Yearbook Curricular Document

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Yearbook Information	
CURRICULUM/CONTENT AREA	**COURSE LENGTH**
Art & ATE	1 Semester (A/B)
GRADE LEVEL	**DATE LAST REVIEWED**
9-12	Art Eval of Program 2020 CTE Eval of Program 2021 Review of Digital Courses in Art & ATE 2024
PREREQUISITE(s) ***if applicable***	**BOARD APPROVAL DATE**
None	August 2025
PRIMARY RESOURCE ***if applicable***	
• Adobe Creative Suite	

Course Desired Results	
COURSE DESCRIPTION	
In this project-based course, students design and produce the school's official yearbook while developing real-world skills in journalism, photography, graphic design, and publishing. Emphasis is placed on teamwork, leadership, meeting deadlines, and using industry-standard tools. Yearbook prepares students for college and careers in media, communications, journalism, marketing, and design. Leadership students will have the opportunity to earn Adobe Certification through InDesign.	
ENDURING UNDERSTANDINGS *Students will understand that....*	**ESSENTIAL QUESTIONS** *Students will keep considering....*
CREATING • Creativity, innovation, and critical thinking are essential for	• Why is creativity and innovation important? How is creativity and innovation used in [name of career pathway]?

success in a technologically advanced world. These are essential life skills that can be developed.	• What conditions, attitudes, and behaviors support creativity and innovative thinking? • What strategies and processes can I use to become a more effective creator, thinker and problem solver? • How does collaboration expand the creative process?
PRESENTING • Artists, designers, and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.	• How are artworks cared for and by whom? • What criteria, methods, and processes are used to select work for preservation or presentation? • Why do people value objects, artifacts, and artworks, and select them for presentation?
RESPONDING • People gain insights into meanings of artworks by engaging in the process of art criticism	• What is the value of engaging in the process of art criticism? • How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?
CONNECTING • Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences. • The ability to communicate and collaborate with people with diverse backgrounds and perspectives is key to participation in a global economic society.	• How does engaging in creating art enrich people's lives? • How does making art attune people to their surroundings? • How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making? • Why is communication and collaboration important? How do positive work behaviors and personal qualities impact communication and collaboration?
POSTSECONDARY, CAREER, AND LIFE READINESS • Career and technical education provides pathways to high-demand, high-wage career opportunities, and personal fulfillment.	• Why is career and life readiness important? • What are employability skills? How do I prepare myself for a career that is in demand now and in 5, 10, or 20 years from now? • How might technical knowledge and skills influence one's employability and advancement opportunities within various work settings?
COURSE PRIORITY STANDARDS	

WSAD Standard AA1: **Create**- Students will generate, develop, and refine artistic work.
ENG1: Students will analyze and demonstrate attributes of design.

WSAD Standard AA2: **Present**- Students will develop, refine, and convey meaning through the production and presentation of artistic work.

WSAD Standard AA3: **Respond**- Students will critically interpret intent and meaning in order to evaluate artistic work.
IMT1 (Information, Media, Technology): Students will access, interpret, and evaluate information from a variety of sources in order to inform and support premises, arguments, decisions, and initiatives.

WSAD Standard AA4: **Connect**- Students will relate their artistic work with prior experience and external context.

CD4: **Career Development**- Students will identify and apply employability skills
a: I identify and demonstrate positive work behaviors and personal qualities needed to be employable.
b: I demonstrate skills related to seeking and applying for employment to find and obtain a desired job.
c: I identify and exhibit traits for retaining employment.
d: I develop positive relationships with others.

CAREER CLUSTERS *most applicable to this course*	☐ Advanced Manufacturing ☐ Agriculture, Food & Natural Resources ☐ Architecture and Construction ☑ Arts, A/V Technology & Communication ☐ Business Management & Administration ☑ Digital Technology ☐ Education & Training ☐ Finance ☐ Government & Public Administration ☐ Health Science ☐ Hospitality & Tourism ☐ Human Services ☐ Law, Public Safety, Corrections & Security ☑ Marketing ☐ Science, Technology, Engineering & Mathematics ☐ Transportation, Distribution & Logistics

CAREERS *students will learn about*	Photographer – Captures images for news, events, portraits, fashion, or commercial use. Photo Editor – Selects and edits images for publication. Graphic Designer – Uses visual elements to communicate messages in print or digital formats. Visual Content Creator – Makes digital content (photos, videos, graphics) for brands or media platforms. Journalist – Researches and writes news or feature stories. Editor – Edits and polishes written content. Copywriter – Crafts persuasive and engaging text for ads or branding. Content Writer/Blogger – Writes articles, blog posts, and online content. Communications Specialist – Writes and manages messaging for businesses, nonprofits, or schools. Layout Designer – Plans and creates magazine, book, or website page layouts. Print Production Specialist – Manages how printed materials are created and finalized. Creative Director – Leads the overall visual and messaging strategy for brands or publications. Publishing Assistant – Supports book or magazine publishers with editing, layout, and marketing. Art Director – Oversees design in media, advertising, or entertainment. Social Media Manager – Plans and posts engaging content on social platforms. Marketing Coordinator – Supports marketing efforts through content creation, event planning, and research. Public Relations Specialist – Builds and maintains a positive image for a person or company. Brand Strategist – Develops brand voice, identity, and messaging.
POSTSECONDARY EDUCATION & TRAINING OPTIONS	**INDUSTRY RECOGNIZED CREDENTIALS**: ☑ Adobe

UNIT 1: Introduction to Yearbook & Planning

- Purpose and audience of the yearbook
- Theme selection and development
- Roles and responsibilities
- Introduction to journalism ethics and copyright

UNIT 1 DESIRED RESULTS

ESSENTIAL QUESTION: *Students will keep considering…*

- ➔ What is the primary purpose of a yearbook in a school community?
- ➔ How does understanding our audience influence our decisions in writing, design, and photography?
- ➔ In what ways does a yearbook serve as a historical document and a storytelling medium?
- ➔ How does a theme shape the overall look, feel, and message of the yearbook?
- ➔ What makes a theme effective, cohesive, and engaging for the entire student body?
- ➔ How can visual and verbal elements work together to support a chosen theme?
- ➔ What strategies help ensure consistency of theme across all sections of the yearbook?
- ➔ What roles are essential in creating a successful yearbook, and how do they interconnect?
- ➔ How do collaboration and communication impact the production process?
- ➔ What are the responsibilities of each staff member, and how does accountability affect group success?
- ➔ How do leadership and time management contribute to meeting production deadlines?
- ➔ What ethical responsibilities do yearbook staff have when reporting and publishing content?
- ➔ What are copyright laws, and how do they apply to images, writing, and design in the yearbook?

UNIT PRIORITY STANDARDS & LEARNING TARGETS: *Students will know and be able to…*

CREATE

WSAD Standard AA1: **Create**- Students will generate, develop, and refine artistic work. ENG1: Students will analyze and demonstrate attributes of design.	• I can brainstorm and develop ideas for yearbook themes and page layouts. • I can plan visual and written content that communicates our yearbook's purpose. • I can collaborate with my peers to develop a unifying concept for the yearbook. • I can organize visual elements (images, fonts, colors) to maintain consistency across the book. • I can ensure the yearbook's visual style is polished and cohesive from beginning to end.

