



Yearbook Production

Teacher Name: Mrs. (Mariah) Johnson

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Time of Class: 4th Hour

Link to Staff Homepage(s):

Office Hours: By request



Course Overview:

Students in this class are responsible for every aspect of creating Roosevelt's *Sagamore* yearbook from start to finish. This is a challenging, engaging and authentic experience that teaches students real skills for the real world. It relies on personal dedication, motivation, organization, creativity and the ability to work collaboratively.

Students will learn technology skills by creating the yearbook using StudioWorks, Google Drive and other digital technology. They will also learn journalism skills, including reporting and interviewing, copy writing and editing, graphic arts, layout and design, photojournalism and media law. Students will be exposed to the business field as they learn about budgeting, marketing, sales and advertising to the target audience. Finally, the students will improve their communication, leadership, time management and conflict-resolution skills, which are important life skills for any learner in the 21st century.

Grading

40% *Summative Assessment (Production elements: photography, designs, copy and completion of assigned roles in class)*

60% *Formative assessment (training and development assignments and worksheets)*

Inclusion Practices

It is my intention that students from all diverse backgrounds and perspectives be well served by this course. The diversity that each student brings to this class will be viewed as a strength, benefit and resource. I want to make sure that students' learning needs are addressed both in and out of class. Please let me know ways to improve the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

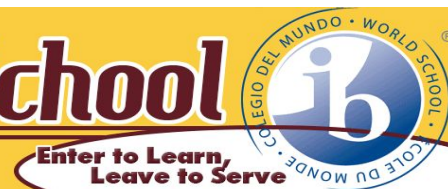


Technology Use Guidelines & Procedures

<p>Expectations for Students Use of Google Meet:</p> <ul style="list-style-type: none">• Intended for educational use only• Try to use in common areas (e.g. no bedrooms, bathrooms, etc)• Wear school appropriate clothing• Use school appropriate language• Mute microphone when not speaking• Use chat for learning specific questions and comments only• Turn on audio, however live video is optional	<p>Courtesy goes a long way in any setting, including virtual classrooms. Your good manners should carry over to online meetings, too.</p> <ul style="list-style-type: none">• Students should use their real names.• Please address the teacher and other virtual school students in a respectful manner, even when disagreeing.• When chatting, avoid using all uppercase letters; this is considered the equivalent of shouting.• Before a virtual classroom session begins, eliminate distractions that may divert their attention away from learning.• Clear the room of playful pets or noisy siblings.• Minimize background noise by turning off the TV and radio.• Turn off cell phones. (No multitasking during class!)• Mute your microphone unless they are asked to speak.	<p>It's important that you are prepared before class!</p> <p>Make sure you download any necessary software and connect and test devices like microphones or video cameras before the lesson begins.</p> <p>Please exit other applications on your computer prior to launching the classroom software.</p>	<p>While in a virtual Class</p> <ul style="list-style-type: none">• Focus on the classroom conversation and activities.• Take notes on the information presented.• Ask relevant questions to clarify the material covered or assignments given.• Not join sideline chats with classmates when the teacher is speaking.	<p>Assume good intentions with your fellow students if you engage in discussion posts</p> <ul style="list-style-type: none">• Without seeing their facial expressions, other people may not know when they are kidding or being sarcastic.• Please reread your own messages for friendliness and respect before sending.• What seems like a short or abrupt answer from a classmate (or teacher) probably doesn't mean anger—the other person might just be busy.
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Roosevelt High School



Units of Study:

Quarter 1:

Unit 1 - Introduction to Yearbook Production

Essential Question: How is presenting the events and activities from the year best accomplished?

Content Topics:

- There is no I in team! - Team building and setting expectations
- Purpose and importance of a yearbook
- Theme
- Coverage & Building a ladder
- Photography and Intro to design
- Copy and Interview Skills

Summative Assessment: Completed "Practice" Spread

Unit 2 - Put Practice into Production

Essential Question: How are photographs, copy, layout, and design integrated to create a yearbook of the highest quality?

Content Topics:

- Picture perfect
- Copy: Prewriting, drafting, revising, and editing
- Design Decisions

Summative Assessment: Complete a spread in a team or as an individual and evaluate contribution

Quarter 2:

Unit 3 - Yearbook Production and Marketing

Essential Question: What are the characteristics or elements that cause a published document to be valued and desired?

Content Topics:

- Production of Spreads and Pages
- Constant Coverage
- Marketing Strategies

Summative Assessment: Complete a spread in a team or as an individual and evaluate contribution

Quarter 3:

Unit 4 - Yearbook Production and Publishing

Essential Question: Who decides the criteria for judging whether or not a spread or yearbook is any good?

Content Topics:

- Final decisions and revisions
- Editing
- Evaluation of product

Summative Assessment: Yearbook finalization task. Each student will take on a final editing task to ensure the completion of the book.



Quarter 4:

Unit 5 - Reflection, Distribution and Preparing

Essential Question: What are the most interesting discoveries I made while working on this project?

Content Topics:

- Reflection on process, efforts, and work
- Distribution planning
- Preparations to set a foundation for next years yearbook

Summative Assessment: Evaluation of the entire years work including a self-assessment, reflection and action plans for a future book.

RHS Academic Honesty Policy

What does Academic Honesty mean?

Respecting and acknowledging the intellectual property of others, including other people's ideas, words, graphs, diagrams, charts and pictures, photographs, works of music, art or literature. Acknowledging all used sources. It is acceptable to include words, ideas, data, diagrams, tables, graphs, film clips and pictures from books and online sources in assignments. Students must always credit where they have got the information used, both in the body of the written work and on the Works Cited page at the end, using the correct referencing format.

Student's Responsibility:

- Read and understand the Academic Honesty Policy.
- Students genuinely attempt formative work, with the work or ideas of others fully and correctly acknowledged through correct use of citations, and understand that it is an opportunity to receive feedback on their learning and make plans for improvement.
- Ensure that summative assessment work is authentically their own, with the work or ideas of others fully and correctly acknowledged.
- Comply with all internal school deadlines.
- Understand the definitions of what is considered academic dishonesty.
- Take ownership of learning by asking for clarification of instructions when necessary and seeking help when needed.
- Talk to teachers when feeling overwhelmed to discuss assignments and time management strategies to reduce the stress.
- Report malpractice and help cultivate a culture of academic honesty at their school.

Violation Procedures: First infractions (violations) will be handled by your teacher, subsequent infractions of the policy will involve working with a dean and possibly a counselor or coordinator of a program.