

Yearbook Publication Design and Production

Curriculum Area: Art/Applied Technology	Course Length: 1 semester (A/B)
Course Title: Yearbook Publication Design and Production	Date last reviewed: June 16, 2015
Prerequisites: One of the following courses: Journalism, Intro to Imaging, Design, Desktop Publishing OR Consent of Instructor	Board approval date: June 16, 2015

Desired Results

Course description and purpose: [to be given to parents/posted on web as a part of the course syllabi at PIN Night, etc.]

The yearbook design and production course will teach the student layout and design, photography, desktop publishing, advertising, and journalism while providing the opportunity to contribute to the production of the school yearbook. Attention is given to the integration of several curricular areas: art, through both design and photography; technology through desktop publishing, photo editing, design and layout software; social studies, through the study of the ethics of journalism; english, through the application of sound journalism and writing, and business, through the study of advertising. The students will make content and coverage decisions necessary to fulfill the functions of a yearbook (history book, record book, picture book, memory book).

<p>Enduring Understanding: [for teacher use] [These are the 5-8 things that you want kids to know and be able to do in life because they've had this class]</p> <ol style="list-style-type: none"> 1. Students will use communication as a powerful tool to develop and extend learning throughout their lives. 2. Effective, well-planned design can enhance the readability of a 	<p>Essential Questions: [these would be the 5-8 things that you want to make sure kids could do on a final exam]</p> <ol style="list-style-type: none"> 1. Produce an appealing layout using a desktop publishing package. 2. Design an effective infographic/alternative story form using an illustration software package. 3. Write a quality feature story for
---	---

<p>yearbook and design elements affect the reader's experience with a publication.</p> <ol style="list-style-type: none"> 3. Students will think critically and reflectively when accessing, organizing and using information (e.g., print, media, technology and human resources) to extend and refine knowledge. 4. Learn the meaning of and limitations on freedom of the press, particularly as it applies to scholastic journalism. 5. Learn how the First Amendment applies to print and electronic media. 6. Define how a photograph can tell a story, 	<p>inclusion in a school publication.</p> <ol style="list-style-type: none"> 4. Create, edit and prepare an impactful photograph for publication. 5. Work creatively and productively as part of a team. 6. Market, create and publish a print based advertisement.
---	--

Assessment Evidence: Assessment will include primarily performance based assessments as students demonstrate their ability to design and create layouts and write copy, photograph events.

<p>Performance assessments evaluated through rubrics against industry standards will include:</p> <ol style="list-style-type: none"> 1. Students will design and create print quality layouts ready for production. 2. Students will write effective journalistic copy. 3. Students will design and publish entertaining and graphically pleasing infographics or alternative story forms. 	<p>Other assessments: Unit specific assessments covering: photography, advertising, desktop publishing and layout, journalism, employability and life skills and image creation.</p>
---	--

<ol style="list-style-type: none"> 4. Student will create, edit and prepare photographs for publication. 5. Students will display 21st century skills. 6. Students will design effective advertisements. 	
---	--

Unit One: Photography	
<ol style="list-style-type: none"> 1. Photojournalism 2. Photographic Composition 3. Photographic Lighting 4. Fundamentals of exposure <ol style="list-style-type: none"> a. Aperture, shutter, ISO b. DSLR camera operation 5. Editing and preparation for publication <ol style="list-style-type: none"> a. Image editing software - Photoshop b. Digital Workflow c. Digital Ethics 	
CCSS	
<ul style="list-style-type: none"> ● CCSS.ELA-Literacy.RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 11–12 texts and topics</i>. ● CCSS.ELA-Literacy.WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. 	
WCCTS Wisconsin Common Career Technical Standards	
<p>Standard BB1: Students will analyze the core concepts of technology. BB1.a: Analyze and use technological systems. BB1.b: Analyze and use tools and materials.</p> <p>Standard: ICT1: Students will analyze, select and use information and communication technologies.</p>	

ICT1.a: Analyze how communication happens, the different forms of communication and how it affects society.

ICT1.c: Analyze graphic communications in an ever increasing technological world.

ICT1.d: Analyze the principles of effective printed, projected and multimedia communications in a variety of format and contexts.

ICT1.g: Analyze and use various technologies to produce graphic communication products.

ICT1.i: Analyze and use various technologies related to photographic media.

