



Park Hill School District

Building Successful Futures • Each Student • Every Day

Middle School Publications Curriculum

Course Description: Students engage in the art of written communication for a variety of audiences and purposes. This course prepares them by producing a school newspaper and yearbook as well as other writing venues.

Scope and Sequence:

Timeframe	Unit	Instructional Topics
3 Weeks	Photography	Topic 1: Understanding Quality Photos Topic 2: Parts and Operations of a Camera Topic 3: Camera Practice - Scavenger Hunt
2 Weeks	Yearbook 101	Topic 1: Yearbook Purpose Topic 2: Theme Development
2 Weeks	News Writing/Feature Writing	Topic 1: Caption/Headlines Topic 2: Feature/Magazine Writing
5 Weeks	Yearbook and Design	Topic 1: Spread Design Topic 2: Using Yearbook Avenue
3 Weeks	Marketing and Advertising	Topic 1: Audience and purpose in advertising Topic 2: Effective Advertising
3 Weeks	Spotlight Stories	Topic 1: Exploring Media

Curriculum Standards: This curriculum uses both the 8th grade ELA Missouri Learning standards and the 8th grade Visual Arts Missouri Learning Standards

Curriculum Revision Tracking

Fall, 2025

- Removed ISTE and Teaching Tolerance standards
- Learning targets added to all units
- Revised Engaging Scenarios to be more engaging
- Removed Blogging topic
- Added a Yearbook 101 unit and a Spotlight Stories unit.

Spring, 2020

- Made yearbook publishers generic throughout
- Changed Blogging to Blogging/Vlogging to allow choice Unit 2
- Moved the Photography Unit to be Unit 1
- Renamed News Writing: News Writing/Feature Writing and made it Unit 2

Spring, 2017

Updated Scope and Sequence to include separate 1st and 2nd semester timelines. This was to ensure the class meets the yearbook deadline mid-second semester.

Unit 1:

- Replaced old ISTE Standards with new ISTE Standards
- Replaced Common Core Standards with Missouri Learning Standards
- Added Teaching Tolerance Anti-Bias Anchor Standards
- Added Rubric for Engaging Scenario

Unit 2:

- Replaced old ISTE Standards with new ISTE Standards
- Replaced Common Core Standards with Missouri Learning Standards
- Added an Engaging Scenario and Scoring Guide

Unit 3:

- Replaced old ISTE Standards with new ISTE Standards
- Replaced Common Core Standards with Missouri Learning Standards
- Added Rubric for Engaging Scenario

Unit 4:

- Replaced old ISTE Standards with new ISTE Standards
- Replaced Common Core Standards with Missouri Learning Standards
- Added Teaching Tolerance Anti-Bias Anchor Standards
- Added Rubric for Engaging Scenario

Unit 1: Photography

Subject: Publications

Grade: 7-8

Name of Unit: Photography

Length of Unit: 3 Weeks

Overview of Unit: Students will understand what makes a quality photo and how to take a quality photo. Through their understanding and knowledge of camera functions, they will be able to take and select the best photos for future publications.

Priority Standards for unit:

- VA:Cr.1.A.8 Document early stages of the creative process visually and/or verbally in traditional or new media.
- VA:Cr.1.B.8 Collaboratively shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design.
- VA:Cr.3.A.8 Apply relevant criteria to examine, reflect on, and plan revisions for work of art or design in progress.

Supporting Standards for unit:

- VA:Cr2A.8 Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms and meanings that emerge in the process of art-making or designing.
- VA:Re.7B.8 Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions.
- 8W2A: Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.
 - b. Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.

Priority Standard: VA:Cr.1.A.8 Document early stages of the creative process visually and/or verbally in traditional or new media.

Learning Targets	Webb's DOK Level
	Bloom's Level
The student will record ideas and inspirations using sketches, notes, or digital tools	1
	Understand

The student will use traditional or digital media to show the early stages of the creative process	2
	Apply
The student will explain how documentation shows the development of their ideas.	3
	Analyze
Priority Standard: VA:Cr.1.B.8 Collaboratively shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design.	
Learning Targets	Webb's DOK Level
	Bloom's Level
The student will work with others to choose an aspect of present-day life to explore through art or design.	2
	Apply
The student will use contemporary art or design practices to investigate our chosen topic.	3
	Analyze
The student will contribute ideas and feedback to shape the group's artistic investigation.	4
	Create
Priority Standard: VA:Cr.3.A.8 Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.	
Learning Targets	Webb's DOK Level
	Bloom's Level
The student will use criteria (like craftsmanship, creativity, or effectiveness) to examine work-in-progress.	2
	Apply

The student will reflect on progress and explain strengths and areas for improvement in their work	3
	Evaluate
The student will plan and make revisions to improve artwork based on reflection and feedback.	4
	Create

Essential Questions:

1. How do students create quality photos?
2. Why is it important to be able to take quality photos?

Enduring Understanding/Big Ideas:

1. Students take quality photos by using lighting, angles, and proper camera operation to create a center of visual interest (CVI), clear exposure, and capture the moment as it happens.
2. Quality photos help tell a story and show character when sharing with a specific audience and for a particular purpose, such as the yearbook or news publications.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
• Audience • Publication • Purpose	• Angle • Center of Visual Interest (CVI) • Contrast • Exposure • Lighting • Rule of Thirds • Shutter

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Situation: A teen magazine is running a feature called “*Life at Middle School: Behind the Scenes.*”

Challenge: Take photos that capture humor, surprise, and school culture while using technical photography techniques.

Roles: Student photojournalists.

Audience: Magazine readers (class peers or another class acting as the “audience”).

Product/Performance: A 2-page mock magazine spread with a photo collage and short captions/headlines.

