

## Yearbook Journalism 3 Overview 2022-2023

This document is designed provide parents/guardians/community an overview of the curriculum taught in the FBISD classroom. This document supports families in understanding the learning goals for the course, and how students will demonstrate what they know and are able to do. The overview offers suggestions or possibilities to reinforce learning at home.

Included at the end of this document, you will find:

- A [glossary](#) of curriculum components
- The content area [instructional model](#)
- [Parent resources](#) for this content area

To advance to a particular grading period, click on a link below.

- [Grading Period 1](#)
- [Grading Period 2](#)
- [Grading Period 3](#)
- [Grading Period 4](#)

(a) Introduction.

(1) Students enrolled in Advanced Journalism: Yearbook I, II, III/Newspaper I, II, III/Literary Magazine communicate in a variety of forms such as print, digital, or online media for a variety of audiences and purposes. High school students are expected to plan, draft, and complete written and/or visual communications on a regular basis, carefully examining their copy for clarity, engaging language, and the correct use of the conventions and mechanics of written English. In Advanced Journalism: Yearbook I, II, III/Newspaper I, II, III/Literary Magazine, students are expected to become analytical consumers of media and technology to enhance their communication skills. In addition, students will apply journalistic ethics and standards. Published works of professional journalists, technology, and visual and electronic media are used as tools for learning as students create, clarify, critique, write, and produce effective communications. Students enrolled in Advanced Journalism: Yearbook I, II, III/Newspaper I, II, III/Literary Magazine will refine and enhance their journalistic skills, research self-selected topics, and plan, organize, and prepare a project(s) in one or more forms of media.

(2) For high school students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning.

(3) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(4) The essential knowledge and skills as well as the student expectations for Advanced Journalism: Yearbook I, II, III/Newspaper I, II, III/Literary Magazine, elective courses, are described in subsection (b) of this section.

(b) Knowledge and skills.

(1) The student understands individual and staff responsibilities of coverage appropriate for the publication's audience. The student is expected to:

- (A) understand the role and responsibilities of each staff member and the purpose of the publication;
- (B) use the skills necessary to plan and produce a publication;
- (C) read both professional publications and other student-produced publications to generate story and design ideas for the local publication;
- (D) conduct research using a variety of sources such as interviews with primary sources, databases, or published reports; and
- (E) conceive coverage ideas for packaged presentations of material, including, but not limited to, copy, infographics, sidebars, photos, art, and multimedia components.

(2) The student understands media law and journalistic ethics and standards and the responsibility to cover subjects of interest and importance to the audience. The student is expected to:

- (A) find a variety of credible sources to provide balanced coverage;
- (B) compose the story accurately keeping his/her own opinion out of non-editorial coverage;
- (C) provide editorial coverage to inform and encourage the reader to make intelligent decisions;
- (D) critique the publication to find its strengths and weaknesses to improve products based on those critiques;
- (E) seek non-staff opinion on the publication to determine its impact on future publications;

- (F) understand the consequences of plagiarism; and
  - (G) understand and apply copyright law, the fair use exemption, and the ownership of intellectual property.
- (3) The student understands all aspects of a publication and the means by which that publication is created. The student is expected to:
- (A) identify elements used to create publications;
  - (B) create and execute a financial plan for supporting publications such as sales and advertising; and
  - (C) consider finances in making decisions, including number of pages and cost-incurring extras such as color, paper quality, and number of copies for print publications.
- (4) The student produces publications. The student is expected to:
- (A) determine which events and issues are newsworthy for the audience;
  - (B) select the most appropriate journalistic format to present content;
  - (C) apply skills in reporting and writing to produce publications;
  - (D) design pages for publications;
  - (E) plan and produce photographs for publications;
  - (F) incorporate graphics into publications;
  - (G) write and design headlines for publications;
  - (H) research and write captions for publications;
  - (I) produce publications using available technology; and
  - (J) evaluate stories and coverage for balance and readability.
- (5) The student demonstrates leadership and teamwork abilities. The student is expected to:

- (A) determine roles for which different team members will assume responsibility;
- (B) work cooperatively and collaboratively through a variety of staff assignments;
- (C) determine coverage and concepts for publications;
- (D) develop a deadline schedule and a regular means of monitoring progress;
- (E) listen actively and critically and then respond appropriately to team members;
- (F) submit work for editing and critiquing and make appropriate revisions; and
- (G) edit and critique work of others.

