

Yearbook for Credit - Group or Individual ELO

At some schools yearbook is offered for credit in a classroom setting, but when it is not it can be difficult to get students to commit to participating. Other times, even when yearbook is offered as a class the class does not fit into students' schedules and students who may need credit or might benefit from a more hands on learning strategy are left out. This ELO can be offered in lieu of a yearbook class, or it can be used to engage students in creative learning experiences outside the traditional classroom time. If there is no class offered during the school day it is recommended that this ELO be run twice a week after school. If the ELO is being modified for a student in need of English or computer recovery credit then an individual plan can be created where students may work during a free block or after school accumulating a specific agreed upon number of hours.

Overview

- This ELO can run either for the entire year or for a set amount of time for a specific student.
- Academic Area: English, technology and/or recovery credits; 62 hours = ½ credit. Students can earn varying amounts of credit.
- Essential Question: How do we create a yearbook that is more than just a collection of images, but truly tells the story of that year?
- Community Partner: Jostens or any other organization that produces yearbooks

Competencies

- Writing - Students will learn practice journalistic writing techniques, displaying proper grammar, punctuation, and spelling, as well as writing pieces that are interesting and tell a story.
- Self-Management - This is the process of managing oneself and taking responsibility for one's behavior and impact. Students will gain self-management skills as they complete act with honesty, recognize diversity, take responsibility, and manage time.
- Project Management - Through this ELO students will develop skills around planning, executing, managing, and assessing projects. Most importantly students will establish priorities to meet deadlines.
- Social Responsibility - Being part of the yearbook means students must recognize and listen to diverse ideas and opinions. Students will learn to consider the broader implications of their actions as they work to make sure everyone in the school community is included and feels part of the yearbook.

Additional Competencies could include

- Online design - Students can design pages and layouts
- Budgeting - And sales, collection, deposits, etc.
- Reporting - Students can attend school events and write about them using a journalistic style.
- Collaboration/Teamwork - As students work together to get projects finished on time.

Student Activities

1. Set overall goals and objectives for the yearbook. If this is a group ELO, consider assigning positions - editor, photo editor, ad sales manager, etc. If this is an individual ELO outline specific time expectations and what the student will be responsible for creating/handing in.
2. Research the “journalistic” approach to documenting (writing/photographing) the events throughout the year. This can include students going through old yearbooks to assess, look for, and identify journalist and/or non-journalistic approaches. In addition, students should research and write or discuss what it means to tell a story and why storytelling elements are important in a yearbook.
3. Each student creates a manifesto stating their individual goals, as well as information on good storytelling and journalistic approaches.
4. Students should work to meet all deadlines, cover events, sell ads, etc.
5. Meet periodically with community partner to go over layouts, answer questions, and discuss ideas.
6. Write a reflection on their experiences.
7. Create a portfolio of work

Assessment

Students can be assessed at various stages of the yearbook making process. At ConVal we assessed students after each deadline and at the end of the year (see additional materials). I would recommend a final assessment for each student that consists of a collection of artifacts, writing, papers, and copies of pages from the book. Students will need to create individual portfolios which include their original manifesto, any pages they worked on with written information about they did for each page, copies of any writing they did for the yearbook, and a reflection that outlines any non-visible work or learning the student did and assess how the experience went for the student.

Suggested Questions for Reflection

What did working on the yearbook teach you?

After re-reading your original manifesto do you think you achieved the goals you set for yourself? Were there any that you struggled to get done?

Do you think it is important that the yearbook had a focus on storytelling and journalistic approaches? Why or why not?

Did your writing improve by participating in this ELO? How?

Do you think you are/or would be a good project manager? Why? What skills does a project manager need?

What would you do differently if you were the editor of next year’s yearbook?

If your friends were thinking of joining yearbook what would you tell them? Would you encourage them to participate or not? Why?

Why is it important to make sure everyone - all of the school community - is represented in the yearbook?

What did you learn about yourself (especially in regards to self-management) through this ELO? Give specific examples.

How have you mastered or practiced the competencies for this ELO?

More information/Additional Materials

- Images from the yearbook
<https://drive.google.com/folderview?id=0B9YE9BMPSXLqbjBnY0JRS2p4M0U&usp=sharing>
- Sample reflection papers:
<https://drive.google.com/folderview?id=0B9YE9BMPSXLqbjBnY0JRS2p4M0U&usp=sharing>
- Sample video reflection:
https://drive.google.com/file/d/0B2_jIDfMQTbKZ2FiQ3ZvQUtwbHM/view?usp=sharing
- Rubric for evaluating self-management:
<https://drive.google.com/file/d/0B9YE9BMPSXLqYmRUb04wa19IUzJZLWhmdE9aT0xnRXpYUHZn/view?usp=sharing>
- Rubric for evaluating writing:
<https://drive.google.com/file/d/0B9oIUACOW4wRZ3JleFZmQ0VSMY1wdFVUbk1fTEpmU3ZSMFBz/view?usp=sharing>

Reflections/Comments/Suggestions

This ELO was created for a ConVal Regional High School student who was a risk for not graduating. She had a free block and needed 1 elective credit to graduate, however she was not interested in taking a traditional class and wanted more independence. She worked both in school during her free block and outside of/after school for a total of 124 hours earning her 1 credit. The nice thing about this ELO is that students who want to do more work can earn more credit and students who are interested in doing less work can earn less credit. You can have groups of students working together, earning different amounts of credit - based on the work they plan/want to do and/or their position. Perhaps, editors will earn a full credit because they will be expected to do more work outside of class, for example.

One of the issues I ran into with this ELO originally was that the student who was not working directly with the class, but was working more independently during her prep period would often come to me for direction when she had finished a specific component of the project. Also the editors often asked me what she was working on and the two groups sometimes felt disconnected. Looking forward to next year, I plan to have students create the manifesto to hopefully resolve some of these issues.

There is a lot of flexibility in this ELO. It can run in conjunction with or to augment an already existing yearbook program or it can be used to start a yearbook program. The important thing to remember is that this ELO can be modified or simplified to meet IEP needs at any point. I also highly recommend working with a yearbook producer - like Jostens - because they provide curriculum and materials. Also, I recommend giving students a lot of control and decision making power, they should be the driving force.