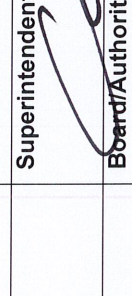
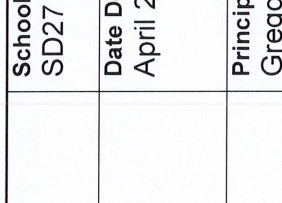




School District No. 27  
(CARIBOO - CHILCOTTIN)

## Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: School District No. 27 (Cariboo-Chilcotin)	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD27
Developed by: Courtney Miekina & Michelle Middleton (Abbotsford SD)	Date Developed: April 2019
Adapted by: Troy Johnston	Principal's Name: Gregg Gaylord
School Name: Lake City Secondary	Superintendent Signature (for School Districts only): 
Superintendent Approval Date (for School Districts only): <i>June 25, 2019</i>	Board/Authority Chair Signature: 
Board/Authority Approval Date: <i>June 25, 2019</i>	Grade Level of Course: 12
Course Name: Yearbook 12	Number of Hours of Instruction: 120
Number of Course Credits: 4	
Course Code: YCCT-2B---	

**Board/Authority Prerequisite(s):**

Yearbook 10 and/or 11 is recommended.

**Special Training, Facilities or Equipment Required:**

It is helpful to have photography or media design knowledge when teaching this course.  
Computers, Internet access, Pagemaker software, Photoshop software, digital cameras, lighting for photoshoots.

### Course Synopsis:

Yearbook 12 provides more advanced design opportunities than Yearbook 10 and 11. This course is meant to allow students to develop and demonstrate the skills of journalism, communications, and publishing. The course is a real world experience of meeting deadlines by creating a product that must be sold and delivered. Students in this course will be required to demonstrate use of concepts, ideas, and activities that will help them in their future endeavours. Students will gain computer skills using publishing software. This course is designed around the production of a yearbook. It is expected that grade 12 students, acting as editors, will assume a strong leadership role in the production of the yearbook. As such students must demonstrate:

- Personal responsibility: manifesting ownership of the aesthetic dimension of the book.
- Motivation: engaging in real world experiences and compiling information about related careers.
- Cooperation: sharing economic and physical resources in a team project.
- Participation: operating in a school environment in a project designed to reflect that very environment.

### Goals and Rationale:

1. Develop photography, journalism and page design/creation skills.
2. Develop collaboration skills that will benefit them in other careers.
3. Learn industry standards for final production and critique.
4. Develop and apply a marketing plan.
5. Develop and apply mentorship skills to peers.
6. Demonstrate strong leadership skills in the development of the yearbook.

Every high school produces a yearbook which is a collection of memories from the year's events. In order to produce this book, it requires a team to cover events, develop photoshoots and interviews, and finally put it all together into a cohesive document. This class, along with the other two Yearbook classes, is designed to fill that need with the school. As well, introducing them to the world of media arts and design, students gain transferable skills and insights into possible future careers in this field.

### Aboriginal Worldviews and Perspectives:

- Learning is holistic, reflexive, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). This course is very hands-on and helps to develop relationships between colleagues and peers, and requires students to reflect on their work often to produce the best product possible.
- Learning involves recognizing the consequences of one's actions. This course relies heavily on students meeting their deadlines and commitments for production. When these are not met, there are significant impact to the team.
- Learning involves generational roles and responsibilities. Each grade level has certain responsibilities. The higher the grade, the more responsibility a student has. As well, students in grade 11 and 12 have the added responsibility to mentor those in grade 10.
- Learning is embedded in memory, history, and story. The development of a yearbook is a retelling of the stories of the year through photos, headlines, interviews, and copy.
- Learning involves patience and time. Yearbooks are not developed in a short period of time. Students learn that the development process takes lots of time and patience. The longer they are willing to spend on it, the better the yearbook will look.