WSADE - Wisconsin's Standards for Art and Design Education

Standard: A: Students in Wisconsin will know and remember information and ideas about the art and design around them and throughout the world.

- A.12.2 Know advanced vocabulary related to their study of art
- A.12.6 Use art as a basic way of thinking and communicating about the world

Standard: B: Students in Wisconsin will understand the value and significance of the visual arts, media and design in relation to history, citizenship, the environment, and social development.

- B.12.6 Describe, analyze, interpret, and judge art images and objects from various cultures, artists, and designers

Standard: C : Students will design and produce quality original images and objects, such as paintings, sculptures, designed objects, photographs, graphic designs, videos, and computer images.

- C.12.1 Use the elements and principles of design in sophisticated ways
- C.12.2 Understand the procedures of developing quality design

Standard: F: Students will understand the role of, and be able to use, computers, video, and other technological tools and equipment.

- F.12.5 Understand the effects of production techniques on viewers' perceptions
- F.12.7 Apply a working knowledge of media production systems
- F.12.8 Revise media productions based on personal reflection and audience response

Unit Two: Advertising

- A. Methods of persuasion
- B. Mass communication and advertising
- C. Analyzing commercial advertising
- D. Ad sales and creation

CCSS

- **CCSS.ELA-Literacy.RH.11-12.7** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- **CCSS.ELA-Literacy.RST.11-12.2** Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
- **CCSS.ELA-Literacy.RST.11-12.4** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 11–12 texts and topics*.
- **CCSS.ELA-Literacy.RST.11-12.6** Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.
- **CCSS.ELA-Literacy.WHST.11-12.1c** Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- **CCSS.ELA-Literacy.WHST.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WCCTS Wisconsin Common Career Technical Standards

Standard IMT2: Students will apply information literacy skills to access and evaluate media to design and produce media products.

IMT2.a: Analyze media messages to determine biases and objectivity

IMT2.b: Prepare media products in order to communicate a specific message.

Standard IMT3: Students will use available information and communication technology to improve productivity, solve problems and create opportunities.

IMT3.a: Adopt new technological tools to increase personal and organizational productivity

IMT3.b: Select and use communication and information technology to help solve problems and provide opportunities

Standard BB1: Students will analyze the core concepts of technology.

BB1.a: Analyze and use technological systems.
BB1.b: Analyze and use tools and materials.

Standard: ICT1: Students will analyze, select and use information and communication technologies.

ICT1.a: Analyze how communication happens, the different forms of communication and how it affects society.

ICT1.c: Analyze graphic communications in an ever increasing technological world.

ICT1.d: Analyze the principles of effective printed, projected and multimedia communications in a variety of format and contexts.

ICT1.g: Analyze and use various technologies to produce graphic communication products.

ICT1.i: Analyze and use various technologies related to photographic media.

ICT1.k: Analyze and use various technologies to produce printed products.

WSADE - Wisconsin's Standards for Art and Design Education

Standard: E: Students in Wisconsin will produce quality images and objects that effectively communicate and express ideas using varied media, techniques, and processes.

- E.12.2 Communicate ideas by producing advanced design art forms, such as graphic design, product design, architecture, landscape, and media arts, such as film, photography, and multimedia

Standard: F: Students will understand the role of, and be able to use, computers, video, and other technological tools and equipment.

- F.12.2 Understand visual techniques used in mass media
- F.12.3 Interpret visual messages in advertisements, news, and entertainment programs
- F.12.5 Understand the effects of production techniques on viewers' perceptions
- F.12.8 Revise media productions based on personal reflection and audience response

Standard: G: Students will interpret visual experiences, such as artwork, designed objects, architecture, movies, television, and multimedia images, using a range of subject matter, symbols, and ideas

- G.12.3 Interpret more complex meanings in challenging works of art, including media arts

Unit Three: Editing, Layout, and Desktop Publishing (InDesign)

1. InDesign Workspace
2. Type, tools and terms
3. Working with images, creating graphics
4. Color
5. Master pages, grids, guides, tabs
6. Production and publishing

CCSS

- **CCSS.ELA-Literacy.SL.11-12.5** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

WCCTS Wisconsin Common Career Technical Standards

Standard 4C1: Students will think and work creatively to develop innovative solutions to problems and opportunities

4C1.a: Develop original solutions, products and services to meet a given need

4C1.a.7.h: Develop original ways to solve a given problem

4C1.a.8.h: Design a product or service that could fulfill a human need or desire

4C1.a.9.h: Apply past experiences to current problems in developing innovative solutions

Standard BB1: Students will analyze the core concepts of technology.

