Escondido Union High School District

Visual Communications & Digital Media

EUHSD Board Approval Date: 6/16/15

(*This curriculum is designed to replace Yearbook 1)
The EUHSD Visual Communications and Digital Media curriculum utilizes an integrated standards design approach. Standards and skills outlined within the curriculum document are derived from California Career Technical Education Model Curriculum Standards, California Common Core English Language Arts Standards, and the California Visual and Performing Arts Standards. The curriculum document is designed to be updated annually based on student academic achievement data, research and best practices, and input from industry stakeholders. The EUHSD Visual Communications and Digital Media curriculum document contains the following information:

A. Course Description  
B. Course Guidelines  
C. Unit Scope and Sequence Outlines

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 creation of or revision to elective courses is an ongoing commitment to an integrated design model grounded in skills taken from the California Career Technical Education Model Curriculum Standards as well as a focus on core standards outlined in the Career Technical Subjects/English Language Arts Literacy Standards.

The EUHSD is committed to providing students across all disciplines with numerous opportunities to engage in meaningful classroom activities that are designed to enhance student engagement with high quality text, small and large group conversations across disciplines, and opportunities to demonstrate learning through reading, writing, speaking/listening, and research through the use of technology.

**English Language Arts Instructional Shifts**

| 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 sample tasks, Appendix B). Teachers create more time 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 “principled”) teachers constantly build students’ ability to access more complex texts across the content areas (Appendix A, pp.33-36). |
| Shift 4: Text-based | Students have rich and rigorous conversations which are dependent on students reading a central text. Teachers ensure classroom
### 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-ready 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).

The EUHSD Visual Communications and Digital Media curriculum document serves to support outcomes evidenced in the College and Career Readiness Standards. A detailed list of resources around which the curriculum is designed is as follows:

1. [Career Technical Education Model Curriculum Standards](#)
2. [Common Core College and Career Readiness Standards Document](#)
3. [California English Language Arts/English Language Development Frameworks](#)
4. [California Visual and Performing Arts State Standard](#)
5. [California Visual and Performing Arts State Framework](#)
6. [The Yearbook Suite](#)

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**Visual Communications & Digital Media (former Yearbook 1) – Course Description**

Students enrolled in Visual Communications Digital Media learn and interact with the various media skills and tools necessary to produce the school’s literary publications: school yearbook. Students study industry related publication policies and procedures relative to digital media and visual communication in a high school setting. Students build the habits of mind skills that serve to enhance their leadership, teamwork, and higher level thinking for decision making. Students will improve their critical thinking and writing skills, advance their understanding of journalistic writing and reporting, and increase their access to quality, complex reading pieces in the world around them.
Course Length – One Year

Grade Level – 9-12

UC/CSU Requirement: Meets UC "g" elective.

EUHSD Graduation Requirement: Meets EUHSD Elective Credit or EUHSD Fine Arts/CTE Requirement
5 general elective credits per semester – total of 10
This course is not repeatable for credit.

Course Number Semester A: (P) 4971

Course Number Semester B: (P) 4972

Transcript Abbreviation Semester A: VIS COMM/MEDIA A

Transcript Abbreviation Semester B: VIS COMM/MEDIA B

Number of Credits Per Semester: 5 general elective credits per semester total of 10

Required Prerequisites: N/A

Recommended Prerequisites:
1. Concurrent enrollment in English class

Board Approval Date/Curriculum: June 16, 2015

Board Approval Date/Instructional Materials: June 16, 2015

Core Instructional Materials:
- There is no core textbook for this course. Students will utilize a variety of supplemental resources.

Supplemental Instructional Resources: A variety of supplemental instructional resources will be utilized throughout the course.
- Desktop computer or other hardware for publishing and editing of digital publication
- Idea File – a quarterly published magazine for yearbook advisors
- Communication: Journalism Education Today – a magazine publication for media teachers
- Adobe Creative Team (Adobe Photoshop in a book) – a photoshop textbook
- Various technical documents to support hardware (e.g., camera manuals)
- APA Style manual
Visual Communications and Digital Media Course Requirements

The following resources are designed to assist teachers in implementing EUHSD curriculum.

