

**SECONDARY COURSE DESCRIPTION**  
**SECTION A: COURSE CLASSIFICATION**

ALAMEDA UNIFIED SCHOOL DISTRICT  
 Excellence & Equity For All Students

1. Course Title: Publication Design	6. Prerequisite(s): None
2. Action: <input checked="" type="checkbox"/> New Course <input type="checkbox"/> Course Revision <input type="checkbox"/> Title Change Only	7. Grade Level: 10, 11, 12
3. Transcript Title/Abbreviation: Pub Design (For Educational Services)	8. Elective/Required: Elective
4. Transcript Course Code/Course Number: LGGI (For Educational Services)	9. Subject Area: Journalism / Visual Arts
5. CBEDS Code: 2821 (For Educational Services)	10. Department: VAPA/CTE
11. Length /Credits: ___ 0.5 (half year or semester equivalent) ___x___ 1.0 (one year equivalent) ___ 2.0 (two year equivalent)	
12. Was this course previously approved by UC? ___x___ Yes ___ No	
13. Meets the "___G___" requirements in the a-g university/college entrance requirement. Approval date: Submission window for 2019-2020 school year doesn't open until Feb.1, 2019. Course will be submitted as "Model after another institution's course." Because many schools offer this course with "G" credit, receiving approval should not be an issue.	
14. School Contact Information Name: Joshua Linville Title/Position: ELA classroom teacher Phone: 510-748-4023 ext 2301 Fax: 510-521-4956 E-Mail: jlinville@alamedaunified.org	
16. Signatures: Department Chair: _____ Principal: _____ Acknowledged by Other Principals: _____ Educational Services: _____	
16. BOE Approval Signature of Superintendent: _____ Date of Approval _____	

## SECTION B. COURSE CONTENT

### 17. Course Description:

Students in this foundational class will explore all aspects of modern media production and design. Students will master basic design skills for print, social media and web using a variety of current software. In addition, students will work in teams using critical thinking skills to conceive, develop, report and produce projects on a variety of topics. The projects incorporate both independent work and group management skills for success — critical career skills in an ever-evolving work environment. Formats explored will be modern multimedia and social media for storytelling, which includes photography, preparation for web production and print readiness for magazine and yearbook. This VAPA course will prepare students for a future in the Encinal High Student Media program as well as begin to establish career skills in the Arts and Media Entertainment fields.

Modeled after a “real life” work environment this course is project-based and highly collaborative. This two-semester course has students exploring two-dimensional real-world applications of design. After learning a historical context of graphic design, students will develop skills in artistic perception, critiquing and application of design strategies through experiences that world design challenges focusing on print and web design. Students will develop an awareness of historical trends in design, themes, and subject matter from a variety of periods, places and cultures. Students will focus on developing perception and application of the elements and principles of design through contemporary design applications.

This is a hands-on course to explore a variety of contemporary media topics and skills. New material is presented by the instructor and peer teachers, and students design and create individual and collaborative modules for publication. Students will learn to produce storytelling packages in a variety of digital formats, usually during class with a combination of Google Drive, Adobe Creative Cloud and several web-based digital and social media apps. Finally, students will write for and design Encinal’s *Horizon* yearbook, *Jet Blast* newspaper and other student publications (news website, literary magazine, etc.) Students do not need any prior experience to be successful in the design, photography and media production aspects of this course.

### 18. Course Goals and/or Major Student Outcomes:

By the end of this course:

- Students will prepare to enter the workforce in visual design, multimedia design or desktop publishing.
- Students will demonstrate proficiency in industry technical standards.
- Students will research photography career options and job skill requirements.
- Students will demonstrate proficiency in industry standard safety procedures.
- Students will demonstrate proficiency in customer service skills.

### 19. Course Objectives (standards):

<b>Design</b>
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Develop an infographic that illustrates the relationship between people, activities or possessions.

**E - Study and Apply Grammar L.9-12.1-3 E - Study and Apply Vocabulary L.9-12.4-6 E - Convey Ideas W.9-12.2**

**E - Write a Narrative W.9-12.3 E - Write to Task W.9-12.4**

**E - Revise Work W.9-12.5**

**E - Use Technology W.9-12.6**

**E - Conduct Sustained Project W.9-12.7 M - Quantities N-Q.A.2**

**M - Interpreting Categorical and Quantitative Data S-ID.A.1**

Develop a photo module or spread that illustrates the relationship between people, activities or possessions.