PRESENT

WSAD Standard AA2: **Present**- Students will develop, refine, and convey meaning through the production and presentation of artistic work.	• I can use digital tools to design and present visually engaging, theme-consistent pages. • I can adjust typography, imagery, and layout to make pages more readable and on-brand. • I can apply our theme to all visual and written content to strengthen its impact. • I can explain how each design decision supports the overall story of the yearbook. • I can credit sources appropriately and understand what constitutes copyright infringement. • I can follow fair use guidelines and school policies when using online content. • I can model responsible digital citizenship in all aspects of publication.

RESPOND

WSAD Standard AA3: **Respond**- Students will critically interpret intent and meaning in order to evaluate artistic work. IMT1 (Information, Media, Technology): Students will access, interpret, and evaluate information from a variety of sources in order to inform and support premises, arguments, decisions, and initiatives.	• I can analyze how other yearbooks use theme to unify content and design. • I can identify strong visual storytelling techniques used in yearbook design. • I can explain how theme choices influence the mood and message of the yearbook. • I can provide constructive feedback on how well pages support the theme and engage the reader.

CONNECT

WSAD Standard AA4: **Connect**- Students will relate their artistic work with prior experience and external context.	• I can recognize how visual storytelling preserves school history and culture. • I can design pages that reflect the unique experiences and stories of our school community. • I can share my perspective through visual storytelling and captions. • I can include diverse voices and events to create a yearbook that reflects our school culture. • I can recognize how this year's theme connects to current events and trends.

CAREER DEVELOPMENT

CD4: **Career Development**- Students will identify and apply employability skills	• I can demonstrate skills related to seeking and applying for employment to find and obtain a desired job. • I can develop positive relationships with others.

UNIT 1 ASSESSMENT EVIDENCE

Performance is evaluated in terms of... Students will show their learning by...

Feedback & Scoring Rubric(s) based on Priority Standards

Indicate the name of the rubric. Link if possible. Example: "Creating Rubric"

- [YEARBOOK RUBRIC]

Performance Assessment Options *May include, but are not limited to the following:*	**Artistic Process & Career Dev.** *Check all that apply:*	**Differentiation Strategies/ Strategies for Inclusion** *May include, but are not limited to the following:*
Theme Development Mind Map	☑ Creating ☑ Presenting ☑ Responding ☑ Connecting ☐ Career Development	• Offer multiple ways to learn: Use a mix of videos, written tutorials, live demos, etc. • Scaffold tasks: Break down complex assignments into smaller, manageable steps with clear checkpoints. • Adjust for skill levels: Let students choose beginner, intermediate, or advanced versions of a task. • Allow use of free or low-cost software alternatives (e.g., GIMP, Photopea, Canva) for students without access to Adobe tools. • Support both Mac and Windows users, as well as those using Chromebooks. • Encourage peer critiques using positive, constructive feedback.
Copyright Activity	☐ Creating ☑ Presenting ☑ Responding ☑ Connecting ☐ Career Development	

		• Use group projects that highlight diverse strengths (e.g., planning, editing, presenting). • Set clear norms for respectful communication and valuing diverse perspectives.

UNIT 1 LEARNING PLAN RESOURCES *How will learning be relevant, accessible & engaging?*		
Academic Vocabulary *May Include, but are not limited to the following:* • Audience • Editorial decisions • Visual literacy • Theme • Consistency • Visual hierarchy • Typography • Layout • Branding • Color palette • Mood board • Concept development • Project management • Ethics • Copyright • Fair use • Creative Commons • Plagiarism	**Strategies/Activities** *Consider how the learning will be tailored & flexible to address the interests and learning styles of all students.* • Allow students to choose from a range of project themes that resonate with their personal interests. • Encourage self-directed projects where students propose and develop their own ideas, fostering creativity and ownership. • **Visual learners:** Use video tutorials, annotated examples, and visual step-by-step guides. • **Auditory learners:** Include recorded lectures, videos, etc. discussing concepts and techniques. • **Kinesthetic learners:** Offer hands-on practice through interactive tools, challenges, and real-world projects. • **Reading/writing learners:** Provide detailed written instructions, relevant readings, and reflective writing	**Resources/Materials** *May include, but are not limited to the following applicable software, digital tools, other tools, IRCs, etc.* • Desktop or Laptop Computer – With sufficient RAM and GPU for image processing. • Google Slides • Google Drive

	prompts.	

UNIT 2: Introduction to Photography: Technical Skills

- Understanding the Camera (parts, types and basic operations)
- Exposure Triangle
- Camera Mode Settings
- Camera Focus Settings
- Lighting
- Composition & Design

UNIT 2 DESIRED RESULTS

ESSENTIAL QUESTION: *Students will keep considering…*

➔ How do the different parts of a camera work together to capture an image?
➔ What factors should you consider when choosing the right type of camera for a specific yearbook task?
➔ How do ISO, shutter speed, and aperture work together to create a properly exposed image?
➔ What creative effects can be achieved by adjusting different elements of the exposure triangle?
➔ How does lighting influence the choices you make when setting exposure?
➔ When should you use manual mode vs. automatic or priority modes in yearbook photography?
➔ How do different camera modes affect your control over the final image?
➔ How can focus settings help you capture action shots versus portraits or still scenes?
➔ What challenges do different lighting conditions present in yearbook photography, and how can you overcome them?
➔ How can you use natural and artificial light creatively in your compositions?
➔ What makes a photograph visually compelling and balanced?
➔ How can principles of composition (like rule of thirds, leading lines, framing) enhance storytelling in yearbook photography?
➔ In what ways do design choices influence how a photo is interpreted by the audience?

UNIT PRIORITY STANDARDS & LEARNING TARGETS: *Students will know and be able to…*

CREATE

WSAD Standard AA1: **Create**- Students will generate, develop, and refine artistic work. ENG1: Students will analyze and demonstrate attributes of design.	• I can use a digital camera to correctly expose a photograph using ISO, aperture, and shutter speed. • I can adjust white balance, focus, and other camera settings for different lighting situations. • I can use manual and automatic modes on a camera to control composition and exposure. • I can choose camera settings based on the subject and lighting to achieve the effect I want.

PRESENT

WSAD Standard AA2: **Present**- Students will develop, refine, and convey meaning through the production and presentation of artistic work.	• I can explain the technical and creative choices I made when producing a photo. • I can explain how my compositional choices (like rule of thirds, leading lines, symmetry) affect how viewers experience my photos.

RESPOND

WSAD Standard AA3: **Respond**- Students will critically interpret intent and meaning in order to evaluate artistic work. IMT1 (Information, Media, Technology): Students will access, interpret, and evaluate information from a variety of sources in order to inform and support premises, arguments,	• I can troubleshoot issues with exposure, focus, or lighting in my photographs. • I can give constructive feedback to my peers using technical and creative vocabulary. • I can reflect on my own photos and suggest ways to improve them using both artistic and technical criteria. • I can describe what I see in a photograph using the Rules of Photography (lines, contrast, balance, framing, rule of thirds, simplicity). • I can analyze how technical choices (like lighting, focus, and exposure) affect the meaning of a photo.

decisions, and initiatives.	

