



# Hamburg Area School District

## Course Guide

Name:	Publications (3510)
Grade(s):	9-12
Length:	<i>Place an X next to the correct option</i>
X	Full-Year (180 Sessions)
	Semester (90 Sessions)
	Quarter (45 Sessions)
	Other (Specify):
Text:	N/A
Approved on:	June 20, 2022

### Description:

This elective is for the self-motivated student who is thinking of a career in the field of communications. While refining writing and grammar skills, the students work together to produce the school yearbook, newspaper, programs for school events, and articles for The Hamburg Item. Using various technologies including digital cameras, scanners, and graphic design software (Adobe InDesign), the students are involved in all stages of production: brainstorming ideas, gathering information, writing articles, taking photographs, proofreading, designing layouts, meeting deadlines, and participating in team projects. Students also complete independent study projects on topics such as: the writing process, copyright law, ethics, photography, graphic design, and journalistic style.

Publications

Unit: Photography

Unit Length: 6 weeks

ESSENTIAL QUESTION- ESSENTIAL CONTENT	PERFORMANCE OBJECTIVES	RESOURCES	ASSESSMENT/ ACTIVITY
How does a photograph tell a story?	Students will identify elements in a picture that tell a story.  Students will explain how a photographer captures a moment.	<a href="#">Life Magazine</a> <a href="#">Time Magazine</a> <a href="#">Photojournalism JEA</a> <a href="#">Capture the Moment JEA</a>	View the Capture the Moment slide show and complete the activities on the slides.  Class discussion - What makes a good photo and how does it tell a story?  Explore the top photos ( <i>Life</i> and <i>Time</i> ). Identify and write about examples that tell a story or capture a moment.  Research the background or artist's explanation of the setting of the photo.
What are basic photographic techniques for taking still pictures: humans, animals, landscape, other objects?	Students will identify techniques for taking different types of photographs.	<a href="#">Photo Composition JEA</a>	View Photo Composition slide show and complete the activities on the slides.  Take photographs to demonstrate the basics of photographic composition.  Analyze photos and write an explanation of which techniques were used and which were not.
What are basic techniques for sports and action photography?	Students will identify techniques to use to take action photos.	<a href="#">Motion Photography JEA</a>	View Motion Photography slide show.

			<p>Examine and analyze various sports photos including those in previous yearbooks.</p> <p>Take a variety of action photos.</p> <p>Class discussion.</p>
What elements of lighting are used in photography?	<p>Students will explain how flash affects an image and object.</p> <p>Students will explain how other types of lighting (sunlight, artificial lighting) affect an object.</p>	<p><a href="#">Lighting Techniques JEA</a></p> <p><a href="#">Photography Lighting SNO</a></p>	<p>Find and identify examples of types of lighting and explain how it affected the photograph.</p> <p>Experiment with different types of light using the same object.</p> <p>Experiment with flash and no flash.</p>
How do I create a plan for taking a photograph?	Students will understand proper protocols for obtaining photo permissions.	<p><a href="#">10 Questions to Ask Before Taking a Photo</a></p>	<p>Students will create a plan for taking a photograph.</p> <p>Select a photo taken previously. Write your thought process when taking that photo, addressing all 10 questions.</p>
What common features do phones/cameras have for taking pictures?	Students will understand common features/settings on a camera or phone.	<p><a href="#">Smart Phone Photography Tips</a></p> <p><a href="#">iPhone Tips for Photography</a></p>	<p>Watch Skillshare video on Smart Phone Photography.</p> <p><a href="#">Practice taking photographs by completing 7 of the 13 activities</a></p> <p>Students will read the manuals and watch tutorials that pertain to their specific device.</p> <p>Students will explore features on their phone and/or camera and use the device to take photographs using various features/settings.</p>

Publications

Unit: Yearbook  
Unit Length: 30 weeks

ESSENTIAL QUESTION- ESSENTIAL CONTENT	PERFORMANCE OBJECTIVES	RESOURCES	ASSESSMENT/ ACTIVITY
How and why is a yearbook produced?	<p>Students will explain a yearbook ladder and how it is created.</p> <p>Students will articulate the importance of deadlines in publishing.</p> <p>Students will identify standard elements of a yearbook double page spread.</p> <p>Students will identify and evaluate yearbook themes.</p> <p>Students will explain the role of a school yearbook.</p> <p>Students will identify the steps in the printing process.</p>	<p><a href="#">Yearbook Design Essentials</a></p> <p><a href="#">Yearbook Dissecting Design JEA</a></p> <p><a href="#">Yearbook Terminology</a></p> <p>Ladder Poster</p> <p>Old Yearbooks</p> <p>Virtual or in-person meeting with yearbook publishing company representative.</p>	<p>Read Yearbook Design Essentials handout.</p> <p>Class discussion.</p> <p>View Yearbook Dissecting Design slide show.</p> <p>Using any of our last three years of the <i>Pinnacle</i>, evaluate a spread (2 pages) based on the design elements mentioned.</p> <p>Type a one page, double spaced essay stating what yearbook, what pages (spread), and most importantly, what design elements were followed and what were not followed. How did this add to or take away from the visual appeal of the pages? When someone looks at a yearbook spread, what do you think they should notice first? Why? Do you like the way the spreads are designed? Why or why not?</p> <p>Review Yearbook Terminology Handout, using</p>

