

# Unit 2: Introduction to High School Yearbook Production and Sales

Content Area: **TEMPLATE**  
Course(s):  
Time Period: **Full Year**  
Length: **3 Weeks**  
Status: **Published**

## **General Overview, Course Description or Course Philosophy**

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In this course, students communicate in a variety of forms for a variety of audiences and purposes. Yearbook is journalistic in nature and allows students to participate in the production of the school yearbook. Students in this course are required to learn the basics of yearbook journalism including layout design, theme, coverage, copy-writing, graphic design, photography, finance, and advertising. Students are expected to plan, draft, and complete written and/or visual compositions on a regular basis, carefully examining their copy for clarity, engaging language and the correct use of the conventions and mechanics of written English. Students will learn the importance of working as a team to complete tasks successfully and on time. Individual responsibility is essential toward the completion of assignments for deadlines. Students will also have the opportunity to accept leadership positions and develop new skills as they build the yearbook

## **OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS**

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**Objective:** In this unit, students will learn the significance of a high school yearbook and strategize ways to make the importance of purchasing a yearbook relevant to the consumer. All yearbook terms will be taught during this unit, along with what makes an award-winning publication.

**Essential Questions:** What components make up a good yearbook? What are essential yearbook terms to know to produce a good yearbook? How will students advertise sales of the publication throughout the year? How will students utilize effective and ethical sales management?

**Enduring Understanding:** Ethical sales management/distribution is a critical component of yearbook publication.

## **CONTENT AREA STANDARDS**

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NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.2E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they

are writing.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively

### **RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)**

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9.1.12.E.1 Create messages for different purposes and audiences with sensitivity to cultural, gender, and age diversity, using various digital media outlets.

9.1.12.E.2 Generate digital media campaigns in support of or opposing a current political, social, or economic issue.

9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

9.3.12.C.3 Develop personal interests and activities that support declared career goals and plans. 9.4.12.G.6 Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary in practice.

9.4.12.G.7 Demonstrate use of the concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication.

### **STUDENT LEARNING TARGETS**

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#### **Declarative Knowledge**

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Students will understand that:

- Methods of advertisement in student publications such as TV, student newspapers, flyers, and bulletins. is crucial to sales
- The creation of posters and visuals to advertise is important in promoting sales both in school and in the community

- The use of database for sales and lists such as nameplates helps the staff stay organized.
- Knowing and understanding journalism terms is important in creating a comprehensive yearbook.

## **Procedural Knowledge**

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Students will be able to:

- Identify the needs of the yearbook market and what is necessary to sell a yearbook
- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone
- Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations
- Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate
- Identify the needs of the yearbook market and what is necessary to sell a yearbook
- Assess the resources needed to select and create a yearbook that is relevant to students and the community
- Identify methods of advertisement in student publications such as TV, student newspapers, flyers, and bulletins.
- Determine needs and create posters and visuals to advertise.
- Create and maintain a database for sales and lists such as nameplates.
- Edit and revise data as necessary for accurate counts

## **EVIDENCE OF LEARNING**

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### **Formative Assessments**

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Teacher Observation

Teacher Feedback and Discussions

Class Participation

Peer Discussions

Oral/Written Assessments

Exit Tickets

## **Summative Assessments**

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Create memos

Posters, student flyers, TV announcements, News ads, etc. to advertise sales

Keep accurate and honest receipts for sales

Create an organizational structure to count and distribute publications

Teacher Rubrics

Yearbook Portfolio/Notebook

Mid Deadline Evaluations

Final Deadline Assessment

Group Presentations

Self Evaluation

Critiques

## **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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[Edesign](#)

[Herff Jones](#)

Google Docs

Google Slides

Yearbook Samples

Previous publications of Pegasus

Flyers

Media Advertisements

## **INTERDISCIPLINARY CONNECTIONS**

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Students understanding of technology, 21st Century Life and Career standards such as the use of technology systems, selecting and using applications effectively and productively, and exhibiting digital citizenship by practicing safe, legal, and responsible use of information and technology will lead to a cross-cultural understanding, global awareness, civic literacy, and interpersonal communication.

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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Modify instructional approach and/or assignments and evaluations as needed based for students with IEPs, 504s, ELLs and gifted and talented students including but not limited to:

- Extended time
- Enrichment activities
- Preferential seating
- Online visuals and audio for individual lessons
- Pairing students for activities
- Teacher modeling
- Differentiated written and verbal responses
- Additional graphic organizers and outlines for writing assignments
- Audio versions of texts
- Integration of higher order thinking processes, creative and critical thinking activities, problem-solving, and open-ended tasks
- Higher level direct questioning
- Opportunities for cross curricular activities
- Flipped Classroom
- Small cooperative groups