CONNECT

WSAD Standard AA4: **Connect**- Students will relate their artistic work with prior experience and external context.	• I can reflect on how improving my technical camera skills allows me to capture images that tell my story better. • I can compare different types of cameras and how their technical features impact photographic style and possibilities.

CAREER DEVELOPMENT

CD4: **Career Development**- Students will identify and apply employability skills	• I can demonstrate skills related to seeking and applying for employment to find and obtain a desired job. • I can develop positive relationships with others.

UNIT 2 ASSESSMENT EVIDENCE

Performance is evaluated in terms of... Students will show their learning by...

Feedback & Scoring Rubric(s) based on Priority Standards

Indicate the name of the rubric. Link if possible. Example: "Creating Rubric"

- [YEARBOOK RUBRIC]

Performance Assessment Options *May include, but are not limited to the following:*	**Artistic Process & Career Dev.** *Check all that apply:*	**Differentiation Strategies/ Strategies for Inclusion** *May include, but are not limited to the following:*
Portrait Photography	☑ Creating ☑ Presenting ☑ Responding ☑ Connecting	• Offer multiple ways to learn: Use a mix of videos, written tutorials, live demos, etc. • Scaffold tasks: Break down complex assignments into smaller, manageable steps with clear checkpoints.

	☑ Career Development	• Adjust for skill levels: Let students choose beginner, intermediate, or advanced versions of a task. • Allow use of free or low-cost software alternatives (e.g., GIMP, Photopea, Canva) for students without access to Adobe tools. • Support both Mac and Windows users, as well as those using Chromebooks. • Encourage peer critiques using positive, constructive feedback. • Use group projects that highlight diverse strengths (e.g., planning, editing, presenting). • Set clear norms for respectful communication and valuing diverse perspectives.
Sports Photography	☑ Creating ☑ Presenting ☑ Responding ☑ Connecting ☑ Career Development	
School Life Photography	☑ Creating ☑ Presenting ☑ Responding ☑ Connecting ☑ Career Development	

UNIT 2 LEARNING PLAN RESOURCES

How will learning be relevant, accessible & engaging?

Academic Vocabulary

May include, but are not limited to the following:

- Lens
- Viewfinder
- Shutter
- Sensor
- Aperture
- Flash
- Mode Dial
- Zoom
- Tripod
- DSLR
- Mirrorless Camera
- Smartphone Camera
- Shoot
- Focus
- Zoom In/Out
- Frame
- Click/Shutter Release
- Exposure
- Aperture (f-stop)
- Shutter Speed
- ISO

Strategies/Activities

Consider how the learning will be tailored & flexible to address the interests and learning styles of all students.

- Allow students to choose from a range of project themes that resonate with their personal interests.
- Encourage self-directed projects where students propose and develop their own ideas, fostering creativity and ownership.
- **Visual learners:** Use video tutorials, annotated examples, and visual step-by-step guides.
- **Auditory learners:** Include recorded lectures, videos, etc. discussing concepts and techniques.
- **Kinesthetic learners:** Offer hands-on

Resources/Materials

May include, but are not limited to the following applicable software, digital tools, other tools, IRCs, etc.

- Desktop or Laptop Computer – With sufficient RAM and GPU for image processing.
- Digital SLR or Mirrorless Camera
- Variety of lenses
- USB Flash Drive/External Hard Drive/Cloud Storage – For file backup and portability.
- Light stands
- Studio backdrops

• Overexposed • Underexposed • Depth of Field • Motion Blur • Auto Mode • Manual Mode (M) • Aperture Priority (A or Av) • Shutter Priority (S or Tv) • Program Mode (P) • Auto Focus (AF) • Manual Focus (MF) • Single Focus (AF-S) • Continuous Focus (AF-C) • Focus Point • Natural Light • Artificial Light • Soft Light • Hard Light • Backlighting • Front Lighting • Side Lighting • Golden Hour • Shadow • Highlight • Composition • Rule of Thirds • Balance • Leading Lines • Framing	practice through interactive tools, challenges, and real-world projects. • **Reading/writing learners:** Provide detailed written instructions, relevant readings, and reflective writing prompts.	

UNIT 3: Adobe InDesign Basics

- Navigate and customize the Adobe InDesign Workspace (Tools panel, Control panel, Pages panel)
- Explore and manage color by selecting colors, using and creating swatches/palettes, etc.
- Text formatting basics (font, size, alignment, leading, tracking)
- Placing images and managing image links
- Fitting images in frames (fit content to frame, fit frame to content)
- Wrapping text around images
- Drawing and editing shapes (Rectangle Tool, Ellipse Tool, etc.)

- Fill and stroke options
- Grids and alignment tools (Smart Guides, Align panel)

UNIT 3 DESIRED RESULTS

ESSENTIAL QUESTION: *Students will keep considering…*

- ➔ How do color choices influence the mood, theme, and readability of a page layout?
- ➔ How do font choices and text formatting affect readability and tone in design?
- ➔ In what ways can text formatting be used to create visual hierarchy and structure?
- ➔ How can image links impact collaboration and final production in a shared yearbook project?
- ➔ How does adjusting the frame and content of an image affect its composition and impact in the layout?
- ➔ How do fill and stroke settings affect the appearance and emphasis of text, shapes, and design elements?
- ➔ How can subtle changes to stroke weight or color affect the overall balance of a page?
- ➔ Why is alignment important in creating professional and visually balanced layouts?
- ➔ How do grids and guides help maintain consistency across yearbook pages?

UNIT PRIORITY STANDARDS & LEARNING TARGETS: *Students will know and be able to…*

CREATE

WSAD Standard AA1: **Create**- Students will generate, develop, and refine artistic work. ENG1: Students will analyze and demonstrate attributes of design.	• I can navigate and customize the InDesign workspace (Tools, Control, Pages panels) to support my design process. • I can place and scale images while maintaining visual quality and layout integrity. • I can use color palettes and swatches that reflect the yearbook's visual theme. • I can draw and modify basic shapes to enhance layout design and organization. • I can apply fill and stroke settings to text and design elements for emphasis and contrast. • I can format text (font, size, alignment, leading, tracking) to create a clear visual hierarchy. • I can wrap text around images to integrate visuals and text smoothly. • I can use fitting options to adjust image content within frames appropriately.

PRESENT

WSAD Standard AA2: **Present**- Students will	• I can use alignment tools and grids to ensure my page layouts are clean, consistent, and professional.

develop, refine, and convey meaning through the production and presentation of artistic work.	• I can prepare layouts that follow technical specifications for print, including proper formatting of image links and file resolution. • I can maintain visual consistency across pages to contribute to a cohesive yearbook presentation. • I can follow production deadlines to complete and present page designs on time.

