deadlines for publication.	<ul style="list-style-type: none"> • What is a yearbook ladder and what is the function of the ladder? • How much do deadlines matter? 	<ul style="list-style-type: none"> • “Ladder” is the yearbook term for a page-by-page diagram showing the yearbook’s contents. • The ladder helps staffs navigate tasks and deadlines. • Meeting deadlines ensures a May delivery and manageable costs. 	<ul style="list-style-type: none"> • Plan coverage strategies and assignments. 	<ul style="list-style-type: none"> • How ladders work and its relationship to printing 	<ul style="list-style-type: none"> • Ladder • Proof 	CC.1.4.11–12. Q, R (style/conventions) CC.1.4.11–12. T (writing for audiences) CC.1.4.11–12. U, X (use technology/write routinely)
Assignments and individual deadlines (2-3 days)	A well-planned and adhered-to ladder are instrumental in meeting deadlines for publication.	<ul style="list-style-type: none"> • What are my assigned tasks and deadlines? 	<ul style="list-style-type: none"> • How to find out individual assignments 	<ul style="list-style-type: none"> • Establish staff roles • Create press passes and practice procedures • Discuss involvements, interest, and access to activities to 	<ul style="list-style-type: none"> • Understand deadlines: Finalize and post the ladder. Color code it by deadline and list specific spread assignments, which pages will be sent with each deadline, et 		

				determine each student's responsibilities (spread assignments).			
The book-building website (2-3 days)	Tech tools are essential for present-day journalists.	<ul style="list-style-type: none"> How do student journalists use technology to produce their publication ? 	<ul style="list-style-type: none"> Online book-building site permissions, how to view assignments, how to edit Working with templates (locked and free elements) Productivity tracking reports 	<ul style="list-style-type: none"> Access site, build Access & understand the ladder Access and edit spreads: Upload images, add copy, and tag people 	<ul style="list-style-type: none"> Building spreads via the publisher website using practice spreads feature 		CC.1.4.11–12.T (writing for audiences) CC.1.4.11–12. U, X (use technology/write routinely)
Workshop: Planning, building, and proofing pages: 2 week cycles throughout the year)	Publication-worthy writing involves engaging in various revision and editing steps.	<ul style="list-style-type: none"> What do I need to do to avoid errors and mistakes? 	<ul style="list-style-type: none"> Proofing process Tagging Spellcheck Other aspects of AP style (not capitalizing freshman, etc.) 	<ul style="list-style-type: none"> Engage in the proofing process to reduce errors 	<ul style="list-style-type: none"> AP Style guide Spellcheck tool Index tool Proofing slips 		

Unit 4: Get the Picture - Basic and Advanced Photography Skills (3 weeks)

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
Basic photography (2 weeks)	Taking pictures that tell a story often involve capturing candid	<ul style="list-style-type: none"> What are techniques for achieving high-quality and 	<ul style="list-style-type: none"> Candid vs Posed shots for different purposes: Candid photos convey more authentic emotions and tell 	<ul style="list-style-type: none"> Use camera or cell phone to capture images compatible with our needs Handling a camera 	<ul style="list-style-type: none"> Rubrics and checklists Event photography planning 	<ul style="list-style-type: none"> Candid Posed composition terms: Rule of 	CC.1.2.11–12. C, D, E, G (analyze, evaluate how choices shape text; effectiveness; words shape