1. The Essential Elements of Instruction -
2. Content Literacy Routines designed by Education Associates

### Unit 1 – First 30 Days/Boot Camp (An Introduction to Visual Communications and Digital Media)

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| **Unit Description:** The First 30 Days introduces students to the concepts and principles that go into creating a journalistic document for publication. In this first unit, the students will engage in lessons that create the foundation for the units of study for the rest of the school year. Pulling from lessons throughout the curriculum, The First 30 Days gives students their first look at the foundations for what goes into creating product that has strong journalistic writing, thoughtful and conceptual design, with thorough coverage and in-depth writing and reporting. Students are guided through lessons in staff organization, management and team building, while simultaneously learning design, photography and writing and editing basics. They are presented with marketing, sales and business management, while learning the process of creating a comprehensive, historical document that encapsulates the events and activities of the school year. This introductory unit establishes the building blocks for all later units in the course. | CTE Anchor Standards: 3.1: Identify personal interests, aptitudes, information, and skills necessary for informed career decision making. 3.2: Evaluate personal character traits such as trust, respect, and responsibility and understand the importance they can have on career success. 5.2: Solve predictable and unpredictable work-related problems using various types of reasoning (inductive, deductive) as appropriate. 6.3: Use health and safety practices for storing, cleaning, and maintaining tools, equipment, and supplies. 6.6: Maintain a safe and healthful working environment. 7.2: Explain the importance of accountability and responsibility in fulfilling personal, community, and workplace roles. 7.7: Demonstrate the qualities and behaviors that constitute a positive and professional work demeanor, including appropriate attire for the profession. 8.3: Demonstrate ethical and legal practices consistent with Arts, Media, and | Students will be able to:  
- Identify the key principles of journalism  
- Summarize the purpose of a comprehensive, historical account of the school year  
- Demonstrate a basic understanding of journalistic skills, such as writing and interviewing  
- Participate in planning, marketing and organizational discussions with peers |

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<td>Students will review the equipment (including all hardware) within the classroom and will discuss protocols for distribution, use, and storage/handling.</td>
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<td>Why is scholastic journalism important?</td>
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Students will discuss participation and behavioral norms for the course, including completion of a personal interest survey and a learning inventory. The course requires students to work collaboratively and independently solving work related problems and developing a sense of community and trust.

Students will keep a digital portfolio of their writing/work and aspects of careers in journalism, media publication, etc.

Students will demonstrate their understanding of the interviewing process through the analysis of three pieces of writing. After reading short narratives from Rick Bragg, Anne Lamott and another contemporary author of their choosing, the students will analyze the content of the story and the methods used to obtain the information included. Based on their discussion of effective interviewing strategies, the students will be able to identify the approaches each writer used to get his or her subject to share the information that was included in the story. The students will then practice different interviewing approaches with mock interview sources and create a short narrative based on their interview subject and the story he or she shares. The content of the stories will vary, based the approach used by the interviewer when engaging with the mock source.

Key Assessments:
- All students will complete a Mock page design
- Student interview summary based on the mock student interview
- Vocabulary/terminology assessment utilizing the specific terminology relative to arts, media, and entertainment industry sector

Unit 1 Resources:
- Rick Bragg, *All Over But the Shoutin’* - a collection of journalism articles
- Anne Lamott, *Bird by Bird* - writing handbook
- Bill Kovach & Tom Rosentheil, *Elements of Journalism* - Journalism ethics manual
- Bobby Hawthorne, *The Radical Write* - Journalistic writing manual

Entertainment sector workplace standards.
10:1 Interpret and explain terminology and practices specific to the Arts, Media, and Entertainment sector.
10.2: Comply with the rules, regulations, and expectations of all aspects of the Arts, Media, and Entertainment sector.
A2.6: Create an artistic product that involves the effective use of the elements of art and the principles of design.