RESPOND

WSAD Standard AA3: **Respond**- Students will critically interpret intent and meaning in order to evaluate artistic work. IMT1 (Information, Media, Technology): Students will access, interpret, and evaluate information from a variety of sources in order to inform and support premises, arguments, decisions, and initiatives.	• I can evaluate my own and others' layouts using design principles and typography standards. • I can reflect on how layout choices affect readability and communication of the yearbook's message. • I can give constructive feedback on text formatting, image placement, and page balance. • I can identify when alignment, color, or typography choices improve or weaken a design.

CONNECT

WSAD Standard AA4: **Connect**- Students will relate their artistic work with prior experience and external context.	• I can use layout and design to reflect the identity and spirit of the school community. • I can make thoughtful design choices that align with the theme and purpose of the yearbook. • I can consider how color, typography, and composition communicate meaning to the audience. • I can connect visual decisions in my layouts to real-world design practices and career pathways.

CAREER DEVELOPMENT

CD4: **Career Development**- Students will identify and apply employability skills	• I can demonstrate skills related to seeking and applying for employment to find and obtain a desired job. • I can develop positive relationships with others.

UNIT 3 ASSESSMENT EVIDENCE

Performance is evaluated in terms of... Students will show their learning by...

Feedback & Scoring Rubric(s) based on Priority Standards

Indicate the name of the rubric. Link if possible. Example: "Creating Rubric"

- [YEARBOOK RUBRIC]

Performance Assessment Options *May include, but are not limited to the following:*	Artistic Process & Career Dev. *Check all that apply:*	Differentiation Strategies/ Strategies for Inclusion *May include, but are not limited to the following:*
All About Me Practice Spread	☑ Creating ☑ Presenting ☑ Responding ☑ Connecting ☐ Career Development	• Offer multiple ways to learn: Use a mix of videos, written tutorials, live demos, etc. • Scaffold tasks: Break down complex assignments into smaller, manageable steps with clear checkpoints. • Adjust for skill levels: Let students choose beginner, intermediate, or advanced versions of a task. • Allow use of free or low-cost software alternatives (e.g., GIMP, Photopea, Canva) for students without access to Adobe tools. • Support both Mac and Windows users, as well as those using Chromebooks. • Encourage peer critiques using positive, constructive feedback. • Use group projects that highlight diverse strengths (e.g., planning, editing, presenting). • Set clear norms for respectful communication and valuing diverse perspectives.
Magazine Cover	☑ Creating ☐ Presenting ☑ Responding ☐ Connecting ☐ Career Development	
Mood Board	☑ Creating ☑ Presenting ☑ Responding ☑ Connecting ☐ Career Development	

UNIT 3 LEARNING PLAN RESOURCES

How will learning be relevant, accessible & engaging?

Academic Vocabulary

May include, but are not limited to the following:

- Tools Panel
- Control Panel
- Pages Panel
- Swatches Panel
- Color Panel
- Palette
- Fill
- Stroke
- Font
- Point Size
- Alignment
- Leading
- Tracking
- Place
- Image Links
- Fit Content to Frame
- Fit Frame to Content
- Content-Aware Fit
- Text Wrap
- Rectangle Tool
- Ellipse Tool
- Selection Tool
- Direct Selection Tool
- Smart Guides
- Align Panel
- Grids
- Margins
- Bleed
- Slug

Strategies/Activities

Consider how the learning will be tailored & flexible to address the interests and learning styles of all students.

- Allow students to choose from a range of project themes that resonate with their personal interests.
- Encourage self-directed projects where students propose and develop their own ideas, fostering creativity and ownership.
- **Visual learners:** Use video tutorials, annotated examples, and visual step-by-step guides.
- **Auditory learners:** Include recorded lectures, videos, etc. discussing concepts and techniques.
- **Kinesthetic learners:** Offer hands-on practice through interactive tools, challenges, and real-world projects.
- **Reading/writing learners:** Provide detailed written instructions, relevant readings, and reflective writing prompts.

Resources/Materials

May include, but are not limited to the following applicable software, digital tools, other tools, IRCs, etc.

- Desktop or Laptop Computer – With sufficient RAM and GPU for image processing.
- Adobe InDesign – Latest version preferred.
- Adobe Creative Cloud Account

UNIT 4: Page Layout and Design

- Elements of visual storytelling
- Understanding theme and tone
- Contrast, Repetition, Alignment, Proximity (CRAP)
- Balance and white space
- Hierarchy and emphasis
- Color theory and mood
- Consistency vs variety across spreads
- Readability and visual hierarchy
- Cropping, scaling, and positioning photos
- Using image grids and clusters
- Captions and attribution

UNIT 4 DESIRED RESULTS

ESSENTIAL QUESTION: *Students will keep considering…*

➔ How can layout and design be used to tell a compelling visual story?
➔ How can visual hierarchy help the viewer understand what's most important on a page?
➔ What design techniques draw attention to key elements?
➔ How can color choices support and strengthen a yearbook theme?
➔ How does white space contribute to clarity, balance, and visual comfort?
➔ What makes text easy—or hard—to read in a layout?
➔ How can photo grids and clusters organize multiple images effectively on a page?
➔ What design choices help unify a theme across an entire publication?
➔ How can designers evaluate whether visual hierarchy is working effectively?
➔ What visual strategies help ensure clarity and consistency throughout the yearbook?
➔ How do different colors evoke emotion and reinforce tone or theme?
➔ Why are captions important for storytelling, accuracy, and engagement?
➔ What ethical responsibilities do we have when crediting photographers and quoting people?
➔ How can visual storytelling reflect the diversity and culture of the school community?

UNIT PRIORITY STANDARDS & LEARNING TARGETS: *Students will know and be able to…*

CREATE

WSAD Standard AA1: **Create**- Students will generate, develop, and refine artistic work. ENG1: Students will analyze and demonstrate attributes of design.	• I can use hierarchy and emphasis to guide the viewer's attention through a page. • I can crop, scale, and position photos to improve composition and storytelling. • I can maintain design consistency across spreads while adding variety where appropriate. • I can select and apply colors that support the tone and theme of the yearbook. • I can create photo grids and clusters that are visually balanced and easy to navigate.

PRESENT

WSAD Standard AA2: **Present**- Students will develop, refine, and convey meaning through the production and presentation of artistic work.	• I can use white space and balance to create clear, readable layouts. • I can apply alignment tools to organize content professionally. • I can structure my layouts to reflect the mood and tone of the yearbook theme. • I can use design systems to create a cohesive visual identity across all pages. • I can format captions and headlines that follow the current year "Official Font Guidelines"

RESPOND

WSAD Standard AA3: **Respond**- Students will critically interpret intent and meaning in order to evaluate artistic work. IMT1 (Information, Media, Technology): Students will access, interpret, and evaluate information from a variety of sources in order to inform and support premises, arguments,	• I can evaluate my own and others' layouts for clarity, consistency, and visual hierarchy. • I can give and apply feedback on balance, readability, and design principles. • I can reflect on how layout decisions affect how the content is perceived. • I can identify when a design follows or breaks layout conventions effectively.

decisions, and initiatives.	

