Course Title: Yearbook

Subject: Language Arts Literacy

Grade Level: 8

Duration: Semester

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: Courtney Curtis

Date Submitted: Summer 2015
Approximate # Of Weeks: 4-5 weeks

Essential Questions:
What is a yearbook?
What role does an editor play in creating 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 (njccs.org)
- Standard 9.1 21st-Century Life & Career Skills
- Standard 8.1 – Computer and Information Literacy
- Standard 8.2 – Technology Education
- Standard 6.3 Active Citizenship in the 21st Century

Activities – include 21st Century Technologies:
- Gaining Understanding: Students will work with partners to examine previously created yearbooks and create a list of strategies to keep in mind when working on this year’s book.
- Students will use guided notes to discover the purpose and history of yearbook creation. Upon completion they will compare answers with a partner.
- Photos and Captions: Students will use dynamic photos to practice creating strong captions. Students will examine, select, arrange and caption photos for a mock page of a yearbook to understand the importance of storytelling.
- Yearbook theme: Students will generate ideas and produce mock spreads before voting on a yearbook theme.
- Practice: Students will view a sample page creation as an introduction to software before creating a full page spread with a partner. Page will include a selection of photos with captions, a headline and clear demonstration of a theme connection. Upon earning a passing grade, students will select pages to begin for the year’s yearbook.

Writing Assignments/Routine Writing:
- Interview questions
- Captions
• Guided Note-taking

**Enrichment Activities:**
• Meet with Jostens advisor to gain further understanding of software
• Utilize popular media to generate ideas for photos and pages

**Methods of Assessments/Evaluation:**
• Tests/Quizzes
• Mock Pages
• Practice Assignments (interviews, picture selections, headlines)

**Resources:**  Text, Literature (RL), Informational (RI)
• Previous yearbooks
• Jostens lesson materials

**Online Resources:**
• Yearbook Avenue site
Approximate # Of Weeks: Remainder of semester

Essential Questions:
How can I create a meaningful 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.
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Activities – include 21st Century Technologies:

- Photos: Students will create a folder into which they can upload photos for the final yearbook. Each week, students will be responsible for adding new photos to document school and outside activities of peers.
- Page Creation: Students will select a partner and be assigned a series of 3 pages to work on. Using their understanding of photos, headlines, captions, layouts, etc. from previous unit students will work to create pages and gather relevant interviews from peers for benchmark dates.
- Revision: Students will view printed pages in progress to critique and brainstorm ways to improve or revise work.
- Reflection: Students will rate their own work as compared to previous yearbooks.

Writing Assignments/Routine Writing:

- Interview questions
- Captions
- Guided Note-taking
- Reflections

Enrichment Activities:

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Methods of Assessments/Evaluation:
- Tests/Quizzes
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