### Course Name: Yearbook

**Grade:12**

## BIG IDEAS

Growth as an artist requires organization, time, patience, and reflection

Complex tasks require the sequencing of skills

Complex tasks require different technologies at different stages

Traditions, perspectives, worldviews are shared through media arts.

### Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p><b>Concept development:</b></p> <ul style="list-style-type: none"> <li>● Brainstorm and prioritize ideas to create a range of possibilities for theme.</li> <li>● Screen ideas against criteria and constraints.</li> <li>● Identify creative opportunities, challenges, and points of view.</li> <li>● Analyze ideas for concept, photography, page design and copywriting.</li> <li>● Choose an idea to pursue, keeping other potentially viable ideas open.</li> </ul> <p><b>Marketing Plan:</b></p> <ul style="list-style-type: none"> <li>● Develop and implement an effective marketing plan and strategy</li> </ul> <p><b>Design:</b></p> <ul style="list-style-type: none"> <li>● Identify and develop skills and technique using a range of styles and a variety of sources of inspiration.</li> <li>● Identify criteria for success, intended impact on users, and any constraints that may impact design.</li> <li>● Create product with a specific audience in mind.</li> <li>● Prototype, making changes to tools and procedures as needed.</li> <li>● Choose, adapt, and learn about appropriate tools and technologies to use for task.</li> <li>● Analyze and critique all first draft of spreads</li> </ul> <p><b>Industry Standard/Professionalisms:</b></p> <ul style="list-style-type: none"> <li>● Engage in digital citizenship throughout the creative process.</li> <li>● Demonstrate safe use, care, and maintenance of tools, equipment,</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>● <b>concept development</b></li> <li>● marketing strategies and planning</li> <li>● <b>industry terminology</b></li> <li>● <b>copywriting including:</b> <ul style="list-style-type: none"> <li>○ interview skills</li> <li>○ self-editing skills</li> <li>○ peer-editing protocols</li> <li>○ research</li> </ul> </li> <li>● <b>graphic design elements</b></li> <li>● <b>industry standards/professionalism</b></li> <li>● <b>leadership skills and roles</b></li> <li>● <b>editor roles and responsibilities</b></li> </ul>

<ul style="list-style-type: none"> <li>materials, and workspace.</li> <li>Critically reflect on their design thinking and processes</li> <li>Evaluate effectively their ability to share and maintain an efficient cooperative workspace.</li> <li>Develop and apply mentorship skills when working with peers</li> <li>Use applicable communication and leadership skills when assuming the role of editor</li> <li>Monitor group dynamics and provide mediation when necessary</li> </ul>	
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**Big Ideas – Elaborations**

**Curricular Competencies – Elaborations**

**Constraints- limiting factors such as task or user requirements, time factors and deadlines**  
**sources of inspiration-may include experiences; traditional cultural knowledge and approaches and people, including users, experts, and thought leaders**

**Content – Elaborations**

- **concept development-** how to brainstorm ideas, the conceptual philosophy of the yearbook, ways to integrate ideas and information, publishing vocabulary
- **industry terminology-** copy, headlines, layouts, gutters, eyeline, dominant photo
- **copywriting-** story, headlines, and captions, interview skills, basic article writing, self-editing existing copy
- **graphic design elements-** placing elements in columns, drawing photo boxes, entering text, setting headlines, digital photography , desktop publishing
- **industry standards/professionalism-** working as part of a collaborative team, editing for publication, meeting publication deadlines, covering school events, photograph using approved equipment, self-proof pages developed, critique protocols
- **leadership skills and roles-** scheduling photoshoots and interviews. covering school-based events, assisting with grade 10 photoshoots and critiquing all first drafts of photos, layouts, and writing, mentorship
- **editor roles and responsibilities-** exert a larger voice in theme/concept development, in charge of editing, peer review, scheduling all aspects of the production process, ensuring deadlines are met, assist in the creation of groups for page spreads, ensure that industry standards are met, provide mediation when dealing with group dynamics, ensure consistency of theme throughout book

