

Course Proposal

2018 -2019

Course Title: 21st Century Yearbook Design & Publications

Course ID: _____

Proposal is to: ☐ Add ☐ Revision ☐ Delete ☐ Pilot ☒ Title Change

Department: Visual/Performing Arts

Subject: Fine Arts

Grade Level(s): 9,10,11,12

☐ Core Course ☒ Non-Core Course ☐ AP, IB Course

Course Length: ☐ Semester ☒ Year

Intent of Course: ☐ Core ☒ Supplemental

Year course will initially be offered: 2018/2019

Prerequisite for class: _____

Start up Projected Costs*: 0

Fiscal impact will be to the ☐ Site ☐ District

Ongoing Projected Costs*: 0

Fiscal impact will be to the ☐ Site ☐ District

*Please complete Projected Budget /Material Worksheet.

Graduation Requirements: ☐ Yes (if yes, specify which requirement is met) ☐ No

1st M- Fine Arts

2nd O - Electives

3rd _____

A English

B U.S. History

C Government/Econ.

E Social Studies Elect

F World History

H Health

I Math

K Life Science

L Physical Science

M Fine Art/ Foreign Language

N Physical Education

O Electives – General

You must indicate the requirement this course fulfills for graduation. If student has already fulfilled this requirement, the course will automatically default to elective unless a 2nd or 3rd requirement is indicated.

UC a-g Requirements: ☒ Yes (if yes, specify which requirement is met) ☐ No

☐ a. Social Science

☐ b. English

☐ c. Math

☐ d. Lab Science

☐ e. Foreign Language

☒ f. Visual/Performing Arts

☐ g. Electives

Submitting school is responsible for applying to UC/CSU for a-g approval of this course.

Department (please select one)

☐ ELD

☐ English

☐ History

☐ Foreign Language

☐ Math

☐ Non Departmental

☐ Physical Education

☐ Special Education

☐ Science

☐ Career Tech Ed

☒ Visual/Performing Arts

CTE: ☐ Yes (if yes, which CTE Program) ☐ No

CTE Program Name:

CTE Industry Sector:

☐ Introduction

☐ Concentrator

☐ Completer

Will this course be a requirement for completion of this CTE Program? ☐ Yes ☐ No ☐ N/A

Course Description (to be used in Course Catalog):

21st Century Yearbook Design and Publication is a year long project-based course designed to have students create publication mediums that directly impact society and its various cultures, through visual art and design. Students will use creativity and the artistic process of creating layouts and designs to put together and publish the yearbook. The designer (student) will prove their awareness of their target audience while maintaining integrity of their design, photographs, edits and written work. Designers will then edit other student's work for content, design, originality and ethics. They will collaborate to effectively create and deliver a finished product and create their own portfolio that can be used for college and career opportunities.

What course will this replace? How does it fit in with Single Plan for Student Achievement at your site or the District?

This course will not replace a course but is a revision of our yearbook class and a change in the course title. One of our SPSA goals is "all students college and career ready". 21st Century Yearbook Design and Publication provides students a well-rounded academic experience that exposes students to professional and industry software, real-world deadlines, and projects. This course meets an "F" requirement for the UC/CSU system, which would provide more students on our campus access to the A-G requirements to meet college entrance expectations.

Explain the measurable learning outcomes:

Students will demonstrate a written and verbal understanding of the principles of design as they create projects from the unit lessons.
Students will define and identify the terminology related to typography. Students will explain the uses of typography in order to achieve a specific design purpose.
Students will generate layouts by incorporating color, general design and typography.
Students will develop a theme package for the yearbook which will be incorporated throughout the publication.
Students will use the principles of design in a problem solving exercise that will test their knowledge.
Students will create promotional tools for the yearbook publication using the elements of design.
Students will establish an online electronic portfolio with their graphic designs showcasing their growth and knowledge of design principles.

