

**Yearbook Journalism
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, 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.

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 photos?

Concepts within Unit #1	Success Criteria for this concept
Concept #1: Establishing Yearbook Protocol 1A understand the role and responsibilities of each staff member and the purpose of the publication.	<ul style="list-style-type: none"> • Describe the responsibilities of each job role • Use the established procedures to check out equipment • Explain the yearbook's theme and give examples of how it is being used throughout the book

<p>Concept #2: Camera Basics 2A identify the basic parts of a camera and their functions</p>	<ul style="list-style-type: none"> • Label the parts of a camera • Compose and take photos in both automatic and manual settings • Use manual shutter speed adjustments to take photos of objects at different speeds
<p>Concept #3: Photography 4E plan and produce photographs for publications;</p>	<ul style="list-style-type: none"> • Plan and take photos using composition principles and different types and directions of light. • Edit photos for publication • Produce photos that tell a story
<p>Concept #4: Page Design 3A identify elements used to create publications 4D design pages for publications</p>	<ul style="list-style-type: none"> • Identify the components of a basic page layout such as headlines, copy and photos. • Produce an effective layout for publication

**Grading Period 2
Unit 2: Creating Publication**

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 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.

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?

Concepts within Unit # 2	Success Criteria for this concept
<p>Concept #1: Creating Publications</p> <p>1D conduct research using a variety of sources such as interviews with primary sources, databases, or published reports</p> <p>4A determine which events and issues are newsworthy for the audience</p> <p>4B select the most appropriate journalistic format to present content</p> <p>4C apply skills in reporting and writing to produce publications</p> <p>4G write and design headlines for publications</p> <p>4H research and write captions for publications</p>	<ul style="list-style-type: none"> • Write captions for the photos on assigned yearbook pages. • Write headlines for assigned yearbook pages. • Gather the information needed to write a variety of copy for assigned yearbook pages, such as a profile, sports event, clubs etc. • Research/locate background information to incorporate into yearbook copy. • Interview someone and incorporate this information into yearbook copy. • Write copy for assigned yearbook pages using the proper format.
<p>Concept #2: Creating a Market Plan</p> <p>3B create and execute a financial plan for supporting publications such as sales and advertising</p>	<ul style="list-style-type: none"> • Attend staff meetings as members develop and create a marketing plan and work on marketing ideas throughout the year that include: <ul style="list-style-type: none"> ✓ A marketing slogan or theme ✓ A gimmick (contest, activity) to spark interest in the yearbook ✓ Social media materials ✓ Times for targeted yearbook sales ✓ Ways to include all staff in selling
<p>Concept #3: Creating an Ad Sales Plan</p> <p>3B create and execute a financial plan for supporting publications such as sales and advertising</p>	<ul style="list-style-type: none"> • Collaborate with staff members in meetings 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.

**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.

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.

Concepts within Unit # 3	Success Criteria for this concept
<p>Concept #1: Editing (1) 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 5F submit work for editing and critiquing and make appropriate revisions 5G edit and critique work of others</p>	<ul style="list-style-type: none"> • Analyze personal copy for word usage, word choice, sentence variation, punctuation and mechanics; edit/revise for publication. • Peer Edit the copy of other staff members and provide them with feedback. • Use editing symbols to indicate areas where copy needs editing/revision.
<p>Concept #2: Proofing 2D critique the publication to find its strengths and weaknesses to improve products based on those critiques</p>	<ul style="list-style-type: none"> • Proof your pages and the pages of others for correct usage of fonts, colors, photos, white space and balance. • Critique pages before publication, looking for strengths and weaknesses in the design and providing feedback.

**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.

At home connections:

- Create a personal yearbook for your family. Select font(s) and colors to use and create a design guide.
- Share old yearbooks and yearbook pages from family or friends to see other examples of how design principles, photos and theme are used.

Concepts within Unit # 4	Success Criteria for this concept
Concept #1: Media Standards 2F understand the consequences of plagiarism 2G understand and apply copyright law, the fair use exemption, and the ownership of intellectual property	<ul style="list-style-type: none"> • Discuss provided ethical scenarios and how they should be resolved using journalistic ethics and standards • Construct a presentation of a Media Standard as it applies to yearbook production • Analyze articles to identify biased language or types of sources interviewed
Concept #2: Personal Yearbook or Cover Contest 3A identify elements used to create publications 4D design pages for publications	<ul style="list-style-type: none"> • Model for YB1 students how to: <ul style="list-style-type: none"> ✓ Design a basic layout with headlines, copy and a variety of photos that tell stories ✓ Develop a theme and create a cover for it • Create your own entry for the cover contest.

