



# Yearbook

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*Yearbook: Semester at a Glance*

In both **Newspaper** and **Yearbook**, students will write, edit, package, produce and distribute the school's newspaper or produce the school's yearbook. Concepts emphasized include leadership, prioritizing, deadline meeting, interviewing, people-skill building, and business skills. Production courses are laboratory courses that allow students to apply the fundamental theories explored through journalism in a real-world setting.

**Primary Resources:** Learning Targets are linked below each unit scale. These include all required sources for the course.

<b>Newspaper</b>	<b>Topic 1: Journalistic Writing</b> <a href="#">Topic 1 Resource Folder</a>	<b>Topic 2: Design</b> <a href="#">Topic 2 Resource Folder</a>	<b>Topic 3: Digital Media</b> Topic 3 Resource Folder	<b>Topic 4: Professional Responsibility</b> Topic 4 Resource Folder
<u>Reporting frequency of topic scores</u>	Every 4 weeks	Every 4 weeks	Every 4 weeks	Every 4 weeks
<i>Standards Aligned</i>	Journalism Education 11 Writing 2 Writing 4 Language 1	Journalism Education 1 Speaking and Listening 5	Journalism Education 9	Journalism Education 3 Journalism Education 5

As a publications course, students will engage in guided cycles of writing and design that will result in completed products. Students will repeat the cycle throughout the course of the semester addressing all 4 Topics repeatedly.

The adviser and the publication editors create a deadline calendar to support all staff members moving through the publication cycle. The calendar will include a timeline for advisor, editor, and peer feedback after each deadline.

Each cycle should include:

Journalistic Writing	Design	Digital Media	Professional Responsibility
<ul style="list-style-type: none"> <li>• create interview questions</li> <li>• complete interviews</li> <li>• write captions</li> <li>• write story (if applicable)</li> <li>• edit page based on editor recommendations</li> </ul>	<ul style="list-style-type: none"> <li>• develop an angle and a page sketch for your assigned topic</li> <li>• include a headline and subhead</li> <li>• include design elements like mods or sidebars</li> <li>• edit page based on editor recommendations</li> </ul>	<ul style="list-style-type: none"> <li>• take and select photos</li> <li>• add captions</li> <li>• edit page based on editor recommendations</li> </ul>	<ul style="list-style-type: none"> <li>• submit rough draft for review</li> <li>• edit page based on editor recommendations</li> <li>• submit page for final review</li> </ul>

**Publication resources:**

**Yearbook:**

All DMPS yearbooks are printed by Herff-Jones in Edwardsville, KS


- Representative: Marc Havnen (515) 401-8061
- [mphavnen@herffjones.com](mailto:mphavnen@herffjones.com)

Yearbooks are sold through Herff-Jones via Yearbook Order Center and through the school bookkeeper.

Yearbook ad sales (including senior and commercial) completed through Herff-Jones via Yearbook Order Center.


# Topic 1: Journalistic Writing

**Topic Narrative/Overview:** *In this topic, students will create content for publication.*

Topic	Achieving Grade Level (AT)
<p>When collecting evidence related to the 3, it will be recorded in these topics in Infinite Campus.</p>	<p>The <b>Level 3 Targets</b> are the grade-level expectation for students in all classes. These are directly related to State of Iowa standards.  <b>Success Criteria</b> (listed below the target) should be clarified/revised by the building level PLC as they collaborate to unpack the Level 3 targets.  <b>Guiding Question to complete this process:</b>   <i>How do we write content to matter years later?</i></p>
<p><b>Journalistic Writing</b></p>	<p><b>LT1A- Apply the principles of fair, balanced, and accurate reporting.</b></p>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Writing is structured with no reporter opinion/is objective.</li> <li><input type="checkbox"/> Use facts, research, and/or interviews.</li> <li><input type="checkbox"/> Employs quotes from interviews.</li> </ul>
	<p><b>LT1B- Write for a variety of purposes using multiple journalistic writing styles.</b></p>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrate the ability to write a feature/news article using the LQTQ/Q&amp;A/Inverted Pyramid format.</li> <li><input type="checkbox"/> Demonstrate the ability to write an ABCD caption to accompany photo.</li> </ul>
	<p><b>LT1C- Write using clear, precise language</b></p>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Correctly capitalize words in a sentence.</li> <li><input type="checkbox"/> Correctly punctuate the sentence using commas, semicolons, and colons.</li> <li><input type="checkbox"/> Use AP Style correctly.</li> <li><input type="checkbox"/> Writing language is overall clear/ writing makes sense (grammar, readability).</li> <li><input type="checkbox"/> Content is print ready.</li> </ul>


## Topic 2: Design

**Topic Narrative/Overview:** *In this topic, students will implement design skills and techniques to visually capture yearbook content accurately and creatively.*

