Course Title: Yearbook Cycle Class

Subject: Yearbook

Grade Level: 8

Duration: Cycle

Prerequisite: none

Elective or Required: Elective

Language Arts Literacy Mission Statement

The Glen Ridge Language Arts Program establishes a foundation for lifelong learning and effective communication. Through a sequential and challenging curriculum, our students will become proficient readers, effective writers, active listeners and articulate speakers. Students learn to respect various points of view while displaying creative, collaborative, and critical thinking skills. The Language Arts Program enables our students to participate effectively in a technological, complex and ever-changing world.

Course Description:
Yearbooks highlight the year and capture memories. They chronicle events that shape memories and illuminate moments that define relationships. Yearbooks celebrate the experiences, activities, and people that make the year unforgettable. While creating a memory book, students will learn real world skills including Life Skills (communication, time management, photography, writing), Journalism Skills (reporting, editing, media law, design and layout) and Technology Skills (online design and research, photo-editing software). Although each cycle will contribute different pieces to the yearbook whole, the final product will be a memory book of which students can be proud.

Author: Jody Hackmeyer
Date Submitted: Summer 2011
8th Grade Yearbook Cycle

Topic/Unit: Getting Started

Approximate # Of Weeks: 4

Essential Questions: What do I need to know in order to create a yearbook?

Upon completion of this unit students will be able to:

- 8.RI.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
- 8.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- 8.SL.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- 8.SL.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
- 8.SL.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- 8.W.1 Write arguments to support claims with clear reasons and relevant evidence.
- 8.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Interdisciplinary Standards

- **Standard 9.1 21st-Century Life & Career Skills** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
- **Standard 8.2 – Technology Education** All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment.
- **Standard 6.3 Active Citizenship in the 21st Century** All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Activities:

- **Lecture:** Become familiar with the history of yearbooks. Discuss the purpose and elements of a yearbook as students fill in notes. Use past yearbooks to demonstrate the different items discussed. (8.SL.1)

- **Brainstorm:** Define and give examples of theme (in the context of yearbook class). As a class, brainstorm theme ideas for this year's book. In small groups, choose one theme and create a mock-up of a yearbook centered on the chosen theme. Present to class for a vote. (8.SL.1, 8.SL.4, 8.SL.5)
• Photography content & composition. Discuss the specific requirements for planning and producing storytelling photographs. Show examples of vibrant photographs. Discuss the impact the photographs have on the book. Return students to groups of three and distribute planning sheets and assign students to take or find at least ten different types of pictures. (8.SL.2)
• Plan Ahead: Each Monday, the first agenda item will be to discuss upcoming photographic opportunities and assign student photographers. (8.Sl.1)
• Lecture: Introduce the idea of the double page spread and planning for the look and content of the assignment. Become familiar with the various areas of coverage (dominant photo, secondary photo, timeline, fact box, etc). Use the SmartBoard to show examples. (8.SL.1)
• View sample interviews. Teams will create and conduct a five-question survey (Topic: The First Week of School) to gain information to use on their spreads. Ten different people must answer each team’s survey; students may use only up to five fellow yearbook classmates and then must use five people from the larger school population. (8.W.2)
• Responsibility: Give lecture on libel and fair use. Distribute outline of notes so that students can fill it in as they hear the lecture. Have students respond to responsibility scenarios in writing. (8.W.1)
• Technology: Using the SmartBoard, demonstrate the Jostens Yearbook Avenue software that students will be using to produce their pages. (8.RI.7, 8.SL.1)

Writing Assignments:

• Quick-reads (8.W.2)
• Responsibility Scenarios (8.W.1)

Enrichment Activities:

• Look at other yearbooks from previous years and other schools.
• Read popular magazines to get ideas for themes and layouts.
• Visit a production facility to see how a book is put together.

Methods of Assessments/Evaluation:

• Test
• Mock Double Page Spread (The First Week of School)
• Captions
• Headlines
• Student Responsibility Scenarios

Resources:
Old Yearbooks, both high school and middle school
Jostens Yearbook Curriculum Guide

Online Resources:
www.yearbookavenue.jostens.com
Yearbook
Topic/Unit: Producing Yearbook Pages

Approximate # Of Weeks: 3

Essential Questions:
How can I best produce vibrant yearbook pages within the year’s theme?

Upon completion of this unit students will be able to:

• 8.RI.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or
digital text, video, multimedia) to present a particular topic or idea.
• 8.W.8 Gather relevant information from multiple print and digital sources, using search terms
effectively; assess the credibility and accuracy of each source; and quote or paraphrase the
data and conclusions of others while avoiding plagiarism and following a standard format for
citation.
• 8.SL.5 Integrate multimedia and visual displays into presentations to clarify information,
strengthen claims and evidence, and add interest.

Interdisciplinary Standards

• Standard 9.1 21st-Century Life & Career Skills All students will demonstrate the creative,
critical thinking, collaboration, and problem-solving skills needed to function successfully as both
global citizens and workers in diverse ethnic and organizational cultures.
• Standard 8.2 – Technology Education All students will develop an understanding of the
nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment.
• Standard 6.3 Active Citizenship in the 21st Century All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Activities – include 21st Century Technologies:

• Design: Student will work in pairs to create double page spreads for this year’s yearbook.
Content should include photographs, quick-reads, headlines, captions, and creative layouts.
(8.RI.7, 8.SL.5)

• Photography: Students not interested in creating pages will serve as cycle photographers,
getting their assignments from fellow students. (8.W.8, 8.SL.5)

Enrichment Activities:

• Attend a Jostens workshop to hone yearbook skills and get new ideas.
Methods of Assessments/Evaluation:

- Production of double page spreads for the yearbook
- Photographs

Resources: Text, Literature (RL), Informational (RI)

- Past yearbooks (RI)
- Jostens’ Staff + Advisor magazine (RI)

Online Resources:

- www.yearbookavenue.jostens.com