Course Proposal – Projected Budget/Material Worksheet

Projected Costs	Start - Up	Ongoing
Personnel (Do not include classroom instructor unless new section is needed)		
Instructional Material Supplies per student** (textbooks, software, etc.)		\$1500
Services (training, equipment maintenance, contracts, etc.)		
Capital outlay (remodeling, technology, etc.)		
Total Projected Costs		

Instructional Materials						
Type of Material	Publisher	Title	ISBN	Author	Copyright	Have/Need*
	Adobe Systems	Adobe Cloud		Adobe		2 License

*If materials are needed, please indicate the number of copies

Funding Source(s) for Costs and Instructional Materials	
Grants (indicate specific grant and grant timeline)	John Jordan Foundation Teacher Grant \$300 2017-2018
Categorical Funds (include related programs)	Yearbook Club Funds \$1000
Career Technical Education (must be for an approved CTE course)	
Department Funds	
Other (be specific)	Parent Association Funds \$200

HR Review Regarding Credentialing
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Certificated HR Specialist

High School Course Proposal

Rationale for the Course (include reasons for adding/changing course):

This course will provide more students access to Fine Arts and the different modalities of art used in professional settings. By meeting an "F" requirement in the UC/CSU A-G system, this course will provide options for students and prepare them for college and career. In addition, this course will be more attractive students if it qualifies to meet a Fine Arts graduation and college requirement.

Course Description (include graduation or CSU/UC "a-g" requirement fulfillment):

21st Century Yearbook Design and Publication is a year long project-based course designed to have students create publication mediums that directly impact society and its various cultures, through visual art and design. Students will use creativity and the artistic process of creating layouts and designs to put together and publish the yearbook. The designer (student) will prove their awareness of their target audience while maintaining integrity of their design, photographs, edits and written work. Designers will then edit other student's work for content, design, originality and ethics. They will collaborate to effectively create and deliver a finished product and create their own portfolio that can be used for college and career opportunities.

Course Goals (3-5 broad educational goals):

Students will learn the elements of design, layout and formatting through a series of activities and the production of the yearbook

Students will develop strong written and oral communication skills through conducting interviews and writing yearbook articles

Students will understand the basics of marketing, promotion and sales

Course Content Objectives (aligned with California Content Standards and Frameworks/California Common Core State Standards):

See attached Course Content

Key Assignments (activities, projects, essays, readings, etc.):

Each students will participate in the following assignments:

- Yearbook page layout
- Yearbook promotion project
- Reflective essays
- Design challenges
- Written exam

Instructional Methods and/or Strategies:

This is a project based learning course. Students work in teams to complete tasks, problem solve, collaborate and meet deadlines. This course demonstrates to students how to work with mixed groups and people from diverse backgrounds. The classroom is organized like a "think tank" and students are expected to complete tasks in by the deadlines posted. Through this methodology, students are gaining real-world skills by developing flexibility, collaboration, perseverance, and problem-solving skills.

Assessments (formative, summative, district, etc.):

- Formative Assessments
- Design challenges
- Surveys
- Editing of layouts

- Summative Assessments
- Reflection essays
- Exam
- Student Portfolio

Instructional Resources (textbooks – include publisher/year/edition, supplemental materials, technology, etc.):

Core Textbook:

There is not a core textbook for this class but we are using the online resources and lesson plans provided by Jostens to teach students elements of design, sales and marketing, and oral presentations

Supplemental Textbook:

Adobe Systems - Adobe Cloud teaches students how to use professional design software such as Illustrator, Dream Weaver, and Photoshop

High School Course Proposal

Course Title: 21st Century Yearbook Design and Publications
 Department: Fine Arts Grade Level(s): 9,10,11,12
 Length: Yearlong Credit: 10
☐ New Course ☐ Content Revision ☒ Title Change

Submitted by: _____ Site: _____

Required Information Checklist

- ☒ Rationale for the Course
- ☒ Course Description
- ☒ Course Goals
- ☒ Course Content Objectives
- ☒ Key Assignments
- ☒ Instructional Methods and/or Strategies
- ☒ Assessments
- ☒ Instructional Resources
- ☒ Course Outline and Pacing
- ☐ Special Subject Requirements
- ☐ High School New Textbook Adoption form
- ☐ High School Course Details form

Department Chair Signatures

EAHS Dept. Chair <u><i>[Signature]</i></u>	<input type="checkbox"/> approved	<input type="checkbox"/> not approved	Date <u>19</u>
MCHS Dept. Chair <u><i>[Signature]</i></u>	<input checked="" type="checkbox"/> approved	<input type="checkbox"/> not approved	Date _____
MHS Dept. Chair <u><i>[Signature]</i></u>	<input checked="" type="checkbox"/> approved	<input type="checkbox"/> not approved	Date _____
PHS Dept. Chair <u><i>[Signature]</i></u>	<input checked="" type="checkbox"/> approved	<input type="checkbox"/> not approved	Date <u>12/20/17</u>
RHS Dept. Chair _____	<input type="checkbox"/> approved	<input type="checkbox"/> not approved	Date _____
SRHS Dept. Chair <u><i>[Signature]</i></u>	<input checked="" type="checkbox"/> approved	<input type="checkbox"/> not approved	Date _____

