

**Glen Ridge Board of Education**  
**Middle School Yearbook**  
**7 & 8**  
***Elective***  
***Semester***

***New Jersey Student Learning Standards***

### English Language Arts Mission Statement:

The Glen Ridge Public School's English program is a continuing study of literary genres and the development of writing, speaking, and thinking skills. Students today, more than ever, need to develop facility and confidence in writing, to articulate and support a point of view and to verbalize their opinion in a clear and concise way. A course of study should encourage this communication. In addition, students should feel comfortable analyzing works of literature, the writing of their peers and their own works.

### Course Description:

In the yearbook class students can shape the 7th and 8th grade yearbook. Everything in the book is generated by student ideas. -- theme, the cover, page design, and quick-read articles. If students are interested in learning layout and design, they will get their own login and password to our Jostens website and will learn how to use this innovative software to create visually interesting pages. For those interested in photography, the 7/8th grade yearbook needs them to take the pictures that will make the book memorable. If students enjoy writing, then they should join the yearbook staff and contribute to the articles, infographics and quick-reads that fill the pages of the yearbook will tell the story of the year.

Name of Course
<b>Unit 1: Team Building &amp; Promotion</b>
<b>Time Allotted (days of instruction): 3-6 days</b>
<b>New Jersey Student Learning Standards (NJSLS)</b>
RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
RI.8.5. Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.
W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia). B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. B. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. C. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. E. Provide a conclusion that follows from and reflects on the narrated experiences or events.
W.8.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) W.8.5. With some guidance and support from peers and adults, develop and strengthen writing

as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

SL.8.1. 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. A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. B. Use an ellipsis to indicate an omission. C. Spell correctly.

L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g. verbal irony, puns) in context. B. Use the relationship between particular words to better understand each of the words. C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> <li>● What makes a yearbook important and timeless?</li> <li>● How do we communicate the importance of history?</li> </ul>	<ul style="list-style-type: none"> <li>● Students will be able to...                             <ul style="list-style-type: none"> <li>○ Recognize their value on a team</li> <li>○ Define the history and importance of a yearbook</li> <li>○ Work as a team to raise awareness of yearbook progress</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Group share about interests, strengths, and ideas for current yearbook</li> <li>● Team Building and Ice-Breaker activities</li> <li>● Yearbook Hashtag for social media campaign</li> <li>● Brainstorm theme</li> <li>● Create sales posters</li> </ul>
<b>Resources/Materials</b>	Jostens Yearbook Avenue course materials Yearbooks from previous years Materials for sales ad/promotion	
<b>Interdisciplinary Connections</b>	At the start of this course, students will draw on creative skills as they do in art courses to plan a picture for the yearbook theme as well as design aesthetically appealing sales posters. Students will also begin thinking about significant ideas which reflect their peer group to promote the theme of the book similar to identifying main ideas in reading.	
<b>21st Century Life and Careers</b>	9.4.8.CI.2: Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3). 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2). 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries. 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8). 9.4.8.DC.7: Collaborate within a digital community to create a digital artifact using strategies such as crowdsourcing or digital surveys.	

	<p>9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.</p> <p>9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.</p> <p>9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.</p> <p>9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.</p> <p>9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2).</p> <p>9.4.8.IML.10: Examine the consequences of the uses of media (e.g., RI.8.7).</p> <p>9.4.8.IML.11: Predict the personal and community impact of online and social media activities.</p> <p>9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.</p> <p>9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information (e.g., 8.2.8.ED.1).</p> <p>9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.</p> <p>9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.</p>
<b>Technology Standards</b>	8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product. • 8.2.12.NT.2: Redesign an existing product to improve form or function.
<b>Diversity/Inclusion</b>	This unit teaches students to include each other, regardless of grade, age, gender, etc. and to think about how to reach multiple audiences (peers, teachers, parents, school leaders).

<b>Assessments</b>			
<b>Formative</b>	<b>Summative</b>	<b>Benchmarks</b>	<b>Alternative</b>
<ul style="list-style-type: none"> <li>• Participation</li> <li>• Group work</li> <li>• Social Media Hashtag</li> <li>• Yearbook History Outline</li> </ul>	<ul style="list-style-type: none"> <li>• Promotion Poster</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly Check-in for completed assignments</li> </ul>	<ul style="list-style-type: none"> <li>• Social Media Campaign for Peers</li> </ul>

