

# Unit 5: Layout & Design

Content Area: **TEMPLATE**  
Course(s):  
Time Period: **Full Year**  
Length: **5 Weeks**  
Status: **Published**

## **General Overview, Course Description or Course Philosophy**

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In this course, students communicate in a variety of forms for a variety of audiences and purposes. Yearbook is journalistic in nature and allows students to participate in the production of the school yearbook. Students in this course are required to learn the basics of yearbook journalism including layout design, theme, coverage, copy-writing, graphic design, photography, finance, and advertising. Students are expected to plan, draft, and complete written and/or visual compositions on a regular basis, carefully examining their copy for clarity, engaging language and the correct use of the conventions and mechanics of written English. Students will learn the importance of working as a team to complete tasks successfully and on time. Individual responsibility is essential toward the completion of assignments for deadlines. Students will also have the opportunity to accept leadership positions and develop new skills as they build the yearbook

## **OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS**

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**Objective:** In this unit, students will learn good and professional standards of design, elements and techniques for page and spread creation.

**Essential Questions:** How can students develop techniques for page and spread design? How can students design column grids for the placement of text and photo blocks? How can students flow names to the index from text boxes? How can students create panel mirrors, folio tabs and a master list?

**Enduring Understanding:** An effective layout is comprised of many components and is key to creating a comprehensive publication.

## **CONTENT AREA STANDARDS**

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8.1.12.A The use of digital tools and media-rich resources enhances creativity and the construction of knowledge

8.1.12.B The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.

8.1.12.C Digital tools and environments support the learning process and foster collaboration in solving local or global issues and problems.

8.1.12.D Technological advancements create societal concerns regarding the practice of safe, legal, and ethical behaviors.

8.1.12.E Effective use of digital tools assists in gathering and managing information.

8.1.12.F Information accessed through the use of digital tools assists in generating solutions and making decisions.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.2E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

## **RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)**

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G-CO.A.1 Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.

G-CO.D.12 Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.)

9.1.12.E.1 Create messages for different purposes and audiences with sensitivity to cultural, gender, and age diversity, using various digital media outlets.

9.4.12.G.6 Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary in practice.

9.4.12.G.7 Demonstrate use of the concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication.

## **STUDENT LEARNING TARGETS**

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### **Declarative Knowledge**

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Students will understand that:

- The principles of balance, proportion, sequence, unity, simplicity and emphasis are key in designing and creating a layout.
- Elements of gray, black, and white space for effect and balance are critical components of a layout and yearbook design.
- That font and point size must be chosen and carried through in each layout and throughout the book to carry on the theme.
- Techniques such as usage of grid columns are important tools for creating a clean publication
- Techniques of dominant elements, contrasting shapes, eye lines and format are crucial elements of layout design.

### **Procedural Knowledge**

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Students will be able to:

- Identify and create principles of balance, proportion, sequence, unity, simplicity, and emphasis.
- Use elements of gray, black, and white spaces for effect and balance.
- Determine font and point size.
- Create grid columns of eight for block placement.
- Incorporate techniques of dominant elements, contrasting shapes, eye lines and format.
- Create layouts incorporating each of the elements of yearbook production.

### **EVIDENCE OF LEARNING**

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#### **Formative Assessments**

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Teacher Observation

Teacher Feedback and Discussions

Peer Rubrics

Practical Exercises

Group Presentations

Oral/Written Assessments

Exit Tickets

Class Participation

Layout Practice

## **Summative Assessments**

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Layout Rubric

Test and quizzes

Yearbook Portfolio/Notebook

Mid Deadline Evaluations

Final Deadline Assessment

Group Presentations

Self Evaluation

Layout Quiz

## **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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[Edesign](#)

[Herff Jones](#)

Google Docs

Google Slides

Yearbook Samples

Previous publications of Pegasus

## **INTERDISCIPLINARY CONNECTIONS**

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Infused within the unit is connection to Mathematics & Language Arts. 21st Century Themes/Careers including critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership,

cross-cultural understanding, global awareness, civic literacy, and interpersonal communication. Technology Connections: Understand and use technology systems, select and use applications effectively and productively, and exhibit digital citizenship by practicing safe, legal, and responsible use of information and technology. Mathematics Connections: Aspects of graphic design are also used in creating layouts as well as math such as the use of geometric lines, angles etc. which are both critical components of yearbook publication and are infused in this unit and within the course.

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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Modify instructional approach and/or assignments and evaluations as needed based for students with IEPs, 504s, ELLs and gifted and talented students including but not limited to:

- Extended time
- Enrichment activities
- Preferential seating
- Online visuals and audio for individual lessons
- Pairing students for activities
- Teacher modeling
- Differentiated written and verbal responses
- Additional graphic organizers and outlines for writing assignments
- Audio versions of texts
- Integration of higher order thinking processes, creative and critical thinking activities, problem-solving, and open-ended tasks
- Higher level direct questioning
- Opportunities for cross curricular activities
- Flipped Classroom
- Small cooperative groups