CONNECT

WSAD Standard AA4: **Connect**- Students will relate their artistic work with prior experience and external context.	• I can use design and photography to reflect the identity and diversity of our school community. • I can choose colors, fonts, and layout styles that communicate emotion and meaning. • I can ensure proper captioning and attribution of images and quotes to respect contributors.

CAREER DEVELOPMENT

CD4: **Career Development**- Students will identify and apply employability skills	• I can demonstrate skills related to seeking and applying for employment to find and obtain a desired job. • I can develop positive relationships with others.

UNIT 4 ASSESSMENT EVIDENCE

Performance is evaluated in terms of... Students will show their learning by...

Feedback & Scoring Rubric(s) based on Priority Standards

Indicate the name of the rubric. Link if possible. Example: "Creating Rubric"

- [YEARBOOK RUBRIC]

Performance Assessment Options *May include, but are not limited to the following:*	**Artistic Process & Career Dev.** *Check all that apply:*	**Differentiation Strategies/ Strategies for Inclusion** *May include, but are not limited to the following:*
Yearbook Spread Assignment	☑ Creating ☑ Presenting ☑ Responding ☑ Connecting ☑ Career Development	• Offer multiple ways to learn: Use a mix of videos, written tutorials, live demos, etc. • Scaffold tasks: Break down complex assignments into smaller, manageable steps with clear checkpoints.

Revision of All About Me Spread	☑ Creating ☐ Presenting ☐ Responding ☐ Connecting ☑ Career Development	• Adjust for skill levels: Let students choose beginner, intermediate, or advanced versions of a task. • Support both Mac and Windows users, as well as those using Chromebooks. • Encourage peer critiques using positive, constructive feedback. • Use group projects that highlight diverse strengths (e.g., planning, editing, presenting). • Set clear norms for respectful communication and valuing diverse perspectives.
Analyzing Yearbook Layouts	☐ Creating ☐ Presenting ☑ Responding ☑ Connecting ☑ Career Development	

UNIT 4 LEARNING PLAN RESOURCES

How will learning be relevant, accessible & engaging?

Academic Vocabulary

May include, but are not limited to the following:

- Theme
- Tone
- Contrast
- Repetition
- Alignment
- Proximity
- Balance
- White space
- Hierarchy
- Emphasis
- Color theory
- Mood
- Consistency
- Variety
- Spread
- Readability
- Visual hierarchy
- Cropping
- Scaling
- Positioning

Strategies/Activities

Consider how the learning will be tailored & flexible to address the interests and learning styles of all students.

- Allow students to choose from a range of project themes that resonate with their personal interests.
- Encourage self-directed projects where students propose and develop their own ideas, fostering creativity and ownership.
- **Visual learners:** Use video tutorials, annotated examples, and visual step-by-step guides.
- **Auditory learners:** Include recorded lectures, videos, etc. discussing concepts and techniques.
- **Kinesthetic learners:** Offer hands-on practice through interactive tools, challenges, and real-world projects.

Resources/Materials

May include, but are not limited to the following applicable software, digital tools, other tools, IRCs, etc.

- Adobe Creative Suite
- Desktop or Laptop Computer – With sufficient RAM and GPU for image processing.
- Digital Camera, Tablet, or Smartphone – For capturing images.
- USB Flash Drive/External Hard Drive/Cloud Storage – For file backup and portability.
- Google Suite

• Image grid • Photo cluster	• **Reading/writing learners:** Provide detailed written instructions, relevant readings, and reflective writing prompts.	

UNIT 5: Writing for Yearbook

- Types of writing in a yearbook (features, captions, headlines, profiles)
- Using wordplay, alliteration, or theme tie-ins
- Writing with detail, clarity, and accuracy
- Preparing effective interview questions
- Conducting interviews
- Capturing quotes accurately
- Turning interviews into stories
- Types of captions (identifying, summary, expanded)
- The 5 W's + H (Who, What, When, Where, Why, How)
- Avoiding redundancy and stating the obvious
- Writing attention-grabbing headlines
- Writing informative and engaging subheadlines
- Using quotes effectively

UNIT 5 DESIRED RESULTS

ESSENTIAL QUESTION: *Students will keep considering...*

➔ How do different types of writing (features, captions, profiles, headlines) serve different purposes in the yearbook?
➔ How can writers use wordplay, alliteration, and theme references to enhance their headlines and stories?
➔ How can I craft clear, detailed, and accurate writing that informs and engages my audience?
➔ How do I turn a series of interview responses into a compelling and meaningful narrative?
➔ How can I structure a caption or headline so it grabs attention while remaining informative?
➔ What makes one caption more effective than another?

➔ How can I revise my writing to avoid repetition, filler, or stating the obvious?
➔ Why is it important to quote people accurately and ethically in journalistic writing?
➔ How does writing in the yearbook preserve and reflect the culture and identity of our school?

UNIT PRIORITY STANDARDS & LEARNING TARGETS: *Students will know and be able to...*

CREATE

WSAD Standard AA1: **Create**- Students will generate, develop, and refine artistic work. ENG1: Students will analyze and demonstrate attributes of design.	• I can write different types of yearbook content, including features, profiles, captions, and headlines. I can use wordplay, alliteration, and theme-based language to make my writing engaging. • I can write with detail, clarity, and accuracy to inform and connect with my audience. • I can prepare thoughtful and effective interview questions to gather strong material. • I can conduct interviews professionally to collect meaningful stories and quotes. • I can accurately record and use quotes in my writing. • I can turn interview responses into well-structured, interesting stories. • I can write various types of captions (identifying, summary, expanded) to enhance images. • I can apply the 5 W's + H (Who, What, When, Where, Why, How) to ensure my writing is complete.

PRESENT

WSAD Standard AA2: **Present**- Students will develop, refine, and convey meaning through the production and presentation of artistic work.	• I can write headlines and subheadlines that grab attention and reflect the content. • I can format captions and stories clearly and professionally. • I can organize written content in a way that complements the visual design of each spread. • I can match my writing tone and style to the theme and voice of the yearbook.

RESPOND

WSAD Standard AA3: **Respond**- Students will critically interpret intent and meaning in order to evaluate artistic work.	• I can evaluate captions, quotes, and headlines for clarity and impact. • I can revise my writing to avoid redundancy and unnecessary filler. • I can improve my writing based on feedback from peers and editors. • I can reflect on how word choices and structure influence the effectiveness of my writing.

IMT1 (Information, Media, Technology): Students will access, interpret, and evaluate information from a variety of sources in order to inform and support premises, arguments, decisions, and initiatives.	

CONNECT

WSAD Standard AA4: **Connect**- Students will relate their artistic work with prior experience and external context.	• I can use writing to reflect the diverse voices and experiences of the school community. • I can ethically and accurately represent people's words and stories through quotes. • I can connect interview content to meaningful, real-life experiences. • I can recognize how my writing contributes to the preservation of school history and culture.

CAREER DEVELOPMENT

CD4: **Career Development**- Students will identify and apply employability skills	• I can demonstrate skills related to seeking and applying for employment to find and obtain a desired job. • I can develop positive relationships with others.