## Grading Period 1

### Unit 1: Student Publication Setup

#### Unit Overview:

This unit will lay the foundation of setting up a student publication by establishing yearbook protocol, staff responsibilities and the book's theme. Students will learn the purpose of photographs in telling a story and how to use camera settings and the elements of composition to produce high quality photographs. Students will utilize the tools of the yearbook software editing program to produce eye-appealing page layouts and cover design.

*\*Yearbook 3 students are considered leaders of the staff who will monitor progress and advise Yearbook 1 and 2 students.*

#### At home connections:

- Look for examples of photographs in a variety of publications. How do these photos help tell the story?
- As you look through online photographs, what do you notice? Are there certain criteria you think the photographers use in taking and selecting the photos?

*\*These examples could be used as models when working with Yearbook 1 and 2 students.*

Concepts within Unit #1	Success Criteria for this concept
<p>Concept #1: Establishing Yearbook Protocol</p> <p><b>1A:</b> understand the role and responsibilities of each staff member and the purpose of the publication.</p>	<ul style="list-style-type: none"> <li>• Monitor the progress of Y1 and Y2 students with these skills: <ul style="list-style-type: none"> <li>✓ performing a variety of job roles/responsibilities</li> <li>✓ checking out equipment by following the established procedures</li> <li>✓ designing pages that incorporate the year's theme</li> </ul> </li> <li>• Provide tutoring or feedback for any struggling Y1 or Y2 students.</li> <li>• Independently, perform your job role(s), check out equipment, and design pages that incorporate the theme.</li> </ul>
<p>Concept #2: Camera Basics</p>	<ul style="list-style-type: none"> <li>• Monitor the progress of Y1 and Y2 students with these skills: <ul style="list-style-type: none"> <li>✓ compose photos using automatic and manual settings</li> <li>✓ use manual shutter speed adjustments for action shots.</li> </ul> </li> </ul>

<p><b>2A:</b> Identify the basic parts of a camera and their functions</p>	<ul style="list-style-type: none"> <li>• Provide tutoring or feedback for any Y1 or Y2 students who are struggling.</li> <li>• Independently, plan, shoot, and edit photos at a variety of school events for publication.</li> </ul>
<p>Concept #3: Photography</p> <p><b>4E:</b> plan and produce photographs for publications</p>	<ul style="list-style-type: none"> <li>• Monitor the progress of Y1 and Y2 students with these skills: <ul style="list-style-type: none"> <li>✓ planning and taking quality photos that tell a story using composition principles and lighting</li> <li>✓ selecting and editing photos for publication.</li> </ul> </li> <li>• Provide tutoring or feedback for any Y1 or Y2 students who are struggling.</li> <li>• Independently, plan, shoot, select and edit quality photos at a variety of school events for publication.</li> </ul>
<p>Concept #4: Page Design</p> <p><b>3A</b> identify elements used to create publications</p> <p><b>4D</b> design pages for publications</p>	<ul style="list-style-type: none"> <li>• Monitor the progress of Y1 and Y2 students with these skills: <ul style="list-style-type: none"> <li>✓ How to use headlines, copy and photos to create a basic page layout</li> <li>✓ How to use the staff style guide when choosing fonts, colors, sizes of elements etc.</li> </ul> </li> <li>• Provide tutoring or feedback for any Y1 or Y2 students who are struggling.</li> <li>• Independently, produce an effective layout for publication using design principles and the staff style guide.</li> </ul>

**Grading Period 2**  
**Unit 2: Student Publication Setup**

**Unit Overview:**

This unit will lay the foundation of creating a publication both visually and verbally. Students will produce headlines, captions, stories and pages that appeal to their target audience. Skills practiced in this unit will continue to be refined throughout the year as students increasingly work more independently creating the yearbook. Students will also demonstrate marketing skills to promote the yearbook sales and utilize ad techniques to sell yearbook ads.

*\*Yearbook 3 students are considered leaders of the staff who will monitor progress and advise Yearbook 1 and 2 students.*

**At home connections:**

Search for a variety of page layouts that appeal to you, online or in print:

- What is it about these layouts that you like?
- What design ideas could you use in your page layouts?