Topic 1: Understanding Quality Photos

Engaging Experience 1

Title: Aspects of Quality Photos

Suggested Length of Time: 2 class periods

Standards Addressed

Priority:

- VA:Cr3A.8 Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.

Supporting:

- VA:Re.7B.8 Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions.
- 8W2A: Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.
 - b. Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.

Detailed Description/Instructions: The teacher will begin by posting a picture on the board and pose the question - Is this a good photo? This will begin the discussion of what makes a good vs. poor photo. Teacher will provide instruction on the different aspects of quality photos (rule of thirds, center of visual interest, contrast, exposure, angles, lighting, etc.) while students view examples and take notes.

Bloom's Levels: Understand

Webb's DOK: 2

Engaging Experience 2

Title: Analyzing Photography

Suggested Length of Time: 2 class periods

Standards Addressed

Priority:

- VA:Cr3A.8 Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.

Supporting:

- VA:Re.7B.8 Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions.
- 8W2A: Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and

argumentative techniques.

- b. Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.

Detailed Description/Instructions: The teacher will display various photographs both professional, and amateur. For each picture, students will analyze and rate the photograph quality (rule of thirds, center of visual interest, contrast, exposure, angles, lighting, etc.). Students may refer to their notes taken in previous experience. The teacher will call on random students to share their thoughts/ratings and discuss.

Bloom's Levels: Understand, Apply

Webb's DOK: 2, 3

Engaging Experience 3

Title: Publication Photo Selection

Suggested Length of Time: 1-2 class periods

Standards Addressed

Priority:

- VA:Cr3A.8 Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.

Supporting:

- VA:Re.7B.8 Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions.
- 8W2A: Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.

- b. Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.

Detailed Description/Instructions: The teacher will display photographs from previous school yearbooks. Students will vote on whether each photo is yearbook worthy and then justify their choices either in a class discussion or written reflection. Students will be encouraged to use this same process when working on a yearbook spread or other publication.

Bloom's Levels: Understand, Apply

Webb's DOK: 2, 3

Topic 2: Parts and Operations of a Camera

Engaging Experience 1

Title: Parts of a Camera

Suggested Length of Time: 1 class period

Standards Addressed

Priority:

- VA:Cr1B.8 Collaboratively shape an artistic investigation of an aspect of present-day life using contemporary practice of art or design.

Supporting:

- VA:Cr2A.8 Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms and meanings that emerge in the process of art-making or designing.

Detailed Description/Instructions: The teacher will provide instruction on different parts of the camera by displaying a DSLR camera under the document camera while students take notes on individual diagrams.

Bloom's Levels: Understand

Webb's DOK: 1

Engaging Experience 2

Title: Operations of a Camera

Suggested Length of Time: 1 class period

Standards Addressed

Priority:

- VA:Cr1B.8 Collaboratively shape an artistic investigation of an aspect of present-day life using contemporary practice of art or design.

Supporting:

- VA:Cr2A.8 Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms and meanings that emerge in the process of art-making or designing.
- 8W2A: Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.
 - b. Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.

Detailed Description/Instructions: The teacher will provide instruction on the operations of the camera -- specifically, how to take the picture, turn the flash on/off, settings (auto, sport, portrait, etc.), checking the battery and memory card, how to wear the camera, checking out/returning the camera, and camera care/responsibility. Students will take notes during this process, then write their own personal instructions for using the publications cameras to be kept in their Publications folders.

Bloom's Levels: Understand

Webb's DOK: 2

Engaging Experience 3

Title: Camera Practice - Scavenger Hunt

Suggested Length of Time: 2-3 class periods

Standards Addressed

Priority:

- VA:Cr1A.8 Document early stages of the creative process visually and/or verbally in traditional or new media.
- VA:Cr1B.8 Collaboratively shape an artistic investigation of an aspect of present-day life using contemporary practice of art or design.
- VA:Cr3A.8 Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.

Supporting:

- VA:Cr2A.8 Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms and meanings that emerge in the process of art-making or designing.
- VA:Re.7B.8 Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions.
- 8W2A: Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.
 - b. Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.

Detailed Description/Instructions: (See this unit’s Engaging Scenario for a creative way to go about this activity) To practice using the cameras and taking pictures, students will be given a partner and go on a “scavenger hunt” for certain pictures. The list will contain various items/actions to take photos of, angles of shots, rule of thirds, lighting, etc. The list may include, but is not limited to:

- Something memorable using rule of thirds
- A student teaching a teacher
- Something unusual in the hallways
- An unexpected adult making an impression of an animal
- A non-teaching staff member jumping in the air
- A photo using leading lines

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Understanding Quality Photos	Aspects of Quality Photos	The teacher will begin by posting a picture on the board and pose the question - Is this a good photo? This will begin the discussion of what makes a good vs. poor photo. Teacher will provide instruction on the different aspects of quality photos (rule of thirds, center of visual interest, contrast, exposure, angles, lighting, etc.) while students view examples and take notes.	2 class periods
Understanding Quality Photos	Analyzing Photography	The teacher will display various photographs both professional and amateur. For each picture, students will analyze and rate the photograph quality (rule of thirds, center of visual interest, contrast, exposure, angles, lighting, etc.). Students may refer to their notes taken from previous experience. The teacher will call on random students to share their thoughts/ratings and discuss.	2 class periods
Understanding Quality Photos	Publication Photo Selection	The teacher will display photographs from previous school yearbooks. Students will vote on whether each photo is yearbook worthy and then justify their choices either in a class discussion or written reflection. Students will be encouraged to use this same process when working on a yearbook spread or other publication.	1-2 class periods
Parts and Operations of a Camera	Parts of a Camera	The teacher will provide instruction on different parts of the camera by displaying a DSLR camera under the document camera while students take notes on individual diagrams.	1 class period