	<p>moments: being prepared and taking many photos are key to success.</p>	<p>interesting photographs?</p>	<p>a story, compared to posed shots.</p> <ul style="list-style-type: none"> • Composition techniques & terms: angles, thirds, framing, etc. 	<ul style="list-style-type: none"> • Upload & tag images • Apply composition skills to capture photographs to be used for publication • Selecting photos • Understand & apply ethics of photojournalism 	<ul style="list-style-type: none"> • Photo challenges and show/share • Analyzing outstanding photos from various publications: National Geographic, The Atlantic, NPR, Time, etc. • JEA Lessons: Capture the Moment, 10 Questions to Ask Before Taking a Photo, Photo Scavenger Hunt • Joshua Cripps: 7 Powerful Photography tips (7-minute video reinforces composition lessons) (JEA) • JEA award-winning photos collection • Photo self-critique 	<p>thirds, framing, leading lines, etc.</p> <ul style="list-style-type: none"> • cropping 	<p>meaning/tone; evaluate presentation)</p>
<p>Advanced photography (1 week)</p>	<p>Advanced settings aid photographers in tough environments like gyms, fast-paced events, and low-light settings.</p>	<ul style="list-style-type: none"> • What settings and considerations exist when taking pictures in various settings? 	<ul style="list-style-type: none"> • Advanced tools: ISO, Aperture, shutter speed 	<ul style="list-style-type: none"> • DSLR skills: access manual and semi manual settings, e.g. • Change lenses safely 	<ul style="list-style-type: none"> • Photojournalism lessons on aperture, etc. • And...Same as above 	<ul style="list-style-type: none"> • Advanced terms: ISO, shutter speed, Aperture, depth of field 	

Event photography & reporting (occasionally as needed: Pep rallies, picture days, spirit week, etc.)	Event photography involves being assertive with the camera and attendees, but also being observant and unobtrusive.	<ul style="list-style-type: none"> • How can I get great content at an event? 		<ul style="list-style-type: none"> • Finding good vantage points on locations • Approach organizers and attendees to obtain interviews and quotes 	<ul style="list-style-type: none"> • Club photo day resources 		
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Unit 5: Bring on the Words - Writing for Yearbook: Headlines, Captions, and Copywriting (2.5-3 weeks)

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
Reporting Basics (5 days)	<p>Reporting and writing are essential ingredients for a yearbook that tells the stories of the year.</p> <p>Yearbook writing is called “copy” and is essential to contextualizing the images captured.</p> <p>Journalists use a variety of primary sources (people) and secondary sources (research) to obtain balanced,</p>	<ul style="list-style-type: none"> • What writing does a yearbook include? • Why does a yearbook need writing? • How is writing in yearbook similar and different than other media? • Why are captions important in print publications? 	<ul style="list-style-type: none"> • The 5W+H • Primary vs secondary sources • Credible sources • Bias • Balance 	<ul style="list-style-type: none"> • Identify elements of copy, captions and headline identify the lead, quotes, transitions and conclusions of a yearbook story. Analyze writing types & styles • Brainstorm ideas for stories individually and in groups 	<ul style="list-style-type: none"> • Copy examples • Past books • AP Style Guide • JEA: power of how and why lesson and slides • HJ S6p06: Understanding reporting • HJ S6p14: Identifying angle • HJ S6p16: Writing captions • HJ S6p40: Using quotes • HJ S6p42: Mastering headlines 	<ul style="list-style-type: none"> • Caption • Copy • Headline • Bias • Balance • Source (primary and secondary) • Pitch • Angle 	<p>CC.1.2.11–12. C, D, E, G (analyze, evaluate how choices shape text; effectiveness; words shape meaning/tone; evaluate presentation)</p> <p>CC.1.4.11–12. Q, R (style/conventions)</p> <p>CC.1.4.11–12. T (writing for audiences)</p> <p>CC.1.4.11–12. U, X (use technology/write routinely)</p> <p>CC.1.5.11–12.A, B, C, D (speaking & listening)</p>

