Escondido Union High School District

Advanced Visual Communications & Digital Media

EUHSD Board Approval Date: 6/21/16
The EUHSD Advanced Visual Communications & Digital Media curriculum document identifies what students should be able to know by grade level in a comprehensive standards-based course of study. The curriculum document is designed to be updated annually based on student academic achievement data, research and best practices, and input from stakeholders. The EUHSD Advanced Visual Communications & Digital Media curriculum document contains the following documents and/or information:

A. Course Description
B. Course Guidelines/Requirements - graduation credit information, transcript information, adopted materials, adopted technology, assessment outline
C. Instructional Materials References
D. Scope and Sequence Map with Essential Standards outlined by Unit
E. References to key essential design and implementation documents

The EUHSD Advanced Visual Communications & Digital Media program is designed so that all students have access to the rigorous curriculum necessary to graduate high school college and career ready. Student-Centered learning provides opportunity for collaboration, communication, and a robust learning environment and provides opportunities for all students to meet the goals of the district’s Instructional Focus at the time of this writing: “All students communicate their thinking, ideas and understanding by effectively using oral, written and/or non-verbal expression.”

A key design consideration in the transition to the new California State Standards is a focus on changes to pedagogy. The instructional shifts guide classroom teaching and learning and the foundation of curriculum and instructional design.

The EUHSD Advanced Visual Communications & Digital Media curriculum document is aligned to the California State Standards and California Model Career Technical Education Standards and serves to support outcomes evidenced in the College and Career Readiness Standards. A detailed list of resources around which the EUHSD English Language Arts curriculum is designed is as follows:


### Shift 1: Increase Reading of Informational Text
Classrooms are places where students access the world – science, social studies, the arts and literature – through informational and literary text. In elementary, at least 50% of what students read is informational; in middle school, it is 55%; and by the end of high school, it is 70% (CCSS Introduction p.5). Increasing the amount of informational text students read K-12 will prepare them to read college and career ready texts.

### Shift 2: Text Complexity
In order to prepare students for the complexity of college and career-ready texts, each grade level requires growth in text complexity (Appendix A, pp. 5-17). Students read the central grade-appropriate text around which instruction is centered (see exemplars and same tasks, Appendix B). Teachers create more times in the curriculum for close and careful reading and provide appropriate and necessary supports to make the central text accessible to students reading below grade level.

### Shift 3: Academic Vocabulary
Students constantly build the vocabulary they need to be able to access grade level complex texts. By focusing strategically on comprehension of pivotal and commonly found words (such as “discourse,” “generation,” “theory,” and principles”) teachers constantly build students’ ability to access more complex text across the content areas. (Appendix A, pp.33-36)
| Shift 4: Text-Based Answers | Students have rich and rigorous conversations which are dependent on students reading a central text. Teachers ensure classroom experiences stay deeply connected to the text and that students develop habits for making evidentiary arguments based on the text, both in conversation as well as in writing, to assess their comprehension of a text. (Appendix A, p.2) |
| Shift 5: Increase Writing from Sources | Writing instruction emphasizes use of evidence to inform or to make an argument; it includes short, focused research projects K-12. Students K-12 develop college and career readiness skills through written arguments that respond to the ideas, events, facts, and arguments presented in the texts they listen to and read. (Appendix A, pp.24-26; student samples, Appendix C) |
| Shift 6: Literacy Instruction in all Content Areas | Content area teachers emphasize reading and writing in their planning and instruction for teaching the content. Students learn through reading domain-specific texts in history/social studies, science, and technical subjects and by writing informative/explanatory and argumentative pieces. (CCSS Introduction p. 3) |
## Advanced Visual Communications & Digital Media Course Description

Students enrolled in the Advanced Visual Communications & Digital Media course build upon the foundational skills acquired in course one. In addition to the overarching objective of producing the school’s literary yearbook publication, students in the advanced course assume leadership roles and responsibilities in all aspects of publication development and design. Students take on both short and long term projects and are expected to facilitate large and small group discussions with their fellow students, staff, site administrators, and/or industry partners. As students continue to refine their understanding of journalistic writing and reporting, they will create a digital portfolio of their best work as a culminating presentation and project. **This course may be repeatable for credit.**

### Course Requirements

<table>
<thead>
<tr>
<th>Course Length:</th>
<th>Year-Long</th>
<th>Grade Level:</th>
<th>10-12</th>
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<tbody>
<tr>
<td>UC/CSU Requirement:</td>
<td>UC approved as a “g” elective</td>
<td>Graduation Requirement:</td>
<td>Elective or Fine Arts/CTE Requirement</td>
</tr>
<tr>
<td>Course Number (Semester A):</td>
<td>4973</td>
<td>Transcript Abbreviation (Semester A):</td>
<td>VIS COM MEDIA ADV A</td>
</tr>
<tr>
<td>Course Number (Semester B):</td>
<td>4974</td>
<td>Transcript Abbreviation (Semester B):</td>
<td>VIS COM MEDIA ADV B</td>
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<tr>
<td>Credits (Semester A):</td>
<td>5 credits</td>
<td>Credits (Semester B):</td>
<td>5 credits</td>
</tr>
<tr>
<td>Required Prerequisite/s:</td>
<td>Visual Communications &amp; Digital Media (Year 1) or Teacher Recommendation</td>
<td>Recommended Prerequisite/s:</td>
<td>Successful completion of English 9</td>
</tr>
<tr>
<td>Board Approval Date (Curriculum):</td>
<td>6/21/16</td>
<td>Board Approval Date (Materials):</td>
<td>N/A</td>
</tr>
<tr>
<td>Core Instructional Material/s:</td>
<td></td>
<td>Supplemental Instructional Material/s:</td>
<td></td>
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<tr>
<td>- There is no core textbook for this course. Students and staff will utilize a variety of supplemental resources.</td>
<td>- <em>Elements of Journalism</em> by Bill Kovach &amp; Tom Rosentheil – a Journalism ethics manual, ISBN: 9780609504314 ©2001</td>
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<td></td>
<td>- <em>Idea File</em> – a quarterly published magazine for yearbook advisors</td>
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<td></td>
<td>- <em>Communication: Journalism Education Today</em> – a magazine publication for media teachers</td>
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<td></td>
<td>- <em>Adobe Creative Team</em> (Adobe Photoshop in a book) – a Photoshop textbook</td>
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<td>- Various technical documents to support hardware (e.g., camera manuals)</td>
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<td></td>
<td>- <em>AP Style manual</em></td>
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Technology Resource/s:
- Desktop computer or other hardware for publishing and editing of digital publication
- Web based software for publication
- Adobe Creative Suite
- Digital Single Lens Reflex Cameras (class set or for groups of 4)
- IPADS (pending site availability)

Assessment/s:
- Each unit of study outlines specific assignments and corresponding assessments with a culminating portfolio assessment to be completed by all Advanced Students at the end of the school year.