Unit 2 – Staff Management & Team Building
### Unit 2 Description, Key Lab Assignments, and Key Assessments

**Unit Description:** Throughout this unit, the students will work to understand 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.

### Unit 2 Essential Questions:
- Why is community important?
- How is a school publication like a sports team?
- How can I work effectively with my peers

### Key Assignments:
- In order to further student understanding of the barriers to communication, students will first complete a flow chart that identifies different learning modalities including review of information on how to communicate effectively in a variety of situations. Students will assess and discuss a variety of 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. After this discussion, each group develops a marketing plan that caters to a certain type of learner.

### Unit 2 Essential Standards

**CTE Anchor Standards:**
- 2.2: Identify barriers to accurate and appropriate communication.
- 2.5: Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- 5.1: Identify and ask significant questions that clarify various points of view to solve problems.
- 7.3: Understand the need to adapt to changing and varied roles and responsibilities.
- 7.4: Practice time management and efficiency to fulfill responsibilities.
- 8.4: Explain the importance of personal integrity, confidentiality, and ethical behavior in the workplace.
- 9.2: 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.
- 9.3: Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace setting.
- 9.7: Participate in interactive teamwork to solve real Arts, Media, and Entertainment sector issues and problems.

### Unit 2 Learning Outcomes

- Students will be able to:
  - Work collaboratively with a peer group
  - Delegate tasks among peers
  - Prioritize assignments to streamline workflow
  - Establish and maintain a sense of community and teamwork with peers
  - Identify personal learning and leadership styles
Key Assessments:
- Development of a comprehensive marketing plan addressing specific learning styles (presentation).

Unit 2 Resources:
- Sandra Cisneros, *House on Mango Street* - Short story/novel
- Patrick Leoncioni, *The Five Dysfunctions of a Team* - Team dynamics guidebook
- Gordon Tregold, *Leadership: It’s a Marathon, Not a Sprint* - Leadership principles handbook

Unit 3 – Design, Content, and Coverage

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<td><strong>Unit Description</strong>: The process of covering the school year is the most challenging and rewarding part of creating a publication. 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. A skilled leadership team will develop 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.</td>
<td><strong>CTE Anchor Standards</strong>: 7.5: Apply high-quality techniques to product or presentation design and development. <strong>Pathway Standards</strong>: A1.2: Identify and use the principles of design to discuss, analyze, and create projects across multiple industry applications. A1.4: Select industry-specific works and analyze the intent of the work and the appropriate use of media. A1.7: Analyze and discuss complex ideas, such as distortion, color, theory, arbitrary color, scale, expressive content, and real versus virtual in works of art. A2.8: Plan and create artistic products that reflect complex ideas, such as distortion, color, theory, arbitrary color, scale, expressive content, and real versus virtual. A3.1: Identify and describe the role and influence of new technologies on contemporary arts industry. A8.1: Understand the component steps and skills required to design, edit, and produce a production for audio, video, electronic, or printed presentation.</td>
<td><strong>Students will be able to</strong>: 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.</td>
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<td><strong>Unit 3 Essential Questions</strong>: How are verbal and visual stories related?</td>
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<td><strong>Key Assignments</strong>: 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. They will organize these events in order to allow for in depth coverage and</td>
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assign student work teams to report on the events. They 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. Collectively, the staff, guided by experienced members, will create and define the ladder (schedule of what topics will appear on which pages within the publications) for the year’s publication. The leadership team 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 Assessments:**
- Creation and presentation of a section template
- Visual/Verbal packaging

**Unit 3 Resources:**
- Bill Kovach & Tom Rosentheil, *Elements of Journalism* - Journalism ethics manual
- Bobby Hawthorne, *The Radical Write* - Journalistic writing manual
- *Idea File* Magazine - Quarterly publication produced for yearbook advisers
- *Communication: Journalism Education Today* Magazine - Publication for media teachers

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### 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
| **CTE Anchor Standards:**
| **Students will be able to:**
| **Learning Outcomes**

#### Essential Standards

- A8.4: Analyze the way in which technical design (e.g., color theory, lighting, graphics, typography, posters, sound, costumes, makeup) contributes to an artistic product, performance, or presentation.