<b>Modifications</b>		
<b>English Language Learners</b>	<b>Special Education/504</b>	<b>Gifted and Talented</b>
<ul style="list-style-type: none"> <li>• Ability to access Google translate in native language</li> <li>• Make lessons visual.</li> <li>• Use visual representations of new vocabulary and use graphs, maps, photographs, drawings and charts to introduce new vocabulary and concepts.</li> <li>• Cooperative and partner activities.</li> <li>• Give students a job in a group. Monitor</li> </ul>	<ul style="list-style-type: none"> <li>• Notes given</li> <li>• Extra time for completion of assignments as needed</li> </ul>	<ul style="list-style-type: none"> <li>• Design student ballot for theme voting</li> </ul>

<p>that they are participating</p> <ul style="list-style-type: none"> <li>• Direct instruction of new vocabulary. Teachers should also provide practice in pronouncing new words.</li> </ul>		
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Name of Course
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<b>Unit 2: Technical Skill Building</b>
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<b>Time Allotted (days of instruction): 9-12 days</b>
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<b>New Jersey Student Learning Standards (NJSLS)</b>
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RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RI.8.5. Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.

W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia). B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. B. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. C. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. E. Provide a conclusion that follows from and reflects on the narrated experiences or events.

W.8.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

SL.8.1. 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. A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. B. Use an ellipsis to indicate an omission. C. Spell correctly.

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fact).

L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g. verbal irony, puns) in context. B. Use the relationship between particular words to better understand each of the words. C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"><li>• What are the essential elements of photojournalism?</li><li>• How do words and images work together to tell a story?</li><li>• How does computer design support the creation of a document?</li></ul>	<ul style="list-style-type: none"><li>• Students will be able to:<ul style="list-style-type: none"><li>○ Support a theme in words and images</li><li>○ Select and produce strong examples of photos to represent school events</li><li>○ Identify and define design vocabulary including: pica, signature/storytelling photo, cropping, tagging, template, collage, text box, etc.</li><li>○ Identify, define, and display appropriate examples of:<ul style="list-style-type: none"><li>■ Headlines</li><li>■ Captions</li><li>■ Signature Photos</li><li>■ Supporting Photos</li></ul></li></ul></li></ul>	<ul style="list-style-type: none"><li>• “What makes a good photo” review</li><li>• Critique previous yearbooks for photographic strengths and weaknesses</li><li>• Practicing Headlines and Captions</li><li>• Group photo-taking practice session at school event (Student Council Elections)</li><li>• Practice logging in to and navigating features of Yearbook Avenue site<ul style="list-style-type: none"><li>○ Log in using Job ID and unique username/password</li><li>○ Set up a folder for photo collection</li><li>○ Create and fill a photo box, text box and colored shape on a page</li></ul></li></ul>
<b>Resources/Materials</b>	Jostens Yearbook Avenue course materials Yearbooks from previous years Camera Computers (1 per pair of students or individual Chromebooks)	
<b>Interdisciplinary Connections</b>	During this unit, students will have the opportunity to observe a guest lecture from the HS photo teacher to reinforce a higher level of skill in how to understand and capture quality photographs.	
<b>21st Century Life and Careers</b>	9.4.8.CI.2: Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3). 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2). 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries. 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8). 9.4.8.DC.7: Collaborate within a digital community to create a digital artifact using strategies such as crowdsourcing or digital surveys. 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.	

	<p>9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.</p> <p>9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.</p> <p>9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.</p> <p>9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2).</p> <p>9.4.8.IML.10: Examine the consequences of the uses of media (e.g., RI.8.7).</p> <p>9.4.8.IML.11: Predict the personal and community impact of online and social media activities.</p> <p>9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.</p> <p>9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information (e.g., 8.2.8.ED.1).</p> <p>9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.</p> <p>9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.</p>
<b>Technology Standards</b>	<p>8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.</p> <p>8.2.12.NT.2: Redesign an existing product to improve form or function.</p>
<b>Diversity/Inclusion</b>	<p>This unit reinforces the understanding of broad audiences as well as the necessity for inclusion introduced in the previous unit and furthers this understanding by asking students to portray a positive image of all classmates. Students are encouraged to capture the notable moments of the year as they pertain to the school community in its entirety, not just those they are comfortable and familiar with.</p>

<b>Assessments</b>			
<b>Formative</b>	<b>Summative</b>	<b>Benchmarks</b>	<b>Alternative</b>
<ul style="list-style-type: none"> <li>● Observations</li> <li>● Informal Check-in</li> <li>● Headlines and Captions Practice</li> <li>● Yearbook Avenue practice</li> </ul>	<ul style="list-style-type: none"> <li>● Photo submission</li> </ul>	<ul style="list-style-type: none"> <li>● Weekly Check-in for completed assignments</li> </ul>	<ul style="list-style-type: none"> <li>● Redesign a page from a previous year</li> <li>● Supply students with quality photos for practice activities</li> </ul>

