



Middle School Yearbook Elective

Course: Middle School Yearbook - Elective

Course Description:

Yearbook is a journalism class where the students are responsible for creating their middle school yearbook. This consists of creating a theme and designing a cover, covering school events (both inside and outside of the school day), designing layouts and spreads, interviewing sources, writing copy and captions, and publishing a fully edited book. This class will also include the basics of yearbook marketing, advertising, and sales.

Grade Level: 8th Grade

Unit Scope and Sequence:

Unit 1: What is Journalism?

Unit 2: Journalism/Yearbook Lingo

Unit 3: Photography Basics

Unit 4: Interviewing and Notetaking

Unit 5: Caption and Story Writing

Unit 6: Theme Development

Unit 7: Ladder Development

Unit 8: Layout and Design

Unit 9: Spread Development

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Unit 1: What is Journalism?

Description:

In this unit, students will learn how a yearbook fits under the umbrella of journalism. They will learn about journalistic integrity and the ethics involved when conducting journalistic business. They will learn what professionalism looks like and sounds like. A staff contract for the year will be created collaboratively, and each student will commit to following the contract for the duration of the year.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
- Professional organizations for journalism create and promote codes of ethics to guide the work of journalists and to encourage publishers to act with integrity. - Following a code of ethics helps to uphold and maintain the dignity of journalists, publications, and the public they serve. - Codes of ethics are guidelines that journalists refer to when making decisions about how to investigate and what to report.	- What is Journalism? - Why is it important to learn and follow the code of ethics for journalism?
<i>Students must know:</i>	<i>Students must be able to:</i>
- Ethics - Professionalism - Journalism	- Identify words and actions associated with journalistic professionalism and ethics. - Work collaboratively to create a journalism responsibility contract for the year. - Demonstrate journalistic ethical behavior through their actions, words, and body language.

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Unit 1: What is Journalism?

Missouri Learning Standards

Approach texts as a reader by comprehending and interpreting texts (8.RL.1, 8.RI.1).

- Evidence/Inference
 - Draw conclusions, infer, and analyze by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text (8.RL.1.A, 8.RI.1.A).
 - Word Meaning
 - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials (8.RL.1.B, 8.RI.1.B).
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- Research
 - Conduct research to answer a question; integrate information (8.W.1.A.a).

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Unit 2: Journalism/Yearbook Lingo

Description:

In this unit, students will learn the vocabulary and lingo used in the world of journalism and yearbook. Students will learn the parts of a yearbook, terms used when conducting journalistic tasks, and the vernacular used when creating a yearbook. Students will then integrate the vocabulary into their daily work.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
- Yearbook and journalism students use specific publication terminology to talk about their work. - Student journalists use the language of publication to communicate quickly and specifically about the work they do. - Yearbooks have traditional sections that each have a different purpose.	- What are the parts/sections of a yearbook? Why is it important to know them? - What is the vocabulary associated with yearbook and journalism? - How do we benefit from learning the terms and language used in the world of journalism and yearbook?
<i>Students must know:</i>	<i>Students must be able to:</i>
- Sections of a Yearbook - Source and Attribution - Theme - Caption - Headline - Copy - Coverage - Graphics - Spread - Layout	- Label the elements of a yearbook. - Match terms with definitions. - Integrate vocabulary into a written response about publishing a yearbook spread.

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Unit 2: Journalism/Yearbook Lingo

Missouri Learning Standards

Approach texts as a reader by comprehending and interpreting texts (8.RL.1, 8.RI.1).

- Word Meaning
 - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials (8.RL.1.B, 8.RI.1.B).

Approach the writing task as a writer (8.W.2.A).

- Development: Follow a writing process to produce writings in narrative, expository and argumentative genres:
 - Expository (informational/explanatory) writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence (8.W.2.A.b).