**M - Quantities N-Q.A.2**

### **M - Interpreting Categorical and Quantitative Data S-ID.A.1**

Use photos and words in a module or spread to explain a school phenomenon like a trend or to connect ideas.

**E - Study and Apply Grammar L.9-12.1-3 E - Study and Apply Vocabulary L.9-12.4-6 E - Convey Ideas W.9-12.2**

**E - Write a Narrative W.9-12.3 E - Write to Task W.9-12.4**

**E - Use Technology W.9-12.6**

**E - Conduct Sustained Project W.9-12.7**

explain how to place a text box and how to place a photo.

**E - Conduct Discussions SL.9-12.1 E - Report Findings SL.9-12.4-6**

explain why specific photos and design elements were selected for a yearbook spread.

**E - Study and Apply Grammar L.9-12.1-3 E - Study and Apply Vocabulary L.9-12.4-6 E - Conduct Discussions SL.9-12.1**

**E - Report Findings SL.9-12.4-6 E - Convey Ideas W.9-12.2**

explain how to use camera effectively in various settings.

**E - Study and Apply Grammar L.9-12.1-3 E - Study and Apply Vocabulary L.9-12.4-6 E - Conduct Discussions SL.9-12.1**

**E - Analyze Content SL.9-12.2-3 E - Convey Ideas W.9-12.2**

explain how photo editing software works to enhance a photo, when it should or should not be used.

**E - Study and Apply Grammar L.9-12.1-3 E - Study and Apply Vocabulary L.9-12.4-6 E - Conduct Discussions SL.9-12.1**

**E - Analyze Content SL.9-12.2-3 E - Convey Ideas W.9-12.2**

Develop a page module to show the relationship of multiple people, ideas or activities.

**E - Cite Evidence SL.9-12.4**

**E - Analyze Content RI.11-12.2-6, SL.9-12.2-3**

**E - Study and Apply Grammar L.9-12.1-3, LS.9-12.6**

**E - Conduct Discussions SL.9-12.1 E - Report Findings SL.9-12.4-6**

### **M - Math Modeling**

Develop promotional posters, flyers and social media posts.

**E - Study and Apply Grammar L.9-12.1-3 E - Study and Apply Vocabulary L.9-12.4-6 E - Convey Ideas W.9-12.2**

## **Writing**

Write headlines that allude to the content on a yearbook spread.

**E - Study and Apply Grammar L.9-12.1-3 E - Study and Apply Vocabulary L.9-12.4-6 E - Convey Ideas W.9-12.2**

**E - Write a Narrative W.9-12.3 E - Write to Task W.9-12.4**

**E - Use Technology W.9-12.6**

**E - Conduct Sustained Project W.9-12.7**

Write captions using a lead-in/two- sentence structure to explain what is happening in photos.

**E - Study and Apply Grammar L.9-12.1-3 E - Study and Apply Vocabulary L.9-12.4-6 E - Convey Ideas W.9-12.2**

**E - Write a Narrative W.9-12.3 E - Write to Task W.9-12.4**

**E - Use Technology W.9-12.6**

**E - Conduct Sustained Project W.9-12.7**

Write feature stories using evidence to explain something that happens at school or to profile a student.

**E - Study and Apply Grammar L.9-12.1-3 E - Study and Apply Vocabulary L.9-12.4-6 E - Convey Ideas W.9-12.2**

**E - Write a Narrative W.9-12.3 E - Write to Task W.9-12.4**

**E - Use Technology W.9-12.6**

**E - Conduct Sustained Project W.9-12.7**

Write alternative copy like quote boxes.

**E - Study and Apply Grammar L.9-12.1-3 E - Study and Apply Vocabulary L.9-12.4-6 E - Convey Ideas W.9-12.2**

**E - Write a Narrative W.9-12.3 E - Write to Task W.9-12.4**

**E - Use Technology W.9-12.6**

**E - Conduct Sustained Project W.9-12.7**

Create an infographic using text and photographs to illustrate the relationship between people, activities or possessions.