Parts and Operations of a Camera	Operations of a Camera	The teacher will provide instructions on the operations of the camera -- specifically, how to take the picture, turn the flash on/off, settings (auto, sport, portrait, etc.), checking the battery and memory card, how to wear the camera, checking out/returning the camera, and camera care/responsibility. Students will take notes during this process, then write their own personal instructions for using the publications cameras to be kept in their Publications folders.	1 class period
Parts and Operations of a Camera	Camera Practice—Scavenger Hunt	To practice using the cameras and taking pictures, students will be given a partner and go on a “scavenger hunt” for certain pictures. The list will contain various items/actions to take photos of, angles of shots, rule of thirds, lighting, etc.	2-3 class periods

Unit 2: Yearbook 101

Subject: Publications

Grade: 7-8

Name of Unit: Yearbook 101

Length of Unit: 2 weeks

Overview of Unit: In this unit, students will explore both the purpose of a yearbook and the role of theme in shaping its design and storytelling. Students will begin by watching videos and engaging in class discussions about how yearbooks preserve memories, celebrate the school community, and serve as a historical record. They will then analyze old yearbooks to identify key sections, evaluate design and coverage choices, and reflect on what makes each example effective. Building on this foundation, students will study how the theme unifies a yearbook's visual style, writing, and overall message. At the end of the unit, students will understand not only the significance of a yearbook but also how thoughtful use of theme can enhance its impact and create a cohesive, meaningful publication.

Priority Standards for unit:

- VA:Cr.1.B.8 Collaboratively shape an artistic investigation of an aspect of present-day life using contemporary practice of art or design.
- VA:Cr.3.A.8 Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.

Priority Standard: VA:Cr.1.B.8 Collaboratively shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design.

Learning Targets	Webb's DOK Level
	Bloom's Level
The student will work with others to choose an aspect of present-day life to explore through art or design.	2
	Apply
The student will use contemporary art or design practices to investigate our chosen topic.	3
	Analyze

The student will contribute ideas and feedback to shape the group's artistic investigation.	4
	Create
Priority Standard: VA:Cr.3.A.8 Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.	
Learning Targets	Webb's DOK Level
	Bloom's Level
The student will use criteria (like craftsmanship, creativity, or effectiveness) to examine work-in-progress.	2
	Apply
The student will reflect on progress and explain strengths and areas for improvement in their work	3
	Evaluate
The student will plan and revise improve artwork based on reflection and feedback.	4
	Create

Essential Questions:

1. What is the purpose of a Yearbook?
2. Why is a yearbook theme important?

Enduring Understanding/Big Ideas:

1. Students will understand that a yearbook is a memory keeper and a historical annual.
2. Students will understand that yearbook themes help connect the story from beginning to end to create a cohesive overall book.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
● Theme ● Table of Contents ● Photography ● Audience/Purpose ● Cohesive	● Yearbook

Topic 1: Yearbook Purpose

Engaging Experience 1

Title: The Power of a Yearbook

Suggested Length of Time: 3-4 days

Standards Addressed

Priority:

- VA:Cr3A.8 Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.

Detailed Description/Instructions: Students will explore the purpose and power of a yearbook by first watching short videos and discussing how yearbooks preserve memories, celebrate community, and tell the story of a school year. They then analyze old yearbooks to identify key sections (such as portraits, student life, academics, clubs, and sports), evaluate design and content choices, and share likes and dislikes. This process helps students understand the significance of yearbooks while building critical awareness of effective storytelling, design, and coverage that will guide their own publication work.

Bloom's Levels: Understand

Webb's DOK: 2

Topic 2: Theme Development

Engaging Experience 1

Title: Exploring Theme Development

Suggested Length of Time: 3-4 Days

Standards Addressed

Priority:

- VA:Cr3A.8 Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.
- VA:Cr.1.B.8 Collaboratively shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design.

Detailed Description/Instructions: Theme Development in a yearbook is an essential skill that teaches students how to create a unifying concept that connects the entire book. It is more than just a clever title or slogan—it is the underlying idea that shapes the look, tone, and storytelling of the yearbook. In the curriculum, students will learn how to brainstorm, design, and consistently apply a theme that captures the essence of the school year.

Bloom's Levels: Understand

Webb's DOK: 2

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Yearbook Purpose	Power of a Yearbook	Students will explore the purpose and power of a yearbook by first watching short videos and discussing how yearbooks preserve memories, celebrate community, and tell the story of a school year. They then analyze old yearbooks to identify key sections (such as portraits, student life, academics, clubs, and sports), evaluate design and content choices, and share likes and dislikes. This process helps students understand the significance of yearbooks while building critical awareness of effective storytelling, design, and coverage that will guide their own publication work.	3-4 class periods
Theme Development	Exploring Theme Development	Theme Development in a yearbook is an essential skill that teaches students how to create a unifying concept that connects the entire book. It is more than just a clever title or slogan—it is the underlying idea that shapes the look, tone, and storytelling of the yearbook. In the curriculum, students will learn how to brainstorm, design, and consistently apply a theme that captures the essence of the school year.	3-4 class periods

Unit 3: News Writing/Feature Writing

Subject: Publications

Grade: 7-8

Name of Unit: News Writing

Length of Unit: 3 Weeks

Overview of Unit: In this unit, students will develop the skills needed to create engaging written content for the yearbook. They will learn how to write effective captions that provide context and tell the story behind photos, as well as craft strong headlines that capture attention and reflect the voice of the publication. In addition, students will practice writing short feature articles that highlight people, events, and unique aspects of the school year. Through guided lessons, practice activities, and peer feedback, students will build confidence as writers and learn how clear, creative, and purposeful writing contributes to the overall quality and impact of the yearbook.

