Geneva CUSD 304
Content-Area Curriculum Frameworks
Grades 6-12
English

Mission Statement (6-12)	Our mission is to develop effective communicators who • Discover a personal style, • Develop an ability to utilize processes, acquire, interpret and use information from a variety of sources, • And appreciate cultural differences and human universals.
English Language Arts Goals and Standards (from Illinois State Board of Education)	Through the achievement of these goals and standards, students will gain proficiency in the language skills that are basic to all learning, critical to success in the workplace and essential to life as productive citizens. **STATE GOAL 1:** Read with understanding and fluency. **STATE GOAL 2:** Read and understand literature representative of various societies, eras and ideas. **STATE GOAL 3:** Write to communicate for a variety of purposes. **STATE GOAL 4:** Listen and speak effectively in a variety of situations. **STATE GOAL 5:** Use the language arts to acquire, assess and communicate information.
Course Sequence (**Grades 9-12**)	**Required Courses:** Grade 9: (One year of the following): English I, English I Honors, or World Studies Grade 10: (One year of the following): English II, English II Honors, or American Studies Grade 11: (One year of the following) English III or Advanced Placement English Literature and Composition Grade 12: (One semester of the following) English IV or English IV Honors Plus one semester of English elective credit selected from the following: Speech I and II, Creative Writing I and II, Structure of the English Language, Composition for Broadcasting, World Literature, Critical Approaches to Film

	Additional general electives available:
	      Introduction to Mass Media
	      Newspaper Production I and II
	      Drama Production I and II
	      Yearbook Production I and II

Course Framework

Course Title:	**Yearbook**
Grade Level:	11, 12
Semesters:	Two (full year)
Prerequisite:	None
Course Description	Students in this course study all the elements involved in creating a high school yearbook, explore recent trends in magazine journalism, and crate the school's yearbook. Coursework involves planning the book, developing the book's theme, studying graphic layout and design and writing headlines, body copy, captions, and feature stories. Students will also take photos for the book. Final work involves editing, proofreading, following through with small details, and meeting deadlines. All pages are created on computer programs using digital photos as well as Adobe Photoshop. Some out of class work on the production of the yearbook may be required.

Unit Frameworks

Unit of Study	Yearbook Production	Resources That Will Support Instruction
	Yearbook Basics • The Yearbook • Content and Coverage • Responsibility • Theme • Photography **Copy** • Headlines • Captions • Typography • Writing & Editing **Design** • Basic Design • Modular Design	• Teacher created PowerPoints • Teacher created handouts • Jostens Yearbook Avenue online program
Illinois Learning Standards	• 3.A.4 Use standard English to edit documents for clarity, subject/verb agreement, adverb and adjective agreement and verb tense; proofread for spelling, capitalization and punctuation; and ensure that documents are formatted in final form for submission and/or publication • 3.A.5 Produce grammatically correct documents using standard manuscript specifications for a variety of purposes and audiences • 3.B.4a Produce documents that exhibit a range of writing techniques appropriate to purpose and audience, with clarity of focus, logic of organization, appropriate elaboration and support and overall coherence • 3.B.5 Using contemporary technology, produce documents of publication quality for specific purposes and audiences; exhibit clarity of focus, logic of organization, appropriate elaboration and support and overall coherence • 3.B.4b Produce, edit, revise and format work for submission and/or publication (e.g., manuscript form, appropriate citation of sources) using contemporary technology • 3.B.4c Evaluate written work for its effectiveness and make recommendations for its improvement • 3.C.5a Communicate information and ideas in narrative, informative and persuasive writing with clarity and effectiveness in a variety of written forms	

	using appropriate traditional and/or electronic formats; adapt content, vocabulary, voice and tone to the audience, purpose and situation
	• 4.B.4b Use group discussion skills to assume leadership and participant roles within an assigned project or to reach a group goal
	• 25.A.5 Analyze and evaluate student and professional works for how aesthetic qualities are used to convey intent, expressive ideas and/or meaning
	• 26.A.5 Analyze and evaluate how the choice of media, tools, technologies and processes support and influence the communication of ideas
	• 26.B.4d Demonstrate knowledge and skills that communicate clear and focused ideas based on planning, research and problem solving
Objectives	**Yearbook Basics**
	• Identify the different components of a yearbook
	• Understand key yearbook terms
	• Create a ladder for the yearbook using signatures and flats
	• Research journalistic legal issues including libel, copyright, and fair use
	• Create and develop a book theme
	• Understand principles of photographic composition
	• Take photos for the yearbook
	Copy
	• Understand different types of typography
	• Identify various styles of headlines
	• Write creative interesting headlines
	• Assemble facts necessary for proper coverage
	• Write interesting summary and expanded captions
	• Write and package interesting body copy
	• Proofread and edit copy
	Design
	• Identify components of a spread
	• Understand key design terms
	• Design layouts using the yearbook online computer program
	• Design advanced layouts using modular design
	• Create various modules to be used in book sections

	• Manipulate photos with special effect options on Adobe Photoshop • Meet weekly goal setting deadlines • Meet spread deadlines as set by teacher • Complete required sections of the yearbook for plant deadlines • Properly file and manage digital photos	
Assessments	• Analysis of various yearbook elements (captions, layout, photography, etc.) • Collection of student photographs • Creation of various page elements (headlines, captions, modules, spreads) • Creation of a complete sample sport double page spread	**Other Evidence** • Quizzes over section notes/lectures • Graded yearbook spreads • Final project creating a personal yearbook using an online program