**E - Study and Apply Grammar L.9-12.1-3 E - Study and Apply Vocabulary L.9-12.4-6 E - Convey Ideas W.9-12.2**

**E - Write a Narrative W.9-12.3 E - Write to Task W.9-12.4**

**E - Use Technology W.9-12.6**

**E - Conduct Sustained Project W.9-12.7 M - Quantities N-Q.A.2**

**M - Interpreting Categorical and Quantitative Data S-ID.A.1**

Write a survey to learn about student preferences, ideas or to gather quotes.

**E - Study and Apply Grammar L.9-12.1-3 E - Study and Apply Vocabulary L.9-12.4-6 E - Convey Ideas W.9-12.2**

**E - Write a Narrative W.9-12.3 E - Write to Task W.9-12.4**

**E - Use Technology W.9-12.6**

**E - Conduct Sustained Project W.9-12.7**

synthesize survey data.

**E - Study and Apply Grammar L.9-12.1-3 E - Study and Apply Vocabulary L.9-12.4-6 E - Convey Ideas W.9-12.2**

**E - Write a Narrative W.9-12.3 E - Write to Task W.9-12.4**

**E - Use Technology W.9-12.6**

**E - Conduct Sustained Project W.9-12.7**

edit writing for correct grammar and punctuation.

**E - Study and Apply Grammar L.9-12.1-3 E - Study and Apply Vocabulary L.9-12.4-6 E - Revise Work W.9-12.5**

edit writing for relevant/irrelevant information; fact/opinion.

**E - Study and Apply Grammar L.9-12.1-3 E - Study and Apply Vocabulary L.9-12.4-6 E - Revise Work W.9-12.5**

retrieve survey data.

**E - Report Findings SL.9-12.4-6**

**M - Making inferences and justifying Conclusions S-IC.A.1**

<b>Marketing and Sales</b>
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Compare yearbook sales from two consecutive years.

**E - Analyze Content: RI.11-12.2-9, SL.9-12.2-3**

**M - Interpreting Categorical and Quantitative Data S-ID.A.2**

**M - Making Inferences and Justifying Conclusions S-IC.B.6**

Compare year-to-year yearbook sales in various school groups (grades, gender, club involvement, etc.).

**M - Making Inferences and Justifying Conclusions S-IC.B.6**

Compare year-to-year yearbook sales to determine who buys a book, when & why.

**E - Report Findings SL.11-12.4-6 M - Data S-ID.A.2**

**M - Making Inferences and Justifying Conclusions S-IC.B.6**

**M - Math Modeling**

**M - Quantities N-Q.A2**

Determine the percentage of students who buy a book.

**E - Report Findings SL.9-12.4-6 M - Quantities N-Q.A2**

Create marketing pieces like posters, signs and announcements.

**E - Study & Apply Grammar L.9-12.1-3, SL.9-12.6**

**E - Write Informative Text W.9-12.2**

Conduct surveys to see what students would like included in a yearbook.

**E - Report Findings SL.9-12.4-6 M - Math Modeling**

Conduct focus groups to see what students would like included in a yearbook.

**E - Conduct Discussions SL.9-12.1 E - Report Findings SL.9-12.4-6**

**M - Consistency of Results IC.A.2 M - Use Data from a Sample IC.B.4 M - Math Modeling**

set quarterly sales goals and track success.

**E - Conduct Discussions SL.9-12.1 E - Report Findings SL.9-12.4-6**

**M - Math Modeling**

**M - Quantities N-Q.A2**

Use results from surveys and focus groups to create a marketing strategy.

**E - Report Findings SL.9-12.4-6 E - Conduct Research W.9-12.7 M - Understand Statistics IC.A.1**

**M - Consistency of Statistics IC.A.2 M - Math Modeling**

organize a marketing strategy by studying last year's book sales data.

**E - Conduct Discussions SL.9-12.1 M - Understand Statistics IC.A.1 M - Consistency of Results IC.A.2**

read about marketing strategies and predict what will work in your school.

**E - Cite Textual Evidence RI.9-12.1**

**E - Determine Meanings of Words RI.11-12.4 E - Conduct Discussions SL.9-12.1**

**E - Report Findings SL.9-12.4-6**

apply known marketing strategies to your yearbook sales blitz.