Priority Standards for unit:

- 8W2A: Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.
 - b. Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.

Supporting Standards for unit:

- 8W3A: Review, revise, and edit writing with consideration for the task, purpose, and audience.
 - c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.

Priority Standard: 8.W.2.A: Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.

b. Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.

Learning Targets	Webb's DOK Level
	Bloom's Level
The student will follow the writing process (plan, draft, revise, edit, publish) to create clear, organized writing for a specific audience and purpose.	3
	Create
The student will develop informative/explanatory pieces by using relevant facts, examples, and details that show clear relationships between ideas and evidence.	3
	Create
The student will use an appropriate style and voice and improve my writing through revision to make it accurate, engaging, and effective.	4
	Evaluate

Essential Questions:

1. How does a person communicate news to a specific audience?
2. Why is it essential to be able to communicate with a specific audience/for a particular purpose?

Enduring Understanding/Big Ideas:

1. To communicate news, a person first identifies a need to share information, researches the audience and their needs/desires, selects the information to share, and communicates the information through writing using strong command of conventions, organization and word choice.
2. It is essential to be able to communicate to share information that an audience needs or wants to know. It helps create an informed and well-educated community.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
● Analysis ● Audience ● Formatting ● Caption ● Headline	● Byline ● Headline ● Lead

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Situation: Your school is launching a brand-new online news site (*or digital magazine*), and the first issue needs fresh, relevant stories that matter to students.

Challenge: As a reporter, your job is to pitch, research, interview, and write a feature or news article that grabs attention, informs the audience, and fits the purpose of the publication. You'll go through the professional writing process—drafting, revising, and polishing—just like real journalists.

Roles: Student journalists on staff.

Audience: The school community (students, staff, parents) who will read the digital publication.

Product/Performance: A digital feature/news article that includes headlines, subhead, captions, and (if appropriate) multimedia elements such as photos, infographics, or pull quotes. Articles will be published on the class's digital platform and may be selected for school-wide sharing.

Students will choose research/interview and write a piece of news that is relevant and appropriate to the audience/purpose in the form of a digital platform. Students will take the news piece through the writing process, including receiving peer and teacher feedback. Students will use a digital platform to showcase their News Writing/Feature Writing work including the use of captions and headlines.

Topic 1: News Writing/Feature Writing

Engaging Experience 1

Title: Caption Writing

Suggested Length of Time: 4-5 class periods

Standards Addressed

Priority:

- 8W2A: Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.
 - b. Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.

Supporting:

- 8W3A: Review, revise, and edit writing with consideration for the task, purpose, and audience.
 - c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.

Detailed Description/Instructions: Students will practice the essential skill of writing clear and engaging captions for yearbook photos. The class will begin with a group activity where students examine sample photos and work collaboratively to write captions that go beyond simple identification, adding context and storytelling elements. Together, the class will discuss what makes each caption effective and how to avoid common pitfalls such as stating the obvious or leaving out key details. Following the group practice, students will complete individual caption-writing exercises using a new set of photos, applying the strategies and feedback from the class discussion. By the end of the lesson, students will be able to craft well-written captions that inform, engage, and enhance the visual storytelling of the yearbook.

Bloom's Levels: Understand, Analyze

Webb's DOK: 1, 3

Engaging Experience 2

Title: Headline Writing

Suggested Length of Time: 1-2 class periods

Standards Addressed

Priority:

- 8W2A: Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and

argumentative techniques.

b. Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.

Supporting:

- 8W3A: Review, revise, and edit writing with consideration for the task, purpose, and audience.

c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.

Detailed Description/Instructions: Students will learn how to write headlines that capture attention and enhance the storytelling of yearbook content. The class will begin with an overview of strategies for making headlines stronger, such as using wordplay, active language, and connections to the theme. Students will then practice applying these strategies by revising weak or generic sample headlines into more engaging versions. Building on this practice, they will create original headlines for a selection of photos, stories, or spreads, demonstrating their ability to apply what they have learned. By the end of the lesson, students will understand how thoughtful headline writing can draw readers in and elevate the overall impact of the yearbook.

Bloom's Levels: Understand, Analyze

Webb's DOK: 1, 3

Topic 2: Feature/Magazine Writing

Engaging Experience 1

Title: What is Feature/Magazine Writing?

Suggested Length of Time: 2-3 class periods

Standards Addressed

Priority:

- 8W2A: Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.
 - b. Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.

Supporting:

- 8W3A: Review, revise, and edit writing with consideration for the task, purpose, and audience.
 - c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.

Detailed Description/Instructions: Feature/Magazine Writing in a yearbook focuses on telling stories that go beyond the surface, capturing the voices, emotions, and experiences of the school year in a way that feels engaging and timeless. Unlike short captions or straight reporting, feature writing uses a magazine-style approach—rich with detail, storytelling, and creativity—to draw readers in and help them connect personally with the content.

Bloom's Levels: Understand, Analyze

Webb's DOK: 2, 3

Engaging Experience 2

Title: Gallery Walk Feature Writing Stories.

Suggested Length of Time: 1-2 class periods

Standards Addressed

Priority:

- 8W2A: Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.
 - b. Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.

Supporting:

- 8W3A: Review, revise, and edit writing with consideration for the task, purpose, and audience.
 - c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.

Detailed Description/Instructions: (this is done after the Engaging Scenario) Gallery Walk Feature Writing is a collaborative, interactive activity that allows students to share, review, and reflect on their feature writing stories in a dynamic way. Instead of simply handing in a draft for feedback, students present their work in a “gallery walk” format, where stories are displayed around the classroom and peers rotate to read, comment, and engage with each piece. This process encourages students to learn from one another’s writing styles, identify strengths, and practice constructive critique.

