



Board/Authority Authorized Course Framework

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| School District/Independent School Authority Name: Chilliwack School District | School District/Independent School Authority Number (e.g. SD43, Authority #432): SD #33 |
| Developed by: E. MacConnell | Date Developed: April 2019 |
| School Name: G. W. Graham | Principal's Name: Chuck Lawson |
| Superintendent Approval Date (for School Districts only): | Superintendent Signature (for School Districts only): |
| Board/Authority Approval Date: | Board/Authority Chair Signature: |
| Course Name: Graphic Production (Yearbook) 10 | Grade Level of Course: 10 |
| Number of Course Credits: 4 | Number of Hours of Instruction: 120 |

Board/Authority Prerequisite(s): None

Special Training, Facilities or Equipment Required:

No special training required, but familiarity with photo-editing software and digital cameras is an asset. Student will need access to computers with photo editing software, and digital cameras.

Course Synopsis: Graphic Production/ yearbook 10

Completing the school yearbook is an important task that requires students to exhibit high levels of creativity, organization, and independence. Students will be involved with the following: photography, layout, copy writing, computer applications, and advertising in order to plan, design, create, produce and market our school yearbook.

Goals and Rationale:

This course would provide students with the opportunity to learn the basic skills associated with producing a graphic product, such as a school yearbook. Students will learn about the design process, design thinking, and photography. This course would focus on developing the fundamental skills needed to continue on in the graphic production 11 and 12 courses

Aboriginal Worldviews and Perspectives:

Learning involves patience and time – students will explore this through multiple revisions of projects

Learning involves recognizing that some knowledge is sacred and only shared with permission and/ or in certain situations – copy-write and subject permission for photos will be themes throughout the course

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness on reciprocal relations, and a sense of place) – students will gain personal experience through group discussions and projects. They will be actively involved in all aspects of building the graphic product.

Course Name: Graphic Production (Yearbook Grade 10):

BIG IDEAS

Design for the life cycle includes consideration of social and environmental impacts

Design choices require the evaluation and refinement of skills.

Tools and technologies can be adapted for specific purposes.

Critical thinking can be applied to create, transform products, methods, performances and representations in response to problems, events, issues, and needs.

Learning Standards

| Curricular Competencies | Content |
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| <p><i>Students are expected to do the following:</i></p> <p><u>Curricular Competencies</u></p> <p>Applied Design</p> <p>Understanding context</p> <ul style="list-style-type: none"> Engage in a period of user-centered research and empathetic observation Participate in reciprocal relationships throughout the design and production process <p>Defining</p> <ul style="list-style-type: none"> Establish a point of view for a chosen design opportunity <p>Identify potential users, intended impact, and possible unintended consequences</p> <p>Make inference about premises and constraints that define the design and production</p> <p>Ideating</p> <ul style="list-style-type: none"> Generate ideas and add to other’s ideas to create possibilities, and prioritize them for prototyping Critically analyze how competing social, ethical, and sustainability considerations impact designed solutions to meet global needs | <p><i>Students are expected to know the following:</i></p> <p>Design and production opportunities</p> <p>Technologies for image development in prepress through post production environments</p> <p>Knowledge of principles of design rules</p> <p>Use of elements and principles of design as communication tools</p> <p>Intellectual property use and its ethical , moral, and legal consideration including cultural appropriation</p> <p>Standards- compliant technology</p> <p>balance of form and function</p> <p>graphic design through various stages of the project</p> <p>materials organization, planning and time frame</p> <p>appropriate use of technology, including digital citizenship, etiquette, and literacy</p> |

- Work with users throughout the design process
 - Identify and apply sources of inspiration and information
 - Choose an appropriate form, scale, and level of detail for prototyping
 - Construct prototypes, making changes as needed
 - Record iterations of prototyping
- Making
- Identify appropriate tools, technologies, materials process, and time needed for production
 - Learn project management processes and use those processes when working alone or collaboratively
- Sharing
- Share progress while creating to increase opportunities for feedback
 - Decide on how and with whom to share or promote product
 - Critically reflect on their design thinking and process, and identify new design goals.
 - Assess ability to work effectively both as individuals and collaboratively while implementing project management processes.
- Applied skills
- Apply safety procedures for themselves, co-workers, and users in both physical and digital environment
 - Develop competency and proficiency in task specific skills involving manual dexterity and software procedures
- Applied Technologies
- Explore existing, new and emerging tools, technologies, and systems to evaluate suitability for their design and production interests
 - Analyze the role technologies play in societal change
 - Examine how cultural beliefs, values and ethical positions affect the development and use of technologies.