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Unit 3: Photography Basics

Description:

In this unit, students will learn the basics of photojournalism. Students will learn and practice a variety of photography angles and will learn lighting and framing techniques. They will also learn how a photograph can tell a story. Lastly, students will learn the importance of representation and diversity when gathering photographs for the yearbook. At the end of the unit, students will create a portfolio of their best photographs highlighting various angles and techniques.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
• Photojournalists use the technical tools of photography to capture moments that communicate information, tell a story, and connect with people's emotions. • The yearbook staff's job is to share the story of the year with the world. It must be everyone's story and needs to reflect the diversity of our school community. • We hold ourselves accountable for reflecting perspectives that go beyond the experiences of the yearbook staff.	• What qualities make a photograph pleasing to the eye? • How can a photograph tell a story and express emotion? • How can we work with the lighting, angles, and other techniques to get the "shot" we are hoping for? • Why is it important to keep representation and diversity in mind when gathering photographs?
<i>Students must know:</i>	<i>Students must be able to:</i>
• Framing • Focal Point • Bird's Eye and Worm's Eye View • Leading Lines • Headshot • Rule of Thirds • Back Light & Diffused Light • Action/Reaction • Cropping • Representation & Diversity	• Analyze a photograph to determine its effectiveness in telling a story and evoking emotion. • Use various angles and lighting techniques to capture quality photos. • Evaluate their given environment and work with it to capture quality photos. • Gather a diverse body of photographs to ensure representation.

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Unit 3: Photography Basics

Missouri Learning Standards

Approach texts as a reader by comprehending and interpreting texts (8.RL.1, 8.RI.1).

- Evidence/Inference
 - Draw conclusions, infer, and analyze by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text (8.RL.1.A, 8.RI.1.A).

Approach texts as a researcher by synthesizing/comparing/ contrasting ideas from multiple texts (8.RI.3).

- Relationship in Texts
 - Analyze two or more texts that provide conflicting information on the same topic, and identify where the texts disagree on matters of fact or interpretation (8.RI.3.B).

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Unit 4: Interviewing and Notetaking

Description:

In this unit, students will learn how to conduct effective interviews. This includes how to contact and communicate with sources, generate closed and open questions, take notes during an interview, and review/organize the information after the interview. Students will also learn active listening skills and the importance of professionalism when interacting with sources. At the end of this unit, students will participate in an interviewing project that will demonstrate their ability to plan and conduct an effective interview.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
- Interviewing is an essential part of the yearbook creation process. - To dig deeply into the story behind the pictures, staff members must effectively question and converse with their sources. - Using a variety of questioning strategies, a true journalist will help create an open, honest dialogue with their sources. - Showing respect and professionalism to sources is the cornerstone of conducting meaningful, successful interviews.	- What role does planning and organization play in the interviewing process? - What are some strategies journalists can use to take accurate and effective notes? - What are closed and open questions, and why are both important when conducting an interview? - What are some steps we can take to ensure every source maintains their personal dignity?
<i>Students must know:</i>	<i>Students must be able to:</i>
- Open-Ended Question - Close-Ended Question - Anonymous vs. Named Source - Direct Quote vs. Paraphrasing 5 W's & H	- Initiate, plan, and conduct effective interviews. - Utilize various note-taking strategies to accurately document information and quotes during an interview. - Engage in interviews in a manner that demonstrates journalistic professionalism.

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Unit 4: Interviewing and Notetaking

Missouri Learning Standards

Collaborate (8.SL.1)

- Questioning
 - Delineate a speaker's argument and claims, evaluating reasoning and sufficiency of evidence in order to pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas (8.SL.1.B).
- Viewpoints of Others
 - Acknowledge new information expressed by others including those presented in diverse media and, when warranted, qualify or justify their own views in light of evidence presented (8.SL.1.C).

Approach the writing task as a writer (8.W.2.A).

- Development: Follow a writing process to produce writings in narrative, expository and argumentative genres:
 - Expository (informational/explanatory) writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence (8.W.2.A.b).