			a double page spread from an old yearbook, label the design elements.
How is InDesign used to create a yearbook?	<p>Students will be able to use Adobe Creative Cloud InDesign.</p> <p>Students will be able to perform the following tasks:</p> <ul style="list-style-type: none"> <li>• Add photos/graphics</li> <li>• Add text</li> <li>• Add/adjust color</li> <li>• Add special effects</li> </ul> <p>Students will be able to identify the tools of Adobe InDesign</p> <ul style="list-style-type: none"> <li>• Zoom in/out</li> <li>• Normal/preview mode</li> <li>• Fit spread in window</li> <li>• Rule lines</li> <li>• Column guides</li> <li>• Saving files</li> <li>• Margins</li> <li>• Bleed</li> <li>• Gutter</li> <li>• Arranging/layering</li> <li>• Grouping objects</li> <li>• Toolbars</li> <li>• Transparency</li> <li>• Clipping path</li> <li>• Character settings</li> <li>• Paragraph settings</li> <li>• Master page</li> <li>• Colors/swatches</li> <li>• Selection arrows</li> <li>• Rectangle frame tool</li> <li>• Text tool</li> <li>• Corner options</li> <li>• Effects</li> <li>• Placing commands</li> <li>• Links</li> </ul>	<p><a href="#">Adobe InDesign CC Essentials Training Course - Skillshare</a></p> <p><a href="#">Beginners Guide to Adobe InDesign The Essentials</a></p> <p><a href="#">Fonts</a></p> <p>Adobe CC</p> <p>Balfour (yearbook publishing company) representative and online resources</p>	<p>View the Adobe InDesign Skillshare videos.</p> <p>Review the Fonts handout.</p> <p><a href="#">Complete the Fonts/Colors assignment.</a></p> <p>Complete yearbook pages including all essential elements and using InDesign tools.</p> <p>Group training sessions.</p>

	<ul style="list-style-type: none"> <li>• Stroke</li> <li>• Wrap text</li> </ul>		
What strategies and methods are important to the marketing and selling of yearbooks?	<p>Students will identify various marketing strategies/methods and explain the effectiveness of each.</p> <p>Students will identify various methods for the sale of yearbooks and explain the pros/cons of each.</p>	<a href="#">Marketing</a> <a href="#">Sales and Marketing JEA</a>	<p>Review Marketing Handout.</p> <p>Class discussion.</p> <p>Review Sales and Marketing slide show.</p> <p>Create a written marketing plan for the school yearbook.</p>
What components are necessary for a balanced yearbook budget?	Students will understand the various components of a yearbook budget and be able to balance the budget.		Students will review the annual yearbook budget and make adjustments as needed.

Publications

Unit: Newspaper

Unit Length: 30 weeks

ESSENTIAL QUESTION- ESSENTIAL CONTENT	PERFORMANCE OBJECTIVES	RESOURCES	ASSESSMENT/ ACTIVITY
What principles of InDesign are essential for creating a newspaper layout?	<p>Students will be able to use Adobe Creative Cloud InDesign.</p> <p>Students will know and create modular design.</p> <p>Students will know and create columnar design.</p> <p>Students will be able to perform the following tasks:</p> <ul style="list-style-type: none"><li>• Add photos/graphics</li><li>• Add text</li><li>• Add/adjust color</li><li>• Add special effects</li></ul> <p>Students will be able to identify the tools of Adobe InDesign</p> <ul style="list-style-type: none"><li>• Zoom in/out</li><li>• Normal/preview mode</li><li>• Fit spread in window</li><li>• Rule lines</li><li>• Column guides</li><li>• Saving files</li><li>• Margins</li><li>• Bleed</li><li>• Gutter</li><li>• Arranging/layering</li><li>• Grouping objects</li><li>• Toolbars</li><li>• Transparency</li><li>• Clipping path</li><li>• Character settings</li></ul>	<p>Same as above for yearbook:</p> <p><a href="#">Adobe InDesign CC Essentials Training Course - Skillshare</a></p> <p><a href="#">Beginners Guide to Adobe InDesign The Essentials</a></p> <p><a href="#">Fonts</a></p> <p><a href="#">Columnar and Modular Design</a></p>	<p>Class discussion.</p> <p>View Columnar and Modular Design PDF.</p> <p>Looking at printed issues of <i>Hawk Happenings</i> and PDFs of printed professional newspapers, identify modular and columnar design elements.</p> <p>Students will create a one-page newspaper layout 11 x 17 size tabloid.</p>