**E - Cite Evidence SL.9-12.4**

**E - Conduct Discussions SL.9-12.1-3**

**E - Analyze Content RI.9-12.2-6, SL.9-12.2-3 E - Write Informative Text W.9-12.2**

**E - Conduct Research W.9-12.7**

explain reasoning behind the marketing strategy used at school.

**E - Conduct Discussions SL.9-12.1-3 E - Cite Evidence SL.9-12.4**

**E - Convey Ideas W.9-12.2**

Through video or one-on-one discussions, convincingly explain to peers why they should buy a yearbook by explaining how it is/will be important in their life.

**E - Study and Apply Grammar L.9-12.1-3 E - Study and Apply Vocabulary L.9-12.4-6 E - Conduct Discussions SL.9-12.1**

**E - Report Findings SL.9-12.4-6**

Track results of marketing by recording how many students buy a book during each marketing blitz.

**E - Cite Evidence SL.9-12.4**

**E - Analyze Content SL.9-12.2-3**

Use information to continue with or change course in marketing campaigns.

**E - Cite Evidence SL.9-12.4**

**E - Analyze Content SL.9-12.2-3 M - Understand Statistics IC.A.1 M - Consistency of Results IC.A.2 M -**

**Probability CP.A.3**

explain how marketing, selling and creating a yearbook is like running a business.

**E - Study & Apply Grammar L.9-12.1-3, SL.9-12.6**

**E - Study & Apply Vocabulary L.9-12.4-6 E - Cite Evidence SL.11-12.4**

**E - Report Findings SL.9-12.4-6**

**E - Write Informative Text W.9-12.2 E - Conduct Research W.9-12.7**

organize yearbook sales data from each sales drive.

**E - Study & Apply Grammar L.9-12.1-3, SL.9-12.6**

**E - Study & Apply Vocabulary L.9-12.4-6 E - Conduct Discussions SL.9-12.1**

## **20. Course Outline:**

The course will cover the following topics: Understanding and mastering the Principles of Design, Understanding and mastering the Elements of Design, Demonstrate basic level understanding of use/application of digital image production equipment and software, Demonstrate ability to work within a collaborative small student led group, Demonstrate basic understanding of and application of the following production tasks /steps:, Understand the role in communicating to audiences and the idea of target audiences, and Understand the role of culture in influencing design.

View the course outline in its entirety at the end of this document.

## **21. Instructional Materials:**

Board approved required text: Not applicable

Supplementary materials:

Students may be required to purchase specific projects if they want to keep them and take them home. The list below provides information for the student regarding items they will be using in this course. Students may want to purchase items on this list if they are very interested in this course and/or pathway. Please see the instructor for specific information regarding supplies.

- Text: The Associated Press Stylebook 2018: and Briefing on Media Law
- Computer Programs and/or software: Adobe Creative Cloud (InDesign, Photoshop, Illustrator)
- Supplies: Desktop computers or laptops, internet access, print and digital publications, digital cameras, USB card readers, SD cards

## **22. Instructional Methods and/or Strategies**

- Constructing Meaning (LTEL support and integrated scaffolds for language development)
- Student-led discussions (Editor meetings)
- Project Based Learning with real audiences
- Simulations of real-world business practices
- Critical thinking engagement and creative problem solving

## **23. Assessment and Evaluation**

Student work falls under four main categories: Projects (50 percent), Classwork (30 percent), Homework (10 percent) and Tests/Quizzes (10 percent). Much of what students learn and do is collaborative based on a partner or group of students' choosing. Because meeting deadlines is a key skill in communications fields, all assignments are tied to producing high-quality work on time. Late work will be accepted but will have a point reduction.

## 24. Grading Policy

Students will be expected to complete work in a timely manner. They will be graded on a standard A=90% and above, B=80% and above, etc. grading scale. Our district grading policy is still in development and once it has been finalized, this course will align with the policies it outlines.