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.³⁴

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.

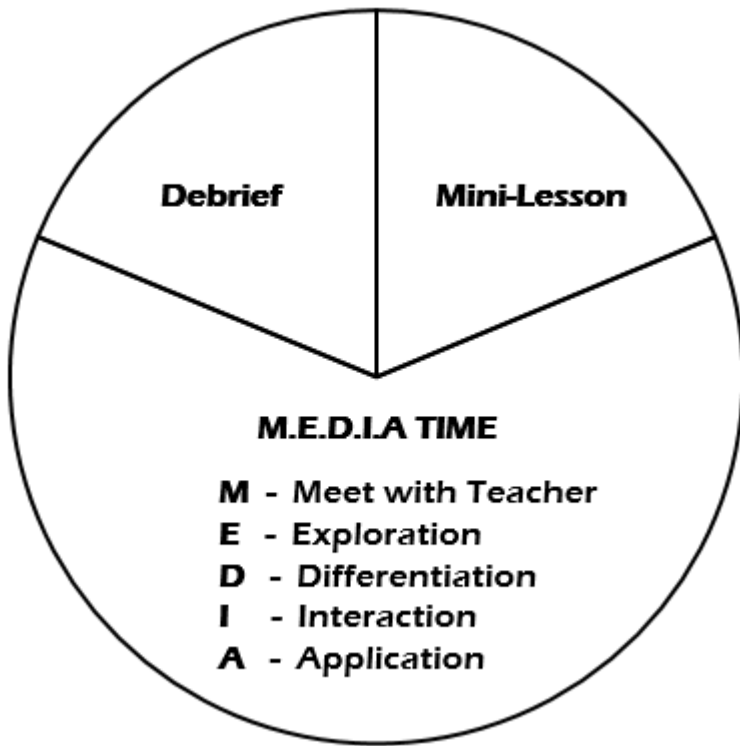
Competency—Standards-Based Grading communicates students’ understanding of the Texas Essentials Knowledge and Skills (TEKS). Using the TEKS, teachers developed grade-level competencies to communicate student progress in the Standards-Based gradebook. The competencies are the same for each grade-level 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
https://edu.gcfglobal.org/en/digital-media-literacy/	Online tutorials for Digital Media
https://studentreportinglabs.org/archived-tutorials/	Video Tutorials
https://www.wevideo.com/academy	WeVideo Editing Tutorials
https://www.youtube.com/adobecare	Adobe Tutorials
https://www.common sense.org/education/digital-citizenship	Digital Citizenship
https://www.adfontesmedia.com/	Rating News Media
https://creativecommons.org/	Copyright Free materials to use
https://digital-photography-school.com/	Online photography tips, resources and tutorials for Digital Media
https://helpx.adobe.com/photoshop/tutorials.html	Adobe’s free Photoshop tutorials from beginner to experienced
https://helpx.adobe.com/indesign/tutorials.html	InDesign tutorials for beginners through experienced levels offered by Adobe

Instructional Model



Lesson Components	Timeframe	Description
<i>Mini-Lesson</i>	5 - 10 MINS	<p>Mini Lesson: 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>MEDIA Time: fluid student work time that encompasses the tenets below (usually small group or individual)</p> <p>Meet with Teacher- conference or pullout time to examine project rubric requirements, and progress monitoring <i>Guided Participation</i></p> <p>Exploration- student work time with the tools using project guidelines <i>Learning Situatedness</i></p> <p>Differentiation- student choice, intervention, or enrichment instruction (usually paired with meet with teacher) <i>Guided Participation</i></p>

		<p>Interaction- 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>Application- 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: Students engaged in technology Hands-on learning and manipulations of hardware/software Creativity is evident Collaboration with peers and the teacher Student led production Autonomous students capable of time management</p> <p>M= Meet with the teacher E=Exploration D=Differentiation I=Interaction A=Application</p>
Debrief	5 - 10 MINS	<p>Debrief: 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>