*\*These examples could be used as models when working with Yearbook 1 and 2 students.*

Concepts within Unit # 2	Success Criteria for this concept
<p>Concept #1: Creating Publications</p> <p><b>1D</b> conduct research using a variety of sources such as interviews with primary sources, databases, or published reports</p> <p><b>4A</b> determine which events and issues are newsworthy for the audience</p> <p><b>4B</b> select the most appropriate journalistic format to present content</p> <p><b>4C</b> apply skills in reporting and writing to produce publications</p> <p><b>4G</b> write and design headlines for publications</p> <p><b>4H</b> research and write captions for publications</p>	<ul style="list-style-type: none"> <li>• Monitor the progress of Y1 and Y2 students with these skills: <ul style="list-style-type: none"> <li>✓ writing photo captions and headlines</li> <li>✓ gathering information through research and interviews</li> <li>✓ writing yearbook copy incorporating this information and using proper format</li> </ul> </li> <li>• Provide tutoring or feedback for any Y1 or Y2 students who are struggling.</li> <li>• Independently, produce copy that is ready for publication, including captions, headlines, and infographics/articles/modules.</li> </ul>
<p>Concept #2: Creating a Market Plan</p> <p><b>3B</b> create and execute a financial plan for supporting publications such as sales and advertising</p>	<ul style="list-style-type: none"> <li>✓ Lead the staff through developing and creating a marketing plan that includes: <ul style="list-style-type: none"> <li>✓ A marketing slogan or theme</li> <li>✓ A gimmick (contest, activity) to spark interest in the yearbook</li> <li>✓ Social media materials</li> <li>✓ Times for targeted yearbook sales</li> <li>✓ Ways to include all staff in selling</li> </ul> </li> </ul>
<p>Concept #3: Creating an Ad Sales Plan</p> <p><b>3B</b> create and execute a financial plan for supporting publications such as sales and advertising</p>	<p>Lead the staff in working collaboratively to create a financial plan, including ad prices, book price, number of pages, number of copies to sell and to monitor the finances throughout the year.</p>

**Grading Period 3**  
**Unit 3: Editing and Revising**

**Unit Overview:**

In this unit, staff members focus on the importance of editing and revising copy for publication. Students will carefully examine their copy for clarity, engaging language, and the correct use of the conventions and mechanics of written English. They will proof and edit the pages of others. And they will use the staff style guideline to proof page designs before submitting them to an editor.

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**At home connections:**

- Students can have family members proof and edit their assigned yearbook pages.
- Make a practice of proofing and editing any written material you see, online and in print.
- Read a variety of digital media, paying close attention to the style used.

*\*These activities also could be used as models when working with Yearbook 1 and 2 students.*

Concepts within Unit # 3	Success Criteria for this concept
<p>Concept #1: Editing</p> <p><b>(1)</b> High school students are expected to carefully examine their copy for clarity, engaging language, and the correct use of the conventions and mechanics of written English</p> <p><b>5F</b> submit work for editing and critiquing and make appropriate revisions</p> <p><b>5G</b> edit and critique work of others</p>	<ul style="list-style-type: none"> <li>• Monitor the progress of Y1 and Y2 students with these skills: <ul style="list-style-type: none"> <li>✓ Analyzing copy for word usage, word choice, sentence variation, punctuation and mechanics</li> <li>✓ Editing and revising for publication</li> <li>✓ Using editing symbols to indicate areas where copy needs editing/revision.</li> <li>✓ Peer editing and providing feedback to fellow staff members</li> </ul> </li> <li>• Provide tutoring or feedback for any Y1 or Y2 students who are struggling.</li> <li>• Independently, analyze, edit and revise your own copy so that it is ready for publication.</li> </ul>
<p>Concept #2: Proofing</p> <p><b>2D</b> critique the publication to find its strengths and weaknesses to improve products based on those critiques</p>	<ul style="list-style-type: none"> <li>• Monitor the progress of Y1 and Y2 students as they proof yearbook pages, checking use of design guidelines, photos, copy, white space and balance.</li> <li>• Lead the staff in proofing all yearbook pages before they are sent to publishing.</li> </ul>

**Grading Period 4**  
**Unit 4: Editorials**

**Unit Overview:**

In this unit students will explore the journalism code of ethics and how it applies to their responsibilities as a journalist. They will understand the foundations of media law (Freedom of the Press, censorship, libel, invasion of privacy, copyright, access to records and meetings and reporter's privilege) and use them to determine reporting and publishing decisions. As a final project, students may create a personal yearbook or create a cover for a staff contest for next year's book.