- CTE Anchor Standards:
  - 4.3: Use information and communication technologies to synthesize, summarize, compare, and contrast information from multiple sources.
  - 4.4: Discern the quality and value of information collected using digital technologies, and recognize bias and intent of associated sources.
  - 8.6: Adhere to copyright and intellectual property always and regulations, and use and

- **Learning Outcomes**
  - Identify the audience for writing tasks and tailor their compositions accordingly
  - Compose writing pieces from a storytelling perspective
  - Identify interesting, unusual or unique angles for subject matter coverage
  - Collaborate with peers to complete writing tasks
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.

Unit 4 Essential Questions:
- Where do stories come from?
- What is the story behind the story?

Key Assignments:
- Students will read a series of short stories by various authors (including, but not limited to: Rick Bragg, Maya Angelou, Jen Lancaster and others). They will look at these authors and their work on several different levels. They will examine tone, context, audience, theme and overall content. After selecting a style that appeals to them, the students will be assigned an event to cover. The events will vary from sporting matches, campus activities or community events. From there, the students will use the author they selected as an inspiration for their own writing, covering their assigned event. 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. Finally, the students will work with a rubric to rate later writing assignments that are done for page and deadline assignments.

Key Assessments:
- Maestro Project (team storytelling that includes a written story and a page design, completed under time constraints)

Unit 4 Resources:
- Bill Kovach & Tom Rosenheil, Elements of Journalism - Journalism ethics manual
- Bobby Hawthorne, The Radical Write - Journalistic writing manual
- Idea File Magazine - Quarterly publication produced for yearbook advisers
- Communication: Journalism Education Today Magazine - Publication for media teachers
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<td><strong>Unit Description:</strong> Photography is one of the most important aspects to designing, planning, and creating a yearbook. Through a series of group assignments, 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.</td>
<td>CTE Anchor Standards: N/A Pathway Standards: A2.1: Demonstrate skill in manipulation of digital imagery (either still or video) in an industry-related application. A3.1: Identify and describe the role and influence of new technologies on contemporary arts industry. A3.2: Describe how the issues of time, place, and cultural influence are reflected in a variety of artistic products. A3.6: Investigate and discuss universal concepts expressed in visual media products from diverse cultures. A4.5: Analyze and articulate how society influences the interpretation and effectiveness of an artistic product. A5.3: Deconstruct works of art, identifying psychological content found in the symbols and images and their relationship to industry and society.</td>
<td>Students will be able to: • 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</td>
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<td><strong>Unit 5 Essential Questions:</strong> • What makes a photo “good”? • How are photos and writing related?</td>
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<td><strong>Key Assignments:</strong> • The student’s will first design a basic photo composition fact sheet which introduces the concepts and principles of: center of interest, rule of thirds, angle, framing, leading lines and peak emotion. Students will then be placed into groups where each group will be given random sample photos and as a group they will identify and explain the composition principle that is being emphasized in each photo. Finally, each group will then create their own series of photos that aligns with the composition fact sheet, with each photo emphasizing one particular principle of composition. They will finally create a rubric that each staff photographer will use in selecting the photos that will be used for publication.</td>
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<td><strong>Key Assessments:</strong> • Students will complete their Photography Portfolio according to rubric specifications</td>
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<td><strong>Unit 5 Resources:</strong> • Scott Kelby, <em>Digital Photography Book, Parts I-III</em> -Photography textbook • Adobe Creative Team, <em>Adobe Photoshop in a Book</em> -Photoshop textbook • Technical documents to support hardware (e.g. camera manuals)</td>
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## Unit 6 – Editing – Forms and Functions of Language (Writer’s Style)