Bloom’s Levels: Understand, Create

Webb’s DOK: 2, 3

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Newswriting/Feature Writing	Caption Writing	Students will practice the essential skill of writing clear and engaging captions for yearbook photos. The class will begin with a group activity where students examine sample photos and work collaboratively to write captions that go beyond simple identification, adding context and storytelling elements. Together, the class will discuss what makes each caption effective and how to avoid common pitfalls such as stating the obvious or leaving out key details. Following the group practice, students will complete individual caption-writing exercises using a new set of photos, applying the strategies and feedback from the class discussion. By the end of the lesson, students will be able to craft well-written captions that inform, engage, and enhance the visual storytelling of the yearbook.	4-5 class periods
Newswriting/Feature Writing	Headline Writing	Students will learn how to write headlines that capture attention and enhance the storytelling of yearbook content. The class will begin with an overview of strategies for making headlines stronger, such as using wordplay, active language, and connections to the theme. Students will then practice applying these strategies by revising weak or generic sample headlines into more engaging versions. Building on this practice, they will create original headlines for a selection of photos, stories, or spreads, demonstrating their ability to apply what they have learned. By the end of the lesson, students will understand how thoughtful headline writing can draw readers in and elevate the overall impact of the yearbook.	2 class periods

Feature/Magazine Writing	What is Feature/Magazine Writing?	Feature/Magazine Writing in a yearbook focuses on telling stories that go beyond the surface, capturing the voices, emotions, and experiences of the school year in a way that feels engaging and timeless. Unlike short captions or straight reporting, feature writing uses a magazine-style approach—rich with detail, storytelling, and creativity—to draw readers in and help them connect personally with the content.	3-4 class periods
Feature/Magazine Writing	Gallery Walk Feature Writing Stories	Gallery Walk Feature Writing is a collaborative, interactive activity that allows students to share, review, and reflect on their feature writing stories in a dynamic way. Instead of simply handing in a draft for feedback, students present their work in a “gallery walk” format, where stories are displayed around the classroom and peers rotate to read, comment, and engage with each piece. This process encourages students to learn from one another’s writing styles, identify strengths, and practice constructive critique.	1-2 class periods

Unit 4: Yearbook and Design

Subject: Yearbook and Design

Grade: 7-8

Name of Unit: Yearbook and Design

Length of Unit: 5 Weeks

Overview of Unit: Students will learn the basic elements of graphic design and apply photography and writing skills in order to create a yearbook spread for the school yearbook.

Priority Standards for unit:

- VA:Cr1A.8 Document early stages of the creative process visually and/or verbally in traditional or new media.
- VA:Cr1B.8 Collaboratively shape an artistic investigation of an aspect of present-day life using contemporary practice of art or design.
- VA:Cr3A.8 Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.

Supporting Standards for unit:

- VA:Cr2A.8 Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms and meanings that emerge in the process of art-making or designing.
- VA:Re.7B.8 Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions.
- 8W3A: Review, revise, and edit writing with consideration for the task, purpose, and audience.
 - c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.

Priority Standard: VA:Cr.1.A.8 Document early stages of the creative process visually and/or verbally in traditional or new media.	
Learning Targets	Webb's DOK Level
	Bloom's Level
The student will record ideas and inspirations using sketches, notes, or digital tools	1
	Understand

The student will use traditional or digital media to show the early stages of the creative process	2
	Apply
The student will explain how documentation shows the development of their ideas.	3
	Analyze
Priority Standard: VA:Cr.1.B.8 Collaboratively shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design.	
Learning Targets	Webb's DOK Level
	Bloom's Level
The student will work with others to choose an aspect of present-day life to explore through art or design.	2
	Apply
The student will use contemporary art or design practices to investigate our chosen topic.	3
	Analyze
The student will contribute ideas and feedback to shape the group's artistic investigation.	4
	Create
Priority Standard: VA:Cr.3.A.8 Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.	
Learning Targets	Webb's DOK Level
	Bloom's Level
The student will use criteria (like craftsmanship, creativity, or effectiveness) to examine work-in-progress.	2
	Apply

The student will reflect on progress and explain strengths and areas for improvement in their work	3
	Evaluate
The student will plan and make revisions to improve artwork based on reflection and feedback.	4
	Create

Essential Questions:

1. How does one use design techniques to create an effective yearbook spread?
2. How does one communicate the important memories of an event on a yearbook spread using text?
3. Why is it essential to create an effective yearbook spread?

Enduring Understanding/Big Ideas:

1. Effective yearbook spreads are created using the “less is more” theory -- clean lines, limited color palette, crisp and well selected photographs, appropriate shapes, and backgrounds.
2. Memories are created by writing well-developed and audience appropriate titles, stories, and captions for each spread.
3. Effective yearbook spreads capture the school climate and community of the current time while creating lasting memories.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
• Audience • Formatting Tools & Effects • Purpose	• Caption • Image Library • Ladder • Spread • Stroke

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.) Students will create an exemplary yearbook spread that fits the theme of the yearbook using the skills learned in the engaging experiences. Students will have an opportunity to sign up to design a spread on various school events/organizations, with approximately three-four students per class per spread. Spreads should include 10-15 photojournalistic photographs, captions, a title, and a story. The teacher should guide and monitor performance, and students will receive peer and teacher feedback to improve the design. Final designs will be voted on and judged based on accuracy, design, and overall visual appeal. The winning spreads will be published in the final school yearbook.

Rubric: [Final Presentation Link for Scoring Guide](#)

Topic 1: Spread Design

Engaging Experience 1

Title: Design

Suggested Length of Time: 1 class period

Standards Addressed

Priority:

- VA:Cr1B.8 Collaboratively shape an artistic investigation of an aspect of present-day life using contemporary practice of art or design.