**Recommended Instructional Components:**

Direct Instruction- photography, page design, and writing

Modelling- how to take a photo, how to design a page, questions for writing and why those are good questions

Experiential- task based challenges (ex. photography, design, writing)

Group work- photoshoots, event photography, page design

Independent work- research advertising techniques, professional photographers, designers, and journalists for their approaches/techniques

Peer reviews- opportunities to provide in-progress and final critiques of work

Mentoring- leading groups in a photoshoot or development of a page spread, offering critical feedback on first drafts

**Recommended Assessment Components: Ensure alignment with the Principles of Quality Assessment**

Peer critique and feedback

Products created:

- prepare a cover, front and back page, end sheets, which show a specific theme that will run consistently throughout all the designs
- create and distribute posters, flyers, and newsletters to promote yearbook sales
- critique of the designs of other students in the class and respond to the critique of own designs by peers
- research- find 10 reference photos on topic and use those as guides for photos and page development (develop criteria); interviews questions and techniques

(see table and checklist below)

Summative Evidence	Supporting Curricular Competencies	Content	Success Criteria (fully meeting expectations)
Students will submit a planning page or inspiration page focussed on the following; <ul style="list-style-type: none"><li>● photos</li><li>● design</li><li>● writing</li></ul> From these pages, students will generate ideas and determine which ideas to pursue further.	Concept development: <ul style="list-style-type: none"><li>● Brainstorm and prioritize ideas to create a range of possibilities for theme.</li><li>● Screen ideas against criteria and constraints.</li><li>● Analyze ideas for concept, photography, page design and copywriting.</li><li>● Identify creative opportunities, challenges, and points of view.</li><li>● Choose an idea to pursue, keeping other potentially</li></ul>	Concept development	<ul style="list-style-type: none"><li>● wide variety of photos have been selected and analyzed for artistic elements and expression and is measured against criteria for good photography</li><li>● design inspiration with a reflection that adequately explains reasoning for selection and is supported with relevant details and measured against criteria</li><li>● utilize multiple sources of professional writing for inspiration and are able to</li></ul>

<p>Students will develop a plan for the creation of a variety of advertisements including: videos, posters, Twitter campaign, Instagram posts, and announcements that advertise the Yearbook to the student population.</p> <p>Students will develop and distribute advertisements.</p> <p>Students will analyze the progress of sales and adjust or redevelop ads.</p>	<p>viable ideas open.</p>		<p>clearly articulate why those sources were selected with reference to criteria.</p>
<p>Marketing Plan:</p> <ul style="list-style-type: none"> <li>Develop and implement an effective marketing plan and strategy</li> </ul>		<ul style="list-style-type: none"> <li>marketing strategies and planning</li> </ul>	<ul style="list-style-type: none"> <li>plan is well developed and incorporates a variety of effective and current advertising strategies</li> <li>plan is based on current market research and appeal to the users</li> <li>student is reflective of the progress of sales and able to adapt or redevelop advertisements to re-engage the market</li> </ul>
<p>Students will complete their spread which includes photos, writing, and design layout.</p> <p>Students complete the peer review checklist offering formative feedback on spreads.</p> <p>Students participate in active peer critique protocols when looking at the spreads produced by their peers.</p> <p>Students will rework designs based</p>	<p>Design:</p> <ul style="list-style-type: none"> <li>Identify and develop skills and technique using a range of styles and a variety of sources of inspiration.</li> <li>Identify criteria for success, intended impact on users, and any constraints that may impact design.</li> <li>Create product with a specific audience in mind.</li> <li>Prototype, making changes to</li> </ul>	<ul style="list-style-type: none"> <li>copywriting including: <ul style="list-style-type: none"> <li>interview skills</li> <li>self-editing skills</li> <li>peer-editing protocols</li> <li>research</li> </ul> </li> <li>graphic design elements</li> <li>photography</li> </ul>	<ul style="list-style-type: none"> <li>creates spreads are aesthetically pleasing to the eye. It is not awkward, uncomfortable, or unresolved.</li> <li>provides descriptive and constructive feedback on the designs of others</li> <li>takes photos that fit the theme of the page and are executed with effective photographic techniques to produce a clear and</li> </ul>