BB1.a: Analyze and use technological systems.

BB1.b: Analyze and use tools and materials.

Standard: ICT1: Students will analyze, select and use information and communication technologies.

ICT1.a: Analyze how communication happens, the different forms of communication and how it affects society.

ICT1.c: Analyze graphic communications in an ever increasing technological world.

ICT1.d: Analyze the principles of effective printed, projected and multimedia communications in a variety of format and contexts.

ICT1.g: Analyze and use various technologies to produce graphic communication products.

ICT1.i: Analyze and use various technologies related to photographic media.

ICT1.k: Analyze and use various technologies to produce printed products.

WSADE - Wisconsin's Standards for Art and Design Education

Standard: C : Students will design and produce quality original images and objects, such as paintings, sculptures, designed objects, photographs, graphic designs, videos, and computer images.

- C.12.1 Use the elements and principles of design in sophisticated ways
- C.12.4 Use advanced design techniques to improve and/or change artwork
- C.12.9 Use ongoing reflective strategies to assess and better understand one's work and that of others during the creative process

Standard: D : Students will apply their knowledge of people, places, ideas, and language of art and design to their daily lives.

- D.12.6 Apply problem-solving strategies that promote fluency, flexibility, elaboration, and originality

Standard: E: Students will produce quality images and objects that effectively communicate and express ideas using varied media, techniques, and processes.

- E.12.2 Understand visual techniques used in mass media

Standard: F: Students will understand the role of, and be able to use, computers, video, and other technological tools and equipment.

- F.12.3 Interpret visual messages in advertisements, news, and entertainment programs

Unit Four: Journalism

1. Interviewing and News-gathering
2. Feature Writing
3. Headline writing
4. Caption Writing
 - a. 5 W's and H
 - b. Background and followup
5. Social Media
6. Student Press Law

CCSS

- **CCSS.ELA-Literacy.RST.11-12.2** Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
- **CCSS.ELA-Literacy.RST.11-12.5** Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
- **CCSS.ELA-Literacy.WHST.11-12.2b** Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- **CCSS.ELA-Literacy.WHST.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WCCTS Wisconsin Common Career Technical Standards

Standard 4C2: Students will formulate and defend judgements and decisions by employing critical thinking skills.

Standard 4C3: Students will communicate and collaborate with others to accomplish tasks and develop solutions to problems and opportunities.

Standard IMT1: Students will access, interpret and evaluate information from a variety of sources in order to inform and support premises, arguments, decisions, ideas and initiatives

IMT1.a: Choose appropriate sources of data and information for a given purpose

IMT1.b: Determine the relevance, validity and timeliness of data and information

IMT1.c: Select relevant information necessary for making decisions and solving problems.

IMT1.d: Apply data and information to communicate ideas and create new opportunities

WSADE - Wisconsin's Standards for Art and Design Education

Standard: D : Students will apply their knowledge of people, places, ideas, and language of art and design to their daily lives.

- D.12.6 Apply problem-solving strategies that promote fluency, flexibility, elaboration, and originality

Standard J: Students in Wisconsin will reflect upon the nature of art and design and meaning in art and culture.

- J.12.10 Reflect and talk about works of art

Standard K: Students in Wisconsin will make connections among the arts, other disciplines, other cultures, and the world of work.

- K.12.1 Connect their knowledge and skills in art to other areas, such as the humanities, sciences, social studies, and technology
- K.12.2 Invent new artistic forms to communicate ideas and solutions to problems

Standard L: Students in Wisconsin will use their imaginations and creativity to develop multiple solutions to problems, expand their minds, and create ideas for original works of art and design.

- L.12.3 Use personal traits, such as independent thinking, courage, integrity, insight, and dedication, in creating quality art and design
- L.12.7 Imagine complex situations from a variety of challenging points of view

Unit Five: Life/Employability Skills and Career Development

1. Critical Thinking
2. Creativity and Innovation
3. Collaboration, teamwork and leadership
4. Cross-cultural Understanding and Interpersonal Communications
5. Communication and media fluency
6. Accountability, Productivity, Ethics

21st Century Skills and CCSS

9.1 21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

- **CCSS.ELA-Literacy.SL.11-12.1b** Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- **CCSS.ELA-Literacy.SL.11-12.1d** Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

WCCTS Wisconsin Common Career Technical Standards

Standard 4C1: Students will think and work creatively to develop innovative solutions to problems and opportunities

4C1.b Work creatively with others to develop solutions, products and services

4C1.b.7.h: Incorporate the skills and experiences of others to develop a new solutions to a problem

4C1.b.8.h: Work as part of a team to design a product or service that could fulfill a human need or desire.