Supporting:

- 8W3A: Review, revise, and edit writing with consideration for the task, purpose, and audience.
 - c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.

Detailed Description/Instructions: Students will analyze and evaluate past yearbooks (five is suggested) to identify good/poor designs. The group will decide how to organize their information so that it is clear to their audience. For each yearbook students will evaluate for the following categories: 1. clean lines, 2. limited color palette, 3. crisp and well selected, photographs, and 4. appropriate shapes, and backgrounds.

Bloom's Levels: Analyze

Webb's DOK: 4

Engaging Experience 2

Title: Good Spread Design

Suggested Length of Time: 1-2 class periods

Standards Addressed

Priority:

- VA:Cr1B.8 Collaboratively shape an artistic investigation of an aspect of present-day life using contemporary practice of art or design.
- VA:Cr3A.8 Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.

Supporting:

- VA:Re.7B.8 Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions.
- 8W3A: Review, revise, and edit writing with consideration for the task, purpose, and audience.
 - c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.

Detailed Description/Instructions: Students will get in partners to analyze a school yearbook produced within the last few years. Students will discuss the book's theme, design techniques used that were effective or not effective, identify errors, explain what they would change, etc.

Bloom's Levels: Understand

Webb's DOK: 2

Topic 2: Using Yearbook Design Software

Engaging Experience 1

Title: Yearbook Design Software Introduction

Suggested Length of Time: 6 class periods

Standards Addressed

Priority:

- VA:Cr1A.8 Document early stages of the creative process visually and/or verbally in traditional or new media.
- VA:Cr1B.8 Collaboratively shape an artistic investigation of an aspect of present-day life using contemporary practice of art or design.
- VA:Cr3A.8 Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.

Supporting:

- VA:Cr2A.8 Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms and meanings that emerge in the process of art-making or designing.
- VA:Re.7B.8 Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions.
- 8W3A: Review, revise, and edit writing with consideration for the task, purpose, and audience.
 - c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.

Detailed Description/Instructions: Students will log into Yearbook Design Software and create a practice page. Students will experiment with layouts, inserting images from the library, formatting, effects, etc. The teacher should emphasize the “less is more” concept and encourage students to look at the design gallery and previous yearbook spreads for ideas. Once students feel comfortable with the program, they will create a yearbook spread (see Engaging Scenario).

Bloom’s Levels: Understanding

Webb’s DOK: 3

Engaging Experience 2

Title: Writing for the Yearbook

Suggested Length of Time: 4 class periods

Standards Addressed

Priority:

- VA:Cr1A.8 Document early stages of the creative process visually and/or verbally in traditional or new media.
- VA:Cr1B.8 Collaboratively shape an artistic investigation of an aspect of present-

day life using contemporary practice of art or design.

- VA:Cr3A.8 Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.

Supporting:

- VA:Cr2A.8 Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms and meanings that emerge in the process of art-making or designing.
- VA:Re.7B.8 Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions.
- 8W3A: Review, revise, and edit writing with consideration for the task, purpose, and audience.

c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.

Detailed Description/Instructions: Students will practice writing short informative stories and captions for yearbook spreads. The teacher will provide spreads/pictures without text and students will create stories and captions from scratch. Stories should be no longer than one or two paragraphs and tell the most important information about the event/organization in a creative way. Captions must include the pictured person/people's name(s) and who, what, when, where and why in an interesting way. Accurate spelling, grammar, and punctuation is essential.

Bloom's Levels: Understanding, Apply

Webb's DOK: 2, 3

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Spread Design	Design	Students will analyze and evaluate past yearbooks (five is suggested) to identify good/poor designs. The group will decide how to organize their information so that it is clear to their audience. For each yearbook students will evaluate the following categories: 1. clean lines, 2. limited color palette, 3. crisp and well selected, photographs, and 4. appropriate shapes, and backgrounds.	1 class period
Spread Design	Good Spread Design	Students will get in partners to analyze a school yearbook produced within the last few years. Students will discuss the book's topic, design techniques that were effective or not effective, identify errors, explain what they would change, etc.	1-2 class periods
Using Yearbook Design Software	Yearbook Design Software Introduction	Students will log into Yearbook Design Software and create a practice page. Students will experiment with layouts, inserting images from the library, formatting, effects, etc. The teacher should emphasize the "less is more" concept and encourage students to look at the design gallery and previous yearbook spreads for ideas. Once students feel comfortable with the program, they will create a yearbook spread (see Engaging Scenario).	6 class periods
Using Yearbook Design Software	Writing for the Yearbook	Students will practice writing short informative stories and captions for yearbook spreads. The teacher will provide spreads/pictures without text and students will create stories and captions from scratch. Stories should be no longer than one or two paragraphs and tell the most important information about the event/organization in a creative way. Captions must include the pictured person/people's name(s) and who, what, when, where and why in an interesting way. Accurate spelling, grammar, and punctuation is essential.	4 class periods

Unit 5: Marketing and Advertising

Subject: Marketing and Advertising

Grade: 7-8

Name of Unit: Making and Advertising

Length of Unit: 3 Weeks

Overview of Unit: Students will learn the value of effective advertising techniques. They will be able to determine the difference between good and poor advertisements and create an effective advertisement for the yearbook.

Priority Standards for unit:

- 8.SL.2.C: Plan and deliver appropriate presentations based on the task, audience, and purpose integrating multimedia into presentations to clarify information, strengthen claims and evidence, and add interest.
- 8.W.2.A: Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.
 - b. Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.