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Unit 5: Caption and Story Writing

Description:

In this unit, students will learn how to write engaging and effective captions and stories. Students will learn how to format captions to include direct quotes as well as utilize both present and past tense. Students will learn how to use the 5-W's as a guide when writing stories. Lastly, students will learn how to edit and revise their captions and copy to maximize clarity and interest. At the end of the unit, students will demonstrate their mastery of these skills by adding captions and stories to the photographs in their portfolios from the previous unit.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
• Within a yearbook, captions are important to help convey the story of a photograph. • Captions allow readers to feel the emotions, experience the action, and grasp the overall photograph's importance. • Quoting and spread explanations can further the reader's understanding and enjoyment of the book. • Polished and thoughtful copy conveys the idea that the yearbook is a published piece with lasting presence.	• Why is it important to follow the specific yearbook format when writing captions? • How can the 5-W's be used to write engaging stories? • Why are direct quotes important to include when writing copy for the yearbook? • Why is editing and revising an essential part of the writing process?
<i>Students must know:</i>	<i>Students must be able to:</i>
• Caption Format • Past Tense • Present Tense	• Write engaging captions that follow the yearbook caption format. • Choose when to use both past and present tense when writing captions and stories. • Incorporate direct quotes from sources to elevate the quality and interest of their copy. • Edit and revise to produce polished, publishable work.

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Unit 5: Caption and Story Writing

Missouri Learning Standards

Approach the writing task as a reader. Revise and edit writing with consideration for the task, purpose, and audience (8.W.3.A).

- Choose precise language and make syntactical choices appropriate for the style, task, and audience (8.W.3.A.b).
- Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation (8.W.3.A.c).
- Use transitions to clarify relationships, connect ideas and claims, and signal time shifts (8.W.3.A.d).

Collaborate (8.SL.1)

- Viewpoints of Others
 - Acknowledge new information expressed by others including those presented in diverse media and, when warranted, qualify or justify their own views in light of evidence presented (8.SL.1.C).

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Unit 6: Theme Development

Description:

In this unit, students will learn what a yearbook theme is and how it is conveyed in the yearbook. They will work collaboratively to create a theme for this year's book and will learn how to incorporate the theme both verbally and visually. They will also sketch, pitch, and ultimately decide on the cover art for this year's book. Each student will be responsible for submitting at least one theme and cover art proposal.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
- A yearbook theme is the visual and verbal focus of the book. A strong theme unifies and elevates the quality of the book. - Intentional strategies and elements embedded into the pages and spreads can help the reader feel the mood and tone of the year represented in the book.	- What is a yearbook theme and why is it important to have one? - How are themes conveyed throughout a yearbook? - What makes a great theme and cover?
<i>Students must know:</i>	<i>Students must be able to:</i>
- Verbal Theme - Visual Theme - Font, Color, Graphics	- Distinguish between a verbal and visual theme. - Develop theme and cover art proposals as part of the collaborative, creative process. - Incorporate the theme in a variety of ways to engage the reader and to provide continuity throughout the yearbook.

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Unit 6: Theme Development

Missouri Learning Standards

Approach the writing task as a reader. Revise and edit writing with consideration for the task, purpose, and audience (8.W.3.A).

- Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows the text. Add or delete content and change organization to achieve writer's purpose (8.W.3.A.a).

Approach texts as a researcher by synthesizing/creating/ contrasting ideas from multiple texts (8.RI.3).

- Relationship in Texts
 - Analyze two or more texts that provide conflicting information on the same topic, and identify where the texts disagree on matters of fact or interpretation (8.RI.3.B).

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Unit 7: Ladder Development

Description:

In this unit, students will learn what a ladder is and why it is important. They will then work collaboratively to decide on the sections and features for this year's yearbook. They will also decide collectively what the sequence of the book will be. They will evaluate a variety of organizational patterns, and then decide which one best fits this year's theme and book. Each student will be responsible for submitting coverage brainstorms and spread proposals.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
• Every yearbook needs intentional planning and sequencing. • When a yearbook is thoughtfully organized, readers can enjoy the book without confusion or disruption. • Proper sequencing ensures that nothing essential from the year is left out or misplaced.	• What is a ladder and why is it important to establish one before creating a yearbook? • How can we use features and spread sequencing to increase interest and enjoyment of the yearbook?
<i>Students must know:</i>	<i>Students must be able to:</i>
• Ladder • Feature	• Students must be able to understand what a ladder is and what purpose it serves. • Students must be able to evaluate past ladder/spread sequences to determine the best sequence for this year's theme and book. • Brainstorm, plan, and propose potential spreads and features for this year's theme and book.

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Unit 7: Ladder Development

Missouri Learning Standards

Approach the writing task as a reader. Revise and edit writing with consideration for the task, purpose, and audience (8.W.3.A).

- Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows the text. Add or delete content and change organization to achieve writer's purpose (8.W.3.A.a).

Approach the writing task as a writer (8.W.2.A).

- Development: Follow a writing process to produce writings in narrative, expository and argumentative genres:
 - Expository (informational/explanatory) writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence (8.W.2.A.b).

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Unit 8: Layout and Design

Description:

In this unit, students will learn the basics of layout and design. They will explore various types of layouts and begin selecting and creating layouts to match their first spreads for this year's yearbook. Students will learn elements of design that enhance the reader's experience. Also, students will evaluate and select photographs to determine proper placement on their spread. Finally, they will learn how to use the layout and design software and will begin building their first spreads.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
- The visual look of spreads is a key contributor to a reader's enjoyment and understanding of the overall book. - When specific strategies, rules, and criteria are used, staff members will be able to design spreads that truthfully and thoroughly convey the purpose of each spread.	- What visual design elements help enhance a spread? - What makes a layout effective and visually pleasing? - What should we consider when selecting photos to place on our spreads?
<i>Students must know:</i>	<i>Students must be able to:</i>
- Layout - Mod - Section - Template - Negative Space	- Create a layout that is compatible with the spread's purpose and coverage. - Create and place design elements that will enhance the quality of the spread. - Evaluate and select photos to place on their spreads based on set criteria. - Use the design software to create design features and layouts for spreads.

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Unit 8: Layout and Design

Missouri Learning Standards

Approach texts as a researcher by synthesizing/ comparing/ contrasting ideas from multiple texts (8.RI.3).

- Relationship in Texts
 - Analyze two or more texts that provide conflicting information on the same topic, and identify where the texts disagree on matters of fact or interpretation (8.RI.3.B).

Approach the writing task as a researcher (8.W.1.A).

- Research
 - Conduct research to answer a question; integrate information (8.W.1.A.a).
 - Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source, quote or paraphrase while avoiding plagiarism (8.W.1.A.b).

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Unit 9: Spread Development

Description:

In this unit, students will begin using the skills and knowledge learned from previous units to gather material and place content into their first assigned spread. They will engage in one-on-one conferencing with the teacher throughout the building of their first spread and will use the feedback to make improvements. Students will also engage in peer reviews to receive help and feedback from fellow staff members. At the end of the unit, students will submit their first complete spread.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
- Editing and revising is the last, but perhaps the most essential step in the spread production process. - An effective staff member will take time to reflect on the content they have gathered and placed into the spread. - Peer and advisor feedback is an essential part of the editing and revising process. - A successful staff member must be willing to listen to constructive criticism and be open to making necessary changes to their work.	- What qualities does an effective spread possess? - How can we give feedback to our peers in a constructive way? - How can we use the feedback we receive to better our own content? - What role does editing and revising play in creating spreads?
<i>Students must know:</i>	<i>Students must be able to:</i>
Critique vs Criticize	- Complete a polished, publishable spread. - Engage in effective peer reviewing by giving and receiving feedback from fellow staff members. - Use feedback given from the teacher to improve their spread through editing and revising.

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Unit 9: Spread Development

Missouri Learning Standards

Approach the writing task as a writer (8.W.2.A).

- Development: Follow a writing process to produce writings in narrative, expository and argumentative genres:
 - Narrative writing, including poems about real or imagined experiences that establish and maintain consistent point of view and include clearly defined characters, well-structured event sequences, narrative techniques, and relevant descriptive details (8.W.2.A.a).
 - Expository (informational/explanatory) writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence (8.W.2.A.b).
 - Argumentative writing introducing and supporting a claim with clear reasons and relevant evidence, acknowledging counterclaims, and establishing relationships among claims, counterclaims, and supporting evidence (8.W.2.A.c).

Approach the writing task as a reader. Revise and edit writing with consideration for the task, purpose, and audience (8.W.3.A).

- Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows the text. Add or delete content and change organization to achieve writer's purpose (8.W.3.A.a).
- Choose precise language and make syntactical choices appropriate for the style, task, and audience (8.W.3.A.b).
- Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation (8.W.3.A.c).
- Use transitions to clarify relationships, connect ideas and claims, and signal time shifts (8.W.3.A.d).