

Name of School:

Name of Course: **Yearbook Lab**

### Instructor Information

**Name:**  
**E-mail address:**  
**School phone number:**  
**Web page address:**  
**Best times to be reached:**

### Course Description

*Yearbook Lab* is designed for students who are editors and photographers for the yearbook. Students expand their basic journalistic skills through writing, editing, design, and photography in the production of the yearbook. This course may be repeated. Enrollment is permitted with the consent of the instructor.

### District Standards and Power Benchmarks

**Communication Power Benchmark:** Students will be able to use speaking and listening strategies, and technological tools to learn and communicate in a variety of situations.

**Grade Level Benchmarks:**

- Students will be able to communicate in group discussions and formal presentations.
- Students will be able to evaluate their own and others' effectiveness.
- Students will be able to locate and organize specific data to support and document a viewpoint.
- Students will use appropriate language and vocabulary for the audience and situation.
- Students will demonstrate confident delivery techniques in a variety of modes.
- Students will analyze, synthesize, and evaluate verbal and nonverbal messages.
- Students will be able to use problem-solving strategies.
- Students will be able to use technology to enhance process and presentation.

### Course Information

*Yearbook Lab* is a one-term (9-weeks) class that earns .5 credit upon completion. There are no prerequisites for this class, which is open to 10th, 11th, and 12th grade students. *Yearbook Laboratory* is a term course that sometimes tumbles with physical education or *Newspaper Laboratory* over a semester. Other times, it is a term course. It is strongly recommended that students take *Journalistic Writing* prior to the journalistic work which *Yearbook Laboratory* requires.

## Course Outline/Calendar

Units will be presented along with team-building activities; quizzes will be given. Journalistic vocabulary will be taught and used. Communication skills will be expanded as students interview for story and caption data and sell advertising and yearbooks.

Academic vocabulary instruction is required.

**ACT Skills: English** also required.

**Week One:**

- Team-building activities and overview of yearbook publishing
- Learn how to sell advertising, collect quotes, and write a story about the first day of school for the current year

**Weeks Two and Three:**

- Learn how to write lively and appropriate yearbook copy, captions, and headlines
- Proofread
- Learn how to shoot photos with impact from action and emotion

**Weeks Four and Five:**

- Learn to design yearbook double-page spreads on the computer program
- Work on an assigned double-page spread due Week Six.

**Weeks Six, Seven, Eight:**

- Complete double-page spread
- Sell books and ads
- Work on portfolio of assignments and accomplishments for publication

**Week Nine:**

- Present portfolios and double page spreads to class
- Exam

### Text/Other Required Materials/Resources

- *Jostens Yearbook Curriculum*
- spiral notebook
- pens, pencils, erasers
- USB drive or memory stick

### Additional Texts/Materials/Resources

## Instructional Procedures & Support

- A variety of teaching methods and strategies will be used, e.g., direct instruction, modeling, cooperative groups, graphic organizers, note taking, and framing.
- District Literacy Initiative strategies will be used.
- **ACT Skills: English**
- Students will receive verbal and written instructions for major assignments.
- Students may come in for additional assistance before or after school. A time should be

## Classroom Management Procedures

## Assessment Plan

Students' grades are based on points earned through daily assignments, quizzes, double page spread designs, caption, copy, and headline writings, ad sales, and class participation. Participation is 5 points daily. Major assignments are 100 points. Daily assignments are 25 points.

## Grading System

Points accumulate for daily assignments, writing assignments, projects, presentations, quizzes, and tests. Points are divided by the total possible for the grading period to produce a percentage. The Davenport Community Schools' district percentage grading scale and grading periods are as follows:

Quarter	Mid Term	End of Quarter
<b>Quarter 1</b>	Sept. 20, 2010	Oct. 20, 2010
<b>Quarter 2</b>	Nov. 17, 2010	Dec. 21, 2010
<b>Quarter 3</b>	Feb. 4, 2011	Mar. 9, 2011
<b>Quarter 4</b>	Apr. 20, 2011	May 24, 2011

<b>A</b>	93 and above	Firm command of knowledge domain
<b>A<sup>-</sup></b>	90 - 92	High level of skill development Exceptional preparation for later learning
<b>B<sup>+</sup></b>	87 - 89	Command of knowledge beyond the basic concepts of knowledge Advanced development of most skills
<b>B</b>	83 - 86	Has prerequisites for later learning

<b>B<sup>-</sup></b>	80 - 82	
<b>C<sup>+</sup></b>	77 - 79	Command of the basic concepts of knowledge Demonstrates ability to use basic skills Lacks a few prerequisites for later learning
<b>C</b>	73 - 76	
<b>C<sup>-</sup></b>	70 - 72	
<b>I</b>		The letter "I" indicates the student has not satisfactorily achieved the grade/course-level benchmarks and/or has missing work. "I" status is temporary and not a final grade. The letter "I" may affect athletic eligibility.
<b>D<sup>+</sup></b>	67 - 69	Lacks knowledge of some fundamental ideas Some important skills not attained Deficient in many of the prerequisites for later learning
<b>D</b>	63 - 66	
<b>D<sup>-</sup></b>	60 - 62	
<b>F</b>	59 and below	Most of the basic concepts and principles not learned Most essential skills have not been demonstrated Lacks most prerequisites needed for later learning