<input type="checkbox"/> High School Curriculum Council Approval	Date _____
<input type="checkbox"/> Curriculum & Instruction Approval	Date _____
<input type="checkbox"/> DPAC Approval	Date _____
<input type="checkbox"/> Board of Education Approval	Date _____

(For UC guidance, see http://http://www.ucop.edu/a-gGuide/ag/course_submissions/course_submission_template.html)

Course Proposal – Signature Page

VP RECOMMENDATION/APPROVAL

Submitted by Director, C & I

VP – EAHS
school

Signature

Date

12/7/17

☒ Approved

☐ Not approved*

VP – MCHS
school

Signature

Date

12/7/17

☒ Approved

☐ Not approved*

VP – MHS
school

Signature

Date

12/7/17

☒ Approved

☐ Not approved*

VP – PHS
school

Signature

Date

12/7/17

☒ Approved

☐ Not approved*

VP – RHS
school

Signature

Date

☐ Approved

☐ Not approved*

VP – SRHS
school

Signature

Date

12/7/17

☒ Approved

☐ Not approved*

Signature

Date

Asst. Superintendent C & I

☐ Approved

☐ Not approved*

DISTRICT OFFICE USE

Course Name:

Course #:

State Course Code:

Course
Type:

NCLB Core
Course:

21st Century Yearbook Design & Publication

Course Units - Designed for A-G "F" Requirement

Course Overview

21st Century Yearbook Design and Publication is a year long project-based course designed to have students create publication mediums that directly impact society and its various cultures, through visual art and design. Students will use creativity and the artistic process of creating layouts and designs to put together and publish the yearbook. The designer (student) will prove their awareness of their target audience while maintaining integrity of their design, photographs, edits and written work. Designers will then edit other student's work for content, design, originality and ethics. They will collaborate to effectively create and deliver a finished product and create their own portfolio that can be used for college and career opportunities.

Unit 1: The Principles of Design

Students will demonstrate a written and verbal understanding of the principles of design as they create projects from the unit lessons.

Balance, unity, emphasis, contrast, variety, proportion, movement, rhythm, note-taking and reading will be the focus of this unit. Communicating Through Graphic Design, Chapter One, "What is Graphic Design?" and Chapter Two, "The Art of Graphic Design" provide both the history of graphic design and examples of the above mentioned elements. After reading through the chapters, students will move on to a unit project. Students will conduct a study showing how these designs are relevant to our society and everyday life. They will research various mediums, such as: yearbooks, magazines, advertisements, websites and television.

For their project, students will demonstrate their knowledge of the above design elements and effectiveness by creating a visual media presentation telling "their story" using the design elements stated above. The presentation will show examples of each medium and present the similarities and differences of each.

Unit 2: Typography

Students will define and identify the terminology related to typography. Students will explain the uses of typography in order to achieve a specific design purpose.

Students will learn the elements and terminology associated with typography through the use of examples. Students will determine how it conveys purpose and how it is used differently in various forms of print and publications. Students will evaluate a variety of examples and determine how typography affects a product's appeal, emotions, ethos and how well it conveys its message. Students will be assessed on their understanding of typography terminology and effectiveness through a written exam. In addition, students will create a project wherein they utilize mediums (i.e. magazines, newspaper, etc.) to identify examples of key terms and express both effective and ineffective uses. Finally, they will be assessed on how well they incorporate typography into their own yearbook page designs, layouts and write ups.

Unit 3: Page Layout and Design

The Page Layout and Design unit introduces students to the basics of design. Students will generate layouts by incorporating color, general design and typography.

Students will learn how to utilize design tools, such as: Photoshop, InDesign, DreamWeaver, Illustrator, and Yearbook Company Resources. Students will apply their design knowledge and skills as they analyze the layouts of publications from previous years. Students will look for consistency in fonts, font strokes, line spacing, letter size, legibility and aesthetic appeal. This unit's project will consist of students creating a layout where they effectively use the principles of design. The layout will be assessed on their ability to create a consistent product. Students will be required to write a reflective essay detailing how they incorporated the tools within the unit, into their layout. Their reflection will convey their understanding of the layout and design elements learned in this unit.