<b>Modifications</b>		
<b>English Language Learners</b>	<b>Special Education/504</b>	<b>Gifted and Talented</b>
<ul style="list-style-type: none"> <li>● Ability to access Google translate in native language</li> <li>● Make lessons visual.</li> <li>● Use visual representations of new vocabulary and use graphs, maps, photographs, drawings and charts to introduce new vocabulary and concepts.</li> <li>● Cooperative and partner activities.</li> </ul>	<ul style="list-style-type: none"> <li>● Notes given</li> <li>● Extra time for completion of assignments as needed</li> </ul>	<ul style="list-style-type: none"> <li>● Anonymously submit photos for the headlines and captions assignment</li> <li>● Write a minimum of 5 sentences for captions</li> <li>● Include literary devices in yearbook copy</li> </ul>

<ul style="list-style-type: none"> <li>• Give students a job in a group. Monitor that they are participating</li> <li>• Direct instruction of new vocabulary. Teachers should also provide practice in pronouncing new words.</li> </ul>		
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Name of Course
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**Unit 3: Layout and Design**

**Time Allotted (days of instruction): 3-6 days**

**New Jersey Student Learning Standards (NJSLS)**

RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RI.8.5. Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.

W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia). B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. B. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. C. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. E. Provide a conclusion that follows from and reflects on the narrated experiences or events.

W.8.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

SL.8.1. 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. A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. B. Use an ellipsis to indicate an omission. C. Spell correctly.

L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to



fact).

L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g. verbal irony, puns) in context. B. Use the relationship between particular words to better understand each of the words. C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"><li>• What makes a design aesthetically appealing?</li><li>• How is a yearbook page constructed?</li></ul>	<ul style="list-style-type: none"><li>• Students will be able to:<ul style="list-style-type: none"><li>○ Write an effective and engaging headline, caption which connects to a theme</li><li>○ Demonstrate understanding of Yearbook Avenue design program</li><li>○ Select and arrange a series of images to create a story</li><li>○ Work collaboratively to create a sample yearbook page</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Create a practice page in Jostens Yearbook Avenue site</li></ul>
<b>Resources/Materials</b>	Jostens Yearbook Avenue course materials Yearbooks from previous years Camera Computers (1 per pair of students or individual Chromebooks)	
<b>Interdisciplinary Connections</b>	In this unit, students will refine their computer design skills by using the Jostens Yearbook Avenue software more independently as they would in a computer course. They will continue to draw on skills utilized in Art to design aesthetically appealing and organized pages in the yearbook. Additionally, students will draw on writing skills practiced in English courses to concisely elaborate on the imagery of each page. They will utilize word play in connection with the yearbook theme as well as draw on popular culture to inspire summaries of events.	
<b>21st Century Life and Careers</b>	9.4.8.CI.2: Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3). 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2). 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries. 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8). 9.4.8.DC.7: Collaborate within a digital community to create a digital artifact using strategies such as crowdsourcing or digital surveys. 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal. 9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information. 9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.	

	<p>9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.</p> <p>9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2).</p> <p>9.4.8.IML.10: Examine the consequences of the uses of media (e.g., RI.8.7).</p> <p>9.4.8.IML.11: Predict the personal and community impact of online and social media activities.</p> <p>9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.</p> <p>9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information (e.g., 8.2.8.ED.1).</p> <p>9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.</p> <p>9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.</p>
<b>Technology Standards</b>	<p>8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.</p> <p>8.2.12.NT.2: Redesign an existing product to improve form or function.</p>
<b>Diversity/Inclusion</b>	<p>This unit encourages students to select images which create the most diverse and engaging story of a school event. A broad group of students must be represented.</p>

<b>Assessments</b>			
<b>Formative</b>	<b>Summative</b>	<b>Benchmarks</b>	<b>Alternative</b>
<ul style="list-style-type: none"> <li>Observations of page creation</li> </ul>	<ul style="list-style-type: none"> <li>Practice Yearbook page</li> </ul>	<ul style="list-style-type: none"> <li>Day 1-2, photo selection and theme connection</li> <li>Day 2-3, arrangement</li> <li>Day 3-5, finalize design and proofread</li> </ul>	<ul style="list-style-type: none"> <li>Students who do not earn an 80% or higher will review unit 2 and be given an opportunity to redo and resubmit before publishing yearbook content.</li> </ul>

