



Palm Springs Unified School District Secondary Course Description

Please read: Sections 1 and 2 must be completed and submitted to the Director of Secondary Curriculum and Instruction for all courses seeking PSUSD Cabinet and Board approval. Sections 3 and/or 5 must be completed if the course will be submitted to the University of California (UC) for placement on your school's a-g list and/or Career and technical educational (CTE).

District Office Use Only

Transcript Title(s)/Abbreviation: Title 21st Century Yearbk Design Pub
6065S1 and
6065S2
Cabinet/ August 8, 2017
Transcript Course Code(s)/Number(s): _____ BOE Approval Date: _____

Section 1: Course Content

1. Course Title: 21st Century Yearbook Design and Publication

Date this course was first submitted to the Curriculum Advisory: 08/08/2017

2. Is this a re-write of an existing course? No If "Yes," what is the District Course Code: _____

3. CALPADS Code : 2821

4. PSUSD graduation requirement subject area: Fine Art

5. Unit Value for complete course: 10 Credits (f) (Visual
6. Grade Level: 10 11 12

Course can be repeated for Credit?

Note: Grade level pertains to which grades the course has been designed.

7. PSUSD Department: Visual Arts

8. PSUSD weighted GPA? No 9. Is this an "online" learning course? No

If "Yes," list the online provider: _____

Note: If "Yes," an additional course code will be created by ETIS with a virtual designation.

10. Will this course be offered only through the Alternative Education Program? Yes, DLA & MSJ

11. Career Pathway Relationship

Note: Refer to the list of Industries and their associated Pathways in Section 5, Item #38

Is this course an Industry and Career Pathway-related Course? No

If "Yes," which Industry? --

Which Pathway? _____

What sequence level? --

12. Is this course an Academy-related Course? No If "Yes," which Academy? _____

13. Course Content:

For each unit of the course, provide:

1. A brief description (5-10 sentences) of topics to be addressed that demonstrates the critical thinking, depth and progression of content covered.
2. A brief summary (2-4 sentences) of at least one assignment that explains what a student produces, how the student completes the assignment and what the student learns.

Unit 1: The Principles of Design

Students will demonstrate a written and verbal understanding of the principles of design as they create projects from the unit lessons. Balance, unity, emphasis, contrast, variety, proportion, movement, rhythm, note-taking and reading will be learned in the Principle of Design unit.

Students will conduct a study showing how these designs are relevant to our society and everyday life. They will research various mediums, such as: yearbooks, magazines, advertisements, websites and television. For their project, students will compare and contrast the uses and effectiveness of the differing mediums by creating a Web-based medium depicting understanding of the content. The presentation will show examples of each medium and present the similarities and differences of all three.

Unit 2: Typography

Students will define and identify the terminology related to typography. Students will explain the uses of typography in design in order to achieve a specific purpose. Students will learn the elements and terminology associated with typography through the use of examples. Students will determine how it conveys purpose and how it is used differently in various forms of print and publications. Students will evaluate a variety of examples and determine how typography affects a product's appeal, emotions, ethos and how well it conveys its message.

Students will be assessed on their understanding of typography terminology and effectiveness through a project (Website arranging type). Students will also have an online ad creation project. They will use the elements of typography to create an ad without an image. The goal will be to effectively use typography to determine which element is most important to the message of the ad. Finally, they will be assessed on how well they incorporate typography into their own yearbook page designs, layouts and write ups.

Unit 3: Using Design to Deliver Theme

Using their knowledge on design and theme, students will develop a theme package for the yearbook which will be incorporated throughout the publication. Students will collaborate to develop a comprehensive theme package for the yearbook. The package will include the following elements of design: title, headlines, graphics, layouts, typography and the key elements of layout design. Students will learn how the elements of design create an identity for publications and media. In this unit, students will be assigned a project in which they will have to create a multi-media web presentation (Google Sites). The purpose of the presentation will be to identify design elements and explain how each element conveys the theme. This presentation will incorporate a theme of their choosing to facilitate their theme package.

Unit 5: Assessment of Design During Publication Production

Students will use the principles of design in a problem solving exercise that will test their knowledge. Throughout this unit, students will assess a variety of yearbook spreads. The spreads will range from past yearbooks to current spreads. The goal is for students to improve the overall content coverage by making necessary changes, all while maintaining the integrity of the original design. Rubrics will be used as the guide to assess the usage of design in the yearbook spreads. They will assess the following areas: photography, colors, graphic elements and typography. Students will use a shared Google document to provide feedback to students current spreads. They will also identify successful implementation of design elements.

Per deadline, students will choose their favorite refined spread to present to the class. They will present the design elements used, and explain how they made corrections based on student feedback. Students will explain how their revision improved the integrity of the design in the publication based on the application of the design principles.

Unit 6: Creating Promotional Tools

Students will create promotional tools for the yearbook publication using the elements of design and Adobe InDesign. Throughout the course of the year, the yearbook staff promotes events and sales for the publication. Each promotional tool will be guided by the elements of design and will showcase student understanding of the principles of design while demonstrating an understanding of the purpose and audience. Students will effectively utilize these principles to effectively convey their message to the student body and community.

Yearbook members will create a promotional poster for students who have not yet purchased a yearbook. The poster will include a minimum of 3 elements of design. They will also incorporate elements from the theme package. Students will write a one page analysis explaining how the image on the poster best conveys the main idea of the poster, an explanation of the selected typeface, as well as how they created impact on the poster.

Unit 7: On-Going Graphic Design Portfolio

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

Graphic design products created from each unit, will be saved an E-Portfolio. Attached to each submission will be a written report that details the process of graphic design to achieve: drafting, use of feedback, revision and a reflection of the submitted product. In the reflective piece, students will write a description on how their assignment meets the specific element of design studied in that particular unit, and provide an explanation of the process they followed to create each unit product.