Advanced Visual Communications & Digital Media Scope and Sequence Guide

The Advanced Visual Communications & Digital Media Scope and Sequence Guide is a California Standards based document that delineates the standards based skills students will know and do in order to meet College and Career Readiness expectations outlined within the standards. Each unit of study in the Scope and Sequence document is designed to build upon the previous unit and support student mastery of specific standards based skills. The Scope and Sequence document provides the framework of understanding around key assignments, assessments, and instructional resources and strategies aimed to assist students in meeting unit learning objectives. In addition to the Scope and Sequence Guide, EUHSD teachers will meet annually to refine grade level expectations.

- By the end of grade 11, students will read and comprehend literary nonfiction in the grades 11-CCR text completely and proficiently, with scaffolding as needed at the high range. (Reading Informational Text Standard 10)
- Students will write routinely over extending time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks and purposes. (Writing Standard 10)
- “To be college and career ready, students must have ample opportunities to take part in a variety of rich and structured conversations – as part of a whole class, in small groups, and with a partner – build around important content in various domains. They must be able to contribute appropriatively to conversations, make comparisons and contrasts, and analyze and synthesize a multitude of ideas according to the standards of evidence appropriate to a particular discipline.” (Standards for ELA Anchor Standards for Speaking/Listening)
### Unit 1: The First 30 Days

**Unit Description:** In the advanced course, students are responsible for assisting in the instruction and development of the First 30 Days curriculum. Advanced Students lead and introduce students to the concepts and principles that go into creating a journalistic document for publication. In this first unit, the Advanced Students will engage year one students in lessons that create the foundation for the units of study for the rest of the school year. Pulling from lessons throughout the curriculum. Prior to assisting level 1 students, the Advanced Students learn how to facilitate and lead groups, how to develop NORMS, and how to address group dynamics such as conflict. Students are guided through activities that seek to assist them in providing instruction to their peers in staff organization, management and team building, as well as learning design, photography and writing and editing basics. The Advanced Students demonstrate leadership skills and are responsible for assisting in all aspects of the curriculum implementation.

<table>
<thead>
<tr>
<th>Unit Standards</th>
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<tbody>
<tr>
<td><strong>Arts, Media, and Entertainment Pathway Standards:</strong></td>
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<tr>
<td>• View and respond to a variety of industry-related artistic products integrating industry appropriate vocabulary. (A1.1)</td>
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<tr>
<td>• Describe the use of elements of art to express mood in digital or traditional art work found in the commercial environment. (A1.3)</td>
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<td>• Analyze the material used by a given artist and describe how its use influences the meaning of work. (A1.9)</td>
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<tr>
<td>• Compile a portfolio of multiple original two-and three-dimensional works of art that reflect technical skills in an industry-relevant application. (A2.5)</td>
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<tr>
<td>• Demonstrate personal style and advanced proficiency in communicating an idea, theme, or emotion in an industry-relevant artistic product. (A2.2)</td>
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<tr>
<td>• Create an artistic product that involves the effective use of elements of art and principles of design. (A2.6)</td>
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<tr>
<td>• Plan and create artistic products that reflect complex ideas, such as distortion, color, theory, arbitrary color, scale, expressive content, and real versus virtual. (A2.8)</td>
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<tr>
<td>• Create a multimedia work of art that demonstrates knowledge of media and technology skills. (A2.9)</td>
</tr>
<tr>
<td>• Prepare portfolios of original art created for a variety of purposes and commercial applications. (A5.6)</td>
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| English Language Development Standards Only: |
| When considering each core activity, it is important to examine the English proficiency levels of any EL student enrolled in the course. EL levels can be accessed via synergy. |
| In 2012, the CA Department of Education adopted new standards and new terminology for EL students. The new standards outline specific exit and entry level criteria that may assist teachers in designing lessons. The standards can be accessed via the following URL: [http://www.cde.ca.gov/sp/el/er/documents/eldstdspubication14.pdf](http://www.cde.ca.gov/sp/el/er/documents/eldstdspubication14.pdf) |
| • Access to terminology glossary and examples of specific hardware/equipment which may be unfamiliar to the students. |
| • Opportunities to practice and to spend time 1-1, after specific demonstrations of equipment have |

| Learning Objectives: |
| **Students will be able to:** |
| • Lead and facilitate groups of students in various learning activities. |
| • Coach and mentor year one students in the development of their skills and digital media concepts. |
| • Practice and model effective leadership, management, and organizational skills in working independently and with others. |
| • Assist teachers in the delivery, assessment, and monitoring of materials and work. |
| • Assess and reflect on their own work, based on comparison to professional examples from within the media industry. |
| • Demonstrate understanding of group dynamics and different personality features. |

| Instructional Resources: Resources: |
| • Computers |
| • Cameras |
| • *Elements of Journalism* - Journalism ethics manual by Bill Kovach & Tom Rosenthal |
| • *The Radical Write* - Journalistic writing manual by Bobby Hawthorne |

| Instructional Strategies: |
| • Use of Literacy Routines as a strategy for access text and writing from sources. |
| • Essential Elements of Instruction (EEI) for lesson design and lesson planning. |
- Use point of view, characterization, style (e.g., use of irony), and related elements for specific rhetorical and aesthetic purposes. (A7.1)
- Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre. (A7.5)
- Understand the component steps and skills required to design, edit, and produce a production for audio, video, electronic, or printed presentation. (A8.1)
- Analyze the way in which technical design (e.g., color theory, lighting, graphics, typography, posters, sound, costumes, and makeup) contributes to an artistic product, performance, or presentation. (A8.4)