UNIT 5 ASSESSMENT EVIDENCE

Performance is evaluated in terms of... Students will show their learning by...

Feedback & Scoring Rubric(s) based on Priority Standards

Indicate the name of the rubric. Link if possible. Example: "Creating Rubric"

- [YEARBOOK RUBRIC]

Performance Assessment	Artistic Process & Career	Differentiation Strategies/ Strategies for Inclusion

Options *May include, but are not limited to the following:*	**Dev.** *Check all that apply:*	*May include, but are not limited to the following:*
Caption Writing Activity	☑ Creating ☑ Presenting ☑ Responding ☑ Connecting ☑ Career Development	• Offer multiple ways to learn: Use a mix of videos, written tutorials, live demos, etc. • Scaffold tasks: Break down complex assignments into smaller, manageable steps with clear checkpoints. • Adjust for skill levels: Let students choose beginner, intermediate, or advanced versions of a task. • Support both Mac and Windows users, as well as those using Chromebooks. • Encourage peer critiques using positive, constructive feedback. • Use group projects that highlight diverse strengths (e.g., planning, editing, presenting). • Set clear norms for respectful communication and valuing diverse perspectives.
Interviewing Activity	☑ Creating ☑ Presenting ☑ Responding ☑ Connecting ☑ Career Development	
Storywriting Activity	☑ Creating ☑ Presenting ☑ Responding ☑ Connecting ☑ Career Development	

UNIT 5 LEARNING PLAN RESOURCES

How will learning be relevant, accessible & engaging?

Academic Vocabulary

May include, but are not limited to the following:

- Feature Story
- Caption
- Headline
- Subheadline
- Wordplay
- Theme Tie-in
- 5 W's + H (Who, What, When, Where, Why, How)
- Identifying Caption
- Summary Caption
- Expanded Caption

Strategies/Activities

Consider how the learning will be tailored & flexible to address the interests and learning styles of all students.

- Allow students to choose from a range of project themes that resonate with their personal interests.
- Encourage self-directed projects where students propose and develop their own ideas, fostering creativity and ownership.

Resources/Materials

May include, but are not limited to the following applicable software, digital tools, other tools, IRCs, etc.

- Adobe Creative Suite
- Desktop or Laptop Computer – With sufficient RAM and GPU for Adobe InDesign
- Google Suite

• Clarity • Detail • Accuracy	• **Visual learners:** Use video tutorials, annotated examples, and visual step-by-step guides. • **Auditory learners:** Include recorded lectures, videos, etc. discussing concepts and techniques. • **Kinesthetic learners:** Offer hands-on practice through interactive tools, challenges, and real-world projects. • **Reading/writing learners:** Provide detailed written instructions, relevant readings, and reflective writing prompts.	

UNIT 6: Advanced InDesign

- Color panel vs Swatches panel
- Creating and applying custom colors and gradients
- Parent pages for consistent design
- Bleed, slug, and margins in printing
- Creating and applying paragraph and character styles
- Working with templates and sample layouts
- Preflight checks (checking for errors)
- Exporting PDFs for print or digital use

UNIT 6 DESIRED RESULTS

ESSENTIAL QUESTION: *Students will keep considering…*

➔ How does the way we manage and apply color impact consistency and efficiency in professional layouts?
➔ When should designers use the Color panel versus the Swatches panel—and why does it matter?

- ➔ What makes a color choice successful in both print and digital formats?
- ➔ How do parent pages support consistency, and what risks arise when they're not used effectively?
- ➔ In what ways can automation tools like parent pages still allow for design flexibility?
- ➔ How do print specifications influence the design process from the beginning?
- ➔ How do paragraph and character styles improve workflow and reduce design errors?
- ➔ How can a preflight check save time, money, and professional credibility?
- ➔ What export settings are essential for preserving quality and functionality in different media formats?
- ➔ How do the goals of a project (print vs. digital) shape the final export choices?

UNIT PRIORITY STANDARDS & LEARNING TARGETS: *Students will know and be able to...*

CREATE

WSAD Standard AA1: **Create**- Students will generate, develop, and refine artistic work. ENG1: Students will analyze and demonstrate attributes of design.	• I can choose the correct resolution and file format for different types of digital output (print, web, multimedia). • I can prepare my Photoshop/Illustrator files for the correct output. • I can set up my document with appropriate color modes (RGB for digital, CMYK for print) to ensure quality output. • I can use tools like export, save for web, or PDF presets to correctly produce and share my final designs. • I can demonstrate proficiency in utilizing the studio equipment (laser engraver, vinyl cutter, printers, etc.)

PRESENT

WSAD Standard AA2: **Present**- Students will develop, refine, and convey meaning through the production and presentation of artistic work.	• I can select and prepare my digital artwork for different presentation formats, such as portfolios, gallery shows, websites, or social media. • I can explain how size, resolution, and format affect the quality and effectiveness of my work when presented. • I can organize my digital files and layers to keep my project ready for revisions or professional output. • I can print or digitally export my work so that it maintains visual clarity and artistic intent.

RESPOND

WSAD Standard AA3: **Respond**- Students will critically interpret intent and meaning in order to evaluate artistic work. IMT1 (Information, Media, Technology): Students will access, interpret, and evaluate information from a variety of sources in order to inform and support premises, arguments, decisions, and initiatives.	• I can evaluate whether the file format, size, and quality of my final image support my artistic intent. • I can critique how output choices (like color, layout, and scale) influence the visual impact of digital work.

CONNECT

WSAD Standard AA4: **Connect**- Students will relate their artistic work with prior experience and external context.	• I can connect my digital output process to industry practices used in graphic design, marketing, or publishing. • I can describe how professionals use output settings to prepare digital designs for clients, print shops, or media platforms.

CAREER DEVELOPMENT

CD4: **Career Development**- Students will identify and apply employability skills	• I can demonstrate skills related to seeking and applying for employment to find and obtain a desired job. • I can develop positive relationships with others.

UNIT 6 ASSESSMENT EVIDENCE

Performance is evaluated in terms of... Students will show their learning by...

Feedback & Scoring Rubric(s) based on Priority Standards

Indicate the name of the rubric. Link if possible. Example: "Creating Rubric"

- [YEARBOOK RUBRIC]

Performance Assessment Options *May include, but are not limited to the following:*	Artistic Process & Career Dev. *Check all that apply:*	Differentiation Strategies/ Strategies for Inclusion *May include, but are not limited to the following:*
Color Matching Scavenger Hunt	☑ Creating ☐ Presenting ☑ Responding ☑ Connecting ☑ Career Development	• Offer multiple ways to learn: Use a mix of videos, written tutorials, live demos, etc. • Scaffold tasks: Break down complex assignments into smaller, manageable steps with clear checkpoints. • Adjust for skill levels: Let students choose beginner, intermediate, or advanced versions of a task. • Support both Mac and Windows users, as well as those using Chromebooks. • Encourage peer critiques using positive, constructive feedback. • Use group projects that highlight diverse strengths (e.g., planning, editing, presenting). • Set clear norms for respectful communication and valuing diverse perspectives.
Style Sheet Challenge Activity	☑ Creating ☐ Presenting ☑ Responding ☑ Connecting ☑ Career Development	
Advanced Layout Creation	☑ Creating ☐ Presenting ☑ Responding ☑ Connecting ☑ Career Development	

UNIT 6 LEARNING PLAN RESOURCES

How will learning be relevant, accessible & engaging?