Big Ideas – Elaborations

- **environmental impacts:** including manufacturing, packaging, and disposal and recycling considerations

Curricular Competencies – Elaborations

- **user-centred research:** research done directly with potential users to understand how they do things and why, their physical and emotional needs, how they think about the world, and what is meaningful to them
- **empathetic observation:** may include experiences; traditional cultural knowledge and approaches; First Peoples worldviews, perspectives, knowledge, and practices; places, including the land and its natural resources and analogous settings; users, experts, and thought leaders
- **reciprocal relationships:** communicate with knowledge keepers for greater understanding of perspectives and history within the community, such as seniors, Elders, chiefs, First Nations tribal or band councils, and later career professionals
- **constraints:** limiting factors, such as available technology, expense, environmental impact, copyright
- **sources of inspiration:** may include aesthetic experiences; exploration of First Peoples perspectives and knowledge; the natural environment and places, including the land, its natural resources, and analogous settings; people, including users, experts, and thought leaders
- **information:** may include professionals; First Nations, Métis, or Inuit community experts; secondary sources; collective pools of knowledge in communities and collaborative atmospheres both online and offline
- **impacts:** including the social and environmental impacts of extraction and transportation of raw materials, manufacturing, packaging, transportation to markets, servicing or providing replacement parts, expected usable lifetime, and reuse or recycling of component materials
- **iterations:** repetitions of a process with the aim of approaching a desired result
- **sources of feedback:** may include peers; users; First Nations, Métis, or Inuit community experts; other experts and professionals both online and offline
- **appropriate test:** includes evaluating the degree of authenticity required for the setting of the test, deciding on an appropriate type and number of trials, and collecting and compiling data
- **project management processes:** setting goals, planning, organizing, constructing, monitoring, and leading during execution
- **Share:** may include showing to others, use by others, giving away, or marketing and selling
- **intellectual property:** creations of the intellect such as works of art, invention, discoveries, design ideas to which one has the legal rights of ownership
- **technologies:** tools that extend human capabilities

Content – Elaborations

- **technologies for image development:** for example, layout and design, graphics and images, photography (digital and traditional), new and emerging media processes
- **prepress:** transferring file from the computer to one that can be output
- **elements:** for example, colour, form, line, shape, space, texture, tone, value
- **principles of design:** for example, balance, contrast, emphasis, harmony, movement, pattern, repetition, rhythm, unity
- **design for the life cycle:** taking into account in the design process, economic costs, and social and environmental impacts of the product, from the extraction of raw materials to eventual reuse or recycling of component materials
- **ethical, moral, and legal considerations:** for example, regulatory issues relating to responsibility for duplication, copyright, appropriation of imagery, sound, and video
- **cultural appropriation:** using or sharing a cultural motif, theme, “voice,” image, knowledge, story, song, or drama without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn
- **standards:** for example, units, sizes, materials
- **limitations:** for example, cost, availability, physical properties, product hazards
- **standards-compliant:** for example, layout conventions, mark-up language, current web standards, or other digital media compliance requirements
- **graphic production:** for example, yearbook, 2D and 3D graphics, printing technology, vinyl graphics, sign design, print technician, graphic communications, commercial print production, packaging, new media, marketing communications
- **typography:** the art, design, and technique of crafting and arranging type for effective and aesthetic communication

Recommended Instructional Components:

Units covered could include: What is a Yearbook, Planning a yearbook, Designing a yearbook, Photography, Page design, Copy writing and editing, Passion project

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

Students will be assessed using a combination for formative and summative techniques including: log books, quizzes, discussion, teacher observation, assignments, inquiry project, etc.

Learning Resources: Friesens' Yearbook Curriculum