**Arts, Media, and Entertainment (Knowledge and Performance Anchor Standards):**

- Identify personal interests, aptitudes, information, and skills necessary for informed career decision making. (3.1)
- Evaluate personal character traits such as trust, respect, and responsibility and understand the importance they can have on career success. (3.2)
- Solve predictable and unpredictable work-related problems using various types of reasoning (inductive, deductive) as appropriate. (5.2)
- Use health and safety practices for storing, cleaning, and maintaining tools, equipment, and supplies. (6.3)
- Maintain a safe and healthful working environment. (6.6)
- Explain the importance of accountability and responsibility in fulfilling personal, community, and workplace roles. (7.2)
- Demonstrate the qualities and behaviors that constitute a positive and professional work demeanor, including appropriate attire for the profession. (7.7)
- Demonstrate ethical and legal practices consistent with Arts, Media, and Entertainment sector. (10.2)

- Exercise effective leadership strategies, including organization, motivation, time management, engagement and empathy.
Key Unit Assignments:

- Advanced Students will review the equipment basics with the year one students (including a review of all of the hardware and software) used within the classroom and lab setting. They will discuss the protocols for appropriate use, distribution, storage, and handling. Students will use information from these demonstrations to prepare for an equipment skills and knowledge test. Expectation is 100% accuracy, but reinforcement of each application and hardware will take place throughout the course as students interact with each component.
- Advanced Students will facilitate and discuss class and project participation and classroom behavioral norms with the students, developing an agreed upon set of classroom expectations, including methods for addressing when norms are not upheld. Shared distribution of leadership. Students will also participate in a variety of grouping activities and Advanced Students will discuss group dynamics and behaviors of groups. All students will take a behavior/skills personality test which will help them establish the norms for the different personality types in the class and how to address behaviors and meet the needs of all learning types.
- Advanced Students will create a digital publication portfolio and utilize this throughout the year to compile specific work related assignments.
- Advanced Students will work cooperatively to create and complete the required templates for the digital publication (Yearbook) based on the design principles and ideas presented by the first year students. Presentation of templates will be done by year-one students working in collaborative groups. Advanced Students will evaluate and assess both the presentation style of the year-one students and the template using industry standards and evaluation measures. Advanced Students will write a written reflection of this experience and add this reflection to their digital portfolio.

Key Unit Assessments:

- Equipment skills test
- NORMS and behavioral expectations agreements – added to student portfolio
- Creation of digital work portfolio
- Creation of digital publication templates (evaluate according to industry standards)
- Written reflection of year-one presentations (added to digital portfolio)
Advanced Visual Communications and Digital Media Scope and Sequence
Unit 2: Staff Management and Team Building

**Unit Description:** Throughout this unit, the Advanced Students will work to assist the year-one students in understanding learning styles, group work strategies, workflow and leadership. Through a variety of hands-on activities, students will define and implement expectations for not only themselves, but their leadership and adviser. Students will collectively and collaboratively create a team-centered and community based environment that supports the overall mission of the publications staff. Students will use a variety of resources to understand staff hierarchies, leadership strategies and interpersonal skills. In this unit, Advanced Students will be expected to model effective leadership strategies for year-one students, while facilitating discussions, problem solving and assisting the development of community.

**Unit Standards**

**Arts, Media, and Entertainment Pathway Standards:**

- Identify contemporary styles and discuss the diverse social, economic, and political developments reflected in art work in an industry setting. (A3.3)
- Identify art in international industry and discuss ways in which the work reflects cultural perspectives. (A3.4)
- Analyze similarities and differences of purpose in art created in culturally diverse industry applications. (A3.5)
- Investigate and discuss universal concepts expressed in visual media products from diverse cultures. (A3.6)
- Develop written consumer assessment rubrics for separate, industry-specific art products. (A4.1)
- Deconstruct how beliefs, cultural traditions, and current social, economic, and political contexts influence commercial media (traditional and electronic). (A4.2)
- Create an artistic product for a specific industry and modify that product to accommodate a different aesthetic perspective. (A4.6)
- Know the features and uses of current and emerging technology related to computing (e.g., optical character recognition, sound processing, cable TV, cellular phones). (A8.3)
- Analyze the way in which technical design (e.g., color theory, lighting, graphics, typography, posters, sound, costumes, and makeup) contributes to an artistic product, performance, or presentation. (A8.7)

**Arts, Media, and Entertainment (Knowledge and Performance Anchor Standards):**

- Identify barriers to accurate and appropriate communication. (2.2)

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**Learning Objectives:**

- Identify characteristics of different learning styles.
- Demonstrate varying qualities possessed by various learners.
- Facilitate discussion among peers.
- Anticipate challenges and obstacles and effectively problem solve to address them.
- Assess the qualities of peers and create effective groups based on assessment.
- Communicate effectively with both large and small groups.
- Identify and implement effective marketing strategies.

**Instructional Resources:**

**Core Text:**
- *The Five Dysfunctions of a Team* - Team dynamics guidebook by Patrick Leoncioni
- *Leadership: It's a Marathon, Not a Sprint* - Leadership principles handbook by Gordon Tregold

**Instructional Strategies:**

- Use of Literacy Routines as a strategy for access text and writing from sources.
- Essential Elements of Instruction (EEI) for lesson design and lesson planning.
- Communicate information and ideas effectively to multiple audiences using a variety of media and formats. (2.5)
- Identify and ask significant questions that clarify various points of view to solve problems. (5.1)
- Understand the need to adapt to changing and varied roles and responsibilities. (7.3)
- Practice time management and efficiency to fulfill responsibilities. (7.4)
- Explain the importance of personal integrity, confidentiality, and ethical behavior in the workplace. (8.4)
- Identify the characteristics of successful teams, including leadership, cooperation, collaboration, and effective decision-making skills as applied in groups, teams, and career technical student organization activities. (9.2)
- Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace setting. (9.3)
- Participate in interactive teamwork to solve real Arts, Media, and Entertainment sector issues and problems. (9.7)

**Key Unit Assignments:**

- Students will demonstrate their understanding of different learning and working styles through a variety of role-playing scenarios. They will effectively demonstrate many common conflicts that arise in a group-work environment and assist the year-one students in understanding what challenges may be unfolding. They will lead the year-one students in a discussion of the scenarios and determine how they respond in those types of environments. Based on their responses, the students use a rubric to determine whether they are a visual, auditory or kinesthetic learner. For each learning style, the students then form groups with other fellow learners and create a poster that explains their style of learning, how to best work collaboratively and what they find challenging in different learning environments. Each group presents their learning style to the class, and then the whole class engages in discussion about how to effectively complete their tasks in ways that help members of all learning modalities. The Advanced Students participate alongside the year-one students in the latter part of this activity, helping guide discussions and maintaining group focus. They will also be observing the personalities and interactions of the other students.
- The Advanced Students will meet and discuss their observations, assessing the different traits exhibited among the year-one students. Based on their observations, the Advanced Students will identify any challenges or potential advantages among the members of the class, seeking to implement effective grouping strategies. Using their grouping strategies, the Advanced Students will then place the year-one students into marketing