## SECTION C. OPTIONAL INFORMATION

### 25. Context for offering the course:

Renaming and rebranding “yearbook” as Publications Design is the first step in developing a robust media program at Encinal High School. Encinal High already offers a TV/Film Media course and a Radio course. It is only natural that Encinal would offer a strong journalism and publications program to accompany the other outstanding communications course mentioned. In Publications Design, students will learn the basics of journalism and be able to apply these skills by working on both print and digital publications (yearbook, online news, literary magazine, etc). As mentioned, in an ever-competitive job market, 21st-century communication skills are a must for all students. Renaming and rebranding “yearbook” as Publications Design will also allow for the course to meet UC/CSU approved “f” subject requirements. All courses approved in the “f” subject area will be designed with the explicit intention of developing and encouraging artistic habits and dispositions important for university-level studies, and aligned with the five strands of the Performing Arts Content Standards for California Public Schools, which include:

- Artistic Perception
- Creative Expression
- Historical and Cultural Context
- Aesthetic Valuing
- Connections, Relationships, Applications

Finally, Publications Design provides students with an opportunity to begin work that can lead into a major at any university, such as majors like: journalism, graphic design, marketing, photography, and communications. This opportunity can also help students experience new courses of academic disciplines that might form the basis for future major or minor studies at a university.

### 26. History of Course Description:

This course is modeled after Whitney High School’s (Rocklin, CA) award-winning Publication Design and Multimedia program.

#### Entire Course Outline:

Publication Design is journalistic in nature and allows students to participate in the production of the school yearbook. Students in this course are required to learn layout design; write and fit copy, captions, and headlines; sell advertisements; learn basic photography skills; and should be proficient on a computer. Individual responsibility is essential toward completion of assignments for deadlines. Students will also have the opportunity to accept leadership positions and develop new skills as they build the yearbook. To register for this course, students must sign up for both first and second semesters.

#### Unit 1:

In order for the staff to function as a cohesive and authentic unit, students will discuss and formulate the various functions the yearbook serves at our school and in our community. They will examine past examples from the high school itself and by analyzing yearbooks from around the country in order to formulate a list of its functions. They will



use this list to analyze past yearbooks for strengths and weaknesses. The areas that will be discussed are: coverage, layout design, writing, theme development, photography, relevance to student lives, and its success as recording a historical record.

Students will discuss and understand the hierarchy of the Publication Design class, which resembles corporate hierarchies. Once students have personally assessed their own strengths and weaknesses, they will be officially assigned their role, which they will be required to fill by completing tasks and meeting deadlines. Students will use both leadership roles within publication, while also providing an opportunity for collaboration and communication between staff members. Collaboration is enhanced when a work group communicates effectively about what is done and what remains to be done. This is a skill that all managers must possess and a work style that helps employees thrive. Students need to think critically about logistics and timing accurately and efficiently complete a large project by the deadline, which is essential in any business. Students learn to create an organized system with a ladder that will make collaboration and communication easier as they work to create a high-quality product for their peers. This ladder will be developed as a class and include unique and important topics applicable to our high school and community. They will also work collaboratively to analyze various "crisis" situations and decide how they would handle these situations.

Students will learn and be introduced to the basic terminology and concepts related to yearbook and journalism. They will then practice this information by identifying the various aspects and concepts found on a typical yearbook page. Later on in this class they will employ this knowledge by actually creating the elements they learned the terminology for.

## **Unit 2:**

In this unit, students look closely at professional marketing campaigns, including Coca Cola, and will analyze the strategies to implement in their own marketing campaign. Students will think critically about effective marketing practices that are used in the real world of advertisement and sponsorship. Once effective practices have been determined, students will collaborate and identify what our "identity" should be in order to effectively promote and communicate the theme and value of our product. This will also require students to discuss the demographics and spending habits of the consumers and businesses within our town will also working to create a sales campaign with effective sales ideas, including packaging options, prices, fliers, scripts, dress rehearsals for sales calls, etc. Students will also utilize technology to increase communication with the community by creating social media accounts, brainstorming ideas and posting them on Facebook, Instagram, Twitter, etc. These will include student created scripts for sales calls, social media accounts, and brainstorming post ideas. They will use technology to also increase communication with the school, community, and world. Once the campaign has been launched, students will track yearbook sales for one week and explain whether their campaign was effective or ineffective, including specific strengths and weaknesses to improve upon.