	credible information for their pieces.	<ul style="list-style-type: none"> • What information is essential to include in a caption? • How are quotes and other information used in caption writing? • How will I fill the text boxes on my spread? What do I write about? 					
Interviewing Essentials (3 days)	<p>Generating questions & interviewing</p> <p>Writing coverage</p> <p>Generating good questions and helping the subject feel comfortable enough to open up are key to successful interviews.</p>	<ul style="list-style-type: none"> • How do journalists gather necessary and credible information for their piece? • How do I conduct an effective interview? • How do journalists translate information from research 	<ul style="list-style-type: none"> • Understand the art of interviewing and be able to construct inquiring questions. 	<ul style="list-style-type: none"> • Write leads, captions & narratives • Interview & gather information • Focus writing on an angle • Include details • Use active verbs • Generate ideas • Use correct grammar & spelling 	<ul style="list-style-type: none"> • Google forms & interview webs • Copy examples • Captions practice • Proofing checklist • AP style handouts & quizzes • Rubrics and checklists • Punctuation of quotations • Interview family member/caption photo 	<ul style="list-style-type: none"> • Open-Ended Question • Closed-Ended Question • Direct Quote • Indirect Quote • Partial Quote Feature • Profile • Follow-up question 	<p>CC.1.2.11–12. C, D, E, G (analyze, evaluate how choices shape text; effectiveness; words shape meaning/tone; evaluate presentation)</p> <p>CC.1.4.11–12. Q, R (style/conventions)</p> <p>CC.1.4.11–12. T (writing for audiences)</p> <p>CC.1.4.11–12. U, X (use technology/write routinely)</p> <p>CC.1.5.11–12.A, B, C, D (speaking & listening)</p>

		and interviews into coherent writing pieces?		<ul style="list-style-type: none"> • Use AP Style, including correct tenses 	<ul style="list-style-type: none"> • JEA interview basics: slides, handout, key • JEA Lessons such as: The Personal Narrative (interviewing, transcribing, writing, and critiquing/editing) and/or Peer Staffer Personality Profile • HJ S6p08: Interviewing essentials 		
Advanced: Captions and copy (5 days)	Advanced writing techniques lead to more engaging reading.	<ul style="list-style-type: none"> • How can I be a better writer for the yearbook? 	<ul style="list-style-type: none"> • Generate better copy and captions through more advanced interviewing and writing techniques. • conduct research to obtain information, such as information like athletic award winners 	<ul style="list-style-type: none"> • Understand & adopt different sentence structures • Develop more unique angles • Generate more unique ideas 	<ul style="list-style-type: none"> • JEA quotation basics: slides, handout, key • JEA Lesson: Writing Headlines • JEA Lesson: Caption-writing and Headlining Photos: importance of captions & AP Style for writing captions and headlines • JEA award-winning photos collection • Revising to learn: students (re)write five captions and headlines from any prior year's book to make them more informative. 	<ul style="list-style-type: none"> • Brackets • Ellipses • Paraphrasing • summarizing 	

					<ul style="list-style-type: none"> • Variety: HJ/SPHS resource on starting captions and HJ/ SPHS resource on using quotations) • Importance of ethics: articles on quotations used problematically • HJ S6p28: Active voice • HJ S6p28: Understanding tense • HJ S6p34: Revising copy • HJ S6p38: Writing lead • HJ S6p44: Style 		
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Unit 6: Sell, Sell, Sell - Business/Marketing
(intermittently as needed, at least 2 weeks)

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
Selling ads (5 days) Selling books (5 days)	Ads support the program to keep costs reduced Marketing the Yearbook is essential to increasing sales	<ul style="list-style-type: none"> • How do I design effective promotional material? • What are the most effective ways to sell ads to 	<ul style="list-style-type: none"> • Analyze marketing strategies for selling books. • Features and contents of an advertising section 	<ul style="list-style-type: none"> • Set goals • Understand business & sales operations • Market a product to internal & external audiences 	<ul style="list-style-type: none"> • Publisher's e-business software • Publisher's built-in tutorials and walk-throughs • Example solicitation letters for business sales 	<ul style="list-style-type: none"> • Senior Ad/Tribute Ad • Baby ad 	CC.1.2.11–12. C, D, E, G (analyze, evaluate how choices shape text; effectiveness; words shape meaning/tone; evaluate presentation) CC.1.4.11–12. Q, R (style/conventions)