4C1.b.9.h: Work as part of a team to improve an existing product or process.

Standard 4C3: Students will communicate and collaborate with others to accomplish tasks and develop solutions to problems and opportunities.

Standard CD1: Students will consider, analyze and apply an awareness of self, identity and culture to identify skills and talents.

CD1.a: Identify personal strengths, aptitudes and passions.

CD.1.b: Demonstrate effective decision making, problem solving and goal setting.

CD.1.c: Interact effectively with others in similar and diverse teams.

CD.1.d: Apply a range of relevant decision making strategies.

Standard CD2: Students will identify the connection between educational achievement and work opportunities in order to reach personal and career goals.

CD2.a: Apply academic experiences to the world of work, inter-relationships and the community

CD2.b: Assess attitudes and skills that contribute to successful learning in school and across the lifespan.

Standard LE1: Students will apply leadership skills in real-world, community and business and industry applications.

LE1.a: Implement leadership skills to accomplish team goals and objectives

LE1.b: Employ teamwork skills to achieve collective goals and use team members/talents effectively

WSADE - Wisconsin's Standards for Art and Design Education

Standard K: Students in Wisconsin will make connections among the arts, other disciplines, other cultures, and the world of work.

- K.12.1 Connect their knowledge and skills in art to other areas, such as the

humanities, sciences, social studies, and technology

- K.12.4 Continue to use a variety of tools, such as more sophisticated application of words, numbers, sounds, movements, images, objects, emotions, technology, and spaces, to help understand and communicate about the visual world.
- K.12.5 Know about a range of art activities, such as museum curation, historic preservation, collecting, and writing about art and design

Standard L: Students in Wisconsin will use their imaginations and creativity to develop multiple solutions to problems, expand their minds, and create ideas for original works of art and design.

- L.12.6 Understand that art is created by people with different world views, expresses diverse ideas, and changes over time
- L.12.7 Imagine complex situations from a variety of challenging points of view

Unit Six: Image Creation, Design and Editing

1. Elements of Design
2. Theme Development
3. Design for publication
4. Type as a design element
5. Modular and grid yearbook layout

CCSS

- **CCSS.ELA-Literacy.RST.11-12.4** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 11–12 texts and topics*.
- **CCSS.ELA-Literacy.RST.11-12.7** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
- **CCSS.ELA-Literacy.WHST.11-12.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

WCCTS Wisconsin Common Career Technical Standards

Standard 4C1: Students will think and work creatively to develop innovative solutions to problems and opportunities

4C1.b Work creatively with others to develop solutions, products and services

4C1.b.7.h: Incorporate the skills and experiences of others to develop a new solutions to a problem

4C1.b.8.h: Work as part of a team to design a product or service that could fulfill a human need or desire.

4C1.b.9.h: Work as part of a team to improve an existing product or process.

WSADE - Wisconsin's Standards for Art and Design Education

Standard: D : Students will apply their knowledge of people, places, ideas, and language of art and design to their daily lives.

- D.12.4 Use basic concepts in art, such as “form follows function,” “destruction of the box,” “less is more,” balance, symmetry, integrity, authenticity, and originality
- D.12.6 Apply problem-solving strategies that promote fluency, flexibility, elaboration, and originality

Standard: E: Students will produce quality images and objects that effectively communicate and express ideas using varied media, techniques, and processes.

- E.12.2 Communicate ideas by producing advanced design art forms, such as graphic design, product design, architecture, landscape, and media arts, such as film, photography, and multimedia.
- E.12.4 Communicate ideas by producing advanced visual communication forms useful in everyday life, such as sketches, diagrams, graphs, plans, and models

Standard: F: Students will understand the role of, and be able to use, computers, video, and other technological tools and equipment.

- F.12.1 Make informed judgments about mass media, such as magazines, television, computers, and films
- F.12.5 Understand the effects of production techniques on viewers' perceptions
- F.12.7 Apply a working knowledge of media production systems