Supporting Standards for unit:

- 8.W.3.A: Review, revise, and edit writing with consideration for the task, purpose, and audience.
 - c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
- 8.W.1.A: Conduct research to answer a question (including a self-generated question); gather relevant, credible sources, print and digital; integrate information using a standard citation system.
- 8.W.1.A: 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.

Priority Standard: 8.W.2.A: Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.

b. Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.

Learning Targets	Webb's DOK Level
	Bloom's Level
The student will follow the writing process (plan, draft, revise, edit, publish) to create clear, organized writing for a specific audience and purpose.	3
	Create
The student will develop informative/explanatory pieces by using relevant facts, examples, and details that show clear relationships between ideas and evidence.	3
	Create
The student will use an appropriate style and voice and improve my writing through revision to make it accurate, engaging, and effective.	4
	Evaluate

Priority Standard: 8.SL.2.C Plan and deliver appropriate presentations based on the task, audience and purpose, integrating multimedia into presentations to clarify information, strengthen claims and evidence, and add interest.

Learning Targets	Webb's DOK Level
	Bloom's Level
The student will plan a presentation that fits the task, audience, and purpose.	2
	Apply
The student will integrate multimedia elements (images, audio, video, graphs, etc.) to clarify information and strengthen my claims.	3
	Analyze

The student will deliver my presentation in a way that informs, persuades, or entertains while keeping my audience engaged.	4
	Create

Essential Questions:

1. How does audience and purpose impact advertising?
2. How can students use advertising to promote publications?

Enduring Understanding/Big Ideas:

1. The audience and purpose drives advertising choices by determining the method and techniques used, such as medium, wording, color choices, etc. For instance, an advertisement for teenagers would not contain the same elements as an advertisement for senior citizens.
2. Students will create advertisements by making choices in when and how to promote publications (purpose) to the school community (audience) in order to increase viewership.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
• Audience • Persuasion • Purpose	• Advertising • Slogan

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.) Students will create an effective advertisement (flyer, poster, or a video for the purpose of selling yearbooks. Students will include pertinent information, slogan, and eye-catching images. The class votes for the top three using a voting application, such as a Google Form. The top three printed ads will be printed in color and posted throughout the building. Video versions will be dispersed throughout the building (i.e., Broadcast, YouTube link).

Rubric for Engaging Scenario:

https://docs.google.com/a/parkhill.k12.mo.us/document/d/1mOoWsTDPHt68YiEWLdqaat837horzqrFO1RFM4_CFY4/edit?usp=sharing

Topic 1: Audience and Purpose in Advertising

Engaging Experience 1

Title: Audience and Purpose

Suggested Length of Time: 1 class period

Standards Addressed

Priority:

- 8.SL.2.C: Plan and deliver appropriate presentations based on the task, audience, and purpose integrating multimedia into presentations to clarify information, strengthen claims and evidence, and add interest.

Supporting:

- 8.W.3.A: Review, revise, and edit writing with consideration for the task, purpose, and audience.
 - c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.

Detailed Description/Instructions: Students will analyze and evaluate examples of good and poor advertising using real world examples provided by the teacher. After showing each example, students will evaluate audience, purpose, and effectiveness. For poor examples, we will determine what changes could be made to improve the advertising.

Bloom's Levels: Evaluate

Webb's DOK: 3

Topic 2: Effective Advertising

Engaging Experience 1

Title: Practice Effective Advertising

Suggested Length of Time: 1-2 class periods

Standards Addressed

Priority:

- 8.W.2.A: Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.

Supporting:

- 8.W.3.A: Review, revise, and edit writing with consideration for the task, purpose, and audience.
 - c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.

Detailed Description/Instructions: Students will randomly receive a product, audience, and audience characteristics to create a hypothetical advertisement for. For example, a student has to create an advertisement to sell Diet Pepsi to elderly men who are ballroom dancers. The advertisements should be captured by video and showcased on a digital platform. Expectations: The advertisement must address the audience and product, including an effective slogan. When complete, the class evaluates and recommends adjustments if needed. This provides students with practice and feedback for the Engaging Scenario

Bloom's Levels: Create

Webb's DOK: 3

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Audience and Purpose in Advertising	Audience and Purpose	Students will analyze and evaluate examples of good and poor advertising using real world examples provided by the teacher. After showing each example, students will create a Plus/Delta chart with their shoulder partner. Then each pair will share and as a class decide if the advertisement hit the correct audience and purpose. For poor examples, we will determine what changes could be made to improve the advertising.	1 class period
Effective Advertising	Practice Effective Advertising	Students will randomly receive a product, audience and audience characteristics to create a hypothetical advertisement for. For example, a student has to create an advertisement to sell Diet Pepsi to elderly men who are ballroom dancers. Expectations: The advertisement must address the audience and product including an effective slogan and will be showcased on a digital platform. When complete, the class evaluates and recommends adjustments if needed. This provides students with practice and feedback for the Engaging Scenario.	1-2 class periods

Unit 6: Spotlight Stories

Subject: MS Publications

Grade: 7-8

Name of Unit: Spotlight Stories

Length of Unit: 3 weeks

Overview of Unit: In this unit, students will explore a variety of media formats to understand how different types of publications can tell stories in unique and engaging ways. Through hands-on practice with video, podcasting, and photography, students will learn how each medium can be used to create spotlight stories that highlight people, events, and ideas within their school community. They will analyze examples of professional and student-created media, discuss the strengths and challenges of each format, and then apply their skills to develop their own original projects. The unit will conclude with students presenting their completed spotlight stories, showcasing their ability to communicate effectively across multiple forms of media.

Priority Standards for unit:

- 8.SL.2.C: Plan and deliver appropriate presentations based on the task, audience, and purpose integrating multimedia into presentations to clarify information, strengthen claims and evidence, and add interest.
- 8.W.2.A: Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.
 - b. Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.