<p>on feedback/critiques from peers.</p>	<p>tools and procedures as needed.</p> <ul style="list-style-type: none"> <li>Choose, adapt, and learn about appropriate tools and technologies to use for task.</li> <li>Analyze and critique all first draft of spreads</li> </ul>		<ul style="list-style-type: none"> <li>captivating image develops pieces of writing that complement the photograph, not detract from it, and should give more detail about the event or events that have taken place.</li> </ul>
<p>Students will demonstrate that they are responsibly handling photos and information that has been gathered.</p> <p>Students are use and return all equipment in good working order.</p> <p>Students will provide reflections on their design thinking and processes.</p> <p>Students will complete a self and peer evaluation on their ability to work as a team and share a workspace.</p> <p>Students actively demonstrate their mentorship skills when working in groups.</p> <p>Students are making adjustments in the yearbook that align with industry expectations and standards (can be seen in page history)</p>	<p>Industry Standards:</p> <ul style="list-style-type: none"> <li>Engage in digital citizenship throughout the creative process.</li> <li>Demonstrate safe use, care, and maintenance of tools, equipment, materials, and workspace.</li> <li>Critically reflect on their design thinking and processes</li> <li>Evaluate effectively their ability to share and maintain an efficient cooperative workspace.</li> <li>Develop and apply mentorship skills when working with peers</li> <li>Use applicable communication and leadership skills when assuming the role of editor</li> <li>Monitor group dynamics and provide mediation when necessary</li> </ul>	<ul style="list-style-type: none"> <li>industry standards</li> <li>leadership skills and roles</li> <li>editor roles and responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>photos are not used for reproduction or posted on social media</li> <li>use equipment responsibly and return it in good working order or report when has occurred</li> <li>evaluation is thoughtful, reflective, and provides constructive feedback on ways to share and use workspace</li> <li>demonstrates empathy and flexibility when working with a peer</li> <li>develops a positive working relationship with others</li> <li>makes adjustments to the yearbook that appropriately align with industry expectations and standards and is able to provide sound reasoning for changes</li> </ul>

**Yearbook**

Name: \_\_\_\_\_

**Peer Review Checklist**

Reviewed Spread By: \_\_\_\_\_

**Pictures:**

- 1. Spread has a least 10 pictures- 1 page at least 5 Yes/No
- 2. Spread has one dominant photo Yes/No
- 3. Spread has three medium sized photos Yes/No
- 4. Spread has three small photos Yes/No
- 5. Pictures are visually pleasing- (no awkward crops); People's head and hands are in frame Yes/No
- 6. You can see the faces of all the people in the photos Yes/No
- 7. All pictures have captions Yes/No

**Layout:**

- 8. A visible eyeline Yes/No
- 9. Text boxes are around the perimeter of all pictures Yes/No
- 10. All the image boxes align with column guides Yes/No
- 11. All text boxes align with column guides Yes/No

**Graphics:**

- 12. Clip art images are used to enhance the spread Yes/No
- 13. Used colors that belong to the theme (Red, Yellow, Blue) Yes/No
- 14. Headline Yes/No

**Writing:**

- 15. You spell and grammar checked the spread Yes/No
- 16. Writing brings understanding the to dominant photo or some other aspect of the spread. Yes/No

If you answered no to any of the questions, please offer suggestions to how the student can better their spread. /4

**Assessment Strategy Rationale:** The feedback gained from this activity enabled students to reflect on their work and enforce page design skills. Lastly students were able to, reflect, re-do, better and enhance work before final submission.



**Learning Resources:**

Yearbook software (company provided)

Yearbook company provided materials (lesson/rubrics/reference materials)

Teacher create materials

Old yearbooks from previous years for reference