Unit 4: Using Design to Deliver Theme

Using their knowledge on design and theme, students will develop a theme package for the yearbook which will be incorporated throughout the publication.

Students will collaborate to develop a comprehensive theme package for the yearbook. The package will include the following elements of design: title, headlines, graphics, layouts, typography and the key elements of layout design. Students will learn how the elements of design creates an identity for publications and media.

In this unit, students will be assigned a project in which they will have to create a 'Practice Project' in the Yearbook's online publication. The purpose of the presentation will be to identify design elements and explain how each element conveys the theme. This presentation will incorporate a theme of their choosing to facilitate their theme package. Students will present their theme package to the class for critique and to be put in the running for the winning yearbook theme for the current year.

Unit 5: Assessment of Design During Publication Production

Students will use the principles of design in a problem solving exercise that will test their knowledge. Throughout this unit, students will assess a variety of yearbook spreads.

The spreads will range from past yearbooks to current spreads. The goal is for students to improve the overall content coverage by making necessary changes, all while maintaining the integrity of the original design. Rubrics will be used as the guide to assess the usage of design in the yearbook spreads. They will assess the following areas: photography, colors, graphic elements, typography, and overall theme.

Students will use a shared Google document to provide feedback to students current spreads. They will also identify successful implementation of design elements. Per deadline, students will choose their favorite refined spread to present to the class. They will present the design elements used, and explain how they made corrections based on student feedback. Students will explain how their revision improved the integrity of the design in the publication based on the application of the design principles.

Unit 6: Creating Promotional Tools

Students will create promotional tools for the yearbook publication using the elements of design. Throughout the course of the year, the yearbook staff promotes events and sales for the publication. Using Chapter 6, "Advertising Design," students will design posters and other forms of advertisements. Chapter 6 explores the variety of advertising that companies use to reach customers and how graphic designers find ad design solutions. Each promotional tool will be guided by the elements of design and will showcase student understanding of the principles of design while demonstrating an understanding of the purpose and audience.

Students will effectively utilize these principles to effectively convey their message to the student body and community. Posters will be placed throughout the campus and student-created advertisements will be placed on the school's website. Yearbook members will create a promotional poster for students who have not yet purchased a yearbook. The poster will include a minimum of 3 elements of design. They will also incorporate elements from the theme package. Students will write a one page analysis explaining how the image on the poster best conveys the main idea of the poster, an explanation of the selected typeface, as well as how they created impact on the poster. The products will be assessed by their ability to create a consistent and effective concept.

Unit 7: On-Going Graphic Design Portfolio

Students will establish an online electronic portfolio with their graphic designs showcasing their growth and knowledge of design principles.

Graphic design products created from each unit, will be saved as PDF files and stored in the student's portfolio folder in Seesaw Digital Portfolios. Attached to each submission will be a written report that details the process of graphic design to achieve: drafting, use of feedback, revision and a reflection of the submitted product. In the reflective piece, students will write a description on how their assignment meets the specific element of design studied in each unit, and provide an explanation of the process they followed to create each unit product. Using the summative assessments from units 1-6, students will create an online graphic design portfolio. Students will select their best work to be included in their portfolio. Each submission piece will be presented to the yearbook staff in a presentation format. The presentation will focus on the assessments in the portfolio and the reflections explaining how the assessment process helped develop graphic design skills. In addition, portfolios will be reviewed by an industry panel who will provide feedback to each student.

Students will use the principles of design in a problem solving exercise that will test their knowledge. Throughout this unit, students will assess a variety of yearbook spreads. The spreads will range from past yearbooks and the current spreads. The goal is for students to improve the overall content coverage by making necessary changes, all while maintaining the integrity of the original design. Rubrics will be used as the guide to assess the usage of design in the yearbook spreads. They will assess the following areas: photography, colors, graphic elements and typography. Students will use a shared Google document to provide feedback on current spreads. They will also identify successful implementation of design elements. Per deadline, students will choose their favorite refined spread to present to the class. Students will present the design elements used, and explain how they made correction based on student feedback. They will explain how their revision improved the integrity of the design in the publication based on the application of the design principles.