

BA Yearbook 12, (YYB 12)

District Name: Kamloops Thompson

District Number: School District #73

Developed by: G. Otke and L. Atkinson (Central Okanagan) and adapted by N. Stewart

Date Developed: January 2005

School Name: Brocklehurst Secondary

Principal's Name: Tom Elliott

Board/Authority Approval Date: 2005/05/30

Board/Authority Signature: TBA

Course Name: BA Yearbook 12 (YYB 12)

Grade Level of Course: Grade 12

Number of Course Credits: 4 credits

Number of Hours of Instruction: 120 hours

Prerequisite(s): None

Special Training, Facilities or Equipment Required:

Computer Lab with desktop publishing software, photo manipulation software, word processing software and data base software (ie. Pagemaker or InDesign, Photoshop or Correl Draw, Appleworks Wordprocessing or Word, Appleworks Data Base or Excell), Digital Camera, Scanner, Neg scanner.

Course Synopsis: This is a year long course in grades 10, 11 and 12. Students are responsible for the production of the school yearbook. Students may be assigned to work in the areas of photography, copy writing, page layout, advertising and/or distributions. The yearbook is produced using a desktop publishing program in cooperation with a commercial publisher. Students completing this course will be able to work with industry standard software for desktop publishing and image and photo manipulation.

Rationale: Students who participate in publishing the yearbook will leave the class with marketable skills in desktop publication. In addition, students will gain invaluable skills in organization, teamwork and business practices.

Organizational Structures

Grade 12

Unit	Title	Time
Unit 1	Sales /Advertising	10
Unit 2	Concept and theme Organization Structure	10
Unit 3	Organization Structure	10
Unit 4	Layout and Design	35
Unit 5	Photography	15
Unit 6	Computer Skills	30
Unit 7	Copywriting	5
Unit 8	Distribution	5
	Total	120

Unit 1: Sales /Advertising

This is an introduction to sales and advertising. Students will learn the importance of budgeting for a yearbook. Concepts covered will include: costs of publishing versus the revenues generated by sales, fundraising, and advertising.

Curriculum Organizer: Cost of publishing

It is expected that students will:

- assess the cost of the various yearbook components, (cover, end-sheets, color, spot color and black and white signatures, and total pages.)
- gather information on the need for funds for unforeseen expenses, (i.e. equipment and workshops.)

Curriculum Organizer: Earning Revenue

It is expected that students will:

- create and set sales goals
- calculate the required revenues needed to cover the cost of publishing.
- sell advertising to targeted members of the community to supplement the budget.
- develop and organize school fundraisers to supplement the book's income
- organize and manage a sales campaign that includes sales days and advertising to promote book sales.

Curriculum Organizer: Setting Budgets

It is expected that students will:

- develop a budget that uses projected revenue against cost of publishing and allows for a profit to cover unexpected costs
- gather information on new equipment and/or software that may be purchased with budget surpluses

Unit 2: Concept, Theme and Content

This unit will explore thematic identities which will establish instant recognitions and create a positive emotion. Themes are used to tell the unique stories of the year. They tie the book together by using unifying devices such as color, graphics and/or words.

Curriculum Organizer: Purpose of the Yearbook

It is expected that students will:

- recognize that the yearbook will serve as a history and record book by documenting the year's activities and students.
- discuss the importance of the yearbook as a memory book that students will refer to for years to come
- analyse how the book can be presented as a public relations tool for the school

Curriculum Organizer: Concept and Theme

It is expected that students will:

- discuss the importance of developing a theme for the yearbook
- examine methods used to connect theme throughout the book
- recognize that theme must be contemporary, youthful, appealing, and inclusive
- gather ideas for theme from a multitude of sources, such as magazines, CD's posters and advertisements.

Curriculum Organizer: Content

It is expected that students will:

- analyze the types of items that should be included in the yearbook
- identify the major sections of the yearbook and be able to explain their content
- identify the types of items that should not be included in the yearbook
- demonstrate the process of systematic inquiry to include all facets of the school
- apply skills learned in other academic disciplines to produce a "real-world" product

Unit 3: Organization Structure

Students will need to be organized into a working team. Towards this end, students will assume roles on the yearbook staff and take responsibility for specific tasks.

Curriculum Organizer: Teamwork

It is expected that students will:

- participate in teambuilding activities
- demonstrate mentoring to class members from lower grades
- ensure inclusion of all staff members in decision making for the book

Curriculum Organizer: Roles

It is expected that students will:

- assume responsibilities for specific duties such as, editor, section editor, head photographer, computer layout specialist or page designer
- mentor their positions to lower grade students to ensure an easier transition for future years
- collaborate with other participants to maintain integrity and continuity of the book

Curriculum Organizer: Time Management

It is expected that students will:

- create with other team members, a signature ladder that sets the organizational structure of the book
- develop and work toward meeting publishing deadlines
- ensure that all members of the team have the opportunity to contribute the final product

Unit 4: Layout and Design

Design reflects the personality of the yearbook. It organizes materials so that the reader can consume it easily. Design is the pleasing arrangement of the elements of the spread.