**Key Unit Assessments:**

- Demonstration of learning styles (scenario performance)
- Development of a comprehensive marketing plan addressing specific learning styles (presentation).
- Team List Recommendations
- Modeling of effective leadership skills and responsibilities
- Successful facilitation of group discussions, including reflection and assessment of group members
teams, where they will develop a marketing plan based on the different learning and working styles. The Advanced Students will oversee and guide the year-one students in the creation of effective marketing materials.
**Advanced Visual Communications and Digital Media Scope and Sequence**  
**Unit 3: Design, Content, and Coverage**

**Unit Description:** The process of covering the school year is the most challenging and rewarding part of creating a publication and it changes every year. As such, staffs must work together to determine what are the most crucial events, groups, sports, clubs and people that need to be covered and where they need to be covered in the book. In this unit, Advanced and year-one students work very closely to develop plans and strategies for effective coverage. Advanced Students will develop (with input from year-one students) a coverage plan that directly relates to the character of the year and ties to the focus and flow of the publication’s theme. Students will collaborate to develop a method to find the stories that have not been told yet. The staff will identify, plan for and implement strategies for effective story-telling and visual packaging. Because the theme of the publications, events of the year and key players of the school community change every year, this unit is one that will be constantly updated and refreshed by the Advanced Students. With their experience from the previous years in the course, and their knowledge and practice, they will be able to help define and build a vision for the publication, while working alongside the year-one students on covering individuals and events.

**Unit Standards**

<table>
<thead>
<tr>
<th>Arts, Media, and Entertainment Pathway Standards:</th>
<th>English Language Development Standards Alignment:</th>
<th>Learning Objectives:</th>
<th>Instructional Resources:</th>
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</thead>
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</table>
  - Describe how the issues of time, place, and cultural influence are reflected in a variety of artistic products. (A3.2)
  - Analyze similarities and differences of purpose in art created in culturally diverse industry applications. (A3.5)
  - Investigate and discuss universal concepts expressed in visual media products from diverse cultures. (A3.6)
  - Deconstruct how beliefs, cultural traditions, and current social, economic, and political contexts influence commercial media (traditional and electronic). (A4.2)
  - Create an artistic product for a specific industry and modify that product to accommodate a different aesthetic perspective. (A4.6)
  - Create a commercial artistic product that communicates a cross-cultural or universal theme. (A5.5)
  - Synthesize traditional art work and new technologies to design an artistic product to be used by a specific industry. (A5.7)
  - Use point of view, characterization, style, and related elements for specific rhetorical and aesthetic purposes. (A7.1)
  - Integrate databases, graphics, and spreadsheets into electronically processed documents. (A7.4)
  - Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre. (A7.5) |  
  - When analyzing a variety of texts for features, design principles, etc., students may benefit from a review of text types, features, etc.
  - Students may benefit from structured grouping so that EL students have EO peers in their working group.
  - When conducting oral presentations, consider the language level and provide scaffolds for presentations, including reviewing expectations ahead of time and/or providing models, sentence frames, or other structures to support oral presentations. |  
  - Justify design, coverage, photography choices based on the publication’s mission.
  - Identify sources for original coverage.
  - Collaborate among peers.
  - Design story telling packages that are both visual and verbal, while being tied to the publication’s mission.
  - Make decisions based on previous experience and gained knowledge.
  - Practice effective decision making strategies.
  - Complete coverage of specific events and people. |  
  - *Elements of Journalism* - Journalism ethics manual by Bill Kovach & Tom Rosentheil
  - *The Radical Write* - Journalistic writing manual by Bobby Hawthorne
  - *Idea File* Magazine - Quarterly publication produced for yearbook advisers
  - *Communication: Journalism Education Today* Magazine - Publication for media teachers
  - *AP Style manual* |

**Instructional Strategies:**  
- Use of Literacy Routines as a strategy for access text
- Understand the component steps and skills required to design, edit, and produce a production for audio, video, electronic, or printed presentation. (A8.1)
- Use technology to create a variety of audio, visual, written, and electronic products and presentations. (A8.2)
- Know the features and uses of current and emerging technology related to computing. (A8.3)
- Evaluate how advanced and emerging technologies affect or improve media and design arts products or productions. (A8.7)

**Arts, Media, and Entertainment (Knowledge and Performance Anchor Standards):**

- Apply high-quality techniques to product or presentation design and development. (7.5)

**Key Unit Assignments:**

- After reviewing the structure and strategies for other time sensitive publications (periodicals, movie productions, book writing), the students will analyze how time and content management work together to help a publication come to life. Students will work in teams defined by content and book structure (academics, sports, student life, etc.) to identify the major stories and events that will take place during the school year. Advanced Students will organize these events in order to allow for in depth coverage and assign student work teams to report on the events. Advanced Students will consider time management and workflow in determining deadline schedules for story packages within each section. The student teams will collaborate on the timeline needed to complete the work necessary to meet publication deadlines. Each team will be comprised of students from all levels, but will be overseen by an Advanced Student. Advanced Students will take input and feedback from year-one students and will create and define the ladder (schedule of what topics will appear on which pages within the publications) for the year’s publication. The Advanced Students will build a deadline flowchart that the class will follow for the rest of the school year in order to ensure that the publication is finished in accordance with the production schedule.

**Key Unit Assessments:**

- Effective Visual/Verbal packaging
- Creation and maintenance of an effective ladder and deadline schedule including all key data

- When presenting marketing plans, students may benefit from a completed plan model and review of rubric expectations.

- Package materials so that communication is clear, effective and visually pleasing.
- Implement effective design strategies.
- Write using appropriate AP style.