<b>Modifications</b>		
<b>English Language Learners</b>	<b>Special Education/504</b>	<b>Gifted and Talented</b>
<ul style="list-style-type: none"> <li>Ability to access Google translate in native language</li> <li>Make lessons visual.</li> <li>Use visual representations of new vocabulary and use graphs, maps, photographs, drawings and charts to introduce new vocabulary and concepts.</li> <li>Cooperative and partner activities.</li> <li>Give students a job in a group. Monitor that they are participating</li> <li>Direct instruction of new vocabulary. Teachers should also provide practice in pronouncing new words.</li> </ul>	<ul style="list-style-type: none"> <li>Notes given</li> <li>Extra time for completion of assignments as needed</li> </ul>	<ul style="list-style-type: none"> <li>Include more examples of quality photographs, captions, and detail in writing.</li> </ul>

**Name of Course**

**Unit 4: Writing for Yearbook**

**Time Allotted (days of instruction): 2-3 weeks**

**New Jersey Student Learning Standards (NJSLS)**

RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RI.8.5. Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.

W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia). B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. B. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. C. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. E. Provide a conclusion that follows from and reflects on the narrated experiences or events.

W.8.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

SL.8.1. 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. A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. B. Use an ellipsis to indicate an omission. C. Spell correctly.

L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g. verbal irony, puns) in context. B. Use the relationship between particular words to better understand each of the words. C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> <li>● What is libel? Slander? Copyright/copyright infringement?</li> <li>● How does a writer fairly and accurately represent people in print?</li> <li>● How does a writer conduct a strong interview?</li> <li>● What does good and concise writing look like?</li> </ul>	<ul style="list-style-type: none"> <li>● Students will be able to: <ul style="list-style-type: none"> <li>○ Design interesting and engaging interview questions and glean detailed responses</li> <li>○ Accurately and fairly represent events in print which also engages audiences</li> <li>○ Define and identify examples of: <ul style="list-style-type: none"> <li>■ Libel</li> <li>■ Slander</li> <li>■ Copyright</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Design interview questions and practice gathering information from peers</li> <li>● Create sample interview responses of 2-3 sentences which relate to theme</li> <li>● Critique classmates' interviews and writing samples for clarity and interest</li> <li>● Review libel, slander, and copyright</li> </ul>
<b>Resources/Materials</b>	Jostens Yearbook Avenue course materials Yearbooks from previous years Camera Computers (1 per pair of students)	
<b>Interdisciplinary Connections</b>	This unit presents a strong tie to English courses where students must relay information in both an engaging and accurate way. Students will draw on informational writing skills as well as proper use of quotations in writing in this unit.	
<b>21st Century Life and Careers</b>	9.4.8.CI.2: Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3). 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2). 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries. 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8). 9.4.8.DC.7: Collaborate within a digital community to create a digital artifact using strategies such as crowdsourcing or digital surveys. 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal. 9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information. 9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information. 9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations. 9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2). 9.4.8.IML.10: Examine the consequences of the uses of media (e.g., RI.8.7). 9.4.8.IML.11: Predict the personal and community impact of online and social media activities. 9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.	

	9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information (e.g., 8.2.8.ED.1). 9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages. 9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.
<b>Technology Standards</b>	8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product. 8.2.12.NT.2: Redesign an existing product to improve form or function.
<b>Diversity/Inclusion</b>	This unit asks students to fairly represent the voices of others. Though they may disagree with the points of view they uncover while practicing skills in this unit, their responsibility is to accurately share those views without bias.

<b>Assessments</b>			
<b>Formative</b>	<b>Summative</b>	<b>Benchmarks</b>	<b>Alternative</b>
<ul style="list-style-type: none"> <li>● Informal Observation and check in</li> <li>● Interview practice sessions</li> </ul>	<ul style="list-style-type: none"> <li>● Interview Question Design and Interview Sessions</li> </ul>	<ul style="list-style-type: none"> <li>● Weekly check-in for completed assignments and progress</li> </ul>	<ul style="list-style-type: none"> <li>● Assign interview questions to struggling students</li> <li>● Have students rewrite old interviews for additional practice</li> <li>● Scribe and photograph subjects instead of interview</li> </ul>