Academic Vocabulary *May include, but are not limited to the following:*	Strategies/Activities *Consider how the learning will be tailored & flexible to address the interests and learning styles of all students.*	Resources/Materials *May include, but are not limited to the following applicable software, digital tools, other tools, IRCs, etc.*
• Color Panel • Swatches Panel	• Allow students to choose from a	• Adobe Creative Suite

• Custom Colors • Gradients • Parent Pages • Bleed • Slug • Margins • Paragraph Styles • Character Styles • Templates • Sample Layouts • Preflight Check • Export PDF (Print) • Export PDF (Digital)	range of project themes that resonate with their personal interests. • Encourage self-directed projects where students propose and develop their own ideas, fostering creativity and ownership. • **Visual learners:** Use video tutorials, annotated examples, and visual step-by-step guides. • **Auditory learners:** Include recorded lectures, videos, etc. discussing concepts and techniques. • **Kinesthetic learners:** Offer hands-on practice through interactive tools, challenges, and real-world projects. • **Reading/writing learners:** Provide detailed written instructions, relevant readings, and reflective writing prompts.	• Desktop or Laptop Computer – With sufficient RAM and GPU for image processing. • Digital Camera, Tablet, or Smartphone – For capturing images. • USB Flash Drive/External Hard Drive/Cloud Storage – For file backup and portability. • Google Suite

UNIT 7: Photo Editing for Yearbook

- Navigate and customize the Adobe Photoshop and Lightroom Workspace (Tools panel, Control panel, Pages panel)
- Photojournalistic editing vs. creative fine art editing
- White balance and tone correction
- Lighting adjustments
- Organizing, renaming and saving

UNIT 7 DESIRED RESULTS

ESSENTIAL QUESTION: *Students will keep considering...*

- ➔ How does customizing your workspace in Photoshop or Lightroom improve your editing workflow?
- ➔ What tools are essential for efficient photo editing in a journalistic setting, and how do they differ from those used in fine art photography?
- ➔ What ethical boundaries should be considered when editing images for a yearbook or journalistic publication?
- ➔ How does correcting white balance and tone affect the accuracy and mood of a photograph?
- ➔ How can light and shadow adjustments improve image clarity and storytelling without misrepresenting reality?
- ➔ In what ways can poor lighting be corrected during editing—and when is a photo beyond repair?
- ➔ Why is it important to establish an organized system for saving, naming, and backing up photo files?
- ➔ How can file naming conventions and metadata tagging improve collaboration and future access in yearbook production?

UNIT PRIORITY STANDARDS & LEARNING TARGETS: *Students will know and be able to…*

CREATE

WSAD Standard AA1: **Create**- Students will generate, develop, and refine artistic work. ENG1: Students will analyze and demonstrate attributes of design.	• I can choose the correct resolution and file format for different types of digital output (print, web, multimedia). • I can prepare my Photoshop/Illustrator files for the correct output. • I can set up my document with appropriate color modes (RGB for digital, CMYK for print) to ensure quality output. • I can use tools like export, save for web, or PDF presets to correctly produce and share my final designs. • I can demonstrate proficiency in utilizing the studio equipment (laser engraver, vinyl cutter, printers, etc.)

PRESENT

WSAD Standard AA2: **Present**- Students will develop, refine, and convey meaning through the production and presentation of artistic work.	• I can select and prepare my digital artwork for different presentation formats, such as portfolios, gallery shows, websites, or social media. • I can explain how size, resolution, and format affect the quality and effectiveness of my work when presented. • I can organize my digital files and layers to keep my project ready for revisions or professional output. • I can print or digitally export my work so that it maintains visual clarity and artistic intent.

RESPOND

WSAD Standard AA3: **Respond**- Students will critically interpret intent and meaning in order to evaluate artistic work. IMT1 (Information, Media, Technology): Students will access, interpret, and evaluate information from a variety of sources in order to inform and support premises, arguments, decisions, and initiatives.	• I can evaluate whether the file format, size, and quality of my final image support my artistic intent. • I can critique how output choices (like color, layout, and scale) influence the visual impact of digital work.

CONNECT

WSAD Standard AA4: **Connect**- Students will relate their artistic work with prior experience and external context.	• I can connect my digital output process to industry practices used in graphic design, marketing, or publishing. • I can describe how professionals use output settings to prepare digital designs for clients, print shops, or media platforms.

CAREER DEVELOPMENT

CD4: **Career Development**- Students will identify and apply employability skills	• I can demonstrate skills related to seeking and applying for employment to find and obtain a desired job. • I can develop positive relationships with others.

UNIT 7 ASSESSMENT EVIDENCE

Performance is evaluated in terms of... Students will show their learning by...

Feedback & Scoring Rubric(s) based on Priority Standards

Indicate the name of the rubric. Link if possible. Example: "Creating Rubric"

- [YEARBOOK RUBRIC]

Performance Assessment Options *May include, but are not limited to the following:*	Artistic Process & Career Dev. *Check all that apply:*	Differentiation Strategies/ Strategies for Inclusion *May include, but are not limited to the following:*
Editing Sports Photos Activity	☑ Creating ☑ Presenting ☑ Responding ☑ Connecting ☐ Career Development	• Offer multiple ways to learn: Use a mix of videos, written tutorials, live demos, etc. • Scaffold tasks: Break down complex assignments into smaller, manageable steps with clear checkpoints. • Adjust for skill levels: Let students choose beginner, intermediate, or advanced versions of a task. • Support both Mac and Windows users, as well as those using Chromebooks. • Encourage peer critiques using positive, constructive feedback. • Use group projects that highlight diverse strengths (e.g., planning, editing, presenting). • Set clear norms for respectful communication and valuing diverse perspectives.

UNIT 7 LEARNING PLAN RESOURCES

How will learning be relevant, accessible & engaging?