Using the summative assessments from units 1-6, students will create an online graphic design portfolio. Students will select their best work to be included in their portfolio. Each submission piece will be presented to the yearbook staff. The presentation will focus on the assessments in the portfolio and the reflections explaining how the assessment process helped develop graphic design skills.

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14. Course Overview [Provide a brief summary/snapshot (3-5 sentences) of the course's content]:

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

15. Texts and Supplemental Instructional Materials (*all non-core instructional materials are the responsibility of individual schools to purchase.*)

Texts: Communicating Through Graphic Design (Gatta, Kevin and Mowbray, Claire) Davis Publication Inc.

Supplemental Materials: AGIA The Professional Association for Design www.aiga.org

16. Will this course be submitted for approval by UC? Yes

Section 2: School and District Information

School Information

1. School Name: Desert Learning Academy

School District: Palm Springs Unified School District

City and State: Palm Springs, California District Web Site: <http://www.psusd.us>

School Course List Contact Information (Name of AP of Curriculum or Principal)

2. Name: Todd Reed Ed.D.

Position/Title: Principal Email: treed@psusd.k12.ca.us

Phone #: 760-778-0487 Ext: 1404

Teacher Contact Information (Name of teacher/administrator who authored this course)

3. Name: Todd Reed

Position/Title: Principal Email: Treed@psusd.us

Phone #: 760-778-0487 Ext.



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Section 3: Course Information

1. Was this course "Previously Approved" by UC? No

Note: if this course is to be submitted to UC and it was "Previously Approved," the exact same course title as the previously approved course must be used. Complete outlines are not needed for courses previously approved by UC. Courses that are defined as "previously approved" are courses from the following programs (Advanced Placement, International Baccalaureate, ROP courses, etc.), or courses from within the same district, or courses that have been removed within a three-year window are being reinstated, and/or courses from UC-approved online providers. Courses modeled after courses from outside the school district are also defined as "previously approved" but a complete course description will be required for submission to UC. Each section below represents an individual page on the UC electronic submission site.

If "No," proceed to the Course Description Section (Section 4).

If "Yes," indicate which category applies: Interdisciplinary

2. Is this course modeled after a UC-approved course from another high school outside of our district? YES

Note: If "Yes," you will be required to submit a complete course description. UC will review the previous submission, if it is available, to assist them in their review process.

If "Yes," list which school: Nogales High School

Exact Course Title: 21st Century Yearbook Design and Publication

3. Is this course modeled after an identical course approved by UC for the current year at another high school in PSUSD: Yes

If "Yes," what school? Nogales High School

Exact Course Title: 21st Century Yearbook Design and Publication

4. Is this course being reinstated after removal within 3 years: No

If "Yes," what year was the course removed from the list? _____

Exact Course Title: _____

5. Has this course been provided program status, is not an online course, and is it listed below? No

If "Yes," select an option from the Program

Status list: --

6. If "Advanced Placement," has it been authorized by the College Board through the AP audit process? --

Note: UC will only allow Advanced Placement courses that have passed or are in the AP audit process. UC requires all AP courses on your list, including those approved in prior years, to be verified via the College Board AP audit process. UC will run quarterly reports based on AP Audit data. AP courses not listed on the AP audit list will be removed.

If "In Progress," date submitted to AP: _____
MM/DD/YYYY

Exact Program Course Title: --

7(a). Is this course provided by one of the UC-approved online curriculum providers listed in #8?

No

7(b). Have you signed the appropriate partnership agreement with the provider regarding methods of delivery and instruction?

NA

Note: You must have signed an agreement with the appropriate provider and filed with UC in order to use their courses.

8. If the answer to either 7(a) or (b) is “No,” UC will not approve this course. If “Yes” to both 7(a) and (b)., then select the appropriate option from the Online Provider List below:

9. Seeking “Honors” Distinction

Note: To receive “Honors” distinction for both UC and PSUSD, the course content must satisfy certain requirements. For information about these requirements, refer to the a-g Guide: <http://www.ucop.edu/a-gGuide/ag/a-g/honors.html>. For “Previously Approved” courses (including AP and IB), the honors information will be pre-populated as applicable on your UC submission template.

No

Note: “Other Honors” is defined by UC as a course specifically designed with distinctive features which set it apart from regular high school courses in the same discipline areas. The course should be seen as comparable in terms of workload and emphasis to AP, IB or introductory college courses in the subject. Honors courses must be designed for the 11th and 12th grade level to be UC approved and require a comprehensive, year-long written final exam. In addition to AP and IB higher level courses, **high schools may certify not more than one honors level course per grade level in each of the following subject areas only: history, English, advanced mathematics, each laboratory science course, each language other than English, and each of the four VPA disciplines.** If there are no AP or IB or higher level courses in a given subject area, the high school may certify up to, but not more than two honors level courses in that area.

10. Subject Area and Category

f - Visual Arts

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“b”- English

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“c”- Mathematics

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“d”- Laboratory Science

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Note: Students electing to enroll in an integrated-science program (ISP) are strongly advised by UC to complete the entire three-year sequence. In most cases, the first year of an integrated science sequence fulfills only the “g” elective requirement: the second and third years of the sequence then fulfill the two-year “d” laboratory science requirement. Accordingly, if only ISP 1 and only one of ISP 2 or ISP 3 are completed, then one additional course from the categories of Biology, Chemistry, or Physics from the “d” subject area must be taken to fulfill the “d” requirement.

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Note: This category demonstrates that the course is cross-disciplinary and is often used for advanced science courses such as AP Environmental Science or Biochemistry

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Language --

“f”- Visual and Performing Arts

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“g”- Elective