- Essential Elements of Instruction (EEI) for lesson design and lesson planning.
Advanced Visual Communications and Digital Media Scope and Sequence
Unit 4: Interdisciplinary Writing

Unit Description: Without writing, a yearbook or newspaper is nothing but pictures. The writing gives the publication context and defines the images that the viewers are consuming. In order to have effective writing, students must work on their coverage from a number of angles. Unlike an English class, the audience for journalism copy is different—the writing isn’t intended for a teacher, but for students and the school and local community. The writing is also shorter, more direct, but also entertaining. For students, these components can be challenging. By focusing on the storytelling element of copy, and modeling after strong, modern writers, students will build a skillset that helps them capture the essence of the events that they cover, while writing at a higher level and in a new format. In this unit, Advanced Students will coach year-one students in the development of their journalistic writing skills. They will simultaneously complete their own assignments, while helping their peers find sources, write drafts and meet deadlines. Advanced Students will model the brainstorming, researching and writing process for their peers. They will complete their own assignments, while assisting the year-one students with the completion of their own. After stories are written, the Advanced Students utilize their knowledge of AP style and publications-specific style to edit the year-one stories and the stories of the other Advanced Students. They then help the newer students make the necessary edits and improvements to their writing pieces. Finally, the Advanced Students will identify opportunities for visual communication alongside written stories (such as videos, photo packaging, informational graphics, etc.).

Unit Standards

Arts, Media, and Entertainment Pathway Standards:
- Demonstrate skill in the manipulation of digital imagery (either still or video) in an industry-relevant application. (A2.1)
- Demonstrate personal style and advanced proficiency in communicating and idea, theme, or emotion in an industry-relevant artistic product. (A2.2)
- Use information and communication technologies to synthesize, summarize, compare, and contrast information from multiple sources. (A4.3)
- Discern the quality and value of information. (A4.4)
- Evaluate the ways in which irony, tone, mood, the author’s style, and the “sound” of language achieve specific rhetorical or aesthetic purposes or both. (A6.1)
- Analyze the way in which authors through the centuries have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings. (A6.2)
- Use point of view, characterization, style (e.g., use of irony), and related elements for specific rhetorical and aesthetic purposes. (A7.1)
- Use language in natural, fresh, and vivid ways to establish a specific tone. (A7.2)

English Language Development Standards Alignment:
- Consider purposeful grouping of teams for various school assignments.
- Students may benefit from a terminology glossary for specific publication terms.
- Review the presentation rubric and provide necessary scaffolds when and where applicable.

Learning Objectives:
- Identify the audience for writing tasks and tailor their compositions accordingly.
- Identify interesting, unusual or unique angles for subject matter coverage.
- Collaborate with peers to complete writing tasks.
- Coach inexperienced writers to meet necessary standards.
- Identify common errors and implement strategies to correct them.

Instructional Resources:
- Core Text:
  - *Elements of Journalism* - Journalism ethics manual by Bill Kovach & Tom Rosentheil
  - *The Radical Write* - Journalistic writing manual by Bobby Hawthorne
  - *Idea File* Magazine - Quarterly publication produced for yearbook advisers
  - JEA.org – Curriculum initiative--online resource from Journalism Education Association with topic-specific lesson plans for students

Instructional Resources:
- Enhance meaning by employing rhetorical devices, including extended use of parallelism, repetition, analogy; incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action. (A7.3)
- Integrate databases, graphics, and spreadsheets into electronically processed documents. (A7.4)
- Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre. (A7.5)
- Understand the component steps and skills required to design, edit, and produce a production for audio, video, electronic, or printed presentation. (A8.1)
- Use technology to create a variety of audio, visual, written and electronic products and presentations. (A8.2)
- Differentiate writing processes, formats, and conventions used for various media. (A8.5)
- Analyze and assess technical support options related to various media and design arts. (A8.6)

### Arts, Media, and Entertainment (Knowledge and Performance Anchor Standards):
- Use information and communication technologies to synthesize, summarize, compare, and contrast information from multiple sources. (4.3)
- Discern the quality and value of information collected using digital technologies, and recognize bias and intent of associated sources. (4.4)
- Adhere to copyright and intellectual property always and regulations, and use and appropriately cite proprietary information. (8.6)
- Conform to rules and regulations regarding sharing of confidential information, as determined by Arts, Media, and Entertainment sector laws and practices. (8.7)
- Construct projects and products specific to the Arts, Media, and Entertainment sector requirements and expectations. (10.3)

### Key Unit Assignments:
- Students will conduct an extensive study of the Associated Press style manual (AP) and review appropriate journalistic writing features. Students enrolled Year 1 will read a series of short stories and examine author’s

### Key Unit Assessments:
- Practice appropriate AP style.
- Prepare consumable materials for other students to assist in learning appropriate writing strategies.
- Provide helpful and constructive feedback for young writers.

### Instructional Strategies:
- Use of Literacy Routines as a strategy for access to text and writing from sources.
- Essential Elements of Instruction (EEI) for lesson design and lesson planning.

### Previous years’ publications

### Communication:
- Journalist Education Today Magazine - Publication for media teachers
- AP Style Manual – URL: https://owl.english.purdue.edu/owl/resource/735/02/
- Previous years’ publications

### Arts, Media, and Entertainment (Knowledge and Performance Anchor Standards):
- Practice appropriate AP style.
- Prepare consumable materials for other students to assist in learning appropriate writing strategies.
- Provide helpful and constructive feedback for young writers.

### Instructional Strategies:
- Use of Literacy Routines as a strategy for access to text and writing from sources.
- Essential Elements of Instruction (EEI) for lesson design and lesson planning.

### Previous years’ publications

### Key Unit Assignments:
- Students will conduct an extensive study of the Associated Press style manual (AP) and review appropriate journalistic writing features. Students enrolled Year 1 will read a series of short stories and examine author’s
works on several different levels and for several different key features (tone, context, audience, theme, and overall content). They will discuss their findings in small groups, facilitated by the Year 2 students who will also assist in selecting the key stories. Utilizing the elements from the stories, students will then be assigned to cover a specific school related activity or event. They will use the author selected and the key features to write their own piece, modeling their author and the author’s use of literary devices and textual features. They will focus on capturing the important (timely) details of the event, while also trying to uncover the unique perspective or angle that is special to that activity. The event coverage stories will not be summaries—they will be intended to be snapshots of life as part of the campus community. Upon completing their stories, the students will compare their work with others who covered the same event. All the students who cover similar events will share their writing and get feedback from Advanced Students who also attended the events. Finally, the Advanced Students will work with a rubric to gauge the success of the stories written by the year-one students. From there, the Advanced Students will share their feedback and edits with the year-one students. All students will work together to collaborative create writing rubrics that will rate later writing assignments that are done for page and deadline assignments utilizing key AP stylistic features. All students will write a summary reflection of their work.

