



Board/Authority Authorized Course: **Yearbook Journalism 12**

School District/Independent School Authority Name: School District 79 Cowichan Valley	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD79
Developed by: Rebecca Scheer, Alana Baker, Greg Wall, Alexander Pollock	Date Developed: June 4, 2019
School Name: Lake Cowichan Secondary, Francis Kelsey Secondary, Chemainus Secondary School	Principal's Name: Jaime Doyle, Jeff Rowan, Lori Hyrniuk
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Yearbook Journalism 12	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120 Hours
Course Category: Communications, Communication Technology	Course Code: YCCT-2A

Board/Authority Prerequisite(s): None

Special Training, Facilities or Equipment Required: Computer Access, Computer Software, Cameras and Camera Accessories

Course Synopsis: Yearbook Journalism 12 provides the opportunity to produce an historical snapshot of the school year through the production of a school yearbook.

Goals and Rationale: This course is designed to teach students the elements of digital media, graphic design and marketing through the production of a yearbook. Students will gain valuable communication, technical, and marketing skills while providing a valuable service for their school. Students will also engage in leadership opportunities by becoming editors for the yearbook project.

Indigenous Worldviews and Perspectives:

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). This First Nations Principle is embedded in the everyday foundation of how we move through the entire process of building a team of editors, copywriters, photographers, graphic designers, and marketing executives.

Learning is embedded in memory, history, and story. We will be highlighting this First Nations Principle in the initial discussion and team building we do to solidify with the student editors the importance of the meaningful and inclusive capture of a school year, and then we will be revisiting it throughout the course when students reflect on how successful the chosen theme or design encapsulated the diversity of cultures, the memories that will be cherished, and the overall story of how the year unfolded.

We will be using the First Nations Principle: “Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations” to explicitly teach students the importance of securing permissions when sharing information with others. This principle will become the foundation of our teaching, allowing us to illuminate the respectful processes necessary to ensure the privacy of people, and information from students without media release to the media capturing of Indigenous people and culture.

BIG IDEAS

The **design cycle** is an ongoing reflective process.

Tools and technologies can be adapted for specific purposes.

Design and content can influence the lives of others.

Media influences public perception and helps to shape community.

Digital citizenship requires both knowledge of digital technology and awareness of its impact on individuals and society.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Comprehend and connect (reading, listening, viewing)</p> <ul style="list-style-type: none"> • Develop the yearbook staff members' collaborative skills necessary in publishing a product • Learn to master page layout skills. • Learn about a palette-driven interface • Experience training and practice in photography, including the interpretative abilities to capture the place, the event, the mood, and the person • Learn about marketing skills and how to promote, finance and design ads for the yearbook <p>Create and communicate (writing, speaking, representing)</p> <ul style="list-style-type: none"> • Develop yearbook network file management skills • Learn publishing software and computer skills • Develop skills in layout and digital design work as well as digital photography • Develop skills in typography in the selection and use of appropriate fonts and point sizes • Focus on organizing and formatting layouts from paper to screen to disk using desktop publishing software 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • design opportunities • media technologies for image development and design • elements of design • principles of design • ethical, moral, and legal considerations associated with using media arts technology for image, video, and sound development, including cultural appropriation • image-development strategies • Collaborative interpretation of and preferences for selected media artworks • balance of aesthetic design with logical reasoning and practical application • technical, stylistic, symbolic, and cultural influences • media production through various stages of project development to enhance or change the project • standards-compliant technology

- Understand shortcuts, multiple master pages, library management and style palettes
- Develop time management skills
- Improve copywriting and textual editing
- Pre-write, rewrite and publish their way to better copy and more effective copy critiquing techniques
- Learn how to organize effective news headlines, generate story ideas, conduct interviews, write compelling stories, and design pages and infographics.
- Learn how to manage money, set budgets and design advertising campaigns • Sell and maintain proper sales records of yearbooks.
- Develop the editors' management skills, which include the conception, development, and implementation of a unified theme
- Develop discipline and creative skills necessary in producing a quality yearbook, completing tasks and meeting deadlines.
- Learn how to take part in the **project management process**.
- Learn how to organize members of the yearbook project, so that photoshoots, interviews and school events are appropriately covered.
- **Communicate and correspond** with yearbook company representatives, photography companies, local newspapers as well as staff and students
- take a leadership role in the **project management processes**
- Take part in **user-centered research** to build a product suitable for the target audience

- The use and considerations that accompany the various types and licenses of **Intellectual property**
- Frameworks for **iteration** of design ideas,
- **Frameworks for Project development.**

Big Ideas – Elaborations

Design Cycle: includes updating content, tools, and delivery. The design process can be non-linear

Digital citizenship: using digital media in an appropriate, respectful and responsible way.