	<ul style="list-style-type: none"> <li>• Paragraph settings</li> <li>• Master page</li> <li>• Colors/swatches</li> <li>• Selection arrows</li> <li>• Rectangle frame tool</li> <li>• Text tool</li> <li>• Corner options</li> <li>• Effects</li> <li>• Placing commands</li> <li>• Links</li> <li>• Stroke</li> <li>• Wrap text</li> </ul>		
How do you effectively conduct an interview for a newspaper article?	<p>Students will know how to successfully prepare for an interview.</p> <p>Students will be able to prepare and ask open ended questions.</p> <p>Students will be able to prepare and ask closed ended questions.</p> <p>Students will be able to effectively take notes during an interview.</p> <p>Students will be able to organize notes and use them to create an article.</p>	<p><a href="#">Interviewing Basics SNO</a></p> <p><a href="#">Identifying Sources SNO</a></p> <p>Online access to <i>The Reading Eagle</i> and <i>The Morning Call</i></p> <p>Old issues of <i>Hawk Happenings</i></p>	<p>Review Interviewing Basics slide show.</p> <p>Review Identifying Sources slide show.</p> <p>Analyzing a news article: Find and read an article in <i>The Reading Eagle</i> or <i>The Morning Call</i>. Write a response: 1. Title and author of article, Who, What, When, Where, How, Why of the article content, 2. Names and titles of all people who were interviewed to get the story and list # of direct quotes and # of indirect quotes of each person. 3. What would the article be like if it didn't have these interviews? Why is it important to have interview sources in a news article?</p>



			Write an article based on an interview and include a list of questions with the final copy of the article.
What are the proper protocols for reporting and writing?	<p>Students will be able to research a story before covering it.</p> <p>Students will evaluate and select sources.</p> <p>Students will explain types of leads.</p> <p>Students will be able to construct a headline.</p> <p>Students will identify the rules for writing from the Associated Press.</p> <p>Students will explain an inverted pyramid.</p> <p>Students will explain ways to keep a reader's interest.</p> <p>Students will select an angle for a story.</p> <p>Students will detect bias in a news article.</p> <p>Students will identify types of writing. i.e., editorials, opinion, hard news, features.</p> <p>Students will explain timeliness.</p> <p>Students will identify the 5 Ws and 5 Hs.</p>	<p>Online access to library databases</p> <p>Online ACCESS PA</p> <p><a href="#">Lead Writing JEA</a></p> <p><a href="#">Lead Writing SNO</a></p> <p><a href="#">Headline Writing SNO</a></p> <p><a href="#">Lead Tips/examples</a></p> <p><a href="#">Lead Examples</a></p> <p><a href="#">Lead Examples JEA</a></p> <p><a href="#">AP Style SNO</a></p> <p><a href="#">HH 5 W's and H</a></p> <p><a href="#">HH Inverted Pyramid JEA</a></p>	<p>Log in, save articles to Google drive from valid library databases and ACCESS PA resources.</p> <p>Review Lead Writing JEA slide show.</p> <p>Review Lead Writing SNO slide show.</p> <p>Review Headline Writing SNO slide show.</p> <p>Review Lead Tips/examples handout.</p> <p>Review Lead Examples handout.</p> <p>Review Lead Examples JEA handout.</p> <p>Review AP Style handout.</p> <p>Examine headlines and leads of old issues of HH and articles in <i>The Morning Call</i> and <i>The Reading Eagle</i>.</p> <p>Write headlines for original articles.</p> <p>Complete <a href="#">AP style scavenger hunt</a>.</p>

			<p>Write a variety of newspaper articles using proper protocols. Review 5 W's and H slide show</p> <p>Review Inverted Pyramid slide show.</p> <p>Examine articles in professional papers and examine inverted pyramid organization.</p> <p><a href="#">Watch How to Choose Your News Video</a> Write a reflection summarizing the new information.</p> <p>Write a variety of newspaper articles.</p> <p>Go to this site, <a href="#">Student News Daily</a>, read an article, examining the bias, and answer the questions at the end.</p>
What are journalistic ethics?	Students will understand the importance of following ethical rules in journalism.	<a href="#">Ethics JEA</a>	<a href="#">Ethics Worksheet</a>

What copyright laws must be followed when publishing?	Students will explain fair use.  Students will define plagiarism and how to avoid it.	<a href="#">Copyright SPLC</a>	View and read the Copyright SPLC Slide Show. Type a written response explaining instances where you violated copyright and/or libel and what you should have done to avoid breaking the law.
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