SAN LEANDRO UNIFIED SCHOOL DISTRICT
COURSE PROPOSAL: Course of Study
SECTION A. COVER PAGE

1. **Course Title: Yearbook/Publications** **If Title Change, Previous Title:** **_____Yearbook**	7. **Action** ▢New Course X Course Revision ▢ Title Change Only
2. Date Submitted: 1/20/17	8. **Grade Level**(s) ▢ 6 ▢9 X11 ▢ 7 X10 X12 ▢ 8
3. Transcript Title/Abbreviation(s) Yearbook	**9. Prerequisites** (Please list.) ▢ Required ▢ Recommended
4. Transcript Course Code/Course Number : 6411	**10. Seeking Program Distinction?** ▢ YES (Check one below.) ▢NO ▢Honors ▢ AP ▢Other
5. Subject Area CTE	11. **Is this a CTE course?** X YES ▢ NO **If YES, complete Section C**
6. **Department** Technical Arts	12. **Previously approved by UC?** ▢ YES X NO ▢ NA for 6th-8th Year approved Year removed
13. UC ELIGIBILITY **Already eligible?** ▢ NA for 6th-8th **XYES** ▢**NO** **a** ▢ **b**▢ **c**▢ **d**▢ **e**▢ **f**▢ **g** X Approved Aug. 2016 **Proposing eligibility?**▢ NA for 6th-8th ▢**YES** ▢**NO** **a** ▢ **b**▢ **c**▢ **d**▢ **e**▢ **f**▢ **g**X Please mark one for approved eligibility or proposed eligibility.	14. **Unit Value/Course Credit/Length of Course** ▢ 0.5 (semester or half-year X 1.0 (one year equivalent) ▢ 2.0 (two-year equivalent) ▢ Other
15. School Contact and Course Developer Name: Linda Thurston lthurston@slusd.us	
16. Approval Signatures: **Approval Date:** Department Chair 3/13/17 Principal: 3/13/17	**DISTRICT OFFICE USE ONLY** **Date approved by Board Curriculum Committee** 4/3/2017 **Date approved by Board**

SECTION B. COURSE CONTENT

17. Course Description

The Yearbook/Publications course has been designed to provide students with the journalism skills and the ability to apply those skills to the actual production of the yearbook. This course is a Career Technical Education course for the Design, Visual and Media Arts CTE Pathway. Actual work results in the current volume of the school's yearbook. This class is run like a small business and staff members must demonstrate a high level of responsibility, maturity, and organization. Students will learn all facets of publishing, including reporting, writing, editing, photography, graphic design, layout, advertising, distribution, leadership skills, and the importance of teamwork. Students produce the school's yearbook using state-of-the-art desktop publishing software. Students have opportunities to compete and win state and national awards. This course meets the high school graduation requirement in technical arts and is a "g" approved UC/CSU course.

18. Course Goals and/or Major Student Outcomes

The Yearbook/Publications course is a Career Technical Education (CTE) pathway course for the Design, Visual, and Media Arts pathway that includes those occupations that use visual art, digital media, and Web-based tools and materials as the primary means of communication and expression. In addition to an understanding of current workplace practice, this career pathway requires the development of knowledge and skills in both visual art concepts as well as new and emerging digital processes by which individuals are able to create and communicate complex concepts in a broad range of occupations and professions.

Major Outcomes/Objectives:

Planning the Yearbook

• basic concepts of yearbook content, social inclusiveness, parts of a book; look at other yearbooks and propose/develop contents for this year's book; how the 4-color offset printing process works; advertising sales

• develop theme concept and plan content of book; principles of page layout design and basic concepts of good photography and start taking photos

Building Design and Layout Skills

• develop concepts of page design and typography

Building Desktop Publishing Skills

• using Adobe Photoshop to format images for print; Adobe InDesign to design page layout; Photoshop to make selections and create collages

Creating the Yearbook

• organizational projects (e.g., gather information on all clubs and groups active on campus to be included, arrange group photos, collect photos from groups and individuals, coordinate/compare photos and names with Registrar's list of students and staff, administer and tally polls, senior

quotes, etc.)
• produce Photoshop and InDesign; index all names and proofread entire book and finalize pages for print production
Creating Portfolio and Résumé
• develop students résumés; discuss careers and job applications
• compile students' portfolios of work accomplished

19. Course Standards

Arts, Media, and Entertainment: Knowledge and Performance Anchor Standards

1.0 Academics
Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the Arts, Media, and Entertainment academic alignment matrix for identification of standards.