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| **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. | **CTE Anchor Standards:**  
2.4: Demonstrates elements of written and electronic communication such as accurate spelling, grammar, and format.  
4.1: Use electronic reference materials to gather information and produce products and services.  
8.1: Access, analyze, and implement quality assurance standards of practice.  
A7.5: 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. | **Students will be able to:**  
- 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 |
| **Unit 6 Essential Questions:**  
- What is AP style?  
- Why does style matter? |  |  |
| **Key Assignments:**  
- Editing assignments will be ongoing in this unit. Any copy that is submitted for publication will be assessed for a number of different rounds of editing. To demonstrate their overall understanding of the editing process, students will create a mock page that includes copy, captions, headlines and other text. They will submit this page to an editing team that will be responsible for a round of editing. The page will go through seven rounds of editing before the page is considered “final” and then it will be returned to the original creator to make final edits. The rounds of editing will include: Assessing the story, Leads and language, Editorializing, Quotes and transitions, Copy editing marks, AP style, and Publication readiness  
|  |  |  |
| **Key Assessments:**  
- AP Style Test |  |  |
| **Unit 6 Resources:**  
- Bill Kovach & Tom Rosentheil, *Elements of Journalism* - Journalism ethics manual  
- Bobby Hawthorne, *The Radical Write* - Journalistic writing manual  
**Unit 7 – Foundations in Marketing/Career Exploration**

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<td><strong>Unit Description:</strong> 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.</td>
<td>CTE Anchor Standards: 2.6: Advocate and practice safe, legal, and responsible use of digital media information and communications technologies. 3.3: Explore how information and communication technologies are used in career planning and decision making. 3.4: Research the scope of career opportunities available and the requirements for education, training, certification, and licensure. 3.7: Recognize the importance of small business in the California global economies. 3.9: Develop a career plan that reflects career interests, pathways, and postsecondary options. 7.1: Recognize how financial management impacts the economy, workforce, and community. 7.6: Demonstrate knowledge and practice of responsible financial management. 9.4: 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. A4.3: Analyze the aesthetic value of a specific commercial work of art and defend that analysis from an industry perspective.</td>
<td>Students will be able to: • 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</td>
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**Unit 7 Essential Questions:**
- Why does marketing matter?
- How do sales influence/impact production?

**Key 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.

**Key Assessments:**
- Marketing proposal
**Unit 7 Resources:**
- Harry Beckwith, *Selling the Invisible* - Marketing strategy book

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## Unit 8 - Thematic Development

### Unit 8 Description, Key Lab Assignments, and Key Assessments

**Unit Description:** Thematic Development - 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. The 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.

### CTE Anchor Standards:
- 11.1: 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.
- 11.3: Demonstrate entrepreneurship skills and knowledge of self-employment options and innovative ventures.
- 11.5: 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.

### Pathway Standards:
- A1.4: Select industry-specific works and analyze the intent of the work and the appropriate use of media.
- A2.6: Create an artistic product that involves the use of the elements of art and the principles of design.
- A2.8: Plan and create artistic products that reflect complex ideas, such as distortion, color, theory, arbitrary color, scale, expressive content, and real versus virtual.
- A2.9: Create a multimedia work of art that

### Unit 8 Essential Questions:
- What is a theme?
- Where do themes come from?
- What will next year’s theme be?

### Unit 8 Essential Standards

### Unit 8 Learning Outcomes

**Students will be able to:**
- Pitch, support and discuss a potential theme
- Identify defining characteristics for the upcoming school year
- Evaluate the effectiveness of other themes
- Design a visual and verbal package that supports the publication’s mission
- Participate in the discussion and selection of outstanding themes for publication in the upcoming year
**Key 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 book, 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 will then be developed over the summer to prepare the staff for camp and the start of the new school year in the fall.

**Key Assessments:**
Final Theme Presentation

demonstrates knowledge of media and technology skills..

**Unit 8 Resources:**
- Various magazines and publications
- Pinterest.com -design/theme ideas
- Newseum.org -professional publication samples