



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: <i>SD 67 Okanagan-Skaha</i>	School District 67
Developed by: Patrick Belbin	Date Developed: March 2, 2018
School Name: Penticton Secondary School	Principal's Name: Chris Van Bergeyk
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Yearbook 10	Grade Level of Course: 10
Number of Course Credits: 4	Number of Hours of Instruction: 100-120

Board/Authority Prerequisite(s): (None)

Special Training, Facilities or Equipment Required:

A fully equipped and functional computer lab is required, with an array of photography equipment and Adobe Suite Software. The working environment must be supported with updated software from Adobe Suite in addition to DSLR Photography Equipment.

Course Synopsis:

Yearbook 10 students are gaining skills in becoming leaders and decision-makers of school. In Yearbook class students will complete the myriad of tasks to create a quality yearbook that reflects the pictorial history of the activities for the present school year. Yearbook 10 is intended for

students with an interest in the design and publication of printed materials. Students will develop an appreciation for the vast and interdisciplinary nature of publishing, which includes: research, interviewing, surveys, copywriting, editing, typography, photography, photographic manipulation, design, layout, computer skills, advertising, and distribution.

The following list is extensive, however, probably not inclusive; develop a theme; · design cover; end sheets and title page that reflect the theme; · create master designs for each section; · create a workable ladder; · set up type specs and graphic elements for each section; · determine story ideas; · determine photo ideas; · set up story and photo assignments: “shoot to the shot”; · organize sale and distribution of book; · finalize completed computer pages; · establish and meet publication deadlines; · and finally edit pages. Students will use computer programs such as Adobe InDesign and Photoshop, Publisher Specific Software (Future Book: Titan File) and Excel to complete the tasks. In addition they will learn how to use a DSLR camera with a variety of lighting and lenses.

Introduction to leadership; including building communication skills and creative problem-solving skills are also emphasized within the course. Students will each take on the responsibility of creating numerous pages for the publication; and will have opportunities to work independently, in partnerships, in small teams, and as part of the class publishing group.

Goals and Rationale:

A yearbook is the most important and enduring document produced at a school. It is a record of the people and events that make the school what it is. The yearbook is the one thing that students are likely keep from their school days for the rest of their lives. The experience a student gains from being a part of a yearbook program is like no other in the high school environment. Students learn what it is to be accountable to other people rather than just to themselves. Essentially, they are part of a business; part of a team. Students will develop an appreciation for the vast and interdisciplinary nature of print publishing which includes: budgeting, research, interviewing, surveying, copywriting, editing, typesetting, typography, photography, photographic manipulation, design, layout, computer skills, advertising, distribution, and finally, evaluation of the finished product. These skills will benefit students as they pursue higher education and potential careers in journalism, business, graphic arts or illustration.

- Develop an understanding of publishing process from Idea-Storyboard-Content Collection-Production-Editing-Print .
- Develop the skills specific to publishing a document; attending school events; communicating with organizers; collecting content through story writing and taking photos; editing copy; and producing the final product using state of the art software.
- Develop the understandings and skills required to design personal and culturally expressive pages that explore the school expression and reflect on events of the school.
- Develop competencies such as creative thinking and design, communicating intentions and plans, problem solving and overcoming challenges.

Aboriginal Worldviews and Perspectives:

The Ministry of Education is dedicated to ensure that cultures and contributions of First Peoples in British Columbia are reflected in the provincial curricula. The First Peoples Principles of Learning will be woven throughout the Yearbook Curriculum. The perspective will be supported through the students learning, as they promote experiential and reflexive learning, as well as self-advocacy and personal responsibility in learners. This perspective creates a classroom environment that is based on the concepts of community, shared learning, and trust of which are vital to collaborating on a sophisticated publication of a school Yearbook. Students will incorporate a variety of Aboriginal perspectives throughout the publication by documenting Aboriginal events that are expressed by the school community. Particular attention will be paid to the issue of **cultural appropriation**, and the ethical decisions that need to be considered when using Aboriginal symbols, products and techniques. This issue can be addressed through consultation with Aboriginal community support team.

BIG IDEAS

A **Yearbook** is a unique document that combines professional photography and editorial in a published document.

Collaborating with diverse groups and working with a team throughout the stages of publishing.

The tools required in print production can be adapted for specific purposes.

Refining photographic expressions and page design require problem solving, resilience and risk taking.

Purposeful and impactful publications have the ability to impact the entire student body as they demonstrate a pictorial history of the activities for the school.