2.0 Communications
Acquire and accurately use Arts, Media, and Entertainment sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats. (Direct alignment with LS 9-10, 11-12.6)

3.0 Career Planning and Management
Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans. (Direct alignment with SLS 11-12.2)

4.0 Technology
Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Arts, Media, and Entertainment sector workplace environment. (Direct alignment with WS 11-12.6)

5.0 Problem Solving and Critical Thinking
Conduct short as well as more sustained research to create alternative solutions to answer a question or solve a problem unique to the Arts, Media, and Entertainment sector, using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques. (Direct alignment with WS 11-12.7)

6.0 Health and Safety
Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Arts, Media, and Entertainment sector workplace environment. (Direct alignment with RSTS 9-10, 11-12.4)

7.0 Responsibility and Flexibility
Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Arts, Media, and Entertainment sector workplace environment and community settings. (Direct alignment with SLS 9-10, 11-12.1)

8.0 Ethics and Legal Responsibilities
Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms. (Direct alignment with SLS 11-12.1d)

9.0 Leadership and Teamwork
Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics,

team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the SkillsUSA career technical student organizations. (Direct alignment with SLS 11-12.1b)

10.0 Technical Knowledge and Skills
Apply essential technical knowledge and skills common to all pathways in the Arts, Media, and Entertainment sector, following procedures when carrying out experiments or performing technical tasks. (Direct alignment with WS 11-12.6)

11.0 Demonstration and Application
Demonstrate and apply the knowledge and skills contained in the Arts, Media, and Entertainment anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings, and through the SkillsUSA career technical student organizations.

California Career Technical Model Curricular Standards for the Design, Visual, and Media Arts Pathway:

(for complete standards: http://www.cde.ca.gov/ci/ct/sf/ctemcstandards.asp)

A1: Demonstrate ability to reorganize and integrate visual art elements across digital media and design applications.

A2.: Apply artistic skills and processes to solve a variety of industry-relevant problems in a variety of traditional and electronic media.

A3: Analyze and assess the impact of history and culture on the development of professional arts and media products.

A4:Analyze, assess, and identify effectiveness of artistic products based on elements of art, the principles of design, and professional industry standards.

A5: Identify essential industry competencies, explore commercial applications and develop a career specific personal plan.

A7: Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.

A8.: Understand the key technical and technological requirements applicable to various segments of the Media and Design Arts Pathway.

Standards for Graphic Production Technologies:
A1: Apply the basic graphic design principles to achieve effective visual communication.
A2: Demonstrate an understanding of the psychology of color and color theory as it relates to visual communication.
A3: Apply graphic design software and desktop publishing as a means of creating effective communication.
A10: Understand the analog and digital photographic applications

College and Career Readiness Standards:

- Reading

Key Ideas and details

1.Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2.Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3.Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure
4.Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5.Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6.Assess how point of view or purpose shapes the content and style of a text.
Integration of Knowledge and Ideas
7.Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
8.Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9.Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
Range of reading and Level of text Complexity
10.Read and comprehend complex literary and informational texts independently and proficiently

- Writing

Text types and Purposes
1.Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2.Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3.Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
Production and distribution of Writing
4.Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5.Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6.Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
Research to Build and Present Knowledge
7.Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8.Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9.Draw evidence from literary or informational texts to support analysis, reflection, and research.
Range of Writing
10.Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audience

20. Course Outline

Unit 1: Roles, Teamwork and Responsibilities
Essential Questions: What is the role of the yearbook in the school? What does yearbook leadership look like? What ethical and legal issues must we consider as a yearbook staff?

Unit 1 addresses the roles and responsibilities of the members of the yearbook staff. Students will define the role of the yearbook and the staff. They will also explore effective leadership and teamwork strategies as well as examine the ethical and legal responsibility of a yearbook staff. Students will develop and write yearbook staff norms.

Formative:
Create a timeline of a personal narrative; list specific ideas and suggestions the yearbook staff should do to have a positive impact of the school and community. Basic concepts of yearbook content, social inclusiveness, review other yearbooks and propose contents for this year's book. Learn how the 4 color offset printing process works. Basic concepts of good photography will commence in Unit 1 and will be used throughout the course.
Summative:
Develop and write yearbook staff norms, review themes, and review photographs.

Unit 2: Content, Coverage and Concept
Essential Questions: What verbal and visual elements should be included in the yearbook? What content should we include in the yearbook? What theme should our yearbook be based?

Unit 2 will focus on verbal and visual elements of a yearbook as well as the development of an overall theme of a yearbook. Students will participate in brainstorming activities leading to the development of content. They will also learn effective techniques for planning and pacing as well as developing a unifying theme for the yearbook.

Formative:
Event coverage brainstorming activity by Jostens: Create a personal yearbook page using "Yearbook Yourself," As a staff, choose and establish a unifying theme for the yearbook. Students will develop a ladder diagram based on a unifying theme.
Summative: Ladder diagram and create a theme for yearbook.

Unit 3: Photography and Typography
Essential Questions: What types of photos will be the most appealing to our readers?

Unit 3 will focuses on photography and typography as well as the types of photos that are most appealing to readers. Students will learn how to plan, shoot, and edit photos. Students will write stories using photos.