Supporting Standards for unit:

- 8.W.3.A: Review, revise, and edit writing with consideration for the task, purpose, and audience.
 - c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.

Priority Standard: 8.W.2.A: Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.

b. Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.

Learning Targets	Webb's DOK Level
	Bloom's Level
The student will follow the writing process (plan, draft, revise, edit, publish) to create clear, organized writing for a specific audience and purpose.	3
	Create
The student will develop informative/explanatory pieces by using relevant facts, examples, and details that show clear relationships between ideas and evidence.	3
	Create
The student will use an appropriate style and voice and improve my writing through revision to make it accurate, engaging, and effective.	4
	Evaluate

Priority Standard: 8.SL.2.C Plan and deliver appropriate presentations based on the task, audience and purpose, integrating multimedia into presentations to clarify information, strengthen claims and evidence, and add interest.

Learning Targets	Webb's DOK Level
	Bloom's Level
The student will plan a presentation that fits the task, audience, and purpose.	2
	Apply
The student will integrate multimedia elements (images, audio, video, graphs, etc.) to clarify information and strengthen my claims.	3
	Analyze

The student will deliver my presentation in a way that informs, persuades, or entertains while keeping my audience engaged.	4
	Create

Essential Questions:

1. How can different types of media—video, podcasts, photography—be used to tell stories effectively?
2. What makes a story engaging, meaningful, and memorable for an audience?

Enduring Understanding/Big Ideas:

1. Students will be able to select and use the most appropriate media format for a story, demonstrating understanding of each medium’s strengths, limitations, and storytelling techniques.
2. Students will create original spotlight stories that include clear focus, compelling content, and thoughtful presentation, showing they can engage an audience through storytelling choices, visuals, and/or audio elements.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
● Media ● Storytelling ● Podcast ● Edit	● Audio ● Camera

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Situation: You’ve been hired as a multimedia storyteller for a new digital “Spotlight Series” that highlights people, events, or ideas that matter. Your stories will be shared with classmates, teachers, and the broader school community.

Challenge: Your mission is to create an original story in the medium that best fits your topic—video, podcast, or photography. You must plan your project carefully, considering narrative structure, visuals or audio, and how to engage your audience.

Roles: Multimedia storytellers/journalists.

Audience: Your peers, teachers, and the school community who will experience your story through your chosen media.

Product/Performance: A polished “Spotlight Story” that uses sound, visuals, and effects effectively to tell a compelling story. You will present your completed work digitally, demonstrating creativity, technical skill, and clear communication.

Topic 1: Exploring Media

Engaging Experience 1

Title: Analyzing Media

Suggested Length of Time: 3-4 Days

Standards Addressed

Priority:

- 8.SL.2.C: Plan and deliver appropriate presentations based on the task, audience, and purpose, integrating multimedia into presentations to clarify information, strengthen claims and evidence, and add interest.

Supporting:

- 8.W.3.A: Review, revise, and edit writing with consideration for the task, purpose, and audience.
 - c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.

Detailed Description/Instructions: Students will explore different media types—such as videos, podcasts, and photography—tell stories and engage audiences. The class will begin by listening to or watching selected examples from each medium. Students will analyze these examples, focusing on elements such as narrative structure, sound design, visual composition, pacing, and the use of effects to enhance storytelling. Through guided discussion, students will compare how each medium communicates ideas differently and identifies techniques that make a story compelling and memorable. By the end of the lesson, students will have a deeper understanding of the strengths and challenges of various media types and be able to apply these insights to their own projects.

Bloom's Levels: Evaluate

Webb's DOK: 3

Engaging Experience 1

Title: Making Media

Suggested Length of Time: 2 weeks

Standards Addressed

Priority:

- 8.SL.2.C: Plan and deliver appropriate presentations based on the task, audience, and purpose, integrating multimedia into presentations to clarify information, strengthen claims and evidence, and add interest.

Supporting:

- 8.W.3.A: Review, revise, and edit writing with consideration for the task, purpose, and audience.
 - c. Conventions of standard English and usage: Demonstrate a command of

the conventions of standard English grammar and usage, including spelling and punctuation.

Detailed Description/Instructions: (Goes with Engaging Scenario) Students will apply what they have learned about storytelling in different media formats to create their own original projects. Each student will choose a specific person, event, or topic to highlight and select the media format—video, podcast, or photography—that best tells their story. Students will plan their project with attention to narrative structure, visual or audio elements, and audience engagement. As they produce their work, they will practice using sound, visuals, and other effects to enhance storytelling, ensuring their final product is clear, engaging, and polished. By the end of the lesson, students will present their completed spotlight stories, demonstrating their ability to communicate effectively through media and convey a compelling story.

Bloom's Levels: Evaluate

Webb's DOK: 3

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Exploring Media	Analyzing Media	Students will explore how videos, podcasts, and photography tell stories and engage audiences. After viewing or listening to examples, they will analyze elements like narrative structure, sound, visuals, pacing, and effects. Through discussion, students will compare how each medium communicates ideas and identifies techniques that make compelling stories. By the end, they will understand the strengths and challenges of different media and apply these insights to their own projects.	3-4 class periods
Exploring Media	Making Media	Students will create original projects by choosing a person, event, or topic and selecting the best medium—video, podcast, or photography—to tell the story. They will plan with attention to structure, visuals or audio, and audience engagement, then produce polished work using sound, visuals, and effects to enhance storytelling. At the end, students will present their spotlight stories to demonstrate effective, compelling communication through media.	2 weeks

Unit of Study Terminology

Appendices: All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

Assessment Leveling Guide: A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in learning.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the unit.

Topic: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Unit Vocabulary: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.