Curricular Competencies – Elaborations

Collaborative skills: Working together to accomplish common goals.

Page layout skills: including understanding the benefit of using grids, incorporating sidebars, contemporary graphics, white space, sectional templates, and isolating elements.

Palette-driven interface: utilizing color management, typography, digital imaging and packaging

training and practice in photography: understanding basic photography techniques and rules for composition

marketing skills: skills such as advertising, promotion, sales and fund-raising

Network file management: creating an organized database by separating data into folders and subfolders

Publishing software: learning to use current yearbook publishing companies' online templates or creating templates using commercially purchased graphic design software

Typography: understanding the role of style and appearance of digital print

Infographics: using digital graphics to express data or ideas

aesthetic design with logical reasoning: Designing pages which are not only aesthetically pleasing but shows logical structure and architecture

project management process: setting goals, planning, organizing, constructing, monitoring, and leading during execution

Communicate and correspond: Draft and send emails with the assistance and overview of yearbook advisors, follow up with requests and incoming messages relevant to the publication of the yearbook in a way that represents the school and community positively.

sources of inspiration: may include aesthetic experiences; exploration of First Peoples perspectives and knowledge; the natural environment and places, including the land, its natural resources, and analogous settings; people, including users, experts, and thought leaders

project management processes: setting goals, planning, organizing, constructing, monitoring, and leading during execution

user-centered research: research done directly with potential users to understand how they do things and why, their physical and emotional needs, how they think about the world, and what is meaningful to them

Content – Elaborations

Design opportunities: Establishing points of view, Conducting user-centered research

Media technologies for image development and design: Students will learn how to take and edit photos to create high quality assets for the yearbook.

Elements of design: Colour theory, Element spacing, Whitespace, Scale, Shape selection, Typography

Principles of design: Designing for end users and customers, Balance, Hierarchy

Intellectual property: creations of the intellect such as works of art, invention, discoveries, design ideas to which one has the legal rights of ownership.

ethical, moral, and legal considerations for example, regulatory issues relating to responsibility for duplication, copyright, appropriation of imagery, sound,

Iteration: repetitions of a process with the aim of approaching a desired result

Frameworks for project development: Formal processes for developing projects exist and are useful when planning and executing large scale projects, and each come with their own benefits and drawbacks. Examples include Feature driven development, Agile, and Waterfall

standards-compliant technology: for example, layout conventions, mark-up language, current web standards, or other digital media compliance requirements

Recommended Instructional Components:

A variety of strategies will be used to address the different needs of students while at the same time ensuring that the expectations of this course are covered. These strategies may include but are not limited to the following:

- Independent learning
- Individual, small and large group instruction
- Class discussion/group projects
- Teacher demonstration or instruction
- Practical use of technology
- Conferences/interviews, self-assessment

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

This course is assessed by using the Triangulation of Assessment, which allows the teacher to collect evidence of student learning; this evidence is collected from the following three sources: conversations, observations, and products.

The following **Principles of Quality Assessment** will be noted:

- Assessment is ongoing, timely, specific, and embedded in day to day instruction
- Student is involved in assessment and feedback
- Assessment focuses on all three components of the curriculum model - knowing, doing, understanding
- Assessment provides ongoing descriptive feedback to students

The students will play an active role throughout all stages of assessment to ensure that they feel ownership of their work and to hear and provide feedback about how they are doing, and where to next?

Students will be evaluated according to:

- Leadership skills that are demonstrated (editor and department heads) • Knowledge of yearbook production skills.
- Ability to assist in the production of a quality yearbook.
- Mastery of coursework objectives.
- Ability to meet course and individual deadlines.

Learning Resources: may include but are not limited to the following

<http://www.jostens.com/yearbook/>

<http://www.friesens.com/yearbook/>

<http://www.adobe.com/education/training/main.html>