Curriculum Organizer: Elements

It is expected that students will:

- analyze the concept of visual weight of photographs, copy and white space
- demonstrate how positive shapes aid the reader in assimilating the content of the page.
- use shape to create a personality for each spread
- demonstrate how to use a variety of layouts to create tension, security and comfort to keep the book interesting

Curriculum Organizer: Principals of Design

It is expected that students will:

- demonstrate how to design for the optical center of a page
- use and understand the principal of *dominance* in the design of their layouts.
- use and understand the principal of *balance* in the design of their layouts.
- explain the use of formal and informal balance in a layout
- use and understand the principal of *movement* in the design of their layouts.
- use and understand the principal of *unity* in the design of their layouts.

Curriculum Organizer: Building the Layout

It is expected that students will:

- use and work with the printer's grid of *picas*
- demonstrate the use of *gutters*, *bleeds*, *eye-lines*, *dominant shapes* and *columns* to make their layouts appealing.
- create layouts with movement to direct the reader's eye

Unit 5: Photography

Photography is an integral part of every yearbook. Pictures are among the first elements examined on the printed page. To get attention-getting photos, students must master the basic principals of photography.

Curriculum Organizer: Cameras

It is expected that students will:

- demonstrate familiarity with the operation of the camera available to them
- demonstrate proper care and handling of the camera.
- assess the differences and limitations of conventional film and digital photography

Curriculum Organizer: Composition

It is expected that students will:

- use the concepts of: depth of field, the rule of thirds, dominant element
- demonstrate their understanding of focus and selective focus
- demonstrate a knowledge of picture making with natural light and with flash
- explain how repeating patterns add interest to photos
- fill the picture frame when composing photos

Curriculum Organizer: Organizing Images

It is expected that students will:

- download photos to a computer storage device
- organize and name photos for future retrieval
- scan photos or negatives
- demonstrate the importance of a file system for hardcopies of photos and for art projects

Unit 6: Computer Skills

Curriculum Organizer: Image Manipulation

It is expected that students will:

- demonstrate the ability to format pictures using resolution, size, alignment and color modes using image manipulation software
- demonstrate how to crop pictures, manipulate backgrounds, apply textures, and rotate and transform images.
- ensure the required standard is met by all lower grade members of the team to provide consistency in the final product

Curriculum Organizer: Typography

It is expected that students will:

- analyze the design features of the various fonts styles and type faces
- demonstrate how to manipulate fonts with size, color, kerning, leading and stroking
- create styles and formats that can be applied uniformly throughout the publication.
- demonstrate an understanding of the relationship between type styles and the emotions they evoke
- explain the importance of maintaining font harmony throughout the book
- demonstrate the use of overprint and reverse type on other graphic elements

Curriculum Organizer: Page layout software

It is expected that students will:

- use page layout software to format text into columns
- demonstrate how to use automatic numeration and indexing
- demonstrate how to apply uniform styles, formats and coloration
- demonstrate the ability to insert photographs and other graphic elements into a document

Unit 7: Copywriting

The yearbook is a publication and therefore requires journalistic content. This unit will teach students to correctly record the names, facts and details of the stories they have covered for the yearbook.

Curriculum Organizer: Gathering Information

It is expected that students will:

- write balanced coverage that includes all students and staff
- discuss the need to record legitimate classes, activities, events, traditions and details of school life.
- conduct interviews, through planning, creating questions and doing necessary background research

Curriculum Organizer: Copywriting

It is expected that students will:

- write *clearly* without external distractions and built-in biases
- discuss the necessity of telling the *complete* story
- demonstrate the importance of checking stories for *accuracy* both in facts, grammar and spelling of names.
- be *concise* in their writing, getting the point across quickly and in a limited amount of space.
- make their stories *interesting* by using picture painting verbs, quotes and memorable closings

Curriculum Organizer: Legal and Ethical Issues

It is expected that students will:

- demonstrate fair and full reporting
- develop a working knowledge of copyright, trademark, obscenity and privacy laws

Unit 8: Distribution

The culmination of the yearbook process involves distributing the finished product. Yearbook distribution requires organization, teamwork and accurate record keeping. As well, extra yearbooks may be sold at this time.

Curriculum Organizer: Record keeping

It is expected that students will:

- demonstrate the ability to maintain a database of all yearbook customers with information on personalization and grade levels.

Curriculum Organizer: Distribution

It is expected that students will:

- organize a structure that allows for a systematic distribution of the yearbook.
- be accurate in cross-checking customer pick-up of books against customer lists
- develop a sales system to sell any additional books available

Instructional Components

- Direct instructions
- Use of publishing company curriculums
- Interactive instructions
- Brainstorming
- Research
- Modeling
- Practical creativity
- Group work
- Analysis of own and others yearbook pages

Assessment Components

- Self Evaluation 10%
- Assigned Projects 30%
- Contribution to the yearbook 50%
- Weekly Participation Assessments 10%