Topic	Achieving Grade Level (AT)
<p>When collecting evidence related to the 3, it will be recorded in these topics in Infinite Campus.</p>	<p>The <b>Level 3 Targets</b> are the grade level expectation for students in all classes. These are directly related to State of Iowa standards.  <b>Success Criteria</b> (listed below the target) should be clarified/ revised by the building level PLC as they collaborate to unpack the Level 3 targets.  <b>Guiding Question to complete this process:</b>   <i>How do we attract readers to our pages with design?</i></p>
<h3>Design</h3>	<p><b>LT2A- Apply design elements to create a layout that is visually appealing and effectively communicates the idea of the page to the reader.</b></p>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Create a design that accurately reflects the content.</li> <li><input type="checkbox"/> Place text in columns.</li> <li><input type="checkbox"/> Follows template.</li> <li><input type="checkbox"/> Include a headline/subhead that reflects the content.</li> <li><input type="checkbox"/> Utilize a dominant image with an ABCD caption.</li> <li><input type="checkbox"/> Includes additional images with captions; avoids duplication of photos found elsewhere in the publication.</li> <li><input type="checkbox"/> Create supplementary visual elements related to the content of the design (mods/sidebars, pull quotes, infographics, etc.).</li> </ul>
	<p><b>LT2B- Employ various graphic elements to enhance the readability and attractiveness of the layout.</b></p>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Adhere to the style of the publication regarding theme, fonts, colors, sizes, indents, etc.</li> <li><input type="checkbox"/> Use text in a visually pleasing way that represents the content.</li> <li><input type="checkbox"/> Use white space appropriately to enhance readability.</li> <li><input type="checkbox"/> Design is print ready.</li> </ul>


## Topic 3: Digital Media

**Topic Narrative/Overview:** *In this topic, students will implement the basics of digital media including photojournalism on yearbook pages and promotion through social media. Learning experiences may vary based on classroom.*

Topic	Achieving Grade Level (AT)
<p>When collecting evidence related to the 3, it will be recorded in these topics in Infinite Campus.</p>	<p>The <b>Level 3 Targets</b> are the grade level expectation for students in all classes. These are directly related to State of Iowa standards.  <b>Success Criteria</b> (listed below the target) should be clarified/ revised by the building level PLC as they collaborate to unpack the Level 3 targets.  <b>Guiding Question to complete this process:</b>   <i>How can digital media be utilized to share information and tell journalistic stories?</i></p>
<b>Digital Media</b>	<p><b>LT3A- Apply the rules of composition when shooting or editing media (Photojournalism).</b></p>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Determine photo needs of page, such as action or portrait angles.</li> <li><input type="checkbox"/> Selects appropriate images and write ABCD captions that support content.</li> <li><input type="checkbox"/> Produce media that uses focusing techniques to capture the subject in an environment that is complementary to the assigned content.</li> <li><input type="checkbox"/> Utilize a variety of shots such as close-up, wide or action shot.</li> <li><input type="checkbox"/> Utilize techniques including 'Rule of Thirds,' Lighting, Framing, Leading lines, Patterns/Repetition, etc.</li> <li><input type="checkbox"/> Utilizes techniques including perspective, color and details to enhance media.</li> <li><input type="checkbox"/> Product is print ready.</li> </ul>
	<p><b>LT3B- Apply the principles of journalism when creating social media content.</b></p>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Create a plan that identifies the audience and purpose of the content</li> <li><input type="checkbox"/> Create engaging posts that utilize visuals that effectively communicate information.</li> <li><input type="checkbox"/> Product is print ready.</li> </ul>

## Topic 4: Professional Responsibility

**Topic Narrative/Overview:** *Due to the importance of meeting deadlines as a journalist, students will also be assessed on their ability to meet deadlines.*

Topic	Achieving Grade Level (AT)
<p>When collecting evidence related to the 3, it will be recorded in these topics in Infinite Campus.</p>	<p>The <b>Level 3 Targets</b> are the grade level expectation for students in all classes. These are directly related to State of Iowa standards.  <b>Success Criteria</b> (listed below the target) should be clarified/ revised by the building level PLC as they collaborate to unpack the Level 3 targets.  <b>Guiding Question to complete this process:</b>   <i>Why are deadlines an essential part of journalism?</i></p>
<p><b>Professional Responsibility</b></p>	<p><b>LT4A- Engage in collaborative discussions to share understandings.</b></p>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Responds thoughtfully to the perspectives of others.</li> <li><input type="checkbox"/> Listens attentively and engages with peers in a discussion.</li> <li><input type="checkbox"/> Expresses understanding coherently and sufficiently.</li> <li><input type="checkbox"/> Provides evidence to support ideas/feedback.</li> </ul>
	<p><b>LT4B- Engage in components of the writing process to develop and strengthen writing.</b></p>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Develop a plan for writing, focusing on what is most significant for a specific purpose and audience. (W.9-10.5)</li> <li><input type="checkbox"/> Produce clear and coherent writing in which the development is appropriate to the task, purpose and audience. (W.9-10.4)</li> <li><input type="checkbox"/> Create multiple drafts, examine rough drafts, and consider ways to revise through the addition or subtraction of material. (W.9-10.5)</li> <li><input type="checkbox"/> Use word processing to produce a final draft. (W.9-10.6)</li> </ul>