*\*Yearbook 3 students are considered leaders of the staff who will monitor progress and advise Yearbook 1 and 2 students.*

**At home connections:**

- Practice media literacy when reading/watching all digital media:
- Are the sources of information valid and appropriate?
- Are there occasions when the reporter slips into editorializing?
- Do you see examples of a reporter's rights being curtailed?
- Do you see examples of a reporter violating ethics and standards?
- When there are these conflicts, how are they resolved?

*\*These questions could be used as models when working with Y1 and Y2 students.*

Concepts within Unit # 4	Success Criteria for this concept
<p>Concept #1: Media Standards</p> <p>2F understand the consequences of plagiarism</p> <p>2G understand and apply copyright law, the fair use exemption, and the ownership of intellectual property</p>	<ul style="list-style-type: none"> <li>• Lead the staff in learning about and practicing media standards through the following: <ul style="list-style-type: none"> <li>✓ Defending one's position on a provided ethical scenario/dilemma</li> <li>✓ Researching a Media Standard of interest and sharing the findings</li> <li>✓ Analyzing journalistic publications to identify language that shows bias and vto question the validity of sources</li> <li>✓ Applying media ethics when making publishing and reporting decisions for the publication.</li> </ul> </li> <li>• Understand and practice ethical journalism at all times, serving as a role model for Y1 and Y2 students.</li> </ul>
<p>Concept #2: Personal Yearbook</p> <p><b>3A</b> identify elements used to create publications</p> <p><b>4D</b> design pages for publications</p>	<ul style="list-style-type: none"> <li>• Lead Y1 and Y2 students as they work on their final projects: <p>Design a basic layout with headlines, copy and a variety of photos for a personal yearbook</p> <p><b>Or</b></p> <p>Develop a yearbook theme and create your own entry for the cover contest</p> </li> </ul>





## Glossary of Curriculum Components

**Overview**— The content in this document provides an overview of the pacing and concepts covered in a subject for the year.

**TEKS** – Texas Essential Knowledge and Skills (TEKS) are the state standards for what students should know and be able to do.

**Unit Overview** – The unit overview provides a brief description of the concepts covered in each unit.

**Concept** – A subtopic of the main topic of the unit.

**Success Criteria**—a description of what it looks like to be successful in this concept.

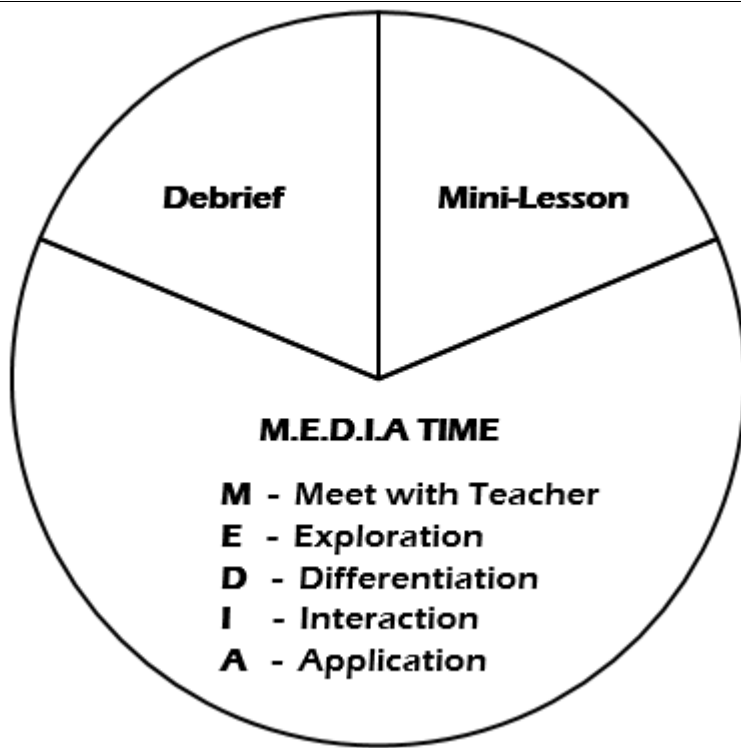
**Competency**—Standards-Based Grading communicates students’ understanding of the Texas Essentials Knowledge and Skills (TEKS). Using the TEKS, teachers developed grade-level competencies to communicate student progress in the Standards-Based gradebook. The competencies are the same for each grade-level content area (i.e. 1st grade math) across the district. Teachers report students’ progress on the competencies using learning progressions.

