

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT
Course Outline
Yearbook

Date: January 2006

Subject Area: Technology

Proposed Grade Level(s): 9-12

Course Length: 1 Year

Grading: A-F

Number of Credits: 5/Semester

Prerequisites: 2.0 GPA / B in English

COURSE DESCRIPTION:

This course will provide students with an opportunity to explore the field of journalism and technology through the creation of a high school yearbook. The course offers instruction and practice in copy writing, editing, proofreading, human interest stories, headline writing, page design, page layout, business management, advertising, and photography.

GENERAL GOALS/PURPOSES:

- Gain additional knowledge about yearbook organization and production.
- Develop and strengthen skills in journalistic writing.
- Apply knowledge and skills learned to the publishing of the school yearbook.
- Use prior experience to implement changes to improve the quality of the yearbook.
- Follow a personal code of ethics in all yearbook work.
- Develop a sense of personal responsibility and dependability.

STUDENT READING COMPONENT:

Students will:

- Evaluate final product to identify strengths and weaknesses.
- Critique all aspects of a Yearbook.
- Be required to read and understand supplementary material reading as it applies to this class.
- Edit all documents produced.

STUDENT WRITING COMPONENT:

Students will:

- Contribute to the publication of the school yearbook.
- Apply grammar, vocabulary, and punctuation.
- Write, edit, and layout by deadlines for a regularly scheduled publication.
- Present information that demonstrates research from a variety of sources.

STUDENT ORAL COMPONENT:

Students will:

- Conduct successful interviews of students, staff, administration, district personnel, and others as it applies to the page spread.
- Work cooperatively in groups to create the final product.

DETAILED UNITS OF INSTRUCTION:

STAFFER'S GUIDE

I – CONCEPT * THEME – Students will learn how to put together a theme. The A-C outline below focuses on the main areas to consider when putting together a theme.

- A. Audience
- B. Purpose
- C. Theme Development

II – COVERAGE - Students will learn about coverage and focus on the five basic areas of coverage. The areas are Student Life, Academics, Clubs/Organizations, Sports, and People.

- A. Content
- B. Angles
- C. Ladder Diagram
- D. Pagination
- E. Section Ideation
- F. Ladder Planning

III – COPYWRITING – Students will learn how to write copy and other page layout functions.

- A. Gathering information
- B. Telling the Story
- C. News Feature Story
- D. Sidebars
- E. Story Alternatives
- F. Headline Writing & Design
- G. Caption Writing & Design
- H. Copy Editing
- I. Proofreading

IV – PHOTOGRAPHY – Students will learn how to take, edit, and place photos.

- A. Planning
- B. Making Assignments
- C. Selection
- D. Editing
- E. Spread Photo Coverage
- F. Photo Assignment Sheet

V – DESIGN – Students will learn how to design a variety of different types of spreads.

- A. Basic Design Guidelines
- B. Design Worksheet

VI – GRAPHICS – Students will learn how and when to use graphics to enhance a spread.

- A. Strategies
- B. Techniques

VII – FINANCES – Students will learn how to advertise for the yearbook.

- A. Book Advertising
- B. Sales
- C. Advertising Design

VIII – MANAGEMENT – Students will learn goal setting and time management skills.

- A. Staffer Responsibilities
- B. Goal Setting

THIS COURSE WILL PREPARE STUDENTS FOR THE CAHSEE AND/OR THE FCUSD EXIT EXAM IN:

Language Arts

LAB FEE, IF REQUIRED:

None

SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:

1.0 BUSINESS CORE

1.1 Business Communications: Students will understand communications as applied to personal and professional situations. They will demonstrate competency by selecting and using appropriate forms of communications in a variety of situations.

1.2 Business Environment: Students will understand the development and structure of business environments. They will demonstrate competency by identifying the dynamic components of business structure and its relationship to the global business environment.

1.3 Career Preparation, Job Acquisition, and Retention: Students will understand the career preparation and job acquisition skills required for employment, professional growth, and employment transitions in the field of business occupations. They will demonstrate competency by researching career options, applying job acquisition skills, preparing job search documentation, and modeling appropriate workplace demeanor.

1.5 Employability Skills: Students will understand the factors essential to a productive workforce in a culturally diverse global environment. They will demonstrate competency by identifying the skills which positively affect productivity.

1.6 Information Technologies: Students will understand technology used in business. They will demonstrate competency by utilizing technology to access, manipulate, and produce information.

DISTRICT ESLRs TO BE ADDRESSED:

Students will be:

- **Self-Directed Learners:** The students will understand and use appropriate sources to find information, research subjects, and complete class assignments.
- **Effective Communicators:** By speaking to a variety of sources throughout the year, and working in small groups, the students will understand what it is to be effective communicators', developing the necessary skills to enhance their ability to communicate effectively, and regularly practice those skills.
- **Quality Producers:** The students will write appropriate articles, take appropriate photos, and layout the paper using the appropriate technology to ensure all work is produced to the best of their abilities.
- **Constructive Thinkers:** Students will be required to select the appropriate resources to gather information. They will then need to analyze and synthesize that information in to a usable format.
- **Collaborative Workers:** Through the study of group dynamics, how to implement those dynamics in a functional group and group projects, students will become better collaborative workers.
- **Responsible Citizens:** Through the course work and units of study, students will develop a better understanding of themselves, the world around them, and the impact they have on their social, political, and natural environment.