- Advanced Students will conduct a presentation on AP Style Manual features utilizing a web 2.0 tool.

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>- Design of writing and editing rubric (utilizing AP style manual features and aligned to SBAC expectations)</td>
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<td>- Quiz/test on AP style features</td>
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<tr>
<td>- Presentation on AP Style features</td>
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<td>- AP Style Test</td>
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</table>
## Advanced Visual Communications and Digital Media Scope and Sequence
### Unit 5: Photography

**Unit Description:** Photography is one of the most important aspects to designing, planning, and creating a yearbook. Through a series of group assignments that will be coordinated and carried out by the Advanced Students, the staff will learn a range of techniques from: camera basic operations, lighting, composition and shooting techniques. Students will be given the opportunity to practice taking photos emphasizing each technique and receive both teacher and peer evaluation/feedback for each assignment. The student groups will work to effectively select photos that they have taken and recognize principles to determine which photos to place in each yearbook spread. Advanced Students will deliver the basic instruction for the year-one students, and then begin work on their own projects simultaneously. While year-one students complete basic practice of photography, Advanced Students will work to become a knowledgeable resource in a more complicated area of focus, within photography, such as: shooting sports, dramatic lighting, working with productions, digital manipulation and photography ethics.

<table>
<thead>
<tr>
<th>Unit Standards</th>
<th>English Language Development Standards Alignment</th>
<th>Learning Objectives</th>
<th>Instructional Resources</th>
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</thead>
</table>
| **Arts, Media, and Entertainment Pathway Standards:**  
- Demonstrate skill in manipulation of digital imagery (either still or video) in an industry-related application. (A2.1)  
- Identify and describe the role and influence of new technologies on contemporary arts industry. (A3.1)  
- Describe how the issues of time, place, and cultural influence are reflected in a variety of artistic products. (A3.2)  
- Investigate and discuss universal concepts expressed in visual media products from diverse cultures. (A3.6)  
- Analyze and articulate how society influences the interpretation and effectiveness of an artistic product. (A4.5)  
- Deconstruct works of art, identifying psychological content found in the symbols and images and their relationship to industry and society. (A5.3) |  
- Students may require background knowledge on photography terminology.  
- Students may require specific demonstration of equipment in smaller setting.  
- When presenting to others, students may benefit from a specific presentation outline. |  
- Demonstrate a mastery of basic photographic principles.  
- Organize and implement effective workflow system for peers.  
- Provide relevant, helpful feedback for peers.  
- Research and synthesize processes and strategies of a new area of photography study.  
- Compile necessary resources for other students to utilize.  
- Shoot, edit, upload and portfolio individual photographic projects.  
- Reflect on photographic works of their own and their peers.  
- Utilize a rubric to evaluate photographic works. |  
- **Core Text:**  
  - *Digital Photography Book*, Parts I-III - Photography textbook by Scott Kelby  
  - Adobe Creative Team, *Adobe Photoshop in a Book* - Photoshop textbook  
  - Technical documents to support hardware (e.g. camera manuals)  
  - JEA.org – Curriculum initiative--online resource from Journalism Education Association with topic-specific lesson plans for students) |  
| **Arts, Media, and Entertainment (Knowledge and Performance Anchor Standards):**  
- Interpret verbal and nonverbal communications and respond appropriately. (2.4)  
- Communicate information and ideas effectively to multiple audiences using a variety of media and formats. (2.5)  
- Use information and communication technologies to synthesize, summarize, compare, and contrast information from multiple sources. (4.3)  
- Interpret information and draw conclusions based on the best analysis, to make informed decisions. (5.4) |  
| **Instructional Strategies:** |  
- Use of Literacy Routines |
- Understand the need to adapt to changing and varied roles and responsibilities. (7.3)
- Access, analyze, and implement quality assurance standards of practice. (8.1)
- Demonstrate ethical and legal practices consistent with industry workplace standards. (8.3)
- Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in SkillUSA career technical student organizations. (9.0)
- Apply essential technical knowledge and skills common to pathways in Arts, Media, and Entertainment sector, following procedures when carrying out experiments or performing technical tasks. (10.0)

- Identify and practice the key principles of photography.
- Demonstrate an understanding of camera technical functions.
- Participate in photographic documentation activities of school events.
- Collaboration between designers, photographers and writers to create effective visual storytelling packages.
- Perform basic photographic editing skills to improve the publication quality of photos.
- Engage in critiquing dialogue with photographers and writers.

**Key Unit Assignments:**
- Utilizing the basic photography composition fact sheets prepared by year 1 students which introduce the concepts and principles of: center of interest, rule of thirds, angle, framing, leading lines, and peak emotion, and the Advanced Students will proof the composition fact sheets. They will then assist in grouping the year 1 students whereby each group will be given random sample photos and will be asked to identify and explain the composition principle emphasized in the photo. Each group will create a series of photographs that align with the composition fact sheet, with each photo emphasizing one particular principle of composition. Advanced

**Key Unit Assessments:**
- Students will complete their Photography Portfolio according to rubric specifications
- How-To sheets for areas of focus
- Rubrics for photo selection
- Presentation on basic photographic principles

as a strategy for access text and writing from sources.

- Essential Elements of Instruction (EEI) for lesson design and lesson planning.
Students will create a rubric that each staff photographer will use in selecting the photographs that will be used for the digital publication. As Advanced Students complete their area of study, they will be asked to create a guide that assists other students in reviewing their composition fact sheet. The fact sheets will be included in the staff manual for use by all students in the course. Advanced Students will add their rubrics to their ongoing course portfolio.
## Advanced Visual Communications and Digital Media Scope and Sequence
### Unit 6: Forms and Functions of Language (Writer’s Style)

**Unit Description:** In order to assemble an overall product that is professional and free from errors, students need to learn the foundations for editing. All print media should follow the Associated Press Style and each individual staff should also create its own style book, addressing issues like mascots, commonly known acronyms, etc. In this unit, students will familiarize themselves with both AP and publication style, while being able to apply both subjective editing and objective editing to the text that is being completed for publication. Students will work on their own writing, as well as editing the writing of their peers and being able to give thoughtful and constructive feedback. Advanced Students will be responsible for the creation of the year-specific style manual for the publication. They will also build off of lessons from previous units regarding basics of AP style. In this unit, the instruction will go more in depth and require the Advanced Students to engage fully in the editing and revision process, alongside year-one students. Before being able to write for publication, all Advanced Students must pass the AP Style test with a 90% score or higher.