## Parent Resources

The following resources provide parents with ideas to support students’ understanding. For sites that are password protected, your child will receive log-in information through their campus.

Resource	How it supports parent and students
<a href="https://edu.gcfglobal.org/en/digital-media-literacy/">https://edu.gcfglobal.org/en/digital-media-literacy/</a>	Online tutorials for Digital Media
<a href="https://studentreportinglabs.org/archived-tutorials/">https://studentreportinglabs.org/archived-tutorials/</a>	Video Tutorials
<a href="https://www.wevideo.com/academy">https://www.wevideo.com/academy</a>	WeVideo Editing Tutorials
<a href="https://www.youtube.com/adobecarea">https://www.youtube.com/adobecarea</a>	Adobe Tutorials
<a href="https://www.commonsense.org/education/digital-citizenship">https://www.commonsense.org/education/digital-citizenship</a>	Digital Citizenship
<a href="https://www.adfontesmedia.com/">https://www.adfontesmedia.com/</a>	Rating News Media
<a href="https://creativecommons.org/">https://creativecommons.org/</a>	Copyright Free materials to use
<a href="https://edu.gcfglobal.org/en/digital-media-literacy/">https://edu.gcfglobal.org/en/digital-media-literacy/</a>	Online tutorials for Digital Media
<a href="https://studentreportinglabs.org/archived-tutorials/">https://studentreportinglabs.org/archived-tutorials/</a>	Video Tutorials

## Instructional Model



Lesson Components	Timeframe	Description
<i>Mini-Lesson</i>	5 - 10 MINS	<p><b>Mini Lesson:</b> explicit instruction that includes the learning intentions, success criteria, opening activity of the lesson, and sets the tone for the day's learning. This can range from an in-depth introduction to a unit or a quick whole group coaching session where the teacher explains a skill that will be used in the MEDIA time. An example would be demonstrating to the class how to add sound to a project.</p> <p>The opening lesson for the new concept in the unit should include some form of technology modeled to engage the students. Visuals and video are encouraged. During this warmup students should acknowledge the <i>Learning Intention</i> and <i>Success Criteria</i> for the concept. The mini-lesson may include a simple technology skill that scaffolds with the main concept.</p>
<i>M.E.D.I.A Time</i>	25 - 30 MINS	<p><b>MEDIA Time:</b> fluid student work time that encompasses the tenets below (usually small group or individual)</p> <p><b>Meet with Teacher-</b> conference or pullout time to examine project rubric requirements, and progress monitoring <i>Guided Participation</i></p> <p><b>Exploration-</b> student work time with the tools using project guidelines <i>Learning Situatedness</i></p> <p><b>Differentiation-</b> student choice, intervention, or enrichment instruction (usually paired with meet with teacher) <i>Guided Participation</i></p>

		<p><b>Interaction</b>- students working in a community of practice online and in person, (examples are peer discussion or assessment)<i>Legitimate peripheral participation, Membership of a community of practice</i></p> <p><b>Application</b>- authentic formative and summative assessment of learning<i>Learning Situatedness</i></p> <p>Students explore, interact, and apply knowledge and skills during MEDIA time. During this time, a student centered environment looks like the following:</p> <ul style="list-style-type: none"> <li>Students engaged in technology</li> <li>Hands-on learning and manipulations of hardware/software</li> <li>Creativity is evident</li> <li>Collaboration with peers and the teacher</li> <li>Student led production</li> <li>Autonomous students capable of time management</li> </ul> <p>M= Meet with the teacher E=Exploration D=Differentiation I=Interaction A=Application</p>
Debrief	5 - 10 MINS	<p><b>Debrief:</b> closure of learning for the day which varies in depth according to the unit trajectory (an example would be an exit ticket or review of a group's project)</p> <p>Closure to each day can involve a recursive, real world application connection asking the students, "Where do you see this in your world?". Whether an exit ticket or a closing thought to lead into the next day's activity, the debrief should be differentiated so as to reach each student.</p> <p>***some projects may involve a five-minute cleanup warning to responsibly put up equipment and handle housekeeping duties.</p>