## **Unit 3:**

In this unit, students learn how to use photography as another form of communication, which is vital to such a visual society. Students will critically analyze their photography skills and utilize the rule of thirds to communicate more effectively. Students need to think critically about what photos are needed for a quality spread and then look for them in the mass-media, gathering examples to show in class. They must think critically about not only how to take photos, but also about which of the photos are crisp, clean, and high quality. The ability to look honestly at one's own work is key to success in the real world.

Students will gather photos for use in the yearbook by participating at first in a photography scavenger hunt and then in an on-going photo assignment. Each will be required to take at least 20 unique photos to be used each month, which will give students the opportunity to perfect their compositional and technical photography skills (a worm's eye view, a birds eye view, framing, leading lines or reputation, rules of thirds, action shots, lighting, portrait, etc.). They should keep in mind that all photos could be used in the yearbook, so each should tell a story, be candid, and have no repeat of students. This assignment requires students take responsibility for thoroughly covering an event for coverage in the



publication and reflecting on their work thus far. Possible subjects may include: class activities, sporting events, school spirit, academies, outside activities, club meetings, students at lunch, field trips, etc.

This ongoing photo assignment will also require students to use photographs on a spread to tell a complete story of an event, including using one photo as a dominant element on a layout, cropping images, and assessing the photos quality. This will give students the opportunity to participate in a collaborative discussion in which they respectfully express their opinions about which photo would be the best option for a dominant space in a yearbook spread. As with any job, students should be reflective and self-critiquing their work to ensure they are fulfilling the roles and expectations set for them, not the act of taking pictures, but the use of the pictures on a spread.

#### **Unit 4:**

Continuing with the importance of communication through unspoken word, students will learn about the principles of design and typography (contrast, harmony, alignment, proximity, eye-line, white space, and simplicity) by examining professional work for inspiration. By thinking critically about what they see, they learn that professional designers are inspired by and adapt what they see around them. As a result, students will think critically about what is unique about their school. It is often difficult to see the uniqueness in places and things that surround you everyday, so this can be a challenging task. It is however, a skill that is required by marketers in the business world as they look to market products that often are not unusual in any way. Students will communicate with one another in the creative process of developing a cohesive theme expressed through graphic design. The process requires lateral thinking as well as clear communication, listening, and compromise.

Students will look to professional designers for inspiration as they use their list to begin searching for visuals they like. Students will visit websites, search through magazines, and older yearbooks and begin a visual idea file that includes: color schemes, fonts, and graphic they think would work well in a yearbook. They will ask: What colors are popular? What fonts or type treatment do they notice and look modern? Students will collaborate by sharing their ideas with the rest of the class and discussing them. The class should choose the top two or three concepts that they feel are the most workable. From there, they will start creative planning. Students will use a cover planner to work on the design for the cover, end sheets, title page, opening dividers, closing and parting pages. Students will also learn to use the design software (potentially Adobe InDesign) for designing spreads through a tutorial. Students will learn how to find their pages, copy and paste, move elements, format, insert text or picture boxes, insert pictures or graphic elements, save, redo, and work with text boxes. Students will understand that they can take ownership of their learning and productivity by accessing the support systems available to them: their adviser, their editors, and their publishing representative by completing a handout. After completing the tutorial, students will demonstrate their knowledge of the design software by recreating the hand-drawn layout complete to look identical to the hand-drawn layout, including fonts and pictures.

Students will learn about any style guidelines and requirements for the spreads in their yearbook as presented by the adviser or editors. These requirements include font style guidelines and requirements for the font style, font size, articles, captions, quotes, etc. Students will be able to reference style guidelines quickly and easily because they will be posted on the wall, taped to computers, accessible by google classroom, and recorded in their yearbook notebook. Students will demonstrate their knowledge about design and layout by creating first drafts of assigned yearbook spreads that are submitted BEFORE the first deadline.

#### **Unit 5:**

Written communication is more important than ever, especially in this fast-paced world, it is important to be able to summarize an idea quickly and efficiently. In this unit, students look at various examples of articles from online, in magazines, and newspapers to learn how professionals creatively cover ideas in a way that is interesting and appealing to the readers.

As students cover an event in a spread, they must think critically to select details that vividly convey the experience in a way that is appealing to their audience. Students must communicate clearly and think creatively to further the line of

questions to gain the most information. Being concise and creative in writing is a critical element in making any publication great. Students will research techniques to help create their headline and secondary headline, including rhyming, synonym, alliteration, key words, cliches, and puns. They will further practice their concise writing by writing captions for photographs found in print and then compare and contrast their caption to the real caption.