**Unit Standards:**

<table>
<thead>
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<tr>
<td>• Use point of view, characterization, style (e.g., use of irony), and related elements for specific rhetorical and aesthetic purposes. (A7.1)</td>
<td>• English Learners overseeing specific editing functions within the key assignment may need assistance in some of the more technical formalized language forms and functions.</td>
<td>Students will be able to:</td>
<td>• <em>Elements of Journalism</em> - Journalism ethics manual by Bill Kovach &amp; Tom Rosentheil</td>
</tr>
<tr>
<td>• Use language in natural, fresh, and vivid ways to establish a specific tone. (A7.2)</td>
<td>• When reviewing copy, consider pairing up students.</td>
<td>• Effectively write content using proper Associated Press Style.</td>
<td>• <em>The Radical Write</em> - Journalistic writing manual by Bobby Hawthorne</td>
</tr>
<tr>
<td>• Enhance meaning by employing rhetorical devices, including extended use of parallelism, repetition, analogy; incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action. (A7.3)</td>
<td>• Consider providing models of the reflection summary, reviewing rubrics, and scaffolding writing accordingly.</td>
<td>• Contribute to the creation of a staff style manual that reflects the publication’s mission.</td>
<td>• <em>Associated Press</em>, Current Edition AP Style Manual</td>
</tr>
<tr>
<td>• Integrate databases, graphics, and spreadsheets into electronically processed documents. (A7.4)</td>
<td>• • Demonstrate mastery of basic AP style skills.</td>
<td>• Perform comprehensive editing on the writing of self and peers.</td>
<td>• Eric the car guy.com</td>
</tr>
</tbody>
</table>
| • Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre. (A7.5) | • Provide effective and useful critical feedback to peers. | • Reflect on and improve one’s own writing, based on feedback from others. | **Instructional Strategies:**
| • Understand the component steps and skills required to design, edit, and produce a production for audio, video, electronic, or printed presentation. (A8.1) | • Use of Literacy Routines as a strategy for access text and writing from sources. | **Core Text:** |

**Arts, Media, and Entertainment (Knowledge and Performance Anchor Standards):**

- Demonstrates elements of written and electronic communication such as accurate spelling, grammar, and format. (2.4)
- Use electronic reference materials to gather information and produce products and services. (4.1)

**Learning Objectives:**

- Effectively write content using proper Associated Press Style.
- Contribute to the creation of a staff style manual that reflects the publication’s mission.
- Perform comprehensive editing on the writing of self and peers.
- Demonstrate mastery of basic AP style skills.
- Provide effective and useful critical feedback to peers.
- Reflect on and improve one’s own writing, based on feedback from others.
- Access, analyze, and implement quality assurance standards of practice.

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<th>Key Unit Assignments:</th>
<th>Key Unit Assessments:</th>
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| A key requirement of the digital publication is to conduct a careful and ongoing editing process. Students will be responsible for assessing their digital publication through a variety of editing rounds. They will learn about the various stages of the editing process, will create a mock page that includes copy, captions, headlines, and other text features. They will submit this page to an editing team who will then be responsible for one round of editing. The page will go through seven rounds of editing before considered as “final” copy. It will then be returned to the original creator to make “final” edits. The rounds of editing include: assessing the story, leads and language, editorializing, quotes and transitions, copy editing marks, AP style, and publication readiness. Upon completion of this exercise, students will write a 1-2 page reflection summary of the editing process, including the importance of multiple rounds of editing. This reflection will be submitted to the student’s writing portfolio. | - 1-2 page reflection on editing process  
- Submission of final copy pages |
Unit Description: Foundations of Marketing - Students will assess their own buying tendencies and habits and determine effective methods of marketing to their target market. Students will examine common challenges that merchandisers face and come up with creative solutions to increase the buy rate for both books and advertising space. Students will design, implement and assess their own marketing plans and strategies. Advanced Students will be responsible for creating dual marking packages—one targeted at underclassmen and one targeted at either seniors or the outside-of-school community.

Unit Standards

**Arts, Media, and Entertainment Pathway Standards:**
- Analyze the aesthetic value of a specific commercial work of art and defend that analysis from an industry perspective. (A4.3)
- Compare and contrast the ways in which different artistic media (television, newspapers, magazines, and electronic media) cover the same commercial content. (A5.1)
- Create a commercial artistic product that communicates a cross-cultural or universal theme. (A5.5)
- Synthesize traditional art work and new technologies to design an artistic product to be used by a specific industry. (A5.7)

**Arts, Media, and Entertainment (Knowledge and Performance Anchor Standards):**
- Advocate and practice safe, legal, and responsible use of digital media information and communications technologies. (2.6)
- Explore how information and communication technologies are used in career planning and decision making. (3.3)
- Research the scope of career opportunities available and the requirements for education, training, certification, and licensure. (3.4)
- Recognize the importance of small business in the California global economies. (3.7)
- Develop a career plan that reflects career interests, pathways, and postsecondary options. (3.9)
- Recognize how financial management impacts the economy, workforce, and community. (7.1)
- Demonstrate knowledge and practice of responsible financial management. (7.6)

English Language Development Standards Alignment:
- Students may benefit from sample marketing proposals, review of rubric criteria, and scaffolded instruction in writing process.

Learning Objectives:
- Design and implement an effective marketing plan.
- Assess the outcome and effectiveness of various marketing plans.
- Generate and create advertising to help fund publication.
- Identify the challenges involved in sales and advertising.
- Tailor marketing efforts to specific audiences.
- Create, manage and track a budget.
- Understand the importance of marketing in the digital communications field.

Instructional Resources:
- **Core Text:**
  - *Selling the Invisible* - Marketing strategy book by Harry Beckwith
  - *The Tipping Point* - Advertising/marketing/social behaviors book by Malcolm Gladwell

Instructional Strategies:
- Use of Literacy Routines as a strategy for access text and writing from sources.
- Essential Elements of Instruction (EEI) for lesson design and lesson planning.
- Explain how professional associations and organizations as well as associated leadership development and competitive career development activities enhance academic preparation, promote career choices, and contribute to employment opportunities. (9.4)

### Key Unit Assignments:

Students will participate in a number of self-assessments that will help them create an advertising profile for their “type” of customer. They will also examine several different successful advertising campaigns and assess the strategies used. Coupling that information together, they will then create their own marketing plan to determine the best methods for marketing and selling yearbooks and yearbook related products and services. The students will be able to periodically assess the success of their campaigns, make changes and adaptations and practice proper budget management. The students will also be responsible for creating and maintaining not only a marketing budget, but a business budget for the class. At the end of the year, the students will be responsible for assessing the overall success of the marketing plans and budgeting for the upcoming year. All students will be responsible for submitting budget proposals. Advanced Students will assess all proposals from year-one students and assist them in making them more sound and effective. Advanced Students will also submit their own proposals, to be reviewed by the adviser. Advanced Students will be responsible for implementing one of their marketing plans and tracking its progress over a period of a month. At the conclusion of the month, they will have to assess its success and look for ways to improve their strategies and approaches to increase sales and marketing success. Advanced Students will write a 1-2 page reflection of task and include it in their digital portfolio.