Learning Standards

Curricular Competencies	Content
<p><i>Students will be able to use the creative processes to:</i></p> <p>Exploring and Designing</p> <ul style="list-style-type: none"> • Create spreads with photographic images and editorial content collaboratively and as an individual using imagination, observation, and inquiry • Demonstrate, select and combine materials, processes, and image-making technologies to produce a publication • Develop skills and techniques in a wide range of styles and perspectives • Experiment with a range of materials, processes, and those a defined role in the design production and development of a publication • Connect with potential end users combining publishing materials and processes • Make inferences about premises and boundaries that define the design space <p><i>Idea Creation</i></p> <ul style="list-style-type: none"> • Take creative risks to reflect different perspectives and processes • Generate ideas to create a range of possibilities for individual projects • Communicate and consider how social, ethical, and sustainability issues play a role in our decisions • Gather feedback from users over time to critically evaluate their design and make changes to page design <p><i>Production</i></p> <ul style="list-style-type: none"> • Identify appropriate tools, technologies, materials, processes, and time needed for production of the yearbook • Use publishing management processes when working on spreads • Work with strict deadlines in order to meet the publisher demands that ensures 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • Become familiar with the concept of a yearbook, the purpose that it is intended to serve, and the expectations of the audience/buyer. • Explore the concept of theme development, analyzing how theme has been used within a publication • Learn about the importance of managing their time and resources given the deadline sensitive nature of the course. • Become aware of the importance of interpersonal relationships and development of communication skills within the course, due to the collaborative decision-making approach to design and production of the yearbook. • Become aware of the numerous ethical and legal considerations when collecting images and preparing stories for publication. • Develop the skills of good photography, including collecting a variety of images, and documenting a wide variety of people and experiences throughout the year. • Examine the work of successful photographers, and will learn to make distinctions between “snapshots” and photographs. • Learn different methods of capturing images using DSLR cameras, and digital enhance computer images. • Learn about the relationship between image quality, image resolution, and the technological requirements of the

the book is delivered on time

Collaborating

- Work as part of a team to design a **theme** that will be carried out throughout the publication
- **Share** student progress improve design and process
- Self-report on their projects, and their own struggles and successes, with consideration for project management processes
- Identify issues and problems relative to image quality, page design, technological and how they could improve their finished product

Applied Skills

- Demonstrate an awareness of safety issues for themselves and others in digital environments
- Identify and evaluate their skills and skill levels, in relation to page design and composition
- Explore existing **publisher technologies** within the learning environment and how these can be incorporated into their page design and theme
- Demonstrate the use of image editing and composition technologies
- Reflect on how **sources of inspiration**, cultural beliefs, values, and ethical positions affect the final product

publisher.

- Become familiar with the importance of documenting people and events with words. Although photographs are a significant part of the yearbook, so too is accurate research and interesting writing.
- Learn and practice how to conduct interviews with other students, and with coaches and teachers for the purpose of collecting meaningful information for the yearbook.
- Examine a variety of approaches to page layout and design, by analyzing a number of different types of publications, both historical and current.
- Consider the elements and principles of design as they relate to page layout and design, and cover design.
- Brainstorm ways in which they might artistically incorporate the theme of the yearbook into the design and layout of their pages.
- Learn to utilize image manipulation software (Adobe Suite: *Photoshop, Illustrator & InDesign*), so that photographic images may be colour corrected, or adjustments made to tonality before the image is placed into the layout.
- Create and maintain an organizational system for digital files, utilizing the school network.
- Learn how to formally submit pages to the printing company, including the production of page proofs and completion of necessary paperwork.
- Utilize their acquired knowledge and skills, and complete numerous double page spreads for publication including: the collection of information and images, the design of the page or spread, through final submission.
- Students will work independently on numerous pages, and as part of a group for other pages.
- Review and correct page proofs as they are returned from the plant.
- Constantly be engaged in the process of evaluating and re-evaluating what they need to do in order to meet their commitments to generate certain pages for the yearbook, with numerous publication deadlines in mind. This may be both an independent process and a group process.
- Be engaged in the process of providing feedback and assistance to one another as needed in order to meet publication deadlines.
- Be involved in sorting and organizing the books upon arrival at the school.

Big Ideas – Elaborations

Yearbook - an annual publication giving historical details of a school containing photographs of the student body detailing school activities in the previous year.

Curricular Competencies – Elaborations

Spreads: A layout is a design plan for a page or spread in a yearbook. It accounts for the size and position of all elements on a page.

Image-making technologies: using digital cameras and photo editing software to produce a publish quality document.

Defined role: may include Editor, Photographer, Clubs/Organizations Editor, Sports Editor, and General Staff.

Boundaries: limiting factors, such as available technology, expense, environmental impact, issues of appropriation, and knowledge that is considered sacred.

Source of inspiration: may include experiences; traditional cultural knowledge and approaches, including those of First Peoples; places, including the land and its natural resources and analogous settings; and people, including users, experts, and thought leaders.

Publisher technologies: may include but not limited to the use of Adobe Suite software; Photoshop, Illustrator, InDesign and Titan File.

Publish management processes: the various steps from idea formulation to content gathering to editing and finally to print.

Share: students giving critical feedback to one another consistently

Content – Elaborations

Theme: is a consistent message that is identified throughout the publication

DSLR: the successor to the film SLR, a digital single-lens reflex camera so you can accurately frame and focus your shots.

Ethical and legal considerations: The same ethical principles apply to yearbook journalism as to any other kind of media.

Recommended Instructional Components:

- Direct instruction
- Demonstrations
- Experiential learning
- Self-reflection

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

Clear targets and expectations shared with students at all stages of the assessment process.

Formative:

- Journals used to document trial-and-error, experiential learning
- Tutorials and Practice
- Peer-assessment and self-assessment
- Self-reporting

Summative:

- Students self-reflection checklist
- Student demonstrations of ability and showing evidence of knowledge and understanding
- Student self-reporting/teacher-monitored learning goal checklists
- Student-teacher conferencing and feedback

Learning Resources:

- Adobe Suite (Photoshop, InDesign and Illustrator)
- Web-based support from publisher such as:
 - o <https://www.futurebookyearbooks.com>

Additional Information: None