		businesses? To students? To parents? • What communication tools can be used to communicate with the consumer?	• Types of yearbook ads and how to design them. • the financial responsibility of working on a yearbook • Outlets for marketing: student publications flyers, and online	• Sell advertisements • Produce an advertising section • Demonstrate business etiquette • Keep accurate records of business transactions using online software • Create posters and visuals to advertise. • Assign students to contact local businesses and organizations who may be willing to purchase an ad or sponsor a book for a student in need • Brainstorm ideas to increase book sales. • Discuss & plan ad sales campaigns (senior and business).	• Advertising for senior/baby ads • JEA Lesson: Writing an Advertising Plan and Script • JEA Lesson: Selling Yearbooks: review sales strategies, including timelines, incentives, promotion and methods for increasing demand		CC.1.4.11–12. T (writing for audiences) CC.1.5.11–12.A, B, C, D, E (speaking & listening)
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Unit 7: Journalism 101: Role and Ethics (2-3 weeks)

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
Ethics and journalism standards (2 weeks)	There are professional standards of Journalism, photography,	• What is good journalism?	• Understand ethical issues involved with producing a yearbook.	• Analyze characteristics of the news	• Selected pieces of journalism	• Ethics • First Amendment	CC.1.4.11–12. V, W (research, gather information)

	and ethics that govern publications	<ul style="list-style-type: none"> • Why do student journalists need to be aware of legal and ethical issues? • Where does this knowledge factor into decision making? 		<ul style="list-style-type: none"> • Understand the role of journalism in democracy • Understand & respect copyright law • Understand the First Amendment • Explore the relationship between media and law • Understand history of journalism 	<ul style="list-style-type: none"> • HJ handout S3p02: Understanding news • HJ handout S3p03: What makes news and/or slides and handout from JEA: Role of journalism • HJ handout S3p05: Values of the news • HJ handout S3p12: Schools and the first amendment and/or Slides and handout from JEA: First Amendment • HJ handout 16: Understanding legal issues and/or Slides and handout from JEA: law vs ethics • HJ handout S3p20: History of journalism • Yearbooks in the news slideshow • Real-world court cases 	<ul style="list-style-type: none"> • Hazelwood Standard • Tinker Standard • Newsworthiness 	
Unit 8: Various Projects - Out with the Old, In with the New Wrap-up and Restart (2-5 weeks)							
Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content

Distribution, outreach (3 days)	Ensuring students receive their product as expected and paid for can involve meticulous effort and record-keeping.	<ul style="list-style-type: none"> • How do we ensure each student gets what they paid for? • What do we do about mistakes? 	•The end of the year is the time for establishing next year's foundation.	<ul style="list-style-type: none"> • Conceptualize and pitch a distribution and feedback plan for their publication. • Manage a successful distribution of books. 			CC.1.4.11–12 Q, R (style/conventions) CC.1.4.11–12.T (writing for audiences)
Reflection & Evaluation (5 days)	Careful reflection is the first step in achieving growth and improvement.	<ul style="list-style-type: none"> • What in the book are we proud of and satisfied with? • What in the book are we hoping to improve on in the future? 	•The end of the year is the time for establishing next year's foundation.	<ul style="list-style-type: none"> • Evaluate product and sales • End of year portfolio/self-assessment 			CC.1.4.11–12. U, X (use technology/write routinely) CC.1.5.11–12. A, B, C, D (speaking & listening) CC.1.5.11–12.F
Planning for next year (10 or more days)	Successful outcomes start with preparation.	<ul style="list-style-type: none"> • What can we do this year to jumpstart next year's book?? 	• The end of the year is the time for establishing next year's foundation.	<ul style="list-style-type: none"> • Strive toward future goals and assignments (supplements, summer planning, etc.) • Take spring sports photos and gather spring sports/activities information • Converse with school administration about policy changes for upcoming year 			

				(portrait requirements, etc.).			
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