### Key Unit Assessments:

- Marketing proposal
- Marketing assessment
- Marketing implementation
- 1-2 page reflection
## Unit Description:
By the end of the year, the Advanced Students are seasoned coaches. In this final unit, they will coach their own “team” of students in creating a proposal for the next year’s book. Students spend the entire school year building their publication around that year’s theme. The students create designs, stories and more that support the overall motif of the book. Every element that goes in to the creation of the yearbook must address the theme and somehow be connected or related to it. Students are responsible for recognizing and defining these connections. In order to demonstrate how that message is created, supported and designed, each student in class creates a mock yearbook, from scratch. They have to determine a verbal and visual concept which follows the guidelines of an appropriate, realistic theme for the next school year. They build designs, generate copy and tell stories that support the theme they have created. They go through all the work that helped make the current yearbook a reality, to help prepare for the upcoming year. The entire course of study hinges on the importance and significance of that year’s theme and the students must tailor their work to fit the predetermined mission. In the creation of their own themes, they get to determine what the next year will be defined by. The Advanced Students are responsible for a single team and they work with them through the cover-to-cover design of a publication. At the end of the unit, all the proposals are presented and the students vote on those they find the strongest.

### Unit Standards

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<td>Select industry-specific works and analyze the intent of the work and the appropriate use of media. (A1.4)</td>
<td>English learners enrolled in this course may need assistance in the following:</td>
<td>Students will be able to:</td>
<td>Core Text:</td>
</tr>
<tr>
<td>Create an artistic product that involves the use of the elements of art and the principles of design. (A2.6)</td>
<td>• Pairing for small groups should take language levels into consideration. Students benefit from language pairings that include EL and EO students.</td>
<td>• Pitch, support and discuss a potential theme.</td>
<td>• Various magazines and publications</td>
</tr>
<tr>
<td>Plan and create artistic products that reflect complex ideas, such as distortion, color, theory, arbitrary color, scale, expressive content, and real versus virtual. (A2.8)</td>
<td>• Practice in small groups with language considerations prior to pitching ideas.</td>
<td>• Identify defining characteristics for the upcoming school year.</td>
<td>• Pinterest.com -design/theme ideas</td>
</tr>
<tr>
<td>Create a multimedia work of art that demonstrates knowledge of media and technology skills. (A2.9)</td>
<td>• Consider modifying the length of the presentation for LEP students and sharing the presentation criteria/rubric ahead of time.</td>
<td>• Evaluate the effectiveness of other themes.</td>
<td>• Newseum.org -professional publication samples</td>
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<tr>
<td>Develop written consumer assessment rubrics for separate, industry-specific art products. (A4.1)</td>
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<td>• Design a visual and verbal package that supports the publication’s mission.</td>
<td>• Publications from previous years and other schools</td>
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<tr>
<td>Deconstruct how beliefs, cultural traditions, and current social, economic, and political contexts influence commercial media (traditional and electronic). (A4.2)</td>
<td></td>
<td>• Participate in the discussion and selection of outstanding themes for publication in the upcoming year.</td>
<td>Instructional Strategies:</td>
</tr>
<tr>
<td>Analyze the aesthetic value of a specific commercial work of art and defend that analysis from an industry perspective. (A4.3)</td>
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<td>• Reflect on their best practices over the course of the school year.</td>
<td>• Use of Literacy Routines as a strategy for access text and writing from sources.</td>
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<td>Analyze the relationship between the artist, artistic product, and audience in both an existing and self-generated project. (A4.4)</td>
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<td>• Create a comprehensive document to help other students</td>
<td>• Essential Elements of Instruction (EEI) for lesson design and lesson planning.</td>
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- Analyze and articulate how society influences the interpretation and effectiveness of an artistic product. (A4.5)
- Create an artistic product for a specific industry and modify that product to accommodate a different aesthetic perspective. (A4.6)
- Understand the key technical and technological requirements applicable to various segments of the Media and Design Arts Pathway (A8.0 – A8.7)

**Arts, Media, and Entertainment (Knowledge and Performance Anchor Standards):**

- Utilize work-based/workplace learning experiences to demonstrate and expand upon knowledge and skills gained during classroom instruction and laboratory practices specific to the Arts, Media, and Entertainment sector program of study. (11.1)
- Demonstrate entrepreneurship skills and knowledge of self-employment options and innovative ventures. (11.3)
- Create a portfolio, or similar collection of work, that offers evidence through assessment and evaluation of skills and knowledge competency as contained in the anchor standards, pathway standards, and performance indicators. (11.5)

**Key Unit Assignments:**

- Working in small groups, teams of students will create a potential yearbook theme for the upcoming year. Students will be expected to pitch their verbal concepts for a potential book, based on what they know about what will occur in the upcoming year. They will demonstrate their knowledge and understanding of theme development, graphics, color theory, packaging, photography and the other elements of the course, by creating a thorough and comprehensive book pitch. The students will create samples of all elements of the course, from cover to cover. They will also be required to develop a visual theme, in conjunction with a verbal and graphic concept. They will demonstrate their complete understanding of all elements of yearbook production through this project. Collectively, the class will then select the theme packages they feel are the best fit for the upcoming school year. The top choices who assume their positions in the future.
- Assist year-one students in developing their creative ideas.

**Key Unit Assignments:**

- Final Theme Presentation
- Coaching Handbook
will then be developed over the summer to prepare the staff for camp and the start of the new school year in the fall. The Advanced Students work together and share the ideas of their teams, working together to create suggestions and ideas to assist all the year-one students. They work together to create a coaching “handbook” for next year’s Advanced Students that documents the challenges and strategies that they used to be successful “coaches” over the course of the school year.