Formative:
Evaluate current yearbook photos for ethical standards and reader appeal. Take and submit photos.
Summative: Photo shoot

Unit 4: Reporting, Writing, Headlines and Captions
Essential Question: What types of stories are the most appealing to our school audience? How can we make our yearbook the most appealing to the readers?

Unit 4 will explore the skills of reporting including writing stories, writing headlines, and writing captions. They will also learn observation, research, and interviewing skills. Further, the will explore the types of stories that are the most appealing to the audience. Students will research and write a story for the yearbook. Students will gather information from all clubs and groups active on campus to be included in potential stories. Collect photos.

Formative:
List observations, research and interviewing questions for a yearbook story.
Summative: Yearbook story

Unit 5: Editing
Essential Questions: How do the editor and the writer help each other be successful? How can you, as a writer, establish credibility and trust with the readers?

Unit 5 focuses on editing as well as the relationship between the editor and the writers. Students will explore the importance of accuracy in establishing credibility with readers. Students will learn how to edit for style and consistency and will write, edit, and revise yearbook stories.

Formative: Evaluate stye presentations.
Summative: Edit a peer's yearbook story.

Unit 6: Design Pages and Spreads
Essential Question: How can we use verbal and visual elements to enhance the yearbook?

Unit 6 focuses on using verbal and visual elements to enhance the layout of yearbook pages. Students will explore and utilize the elements of dominance, flow, contrast and hierarchy in designing page layouts. Students will plan and design page spreads that combine verbal and visual elements to enhance the readability of the yearbook. Students will use Adobe Photoshop to format images and Adobe InDesign. They will finalize pages for print production.

Formative: Develop an idea for a page spread and describe verbal and visual elements that can make the spread more appealing to readers.
Summative: Plan and design a spread.

Unit 7: Graphics
Essential Questions: When can graphics enhance a page? When can graphics hinder a page?

Unit 7 considers how graphics may enhance or hinder a yearbook page. Students will explore graphic techniques as well as process color and graphic trends. They will also consider how to appropriately and carefully use graphics to enhance the readability of yearbook content.

Students will develop an idea for a page layout that uses graphics.

Formative: Develop ideas for a page layout that uses graphics and describe the colors that should be used to make it more appealing to readers.
Summative: Page Layout

Unit 8: Advertising and Distribution/ Careers in Publications
Essential Questions: How can we increase sales of advertisements? How can we leverage the distribution of this yearbook to increase sales?

Unit 8 explores the aspects of yearbook advertising and distribution. Students will develop a plan for a yearbook distribution event. Students will also research careers in publications and will develop resumes listing the qualifications they learned from course that will be applicable to careers.

Formative: Research best practices in yearbook distribution.
Summative: Completed portfolio with resume.

All Units:
Each unit will include discussion prompts and journal response questions. Each unit will include academic vocabulary and the key academic vocabulary is used repetitively throughout the lessons. Grammar will be addressed throughout the course as students write articles, journal responses, discussion responses, projects and presentations. Each unit culminates with a project and presentation of lessons learned.

21. Instructional Materials:

Board approved required text

NA

Supplementary materials

Websites:

Title	Author(s)/Editor(s)/Compiler(s)	Affiliated Institution or Organization	URL
Jostens Inpire		**Jostens, Inc.**	**http://www.jostens.com/yearbooks/ybk_advisers_cp_inspire.html**
The Online Yearbook Information Center	**Scott Geesey**	**Jostens, Inc.**	**http://www.jostenscentralpa.com/**

IDEA CENTER - TIPS, HOW-TO'S AND STORIES	**Herff Jones**	**https://www.herffjones.com/index.cfm?objectid=2757ED40-9E11-11DE-B9590024E8AEA545**
School Yearbook Ideas from Experienced Advisers	**Lifetouch Inc.**	**http://yearbooks.lifetouch.com/get-ideas/adviser-ideas**
Walsworth Yearbook: Idea File	**Walsworth Publishing Company**	**http://www.walsworthyearbooks.com/idea-file/**

22. Instructional Methods and/or Strategies

- Whole group, direct lecture, discussion circles
- Pairs and small group work
- Interaction with text, thought-provoking questions, and problem solving
- Collaborative conversation
- Use of technology to research
- Project Based Learning and Instruction

23. Assessment Methods and/or Tools

- Projects and final products
- Summative and formative assessments
- Quizzes, tests
- In class participation
- Portfolios
- Projects
- Key assignments

24. Grading Policy

Grading will follow the San Leandro Unified School District's policy.

SECTION C

25. Context for Course

Yearbook/Publications is the second course in the CTE Perkins funded pathway for the Design, Visual and Media Arts pathway for San Leandro High School. This course applies real world learning and career skills in graphics and publication career fields.