Interviewing is a large component in the journalistic process and students will examine the process of interviewing and will think creatively and critically about how to successfully interview. Journalistic expectations require that all quotes are real and communicated correctly to the subject noted in the story. Not only do student journalists learn to communicate clearly, they develop a sense of ethics. As students write copy they learn to communicate ideas and facts in an interesting and accurate way to the readers. Story writing also requires a sense of ethics because facts and quotes must be documented. Students will be introduced to article writing with the main focus being interviewing and gathering quotes from students:

-Prior to interviewing students as part of the journalism process, students will examine tips from professionals, including "On How I Approach Strangers in the Street," an interview of Humans of New York creator Brandon Stranton. Students will practice Stanton's methods and pair up to practice interviewing one another and then go out and interview community members. Students will also examine the significance of using open-ended questions to gain further information from the interviewee.

Students will learn that close observation of surroundings yield high-quality, engaging writing. Students will use precise words, details and sensory language to complete the Five Senses: A Day in the Life of a School activity. Students will use their observations in field writing assignments, theme copy, feature stories, and captions that will appear in publication.

Once information has been gathered from the interview, students will practice their article writing using Lead Quote transition, a common feature in copy writing. Students will collaborate and create example transitions and will participate in a class write or edit of a lead paragraph so it is engaging and sparks curiosity. Since diversity is also an essential aspect of journalism, students will also research other ways to hook the readers' attention in an article rather than an essay.

Self-critique is a difficult skill to learn, but one that is imperative to professional success in the 21st century. Students will be introduced to Associated Press style writing, which is the common writing standards for journalism as well as communications classes in college. They will be able to identify and use AP style in their abbreviations, capitalizations, identifications, indents, and punctuation. AP Style also serves as a formal way for students to edit spreads so they can reflect on the growth with each edit.

## **Unit 6:**

Originality and creativity are vital to skills in today's world, especially as information can so easily be copied. Students will learn what copyright is and how it applies to their publications. Students learn what professional journalists and photographers consider ethical as well as laws protecting the creators of content through information provided by the Journalism Educators Association and the National Press Photographer's Association. In publication production, just as in the professional life, respecting and following the ethics and law is important so students will sometimes need to be creative when finding ways to convey information without the use of copyrighted work. They are then asked to critically about which journalistic ethics are most important in their immediate daily life. They will also discover sites like Wikimedia Commons, Creative Commons, and Morgue File which can be used without fear of copyright infringement. As a result, students will use photos, words, and images ethically through the production of the publication, avoiding the use of copyrighted work, avoiding libel, and attributing photos where applicable.

## **Unit 7:**

At this point, students have been exposed to all aspects of the publication creation. The students use the skills they've learned from the last 6 units to communicate through photography, writing, and visual design. The students are responsible for their designated spreads. This will allow them time to grow and expand their skills of photography, writing, and design. By the end of the year, students will create at least two double paged spreads, which will also allow them to trace their own progression towards the goal set at the start of the year.

#### **Unit \*:**

The last project of the year, the students will create a publication where they are in total control, allowing them to demonstrate the skills they have learned throughout the production for the publication of the yearbook. Students will work alone or in a pair to complete a "Future Yearbook Project." The project includes the development of an original theme that is realistic, relatable, and repeatable with a verbal slogan and imagery. Students will also need to include an explanation of their theme, including font choices, color scheme, implementation of theme throughout the publication, its importance, etc.

The next portion of the project requires students to create visual representations of their theme, including the creation of the cover page, as well as four double paged spreads (options including class pages, faculty, sports, student life, academics, sports, index, etc.).

These elements are then integrated into a powerpoint (or google slides, or prezi) presentation in a way that will persuade the staff to use their theme for next year. As professional graphic designers and journalists do, the students will present their ideas to the class, where they will be evaluated on their ability to clearly and concisely explain the theme and its verbal and visual components.

Throughout the duration of the projects, students will be expected to submit their rough work, including brainstorm, layouts, covers, presentations, etc. periodically to keep students accountable.