Academic Vocabulary *Will include, but are not limited to the following:*	Strategies/Activities *Consider how the learning will be tailored & flexible to address the interests and learning styles of all students.*	Resources/Materials *May include, but are not limited to the following applicable software, digital tools, other tools, IRCs, etc.*
• Workspace • White Balance • Tone Correction • Exposure	• Allow students to choose from a range of project themes that resonate	• Adobe Creative Suite

• Contrast • Highlights • Shadows • Clarity • Crop Tool • Straighten Tool • Photojournalistic Editing • Creative Fine Art Editing • Manipulation • Non-destructive Editing • Catalog • Import • Export • Batch Editing • File Naming Convention • Metadata • Keywords	with their personal interests. • Encourage self-directed projects where students propose and develop their own ideas, fostering creativity and ownership. • **Visual learners:** Use video tutorials, annotated examples, and visual step-by-step guides. • **Auditory learners:** Include recorded lectures, videos, etc. discussing concepts and techniques. • **Kinesthetic learners:** Offer hands-on practice through interactive tools, challenges, and real-world projects. • **Reading/writing learners:** Provide detailed written instructions, relevant readings, and reflective writing prompts.	• Desktop or Laptop Computer – With sufficient RAM and GPU for image processing. • Digital Camera, Tablet, or Smartphone – For capturing images. • USB Flash Drive/External Hard Drive/Cloud Storage – For file backup and portability. • Google Suite

UNIT 8: Production, Marketing and Distribution

- Understanding proofs, and final files
- Using the yearbook ladder to organize content and meet deadlines
- From concept to printing: planning, layout, editing, proofreading
- Quality checks: spelling, layout consistency, image quality, names
- Creating marketing materials that align with the yearbook's theme
- Promoting yearbook sales and senior recognition ads
- Analyzing Past Sales Data: What worked last year? What can improve?
- Organizing distribution event
- Customer service: dealing with order issues, name misspellings, mistakes, damaged books, etc.

UNIT 8 DESIRED RESULTS

ESSENTIAL QUESTION: *Students will keep considering…*

- ➔ How do proofing and final file checks ensure the yearbook is accurate and ready for publication?
- ➔ How does the yearbook ladder help teams stay organized and on schedule?
- ➔ What are the consequences of poor ladder planning or missed deadlines?
- ➔ What are the major phases of yearbook production, and how do they depend on each other?
- ➔ How does the design process evolve from the first concept to the final printed book?
- ➔ How can marketing materials reflect the tone, design, and message of the yearbook itself?
- ➔ What makes a promotional campaign visually and emotionally engaging?
- ➔ How can marketing materials reflect the tone, design, and message of the yearbook itself?
- ➔ What makes a promotional campaign visually and emotionally engaging?
- ➔ How can we use past data to make smarter decisions for this year's production and promotion?
- ➔ What customer service strategies help resolve yearbook issues respectfully and professionally?

UNIT PRIORITY STANDARDS & LEARNING TARGETS: *Students will know and be able to…*

CREATE

WSAD Standard AA1: **Create**- Students will generate, develop, and refine artistic work. ENG1: Students will analyze and demonstrate attributes of design.	• I can use a ladder diagram to plan, organize, and manage the content layout and production timeline for the yearbook. • I can plan and design yearbook content from initial ideas to final production using layout tools and design principles. • I can design marketing materials that reflect and support the visual and conceptual theme of the yearbook.

PRESENT

WSAD Standard AA2: **Present**- Students will develop, refine, and convey meaning through the	• I can plan and coordinate a yearbook distribution event that is efficient, organized, and engaging for the school community. • I can create promotional strategies to encourage yearbook sales and senior ad purchases through visual and written communication.

production and presentation of artistic work.	

RESPOND

WSAD Standard AA3: **Respond**- Students will critically interpret intent and meaning in order to evaluate artistic work. IMT1 (Information, Media, Technology): Students will access, interpret, and evaluate information from a variety of sources in order to inform and support premises, arguments, decisions, and initiatives.	• I can analyze past yearbook sales data to evaluate trends and recommend strategies for improvement. • I can critique marketing materials and campaigns to decide what visual and written strategies are most effective. • I can reflect on my role in the yearbook process and identify ways to improve communication, time management, and creativity. • I can interpret how the school community responds to the yearbook's design and theme to better understand its impact. • I can perform detailed quality checks for spelling, layout consistency, and image clarity to maintain high visual and editorial standards. • I can proofread and edit pages to ensure professional quality and visual clarity.

CONNECT

WSAD Standard AA4: **Connect**- Students will relate their artistic work with prior experience and external context.	• I can communicate effectively with customers to resolve issues such as name corrections, order tracking, and damaged products. • I can make intentional choices to ensure the yearbook includes and celebrates the diversity of our student body.

CAREER DEVELOPMENT

CD4: **Career Development**- Students will identify and apply employability skills	• I can demonstrate skills related to seeking and applying for employment to find and obtain a desired job. • I can develop positive relationships with others.

UNIT 8 ASSESSMENT EVIDENCE

Performance is evaluated in terms of... Students will show their learning by...

Feedback & Scoring Rubric(s) based on Priority Standards

Indicate the name of the rubric. Link if possible. Example: "Creating Rubric"

- [YEARBOOK RUBRIC]

Performance Assessment Options *May include, but are not limited to the following:*	Artistic Process & Career Dev. *Check all that apply:*	Differentiation Strategies/ Strategies for Inclusion *May include, but are not limited to the following:*
Production Deadlines	☑ Creating ☑ Presenting ☐ Responding ☐ Connecting ☑ Career Development	• Offer multiple ways to learn: Use a mix of videos, written tutorials, live demos, etc. • Scaffold tasks: Break down complex assignments into smaller, manageable steps with clear checkpoints. • Adjust for skill levels: Let students choose beginner, intermediate, or advanced versions of a task. • Support both Mac and Windows users, as well as those using Chromebooks. • Encourage peer critiques using positive, constructive feedback. • Use group projects that highlight diverse strengths (e.g., planning, editing, presenting). • Set clear norms for respectful communication and valuing diverse perspectives.
Peer Editing	☐ Creating ☐ Presenting ☑ Responding ☑ Connecting ☑ Career Development	
Marketing Posters & Social Media Posts	☑ Creating ☑ Presenting ☐ Responding ☑ Connecting ☑ Career Development	
Create and edit yearbook ladder	☑ Creating ☑ Presenting ☐ Responding ☑ Connecting ☑ Career Development	

UNIT 8 LEARNING PLAN RESOURCES

How will learning be relevant, accessible & engaging?

Academic Vocabulary

Will include, but are not limited to the following:

- Proofs
- Final Files
- Yearbook Ladder
- Deadline
- Planning
- Layout
- Editing
- Proofreading
- Quality Check
- Spelling
- Layout Consistency
- Image Quality
- Name Accuracy
- Promotion
- Senior Recognition Ads
- Campaign
- Sales Strategy
- Early-Bird Pricing
- Target Audience
- Visual Branding

Strategies/Activities

Consider how the learning will be tailored & flexible to address the interests and learning styles of all students.

- Allow students to choose from a range of project themes that resonate with their personal interests.
- Encourage self-directed projects where students propose and develop their own ideas, fostering creativity and ownership.
- **Visual learners:** Use video tutorials, annotated examples, and visual step-by-step guides.
- **Auditory learners:** Include recorded lectures, videos, etc. discussing concepts and techniques.
- **Kinesthetic learners:** Offer hands-on practice through interactive tools, challenges, and real-world projects.
- **Reading/writing learners:** Provide detailed written instructions, relevant readings, and reflective writing prompts.

Resources/Materials

May include, but are not limited to the following applicable software, digital tools, other tools, IRCs, etc.

- Adobe Creative Suite
- Desktop or Laptop Computer – With sufficient RAM and GPU for image processing.
- Digital Camera, Tablet, or Smartphone – For capturing images.
- USB Flash Drive/External Hard Drive/Cloud Storage – For file backup and portability.
- Google Suite