<b>Modifications</b>		
<b>English Language Learners</b>	<b>Special Education/504</b>	<b>Gifted and Talented</b>
<ul style="list-style-type: none"> <li>● Ability to access Google translate in native language</li> <li>● Make lessons visual.</li> <li>● Use visual representations of new vocabulary and use graphs, maps, photographs, drawings and charts to introduce new vocabulary and concepts.</li> <li>● Cooperative and partner activities.</li> <li>● Give students a job in a group. Monitor that they are participating</li> <li>● Direct instruction of new vocabulary. Teachers should also provide practice in pronouncing new words.</li> </ul>	<ul style="list-style-type: none"> <li>● Notes given</li> <li>● Extra time for completion of assignments as needed</li> </ul>	<ul style="list-style-type: none"> <li>● Role-play interview sessions for classmates</li> </ul>

Name of Course

## Unit 5: Independent Design

**Time Allotted (days of instruction): 18-21 days (6-9 weeks)**

### New Jersey Student Learning Standards (NJSLS)

RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RI.8.5. Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.

W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia). B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. B. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. C. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. E. Provide a conclusion that follows from and reflects on the narrated experiences or events.

W.8.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

SL.8.1. 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. A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. B. Use an ellipsis to indicate an omission. C. Spell correctly.

L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g. verbal irony, puns) in context. B. Use the relationship between particular words to better understand each of the words. C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

**Essential Questions**

**Student Learning Objectives**

**Activities**

<ul style="list-style-type: none"> <li>● How do yearbook editors accurately, ethically, and creatively preserve events and memories?</li> </ul>	<ul style="list-style-type: none"> <li>● Students will be able to: <ul style="list-style-type: none"> <li>○ Synthesize and apply skills from previous units to create a final page of the yearbook</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Collaborative (partner) page design</li> <li>● Proofread/Edit/Comment on page design</li> <li>● Review yearbook in “final” pdf form for group feedback</li> <li>● Revise page using feedback before submission</li> </ul>
<b>Resources/Materials</b>	Yearbooks from previous years Camera Computers (1 per pair of students or individual Chromebooks)	
<b>Interdisciplinary Connections</b>	The final unit of this course asks students to employ creative, accurate and ethical means to preserve the year. Students will draw on skills learned in English as they tell the story of the year as well as History as they attempt to preserve the memories. Students will also be using computer skills such as those in Computer Animated Design courses to create a template for each page of the book. Their designs will also connect to those developed in Art as they select decorative fonts and color palettes which support the theme and content of each page.	
<b>21st Century Life and Careers</b>	9.4.8.CI.2: Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3). 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2). 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries. 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8). 9.4.8.DC.7: Collaborate within a digital community to create a digital artifact using strategies such as crowdsourcing or digital surveys. 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal. 9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information. 9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information. 9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations. 9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2). 9.4.8.IML.10: Examine the consequences of the uses of media (e.g., RI.8.7). 9.4.8.IML.11: Predict the personal and community impact of online and social media activities. 9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience. 9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information (e.g., 8.2.8.ED.1). 9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages. 9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.	
<b>Technology Standards</b>	8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product. 8.2.12.NT.2: Redesign an existing product to improve form or function.	
<b>Diversity/Inclusion</b>	This unit encourages students to select images which create the most diverse and engaging story of a school	

event. A broad group of students must be represented.

**Assessments**

Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> <li>● Observation of daily tasks and time management</li> <li>● Pause/Proofread/Edit Days</li> </ul>	<ul style="list-style-type: none"> <li>● Final Yearbook Page design</li> </ul>	<ul style="list-style-type: none"> <li>● Photo assignments (2-3 per marking period to support page design)</li> <li>● Daily/Weekly Task completion</li> </ul>	<ul style="list-style-type: none"> <li>● Allow students to finish early and move on to next task before submission date</li> </ul>

**Modifications**

English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> <li>● Ability to access Google translate in native language</li> <li>● Make lessons visual.</li> <li>● Use visual representations of new vocabulary and use graphs, maps, photographs, drawings and charts to introduce new vocabulary and concepts.</li> <li>● Cooperative and partner activities.</li> <li>● Give students a job in a group. Monitor that they are participating</li> <li>● Direct instruction of new vocabulary. Teachers should also provide practice in pronouncing new words.</li> </ul>	<ul style="list-style-type: none"> <li>● Notes given</li> <li>● Extra time for completion of assignments as needed</li> </ul>	<ul style="list-style-type: none"> <li>● Proofread and edit work of other students</li> <li>● Canvas peers during study periods for “extra” content such as polls and surveys which represent each year.</li> <li>● Gather photos and other necessary content from the community (parents, teachers, etc.) as needed</li> </ul>